Richmond County School System Strategic Plan

A Roadmap to Success 2016-2019

Richmond County School System

Learning today...Leading tomorrow
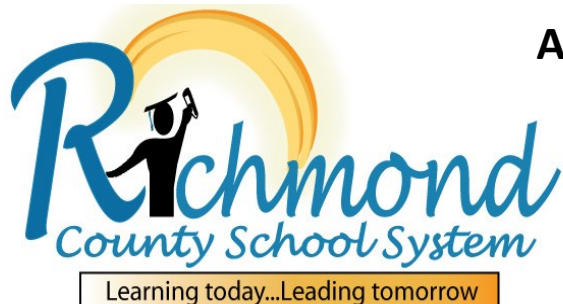
Board of Education

Helen Minchew,
Board President

Marion Barnes,
Vice-President

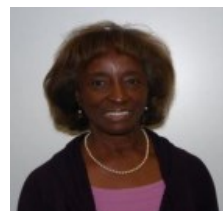Jimmy Atkins

Venus Cain

Frank Dolan

Charlie Hannah

Alex Howard

Jack Padgett

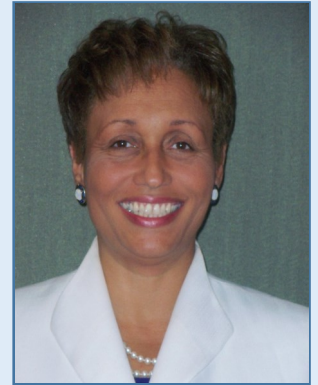Barbara Pulliam

Patsy Scott

Attorney—Leonard O. Fletcher

Board Secretary—Crystal Jackson

706-826-1000

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Message from the Superintendent:

The Richmond County School System's Strategic Plan is a "roadmap" for success. This plan presents unifying Mission, Vision and Belief Statements that were crafted through the input of our stakeholders. It also includes a Strategy Map that should be read from the bottom to the top. The Strategy Map starts with the Goal area of Operational Effectiveness and moves upward toward the ultimate goal of Student Achievement. The premise is that you have to have procedures, a qualified workforce, communications, and community engagement in place before you can attain high student achievement.

The commitment and support of all of our stakeholders is essential in reaching our goals. The following pages outline our Goals and our action plans for reaching them. Richmond County is truly building a world-class school system through education, collaboration, and innovation.

Dr. Angela D. Pringle

Leadership Team

Dr. Angela D. Pringle, Superintendent

Dr. Kenneth Bradshaw, Deputy Superintendent

Dr. Debbie Alexander, Associate Superintendent of Curriculum, Instruction, and Technology

Dr. Lamonica Lewis, Area 1 Assistant Superintendent

Dr. Malinda Cobb, Area 2 Assistant Superintendent

Ms. Deborah Harris, Area 3 Assistant Superintendent

Mr. Gene Spires, Controller

Mrs. Kathy Perrin, Chief of Human Resources

Mr. Kaden Jacobs, Community Engagement Manager

Mrs. Kimberly Stripling, Accountability and SWSS Officer

Building a world-class school system through education, collaboration and innovation.

CCRPI Score	2014	Target
Elementary	60.6	61.8
Middle	60.6	61.8
High	60.7	61.8
System	60.9	62

Graduation Rate	2012	2013	2014	2015
	59	58	61.8	77.6

- ♦ Schools = 56
  - - 8 High Schools
  - - 9 Middle Schools
  - - 33 Elementary Schools
  - - 4 Magnet Schools
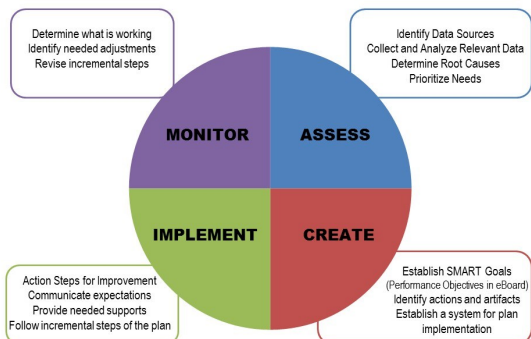 - - 2 Education Centers

