

# Strategic Plan 2024-2029



## **Tuscaloosa County Board of Education**

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## **Superintendent of Education**

Dr. Keri Johnson

## **Deputy Superintendent**

Mr. David Patrick

## **Chief School Financial Officer**

Mr. Danny Higdon

## **Development of the Plan**

The 2024-2029 Strategic Plan for the Tuscaloosa County School System was developed over a period of several months. In the fall of 2023, surveys were made available to stakeholders electronically. Approximately 777 surveys were completed. Parents and guardians made up 57% of the respondents, faculty and staff made up 26% of the respondents, and faculty and staff who were also parents made up 12% of the respondents. The remaining respondents were students and community members.

Notable results from the survey:

- 91% of respondents believed the mission statement still represented what they wanted for every student graduating from our schools.
- 81% of respondents believed that the belief statements still represented an accurate representation of our foundational beliefs.
- The most positive attributes of our school system were strong relationships between teachers and students and positive relationships between the schools and the community.
- Respondents also expressed that more attention should be focused on mental health support, safety, and equity.
- Art programs in all schools.
- More real-world experiences were also of note.

The survey data was also shared with Board members during a work session and during the spring of 2024, a team of parents, teachers, administrators, staff and community members met to review survey data. The team developed themes, objectives and critical initiatives based on data from the survey as well as other data sources. The team also met in March 2024 to review the themes, objectives, and critical initiatives that were developed at the previous meeting and to identify activities that would support the critical initiatives.

### Strategic Planning Team Members

Name	Position		Name	Position
Bray, Daniel	Central Office – CISD		Oden, Kyle	Assistant Principal
Blocker, Ty	Central Office – Student Support Services		Page, Susan	Parent
Clay, Vanessa	Principal		Patrick, David	Central Office – Deputy Superintendent
Costanzo, Hannah	Assistant Principal		Perkins, Jeremy	Principal
Davis, Angela	Teacher		Plumb, Melanie	Teacher
Dill, Heather	Parent		Prince, Lucretia	Principal
Duncan, Dennis	Central Office – CTE		Pruitt, Pam	Community Member
Fitzpatrick, Dana	Teacher		Reese, Thomas	Teacher
Fleming, Dana	Central Office		Rice, Tameka	Principal
Franks, Autumn	Principal		Royal, Roderick	Central Office – CNP
Franks, Mark	Central Office – Federal Programs		Sartain, Jesse	Assistant Principal
Frith, Meghan	Teacher		Scales, Vivian	Central Office – CNP
Grammer, Shana	Teacher		Scott, David	Central Office – CISD
Hamner, Andrea	Principal		Shanklin, Brandi	Parent
Hinton, Jeff	Principal		Sims, Steve	Central Office – Student Support Services
Hudgins, Jackie	Central Office – Accountability		Slaton, Jill	Parent
Hughes, Leah	Counselor		Smart, Michelle	Parent
Jessen, Brad	Central Office – Technology		Thomas, Sabrina	Parent
Keeton, Michael	Central Office – CISD		Till, Turner	Teacher
Kidd, Briana	Teacher		Tunnell, Amy	Teacher
Lavender, Kim	Principal		Wallace, Cheryl	Central Office
Leath, Ashley	Assistant Principal		Williams, Darrell	Principal
Lewis, Lillie	Central Office – CISD		Wolfe, Daniel	Teacher
Mason, Brooke	Teacher		Ziegler, Andrea	Community Member
Mays, Allison	Central Office			
Mills, Abby	Counselor		Johnson, Kerri	Superintendent
O’Quinn, Cindy	Central Office – Nursing			

