



**Alamance-Burlington School System**  
***Strategic Plan***  
**July 1, 2014 to June 30 2019**

***Adopted by the Alamance-Burlington Board of Education***  
***June 16, 2014***

**ALAMANCE-BURLINGTON SCHOOL SYSTEM**  
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***Introduction***

- By their very nature, strategic plans are intended to be living, breathing documents. Effective implementation requires revisiting the plan on an ongoing basis and re-evaluating and revising the plan at least annually.
- While goals appear to be independent of one another and stand alone, effective implementation requires collaboration among persons responsible for the implementation of the six goals. Implementation cannot occur in silos but rather must occur across the goals to ensure consistency, alignment, and seamlessness as the district works toward achievement of the goals.
- Communication with the Board of Education on a regular basis about the plan and progress with plan implementation is essential to effectiveness. Processes and structures must be in place to ensure the Board is updated regularly.
- Communication with and involvement of the community on a regular basis also is essential to effective plan implementation. Processes and structures, including those identified in the action plans, must be in place to ensure the community is updated regularly.
- Communication with and involvement of district staff on a regular basis must also occur. Again, processes and structures, including those identified in the action plans, must be in place to ensure district staff is updated regularly.
- The impact of the strategic plan will be directly related to the level at which the plan drives decision-making across the district. When decisions are made by the Board of Education, district staff, and school staffs, the question must be asked, “How does this decision/this action move the district toward achievement of the strategic plan?”
- This plan reflects a broad base of input from persons within the district and community and the best thinking of teachers, principals, and central office administrators. It warrants implementation . . . implementation with fidelity.

## *School Equity and Consistency*

### **Goal 1: Exemplary Classroom Teaching and Instructional Leadership**

The Alamance-Burlington School System will define standards and expectations for exemplary classroom teaching and instructional leadership. ABSS will establish a shared understanding of these expectations across the district to ensure consistency of implementation and will communicate this guarantee to parents. These standards and expectations will be adhered to and supported by the Board of Education, Superintendent, central office administrators, principals, and teachers.

**Timeline:** Initiation of standards/expectations development – July 1, 2014; initiation of process to establish a shared understanding across the district and communicate with parents – July 1, 2015; and full implementation by June 30, 2016 and ongoing thereafter.

#### **Indicators/Performance Measures:**

- Student outcome data
- School productivity data
- Teacher performance summary information
- Administrator performance summary information
- Teacher and administrator effectiveness information
- Stakeholder perceptual data
- Human Resource data

**Strategy 1.1:**

Examine and evaluate existing standards, expectations, and initiatives

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
1.1.1. Establish a goal action team of instructional leaders from the central office and schools, as well as teacher leaders to develop definitions/models and conduct assessments	July 1, 2014 to August 15, 2014	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of exemplary instructional and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared list of goal action team members</li> </ul>
1.1.2. Define what exemplary instruction looks like <ul style="list-style-type: none"> <li>a. Pedagogy</li> <li>b. Exemplars/rigor</li> <li>c. Assessment/data</li> <li>d. Pacing/curriculum</li> <li>e. Resources</li> <li>f. Technology</li> </ul>	August 15, 2014 to November 15, 2014	<ul style="list-style-type: none"> <li>▪ Goal Action Team (GAT) 1</li> <li>▪ School Improvement (SIP) Division</li> <li>▪ School Leadership (SL) Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of exemplary instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared definitions</li> </ul>
1.1.3. Define what exemplary learning looks like <ul style="list-style-type: none"> <li>a. Evidences of learning</li> <li>b. Grading and assessment practices</li> <li>c. Student engagement and ability to articulate their own learning</li> </ul>	August 15, 2014 to November 15, 2014	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of exemplary learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared definitions</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
1.1.4. Identify and assess evidences of transfer of these definitions from written documents to what occurs in classrooms with teaching and learning	November 15, 2014 to March 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Principals</li> <li>▪ Assistant Principals (APs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definitions (action steps 1.1.2. and 1.1.3.)</li> <li>▪ Rubrics/tools for assessing transfer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examples of transfer evidences (i.e., videos, teacher/administrator demonstrations, etc.)</li> </ul>
1.1.5. Develop and implement a continuous improvement model <ul style="list-style-type: none"> <li>a. Reflect/monitor</li> <li>b. Mechanisms for accountability and support</li> <li>c. Visible self-reflection</li> </ul>	November 15, 2014 to March 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Principals</li> <li>▪ APs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district continuous improvement models</li> <li>▪ Research/information on other CI models</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared continuous improvement model</li> <li>▪ Documentation of consistent implementation</li> </ul>
1.1.6. Define what exemplary instructional leadership looks like <ul style="list-style-type: none"> <li>a. Teacher leadership</li> <li>b. Administrator leadership</li> </ul>	March 15, 2015 to June 1, 2015	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Principals</li> <li>▪ APs</li> <li>▪ Teacher Leaders (TLs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of teacher and administrator leadership roles/responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared exemplary teacher/administrator instructional leadership roles/responsibilities</li> </ul>
1.1.7. Develop and implement leadership growth and development models <ul style="list-style-type: none"> <li>a. Teacher leadership</li> <li>b. Administrator leadership</li> </ul>	March 15, 2015 to June 1, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Principals</li> <li>▪ APs</li> <li>▪ TLs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district growth and development models</li> <li>▪ Research/information on other models</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared growth and development models</li> <li>▪ Documentation of consistent implementation</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
1.1.8. Utilize these definitions and models to assess current standards, expectations, and initiatives to identify what is working well, what is not working well, gaps, and areas of needed improvement	June 1, 2015 to September 30, 2015 (initial assessment); ongoing assessment thereafter	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ Cabinet</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Student Services (Stu Svcs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of work (action steps 1.1.2. to 1.1.7.)</li> <li>▪ Rubrics/ templates/ consistent team for conducting assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written results of assessments</li> <li>▪ Recommendations on standards, expectations, and initiatives to be continued, improved, discontinued, and areas where new development is needed</li> </ul>
1.1.9. Continue those standards, expectations, and initiatives that are working well	October 1, 2015 to December 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ Cabinet</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations from action step 1.1.8.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared standards, expectations, and initiatives to be continued</li> <li>▪ Documentation of consistent implementation</li> </ul>
1.1.10. Improve or discontinue those standards, expectations, and initiatives that are not working well	October 1, 2015 to December 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ Cabinet</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations from action step 1.1.8.</li> <li>▪ Strategies/ processes/ timelines for implementing improvements or discontinuations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information on improvements or discontinuations</li> <li>▪ Documentation of consistent implementation</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
1.1.11. Develop new standards, expectations, and initiatives to address gaps and areas of needed improvement	October 1, 2015 to December 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 1</li> <li>▪ Cabinet</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/ research/ examples of possible standards/ expectations/ initiatives to address gaps</li> <li>▪ Strategies/ processes/ timelines for implementing new standards/ expectations/ initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information on new standards/ expectations/ initiatives</li> <li>▪ Documentation of consistent implementation</li> </ul>