- ♦ Title 1 Schools = 54
- ♦ Students = 32,426
- ♦ Certified employees = 2,308
- ♦ Classified employees = 1,775

SPARC = Framework for Achievement

DATA FRAMEWORK

Determine what is working
Identify needed adjustments
Revise incremental steps

Identify Data Sources
Collect and Analyze Relevant Data
Determine Root Causes
Prioritize Needs

MONITOR   ASSESS

IMPLEMENT   CREATE

Action Steps for Improvement
Communicate expectations
Provide needed supports
Follow incremental steps of the plan

Establish SMART Goals
(Performance Objectives in eBoard)
Identify actions and artifacts
Establish a system for plan
implementation

System Priorities 2015-16

- ♦ Improve the graduation rate
- ♦ Improve reading-on-grade-level performance by grade 3
- ♦ Improve mathematics-on-grade-level performance by grade 4
- ♦ Improve Advanced Placement participation and scores of 3 or higher
- ♦ Improve student achievement in reading, math, science, and social studies as measured by performance and growth in each grade level
- ♦ Increase CCRPI scores annually by at least 3%
- ♦ Increase safe-schools perception survey results
- ♦ Improve customer service satisfaction (quality and communication)
- ♦ Ensure on-time delivery of students to school and home

Adapted from the GSBA Glossary

Continuous Improvement Process or Strategic Planning Process – a process whereby the system, on a routine basis, reviews and updates the system and school strategic improvement plans. The questions used to facilitate this process are: Who are we? Where are we now? Where do we want to go? How will we know when we have arrived? and How do we plan to get there?.

System Strategic Improvement Plan – The system plan serves as the strategic and operational plan for the entire school system.

School Improvement Plan – The school plan is aligned to the system goals and performance objectives. Each school develops their own initiatives and action steps.

Planning Team – A group of 20-25 people who work to develop the system's Beliefs, Mission, Vision, and Strategic Goal Areas.

Action Teams – A group of 5-7 people who work to develop a specific Goal area's Performance Objectives.

Belief Statements or Beliefs – The fundamental convictions and core values that drive the actions and decisions of a school system.

Mission – Defines why a school system exists and is the core work or purpose of the system.

Vision – Communicates where the school system wants to be in the future.

Where are we now?
Performance Data
Financial Data
Stakeholder Input
SWOT Analysis

Stakeholder input – Data gathered from internal and external stakeholders. Could be from a survey or a public engagement session.

SWOT Analysis – Listing of the system's Strengths, Weaknesses, Opportunities and Threats.

Richmond County's SWOT Analysis

• Wrap-around services (counselors, community services, dental, Comcast, media specialists) • Technology Infrastructure – Promethean boards, BYOT (Bring Your Own Technology) – teachers are using technology – using technology specialists to train teachers to integrate technology *SPLOST(Special Local Options Sales Tax) *Access to technology • Passion for children – educators that have a passion • Dedication/commitment *Dedicated, wonderful leaders and staff • Structure – process and procedures – big binder of procedures to follow – there are policies in place (how do you ensure that policies that are updated are being followed?) • Development of district-wide curriculum (implementation is ongoing) • Resources for teachers *Resources for partners • Shared vision of Board and System • Collaborative approach (unity) • Certain number of administrators to collaborate (like South Augusta administrators getting together) • Many to graduate • Available data and data teams in our schools • Superintendent driving student achievement and with a vision • Many methods and ways to communicate • Nice facilities • Diverse community	• Looking at the totality of students and how to best service them with wrap-around services *Not taking advantage of wrap-around services • Transportation issues • Lack of critical thinking • Staff turnover * *Minimal research in staff turnover (Off boarding) *Leaving low performing schools – turnover includes Principals, Teachers, Staff – Some teachers are afraid to speak out about issues. • Processes not pervasive in the district *Processes and policies need updating and updates need to be communicated *Inconsistencies in adhering to policies and lack of reviews and revisions • Graduation rate* • Sometimes we do not have cultural diversity conversations – address issues to use community partners more effectively • Transient population of students • Not implementing best practices • Collective administrative collaboration • Not using data effectively and use to implement improvement • Lack of funding * • Salaries not competitive
• Larger Higher Education Community • Manufacturing - Industry • Large technology base • Magnet Schools • Career Pathways • Supportive Chamber of Commerce • Supportive PTA • Study from Vinson Institution • Partner with employment agencies and colleges • Promotion Incentives • Dual Enrollment and Move on When Ready • Open Supportive Board • Churches and Faith Based Organizations	

