Agenda Request Form

Cherokee County School District

Meeting Date	Agenda Item Number
November 16, 2017	I-2

Title

CCSD's Five-Year Strategic Plan

Requested Action

School Board Consideration of Superintendent's Recommendation for Approval of Annual Update of the CCSD Five-Year Strategic Plan

Summary Explanation and Background

The CCSD Strategic Plan serves the School District as the guiding document that encompasses all of its multiple plans and measures that enable policymakers, the Superintendent, staff and community to monitor progress toward successful implementation of the School District's Major System Priorities.

As the CCSD Strategic Plan was significantly revamped last year to include new CCSD initiatives as well as alignment with AdvanceEd standards, this year staff analyzed the plan's alignment with the Georgia VISION Project, which lays out a framework for quality public school systems. The CCSD Strategic Plan and the VISION Project share multiple areas of commonality, and formally identifying those shared standards and directives is a first step in moving toward the goal of becoming a School Board of Distinction, the highest measure of quality by Georgia School Boards Association.

Major System Priority

Increasing Accountability

Financial Impact

N/A

Exhibits: (List)

Five-Year Strategic Plan Draft

Board Action	Source of Additional Information
(For Official School Board Records Only)	Dr. Brian V. Hightower 770.479.1871 Carrie McGowan 770.479.1871

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Approved in Open Board Meeting on: _____
(Date)

By: _____
(School Board Chairman)

Initialized: 3/3/99
Revised: 2/1/16

Cherokee County School District

2018-2022 STRATEGIC PLAN

Strategic Statements

Domain I: PURPOSE AND DIRECTION

Strategic Statement: The School District will maintain and communicate at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning, as well as shared values and beliefs about teaching and learning.

Domain II: GOVERNANCE AND LEADERSHIP

Strategic Statement: The School District will operate under governance and leadership that promotes and supports successful, positive student performance and system effectiveness.

Domain III: TEACHING AND ASSESSING FOR LEARNING

Strategic Statement: The School District will utilize its curriculum, instructional design and assessment practices to guide and ensure teacher effectiveness and student learning across all grades and courses.

Domain IV: RESOURCES AND SUPPORT SYSTEMS

Strategic Statement: The School District will seek, evaluate and utilize effective resources and provide quality services that support its purpose and direction to ensure success for all students in all schools .

Domain V: USING RESULTS FOR CONTINUOUS IMPROVEMENT

Strategic Statement: The School District will implement a comprehensive assessment system that generates a range of data about student learning and system effectiveness and utilize the results to guide continuous improvement.

Domain I: PURPOSE AND DIRECTION

Strategic Statement: The School District will maintain and communicate at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning, as well as shared values and beliefs about teaching and learning.

SYSTEMIC FOCUS 1: Increasing student achievement

ACTION STEPS

- Revisit/revise mission and vision statements, as well as Major System Priorities. (School Board: annually)
- Review and revise School Improvement Plans. (Schools: annually)
- Develop and implement an Instructional Framework to define and identify research-based effective teaching strategies and professional practices for teachers across the district. (Staff: Phase 2 implementation 2017-18) 4.3
- Adopt and implement a Learning Management System to enhance individualized classroom instruction and support teachers with a high-quality student and parent information/communication resource. (Staff: full implementation in 2017-18) 4.2
- Conduct an annual analysis of student achievement in accordance with the Strategic Waiver Systems contract with State Department of Education and identify areas for improvement at each school. (Schools and Staff: annually)
- Engage in a comprehensive process for the review, and adoption of, instructional resources in areas of identified needs. (Staff: annually) 9.3
- Analyze and assess student and teacher use of technology for enhancement and new implementation (i.e., BYLD, One to One, Apple Vanguard, MIE and STEM). (Staff: ongoing) 4.2

SYSTEMIC FOCUS 2: Designing diverse educational programs to meet the individual academic needs of students

