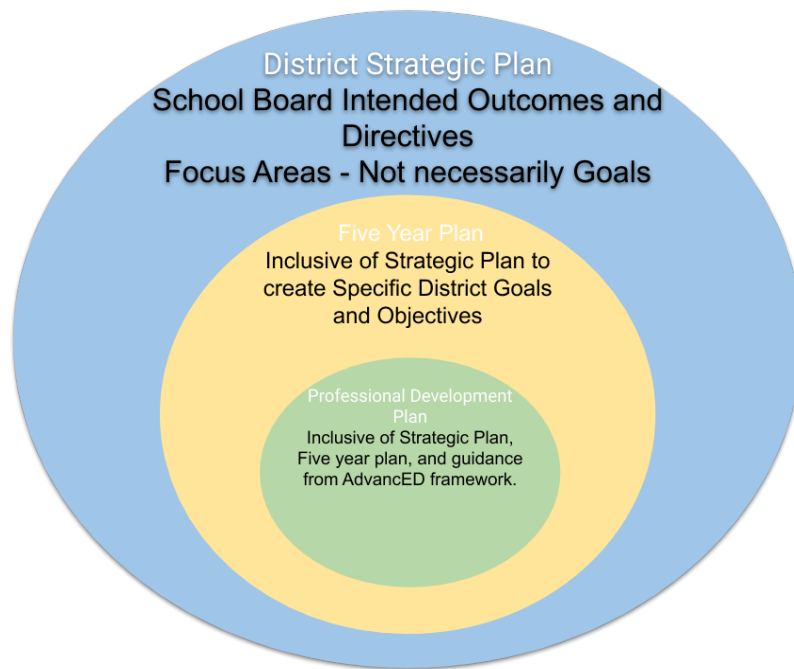


General Information:

The Strategic Plan is the Visionary piece that leads Laurel Public Schools into the future. With that vision, Statements of Intended Outcomes help guide District leadership to build a strong and viable Five Year Plan. That Five Year Plan then drives the Professional Development plan. These documents all together, help building administration set their building goals as well as their teacher and personal goals. This is part of our AdvancED Continuous School Improvement framework to align all aspects of our system to improve student achievement.



Strategic Plan

(School Board Intended Outcomes and Directives)

- This is a Visionary Document that is created by the School Board.
- Should be areas of Focus - not necessarily goals
- Uses AdvancEd advice / language / priorities etc.
- Should be the overview of the district priorities / intended outcomes

Five Year Plan

(This document is inclusive of Strategic Plan)

- Created by Admin Team and Committee
- Uses the Strategic Plan as guideline to create individual goals and objectives
- Spans 5 year goals / objectives

Professional Development Plan

(This document is inclusive of the Strategic Plan, Five year Plan)

- Created by a Team / Committee
- Uses Strategic Plan, Five Year Plan and directives from AdvancED review that are not addressed in Strategic or Five year Plans.

Focus Area 1: Quality/Dynamic Instruction

Laurel Public Schools has developed a quality, dynamic educational program that continually adapts to the needs of our students so that when students leave our school system, they are prepared to take on whatever challenges/direction that best suit them. Our teaching staff is dynamic, highly effective and adjusts their teaching methodologies to meet the needs of our students. We have successfully incorporated differentiated instruction and technology into all aspects of our educational programming. As a result of our efforts, students are enthused about their education, about learning and actively engaged.

- LPS 5-year Performance Goal
 - By the end of the 2023-24 school year, the LSD will design and implement a systematic, formalized and documented process for identifying, referring and overseeing progress of all students needing additional assistance, services, and resources that includes a bridge of on-going communication between the Special Education Co-Op, parents, and the System.
 - By the end of the 2023-24 school year, the LSD will develop, implement and consistently monitor a systematic process to ensure that curriculum is clearly aligned both vertically and horizontally, and instruction and reporting mechanisms are aligned to standards and the practiced curriculum.

→ Professional Development Plan

- ◆ Design all PD to work collaboratively to support district goals and sustainability over time.
 - Support for Academics, Behavior, Climate/Culture.
- ◆ Develop learning pathways for professional development.
 - Learning pathways will be structured around 5 area
 1. New teacher and mentor support for two year program.
 2. Technology integration for enhanced learning experiences.
 3. Best Practices for teaching support in inquiry design of instruction.
 4. Social and Emotional Support for students and teachers.
 5. Active engagement strategies for instructional support.
- ◆ Develop options within each learning pathway to create teacher choice and support individual, collegial, and organizational improvement.

Focus Area 2: Communication, Accountability, and Effective Leadership

Laurel Public Schools is accountable for all that we do from fiscal management to the performance of board, administration, staff and students. We have high expectations of the trustees, administration, staff and students and expect people to perform at high levels and be accountable for both the success of students and for the failures. Our evaluations of the board, administration and staff reflect our expectations and hold people accountable.

- LPS 5-year Performance Goal
 - By the end of the 2023-24 school year, the LSD will develop, implement and regularly monitor a plan to actively engage and establish transparent communications with board, administration and all internal and external stakeholders to inform decision-making.

→ Professional Development Plan

- ◆ Provide regular opportunities for district administrators to engage in discussion using the ELEOT walkthrough tool as a means of data collection for student engagement.
 - Identify scheduled time to review data prior to established building level early out discussions for professional development.
- ◆ Regular review of data and evidence evaluation towards goals.
 - Establish 4 early out times for specific conversation and work sessions of data evaluation towards progress
- ◆ Accountability for administrator engagement in professional development as a team and utilization of tools as part of the framework of our continuous school improvement.
 - Administrators attend data review meetings with Curriculum Director
 - Early outs for progress monitoring will be led by building principals.

Focus Area 3: Community/District Relations

Laurel Public Schools has been successful in getting the necessary information out to the community in such a manner that people are enthused about our programs, believe that Laurel Public Schools offer the best possible education for children, and people want to be involved through volunteering and/or assisting the district in its endeavors. We have parents involved in the education of their children, we have retired individuals volunteering their time and services and we have quality and committed individuals wanting to serve on the Board. The business community is an important partner of the school district providing necessary services, resources and opportunities for our students.

● LPS 5-year Performance Goal

- By the end of the 2023-24 school year, the LSD will design and implement a systematic, formalized and documented process for identifying, referring and overseeing progress of all students needing additional assistance, services, and resources that includes a bridge of on-going communication between the Special Education Co-Op, parents, and the System.
- By the end of the 2023-24 school year, the LSD will develop, implement and regularly monitor a plan to actively engage and establish transparent communications with board, administration and all internal and external stakeholders to inform decision-making.

→ Professional Development Plan

- ◆ Utilize time with the Administration team during June to maximize time during the school year with teachers and students.
 - Rewrite/review our climate/culture survey questions to include behavior components as part of our district MBI initiatives.
 - Review early out schedule and plan for potential scheduling conflicts to ensure best learning opportunities for professional development delivery.
 - Schedule tentative meeting times for next school year in June