

STRATEGIC PLAN



2018 –2023

BG... Where our PRIDE is Power

Executive Summary Strategic Plan 2018-2023

The **Strategic Plan 2018-2023** for Blooming Grove Independent School District is the result of the work of the Superintendent and approximately thirty-five individuals participating on the strategic design team and/or action teams. Membership is listed on pages 4 and 5 of this report. Work on the plan began in April, 2018 and continued through August, 2018. The planning process was facilitated by Dr. Karin Holacka, Deputy Executive Director at Education Service Center Region 10.

A twenty-three member **Strategic Design Team** met in June, 2018 for a three-day retreat. Upon introduction of committee participants, norms were set to ensure a productive working environment focused on the best interests of the organization. **Consensus** was used as the approach for decision-making over majority-rule to ensure unity by the membership.

Following determination of the meeting structure, the Strategic Design Team studied the current state of the district through a review of recent data. Data reviewed included student performance data, stakeholder perceptions, financial influences, facility conditions and demographic/enrollment trends. The data findings were summarized through a **SWOT analysis** determining internal strengths and weaknesses along with external opportunities and threats. The outcome of the SWOT analysis has been provided on page 3 of this report.

Utilizing the SWOT analysis, the Strategic Design Team worked to produce the foundational components of the plan termed the “**MMVV**” or **Mission, Motto, Vision and Values**. These core statements, outlined on page 6 of this document, were written to define the district’s purpose, principles and future. The Board must adopt the Mission and Vision in accordance with AE (Legal) which states, “*The Board shall adopt a vision statement and comprehensive goals for the District and the Superintendent.*” The **Graduate Profile** was then designed in alignment with the core statements. The Graduate Profile defines the qualities each graduate should demonstrate upon completion of their graduation requirements. The Profile is outlined on page 7 of this document. Each word of the MMVV and Graduate Profile was carefully considered and intentionally included. These core statements were drivers in establishing the **priorities** of the overall strategic plan.

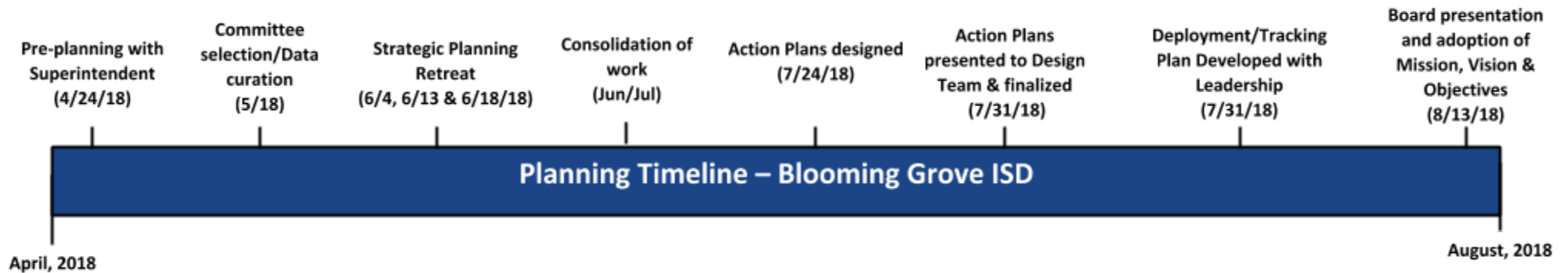
The five priorities selected include **21st Century Learning, Equipped Educators, Innovative Culture, Connected Community** and **Improved Finances and Facilities**. These priorities were chosen to be the key areas of focus for the organization based on the SWOT analysis and in alignment with the MMVV. Utilizing a strengths-based approach, these priorities were determined to be the drivers that would continue to carry the district towards its intended vision. **21st Century Learning** prioritizes extra/co-curricular programs and rigorous instructional practices aligned to student interests. The priority of **Equipped Educators** ensures BGISD is a collaborative learning organization where all staff continuously grow and improve. **Innovative Culture** was placed as a priority to provide students and staff with opportunities to work together to explore, discover and innovate. The priority of **Connected Community** ensures families and community are valued partners in the educational process. The final priority of **Improved Finances and Facilities** targets sound financial practices focused on transparency while also placing importance on digital classrooms and dynamic, collaborative learning spaces.

In alignment with the priorities, the Strategic Design Team set the **objectives** to be achieved during the determined timeframe of 2018-2023 and the **measures** utilized to determine achievement of these objectives. The objectives were designed utilizing a SMART (specific, measurable, achievable, relevant, time bound) goal framework for the purpose of moving the vision from motive to action. The objectives must be approved by the Board in accordance with AE (Legal).

The Strategic Design Team’s work was shared in July, 2018 with the members of the **Strategic Action Teams** which included a diverse group of approximately twenty-one stakeholders. Nine of the action team members also served on the Strategic Design Team to ensure alignment and intention was carried forward. Each person on the Strategic Action Team was assigned to a subcommittee targeting one of the five strategic priorities. The role of each team was to determine the action steps necessary for achievement of the sixteen objectives. This took place by defining specific activities, identifying responsibility, creating success measures, estimating resources, and proposing a timeline for completion. The Action Team subcommittees engaged in a thorough evaluation of the action plans and presented to the Strategic Design Team in July, 2018. Following a review of the feedback from the Strategic Design Team members, revisions were made and plans finalized.

The action plans are provided in this report on pages 10-20. Since the action plans are living documents, they are subject to constant review, updating, correction, and enhancement as the implementation process begins and personnel assignments are made to initiate and complete the tasks. Action Plans were developed with a constant eye to the Motto, Mission, Vision and Values to assure alignment with the perceived intentions of the Design Team and the current state of the district. All progress and revisions to the action plans should be reported to the Strategic Design Team annually.

