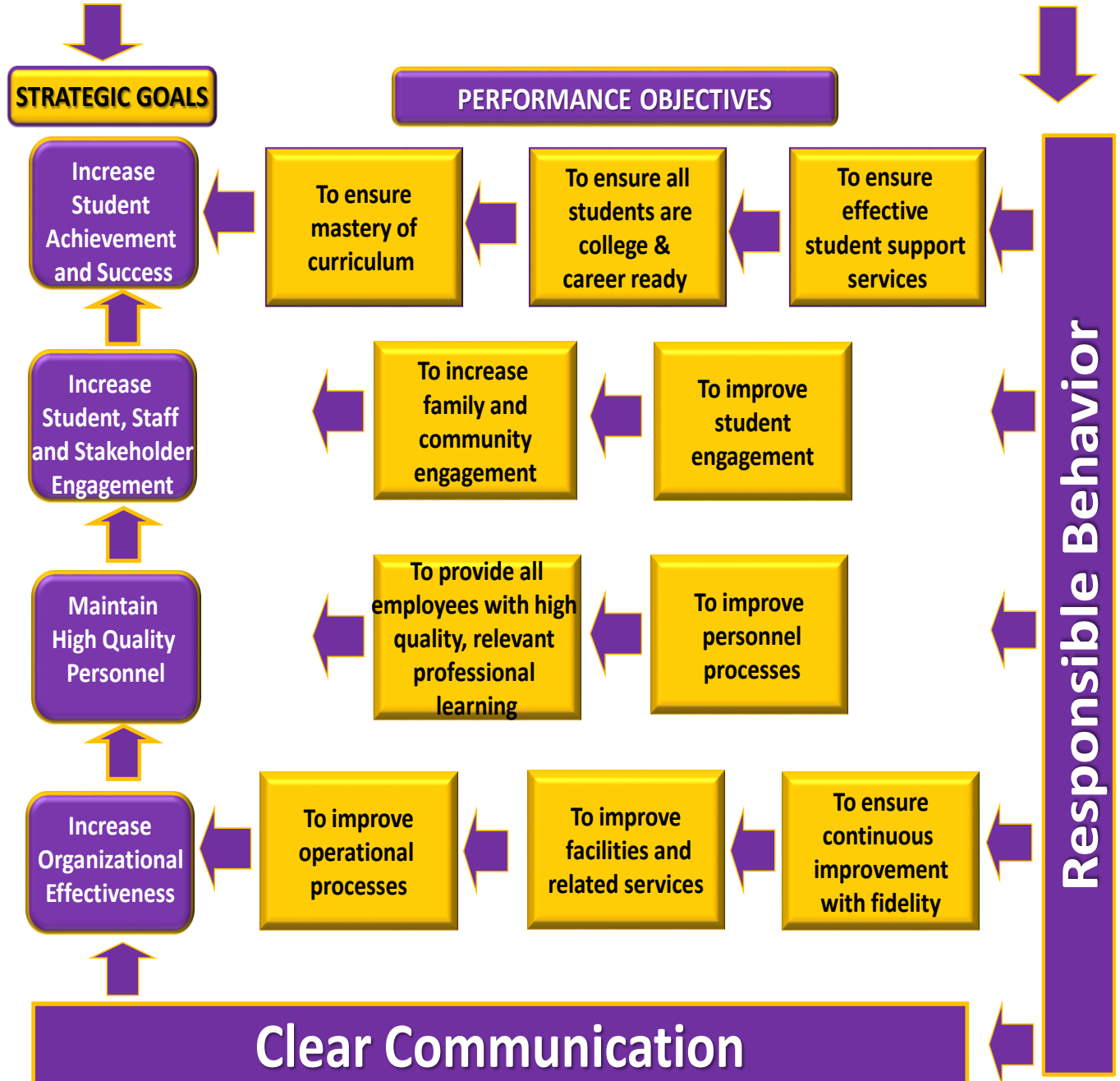


Jones County School System's Strategy Map

High Expectations of Excellence



Jones County School's Purpose Statement

Success for All
 through academic **A**chievement,
 responsible **B**ehavior and,
 ethical **C**haracter.

