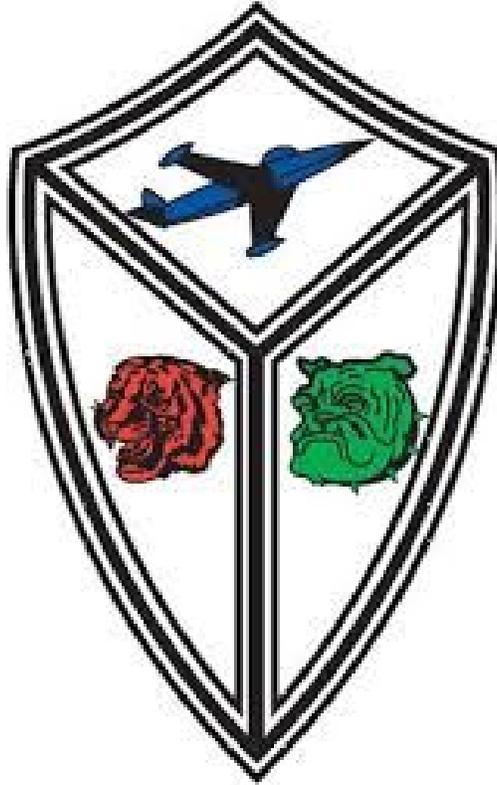


CRENSHAW COUNTY SCHOOLS



**STRATEGIC PLAN
2019-2024**

Board of Education Members

Sheri Claybrook

Board Chairman

Steve Jackson

Board Vice-Chairman

Dr. Charles Tompkins

Annie Zeigler

Steve Hermeling

Strategic Plan Timeline of Activities

January 28, 2019	Board approves the recommendation to proceed with the development of the Strategic Plan.
March 21, 2019	Whole Board Training Session - SWOT Analysis
April 1, 2019	Surveys posted
April 9, 2019	Community Meeting - Brantley School
April 22, 2019	Community Meeting - Luverne School
April 29, 2019	Community Meeting - Highland Home School
May 23, 2019	Steering Committee Meeting - Analyze surveys
June 4, 2019	Steering Committee Meeting - Develop & Finalize Mission/Vision Statements
June 25, 2019	Steering Committee Meeting - Develop & Finalize Goals/Objectives

Steering Committee Members

Sheri Claybrook	Board Member
Dodd Hawthorne	Superintendent
Will Tate	Parent
Lisa Turner	Parent
Randal Beasley	Parent
Tracy Baines	Teacher
Dale Simmons	Teacher
Cody Carnley	Administrator
Morgan Norsworthy	Teacher
Cody Walters	Teacher
Cliff Maddox	Administrator
Carolyn Broaden	Director
Sherry Sport	Director
Tracey Layton	Teacher
Michelle Barrow	Teacher
Cassie Crittendon	Teacher
Adrian Daniels	Teacher
Gary Coleman	Administrator
Kate Foreman	Guidance Counselor
Greg Evans	Teacher

VISION STATEMENT

**Excellence Through
Innovation, Inspiration,
& Motivation**

MISSION STATEMENT

**The Mission of Crenshaw County Schools
is to Promote and Support a Culture
of Excellence for ALL Students
to Achieve Personal, Academic, and
Career Success**

GUIDING PRINCIPLES

We Believe:

- High morals and ethical behaviors will be modeled by administrators, teachers, staff, and students.
- Every student deserves a rigorous, relevant and engaging learning experience.
- It is important for students to attend school everyday in a safe, secure, and supportive environment.
- Consistent and clear communication between the Board, Superintendent, school leaders and all school system stakeholders is expected.
- Our school district's relationship with students' families and community partners are crucial to our success.
- Improved instruction for our students is driven by continuous learning and development of our educators, staff, and leaders.
- Diversity and individual learning needs are respected, included, and valued in a culture of excellence.

Areas of Focus

A Strategic Plan In Pursuit Of Continuous Improvement In The Focus Areas Of...

- Governance and Leadership
- Teaching and Learning
- Facilities, Resources, and Support Systems
- Collaboration and Communication

Focus Area 1: Continuous Improvement in Governance and Leadership

Goals:

1.1 Board members who are qualified, effective, collaborative, and desire to be engaged in the ongoing professional development of skills and knowledge.

1.2 Provide qualified and effective system and school leaders.

1.3 Ensure that Board governance policies and procedures are current, fair, published, and consistently implemented.

1.4 Provide opportunities and programs to involve all stakeholders in collaborative efforts to improve school system governance.