The development of a strategic plan only partially completes the process. Deployment and monitoring are the final two phases that are critical to ensure the strategic plan drives progress towards the vision. As a final step, the Superintendent and Leadership Team worked collaboratively to define their strategy for communicating the strategic direction of the district, gaining support and ensuring a continuous focus on the work. On pages 21 and 22, the **Deployment and Monitoring Plan** is provided.



SWOT ANALYSIS

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ● Committees with diverse members ● Good at extracurriculars ● Teachers care about students ● Dual Credit - Paid courses ● Knowing we are not where we should be ● Melting Pot ● Small, Family Atmosphere ● Dedicated teachers ● Good students, people who want to come here ● Special programs (Theater, FCCLA, Art, AG) ● Relationships - small town feel ● Build up the character of students ● Well roundedness ● Students ahead of adults ● Historic school/community ● Mixed interactive cultures ● Multiple involvement opportunities (sports, clubs, etc) 	<ul style="list-style-type: none"> ● Lack of bus drivers ● Comfort Zone/Complacency/Change is Scary ● School Lunches ● Instruction/Hands-on learning opportunities ● Lack of electives (meaningful classes) ● Community Involvement & Communication (not on F/B) ● Lack of Money and Technology ● Rural location ● Communication ● Education Foundation ● Staff development ● Intervention of all levels - not STAAR ● Lack of early opportunities in clubs & organizations ● Facility upgrades (example: labs) ● Expanded opportunities (choir, art programs, academic UIL) ● Lack of representation of diverse cultures in committees ● Security 	<ul style="list-style-type: none"> ● Work certifications for students/Work program ● PAC program growth ● Education Foundation ● Student Council Program ● Grants ● Mentorships ● External global learning (field trips, skype) ● Community partnerships/involvement ● Career Research ● Use technology to go beyond city limits ● Course options - Dual credit/CTE/etc ● Servant leadership program (character development) ● Shop - facility addition/improvement ● Bring in skills of community ● More creative use of CTE classes ● Serving ● FFA in Junior High 	<ul style="list-style-type: none"> ● Secondary parent organizations ● Growth mindset ● Technology Etiquette ● Good enough for me-Stuck where we are & happy w/ it ● Demographics - Older demographics & farm community ● CATE - look for opportunities ● Staff turnover ● Negative attitudes (Facebook) ● Lack of Community knowledge ● Building new facilities ● Private school vouchers ● Legislature ● Dual credit ● Low property tax ● Competition of salaries ● Rural setting - Location (no place to live, eat, etc) ● Lack of internet service

STRATEGIC PLANNING DESIGN TEAM

District/Community Representation:	Student Representation:
<p>Aimee Kasprzyk Albert Abshire Amanda Sanchez Amy Nicholson Danny Miles Doyle Bell Holly Pair Jami Hughen John Paul Gillen Lawrence Williams Lee Grounds Lindsay Oldsen Lou Ann Armstrong Misti Hutchison Misty Abshire Stan Jones Tiffany Munoz</p>	<p>Brady Miller Claire Kirk Joe Vazquez Macie Skains Madison Peterson Thomas Saunders</p>

STRATEGIC PLANNING ACTION TEAMS

Representation:
Albert Abshire
Amy Nicholson
Angela Gillen
Ashley Golden
Donasse Sanchez
Doyle Bell
Haley Ehly
Jessica Lee
Jody Nors
John Paul Gillen
Judy Paschal
Kaci Anderton
Kenneth Hutchison
Kevin Diggs
Lawrence Williams
Laura Haden
Lee Grounds
Lou Ann Armstrong
Sean Connor
Stan Jones
Tiffany Munoz

MOTTO

BG... Where our PRIDE is Power

MISSION

The Mission of Blooming Grove ISD, a diverse family of learners, is to prepare students for success in an ever-changing world by inspiring excellence