ACTION STEPS

- Support STEM and Fine Arts Academy curriculum and school-based initiatives, and analyze possibilities for expansion or revision. (Staff: annually) 4.3
- Enhance and expand digital and virtual curriculum offerings and online assessment opportunities for all students. (Staff and Schools: ongoing) 4.2
- Explore additional high school CTAE Career Pathways and/or accelerated academic tracks, leading to initial magnet offerings for high school students. (Staff: ongoing) 4.3
- Continue to offer alternative hours (evening program, summer program) and self-paced instructional settings (ACE Academy) to meet all student needs. (Schools and Staff: ongoing) 4.3
- Facilitate and support district and school-based grant initiatives aligned with School Board Mission and School Improvement Plans in order to expand and increase diverse and innovative learning opportunities for all students. (Staff: ongoing) 7.2

Red numbers note alignment with Georgia Vision Project recommendations (included in appendix).

Domain II: GOVERNANCE AND LEADERSHIP

Strategic Statement: The School District will operate under governance and leadership that promotes and supports successful, positive student performance and system effectiveness.

SYSTEMIC FOCUS 1: Maintaining strong governance and leadership by the School Board, Superintendent & management team	**ACTION STEPS** ♦ Engage in School Board training that is both meaningful and relevant in order to enable Board members to better respond to the challenges facing the School District while functioning effectively as a governing body. (School Board: annually) ♦ Make recommendations and decisions based upon the best interests of the School District as a whole. (Superintendent and School Board: monthly) ♦ Establish annual budget priorities for the School District and the Superintendent, oversee the development of a balanced budget, utilizing a zero-based methodology, that supports student performance. (School Board: annually) ♦ Inform the School Board of issues facing the School District through regular communication and open dialogue. (Superintendent: ongoing)	7.1 7.1 9.3
SYSTEMIC FOCUS 2: Attracting, training and retaining quality educational leaders	**ACTION STEPS** ♦ Expand CCSD Leadership Academy experience for identifying and growing leaders within the School District. (Superintendent and Staff: annually) ♦ Provide professional development that supports leader evaluation instruments (LKES). (Staff: ongoing) ♦ Enhance Professional Learning Communities for increased effectiveness of professional development throughout the district. (Staff and Schools: ongoing) ♦ Offer competitive compensation and benefits package to retain talent within the School District. (School Board and Staff: ongoing) ♦ Build talent maps and career ladders to encourage/promote upward mobility and opportunities for high performing employees. (Staff: ongoing) ♦ Support the professional learning of all instructional leaders. (Staff: ongoing)	6.2 6.2 4.1 6.3 6.3
SYSTEMIC FOCUS 3: Increasing parental and community involvement, collaboration and leadership	**ACTION STEPS** ♦ Ensure Stakeholder input component is present in all major School District initiatives. (Staff and Schools: ongoing) ♦ Review potential new partnerships with public and private community entities and evaluate School District partnership agreements for enhancements. (Staff: ongoing) ♦ Enhance School District communication to parents and community and create opportunities for feedback. (Staff and Schools: ongoing) ♦ Conduct communication audit to identify gaps in communication. (Staff: annually)	8.4 5.4 2.1

Red numbers note alignment with Georgia Vision Project recommendations (included in appendix).

Domain III: TEACHING AND ASSESSING FOR LEARNING

Strategic Statement: The School District will utilize its curriculum, instructional design and assessment practices to guide and ensure teacher effectiveness and student learning across all grades and courses.

SYSTEMIC FOCUS 1:

Recruiting, employing, allocating, evaluating, training and retaining high-quality personnel.

ACTION STEPS

- Establish and execute a planned recruitment strategy to address staffing in critical areas and to accommodate student population growth. (Staff: annually)
- Deepen implementation of effective Professional Learning Communities (PLCs) in all schools for increased effectiveness of professional learning across the District. (Schools and Staff: ongoing) 4.1
- Maintain competitive benefits and compensation package. (Staff and School Board: annually)
- Conduct biannual staffing conferences that promote strategic use of personnel and flexibility to meet the needs of all students. (Staff and Schools: annually)
- Provide research-based instructional strategies and professional practices training to support teacher evaluation (TKES). (Staff and Schools: ongoing)
- Continue support for induction phase teachers with mentors and training. (Staff and Schools: ongoing)

SYSTEMIC FOCUS 2:

Providing technical assistance and intervention strategies to ensure that all students receive appropriate academic programming.