Jones County Board of Education Strategic Improvement Plan

Strategic Goal Area I: Increase Student Achievement and Success

Goal Area Priorities:

- * High quality instruction
- * Academic growth for all
- * College and career readiness

Performance Objective I.A – To ensure student mastery of curriculum

Initiatives and Action Steps:

I.A.1: Curriculum Initiative

- Meet monthly with Principals and with Assistant Principals and Instructional Coaches to ensure alignment and implementation of standards-based curriculum and related professional learning
- Define expectations for and facilitate collaboration and common planning across campuses to support the implementation of a rigorous curriculum
- Provide research-based resources aligned with standards and curriculum and train teachers in their utilization
- Provide and support alternative paths to graduation (e.g. High school credit opportunities at Middle School, Move On When Ready, Credit Recovery, Dual enrollment)

I.A.2: Instruction Initiative

- Monitor classroom instruction through frequent school site visits
- Participate in regularly scheduled GSAPS and SACS reviews of schools (FY2016: 6-12, FY2017: K-5, FY2018: SACS Reaccreditation)
- Participate in the Pre-K Quality Rated pilot
- Provide multiple opportunities for employees to conduct professional learning visits
- Define expectations and provide guidance for district-wide vertical collaboration

I.A.3: Assessment Initiative

- Monitor and support schools in utilizing growth measures for improvement
- Monitor and support schools in developing, administering, and analyzing data from assessments

(All initiatives for Performance Objective I.A are communicated through CCT, Grad Matters, Principals, BST to ensure two-way communication)

Performance Objective I.B – To ensure all students are college and career ready

Initiatives and Action Steps:

I.B.1: Intervention Initiative

- Support schools in building capacity within the Response to Intervention (RTI) program
- Revise and support consistent implementation of the attendance protocol, including the Jones County Student Attendance Protocol Committee
- Support Wells Elementary in their implementation of Focused Learning Plan (FLP)
- Implement Early Warning System (indicators include course performance, GPA, school attendance, and office discipline referrals) to identify students who are likely to experience adverse outcomes
- Monitor and support schools with strategic scheduling to implement research-based

intervention practices

I.B.2: Counseling Initiative

- Provide guidance and support in the development of Career Cluster lessons at all levels (Note: Use of community partners and resources)
- Train and support grades 6-12 schools in development of effective Teachers-As-Advisors Programs
- Develop and provide responsive training programs for parents, teachers, and school staff to address career and college readiness, prevention, and the risk factors that affect students' success in school
- Align School and Guidance Program with American School Counselor National Standards (Academic, Career and Personal/Social Development), and College and Career Ready Performance Index indicators that address academic performance and school climate
- Build and support transition programs for Pre-K to K, Elementary to Middle, Middle to 9th, 9th to JCHS Main campus, High school to life
- Utilize the Local Interagency Planning Team (LIPT) and Graduation Matters to support the whole child, including mental/physical health, safety, and overall wellbeing
- Investigate character education requirements and existing curriculum

I.B.3: Career, Technical and Agricultural Education (CTAE) Initiative

- Provide resources to maintain program improvement with fidelity
- Support the improvement of performance on end of pathway assessments through instructional resources obtained through Perkins Plus and local funding
- Utilize Compliance Review feedback to guide improvement efforts
- Investigate inclusion instruction model in CTAE classes
- Utilize the CTAE Advisory Committee to support student achievement in the CTAE program and student organizations
- Build capacity to support CTAE program areas and student organizations at the middle schools

I.B.3: College and Career Ready Performance Index (CCRPI)

- Develop district expectations for CCRPI measures
- Develop CCRPI monitoring protocol

Performance Objective I.C – To ensure effective student support services

Initiatives and Action Steps:

I.C.1: Academic excellence in an inspiring and supportive environment

- Monitor Individual Education Plan (IEP) meeting attendance and make recommendations to students regarding career transition planning
- Monitor collaboration with all stakeholders as full partners inclusive of all areas
- Provide targeted professional learning for teachers and staff

I.C.2: Build Academic Support for all Students

- Provide training for teachers on guiding students to become self-directed, independent learners
- Provide professional development related to critical thinking and rigor
- Build awareness and model academic diversity at all levels

I.C.3: Responsive Services

- Provide training and support to maximize support services at times of crisis
- Identify and follow up on student mental health issues
- Support and monitor student transitions from specialized programs into Jones County schools

❖ **The Jones County Board of Education supports and has aligned the district's initiatives and action steps to the following recommendations from the Georgia Vision Project:**

Vision for Public Education – 4.0: Teaching and Learning

- 4.1: In order to provide an environment where students learn best, ensure that teachers work and plan together, learn and share effective teaching practices, and are provided support for their on-going learning.
- 4.2: In order to provide an environment where students learn best, ensure that teachers use a variety of technologies to teach and measure what students know and can do.
- 4.3: In order to provide an environment where students learn best, ensure that teachers teach challenging and problem-solving lessons that are flexible enough to meet the interests and needs of individual students.
- 4.4: In order to provide an environment where students learn best, ensure that teachers use varied measures to determine what students know and can do.