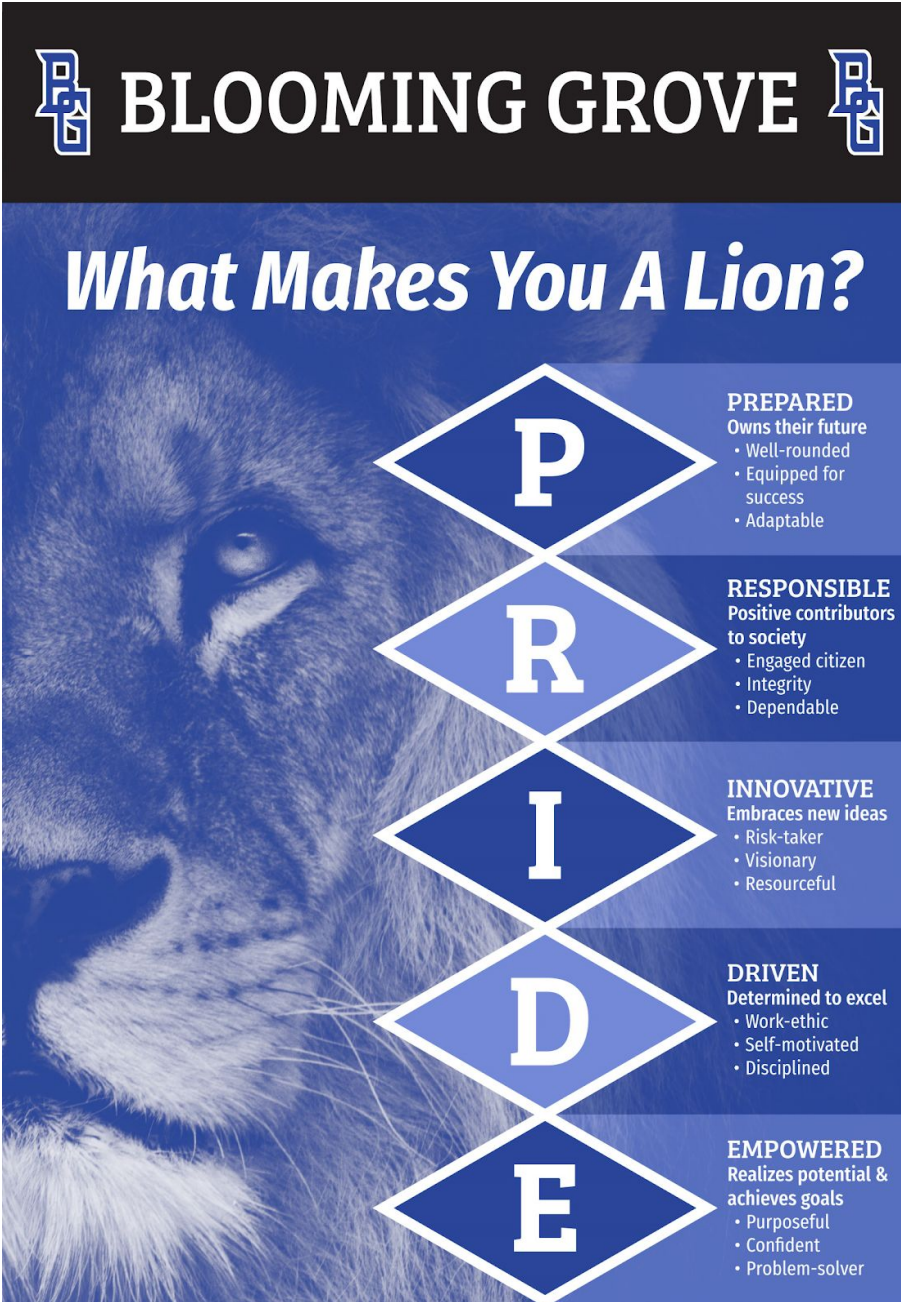
VISION

Blooming Grove ISD, will be a prominent district of excellence that is continually evolving to cultivate innovation and ignite personal success in all

VALUES

In Blooming Grove ISD, we value...

- **L** eading by example
- **I** ntegrity and character
- **O** pportunities for lifelong learning
- **N** urturing relationships
- **S** triving for excellence



BLOOMING GROVE

What Makes You A Lion?

P	PREPARED Owns their future <ul style="list-style-type: none">• Well-rounded• Equipped for success• Adaptable
R	RESPONSIBLE Positive contributors to society <ul style="list-style-type: none">• Engaged citizen• Integrity• Dependable
I	INNOVATIVE Embraces new ideas <ul style="list-style-type: none">• Risk-taker• Visionary• Resourceful
D	DRIVEN Determined to excel <ul style="list-style-type: none">• Work-ethic• Self-motivated• Disciplined
E	EMPOWERED Realizes potential & achieves goals <ul style="list-style-type: none">• Purposeful• Confident• Problem-solver

STRATEGIC PRIORITIES AND OBJECTIVES

21st Century Learning

OBJECTIVES:

- Design extra/co-curricular opportunities at all levels that align to defined student interests
- Create digital classrooms where technology enhances instruction and learning
- Create authentic opportunities to consistently connect student learning to the real world at all levels
- Implement a rigorous curriculum for all students that supports critical thinking and problem solving for post-secondary success

Equipped Educators

OBJECTIVES:

- Foster growth-minded educators through personalized goal-setting and professional learning
- Increase specific and meaningful professional learning opportunities for all educators
- Increase implementation at all levels of integrated student learning opportunities

Innovative Culture

OBJECTIVES:

- Create an environment that promotes risk-taking through programs encouraging exploration and collaboration to enrich today's learners
- Foster an atmosphere of ongoing vertical/horizontal alignment with the graduate profile
- Expand opportunities for involvement of all students and teachers in shared leadership experiences

Connected Community

OBJECTIVES:

- Create consistent opportunities for broad community involvement through targeted communication efforts
- Integrate the campuses and community through defined engagement and service opportunities
- Implement career-exploration opportunities for all secondary students in partnership with the community

Improved Finances and Facilities

OBJECTIVES:

- Define and standardize operational regulations to foster alignment of practices
- Increase awareness of fiscal and facilities' conditions to gain support for improvement efforts
- Provide dynamic, collaborative learning spaces and technology at all levels that support real-world connections

