

**Turner County School System Strategic Plan  
Craig Matthews, Superintendent**

**2022 Version**

**Committee Members**

**District Leadership Team**

Mr. Craig Matthews, Superintendent (Cohort 62)  
Dr. La Shonda Flanders, Assistant Superintendent, Curriculum & Instruction/Teaching & Learning (Cohort 62)  
Mrs. Elizabeth Walker , Assistant Superintendent, Chief Financial Officer & Operations (Cohort 62)  
Mrs. Eva Joiner , Director of Career Technical & Agricultural Education (Cohort 62)  
Mrs. Amy Daily, Director of School Nutrition  
Mr. Josh Gore, Director of Maintenance  
Mrs. Sonya Mizell, Director of Special Education  
Mrs. Michelle Owens, Director of Human Resources  
Mrs. Shylynski Smith, District Social Worker  
Mrs. Zetta Terry, Director of Federal Programs, Assessments, & Student Services  
Mrs. Jennifer Thomas, Director of Technology  
Ms. Kerry White, District Mental Health Counselor

**GLISI Cohort 62 Team**

Mr. Jason Clark , Turner County High School, Principal  
Mr. Rodney Daniels , Turner County Middle School, Principal  
Mr. Bernard Joiner, Turner County Elementary School, Principal  
Mr. Bryson Daniels, Assistant Principal/Director of Athletics  
Mrs. Vicki Brown, Instructional Coach  
Ms. Christina Buchanan, Instructional Coach  
Ms. Mollie Roberts ,Teacher  
Ms. Caroline Stubbs , Teacher

## **Turner County School System**

The Turner County School System is located in Turner County Georgia. Turner County is a rural community in southwest Georgia. The county was organized in 1905 from parts of Irwin, Wilcox, Worth and Dooly counties. The county seat, Ashburn, was named in honor of W.W. Ashburn who built the first sawmill in the area. The School System is made up of one elementary school, one middle school and one high school. Based on information from the Turner County Schools' Information System, the School System currently has a total enrollment of 1168 students in grades PK-12. The School System's ethnicity is: 66% Black; 26% White; 5% Hispanic; 2% Multi-racial and 1% Asian/Pacific Islander. Students with Disabilities make up 13% of the total student population. One hundred percent of Turner County's students are in the Community Eligibility Provision meal program.

### **Turner County Schools**

#### **Turner County Elementary School**

Turner County Elementary School has a total enrollment of 579 students in grades PK-5. The school is a Title I School.

#### **Turner County Middle School**

Turner County Middle School has a total enrollment of 246. The school is a Title I School.

#### **Turner County High School**

Turner County High School has a total enrollment of 343 students. The graduation rate for the 2020 graduating class was 95.24%.

# **Turner County School System**

## **Strategic Planning Process**

### **The Planning Team and the Planning Process**

The creation of the Turner County Schools' Strategic Plan 2019-2024 was started in June 2018, when the Board of Education reviewed the planning structure. As a result of the Turner County Board of Education examining its Systems' structures, long range plans, and improvement outcomes, the Turner County Schools Strategic Plan for 2019-2024 was developed. District leaders along with Georgia Leadership Associates facilitators decided to align the Strategic Plan Goal Areas with Cognia standards of 1) Leadership Capacity, 2) Learning Capacity, and 3) Resource Capacity. The Board of Education (June 12, 2018) and the Super Team (August 30, 2018) received a detailed explanation of the steps of the strategic planning process and its alignment with Cognia and school board standards.

The Strategic Plan was developed over several months by a team of approximately 25 stakeholders representing all schools, the district office and the community. The Super Team, which included members from all goal area committees, met three times and the three goal area committees met a total of 10 times.

On November 8, 2018, the Super Team reviewed and discussed the draft of each committee's goals, objectives, and actions to reach consensus on the strategic plan. At another Super Team meeting on November 13, 2018, the members discussed and chose new vision and mission statements and voted on changes to the belief statements.

Throughout the strategic planning process, the committee members reported to and received input from their various stakeholder groups through face-to-face contact, emails, school meetings and review of draft documents.

The GLISI Cohort 62 participated in the Georgia Leadership for School Improvement (GLISI), Base Camp and Leadership Summit engaging in several district and school improvement professional learning sessions. These training and coaching experiences are designed to cultivate leadership capacity and build stronger team-performance. Actively participating in the collective inquiry process, the experience solidified the following Theory of Action: If we clearly define and communicate high expectations and accountability measures for student achievement, it will help us offer the instructional support teachers need to provide quality instruction, which will result in increasing student achievement. As a result, Turner County Schools' Strategic Plan was revised during the fall of 2021 to continue to guide this work.