Focus Area 2: Continuous Improvement in Teaching and Learning

Goals:

2.1 All schools will provide high quality, rigorous, relevant and equitable learning experiences.

2.2 All schools meet or exceed established annual learning goals in all areas and sustain progress toward the target graduation rate of 100%.

2.3 Recruit, train, and retain personnel who strive to be highly effective and desire to be engaged in the ongoing professional development of knowledge and skills in order to meet the needs of the overall instructional program.

2.4 All instructional and program decisions are based on data that is collected, effectively analyzed, and used to improve teaching and learning.

Focus Area 3: Continuous Improvement in Facilities, Resources, and Support Systems

Goals:

3.1 Collect, analyze, and use financial, demographic, and resource use data to inform and guide fiscal decision making and planning.

3.2 Provide and maintain facilities based on objective criteria to provide the most appropriate, safe, secure, and attractive facilities for all programs.

3.3 Collect, analyze and use attendance, discipline, and participation data to improve student achievement and school climate.

3.4 Provide, maintain, and allocate emerging technology to deliver high-quality instruction, provide effective communication, and to ensure students are successful.

3.5 Provide and maintain efficient transportation, health/wellness, and nutrition services to support high-quality instruction and student achievement.

Focus Area 4: Continuous Improvement in Collaboration and Communication

Goals:

4.1 Develop and maintain collaborative relationships with families, post-secondary institutions, business-industry groups, and communities to maximize student success.

4.2 Publish and provide access to school system data to provide accountability, enhance credibility, and enhance support for programs and plans.

4.3 Use continuous improvement and accreditation standards to improve student achievement, evaluate school system success, and guide decision making.

4.4 Effectively monitor, evaluate, and report on the school system strategic plan.

Focus Area 1 Governance and Leadership Strategies

Goal 1.1: Board members who are qualified, effective, collaborative, and desire to be engaged in the ongoing professional development of skills and knowledge.

- A. Provide membership in AASB and opportunities for ongoing professional development.

Goal 1.2: Provide qualified and effective system and school leaders.

- A. Recruit, train, and retain school leaders who strive to be highly effective and desire to be engaged in the ongoing professional development of knowledge and skills in order to meet the needs of the overall instructional program.

Goal 1.3: Ensure that Board governance policies and procedures are current, fair, published, and consistently implemented.

- A. Continuously review and update policies and procedures.

Goal 1.4: Provide opportunities and programs to involve all stakeholders in collaborative efforts to improve school system governance.

- A. Community Meetings
- B. Surveys

Focus Area 2 Teaching and Learning Strategies

2.1 All schools will provide high quality, rigorous, relevant and equitable learning experiences.

Performance Measures: ACAP, ACT, ACCESS for ELLs, Curriculum-aligned assessments, Number of Students College/Career Ready, Number of Students in College Remediation, Number of Students Taking Dual Enrollment Courses

Possible Action Steps:

- A. Begin a balanced literacy approach for reading in K-5 to meet students' literacy needs and develop a love for reading and incorporate rigor to develop learning, thinking, and life skills.
 - a. Teacher PD
 - b. Provide adequate resources
 - c. Utilize assessment data to guide teachers' instruction
- B. Continue reading interventions in grades K-6 (if applicable) with a focus on K-3.
- C. Universally screen all children in grades K-2 to identify characteristics of dyslexia or other reading difficulties so intervention can begin early and Often.
- D. Develop common math assessments district-wide in grades K-8 so teachers across the district are holding students to the same standard of rigor and level of learning.
- E. Effectively communicate to parents via email, newsletter, etc... about our programs and student achievement.
- F. Provide equitability across all schools to dual enrollment and advanced course opportunities.
- G. Provide arts programs at each of our schools at all levels of education (K-12) including, but not limited to: music and visual art.
- H. Protected scheduling for optimal instruction.
- I. Consider expanded course offerings in middle and high school (e.g., life skills, financial literacy classes, at-risk programs, career and technical education, and online electives).
- J. Educate the whole child -- academically, socially, and emotionally.
- K. Expand STEM/STEAM opportunities at all campuses.
- L. All courses are demanding and structured.
- M. Improve writing instruction.
- N. "Bell to Bell" Instruction.

2.2 All schools meet or exceed established annual learning goals in all areas and sustain progress toward the target graduation rate of 100%.