Vision for Public Education – 5.0: Teaching and Learning Resources

- 5.1: Evaluate and utilize the most effective instructional models and learning supports (i.e. digital, blended, competency, virtual, etc.) implemented by school districts.
- 5.2: Ensure full integration of current technology and training into the classroom.
- 5.3: Continue to develop and maintain a comprehensive data system for monitoring student progress (Pre-K--12) and making decisions to improve educational practice.
- 5.4: Develop partnerships with business, industries, public agencies and the community to promote shared use of services and facilities.

Vision for Public Education – 8.0: Culture, Climate, and Organizational Efficacy

- 8.5 Develop a culture and climate that foster innovation and responsible risk-taking.
- 8.6 Develop school and district cultures that are sensitive and responsive to the cultural, racial, ethnic and socio-economic make-up of the communities they serve.

Strategic Goal Area II: Increase Student, Staff and Stakeholder Engagement

Goal Area Priorities:

- * Communication
- * Partnerships
- * Student, Staff and Stakeholder Engagement
- * Community Support

Performance Objective II.A – To Increase Family and Community Engagement

Initiatives and Action Steps:

II.A.1 Community Engagement

- Conduct advisory committee meetings that include representation from industry for each program area through guest speaking opportunities, field trips, job shadowing, work-based learning placements, etc. to increase community involvement in CTAE programs
- Involve community leaders in schools (volunteers, mentors, mock interviews, community helper day at Pre-K, career lessons and career days, 4-H programs, etc.)
- Encourage participation in aligned local community initiatives and events
- Provide and support various opportunities for stakeholder feedback
- Host events in centrally-located community centers
- Support schools with establishing community partnerships that will support the implementation of Positive Behavior Intervention and Support (PBIS)

II.A.2: Family Engagement

- Provide timely and relevant information and training opportunities for parents
- Prepare staff to provide meaningful family engagement opportunities that promote academic excellence
- Provide and support various opportunities for parent/guardian feedback
- Host parent nights and/or curriculum information opportunities in centrally-located community centers
- Support schools with utilizing parent mentor to engage families in the ASPIRE program
- Support schools with development of PBIS family engagement activities

Performance Objective II.B – To Improve Student Engagement

Initiatives and Action Steps:

II.B.1: Student Engagement

- Provide professional learning in effective instructional use of available technology resources
- Provide opportunities for students to participate in extra-curricular and co-curricular activities
- Promote awareness of career opportunities for students within non-traditional areas
- Encourage and promote knowledge and application of technology through the BYOD program as a tool for customized learning
- Provide and support various opportunities for student feedback
- Provide ongoing PBIS training/support for all schools
- Monitor the implementation of the PBIS framework within all schools
- Develop a District Code of Conduct
- Support the development of school PBIS handbooks
- Support data analysis for discipline trends within all schools

The Jones County Board of Education supports and has aligned the district's initiatives and action steps to the following recommendations from the Georgia Vision Project:

Vision for Public Education – 4.0: Teaching and Learning

- 4.2: In order to provide an environment where students learn best, ensure that teachers use a variety of technologies to teach and measure what students know and can do.

Vision for Public Education – 8.0: Culture, Climate, and Organizational Efficacy

- 8.3: Establish each school as the center or hub of the community in which it exists.
- 8.4: Determine stakeholder perceptions of schools and school districts.
- 8.7: Get to know and be willing to truly listen to the students in our schools.

Vision for Public Education – Teaching and Learning Resources:

- 5.4: Develop partnerships with business, industries, public agencies and the community to promote shared use of services and facilities.