### **Connecting the Strategic Plan to Cognia Standards**

The strategic planning process was aligned to the Cognia Performance Standards for School Systems. The explanation of the strategic planning process given to the Board of Education and Super Team showed the alignment to Cognia standards. District Leaders reviewed Cognia Standards and identified the three (3) goal areas for the strategic plan. Those were: Leadership Capacity, Learning Capacity and Resource Capacity. As the committees met, goals, objectives, and action plans were considered and chosen which addressed those three goal areas. The various components of the plan, research-based actions, evaluation, timeline and resources also support the expectations of these Cognia Standards.

### **Consideration of Data and Identification of Need**

The three goal area committees were asked to review and consider any available data (system and school improvement plans, state and local student data, CCRPI, surveys etc.) for their goal setting sessions. Committee members also considered stakeholder input and feedback from constituents. The committees used these data to identify areas for growth, to determine goals, to set measurable objectives, and to decide which action steps would need to be taken to achieve the goals.

### **Development of Goals, Objectives, and Action Steps**

After the committees analyzed the available data, the members of each committee reached consensus on goals, developed measurable objectives and determined actions for each with timelines, funding, persons responsible, and means of evaluation. The final plan on which the Super Team came to consensus includes goals, objectives and action steps. Action steps are scheduled over a five-year period with most being initially implemented during the first two years. The measurable objectives and accompanying actions are to be reviewed annually using the suggested means of evaluation. This review of progress may result in revisions with action steps being modified or added.

## **Adoption of System Vision, Mission, and Beliefs**

The Super Team reviewed the current vision, mission, and belief statements. An email was sent to Super Team members asking for input on whether to keep the current vision and mission statements or to change. Stakeholders were also asked to give input on possible changes. The Super Team considered the input gathered. After discussion, it was determined that the vision and mission would be changed. The team considered several possibilities and voted on a new vision statement and a new mission statement. The team then considered the belief statements. After discussion, the Super Team decided to make a few changes to the belief statements, combining two statements, changing some wording, and adding two additional statements.

### **Vision:**

Excellence in Education

### **Mission:**

To provide a high-quality education leading to success in college, career, and life.

### **Belief Statements:**

- Every student is important, unique, and can become college, career, and life ready.
- Great results occur when dedicated teachers, motivated students, and engaged parents share high expectations.
- Schools will achieve success when all stakeholders communicate, collaborate, and cooperate.
- Safe, orderly, and supportive school environments are essential to student success and well-being.
- Exemplary practices in teaching and learning pave the way for student success.
- Technology plays an integral part in educating our students.

**Turner County Schools Strategic Plan 2019-2024**

<b>Strategic Goal Area 1</b>		<b>Leadership Capacity</b>			
<b>Specific Goal 1.1</b>		<b>Increase Stakeholder Involvement</b>			
<b>Measurable Objective 1.1.1</b>		<b>Increase parent involvement in activities that support teaching and learning by 10%.</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
1.1.1.1	Create a baseline of parent involvement	Aug. 2019 to May 2020	N/A	Principals	Parent Involvement Reports
1.1.1.2	Maintain and sustain seamless district website and social media pages that are consistent and easy to navigate across all schools	Jan- May 2022	N/A	Director of Technology	Monitor Social media outlets <ul style="list-style-type: none"> <li>● Facebook</li> <li>● Twitter</li> <li>● Instagram</li> <li>● District &amp; Schools' Websites</li> </ul>
1.1.1.3	Consistently use the call out system to notify parents of emergencies, school activities, etc. (pursue possible sponsorship to cover cost)	Jan. - May 2022	TBD	Director of Technology SIS manager	System implemented. Information collected and submitted to Superintendent
1.1.1.4	Monitor parent contact/involvement data via Infinite Campus SIS.	Jan. - May 2022	N/A	System Admin Team	Infinite Campus Student Information System
1.1.1.5	Create a survey to be completed by parents/guardians concerning participation in parent involvement opportunities (available in various formats)	March 2019	N/A	System Admin Team designee	Creation of survey, survey results