**Strategy 1.2:**

Calibrate district-wide understanding of exemplary classroom teaching and instructional leadership against the definitions/standards/models identified in Strategy 1.1

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
1.2.1. Identify multiple ways to communicate common expectations across the district <ul style="list-style-type: none"> <li>a. Vertical conversations</li> <li>b. Peer collaboration within schools and across district</li> <li>c. Demonstrations by teacher leaders</li> <li>d. Building walkthroughs by administrators</li> </ul>	July 1, 2015 to September 30, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 1</li> <li>▪ School Administration (Sch Admin)</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district communication methods/tools/processes</li> <li>▪ Information/research/examples of other effective communication methods/tools/processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared communication methods/tools/processes</li> <li>▪ Documentation of consistent implementation</li> </ul>
1.2.2. Communicate district non-negotiables, as well as areas of school flexibility based on the unique needs of student populations	October 1, 2015 to December 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identified non-negotiables and areas of flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared key messages relative to non-negotiables and areas of flexibility</li> <li>▪ Documentation of shared understanding and consistent implementation</li> </ul>



<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
1.2.3. Develop and implement methods for instructional monitoring and comprehensive support at the district, building, and classroom levels	October 1, 2015 to December 15, 2015; ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district methods that are effective</li> <li>▪ Information/research/examples of other effective instructional monitoring and support methods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared monitoring and support methods</li> <li>▪ Documentation of shared understanding and consistent implementation</li> </ul>

**Strategy 1.3:**

Communicate this understanding of exemplary classroom teaching and instructional leadership to parents

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
1.3.1. Develop key message points to be utilized across the district to ensure consistent messaging to parents	November 1, 2015 to January 15, 2016; ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents/ evidences from Strategies 1.1 and 1.2</li> <li>▪ Knowledge of effective messaging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared message points</li> </ul>
1.3.2. Identify multiple print and electronic methods for communicating this understanding to parents and community, as well as methods for individualized communication	November 1, 2015 to January 15, 2016; ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district communication tools/methods that are effective</li> <li>▪ Information/ research/ examples of other effective tools/methods for reaching all parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared communication methods</li> </ul>
1.3.3. Determine the timing for initial communication with parents, as well as opportunities for clarifying and reinforcing the message	November 1, 2015 to January 15, 2016; ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ District calendars</li> <li>▪ Knowledge of recurring opportunities for communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared timeline/calendar for communicating with parents</li> <li>▪ Portfolio of communication documents</li> </ul>

**Strategy 1.4:**

Create a culture of adherence to and support for these expectations by the Board of Education, Superintendent, central office administrators, principals, and teachers

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
1.4.1. Identify opportunities for consistently revisiting expectations	July 1, 2016 and ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/ shared expectations</li> <li>▪ Knowledge of recurring opportunities for revisiting expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/ shared documents (i.e., meeting agendas/minutes, electronic/print materials, etc.)</li> </ul>
1.4.2. Determine strategies for consistent accountability for adherence and support	July 1, 2016 and ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 1</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district accountability tools/methods that are effective</li> <li>▪ Information/ research/ examples of other effective accountability tools/ methods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared documents regarding consistent accountability (i.e., meeting agendas/ minutes, electronic/ print materials, etc.)</li> </ul>

## Goal 2: Master Plan for Specialized Programs

The Alamance-Burlington School System will develop and implement a master plan for leveraging specialized programs to meet the unique needs and interests of students.

**Proposed Timeline:** Initiation of master plan development – July 1, 2014; initiation of plan implementation – July 1, 2015; and full plan implementation by June 30, 2018 and ongoing thereafter. Plan implementation is proposed to flow as follows:

- Cummings-Graham Zones (2015-2016)
- Southern-Williams Zones (2016-2017)
- Eastern-Western Zones (2017-2018).

### Indicators/Performance Measures:

- School and zonal profiles
- Detailed framework that can be replicated across zones for development and implementation of specialized programs
- Evidences of plan implementation in zones according to timeline and with fidelity
- Summary performance data as measurements of effectiveness

### Strategy 2.1:

Define the purpose of specialized programs, considering implications for and connections to local and global workforces

Action Steps	Timeline (Start Date/ Completion Date)	Person(s) Responsible	Resources Required	Benchmark(s)/ Indicator(s) of Completion
2.1.1. Establish a goal action team of instructional leaders from the central office and schools, as well as teacher leaders to define the purpose and develop a menu of specialized programs	July 1, 2014 to August 15, 2014	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of exemplary instructional and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared list of goal action team members</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.1.2. Review examples of successful specialized programs, including their purposes, outcomes, and impact on the achievement of all students	August 15, 2014 to November 15, 2014	<ul style="list-style-type: none"> <li>▪ Goal Action Team (GAT) 2</li> <li>▪ School Improvement (SIP) Division</li> <li>▪ Student Services (Stu Svcs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of successful specialized programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written results of review</li> </ul>
2.1.3. Examine local and global workforce needs and preparedness of ABSS students for meeting these needs	August 15, 2014 to November 15, 2014	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ School Leadership (SL) Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Local workforce data</li> <li>▪ Global workforce data</li> <li>▪ Student outcome data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written results of examination</li> </ul>
2.1.4. Develop a written definition of the intended outcomes of specialized programs within ABSS	August 15, 2014 to November 15, 2014	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written results from review of specialized programs</li> <li>▪ Written results of examination of local and global workforce needs and ABSS student preparedness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared definition, including purposes, desired outcomes, and anticipated impact on achievement of all students</li> </ul>