ACTION STEPS

- Collaborate within each School Innovation Zone to combine resources to identify, enhance and expand upon the curricular needs of each zone to improve student achievement. (Schools: ongoing) 5.1
- Provide supplemental instructional services for students at risk of not meeting state and local performance standards. (Staff and Schools: ongoing) 9.4
- Provide training for school counselors and social workers for student support. (Staff: ongoing)
- Directly target achievement gaps as identified by CCRPI data through School Improvement Plans and Academic School Improvement Support Teams. (Staff and Schools: ongoing)
- Sustain a comprehensive, data-driven, Response To Intervention (RTI) plan for students requiring intervention strategies. (Schools: ongoing)

SYSTEMIC FOCUS 3:

Administering meaningful learning assessments where results are utilized to improve student and school achievement.

ACTION STEPS

- Reduce selective test administration to one grade level (CogAT, ITBS) (Staff: annually)
- Track and report progress on Georgia Milestones as identified in the CCSD SWSS contract with the State. (Staff and Schools: annually) 5.3
- Increase use of formative and diagnostic assessment data to inform instructional practice. (Staff and Schools: ongoing) 4.4
- Utilize assessment data to identify areas of instruction that require emphasis in order to raise achievement and increase CCRPI scores. (Staff and Schools: annually) 5.3

Red numbers note alignment with Georgia Vision Project recommendations (included in appendix).

Domain IV: RESOURCES AND SUPPORT SYSTEMS

Strategic Statement: The School District will seek, evaluate and utilize effective resources and provide quality services that support its purpose and direction to ensure success for all students in all schools.

SYSTEMIC FOCUS 1:

Providing safe and secure learning/work environments, supported by fiscally responsible practices.

ACTION STEPS

- Ensure a safe and secure environment for teaching and learning is sustained by treating parents, students and staff with fairness and respect and equal protection under the law. (Staff and Schools: ongoing) **8.1**
- Work with School District level and school-based staff to ensure that School Safety Plans and School District response protocols meet or exceed the standards established by Georgia law. (Staff and Schools: ongoing) **8.2**
- Collaborate with local and state public safety agencies to ensure plans for multi-agency response to/recovery from a School District emergency or critical incident are current and up-to-date. (Staff: ongoing)
- Continue to engage the school-based community and other community stakeholders to cultivate and support initiatives to improve school safety and security (e.g., PASS/PERT programs). (Staff and Schools: ongoing) **8.1**
- Review and update policies and procedures to align business practices (including Internal Revenue Service regulations and Generally Accepted Accounting Practices and Standards) and workflow with School District goals and strategies. (Staff: annually)
- Ensure compliance with Federal laws regarding online student safety and data privacy. (Staff: ongoing)

SYSTEMIC FOCUS 2:

Maintaining adequate support services for continued student population growth

ACTION STEPS

- Update and implement a 3-year technology integration and use plan for teaching, learning and administration. (Staff: ongoing) **5.2**
- Update and implement a State and local five-year facility plan, revising and modifying to address growth. (Staff: annually)
- Evaluate facilities to assess the status of instructional space, common service areas, mechanical platforms and athletic facilities to identify emerging needs. (Staff: ongoing)
- Maintain data on student demographics and enrollment growth projections. (Staff: annually)
- Seek school sites for projected enrollment growth and shifting student populations. (Staff: ongoing)
- Maintain a 10-year replacement cycle for route buses. (Staff: annually)
- Recruit and train school bus drivers, monitors and bus technicians, incorporating extensive staff development and career incentive programs. (Staff: ongoing)
- Provide a comprehensive bus rider safety program for all students in grades PK -12. (Staff: ongoing)

Red numbers note alignment with Georgia Vision Project recommendations (included in appendix).

Domain V: USING RESULTS FOR CONTINUOUS IMPROVEMENT

Strategic Statement: The School District will implement a comprehensive assessment system that generates a range of data about student learning and system effectiveness and utilize the results to guide continuous improvement.