STRATEGIC PLAN ON A PAGE



BLOOMING GROVE INDEPENDENT SCHOOL DISTRICT



CORE STATEMENTS	PRIORITIES	OBJECTIVES	MEASURES
<p>MOTTO</p> <p>BG... Where our PRIDE is Power</p> <p>MISSION STATEMENT</p> <p>The mission of Blooming Grove ISD, a diverse family of learners, is to prepare students for success in an ever-changing world by inspiring excellence.</p> <p>VISION</p> <p>Blooming Grove ISD will be a prominent district of excellence that is continually evolving to cultivate innovation and ignite personal success in all.</p> <p>VALUE STATEMENTS</p> <p>In Blooming Grove ISD, we value....</p> <ul style="list-style-type: none"> ◆ L eading by example ◆ I ntegrity and character ◆ O pportunities for lifelong learning ◆ N urturing relationships ◆ S triving for excellence 	<p>21st Century Learning</p>	1. Design extra/co-curricular opportunities at all levels that align to defined student interests	1a. % of student attendance increased due to student interest and engagement 1b. # of courses and/or opportunities offered
		2. Create digital classrooms where technology enhances instruction and learning	2a. % increase in lessons where technology is embedded in instruction and student products
		3. Create authentic opportunities to consistently connect student learning to the real world at all levels	3a. % of curriculum that is customized to include real world connections
		4. Implement a rigorous curriculum for all students that supports critical thinking and problem solving for post-secondary success	4a. % of students reaching meets or masters on district curriculum based assessments (CBAs) 4b. # of students meeting yearly expected growth on district CBAs 4c. % of students who are college ready based on SAT and ACT performance
	<p>Equipped Educators</p>	1. Foster growth-minded educators through personalized goal-setting and professional learning	1a. % of educators who met their annual professional learning goals
		2. Increase specific and meaningful professional learning opportunities for all educators	2a. % of educators who met annual district professional learning requirements
		3. Increase implementation at all levels of integrated student learning opportunities	3a. % annual increase in teachers trained in integrated teaching and learning
	<p>Innovative Culture</p>	1. Create an environment that promotes risk-taking through programs encouraging exploration and collaboration to enrich today's learners	1a. % of students who felt safe to take academic risks as indicated on annual student survey 1b. % of teachers who felt safe to take instructional risks as indicated on annual staff survey
		2. Foster an atmosphere of ongoing vertical/horizontal alignment with the graduate profile	2a. # annual increase in opportunities to vertically and horizontally align instruction 2b. % annual increase in teachers participating in vertical and horizontal alignment planning opportunities
		3. Expand opportunities for involvement of all students and teachers in shared leadership experiences	3a. # of shared leadership opportunities offered annually for students and teachers 3b. % of students and teachers engaged in shared leadership opportunities
	<p>Connected Community</p>	1. Create consistent opportunities for broad community involvement through targeted communication efforts	1a. % increase annually in community participation in campus events 1b. % increase in community participation as indicated through annual survey an awareness of opportunities to engage at campuses 1c. % increase annually in methods of communication
		2. Integrate the campuses and community through defined engagement and service opportunities	2a. # increase in annual student service events/opportunities 2b. % increase in annual student attendance and participation in service events/opportunities
3. Implement career-exploration opportunities for all secondary students in partnership with the community		3a. % of secondary students annually involved in mentorship, internship and shadowing opportunities 3b. % of selected secondary teachers annually involved in externship opportunities	
<p>Improved Finances and Facilities</p>	1. Define and standardize operational regulations to foster alignment of practices	1a. # of regulations developed annually to support efficiency and alignment 1b. # of regulations reviewed annually to remain current with operational practices	
	2. Increase awareness of fiscal and facilities' conditions to gain support for improvement efforts	2a. % increase of stakeholders indicating an understanding of the fiscal condition of the district through an annual stakeholder survey 2b. % increase of stakeholders indicating an understanding of the facilities' conditions in the district through an annual stakeholder survey	
	3. Provide dynamic, collaborative learning spaces and technology at all levels that support real-world connections	3a. % increase annually in one-to-one technology 3b. % increase in collaborative learning spaces based on annual facilities assessment	

STRATEGIC PLAN 2018-2023

21st Century Learning

Objective 1: Design extra/co-curricular opportunities at all levels that align to defined student interests					
Measures: % of student attendance increased due to student interest and engagement % of courses and/or opportunities offered					
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Create a committee that will visit innovative schools to explore extra/co-curricular opportunities	Curriculum Director	3 or more schools will be visited by a committee of 10 or more	\$1500 for travel costs	Year 1
2	Design an age-appropriate survey that measures student interest on an annual basis	Curriculum Director	90% of students take part in the survey	\$50 printing costs; personnel time	Years 1 & 2
3	Analyze the survey data and determines opportunities that align to student interest	Curriculum Director	100% of data is analyzed and opportunities aligned to student interests	\$50 meeting materials	Year 2
4	Develop extra/co-curricular opportunities and or courses based on results from the survey data	Lead: Curriculum Director; Secondary: PEIMS Director	80% of students take at least 1 course of interest	\$10,000 plus CATE funding	Years 2 & 3

Objective 2: Create digital classrooms where technology enhances instruction and learning					
Measure: % increase in lessons where technology is embedded in instruction and student products					
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Determine the standard for a digital classroom based on current technologies utilizing a collaborative design process	Lead: Instructional Technologist; Secondary: Curriculum Director	100% of students have access to technology	\$50 for meeting materials	Year 1
2	Establish and execute an implementation plan for creating digital classrooms based on training, equipment needs and consideration of a 1-to-1 device program	Lead: Instructional Technologist; Secondary: Curriculum Director	100% of teachers trained in the use of digital resources deployed	\$350,000 for implementation training and devices	Years 1 & 2
3	Hire/repurpose 2 instructional technology coaches to support with technology integration through	Superintendent	1 IT coach for elementary and secondary	\$90,000 for salary and benefits	Year 2

	embedded support, modeling, curriculum facilitation, and training				
4	Measure student use of technology on an ongoing basis through multiple means and share results quarterly with all instructional staff	Lead: Curriculum Director; Secondary: Instructional Technologist	80% of classrooms embed technology into their lessons weekly	\$50 for meeting materials; personnel time	Years 3 & 4
4	Implement an annual student learning showcase at all levels to demonstrate products/projects where digital resources were integral in the design	Lead: Curriculum Director; Secondary: Instructional Technologist	90% of students are involved in the showcase	\$3,000 materials, table rentals, floor coverings, table coverings, programs	Years 3 & 4

Objective 3: Create authentic opportunities to consistently connect student learning to the real world at all levels