**Strategy 2.2:**

Develop a menu of specialized programs

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.2.1. Use student performance data to identify student needs	October 1, 2014 to December 15, 2014	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ SIP Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student outcome data</li> <li>▪ School productivity data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of needs assessment</li> </ul>
2.2.2. Survey students to determine interests after exposing them to options and opportunities	October 1, 2014 to December 15, 2014	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ SIP Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menu of options and opportunities</li> <li>▪ Strategies for exposing students to these options and opportunities</li> <li>▪ Student survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of student surveys</li> </ul>
2.2.3. Survey teachers, parents, and other key stakeholders, including local business and community partners	October 1, 2014 to December 15, 2014	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher, parent, and key stakeholder surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of surveys – collective results and results by survey group</li> </ul>

Action Steps	Timeline (Start Date/ Completion Date)	Person(s) Responsible	Resources Required	Benchmark(s)/ Indicator(s) of Completion
2.2.4. Examine the impact of potential specialized programs on core academics	November 15 2014 to January 31, 2015	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data related to core academics and student outcome data for core courses</li> <li>▪ Definition of intended outcome of specialized programs (action step 2.1.4.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of examination</li> </ul>
2.2.5. Determine possible specialized programs that best meet the needs and interests of students	December 1, 2014 to February 1, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of action steps 2.1.4., 2.2.1., 2.2.2., 2.2.3., and 2.2.4.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared menu of specialized programs with data on how each will address student needs and interests</li> </ul>

**Strategy 2.3:**

Develop process for roll out and full implementation of specialized programs, aligning roles and responsibilities for central office and schools

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.3.1. Conduct needs assessment for each specialized program option, identifying standards for implementation <ul style="list-style-type: none"> <li>a. Personnel</li> <li>b. Professional development for capacity building prior to and throughout program implementation</li> <li>c. School calendar(s)</li> <li>d. Resources</li> <li>e. Technology</li> <li>f. Facilities, including infrastructure for technology</li> <li>g. Transportation</li> </ul>	February 1, 2015 to April 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ School Administration (Sch Admin)</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menu of specialized programs (action step 2.2.5.)</li> <li>▪ Data for each of the seven identified areas (action step 2.3.1. a-g)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared needs assessment results</li> </ul>



<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.3.2. Examine vertical alignment and grade span impacts from elementary to middle to high school	February 1, 2015 to April 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menu of specialized programs (action step 2.2.5.)</li> <li>▪ Assessments of student needs/ interests and survey results for elementary, middle, and high</li> <li>▪ Time and structures for collaboration by teams from grade levels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of vertical alignment and grade span examinations</li> </ul>
2.3.3. Determine implications for graduation and/or acceleration/advantage in a competitive environment	February 1, 2015 to April 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menu of specialized programs (action step 2.2.5.)</li> <li>▪ Data on graduation requirements and rates</li> <li>▪ Data on acceleration/ advantage in a competitive environment (i.e., AP, Honors, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared implications</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.3.4. Determine process by which each school will select its specialized program and the role of community in program determination	February 1, 2015 to April 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current similar ABSS selection processes</li> <li>▪ Information/research/examples of selection processes from successful specialized programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared selection process with role of community delineated</li> </ul>
2.3.5. Identify strategies to ensure fidelity of program implementation	May 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district strategies for assessing implementation fidelity</li> <li>▪ Information/research/examples of strategies from successful specialized programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared strategies for assessing implementation fidelity</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.3.6. Develop a plan for monitoring and evaluating implementation and impact of specialized programs	May 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district strategies for monitoring and evaluating program implementation and impact</li> <li>▪ Information/research/examples of strategies from successful specialized programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plan for monitoring and evaluating specialized programs</li> </ul>
2.3.7. Develop and implement plans for re-aligning staff and resources to support specialized programs	May 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/knowledge of current staffing and resources</li> <li>▪ Assessment of needed staffing and resources for adopted specialized programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plans for re-aligning staff and resources to support specialized programs</li> </ul>

**Strategy 2.4:**

Develop a plan for educating parents and other key stakeholders about specialized programs

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.4.1. Develop key message points to be utilized across the district to ensure consistent messaging to parents and stakeholders	February 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents/ evidences from Strategies 2.1, 2.2, and 2.3</li> <li>▪ Knowledge of effective messaging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared message points</li> </ul>
2.4.2. Identify multiple print and electronic methods for communicating this understanding to parents and community, as well as methods for individualized communication	February 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district communication tools/methods that are effective</li> <li>▪ Information/ research/ examples of other effective tools/methods for reaching all parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared communication methods</li> </ul>
2.4.3. Determine the timing for initial communication, as well as opportunities for clarifying and reinforcing the message	February 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 2</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ District calendars</li> <li>▪ Knowledge of recurring opportunities for communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared timeline/calendar for communicating with parents</li> </ul>

**Strategy 2.5:**

Secure long-term, meaningful support from local businesses and community partners for specialized program

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.5.1. Identify meaningful roles for the involvement of business and community partners in the development and implementation of specialized programs	February 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ Public Information Officer (PIO)</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information on current business and community partnerships</li> <li>▪ Information on specialized program needs by zone/school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information on business and community partnership roles in specialized programs</li> </ul>
2.5.2. Identify ABSS's reciprocal roles with potential partners	February 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ PIO</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information on current ABSS reciprocal roles</li> <li>▪ Information/research/examples of possible reciprocal roles from successful specialized programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information on reciprocal roles</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
2.5.3. Develop protocols for meeting with business and community partners to gain their investment in specific specialized programs	February 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ PIO</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information on current protocols for meeting with business and community partners to develop partnerships</li> <li>▪ Determination of additional needed protocols</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared protocols – current, new, and/or revised</li> <li>▪ Consistent messaging around protocols</li> </ul>
2.5.4. Develop structures for formalizing and publicizing partnerships	February 1, 2015 to July 15, 2015 (initial); revisit and revise as may be needed with each zone's implementation	<ul style="list-style-type: none"> <li>▪ GAT 2</li> <li>▪ PIO</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information on current structures for formalizing and publicizing partnerships</li> <li>▪ Determination of additional needed structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared structures – current, new, and/or revised</li> <li>▪ Portfolio of documents related to publicizing partnerships</li> </ul>