## Definitions and Clarifying Phrases

1. **Benchmark assessment** – an assessment that is given periodically (2-3 times) during the school year to determine whether or not the content (math, reading) standards that should have been covered to that point in the year have been mastered by students
2. **Capital Plan** – a plan developed to address facility needs; includes facility description, estimated cost, possible timeline; may be revised at any time as the Board of Education deems appropriate and needs within the school system changes
3. **Chronically Absent** – any student who is absent from school for 18 or more days (excused or unexcused)
4. **Common formative assessment** – team-designed measures where a student’s progress or attainment of a skill may be obtained
5. **Credentialing** – a recognized document of completion by a career technical education student in a particular career pathway
6. **Dual Enrollment** – a course offered in high school where a student can receive credit in high school as well as for college
7. **Equitable** – an allocation where everyone receives what is needed to be successful, regardless of background or status
8. **Learning goals** – short term statements that clearly identify what a student is expected to learn
9. **Professional Learning Community (PLC)** – when educators work together to analyze student data and decided upon the best instructional strategies to promote high levels of student learning; educators learn from and support each other as an instructional team
10. **Professional Learning Plan (PLP)** – an annual plan that is developed for an educator’s professional growth
11. **Professional Learning Unit (PLU)** – the unit of measure by which an administrator receives credit to maintain his or her administrative certification (each administrator must earn a minimum of 5 PLUs every five years)
12. **Ready to Work** – a program or course that prepares students to enter the work force right after graduation from high school

# Tuscaloosa County School System

Vision	Beliefs
<p>Where students learn, grow, and achieve.</p> <p><b>Mission</b></p> <p>We exist to educate and empower all students to become highly skilled graduates prepared to positively contribute to their community.</p>	<ul style="list-style-type: none"> <li>• High expectations and challenging opportunities are necessary to engage all students.</li> <li>• Education is a partnership among students, families, schools, and the community.</li> <li>• Equity, accountability, and resource management are the foundation of our decision-making.</li> <li>• A healthy, safe, and supportive environment is important for all.</li> <li>• Individual learning needs are respected, included, and valued.</li> </ul>

Strategic Themes	
<p><b>Challenged</b> - Each student is challenged academically and prepared for success.</p>	<p><b>Engaged</b> - Each student is actively engaged in learning and is connected to the school and broader community.</p>
<p><b>Supported</b> - Each student has access to personalized learning and is supported by qualified caring adults.</p>	<p><b>Healthy</b> - Each student learns about and practices a healthy lifestyle.</p>
<p><b>Safe</b> - Each student learns in an environment that is physically and emotionally safe for students and adults.</p>	



# Challenged



Strategic Theme
Challenged - Each student is challenged academically and prepared for success.
Objectives
<ul style="list-style-type: none"> <li>• Implement challenging, comprehensive curricula in all content areas.</li> <li>• Provide high quality instruction using evidence-based strategies to prepare students for future education, career, and citizenship.</li> <li>• Meaningfully integrate digital tools and technology.</li> </ul>
Critical Initiatives
<ul style="list-style-type: none"> <li>• Establish a guaranteed and viable curriculum through professional learning communities.</li> <li>• Utilize standards-based learning targets unpacked in student friendly language.</li> <li>• Plan and implement effective enrichment and intervention programs and opportunities.</li> <li>• Collect and analyze qualitative and quantitative data to drive student academic and personal growth guided by proficiency scales and success criteria.</li> <li>• Provide meaningful job-embedded professional learning for engagement strategies.</li> </ul>
Activities
<p>Hold PLC meetings at least twice a month.</p> <p>Analyze assessment data to plan for intervention and enrichment.</p> <p>Hold monthly professional learning faculty meetings based on district/school needs.</p> <p>Learning targets are referenced during the lesson and success criteria established.</p> <p>Provide professional learning on proficiency scales.</p>
Key Measures
<p>PLC artifacts, sign-in sheets, PLPs, PD verification, instructional rounds, walkthroughs, ELEOT/ATOT data, CIP, State Report Card data, student portfolios, benchmark data, student and staff attendance data, CFAs, application data usage logs</p>