Measures: % of curriculum that is customized to include real world connections

	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Utilize curriculum work groups to customize the TRS curriculum to include appropriate real-world connections	Curriculum Director	90% of core content courses have been customized with real-world connections	\$1000 for curriculum work groups meeting materials and/or facilitation	Years 1 & 2
2	Provide all teachers with professional development on implementing real world lessons	Curriculum Director	100% of teachers trained	\$5000 for trainers	Year 3
3	Establish a standard through regulations that requires routine implementation of real world connections into instruction in all classrooms	Curriculum Director	80% of lessons mirror real-world examples	\$1000 per campus	Year 4
4	Monitor curriculum alignment through observations and lesson plan audits to ensure real world connections are embedded within classroom instruction in accordance with the standard set	Curriculum Director	2 observations and lesson plan audits per teacher will be conducted by administration annually	Personnel time	Year 5

Objective 4: Implement a rigorous curriculum for all students that supports critical thinking and problem solving for post-secondary success

Measures: % of students reaching meets or masters the district curriculum-based assessments (CBAs)
of students meeting yearly expected growth on district CBAs
% of students who are college ready based on SAT and ACT performance

	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Research and visit schools that implement a 21st	Curriculum Director	3 or more districts/campuses	\$500 per site for travel costs	Year 1

	century rigorous curriculum for all students		will be visited		
2	Establish a committee that will design a district plan that defines rigor and enriches the TRS curriculum with approaches that support critical thinking and problem solving	Curriculum Director	100% of a plan will be developed and implemented as written	\$500 meeting materials	Years 1 & 2
3	Provide training to staff that helps them understand, implement, and teach the approaches embedded in the curriculum and as defined in the district plan	Curriculum Director	100% of instructional staff will be trained	\$2000 for a trainer and meeting materials	Years 1 & 2
4	Monitor implementation and impact of the the district plan through CBAs to ensure post-secondary success	Curriculum Director	80% of teachers show annual growth of all students on CBAs.	\$1000 per campus for materials	Year 3

Equipped Educators

Objective 1:	Foster growth-minded educators through personalized goal-setting and professional learning				
Measures:	% of educators who met their annual professional learning goals				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Create a goal-setting process for all departments as part of the evaluation and continuous professional improvement process	Superintendent	100% of all departments have and utilize a documented goal setting process	\$200 for meeting materials	Year 2
2	Provide training on goal setting for all staff and provide coaching training for supervisors and leadership	Lead: Superintendent; Secondary: Curriculum Director	1 training on goal setting at the beginning of school each year	\$1000 for training and materials	Year 2
3	Engage all staff in the identification of professional learning goals based on collaborative meetings between supervisor and staff	Superintendent	100% of staff members have a goal setting meeting with their supervisor by the first 6 weeks of the school year	Personnel Time	Year 3
4	Create and review short term measures to help meet each professional learning goal and keep staff accountable of progress	Superintendent	100% of staff members have a meeting with their supervisor between December-February each year	Personnel Time	Year 3

5	Meet with staff individually on an annual basis to determine goal success as a part of the evaluation process and set new professional learning goals for the following year	Superintendent	100% of staff members have an end-of-year meeting with their supervisor each year; and 80% of staff members will meet their professional learning goals	Personnel Time	Year 3
---	--	----------------	---	----------------	--------

Objective 2:	Increase specific and meaningful professional learning opportunities for all educators				
---------------------	---	--	--	--	--

Measures:	% of educators who met annual district professional learning requirements				
------------------	---	--	--	--	--

	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Survey all district employees annually for professional learning needs	Curriculum Director	1 survey written and released in March for the following school year's needs with at least 80% staff participation	Personnel Time	Year 1
2	Review district data to set professional learning priorities for all departments	Lead: Superintendent; Secondary: Curriculum Director	3 or more meetings will be conducted annually with 90% attendance from all department leaders	\$250 for materials and resources	Year 1
3	Establish a professional learning plan that includes a badging program for technology and incentives; and monitor compliance to ensure continuous learning from all staff	Curriculum Director	4 or more meetings with a committee that develops a written plan that includes staff from all departments with 90% attendance at meetings	\$5000 for materials, resources, and incentives	Year 2
4	Explore a variety of professional development opportunities to secure training that meets district needs	Curriculum Director	4 or more professional development opportunities provided in a multitude of delivery options	\$40,000 to bring training in house, send staff to training, and purchase training online	Year 2
5	Provide follow-up training and support to ensure application of learning through department meetings, walkthroughs, and observations	Curriculum Director	3 or more department meetings with 90% attendance AND at least 1 targeted walkthrough that focuses on the implementation of professional development	\$5000 for follow up training and resources	Year 3
6	Provide opportunities to review, reflect on, and share professional learning experiences in each department	Curriculum Director	2 or more faculty meetings with 90% attendance that are	\$250 for materials and resources	Year 3

	throughout the school year		focused on the sharing of professional learning and 1 survey written and released in April with at least 80% staff participation		
--	----------------------------	--	--	--	--