### Goal 3: Written Five-Year Facilities Plan

The Alamance-Burlington School System will develop a written five-year facilities plan that prioritizes maintenance needs, safety upgrades, detailed aesthetic improvements, and modernization of facilities and infrastructure. This plan will be coordinated and linked to the master plan for specialized programs (Goal 2) and world-class teacher working conditions (Goal 4) and will be shared with the community.

**Proposed Timeline:** Initiation of plan development – January 1, 2015; initiation of plan communication – by July 1, 2015 and ongoing thereafter; initiation of plan revision – January 1, 2016 and annually thereafter.

**Indicators/Performance Measures:**

- Published comprehensive needs assessment, available and communicated to all stakeholders
- Written five-year facilities plan, available and communicated to all stakeholders
- Adoption and implementation of comprehensive five-year facilities plan

**Strategy 3.1:**

Conduct an assessment of facility needs by individual site utilizing a consistent set of standards

Action Steps	Timeline (Start Date/ Completion Date)	Person(s) Responsible	Resources Required	Benchmark(s)/ Indicator(s) of Completion
3.1.1. Establish a goal action team of key internal and external stakeholders to define facility standards and conduct facility walkthroughs and assessments <ul style="list-style-type: none"> <li>a. Central office administrators</li> <li>b. Building-level teachers and leaders</li> <li>c. Parent representatives</li> <li>d. Community representatives</li> <li>e. Other</li> </ul>	January 1, 2015 to February 15, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of exemplary stakeholder representatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared list of goal action team members</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
<p>3.1.2. Define facility standards for 21<sup>st</sup> Century Schools, identifying relevant data points, citing regulations that require upgrades, and establishing minimum standards for all facilities</p> <ul style="list-style-type: none"> <li>a. Maintenance</li> <li>b. Safety</li> <li>c. Detailed aesthetic improvements</li> <li>d. Modernization of facilities</li> <li>e. Infrastructure to support ongoing technology upgrades</li> </ul>	<p>February 15, 2015 to May 15, 2015</p>	<ul style="list-style-type: none"> <li>▪ Goal Action Team (GAT) 3</li> <li>▪ School Improvement (SIP) Division</li> <li>▪ School Administration (Sch Admin)</li> <li>▪ Auxiliary Services Key Personnel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of standards for 21<sup>st</sup> Century Schools</li> <li>▪ Information on current and future regulations that require upgrades</li> <li>▪ Other relevant data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared minimum standards for all facilities</li> </ul>
<p>3.1.3. Coordinate and link standards to Goal 2: Master Plan for Specialized Programs, Goal 4: World-Class Teacher Working Conditions, and Goal 6: Classroom and School Supports</p> <ul style="list-style-type: none"> <li>a. Identify standards that align with the detailed plans developed as a part of these goals</li> <li>b. Create standards where needed to ensure coordination and linkage</li> </ul>	<p>February 15, 2015 to May 15, 2015</p>	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Standards and implementation plans for Goals 2, 4, and 6</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared minimum standards for all facilities with alignment noted</li> </ul>



<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
3.1.4. Review standards noting those that define teaching versus those that enhance teaching	February 15, 2015 to May 15, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge/ understanding of standards that “define teaching” versus those that “enhance teaching”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared minimum standards for all facilities with “define” and “enhance” noted</li> </ul>
3.1.5. Conduct facility walkthroughs and assessments, utilizing written rubrics and consistent teams of evaluators	May 15, 2015 to August 31, 2015	<ul style="list-style-type: none"> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rubrics/ templates/ consistent team for conducting facility assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written results of assessments</li> <li>▪ Recommendations on facility needs in each of the five areas identified in action step 3.1.2. a-e.</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
<p>3.1.6. Prioritize district facility needs, including needs for new facilities, after completing needs assessments</p> <ul style="list-style-type: none"> <li>a. Overall improvements/changes/upgrades</li> <li>b. Maintenance needs</li> <li>c. Safety needs</li> <li>d. Detailed aesthetic improvements</li> <li>e. Modernization of facilities</li> <li>f. Infrastructure to support ongoing technology upgrades</li> <li>g. Specialized program needs</li> </ul>	<p>September 1, 2015 to October 31, 2015</p>	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Student Services (Stu Svcs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimum facility standards</li> <li>▪ Results/recommendations from assessments</li> <li>▪ Criteria for setting priorities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prioritized recommendations for overall facility improvements/changes/upgrades and prioritized recommendations by area (i.e., maintenance needs, safety needs, etc.)</li> </ul>
<p>3.1.7. Develop a draft written five-year facilities plan</p>	<p>November 1, 2015 to December 31, 2015</p>	<ul style="list-style-type: none"> <li>▪ GAT 3</li> <li>▪ Sch Admin</li> <li>▪ Auxiliary Services Key Personnel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimum facility standards</li> <li>▪ Results/recommendations from assessments</li> <li>▪ Prioritized district facility needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared draft of written five-year facilities plan</li> </ul>

**Strategy 3.2:**

Develop a plan for communicating and creating advocacy for prioritized facility needs