Strategic Goal Areas or Goals – Highlight the key areas that a system must address as it works to achieve its mission. The Richmond County School System identified 5 Goal Areas: High Academic Achievement, Community Engagement, Communication, High Performing Culture and Workforce, and Operational Effectiveness (these are noted by the gold boxes on the strategy map).

Strategic Priorities – the measurable performance areas under the strategic goal that need special emphasis.

Performance Objectives – Are concise statements that describe the specific strategies within each strategic goal area that must be performed for a system to achieve desired results. The Richmond County School System Performance Objectives are noted in the blue boxes on the strategy map.

Performance Measures – Are quantifiable measures used to evaluate and communicate performance against targeted results.

Performance Targets – Desired levels of performance for specific actions by a specific time. Each school in Richmond County is expected to raise its CCRPI score by 3% annually.

Performance or Balanced Scorecard – An actual report of performance objectives used to evaluate target versus actual results of performance measures over time.

Action Plans – A set of initiatives with individual action steps to implement a performance objective.

Initiative – A plan, program, project, process or task that will have a positive impact on progress towards a performance objective.

Action Steps – Individual steps needed to be completed to execute an initiative which is linked to a performance objective.

Vision

RCSS will create a world-class, globally competitive school system where all students will graduate and are college/career ready.

Mission

Building a world-class school system through education, collaboration and innovation.

Motto

*Learning Today…..
Leading Tomorrow*

Belief Statements

- Every person has the right to a quality education.

- Education is the shared responsibility of the individual, home, school, and community.

- Every person can learn.

- Respect and acceptance are essential for learning and personal development.

- A safe, healthy, and orderly environment is essential to learning.

- Communication is the key to understanding among people.