Objective 3: Increase implementation at all levels of integrated student learning opportunities					
Measures: % annual increase in teachers trained in integrated teaching and learning					
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Create a committee of teachers across content areas and grade levels that will create an action plan to implement teaching strategies that integrate content across subjects and grade levels	Curriculum Director	4 or more meetings with 90% attendance and a completed integrated content action plan	\$1000 for meetings materials and resources	Year 1
2	Provide hands-on training to staff members on the action plans and integrated teaching practices across content areas	Curriculum Director	2 or more professional development sessions with 90% attendance	\$10,000 for training and materials	Years 1 & 2
3	Provide opportunities for cross-curricular departmental meetings for teachers to collaborate on lessons and best practices	Curriculum Director	2 or more cross-curricular meetings with 90% attendance	\$250 for meeting materials	Year 2
4	Provide follow-up training throughout the year to support the development of new skills through department meetings and walkthroughs and observations	Curriculum Director	3 or more department meetings with 90% attendance AND at least 1 targeted walkthrough that focuses on the implementation of integrated learning across content areas	\$5000 for follow-up training and resources	Year 2
5	Celebrate success through a recognition program and provide opportunities for educators to showcase lessons that integrate across content areas	Curriculum Director	2 or more faculty meetings with 90% attendance that are designated to share success stories	\$300 for meeting materials	Year 2
6	Create opportunities for staff and students to reflect on the implementation of integrated learning opportunities and set new goals for success	Curriculum Director	1 survey written and released at the end of the school year with 80% participation and staff lessons and student work products shown at district showcase with 70% of courses &	\$5000 for materials and district showcase	Year 2

			grade levels showcased	
--	--	--	------------------------	--

Innovative Culture

Objective 1: Create an environment that promotes risk-taking through programs encouraging exploration and collaboration to enrich today's learners					
Measures:					
% of students who felt safe to take academic risks as indicated on annual student survey					
% of teachers who felt safe to take instructional risks as indicated on annual staff survey					
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Develop a committee including members from each campus to explore and research various instructional approaches that encourage exploration and collaboration in today's classroom	Curriculum Director	1 or more committees have been established based on committee roster finalized	\$100 for meeting materials	Year 2
2	Select 3 instructional approaches and pilot those programs with selected teachers at various grade levels	Curriculum Director	3 instructional approaches have been piloted in the classroom	\$5000 for research and training	Years 2 & 3
3	Evaluate and select the best instructional programs according to the results of data and feedback	Curriculum Director	80% positive feedback on returned data	\$10,000 for program costs	Years 3 & 4
4	Create and/or revise student/staff surveys to measure opportunities given to explore and collaborate as well as the safety felt to take academic and instructional risks	Curriculum Director	80% of teachers and students indicate that they are comfortable with taking academic and instructional risks	\$100 for meeting materials	Year 4

Objective 2: Foster an atmosphere of ongoing vertical/horizontal alignment with the graduate profile					
Measures:					
# annual increase in opportunities to vertically and horizontally align instruction					
% annual increase in teachers participating in vertical and horizontal alignment-planning opportunities					
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Establish a plan to organize ongoing vertical/horizontal alignment meetings	Lead: Curriculum Director; Secondary: Campus Principals	3 or more alignment meetings will be scheduled annually	\$500 meeting materials	Year 1
2	Design a set of goals and expectations for alignment meetings with priorities given to the graduate profile	Lead: Curriculum Director; Secondary: Campus Principals	100% of employees meet professional responsibilities	\$500 meeting materials	Years 1 & 2
3	Evaluate the need to hire/repurpose/contract an	Lead: Curriculum	1 instructional coach	\$50,000 for salary and	Year 2

	instructional coach to oversee and facilitate the vertical/horizontal alignment process	Director; Secondary: Campus Principals	hired/identified	benefits	
4	Evaluate effectiveness of vertical and horizontal alignment meetings based on attendance and consistency with goals	Lead: Curriculum Director; Secondary: Campus Principals	100% attendance; 90% of our goals met	\$500 meeting materials	Year 3

Objective 3:	Expand opportunities for involvement of all students and teachers in shared leadership experiences				
Measures:	# of shared leadership opportunities offered annually for students and teachers % of students and teachers engaged in shared leadership opportunities				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Inventory current and explore new opportunities for shared leadership experiences for teachers and students	Lead: Superintendent; Secondary: Campus Principals	100% of current programs evaluated; 3 or more new opportunities per campus/district considered	\$500 meeting materials	Year 3
2	Expand opportunities for students/teachers to participate in leadership experiences based on inventory and exploration	Lead: Superintendent; Secondary: Campus Principals	4 or more leadership opportunities provided per campus/district	\$5,000 leadership experiences	Year 4
3	Create a student/teacher assignment process to ensure all staff and students have been provided the opportunity to participate in a leadership experience	Lead: Superintendent; Secondary: Campus Principals	100% of students and staff offered leadership opportunities; 80% of staff and students engaged in their assigned opportunity	\$500 meeting materials	Year 5
4	Implement an annual review process to consider effectiveness of leadership opportunities and participant engagement	Lead: Superintendent; Secondary: Campus Principals	80% of student and teacher participation in their assigned opportunities	\$500 meeting materials	Year 5

Connected Community

Objective 1:	Create consistent opportunities for broad community involvement through targeted communication efforts				
Measures:	% increase annually in community participation in campus events % increase in community participation as indicated through annual survey on awareness of opportunities to engage at campuses % increase annually in methods of communication				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:

1	Create community involvement committee (C.I.C.) which includes a diverse representation of district stakeholders	Superintendent	75% attendance in quarterly meetings	\$1,000 for meeting supplies	Year 1
2	Create and utilize methods of communication as determined by the CIC to connect with those not involved in the schools through such methods as Public notices, Church announcements, etc	Lead: Communication Coordinator; Secondary: Campus Principal	12 or more communications per year are shared with the target audience of those not involved in the schools	\$1,000 per year for publication and/or postage	Year 2
3	Secure funding and install district marquees to publicize upcoming events and/or other district highlights	Maintenance Director	Within 5 years the district will have an operating district marquee on school grounds	\$30,000 for district marquee at Elementary and HS/JH locations	Year 3
4	Implement a tracking system for measuring community participation in campus/district events to more effectively measure involvement	Lead: Communication Coordinator; Secondary: Campus Principal	95% of event participation is tracked and measured	Personnel Time	Years 2 & 3