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
3.2.1. Develop key message points to be utilized across the district to ensure consistent messaging to parents and stakeholders	July 1, 2015 to September 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents/ evidences from Strategy 3.1</li> <li>▪ Knowledge of effective messaging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared message points</li> </ul>
3.2.2. Identify multiple print and electronic methods for communicating this understanding to parents, community, and elected officials as well as methods for individualized communication	July 1, 2015 to September 15, 2015; ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district communication tools/methods/ that are effective</li> <li>▪ Information/ research/ examples of other tools/ methods for communicating plan and creating advocacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared communication and advocacy methods</li> </ul>
3.2.3. Determine the timing for initial communication, as well as opportunities for clarifying and reinforcing the message	July 1, 2015 to September 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ District calendars</li> <li>▪ Knowledge of recurring opportunities for communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared timeline/calendar for communicating with stakeholders</li> <li>▪ Portfolio of communication documents</li> </ul>

**Strategy 3.3:**

Adopt and implement a final written five-year facilities plan

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
3.3.1. Present a final plan to the Board of Education for adoption	January 1, 2016 to February 28, 2016	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Assistant Superintendent for Administration</li> <li>▪ GAT 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draft of written five-year facilities plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board of Education meeting minutes reflecting action on the plan</li> <li>▪ Published/shared plan</li> </ul>
3.3.2. Continue to identify opportunities for sharing the plan	March 1, 2016 and ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Assistant Superintendent for Administration</li> <li>▪ GAT 3</li> <li>▪ Public Information Officer (PIO)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adopted written five-year facilities plan</li> <li>▪ Published/shared communication plan (action step 3.2.3.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared timeline/calendar for communicating with stakeholders</li> <li>▪ Portfolio of communication documents</li> </ul>
3.3.3. Identify possible sources of funding and avenues for meeting the identified facility needs	January 1, 2016 and ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Assistant Superintendent for Administration</li> <li>▪ GAT 3</li> <li>▪ Executive Director of Finance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adopted written five-year facilities plan</li> <li>▪ Knowledge of current funding sources and amounts</li> <li>▪ Exploration of new funding sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information on current and future sources of funding for the plan</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
3.3.4. Implement the plan	March 1, 2016 and ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> <li>▪ Auxiliary Services Key Personnel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adopted written five-year facilities plan</li> <li>▪ Information on current and future sources of funding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information on plan implementation</li> </ul>
3.3.5. Revisit, revise, and communicate the standards and plan annually	January 1, 2016 and ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> <li>▪ Auxiliary Services Key Personnel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adopted written five-year facilities plan</li> <li>▪ Information on plan implementation</li> <li>▪ Minimum facility standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information on plan implementation and future priorities</li> </ul>

**Strategy 3.4:**

Align staff and resources with the facilities plan as it is implemented

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
3.4.1. Review current staffing and resources against the plan, identifying opportunities for re-alignment	January 1, 2016 to March 15, 2016	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written five-year facilities plan</li> <li>▪ Information/knowledge of current staffing and resources</li> <li>▪ Assessment of needed staffing and resources under the adopted plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared criteria and assessment of current resources</li> </ul>
3.4.2. Develop and implement plans for re-aligning staff and resources	January 1, 2016 to March 15, 2016	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 3</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of assessment (action step 3.4.1.)</li> <li>▪ Information/knowledge of available funding and support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plans for re-aligning staff and resources</li> </ul>

## ***Recruiting and Retaining High Quality Staff***

### **Goal 4: World-Class Teacher Working Conditions**

The Alamance-Burlington School System will identify and develop world-class teacher working conditions to include:

- Teacher induction and support,
- Feedback and coaching for growth and improvement for all teachers and instructional leaders,
- Leadership development for teacher leaders and administrators,
- Resources and tools,
- Planning and instructional time,
- Integrity and accountability, and
- Empowerment of employees at every level of the district to execute duties and responsibilities in their particular roles.

To ensure consistency of implementation, ABSS will establish a shared understanding across the district of this guarantee. These working conditions will be adhered to and supported by the Board of Education, Superintendent, central office administrators and support staff, principals, and teachers.

**Proposed Timeline:** Initiation of working conditions development – July 1, 2014; initiation of process to establish a shared understanding – July 1, 2015; initiation of process to align district and building level services with the working conditions – July 1, 2015; and full implementation by June 30, 2016 and ongoing thereafter.

#### **Indicators/Performance Measures:**

- Employee perceptual data
- Human Resource data
- Student outcome data
- School productivity data
- Teacher performance summary information
- Administrator performance summary information
- Teacher and administrator effectiveness information

**Strategy 4.1:**

Examine and evaluate current teacher working conditions

- Teacher induction and support,
- Feedback and coaching for growth and improvement for all teachers and instructional leaders,
- Leadership development for teacher leaders and administrators,
- Resources and tools,
- Planning and instructional time,
- Integrity and accountability, and
- Empowerment of employees at every level of the district to execute duties and responsibilities in their particular roles

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
4.1.1. Establish a goal action team of district and school administrators and teacher leaders to develop definitions and conduct assessments	July 1, 2014 to August 15, 2014	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of exemplary instructional and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared list of goal action team members</li> </ul>
4.1.2. Define what world-class teacher working conditions look like at the district and school levels for each of the seven areas identified above	August 15, 2014 to November 15, 2014	<ul style="list-style-type: none"> <li>▪ Goal Action Team (GAT) 4</li> <li>▪ School Improvement (SIP) Division</li> <li>▪ School Leadership (SL) Division</li> <li>▪ Human Resources (HR)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of world-class teacher working conditions</li> <li>▪ NC Teacher Working Conditions Survey Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared definitions</li> </ul>