Richmond County School System Strategy Map
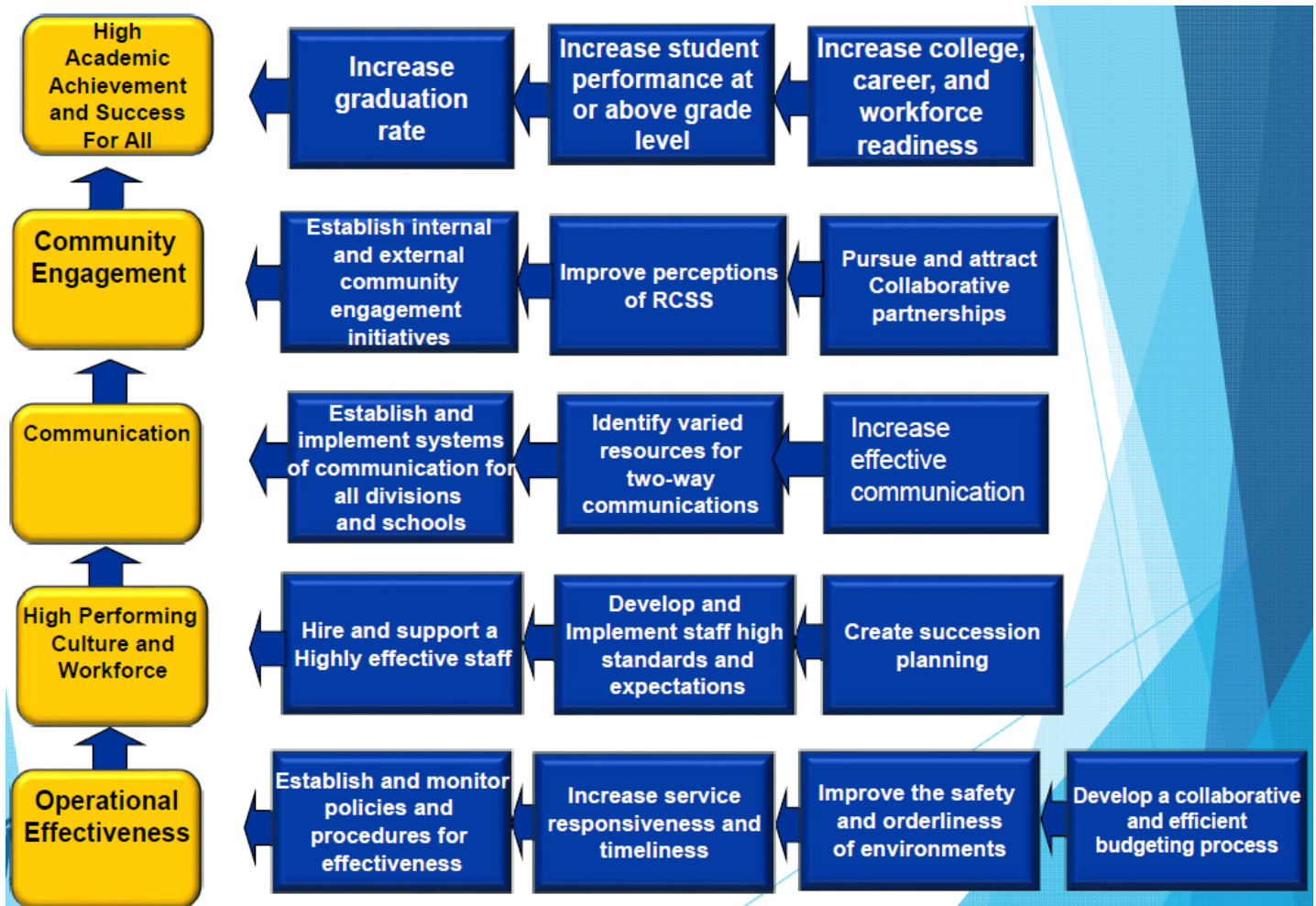
The Goal Areas are represented by the gold boxes and the blue boxes are the Performance Objectives. Each school in the system will have the same Goal Areas and Performance Objectives as the system Strategic Plan, but may have different Action Plans for achieving results.

All stakeholders should be working toward the ultimate goal of High Academic Achievement and Success for All. In order to reach the pinnacle, the other goal areas have to be addressed starting at the bottom of the map with Operational Effectiveness and moving upwards.

HIGH ACADEMIC ACHIEVEMENT AND SUCCESS FOR ALL

Performance Objective A-Increase Graduation Rate

Initiative a-Vertical Team Improvements

Action Step 1-Increase opportunities for feeder school collaboration to increase student outcomes leading to increased graduation rates.

Initiative b-Structured RTI

Action Step 1-Provide system-wide PL on effective RTI/SST strategies utilizing a variety of data sources to improve student outcomes.

Action Step 2-Implementation of effective intervention (Georgia Vision 4.3)

Performance Objective B–Increase Student Performance at or above Grade Level

Initiative a-RCK12 Curriculum Development and Implementation

Action Step 1-Provide all students access to a rigorous curriculum including instruction units and standards-aligned assessments.

Action Step 2-Alignment of instructional materials and practices to the RCK12 curriculum standards.

