



Alamance-Burlington School System Strategic Plan Success Report – July 2016

On June 16, 2014, the Alamance-Burlington Board of Education adopted the Alamance-Burlington School System Strategic Plan as a road map for achieving the Vision for Public Education in Alamance County. This plan defines the necessary steps for change in order for the district to become a national model for public education. A year and a half into the plan’s implementation, the work of Goal Action Teams and staff is moving out of silos where the focus is on single goals to improvement across multiple goals.

The Strategic Plan Success Report serves as a public report card of the district’s successes as it implements the strategic plan. This report card will be updated periodically to provide parents, community, and employees of the school system information on our progress.

Strategic Priorities and Plan Goals

● **Completed**
 ● **In progress/ongoing**
 ● **Not Started**

School Equity and Consistency

Every student, regardless of classroom or school, will be provided quality educational opportunities in exceptional learning environments.

Recruiting and Retaining High Quality Staff

Students and parents will benefit from outstanding leaders, teachers, and support staff in every school. The district pledges to recruit and retain highly skilled staff who are committed to the Alamance-Burlington School System and its students.

Classroom and School Support

Students and parents will benefit from classrooms and schools that receive support which ensures high levels of achievement for all students.

Goal 1: Exemplary Classroom Teaching and Instructional Leadership

Students, teachers, and schools will be expected to perform at higher levels to ensure that every student graduates college and career ready. Excellence will be the standard in every classroom, in every school, every day.

Define standards	●	<ul style="list-style-type: none"> ▪ Developed definitions and sample indicators for: <ul style="list-style-type: none"> ○ Exemplary Classroom Teaching, ○ Exemplary Learning, and ○ Exemplary Classroom Teaching and Instructional Leadership. ▪ Created ABSS Core Four as an initial tool for assessing excellence across the district. ▪ Will create elementary, middle, and high school “Look For” documents that set the standard for excellence for every student in every classroom every day. (2016-17)
Establish district-wide understanding of standards	●	<ul style="list-style-type: none"> ▪ Set measurable goals aligned to strategic plan. ▪ Communicated expectations for all classrooms (Core 4 – curriculum/standards, student engagement, rigor, and use of data to drive decisions) across the district. ▪ Will utilize a variety of strategies to communicate expectations for exemplary teaching and learning; exemplary teacher leaders and administrator leaders. (2016-17)
Communicate standards to parents	●	<ul style="list-style-type: none"> ▪ Created a document outlining “What Each and Every Parent and Student Can Expect” relative to exemplary classroom teaching and learning. ▪ Utilized varied means of disseminating this document to parents and students and creating a shared understanding.

Create district-wide support for and use of the standards	●	<ul style="list-style-type: none"> ▪ Established a daily district focus on Core 4 expectations for all classrooms. ▪ Will deepen support through the development and use of elementary, middle, and high school “Look For” documents. (2016-17) ▪ Included an expansion request in the 2016-17 budget for monies to implement a weighted teacher allocation formula for high poverty schools.
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Goal 2: Master Plan for Specialized Programs

Students will have the opportunity to participate in customized learning programs and environments over and above the standard curriculum. Through these learning opportunities, students will take part in multiple learning experiences designed to meet their interests, advance their achievement, and align with future local and national workforce needs.

Define customized learning opportunities and environments	●	<ul style="list-style-type: none"> ▪ Defined specialized programs and researched local, state, and national career outlooks. ▪ Identified existing ABSS specialized programs.
Develop a menu of opportunities	●	<ul style="list-style-type: none"> ▪ Developed list of potential elementary and middle/high school program areas for use in determining student, parent, and staff interest. ▪ Surveyed students, teachers, parents, and other key stakeholders to determine interest. ▪ Identified the specialized programs that best meet the needs and interests of students.
Develop process for roll out and full implementation	●	<ul style="list-style-type: none"> ▪ Developed a master plan for the roll out and implementation of specialized programs that considers and sets timelines based on leadership and staff capacity, financial requirements, and presence of critical foundations for program and student success. The master plan identifies programs and timelines by school. Proposed timelines extend through 2017-18. ▪ Are developing processes for moving elementary programs up to feeder middle schools. ▪ Included an expansion request in the 2016-17 budget for specialized programs. ▪ Will develop and implement a plan for monitoring and evaluating specialized programs. (2016-17)
Educate parents and other key stakeholders	●	<ul style="list-style-type: none"> ▪ Are educating parents and other key stakeholders school by school as specialized programs come online. ▪ Will formalize the process for communicating with students, parents, and key stakeholders to ensure consistency across the district. (2016-17)
Secure long-term business and community partners	●	<ul style="list-style-type: none"> ▪ Are securing long-term business and community partners for schools and programs as they are developed and implemented.

Goal 3: Written Five-Year Facilities Plan

Students will attend school in modern facilities that are safe, orderly, attractive, and well-maintained. Schools will have infrastructures that support the use of technology and provide excellent learning environments.