<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
4.1.3. Explore and identify linkages between defined world-class teacher conditions and other goals/strategies/ action steps in this plan	November 15, 2014 to March 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of work accomplished under other goals (especially Goals 1, 2, 3, and 6)</li> <li>▪ Opportunities for goal teams to collaborate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information about linkages</li> <li>▪ Documentation of goal teams collaborating and acting on shared knowledge/work</li> </ul>
4.1.4. Utilize definitions, rubrics, and consistent teams to assess current working conditions and identify what is working well, what is not working well, gaps, and areas of needed improvement <ul style="list-style-type: none"> <li>▪ Teacher Working Conditions Report</li> <li>▪ Teacher surveys</li> <li>▪ Other data</li> </ul>	March 15, 2015 to June 30, 2015 (initial assessment); ongoing assessment thereafter	<ul style="list-style-type: none"> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ HR</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of work (action steps 4.1.2. and 4.1.3.)</li> <li>▪ Rubrics/ templates/ consistent team for conducting assessments</li> <li>▪ NC Teacher Working Conditions Survey Report</li> <li>▪ Teacher survey results</li> <li>▪ Other data to be identified</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written results of assessments</li> <li>▪ Recommendations on working conditions to be continued, improved, discontinued, and areas where new development is needed</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
4.1.5. Continue with identified effective working conditions	July 1, 2015 to September 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ HR</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations from action step 4.1.4.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared working conditions to be continued</li> <li>▪ Documentation of consistent implementation</li> </ul>
4.1.6. Improve or discontinue working conditions/practices that are not effective	July 1, 2015 to September 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ HR</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations from action step 4.1.4.</li> <li>▪ Strategies/ processes/ timelines for implementing improvements or discontinuations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared documentation of improvements or discontinuations</li> <li>▪ Documentation of consistent implementation</li> </ul>
4.1.7. Develop new working conditions/practices	July 1, 2015 to December 15, 2015 (initial)' ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ HR</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/ research/ examples of possible new working conditions</li> <li>▪ Strategies/ processes/ finances/ timelines for implementing new teacher working conditions/ practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information on new teacher working conditions/ practices</li> <li>▪ Documentation of consistent implementation</li> </ul>

**Strategy 4.2:**

Calibrate district-wide understanding of world-class working conditions against the definitions developed in Strategy 4.1

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
4.2.1. Identify multiple ways to communicate what can be expected relative to world-class teacher working conditions	July 1, 2015 to September 30, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ Public Information Officer (PIO)</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district communication methods/tools/processes</li> <li>▪ Information/research/examples of other effective communication methods/tools/processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared communication methods/tools/processes</li> <li>▪ Documentation of consistent implementation</li> </ul>
4.2.2. Communicate district non-negotiables, as well as areas of school flexibility based on the unique needs of student populations	October 1, 2015 to December 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identified non-negotiables and areas of flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared key messages relative to non-negotiables and areas of flexibility</li> <li>▪ Documentation of shared understanding and consistent implementation</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
4.2.3. Identify strategies to ensure fidelity of working conditions across the district and at each school	October 1, 2015 to December 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definitions (action step 4.1.2.)</li> <li>▪ Rubrics/ templates (action step 4.1.4.)</li> <li>▪ Non-negotiables and areas of school flexibility (action step 4.2.2.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared strategies</li> <li>▪ Documentation of consistent implementation</li> </ul>
4.2.4. Develop a plan for monitoring and evaluating implementation and impact	October 1, 2015 to December 15, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definitions (action step 4.1.2.)</li> <li>▪ Rubrics/ templates (action step 4.1.4.)</li> <li>▪ Non-negotiables and areas of school flexibility (action step 4.2.2.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared rubrics/tools for monitoring and evaluating implementation and impact</li> <li>▪ Documentation of consistent plan implementation and results</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
4.2.5. Develop and implement plans for re-aligning staff and resources to support world-class working conditions	July 1, 2015 to March 15, 2016 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definitions (action step 4.1.2.)</li> <li>▪ Rubrics/ templates (action step 4.1.4.)</li> <li>▪ Non-negotiables and areas of school flexibility (action step 4.2.2.)</li> <li>▪ Assessment of current alignment of staff and resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plan</li> <li>▪ Documentation of consistent plan implementation and resulting re-alignment of staff and resources</li> </ul>

**Strategy 4.3:**

Communicate this understanding of world-class working conditions within the district and community

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
4.3.1. Develop key message points to be utilized across the district to ensure consistent messaging	November 1, 2015 to January 15, 2016; ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents/ evidences from Strategies 4.1 and 4.2</li> <li>▪ Knowledge of effective messaging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared message points</li> </ul>
4.3.2. Identify multiple print and electronic methods for communicating this understanding, as well as methods for individualized communication	November 1, 2015 to January 15, 2016; ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district communication tools/methods that are effective</li> <li>▪ Information/ research/ examples of tools/methods for reaching district employees, all parents, and community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared communication methods</li> </ul>
4.3.3. Determine the timing for initial communication, as well as opportunities for clarifying and reinforcing the message	November 1, 2015 to January 15, 2016; ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ District calendars</li> <li>▪ Knowledge of recurring opportunities for communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared timeline/calendar for communicating with district employees, parents, and community</li> <li>▪ Portfolio of communication documents</li> </ul>

**Strategy 4.4:**

Create a culture of adherence to and support for these expectations by the Board of Education, Superintendent, central office administrators, principals, and teachers

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
4.4.1. Identify opportunities for consistently revisiting expectations	July 1, 2016 and ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> <li>▪ Human Resources (HR)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared expectations</li> <li>▪ Knowledge of recurring opportunities for revisiting expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared documents (i.e., meeting agendas/minutes, electronic/print materials, etc.)</li> </ul>
4.4.2. Determine strategies for consistent accountability for adherence and support	July 1, 2016 and ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 4</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> <li>▪ Stu Svcs</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current district accountability tools/methods that are effective</li> <li>▪ Information/research/examples of other effective accountability tools/methods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared documents relative to consistent accountability (i.e., meeting agendas/minutes, electronic/print materials, etc.)</li> </ul>

## Goal 5: Compensation for Building-Level Employees

The Alamance-Burlington Board of Education will relentlessly pursue avenues for increasing the compensation of building-level employees to levels that are competitive with surrounding school systems.