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<b>Strategic Goal Area 1</b>		<b>Leadership Capacity</b>			
<b>Specific Goal 1.1</b>		<b>Increase Stakeholder Involvement</b>			
<b>Measurable Objective 1.1.2</b>		<b>Increase partnerships with community stakeholders by 10%</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
1.1.2.1	Establish a committee to identify potential business partners	Jan. - May 2022	N/A	Superintendent/ Designee	Establish committee
1.1.2.2	Identify potential community stakeholders and establish standard procedures to create partnerships	Jan. - May 2022	N/A	Superintendent/ Designee	List of potential partners and procedures
1.1.2.3	Develop a plan for recognition of business partners	Jan. - May 2022	N/A	Superintendent/ Designee	Recognition plan
1.1.2.4	Create a baseline of current partnerships	Jan. - May 2022	N/A	Superintendent/ Designee	Baseline

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<b>Strategic Goal Area 1</b>		<b>Leadership Capacity</b>			
<b>Specific Goal 1.2</b>		<b>Develop Professional Learning for Current and Aspiring Leadership Personnel</b>			
<b>Measurable Objective 1.2.1</b>		<b>Implement a plan for Professional Learning for current and aspiring leadership personnel by September 1, 2020.</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
1.2.1.1	Establish a committee to create a professional learning plan for current and aspiring leadership personnel	Jan. 2019	CPRESA	Superintendent DLT	Establishment of committee
1.2.1.2	Create and implement a professional learning plan for current leadership personnel	Sept. 2019	GSSA CPRESA Professional Organizations	Superintendent, Committee	Job Alike Participation Professional organization participation
1.2.1.3	Create and implement a professional learning plan for aspiring leadership personnel	Sept. 2020	N/A	Superintendent	Aspiring leader program participation



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<b>Strategic Goal Area 1</b>		<b>Leadership Capacity</b>			
<b>Specific Goal 1.3</b>		<b>Improve Operational Processes and Procedures</b>			
<b>Measurable Objective 1.3.1</b>		<b>Increase employee satisfaction by improving the efficiency of operational processes and procedures</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
1.3.1.1	Establish a committee to create a survey of employees on the efficiency of operational processes and procedures	March 2019	N/A	Superintendent	Establishment of committee
1.3.1.2	Committee will create and administer a survey to assess satisfaction of employees who engage with system wide operational processes and procedures	May 2019 and ongoing	N/A	Committee Chair	Create a survey
1.3.1.3	Analyze data and formulate a plan for addressing concerns indicated by survey results	Nov. 2019	OneSource Employee Handbook Procedures Google Drive shared procedures	Committee Chair	Formulate plan

**Turner County Schools Strategic Plan 2019-2024**

<b>Strategic Goal Area 2</b>		<b>Learning Capacity</b>			
<b>Specific Goal 2.1</b>		<b>Develop a learning culture in schools that would increase student achievement</b>			
<b>Measurable Objective 2.1.1</b>		<b>Increase the percentage of students achieving a 2 or 3 on State and Local assessments by 3%</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
2.1.1.1	District Instructional Team will identify, assess, and implement professional learning to address professional learning needs in a systematic manner	Jan. 2019-ongoing	PL Budget (Title II)	C&I Director, Principals, Team Members (teacher leaders), Instructional Coaches	Surveys, meeting minutes, agendas, sign in sheets, memos, common and/or collaborative assessments utilizing Achievement Level Descriptors (ALDs), instructional frameworks, data analysis, intervention tools
2.1.1.2	Implement and/or enhance effectiveness of student-led data conferences: Students will be able to express what they are learning, why they are learning the expected standard(s), and articulate the intended success criteria (how they know they've learned it?).	Aug.2019-ongoing	PL funds (Title II)	Assistant Superintendent for Curriculum, Curriculum Team, Principals, Instructional Coaches, Leadership Teams, School Data Teams	Observations, student data cards, data logs, data conference items, student feedback, ARC leveling data

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2.1.1.3	Communicate and monitor behavior expectations for PBIS for students, faculty, and staff	Aug.2019-ongoing	School funds	District PBIS Coordinator, Principals, PBIS Teams	School discipline data SWIS, training agenda, meeting sign in sheets, Restorative Practices data
2.1.1.4	Create and implement a system of progress monitoring for new and existing strategies and programs for all tested subjects	Aug.2019-ongoing	Federal Programs, SPLOST	Intervention Specialists, Instructional Coaches	Milestones, benchmarks, common/ District assessments, meeting notes, Illuminate Assessment Management Systems
2.1.1.5	Effectively incorporate standards-based instruction, using Achievement Level Descriptors, deconstructing standards, learning targets, benchmark assessments, etc. across all content areas	Jan. 2019-ongoing	N/A	Assistant Superintendent, Curriculum Team, Teachers, Instructional Coaches, Principals, C&I Director	Lesson plans, deconstructing standards indicated, common assessments, benchmarks, pacing guides and units