SYSTEMIC FOCUS 1:

Incorporating research-based, data-driven systems of accountability

ACTION STEPS

- Update the five-year strategic plan and evaluate progress. (Staff: annually)
- Align local accountability policy/framework with requirements of State and Federal law. (Staff: annually)
- Utilize Data Management Teams, both at the individual school level and at the central office, to analyze test data to impact instruction and review student academic achievement. (Staff and Schools: ongoing) 9.2
- Analyzing data on students over the course of years to identify areas and make adjustments in instructional or service models. (Schools: ongoing) 9.2
- Benchmarking high achievement schools with comparable demographics across the state to support gap analysis. (Staff: annually)
- Analyze, synthesize and compile disaggregated data reports to reflect student progress and evaluate programs. (Staff and Schools: ongoing)
- Conduct and publish annual financial audits of the School District and individual schools to present fair, accurate and transparent financial statements, evaluate implementation and maintenance of internal controls. (Staff: annually)
- Provide professional development for teachers and leaders on data interpretation. (Staff: ongoing)

SYSTEMIC FOCUS 2:

Utilizing technology to increase school and district communication, productivity and efficiency.

ACTION STEPS

- Engage parents in communication via electronic means (i.e., email, text message and emergency notification system) for increased efficiency and lower costs. (Staff and Schools: ongoing) 2.1
- Provide students with secured web-based access to their academic performance data including grades, attendance and assignments, as well as easy access to digital content and resources that will support their efforts to improve their academic achievement. (Staff and Schools: ongoing)
- Complete implementation of new HR software, offering seamless integration of multiple personnel management software applications with the General Ledger accounting system. (Staff: ongoing)
- Utilize electronic purchasing/accounting and inventory system to track expenditures and facilitate budget analysis. (Staff: ongoing)
- Maintain the efficiency of the District's network infrastructure through implementation of best practices such as server centralization, consolidation and virtualization and the continued use of a centralized network management solution. (Staff: ongoing)
- Utilize and expand available accounting software resources to manage school and School District finances and provide forecasting data. (Staff: ongoing)

Red numbers note alignment with Georgia Vision Project recommendations (included in appendix).

APPENDICES

A. School Board Mission Statement & Belief Statements

B. School Board's Major System Priorities

C. Data Sources

D. Five-Year Facility Plan

E. Three-Year Technology Plan

F. Georgia Vision Project Recommendations for Local School Districts

Appendix A: Cherokee County School Board Mission and Beliefs

SCHOOL BOARD'S MISSION STATEMENT:

We, the School Board of the Cherokee County School District, are committed to educating the emerging generation through learning environments designed to increase the performance of all students.

SCHOOL BOARD'S BELIEF STATEMENTS:

1. All students deserve the opportunity to learn, achieve success and become productive citizens.
2. Education/learning is a shared responsibility and should take place in the home, at school and in the community.
3. All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.
4. Learning is achieved through the use of a variety of effective teaching techniques.
5. A safe and secure environment is essential for teaching and learning.
6. All students should be taught by teachers and parents how to learn and how to become lifelong learners. g. All students deserve equal access to a quality education.
7. Quality education requires quality staff, programs, facilities, equipment and technology.
8. Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.
9. Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.
10. All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.
11. Diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.
12. All schools should be accountable for improving student achievement.
13. All schools should reflect school-based, participatory management.
14. All students must be prepared to function effectively in a knowledge-based, technologically-rich and culturally-diverse 21st century.
15. All staff should have access to results-driven professional development and training which is aligned with the School Board's Major System Priorities and School Improvement Plans. Such professional development and training must be standards-based, job-imbedded, collaborative and build an organizational culture that insures continuous improvement.

Appendix B: Cherokee County School Board Major System Priorities

1. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.

2. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that vocational/technical education programs prepare students for a diverse and technologically rich society.

3. Insuring that all students and staff have a safe and secure environment for teaching and learning.

4. Attracting, retaining, and training the best teachers, principals, and support staff.

5. Utilizing technology both to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.

6. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.