**Proposed Timeline:** Initiation – July 1, 2014 and ongoing thereafter.

### Indicators/Performance Measures:

- Annual ABSS employee compensation report
- Teacher/administrator turnover data
- Annual comparative data for surrounding districts

### Strategy 5.1:

Conduct a salary study for all certificated and classified positions, including base pay and supplements

Action Steps	Timeline (Start Date/ Completion Date)	Person(s) Responsible	Resources Required	Benchmark(s)/ Indicator(s) of Completion
5.1.1. Develop a request for proposals for conducting the salary study	July 1, 2014 to August 15, 2014	<ul style="list-style-type: none"> <li>▪ Board of Education (BOE)</li> <li>▪ Superintendent</li> <li>▪ Finance</li> <li>▪ Human Resources (HR)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of RFPs for salary studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared RFP</li> </ul>
5.1.2. Establish the criteria for evaluating and selecting a firm/organization to conduct the study	July 1, 2014 to August 15, 2014	<ul style="list-style-type: none"> <li>▪ BOE</li> <li>▪ Superintendent</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of criteria for proposal evaluation and selection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared RFP, including evaluation and selection criteria</li> </ul>



<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
5.1.3. Publish/distribute the request for proposals	August 15, 2014 to September 15, 2014	<ul style="list-style-type: none"> <li>▪ BOE</li> <li>▪ Superintendent</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ RFP, including evaluation and selection criteria</li> <li>▪ Knowledge of NC Interactive Purchasing System and other avenues for distributing the RFP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documentation of RFP distribution</li> </ul>
5.1.4. Select the firm/organization and conduct the study	October 1, 2014 (select firm); November 1, 2014 to February 28, 2015 (conduct study)	<ul style="list-style-type: none"> <li>▪ BOE</li> <li>▪ Superintendent</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rubrics reflecting evaluation and selection criteria</li> <li>▪ Consistent team to evaluate proposals and develop recommendation</li> <li>▪ Contractual agreement with selected firm</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared information about firm selected</li> <li>▪ Report of salary study findings and recommendations</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
5.1.5. Analyze the study results and financial implications, giving focus to implications for the compensation of building-level employees and other classes of employees (i.e., classified employees)	March 1, 2015 to April 30, 2015	<ul style="list-style-type: none"> <li>▪ BOE</li> <li>▪ Superintendent</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report of salary study findings and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared analysis results</li> </ul>
5.1.6. Develop a plan and processes for implementing study recommendations	May 1, 2015 to June 30, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ BOE</li> <li>▪ Superintendent</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of analysis (action step 5.1.5.)</li> <li>▪ Knowledge of district funding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared implementation plan</li> </ul>
5.1.7. Develop a plan for communicating and creating advocacy for prioritized recommendations from the study	May 1, 2015 to June 30, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ BOE</li> <li>▪ Superintendent</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of analysis and implementation plan (action steps 5.1.5. and 5.1.6.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plan for communicating and creating advocacy</li> <li>▪ Portfolio of communication documents</li> </ul>

## ***Classroom and School Support***

### **Goal 6: Classroom and School Supports**

The Alamance-Burlington School System will identify and provide needed classroom and school supports that align with district goals. In order to eliminate achievement gaps and achieve equitable outcomes for all students, the classroom and school supports will include:

- Materials and resources that enable teachers to provide rigorous and equitable learning opportunities for all students;
- Infrastructure, technology, and systems to support blended learning in all classrooms within the district;
- Sufficient personnel to meet the identified needs of each school; and
- Differentiated professional development to support teaching and learning.

**Proposed Timeline:** Initiation of classroom and school support plan development – July 1, 2014; completion of plan development – June 30, 2015; implementation of plan in phases – July 1, 2015 to June 30, 2017 and ongoing thereafter.

#### **Indicators/Performance Measures:**

- School financial and equity information
- New teacher information
- Student performance data
- School productivity data

**Strategy 6.1:**

Develop definitions and determine reasonable district-wide expectations as minimum standards

- Materials and resources
- Infrastructure, technology, and systems to support blended learning
- Sufficient personnel
- Differentiated professional development

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.1.1. Establish a goal action team of instructional leaders from the central office and schools, as well as teacher leaders to develop definitions, determine expectations, and evaluate current resources/programs	July 1, 2014 to August 15, 2014	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of exemplary instructional and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared list of goal action team members</li> </ul>
6.1.2. Develop definitions, as well as minimum expectations/standards <ul style="list-style-type: none"> <li>▪ Materials and resources</li> <li>▪ Infrastructure, technology, and systems to support blended learning</li> <li>▪ Sufficient personnel</li> <li>▪ Differentiated professional development</li> </ul>	August 15, 2014 to November 15, 2014	<ul style="list-style-type: none"> <li>▪ Goal Action Team (GAT) 6</li> <li>▪ School Improvement (SIP) Division</li> <li>▪ School Leadership (SL) Division</li> <li>▪ School Administration (Sch Admin)</li> <li>▪ Finance</li> <li>▪ Human Resources (HR)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information/research/examples of expectations/standards for school and classroom supports in each of the identified areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared expectations and standards</li> </ul>

**Strategy 6.2:**

Examine current district and school methodologies for allocating personnel and resources

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.2.1. Examine current allocation methodologies for effectiveness and equity	October 15, 2014 to January 15, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current allocation methodologies</li> <li>▪ Criteria for determining effectiveness and equity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of examination, including recommendations for methodologies to be continued, those to be changed or discontinued, and new methodologies to be developed</li> </ul>
6.2.2. Revise methodologies, as needed, to ensure support and resource allocations are equitable and address the unique needs of students	October 15, 2014 to January 15, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations related to current allocation methodologies (action step 6.2.1.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared revised methodologies</li> </ul>
6.2.3. Develop a plan for implementing revised methodologies at the district and school levels	October 15, 2014 to January 15, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revised allocation methodologies (action step 6.2.2.)</li> <li>▪ Knowledge of current allocations by school and/or department</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plan for implementing revised methodologies</li> </ul>

**Strategy 6.3:**

Conduct needs assessments building by building to determine potential gaps between current allocations and expectations/minimum standards

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.3.1. Utilize written rubrics and consistent teams to evaluate level and effectiveness of support and resources in each school	January 15, 2015 to March 15, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rubrics related to revised allocation methodologies (action step 6.2.2.)</li> <li>▪ Knowledge of current allocations by school and/or department</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of school evaluations</li> </ul>
6.3.2. Identify gaps and areas of need	January 15, 2015 to March 15, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of school evaluations (action step 6.3.1.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared list of gaps and areas of need</li> </ul>