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<b>Strategic Goal Area 2</b>		<b>Learning Capacity</b>			
<b>Specific Goal 2.2</b>		<b>Develop a consistent reading curriculum in K-12 that will positively impact student achievement.</b>			
<b>Measurable Objective 2.2.1</b>		<b>Increase % of students reading on grade level as measured by State and Local assessment tools.</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
2.2.1.1	Develop a viable K-12 reading and writing curriculum	Jan.2019-ongoing	N/A	C&I Director, ELA Teacher Leaders	Committee minutes, sign in sheets, assessment samples
2.2.1.2	Incorporate regular discussion of Lexile/stretch bands or American Reading Company (ARC), during student led conferences and parent/teacher/student conferences	Aug.2019-ongoing	N/A	Teachers, Students, School Administrators	Parent contact logs, student conference documents, open house, etc. sign in sheets
2.2.1.3	Identify lowest quartile of students and meet frequently to discuss student progress and instructional strategies	QBE	N/A	Data Teams, Intervention Specialists, Reading Teachers, SPED Teachers	Student data, data team meeting notes/documents (What specific data sources are we reviewing with students? These sources should point to or guide student achievement processes.) Milestones, BEACON, Benchmarks

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<b>Strategic Goal Area 2</b>		<b>Learning Capacity</b>			
<b>Specific Goal 2.3</b>		<b>Develop and support Career Awareness among students</b>			
<b>Measurable Objective 2.3.1</b>		<b>Increase the number of students completing 2 or more Pathways</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
2.3.1.1	Provide training and support for sustainable implementation of GAFutures	Aug.2019-ongoing	GAFutures	CTAE Director Counselors, Principals, Teachers	Student information system data, training documents, student brochures
2.3.1.2	Introduce career interest inventories (K-5), create Career Portfolios (Middle Schools), create college portfolios (High School), and complete Capstone Projects (Grade 12)	Ongoing	YouScience	Counselors, Teachers as Advisors, Community Partners	Rubrics, finished products
2.3.1.3	Provide opportunities for students to begin pathways in grades 6-12	Ongoing	MS Connections programs	Counselors, Principals, CTAE Personnel	Master schedule, End of Pathway assessments, GMAS readiness indicator
2.3.1.4	Increase partnerships with local technical colleges, Two and Four year colleges and universities	Jan.2019-ongoing	Transportation	Counselors, Tech College and College Personnel	Meeting notes, emails, enrollment numbers, Career Day documents

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2.3.1.5	Strengthen community engagement through dialogue with community partners, community organizations and clubs to heighten awareness of college and career opportunities	Jan. 2019-ongoing	N/A	Counselors, Teachers, Principals, Superintendent, Community in Schools (CIS)	Community service projects, meeting notes, participation logs, Did you know ads, CCA application, Family Connection
2.3.1.6	Increase student organizations participation and to develop and support career awareness among students	Jan. 2019-ongoing	N/A	CTSOs, Student Representatives	Membership rosters, meeting agendas, minutes

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<b>Strategic Goal Area 2</b>		<b>Learning Capacity</b>			
<b>Specific Goal 2.4</b>		<b>Develop a consistent math curriculum in K-12 that will positively impact student achievement</b>			
<b>Measurable Objective 2.4.1</b>		<b>Increase Percentage of students demonstrating proficiency of math standards</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
2.4.1.1	Incorporate Standards of Mathematical Practice in daily instructional practices (1- 8)	Jan. 2019-ongoing	N/A	Math Teachers, Instructional Coaches, C&I Director	Teacher lesson plans, common assessments District-wide Benchmark Assessments Walkthroughs

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<b>Strategic Goal Area 3</b>		<b>Resource Capacity</b>			
<b>Specific Goal 3.1</b>		<b>Increase Effectiveness of Professional Learning</b>			
<b>Measurable Objective 3.1.1</b>		<b>Maintain System-wide Professional Learning Plan</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
3.1.1.1	Turner County Schools Instructional Team will revise the District Professional Learning	March 2019	N/A	C&I Director, Curriculum Instructional Team	Professional Learning Plan presented to Superintendent/BOE
3.1.1.2	Sustain the initiative of having instructional coaches and interventionists for middle and high school to assist in delivering professional learning	Ongoing	N/A	Federal Programs Director, CFO, C&I Director	Report to Superintendent