Strategic Goal Area III: Maintain High Quality Personnel

Goal Area Priorities:

- * High-performing workforce
- * Positive organizational culture
- * Capacity for future staffing needs

Performance Objective III.A – To provide all employees with high-quality, relevant professional learning

Initiatives and Action Steps:

III.A.1 Professional Learning Initiative

- Provide all custodial staff with relevant professional learning opportunities including leadership skills, Quality Assurance, equipment maintenance, and required certifications.
- Explore the implementation of a custodial certification program.
- Conduct Annual Safety Data Sheet/Chemical Management, and AHERA (Asbestos Hazard Emergency Response Act) trainings.
- Maintain a program of work for each CTAE teacher, including CTSO (Career Technical Student Organization) requirements and content-specific professional learning.
- Provide ongoing training for PEC employees related to inclusion models, behavior/classroom management, OT (occupational therapy), AT (assistive technology), PT (physical therapy), sensory integration
- Support all certified employees as they create individualized Professional Learning Plans according to PSC rule and provide professional learning based on identified areas for growth.
- Investigate methods to monitor the impact of Professional Learning on student performance
- Monitor professional learning participation in professional learning opportunities
- Analyze participant feedback in order to assess and improve professional learning offerings
- Create and monitor the implementation of a comprehensive Professional Learning Plan based on identified needs
- Focus training on relevant, job-embedded professional learning

Performance Objective III.B – To improve personnel processes

Initiatives and Action Steps:

III.B.1: Retention and Recruitment Initiative

- Support district and school administrators in identifying staffing needs
- Monitor the process for documenting contract renewals, non-renewal, and the annual reporting of unsatisfactory evaluations
- Implement and monitor an exit interview process for the collection of data from all employees exiting the school system
- Maintain an updated electronic platform, Applitrack, to aid in the recruitment of qualified personnel for all vacancies in the school system
- Establish a systemic process for recruiting and hiring a diverse workforce
- Investigate and establish a systemic interview process
- Participate in relevant teacher recruitment fairs
- Investigate and establish a process for conducting an internal job fair for all certified and classified positions
- Support and monitor an effective teacher induction program
- Maintain and monitor a process for hiring, training, and tracking all substitutes (teachers, custodians, bus drivers)
- Support an automated substitute management system (AESOP) for substitute teachers and train employees and substitutes on how to effectively utilize the system

III.B.2: Leadership Initiative

- Provide ongoing training on the Leader Key Effectiveness System (LKES)
- Support schools with vertical leadership training
- Provide and support adequate leadership training opportunities

III.B.3: Evaluation Initiative

- Provide support to district and school leaders in the implementation of Teacher Keys (TKES) and Leader Keys (LKES)
- Establish and monitor timelines for the TKES/LKES process
- Assist schools in developing a remediation plan for all employees who receive an unsatisfactory annual evaluations.
- Provide ongoing training and familiarity on the TKES/LKES

The Jones County Board of Education supports and has aligned the district's initiatives and action steps to the following recommendations from the Georgia Vision Project:

Vision for Public Education – 6.0: Human and Organizational Capital

- 6.1: Identify and recruit the most talented candidates into teacher preparation programs.
- 6.2: Continuously evaluate the effectiveness of teacher and leader preparation programs.
- 6.3: Collaborate with the Georgia Professional Standards Commission, the Georgia Department of Education and other credentialing agencies to provide comprehensive strategies to find, grow, and keep the most talented educators.
- 6.5: Organize personnel, distribute leadership and implement processes that maximize student learning.

Strategic Goal Area IV: Increase Organizational Effectiveness

Goal Area Priorities:

- ❖ Efficiency
- ❖ Fiscal responsibility and accountability
- ❖ Safe environment

Performance Objective IV.A – To improve operational processes

Initiatives and Action Steps:

IV.A.1: Technology Initiative

- Support the implementation and maintenance of system-wide applications
- Improve access to and reliability of hardware, software, and network resources
- Improve customer service and completion time of work orders
- Align district SIS data collection deadlines to ensure all program data deadlines are met
- Support teachers as they implement technology initiatives such as BYOD and use of interactive technology devices such as tablets and interactive whiteboards

IV.A.2: Safety Initiative

- Conduct practice drills (lockdown, tornado, fire) in all classrooms.
- Maintain relationship with school resource officers and other safety professionals
- Research and develop strategies to improve school-based security and safety
- Provide relevant, school-based training in school safety and security for staff and students

IV.A.3: Nutrition Initiative

- Promote Nutrition Department and its impact on overall system success
- Plan and implement mobile apps use for participating in National School Lunch Program (NSLP)
- Plan and conduct student survey about School Nutrition Program (SNP)
- Activate Nutrition Advisory Councils at each school to plan and conduct School Nutrition Program outreach and education
- Investigate potential sites for Community Eligibility Provision (CEP) initiative