Action Step 3-Establish non-negotiables for planning and teaching

Action Step 4-Monitor implementation of RCK12 curriculum. (Georgia Vision 4.2 and 4.4)

Initiative b-Utilizing Data to Drive Instruction

Action Step 1-Utilize the District Data Framework to make instructional decisions at all levels in the organization to positively affect student outcomes. (Georgia Vision 5.3)

Initiative c-Scheduling for Effective Instruction

Action Step 1-Utilize Master Schedule, Human Resource Allocations to ensure students are scheduled for the most effective instructional opportunities. (Georgia Vision 5.1)

Performance Objective C-Increase College, Career, and Workforce Readiness

Initiative a-District-Wide Advisement Program

Action Step 1-Implement a comprehensive advisement program which includes opportunities for students to receive social and academic advisement and college and career planning. System-wide advisement includes individual counseling, group or classroom guidance as well as Teachers as Advisor Counseling.

Initiative b-Increasing Post-Secondary Options.

Action Step 1-Increase student opportunities to Move On When Ready (MOWR), Dual Enrollment, Advanced Curriculum, Career Pathways internships, WBI, and JROTC advancement through information and college and career counseling. (Georgia Vision 5.1)

COMMUNITY ENGAGEMENT

Performance Objective A-Establish Internal and External Community Engagement Initiatives

Initiative a-Determine Community Perception and Create Opportunities to Enhance Perception

Action Step 1-Use multiple means to advertise Community Engagement meetings.

Action Step 2- Sponsor Standards-Based parent meetings through collaboration among various departments - i.e. Curriculum, Student Services, Title I and PL departments (Georgia Milestones, Graduation, Promotion Requirements, Suicide Prevention, Rubicon) (Georgia Vision 8.6)

Performance Objective B–Improve Perceptions of RCSS

Initiative a-Parent Perception and Engagement

Action Step 1-Gather results of parents' perception of school environment. (Georgia Vision 8.4)

Action Step 2-Provide system-wide PL on customer service. (Georgia Vision 8.7)

Action Step 3-Create survey to gather community perception at sports venues.

Action Step 4-Review the procedures for collecting and analyzing data from parent and community complaints. (Georgia Vision 8.4)

Action Step 5-Create a best practices guide/modules for conducting Community Engagement meetings (venue, flexibility, academic focus, resources, and materials) (Georgia Vision 8.3)

Performance Objective C-Pursue and Attract Collaborative Partnerships

Initiative a-Post-Secondary Collaboration

Action Step 1-Determine the number of partnerships between local schools and post-secondary institutions.

Action Step 2-Develop guidelines for collaborative partnerships. (Georgia Vision 3.1)

Action Step 3-Sponsor activities to increase post-secondary awareness (college tours, fairs, field trips to games, etc.)

Initiative b-Business Partnerships

Action Step 1-Survey businesses in the community to determine desired skills and needs for the job market.

Action Step 2-Analyze survey results from local businesses

Action Step 3-Review current course offerings to align with industry needs.

Action Step 4-Meet with businesses to establish internship opportunities. (Georgia Vision 5.4)

Action Step 5-Host meetings with local businesses to highlight RCSS and benefits of partnerships.

COMMUNICATION

Performance Objective A-Establish and Implement Systems of Communication for All Divisions and Schools
Initiative a-Newsletter Maintenance
Action Step 1-Collect up-to-date content from each department's designee monthly. (Georgia Vision 2.1)
Action Step 2-Set-up newspaper page online and advertise internally so all system employees can find current information easily.
Performance Objective B–Identify varied resources for two-way communication.
Initiative a-Website and Social Media
Action Step 1-Keep an up-to-date website to highlight events in the system and to share pertinent information with parents.
Action Step 2-Update social media to highlight events across the system and to inform parents of weather-related closings or emergencies.
Performance Objective C-Increase Effective Communication
Initiative a-Develop a Comprehensive Communication Plan
Action Step 1-Work with other departments to create a system-wide Communication Plan that is shared with all stakeholders.

HIGH PERFORMING CULTURE AND WORKFORCE

Performance Objective A- Hire and Support a Highly Effective Staff

Initiative a- Hire a Highly Qualified Staff

Action Step 1-Expand recruitment efforts. (Georgia Vision 6.1)

Action Step 2-Refine the selection screening process to ensure screening occurs at all levels in the system.

