



Alamance-Burlington School System

Strategic Plan Proposed Extension July 1, 2019 – June 30, 2021

Strategic Plan Goal 1: Exemplary Classroom Teaching and Instructional Leadership (Learning).

Key Metrics: EOG, EOC, NC Check-ins, EVAAS, AP and IB scores, ACT/Workkeys, learning walk data, and on-time graduation

Board Biennial Priority 1.1: Ensure standards and expectations for exemplary classroom teaching and instructional leadership are understood and implemented with fidelity resulting in improved student outcomes (learning).

- Key Strategy 1.1.1: Conduct system-wide professional development centered on understanding the complexity of curricular standards, aligning cognitive demand of tasks, engaging students, and using high-yield instructional strategies through the M.I.N.E framework.

Board Biennial Priority 1.2: Implement a continuous improvement model (that produces outcomes).

- Key Strategy 1.2.1: Consistently use Plan Do Study Act change model to evaluate and adjust strategic actions resulting in improved outcomes as evidenced by quarterly review of available data and adjustment of strategies as appropriate.

Board Biennial Priority 1.3 Develop and implement methods for instructional monitoring and comprehensive support at the district, building, and classroom levels.

- Key Strategy 1.3.1: Implement learning walk model, collecting and analyzing observational data on fidelity of differentiated core structures and M.I.N.E. learning indicators/evidence-based practices to inform changes in practice.
- Key Strategy 1.3.2: Implement regional coaching and professional development model, providing support for beginning teachers and targeted support to improve student outcomes.

Goal 2: Master Plan for Specialized Programs

Key Metrics: EOG, EOC, NC Check-ins, SEL, TWC, AP and IB scores, ACT/Workkeys, program-specific outcomes

Board Biennial Priority 2.1: Review examples of successful programs, including their purposes, outcomes, and impact on the achievement of students.

- Key Strategy 2.1.1: Document and communicate intended outcomes for implemented programs as part of comprehensive communication plan.
- Key Strategy 2.1.2: Develop and implement transition pathways across school feeder patterns that leverage program-specific outcomes.

Board Biennial Priority 2.2: Monitor, evaluate, and adjust implementation and impact of specialized programs.

- Key Strategy 2.2.1: Ensure implemented program outcomes result in both program specific outcomes and improved academic outcomes for students, adjusting or eliminating programs that fail to produce intended outcomes.
- Key Strategy 2.2.1: Ensure all students have access to specialized programming opportunities.

Goal 3: Written Five-Year Facilities Plan

Key Metrics: Jointly adopted, funded, and implemented capital improvement plan

Board Biennial Priority 3.1: Establish a joint schools and local government capital improvement planning process.

- Key Strategy 3.1.1 Develop, adopt, and implement a multi-year joint capital improvement plan including bonded and non-bonded (pay-go) projects.

Board Biennial Priority 3.2: Define facility standards for 21st Century schools, identifying relevant data points, citing regulations that require upgrades, and establishing minimum standards for all facilities.

- Key Strategy 3.2.1: Enhance security features of facilities to include visitor management systems, security vestibules, enhanced ingress control, and surveillance.
- Key Strategy 3.2.2: Ensure resources and technical infrastructure are sufficient to support modern classrooms and blended learning.

Goal 4: World-class Working Conditions and Competitive Compensation (Goal 4 and 5 combined)

Key Metrics: Workplace climate survey data, TWC, staff absenteeism, staff turnover

Board Biennial Priority 4.1: Recruit, develop, and retain highly qualified staff.

- Key Strategy 4.1.1: Implement a Total Rewards model to include compensation, benefits, work-life effectiveness, recognition, performance management and talent development that collectively defines the system's strategy to attract, motivate, retain and engage employees.
- Key Strategy 4.1.2: Use comparative school system data and salary studies to establish compensation goals.
- Key Strategy 4.1.3: Implement compensation recommendations in phases based upon largest market discrepancies.

Goal 5: Classroom and School Supports

Key Metrics: Student achievement gaps, student discipline data, student participation gaps, teacher and principal survey feedback, FAM-S

Board Biennial Priority 5.1: Evaluate current resources/programs/personnel for adequacy, effectiveness, and vertical alignment, taking into account student progression and identified gaps and needs in core curriculum, specialized programs, enrichment, and intervention/support.

- Key Strategy 5.1.1: Implement Multi-Tiered Systems of Support (MTSS).
- Key Strategy 5.1.2: Identify and provide system-wide access to key instructional resources, leveraging system-wide purchasing.
- Key Strategy 5.1.3: Establish Superintendent's Equity, Diversity, and Opportunity Committee to develop, guide, and advance initiatives to strengthen the educational and organizational climate with respect to inclusion, equity, and diversity.

Board Biennial Priority 5.2: Align and target high quality professional development with resources, programming, and student needs, ensuring it is specific and dynamic for teachers, other instructional staff, and administrators.

- Key Strategy 5.2.1: Develop and conduct annual summer Teaching and Learning Symposium using a teacher leader cohort model to fully implement M.I.N.E.
- Key Strategy 5.2.2: Develop and implement a comprehensive technology and infrastructure plan to address gaps and needs.