Conduct needs assessment	●	<ul style="list-style-type: none"> ▪ A Joint Facilities Task Force was created by the Board of Education and Board of County Commissioners. ▪ Visited schools and used a common rating sheet to assess building conditions and needs. ▪ Met on April 1, 2015 to share impressions and ratings from the visits and met monthly thereafter. ▪ Developed conclusions about over-capacity issues at the high school level, serious capacity issues at three elementary schools, and significant deferred maintenance issues that required immediate attention.
Communicate priority facility needs to parents, community and elected officials	●	<ul style="list-style-type: none"> ▪ Communicated immediate space needs as a part of initial student assignment changes for 2015-16 ▪ Continue to work on, refine, and seek public input on a new student assignment plan that includes five comprehensive high schools, two choice specialty schools, and a new elementary school. Once adopted, this plan will be the driver for new student assignment plans for elementary and middle.
Adopt and implement final written facilities plan	●	<ul style="list-style-type: none"> ▪ Developed written local and state facilities plan documents that address continuous maintenance needs. ▪ Included an expansion request in the 2016-17 budget for continuous maintenance and repair/replacement of aged mechanical equipment. ▪ Considering a Request for Proposal for a performance contracting agreement to upgrade lighting in most school and replace HVAC units in many schools. ▪ Sharing information about potential facilities needs and costs as a part of conversations about the proposed new student assignment plan. ▪ Will revise the written facilities plan to include needs identified and recommended as a part of the new student assignment plan. (2016-17)
Align staff and resources as facilities plan is implemented	●	<ul style="list-style-type: none"> ▪ Completed \$1 million in facility updates during the summer of 2015. ▪ Completing approximately \$2 million in facility updates during the summer of 2016. ▪ Implementing student assignment changes to dissolve remaining 1970s satellite zones and begin to address space needs. ▪ Re-aligning human and other resources as student assignment changes are made.

Goal 4: World-Class Teacher Working Conditions

Teachers will be supported and have opportunities to grow professionally. They will have access to quality resources and leadership opportunities. They will work in environments where integrity and accountability are cornerstones.

Evaluate current teacher working conditions	●	<ul style="list-style-type: none"> ▪ Defined world-class teacher working conditions. ▪ Developed a three-year summary of North Carolina Teacher Working Conditions Survey Results that includes 2016 data. ▪ Will align this summary and 2016 NCTWC results with the ABSS definition of world-class teacher working conditions. (2016-17)
Establish district-wide understanding of world-class teacher working conditions	●	<ul style="list-style-type: none"> ▪ Will utilize a variety of strategies to create an understanding within the district of world-class teacher working conditions. (2016-17)

Communicate expectations within the district and community	●	<ul style="list-style-type: none"> ▪ Will create and then utilize varied means of disseminating “What Each and Every Teacher Can Expect from ABSS”. (2016-17)
Create district-wide support	●	<ul style="list-style-type: none"> ▪ Developed and are implementing comprehensive professional development plan ▪ Graduated first Alamance-Burlington Teacher Leadership Academy Class in April 2016. ▪ Have inducted the second Teacher Leadership Academy Class. (2016-17) ▪ Graduated two cohorts of school teams from the Educator Leadership Academy – 2014-15 and 2015-16. These teams include principals, assistant principals, academic coaches, and teacher leaders. ELA continues in 2016-17.

Goal 5: Compensation for Building-Level Employees

Teachers, principals, and other school employees will be paid at levels that are competitive with surrounding school systems.

Conduct study of base pay and supplements for all school-based employees	●	<ul style="list-style-type: none"> ▪ Increased supplement for experienced teachers and principals in 2015-16 ▪ Increased pay for bus drivers in 2015-16 ▪ Included an expansion request in the 2016-17 budget to: <ul style="list-style-type: none"> ○ Differentiate teacher supplement to reflect increased supplement based on longevity with ABSS, ○ Differentiate assistant principal supplement to reflect supplement based on years on license, ○ Increase principal supplement by percentage each year for each grade span, and ○ Provide \$200 supplement to all classified employees, in lieu of increasing the pay scale while the district completes a classified salary study.
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Goal 6: Classroom and School Supports

Classrooms and schools will have the materials and resources necessary to close achievement gaps and ensure high levels of achievement for all students.

Establish district-wide minimum standards	●	<ul style="list-style-type: none"> ▪ Defined district-wide minimum standards ▪ Defined and identified sample indicators for: <ul style="list-style-type: none"> ○ Exemplary Classroom Teaching, ○ Exemplary Learning, and ○ Exemplary Classroom Teaching and Instructional Leadership. ▪ Set measurable goals aligned to strategic plan. ▪ Communicated four expectations for all classrooms (Core 4 – curriculum/standards, student engagement, rigor, and use of data to drive decisions) across the district. ▪ Will utilize a variety of strategies to communicate expectations for exemplary teaching and learning and exemplary teacher leaders and administrator leaders. (2016-17)
Examine current allotment formulas	●	<ul style="list-style-type: none"> ▪ Share results and recommendations annually.
Assess gaps building by building	●	<ul style="list-style-type: none"> ▪ Conducted a school-by-school inventory of technology (teacher and student) and developed a revised digital learning implementation plan. ▪ Utilizing multiple funding sources to move the digital learning agenda forward.

<p>Re-align supports and resources</p>	<p>●</p>	<ul style="list-style-type: none"> ▪ Increased allocation for per pupil instructional supplies by 10% in 2015-16. ▪ Re-aligning human and other resources as student assignment changes are made. ▪ Implementing a comprehensive professional development plan and services, including Alamance-Burlington Teacher Leadership Academy and the Educator Leadership Academy. ▪ Implementing a wireless capacity/infrastructure project: Phase I – 2015-16; Phase II – 2016-17. ▪ Began in 2015-16, a weighted allotment to provide additional teachers to schools highly impacted by poverty.
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