Action Step 3-Analyze processes and continue to provide training for best practices in on-boarding and off-boarding procedures.

Action Step 4-Post vacancies on major job search sites, search engines, and agencies. (Georgia Vision 6.3)

Action Step 5-Ensure competitive salaries for all employees. (Georgia Vision 6.4)

Action Step 6-Increase the pass rate of potential applicants by providing training and test preparation.

Action Step 7-Regular collaborative department meetings between HR and Payroll to ensure a smooth hiring process.

Action Step 8-Revise initial new hire to payroll process (13 pay periods and revision of pay calendar) to ensure a timely first paycheck for new hires.

Action Step 9-Reduce the attrition rate among Pre-K teachers.

Initiative b-Professional Learning

Action Step 1-Ensure professional learning days are built into the system calendar.

Action Step 2-Conduct a needs assessment to determine which courses to offer.

Action Step 3-Provide and recommend professional learning opportunities with adjustments based on needs.

Action Step 4-Provide ongoing support and mentoring for new teachers.

Action Step 5-Monitor and follow-up on Professional Learning.

Action Step 6-Provide timely training for new bookkeepers and regular training for existing bookkeepers.

Performance Objective B–Develop and Implement Staff High Standards and Expectations

Initiative a-Standards and Expectations

Action Step 1-Communicate system standards and expectations to all staff.

Action Step 2-Improve school-based employee selection process

Action Step 3-Develop and communicate appropriate evaluation tools to all staff.

Action Step 4-Develop and communicate contract renewal process.

Action Step 5-Train administrators for consistency and expectations (IRR Training)

Action Step 6-Refine and communicate the transfer process

HIGH PERFORMING CULTURE AND WORKFORCE

Performance Objective C-Create Succession Planning
Initiative a-Prepare for Transition.
Action Step 1-Identify employees eligible for retirement.
Action Step 2-Meet with key positions at system-level and develop a succession plan.
Action Step 3-Develop teacher and leader academy. (Georgia Vison 6.2)
Action Step 4-Identify and support staff for continuous growth and improvement (retention and succession).

OPERATIONAL EFFECTIVENESS

Performance Objective A-Establish and Monitor Policies and Procedures for Effectiveness

Initiative a-District Policy Review
- Action Step 1-Audit of current Board policies
- Action Step 2-Research policies of successful districts
- Action Step 3-Revise current policies
- Action Step 4-Create a Policy Calendar for Board approval

Initiative b-Department Procedure Review
- Action Step 1-Establish Standard Operating Procedures model
- Action Step 2-Departments to examine procedures based on Standard Operating model and revise as needed.

Initiative c-Strategic Waiver Process
- Action Step 1-Develop a system for schools to apply for waivers
- Action Step 2-Maintain a list of waivers requested to share with Board.
- Action Step 3-Evaluate the effectiveness of waivers.

Performance Objective B–Increase Service Response and Timeliness

Initiative a-Provide More Meals to Students
- Action Step 1-Complete and submit the Supper Program application.
- Action Step 2-Implement the Supper Program.

Initiative b-Timely Delivery of Students
- Action Step 1-Increase operational readiness of bus fleet.
- Action Step 2-Increase number of full time drivers to the required staffing
- Action Step 3-Maintain a pool of additional drivers at least 12% over required number to meet route needs.
- Action Step 4-Establish database procedures for updating and maintaining accurate student transportation data.

Initiative c-Quick Response to Maintenance Work Orders
- Action Step 1-Review open work orders weekly per craftsman.

Initiative d-Timely Response to IT Work Orders
- Action Step 1-Review open work orders weekly per tech/school
- Action Step 2-Review Tigerpaw Trouble Ticket data and SchoolDude data and adjust each Technician's assignments accordingly
- Action Step 3-Develop trouble ticket categories and the resources (time, tools, parts, etc.) required to close them.
- Action Step 4-Purchase, install, implement SchoolDude Work Order System
- Action Step 5-Increase number of school-based techs from eight to ten and Central Office tech from one to three

Initiative e-Timelier Purchasing
- Action Step 1-Decrease time for purchases

OPERATIONAL EFFECTIVENESS

Performance Objective C-Improve the Safety and Orderliness of Environments

Initiative a-Maintenance and Facilities Employee Safety Training

Action Step 1-Create online self-help training modules for all maintenance and custodial personnel and assign completion as appropriate. (Georgia Vision 8.2)

Action Step 2-Train all custodial and maintenance staff in asbestos awareness, basic first aid, and CPR.