7. Addressing exploding student population growth, recognizing that there is a large gap between the school district's facilities and technology needs and available capital outlay revenue.

Appendix C: Cherokee County School District Data Collected to Measure Progress

Student Profile

- Enrollment Pre K-12
- Diversity – by race, ethnicity and gender
- Percent of students receiving free/reduced lunch
- Percent of students enrolled in Special Programs (ESOL, EIP, REP, Gifted, RTI and Special Education)
- Percent of students in grades 3-8 performing at or above grade level
- Percent of Students with Disabilities (SWD) within the regular education classroom
- High School Graduation Rate – four and five year extended rates, as calculated on the College and Career Readiness Performance Index (CCRPI)

Test and Accountability Data

- Percent of students meeting standards on Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Cognitive Abilities Test (CogAT) – School Ability Index (Grade 2)
- Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
- Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850
- Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
- Percent of high school students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOC
- Georgia Milestones End of Grade (EOG) Grades 3-8 and Georgia Milestones End of Course (EOC) Grades 9 – 12
- Percent of elementary and middle school English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
- Percent of students completing 2 or more state defined career related assessments/inventories by the end of grade 8
- Percent of students with a completed Individual Graduation Plan by the end of grade 8
- Percent of students grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
- Percent of 5th grade students passing at least five courses in core content areas (ELA, reading, mathematics, science, social studies)
- Percent of 8th grade students passing at least four courses in core content areas (ELA, mathematics, science, social studies)
- Percent of high school graduates completing a focus area (CTAE, advanced academic, fine arts, or world language) within their program of study
- Percent of high school graduates: entering college not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams
- Percent of high school graduates earning high school credit(s) for accelerated enrollment via Move On When Ready
- Percent of high school graduates successfully completing 1 or more Advanced Placement courses
- Percent of AP exams scoring 3 or above
- Percent of students taking Honors or AP classes
- SAT scores/Percent of students taking SAT; American College Testing (ACT) scores/Percent of students taking ACT; PSAT participation
- Georgia Milestones End-Of-Course (EOC) tests
- Percent of students passing the standard on Georgia Alternate Assessments (GAA)
- Number of middle school students taking high school courses and number of students receiving high school credit

School Climate Components

- School Climate Score
- Average daily attendance of staff and students
- Percent of students with more than six and more than 15 absences
- In-school and out-of-school suspensions/expulsions
- Number of discipline incidents and administrative actions among public school students reported to State
- Teacher Keys Effectiveness System Student Surveys
- Leader Keys Effectiveness System Climate Surveys

- Safe and Substance Free Learning Environments
- Persistently Dangerous Schools
- Georgia Student Health Survey II (GSHS II)
- Georgia School Personnel Survey (GSPS)

Parent/Community Participation

- School Council composition
- Participation in Customer Surveys
- Georgia Parent Surveys
- Georgia Department of Education (GDOE) Special Education Parent Satisfaction Surveys
- CCSD Special Education Parent Satisfaction Surveys
- Number of business partnerships; Business involvement with Mentoring, Internships, Scholarships
- Career, Technical, Agricultural Education Advisory Committee Recommendations
- Technology Advisory Committee Recommendations
- Number of Senior Project capstones
- Number of Career Fair Presenters
- Participation in PTA organization at every school in the District
- Percent of parents utilizing Family Portal
- Percent of students utilizing Student Portal
- Social media Insight data on reach/engagement, number of followers

Facilities/Finance

- Percent of schools over capacity with or without number of portable classrooms
- Gap between needed facilities and anticipated revenue
- Total operating expenditures per Full Time Equivalent (FTE) student average
- Operating expenditures as a percent of total by Function and Object
- Administrative cost as a percent of total operating expenditures and per FTE student
- Instructional cost as a percent of total operating expenditures and per FTE student
- Teacher to Administrator ratio
- Amount of Federal, State, Local, Grant, Competitive Grant and Formula revenues received annually
- Total state student funding revenue received per FTE student
- Historical millage rate and property tax receipts

