



# **Alamance-Burlington Schools Strategic Planning Initiative**

*Board of Education Meeting*

Monday, May 12, 2014

# Desired Outcomes

- To share the process by which teams were assembled and strategies and action steps were written for the six goals.
- To share draft strategies and action steps for the six goals:
  - *Goal #1: Exemplary Classroom Teaching and Instructional Leadership*
  - *Goal #2: Master Plan for Specialized Programs*

# Desired Outcomes

- *Goal #3: Written Five-Year Facilities Plan*
- *Goal #4: World-Class Teacher Working Conditions*
- *Goal #5: Compensation for Building-Level Employees*
- *Goal #6: Classroom and School Supports*
- To share next steps

# Processes

- Dr. Cox created work groups that included teachers, principals, and central office administrators to participate in writing strategies and action steps for the six goals.

# Processes

- We facilitated three meetings, each of which was approximately three hours in length, to identify and develop strategies and action steps for the six goals.
- At the meetings, we shared input from Board members.

# Processes

- The work groups engaged in lively but thoughtful conversations about goals and related strategies/action steps.
- Everyone around the table had equal voice.
- The documents we are reviewing today resulted from these meetings.

# Teachers

- **Cynthia Blatchley, Highland Elementary**
- **Melissa Border, Haw River Elementary**
- **Tim McMillan, CTEC**
- **Kristy Mills, Western High School**
- **Valerie Sellars, Graham High School**

# Principals

- **Julie Bethea, Hillcrest Elementary School**
- **Andrew Brehler, Woodlawn Middle School**
- **Brie Butler, Broadview Middle School**
- **Terri Drummond, B. Everett Jordan Elementary School**
- **Amy Dupree, Highland Elementary School**
- **Greg Holland, Western Middle School**



# Principals

- **Charlotte Holmes, Graham High School**
- **Greg Hook, Hawfields Middle School**
- **Todd Stephans, Western Alamance High School**
- **Ron Villines, Graham Middle School**
- **Heather Ward, Southern Alamance Middle School**
- **Brian Williams, Turrentine Middle School**

# Central Office Administrators

- **Steve Achey**
- **Dain Butler**
- **Angela Bost**
- **Kent Byrd**
- **Mark Doane**
- **Jenny Faulkner**
- **Dennis Frye**
- **Jay Fuller**
- **Dawn Madren**
- **Jean Maness**
- **Julie Masten**
- **Charles Monroe**
- **Jenny Reed**
- **Johnny Rogers**
- **Rhonda Schuhler**
- **Michelle Woodson**

# Reminder

- **How are we going to get there?**
- **How do we know that we have arrived?**
  - *Action Plans for Each of the Six Proposed Goals*
    - *Road Map for the Next Three to Five Years*




# **School Equity and Consistency**

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

## **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**



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

**Strategy 1.1: Examine and evaluate existing standards, expectations, and initiatives**

**Strategy 1.2: Calibrate district-wide understanding of exemplary classroom teaching and instructional leadership against the definitions/standards/models identified in Strategy 1.1**



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

**Strategy 1.3: Communicate this understanding of exemplary classroom teaching and instructional leadership to parents**

**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**

## **Goal 2: Master Plan for Specialized Programs**

### **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**



## **Goal 2: Master Plan for Specialized Programs**

**Strategy 2.1: Define the purpose of specialized programs, considering implications for and connections to local and global workforces**

**Strategy 2.2: Develop a menu of specialized programs**

**Strategy 2.3: Develop process for roll out and full implementation of specialized programs, aligning roles and responsibilities for central office and schools**

## **Goal 2: Master Plan for Specialized Programs**

**Strategy 2.4: Develop a plan for educating parents and other key stakeholders about specialized programs**

**Strategy 2.5: Secure long-term, meaningful support from local businesses and community partners for specialized programs**

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

### **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

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

***Strategy 3.1: Conduct an assessment of facility needs by individual site utilizing a consistent set of standards***

***Strategy 3.2: Develop a plan for communicating and creating advocacy for prioritized facility needs***

***Strategy 3.3: Adopt and implement a final written five-year facilities plan***

***Strategy 3.4: Align staff and resources with the facilities plan as it is implemented***



# **Recruiting and Retaining High Quality Staff**

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

### **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**

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

### **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

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

**Strategy 4.2: Calibrate district-wide understanding of world-class working conditions against the definitions developed in Strategy 4.1**

**Strategy 4.3: Communicate this understanding of world-class working conditions within the district and community**

**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**





# **Recruiting and Retaining High Quality Staff**

## **Goal 5: Compensation for Building-Level Employees**

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

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



## **Goal 5: Compensation for Building-Level Employees**

**Strategy 5.1: Conduct a salary study for all certificated and classified positions, including base pay and supplements**



# **Classroom and School Support**

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

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

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

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

**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**

**Strategy 6.2: Examine current district and school methodologies for allocating personnel and resources**

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

**Strategy 6.3: Conduct needs assessments building by building to determine potential gaps between current allocations and expectations/minimum standards**

**Strategy 6.4: Develop plan for implementing the re-alignment of supports and resources**

# Next Steps

- By May 21, 2014, Board of Education members will provide feedback in writing related to draft strategies and action steps.
- June 2014
  - Final Action Plans
  - Draft of Complete Strategic Plan
  - Formal Adoption of Strategic Plan