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<b>Strategic Goal Area 3</b>		<b>Resource Capacity</b>			
<b>Specific Goal 3.2</b>		<b>Increase Effectiveness of Professional Learning Communities</b>			
<b>Measurable Objective 3.2.1</b>		<b>System wide participation in PLCs will increase student achievement in designated areas</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
3.2.1.1	Publish professional learning community norms and expectations on the Turner County Schools website.	March 2019 Review Annually	N/A	C&I Director, Professional Learning Committee	Norms posted on website
3.2.1.2	System-wide training and implementation of PLC procedures	Start Sept. 2019	N/A	C&I Director. Professional Learning Committee	Meeting Agendas
3.2.1.3	Evaluate classroom instruction for effective use of PLC defined instructional strategies	Start Oct. 2019- Ongoing	N/A	Principals, Assistant Principals, School Leadership Team, Instructional Coaches, Interventionists	TKES, Data

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3.2.1.4	Implement interventions for areas of critical need based on previous classroom observations	Start Dec. 2019- Ongoing	N/A	Principals, Assistant Principals, School Leadership Team, Instructional Coaches, Interventionists Professional Learning Committee	Classroom Observations, Data
3.2.1.5	Obtain feedback from participants to determine PLC effectiveness	Ongoing Annually	N/A	C&I Director	Survey Responses

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<b>Strategic Goal Area 3</b>		<b>Resource Capacity</b>			
<b>Specific Goal 3.3</b>		<b>Improve Recruitment of Highly Qualified Teachers</b>			
<b>Measurable Objective 3.3.1</b>		<b>Number of Highly Qualified Teachers will increase</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
3.3.1.1	Create HR Committee to establish standards of recruitment	Jan. 2019	N/A	Human Resources Director, Superintendent	Roster of Committee Members
3.3.1.2	Increase participation in teacher job fairs across the state.	Start Feb. 2019- Ongoing	N/A	HR Director, Principals, Athletic Director	Report of highly qualified Hires
3.3.1.3	Partner with local colleges to increase the number of student teachers.	Start March 2019- Ongoing	N/A	HR Director, Chair of HR Committee	Increase in number of student teachers
3.3.1.4	Include accurate and updated employment page on district website and TeachGeorgia.org.	Start Jan. 2019- Ongoing	N/A	Human Resources Director, Technology Director	Reports from TeachGeorgia.org, reports from Website Traffic
3.3.1.5	Develop and implement in-house job application process	Completed by Jan. 2023	TBD	Human Resources Director, Committee	Application response data

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<b>Strategic Goal Area 3</b>		<b>Resource Capacity</b>			
<b>Specific Goal 3.4</b>		<b>Improve Retention of Highly Qualified Teachers</b>			
<b>Measurable Objective 3.4.1</b>		<b>Number of Highly Qualified Teachers leaving system will decrease</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
3.4.1.1	HR committee will develop system-wide plan for mentoring new teachers and a plan for induction/orientation of new teachers	May 2019	N/A	HR Committee	Creation of Committee Plans
3.4.1.2	System-wide Mentoring and Induction/orientation plans are reviewed with Principals then implemented	July 2019	TBD	HR Committee reviews, Principals implement	Implementation of plans system-wide

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<b>Strategic Goal Area 3</b>		<b>Resource Capacity</b>			
<b>Specific Goal 3.5</b>		<b>Infuse digital tools and resources into schools to improve student achievement</b>			
<b>Measurable Objective 3.5.1</b>		<b>Increase technology integration into 80% of classroom instruction</b>			
	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
3.5.1.1	Create technology committee	Jan. 2019	N/A	Technology Director	Creation of Committee
3.5.1.2	Measure and evaluate the use of technology.	Jan. 2019- Ongoing	N/A	Technology Director, Technology Committee	TKES Unit Plans Walk Through Data
3.5.1.3	Incorporate technology-specific, standards driven (ISTE) professional learning	Start Jan. 2019- Ongoing	N/A	Technology Director, Technology Committee	PL agendas, PL sign-in sheets
3.5.1.4	Create a district repository of digital tools and resources	Jan. 2019 ongoing	N/A	Technology Director, Technology Committee, C&I Director	Website Traffic Data

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3.5.1.5	Increase incorporation of technology into teacher lesson plans	March 2019 Ongoing	N/A	C&I Director, Instructional Team, Teachers	Lesson Plan Audits TKES
3.5.1.6	Update the system-wide 3 year technology plan	March 2019-Aug. 2019	N/A	Technology Director, Technology Committee	Plan will be posted to District Website, Board of Education minutes