Teacher Profile

- Percent of classroom teachers annually engaged in professional learning communities
- Percent of teachers with advanced degrees and State and local endorsements (ESOL, gifted, coaching)
- Number of highly qualified teachers/Number of classes taught by teachers not in teaching field
- Teachers in the first three years of career

Appendix D: Cherokee County School District Five-Year Facility Plan

Five Year Facility Plan

New/Replacement Schools and Projects

	Project Name/Funding Source	Estimated Construction Start Dates	Estimated Occupancy Dates
1	New/Replacement FRP Educational Services	December-15	August-17
2	New Parent Entrance for Boston ES 2013-17 SPLOST	TBD	TBD
3	New Classroom Addition for Mill Creek MS 2018-22 SPLOST	March-18	March-20
4	New Classroom Addition for Woodstock MS 2018-22 SPLOST	April-20	July-22
5	New Auxiliary Gym for Woodstock HS	April-20	July-22

Note: This schedule of projects and related timelines are dependent upon various economic and other conditions (e.g., SPLOST revenue levels, continuation of current state funding, construction costs and savings on current projects, as well as developer donations).

Appendix E: Cherokee County School District Three-Year Technology Plan

http://cherokeek12.net/wp-content/uploads/2016/06/2017-2020-Three-Year-Technology-Plan.pdf

APPENDIX F

The Georgia VISION PROJECT for Public Education

Georgia Vision Project Local School District Recommendations

2.0 General

2.1 Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media.

3.0 Early Learning and Student Success

3.1 Create in each county of the state an early learning partnership that includes all public and private human service organizations.

3.2 Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of supporting early childhood initiatives that address healthy child/family development and economic benefits to the community.

3.3 Adopt a statewide awareness and engagement initiative to ensure that high-quality early childhood education is a top priority for the state.

3.4 Provide opportunities for all children from birth to five-years-old to participate in high quality learning experiences that are designed to promote all aspects of a child's development, whether provided by families in the home or through a licensed public or private program.

3.5 Align developmental and academic standards for all children ages birth through 8 years old to provide a continuity of learning experiences and personal growth.

3.6. Ensure adequate financial support for the implementation of quality programs for all young children.

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.

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.

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.

6.4 Evaluate the effectiveness and viability of the pilot teacher and leader compensation programs.

6.5 Organize personnel, distribute leadership and implement processes that maximize student learning.

7.0 Governance, Leadership and Accountability

7.1 Develop and implement at the local school district level an accountability system based on local district educational goals that are aligned with state educational goals

and state accountability system, and which include clearly defined measures of school district, school and student success.

7.2 Pursue all local and state options to provide for the equitable, effective and efficient delivery of instruction to all students in Georgia regardless of where they reside.

7.3 Change and streamline the process by which local school districts obtain flexibility from state mandates so it is based on school and district performance expectations outlined in the district's strategic improvement plan and takes into account the needs, resources, and characteristics of the local community.

7.4. Establish and maintain high performance organizations through development of local school district governance and leadership teams.

7.5 Streamline and align the agencies with jurisdiction over components of the education enterprise and to whom local school districts of the state must answer.

7.6 Change the method of selection of the state superintendent of schools.

7.7 Change the method of selection of members to the state board of education to non-partisan election of one member from each congressional district for a term of office of even-numbered years by persons in each congressional district qualified to vote for members of the General Assembly.

7.8 Change the method of selection of members of local boards of education from a choice between partisan and non-partisan elections to non-partisan elections only.

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.

8.3 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.

8.5 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.

8.7 Get to know and be willing to truly listen to the students in our schools.

9.0 Financial Resources

9.1 Expand both the scope and duration of the work of the Special Council on Tax Reform and Fairness for Georgians for the purpose of comprehensively reviewing the state tax structure and identifying ways that it can be strengthened.

9.2 Identify in both state and local budgets for public education sufficient fiscal resources for implementing both a comprehensive data system and an evaluation system that uses data to measure and improve effectiveness in meeting objectives for enhanced student learning.

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.

9.5 Implement a cohesive and stable mechanism for the financial support of early learning programs and services for children ages 0 to 5 at a level that prepares all of Georgia's youngest citizens for success in their subsequent school years.

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 ongoing 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.