**Strategy 6.4:**

Develop plan for implementing the re-alignment of supports and resources

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.4.1. Evaluate current resources/programs/personnel for adequacy, effectiveness, and vertical alignment, taking into account student progression and identified gaps and needs <ul style="list-style-type: none"> <li>▪ Core curriculum</li> <li>▪ Specialized programs</li> <li>▪ Enrichment</li> <li>▪ Intervention and support</li> </ul>	March 15, 2015 to June 1, 2015	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identified gaps and needs (action step 6.3.2.)</li> <li>▪ Student outcome data</li> <li>▪ School productivity data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of evaluation</li> </ul>
6.4.2. Streamline current resources/programs	March 15, 2015 to June 1, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results of evaluation (action step 6.4.1.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared streamlined resources/ programs</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.4.3. Develop a learning management system, including qualitative assessment beyond State-mandated assessments	March 15, 2015 to June 30, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 6</li> <li>▪ SIP Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of current district initiatives related to learning management and assessment</li> <li>▪ Information/research/examples of effective learning management systems and qualitative assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plan for implementation of learning management system</li> </ul>
6.4.4. Align and target high quality professional development with resources, programming, and student needs, ensuring it is specific and dynamic <ul style="list-style-type: none"> <li>▪ Teachers and other instructional staff</li> <li>▪ School administrators</li> </ul>	March 15, 2015 to June 30, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 6</li> <li>▪ SIP Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of current professional development</li> <li>▪ Identified gaps and needs (action step 6.3.2.)</li> <li>▪ Student outcome data</li> <li>▪ School productivity data</li> <li>▪ Teacher and administrator effectiveness information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plan for consistent implementation of quality professional development</li> </ul>



<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.4.5. Evaluate current technology, infrastructures/access capabilities, and systems to support blended learning for adequacy, existing gaps, and current and future needs	March 15, 2015 to June 30, 2015	<ul style="list-style-type: none"> <li>▪ GAT 6</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Sch Admin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of current infrastructures/ access capabilities and systems</li> <li>▪ Criteria/rubrics for evaluating adequacy and determining gaps and needs</li> <li>▪ Consistent team to conduct evaluations</li> <li>▪ Identified gaps and needs (action step 6.3.2.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of evaluation including information on adequacy, existing gaps, and current and future needs</li> </ul>
6.4.6. Develop a technology and infrastructure plan to address gaps and needs	March 15, 2015 to June 30, 2015	<ul style="list-style-type: none"> <li>▪ GAT 6</li> <li>▪ SIP Division</li> <li>▪ Sch Admin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of current technology and infrastructure plans</li> <li>▪ Identified gaps and needs (action step 6.3.2.)</li> <li>▪ Results of evaluation (action step 6.4.5.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared technology and infrastructure plan</li> <li>▪ Plan implementation</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.4.7. Explore opportunities for utilizing virtual learning (initiating within the district and outside the district) to enhance professional development and student learning	July 1, 2015 to September 30, 2015 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ GAT 6</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of current district efforts related to virtual learning</li> <li>▪ Information related to specialized programs (Goal 2)</li> <li>▪ Information related to high quality professional development (action step 6.4.4.)</li> <li>▪ Information/ research/ examples of effective virtual learning initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared results of exploration</li> <li>▪ Plan for implementation</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
<p>6.4.8. Plan for shift from textbooks to e-learning</p> <ul style="list-style-type: none"> <li>▪ Internal to the district (i.e., professional development to help teachers prepare and support for teachers during shift; technology and resource alignment/availability, etc.)</li> <li>▪ External to the district (i.e., communication with parents and community to create understanding of the shift)</li> </ul>	<p>July 1, 2015 to September 30, 2015 (initial); ongoing thereafter</p>	<ul style="list-style-type: none"> <li>▪ GAT 6</li> <li>▪ SIP Division</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of State requirements/plans relative to a shift from textbooks to e-learning</li> <li>▪ Knowledge of current district initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared plan for implementing e-learning</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.4.9. Implement allocation processes to ensure equitable distribution of materials/resources, personnel (certificated and classified), professional development, and technology/technology infrastructures	July 1, 2015 to June 30, 2017 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ Finance</li> <li>▪ HR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of plans and achievements resulting from Goals, 1, 2, and 4</li> <li>▪ Knowledge of plan for revised allocation methodologies (action step 6.2.3)</li> <li>▪ Knowledge of gaps and areas of need (action step 6.3.2.)</li> <li>▪ Knowledge of plans and achievements resulting from action steps 6.4.1. through 6.4.8.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared documentation related to implementation and impact of allocation processes</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.4.10. Ensure equitable opportunities and outcomes for all students and avenues for addressing the unique needs of student populations	July 1, 2015 to June 30, 2017 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of plans and achievements resulting from Goals, 1, 2, and 4</li> <li>▪ Knowledge of plan for revised allocation methodologies (action step 6.2.3)</li> <li>▪ Knowledge of gaps and areas of need (action step 6.3.2.)</li> <li>▪ Knowledge of plans and achievements resulting from action steps 6.4.1. through 6.4.9.</li> <li>▪ Student outcome data</li> <li>▪ School productivity data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared documentation related to equity, achievement gaps, and initiatives that address unique needs</li> </ul>

<b>Action Steps</b>	<b>Timeline (Start Date/ Completion Date)</b>	<b>Person(s) Responsible</b>	<b>Resources Required</b>	<b>Benchmark(s)/ Indicator(s) of Completion</b>
6.4.11. Develop plan for monitoring implementation and assessing effectiveness of new allocations	July 1, 2015 to June 30, 2017 (initial); ongoing thereafter	<ul style="list-style-type: none"> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ GAT 6</li> <li>▪ SIP Division</li> <li>▪ SL Division</li> <li>▪ Stu Svcs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of current district initiatives/tools for monitoring implementation and assessment effectiveness</li> <li>▪ Information/research/examples of monitoring and assessment methodologies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published/shared monitoring and assessment plan</li> <li>▪ Published/shared results of monitoring and assessment</li> </ul>