Action Step 3-Train all maintenance and custodial staff on email and SchoolDude.

Action Step 4-Track completed training activity to document progress.

Initiative b-Workers' Compensation Claims

Action Step 1-Investigate all claims for workers' compensation

Action Step 2-Additional safety training for supervisors and employees.

Action Step 3-Light Duty Program

Action Step 4-Implementation of 3rd party underwriters administering safety and claims.

Action Step 5-Develop Safety Manual with a Safety Committee

Initiative c-School Nutrition Safety

Action Step 1-Provide training to school nutrition managers to improve Food Service Establishment Inspection scores.

Initiative d-Officers as Advisors

Action Step 1-Work cooperatively with Guidance Counselors and Teacher as Advisor program to teach students the importance of conflict resolution, not bullying or bringing weapons to school. (Georgia Vision 8.1)

Initiative e-Athletic Safety

Action Step 1-Create an equipment reconditioning process

Action Step 2-Create a process for inspection of athletic playing surfaces (gyms and fields)

Action Step 3-Train all coaches on equipment safety and inspection process of athletic playing surfaces. (Georgia Vision 8.1)

OPERATIONAL EFFECTIVENESS

Performance Objective D-Develop a Collaborative and Efficient Budgeting Process
Initiative a-Efficient and Accurate Budgeting
Action Step 1-Training process for budgeting and quick instruction sheets.
Action Step 2-Each department will submit a form verifying their budget to Finance Department on a quarterly basis.
Action Step 3-Departments attend an annual meeting with Senior Team to develop their zero-based budget.
Action Step 4-Provide instructions to all departments in order to pull budgets and expenditures for budgeting purposes.
Action Step 5-On an annual basis, go through the auditing process with the new Principals and Bookkeepers.

Acknowledgements

A very special thank you to all who participated in the Strategic Planning Process. This plan reflects the hard work and ideas of Richmond County School System stakeholders.

Strategic Planning Team

Paul Abbott	Letitia Dowling	Talithia Newsome	LaJuana Quarles	Larina Thomas
Debbie Alexander	Larry Fryer	Chris Norris	Vicki Reese	Sara Thompkins
Shelly Allen	Pricilla Gary	Rachel O'Dell	Kelly Schlein	Booker Washington
Candy Beggs	Neatie Green	Jack Padgett	Melissa Scott	Tony Whiteside
Nathan Benedict	Kaden Jacobs	Tabitha Patterson	Barbara Seigler	Greg Wilson
Karen Bennett	Kathy Johnson	Addie Pennamon	William Smith	
Shirley Coleman	Jean Jones	Angela Pringle	Benton Starks	
LaToya Doby-Holmes	Suzanne Lentz	Barbara Pulliam	Kim Stripling	

Strategic Planning Action Teams

Academic Achievement	Community Engagement	Communication	High Performing Workforce	Operational Effectiveness
Debbie Alexander	Angeline Andrews-Milton	Kaden Jacobs	LaToya Doby-Holmes	Benton Starks/Kim Stripling
Shelly Allen	Bill Smith	James Lunsford	Kathy Perrin	Paul Abbot
Talithia Newsome	Lillian Israel	Jeff Tilley	Karen Bennet	Suzanne Lentz
Ed Sanderson	Nate Benedict	Tracie Livingston	Laura Bussiere	Kelly Schlein
Nanette Barnes	Aronica Gloster	Roslyn Wells	Crystal Fitts	George Bailey
Rachel O'Dell		Candy Beggs	Letitia Dowling	Glenn Todd