Objective 2:	Integrate the campuses and community through defined engagement and service opportunities				
Measures:	# increase in annual student service events/opportunities % increase in annual student attendance and participation in service events/opportunities				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Designate a district lead counselor to oversee counseling at all levels and manage service opportunities for students	Superintendent	1 lead counselor identified	\$6000 stipend for additional duties	Year 1
2	Create mentorship programs district wide in partnership with the community to support at-risk students	Lead: Lead Counselor; Secondary: Curriculum Director	8 or more meetings throughout the school year between mentor/mentee and a report submitted to campus counselor for each meeting	\$500 for background checks	Year 2
3	Develop and publish an annual calendar in partnership with the CIC of student service opportunities	Lead: Lead Counselor; Secondary: Curriculum Director	1 calendar developed with a year long plan for student service opportunities	\$100 for meeting materials and printing costs	Year 1
4	Organize community/district wide service and community involvement opportunities in partnership with the CIC	Lead: Lead Counselor; Secondary: Curriculum Director	10 or more community involvement/service opportunities will be organized annually throughout the district	\$2000 for resources needed to conduct service and community involvement opportunities	Year 1

Objective 3:	Implement career-exploration opportunities for all secondary students in partnership with the community				
Measures:	% of secondary students annually involved in mentorship, internships and shadowing opportunities % of selected secondary teachers annually involved in externship opportunities				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Create opportunities for alumni to return and share with secondary students about their careers and educational journey	Lead: Lead Counselor; Secondary: Curriculum Director	75% of alumni respond positively to the opportunity to share through a post-survey	\$500 for resources and materials	Year 2
2	Provide opportunities for students to visit and engage in career and trade professions based on an expressed interest in a specific career field	Lead: Lead Counselor; Secondary: High School Principal	75% of seniors take advantage of the opportunity to participate	\$1000 for transportation costs	Years 1 & 2
3	Schedule college and career in house day for 9-12 students (College, Military, & Job Fair)	Lead: Lead Counselor; Secondary: High School Principal	95% of student post event evaluation survey returned; 80% of 9-12 grade students found the event valuable based on post event survey	\$500 for supplies	Year 2
4	Explore opportunities for seniors to engage in internship/observation opportunities and implement as appropriate.	Lead: Lead Counselor; Secondary: Curriculum Director	5 or more student internships are secured in various career fields	\$1000 for transportation costs	Year 4
5	Explore and implement opportunities for teacher(s) to engage in externship opportunities to increase classroom connections to real-world	Curriculum Director	2 or more teachers engage in externships annually	\$2000 annually for teacher stipends and mileage	Year 3

Improved Finances and Facilities

Objective 1:	Define and standardize operational regulations to foster alignment of practices				
Measures:	# of regulations developed annually to support efficiency and alignment # of regulations reviewed annually to remain current with operational practices				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Create standardized fiscal/operation regulations manual with the input of key stakeholders	Business Manager	100% of a fiscal manual is completed	\$250 for meeting materials	Year 1

2	Provide centralized training on fiscal/operation regulations manual annually based on job responsibilities	Business Manager	100% of staff members have been trained on the regulations manual	\$500 for training materials and video development	Years 2 & 3
3	Create/maintain online access to standardized procedures as outlined in the regulations manual for convenience and transparency	Lead: Business Manager; Secondary: Communications Coordinator	1 completed manual is accessible online in less than 3 clicks	Personnel Time	Years 2 & 3
4	Establish expectations regarding compliance with regulations and measure annually through the evaluation process	Lead: Superintendent; Secondary: Business Manager	100% of staff are made aware of the expectations; 100% of budget managers were evaluated annually	\$200 for mileage to audit budget managers	Year 2

Objective 2:	Increase awareness of fiscal and facilities' conditions to gain support for improvement efforts				
Measures:	% increase of stakeholders indicating an understanding of the fiscal condition of the district through an annual stakeholder survey % increase of stakeholders indicating an understanding of the facilities' conditions in the district through an annual stakeholder survey				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:
1	Develop a financial & facilities advisory committee to meet quarterly to foster transparency and increase awareness	Superintendent	4 or more meetings will be conducted annually with 90% attendance	\$250 for meeting materials	Year 1
2	Explore with advisory committee alternative funding sources such as bonds, grants, and investment opportunities	Superintendent	1 or more funding sources will be secured	\$250 for meeting materials	Years 1 & 2
3	Create and implement a communication plan to inform the district & community about district fiscal & facility matters	Lead: Superintendent; Secondary: Communication Coordinator	100% of communication plan has been created and implemented	\$500 for materials to distribute	Years 2 & 3
4	Measure stakeholders annually on their understanding of district fiscal and facility conditions through an annual survey	Superintendent	60% of stakeholders respond to the survey; 75% indicate understanding of fiscal/facility conditions	\$500 for printing/ mailing costs	Years 1 & 2

Objective 3:	Provide dynamic, collaborative learning spaces and technology at all levels that support real-world connections				
Measures:	% increase annually in one-to-one technology % increase in collaborative learning spaces based on annual facilities assessment				
	Action Steps:	Owner:	Measure:	Resources:	Timeline:

1	Create a collaborative vision of what dynamic, collaborative learning spaces should look like in BG	Lead: Curriculum Director; Secondary: Auxiliary Director	100% of the plan is completed	Personnel Time	Years 2 & 3
2	Visit schools that have implemented up-to-date dynamic, collaborative learning spaces and technology in partnership with the 21st Century Committee	Lead: Curriculum Director; Secondary: Auxiliary Director	3 schools will be visited	\$500 for travel expense	Year 2
3	Consult with an architect on potential renovations and designs for collaborative learning spaces	Superintendent	3 bids will be collected	\$5000 - \$10000	Year 3
4	Train classroom teachers to implement the use of dynamic, collaborative learning spaces and technology into their classroom instruction	Lead: Curriculum Director; Secondary: Instructional Technologist	100% of classroom teachers and instructional aides will be trained	\$250 training materials	Year 4
5	Establish and initiate a facilities & technology improvement plan with a defined timeline for one-to-one technology and collaborative learning spaces at all levels	Lead: Superintendent; Secondary: Instructional Technologist	1 facilities and technology improvement plan has been developed; 20% of improvement plan has been initiated	\$500,000 for technology and facility upgrades	Years 4 & 5

Deployment and Monitoring Plan

Year 1 (2018-2019)	Deployment Steps
August	<ul style="list-style-type: none"> ● Board Meeting - Approval of Vision, Mission, and Objectives ● Create talking points for Board members, administrators and teachers regarding strategic direction ● Post strategic plan on a page and graduate profile in each facility and on website ● Create beginning of the year message to share with staff the MMVV, graduate profile and objectives ● Order & give staff a “back to school” gift that aligns with the MMVV, graduate profile or objectives (pocket card, motto pin, shirt, etc) ● Incorporate the MMVV, graduate profile and district objectives into the employee handbook ● Incorporate the graduate profile into the student handbook ● Add Graduate Profile to student schedules and create displays at schedule pick-up ● Prepare budget managers for integrating the strategic plan into purchasing process
September	<ul style="list-style-type: none"> ● Add objectives to Board meeting cover sheets to show alignment ● Train all administrators on communicating the strategic plan and aligning with work ● Align district and campus plans with strategic objectives ● Initiate sharing strategic plan with community groups ● Integrate into purchasing process alignment with strategic goals.
October	<ul style="list-style-type: none"> ● Principals and Department leaders train staff on strategic plan and make connections to campus plans ● Board Meeting - Report on alignment of the strategic plan and district/campus plans ● Create a visual outside administrative offices to show progress on action plans ● Initiate process for vertically aligning the graduate profile ● Start Superintendent’s Student Advisory Committee to share strategic direction
November	<ul style="list-style-type: none"> ● Integrate strategic direction into onboarding process with new hires ● Provide a color copy of the graduate profile to each teacher for classroom display
December-January	<ul style="list-style-type: none"> ● Send out mid-year message to remind staff of MMVV and objectives ● Create a strategic plan showcase on website - display evidence of progress ● Align Superintendent’s Evaluation with Strategic Plan ● Propose revisions to Board Policies to support strategic alignment ● Follow-up Superintendent’s Student Advisory Committee on strategic direction
January-February	<ul style="list-style-type: none"> ● Plan staffing and organizational structure to align with strategic plan ● Establish budget priorities in alignment with the strategic plan action steps
March-April	<ul style="list-style-type: none"> ● Complete vertical alignment of the graduate profile ● Joint meeting with School Board and City Council to discuss strategic direction
May	<ul style="list-style-type: none"> ● Review deployment efforts with leadership team and plan for year 2

	<ul style="list-style-type: none"> ● Follow-up Superintendent's Student Advisory Committee on strategic direction
Ongoing	<ul style="list-style-type: none"> ● Reference in communications, events and trainings

Years 2-5 (2019-2023) Deployment Steps	
	<ul style="list-style-type: none"> ● Provide annual progress update to Board of Trustees in June/July ● Report annual progress to the entire staff through newsletter, video, meeting in August ● Train newly elected Trustees during new member orientation ● Review year 1 steps and develop an annual plan for maintaining focus with current and new staff ● Sustain alignment practices with improvement planning and budgeting ● Update strategic plan showcase on website - display evidence of progress ● Principals and Department leaders train staff on strategic plan annually

Annual Monitoring Plan	
Summer	<ul style="list-style-type: none"> ● Provide annual progress update to Board of Trustees in June/July (beginning year 2) ● Administrative Team reviews scorecard and tracking document ● Set baseline/targets for the year on scorecard ● Administrative Team reviews deployment planning to ensure ongoing focus
October	<ul style="list-style-type: none"> ● End of 1st Quarter
November	<ul style="list-style-type: none"> ● Review 1st Quarter progress with Administrative Team (beginning of month) <ul style="list-style-type: none"> ○ Consider scorecard ○ Update quarterly reviews in P4L ○ Update visual progress display
January	<ul style="list-style-type: none"> ● End of 2nd Quarter
February	<ul style="list-style-type: none"> ● Review 2nd Quarter progress with Administrative Team (beginning of month) <ul style="list-style-type: none"> ○ Consider scorecard ○ Update quarterly reviews in P4L ○ Update visual progress display
April	<ul style="list-style-type: none"> ● End of 3rd Quarter
May	<ul style="list-style-type: none"> ● Review 3rd Quarter progress with Administrative Team (beginning of month) <ul style="list-style-type: none"> ○ Consider scorecard ○ Update quarterly reviews in P4L ○ Update visual progress display
May-June	<ul style="list-style-type: none"> ● Reconvene Strategic Action Teams to prepare annual review ● Set date for Action Team to provide update to Strategic Design Team
July/August	<ul style="list-style-type: none"> ● End of 4th Quarter with Administrative Team <ul style="list-style-type: none"> ○ Update scorecard and annual tracking document

- | | |
|--|--|
| | <ul style="list-style-type: none">○ Update quarterly reviews in P4L○ Update visual progress display● Action Teams provide update to Strategic Design Team● Adjustments and revisions are made to action plans as needed |
|--|--|