IV.A.4: Financial Initiative

- Monitor program budgets and provide fund balance reports monthly to ensure accurate recording
- Equitably distribute Perkins funds to serve the needs of learners in all pathway areas
- Train employees regarding procedures for all financial matters, including travel forms, leave forms, purchase orders, etc.
- Improve operations of Central Office Accounting (protocols and procedures). Utilize McAleer and Dept. of Education and Dept. of Audits training to obtain knowledge of new regulations, and changes in state and federal requirements.
- Yearly audits of local school accounts performed by contractor.
- Continue to utilize McAleer Accounting Software and provide support to Local School Accountants.
- Continue Medicaid Billing and ACE claiming.

IV.A.5: Transportation Initiative

- Train teachers in proper procedure and documentation for field trips
- Investigate a tiered routing program
- Train students in bus safety and monitor consistent implementation

IV.A.6: Facilities Initiative

- Implement JCSS Indoor Air Quality Management and Energy Action Plans
- Implement use of Utility Direct reports to monitor utility usage
- Revise chemical management program to reflect changes regarding OSHA/EPA and Globally Harmonized System

- Conduct Quality Assurance Assessments based on ISSA K12 Clean School guidelines
- Update AHERA (Asbestos Hazardous Emergency Response Act) management plan to prepare for 3-year re-inspection
- Apply for Energy Star Designation on Facilities that qualify

Performance Objective IV.B – To improve facilities and related services

Initiatives and Action Steps:

IV.B.1: Facilities Improvement Initiative

- Complete certifications required by Georgia Department of Education
- Develop a maintenance plan/timeline to document facility improvements and replacements
- Collaborate with approved construction management team to complete a facilities needs assessment regarding facilities improvement, renovations and modifications
- Investigate the availability of construction-related equipment grants
- Prepare for and coordinate the revision of our local facility plan with the assistance of GaDOE.
- Apply to GaDOE for the JCHS Modification/Addition Project

IV.B.2: SPLOST

- Plan and prepare referendum to extend current SPLOST (Special Purpose Local Option Sales Tax) into next 5 years
- Develop a Public Relations plan for information distribution regarding the SPLOST continuation

Performance Objective IV.C – To ensure continuous improvement with fidelity

Initiatives and Action Steps:

IV.C.1 Continuous Improvement Initiative

- Develop a calendar of annual improvement events such as district/school plan revisions, posting for public review, etc.
- Develop a Balanced Scorecard to communicate progress toward measureable objectives and goals

IV.C.2: Succession/Cross Training Initiative

- Provide cross training opportunities to ensure program continuity, efficiency, and professional growth in identified areas
- Participate in Professional Learning Visits (PLVs) outside current field in FY2017 (all employees)
- Participate in cross training and/or professional learning on data management systems (e.g. McAleer, PDEExpress, Infinite Campus, Data Director, Edivate, Edgenuity)

The Jones County Board of Education supports and has aligned the district's initiatives and action steps to the following recommendations from the Georgia Vision Project:

Vision for Public Education – 8.0: Culture, Climate, and Organizational Efficacy

- 8.1 Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference.
- 8.2 Make each school and school system an inviting place to be for students, parents, staff and the larger community.
- 8.5 Develop a culture and climate that foster innovation and responsible risk-taking.
- 8.6: Develop school and district cultures that are sensitive and responsive to the cultural, racial, ethnic and socio-economic make-up of the communities they serve.

Vision for Public Education – 9.0: Financial Resources

- 9.3: Initiate an ongoing process at the local school district level for systematically evaluating all expenditures to enable the development and adoption of budgets that are focused on district strategies for maximizing student learning.
- 9.4: Provide a high level of flexibility to local school districts in decision-making authority about the most effective strategies for the expenditure of funds to enable all students to be successful in school, coupled with appropriate methods for evaluating school and district success and for implementing positive state interventions where they are found to be needed.
- 9.6: Provide the most optimal partnership between the state and local school districts in sharing the responsibility for financial support of public education, while ensuring that disparity in local fiscal capacity does not impede the implementation of Vision Project recommendations in all Georgia districts.
- 9.7 : Provide an on-going level of state financial support for public education which, when combined with local revenue available to boards of education, makes the attainment of our Vision for Public Education in Georgia a reality and ensures its sustainability