Performance Measures: Graduation Rate, ACAP

Possible Action Steps:

- A. Provide training to teachers annually on all assessments and how to analyze the results.
- B. Train on grade level standards.
- C. Align pacing guides to state standards.
- D. Communicate and consistently update performance standards and expectations for students and employees by hosting parent nights and disseminating information to better inform.
- E. Continue developing students with digital literacy for success after graduation.
- F. Expansion of career tech opportunities.
- G. Increase the amount of dual credit and advanced course offerings.
- H. Expand opportunities to meet college and career readiness indicators.

2.3 Recruit, train, and retain personnel who strive to be highly effective and desire to be engaged in the ongoing professional development of knowledge and skills in order to meet the needs of the overall instructional program.

Performance Measures: Teachers' feedback, Administrator observations, Assessment data

Possible Action Steps:

- A. Targeted professional development in literacy/social studies.
- B. Targeted professional development for computer science.
- C. Targeted professional development for math/science.
- D. Communicate professional development opportunities to teachers and accommodate as many as funding allows.
- E. Professional development for counselors, teachers, and other necessary personnel in mental health disorders.
- F. Vertical planning to improve fluidity from grade-to-grade and course-to-course.
- G. Allow counselors more time to focus on mental health issues.

2.4 All instructional and program decisions are based on data that is collected, effectively analyzed, and used to improve teaching and learning.

Performance Measures: Teachers' feedback, Administrator observations, Assessment data

Possible Action Steps:

- A. Include teachers in decision making regarding instructional and program decisions.
- B. Evaluate programs yearly that are currently being used with struggling students to ensure effectiveness and growth in student performance.
- C. Expand opportunities to effective programs that challenge and support advanced, high-achieving students.
- D. Continue supporting Pre-K at all schools (as long as grant funding is available).

Focus Area 3 Facilities, Resources and Support Services Strategies

3.1 Collect, analyze, and use financial, demographic, and resource use data to inform and guide fiscal decision making and planning.

- A. Local, State, and Federal Budgets
- B. State Assessments
- C. Transportation Zones
- D. Student enrollment and demographics

3.2 Provide and maintain facilities based on objective criteria to provide the most appropriate, safe, secure, and attractive facilities for all programs.

- A. Local, State, and Federal Budgets
- B. Capital Plan and Facility Assessments
- C. Technology Plan

3.3 Collect, analyze and use attendance, discipline, and participation data to improve student achievement and school climate.

- A. Student Incident Reports
- B. Survey Data
- C. Student Attendance

3.4 Provide, maintain, and allocate emerging technology to deliver high-quality instruction, provide effective communication, and to ensure students are successful.

- A. Online Instruction
- B. Digital Citizenship
- C. Security Cameras

3.5 Provide and maintain efficient transportation, health/wellness, and nutrition services to support high-quality instruction and student achievement.

- A. School Bus fleet is purchased and maintained
- B. Wellness Policy
- C. Child Nutrition Programs including breakfast and lunch
- D. Professional development offered annually for CNP and Transportation personnel

Focus Area 4 Collaboration and Communication Strategies

4.1 Develop and maintain collaborative relationships with families, post-secondary institutions, business-industry groups, and communities to maximize student success.

- A. Purposefully communicate and plan events with stakeholders, community, and business partners.
- B. Develop community engagement events to provide services for students and families.
- C. Develop a district-wide social media plan to provide multiple forms of communication to families, stakeholders, media, and community to improve the level of transparency.

4.2 Publish and provide access to school system data to provide accountability, enhance credibility, and enhance support for programs and plans.

- A. Use multiple forms of print, social media and community newspaper (Luverne Journal) to disseminate information
- B. Increase the number of “Curriculum, Assessment, and Instruction Nights” on individual school campuses to educate and disseminate data/information to parents, families, and community

4.3 Use continuous improvement and accreditation standards to improve student achievement, evaluate school system success, and guide decision making.

- A. Provide a district-wide, focused effort to use College and Career Readiness standards and performance data to improve student achievement.
- B. Continuously monitor student, teacher, school, and district data to adjust instructional goals and provide high-quality professional development and resources.
- C. Revisit accreditation standards and state guidelines to improve educational programs.

4.4 Effectively monitor, evaluate, and report on the school system strategic plan.

- A. Use multiple data sources to evaluate progress (CCR graduates, graduation rate, state assessment scores, enrollment, attendance, parent involvement, drop out rate, retentions, discipline reports, faculty turnover, etc).
- B. Provide continuous adjustments to communication, curriculum, programs, and services according to data.
- C. Use multiple methods of communicating the progress of the Strategic Plan.