# Engaged



Strategic Theme
Engaged - Each student is actively engaged in learning and is connected to the school and broader community.
Objectives
<ul style="list-style-type: none"> <li>• Create a warm, welcoming environment.</li> <li>• Foster opportunities for collaboration in and out of the classroom.</li> <li>• Prepare students to assume developmentally appropriate responsibility for their learning.</li> </ul>
Critical Initiatives
<ul style="list-style-type: none"> <li>• Warm welcomes and a superior service mentality in all schools.</li> <li>• Vertical networking within feeder patterns.</li> <li>• Provide opportunities for students to become more engaged in their school community.</li> <li>• Actively engaging learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.</li> <li>• Provide meaningful job-embedded professional learning for technology integration.</li> <li>• Differentiated instruction aligned with student interests and learning styles.</li> </ul>
Activities
Check and connect thru advisory/morning meetings/circles. Utilize TWIRL as an engagement strategy. Provide professional learning on technology integration. Offer multiple entry points based on student interests and learning styles. Schedule school cluster meetings (virtually or face-to-face). Implement student leadership teams.
Key Measures
Student interviews, surveys, walkthroughs, teacher observations, PLCs, training agendas, exemplars, rubrics, success criteria, learning targets, organization and team participation rates, culture and climate surveys

# Supported



Strategic Theme
Supported – Each student has access to personalized learning and is supported by qualified caring adults.
Objectives
<ul style="list-style-type: none"> <li>• Identify and support individual needs of all students.</li> <li>• Recruit, retain, and support qualified caring adults.</li> </ul>
Critical Initiatives
<ul style="list-style-type: none"> <li>• Use assessments and benchmark data to adjust instruction.</li> <li>• Purposely planning</li> <li>• Staff recruitment, retention, and support strategies.</li> <li>• "Whole Adult" support/EAP</li> <li>• Provide professional learning opportunities for all staff including multi-tiered systems of support and content area needs</li> </ul>
Activities
<p>Hold post testing window data meetings to support instructional outcomes.            Implementing evidence-based instructional strategies (Unified Insights).            Create and implement a professional learning plan for faculty and staff.            Conduct SEL monthly activities.            Review and assess MTSS support structures to ensure compliance with new MTSS requirements.</p>
Key Measures
<p>Assessment data, CFAs, State Report Card, sign-in sheets, local school CIPs, EAP reports, retention rate reports, CCRIs</p>



# Healthy



Strategic Theme
Healthy - Each student learns about and practices a healthy lifestyle.
Objectives
<ul style="list-style-type: none"> <li>• Students learn practices to promote a healthy lifestyle.</li> <li>• Provide resources, tools, and the skills necessary to ensure the physical and mental well-being of all.</li> </ul>
Critical Initiatives
<ul style="list-style-type: none"> <li>• Strategies and tools in place to monitor zones of regulation of students and staff.</li> <li>• Support curricular and extracurricular activities that promote a healthy lifestyle and a well-rounded educational experience.</li> <li>• Utilize and expand the child nutrition program</li> <li>• Access to mental health agencies and support for students and staff</li> <li>• Provide professional development for teachers to access outdoor activities</li> </ul>
Activities
<p>Implement anti-bullying programs and support systems.</p> <p>Develop and promote programs for social-emotional learning.</p> <p>Promote a healthy lifestyle choice through nutrition and physical activity programs.</p> <p>Communicate EAP and other support programs to staff.</p> <p>Implement advisory teams, or student-interest clubs in schools.</p>
Key Measures
Zones of regulation programs, culture/climate surveys, partnership agencies, participation rate, agendas, sign-in sheets, communicate offerings, collected data, teacher observations, lesson plans

# Safe



Strategic Theme
Safe - Each student learns in an environment that is physically and emotionally safe for students and adults.
Objectives
<ul style="list-style-type: none"> <li>• Students learn in a safe and secure physical environment.</li> <li>• Students' mental health and well-being will be supported on each campus.</li> <li>• Students use technology in a safe, productive, and healthy way.</li> </ul>
Critical Initiatives
<ul style="list-style-type: none"> <li>• Train stakeholders on policies and procedures</li> <li>• Conduct annual safety assessments</li> <li>• Provide necessary personnel and support to students who are at-risk.</li> <li>• Train and educate stakeholders on safe and responsible technology use.</li> <li>• Implement appropriate safe guards to limit access to inappropriate content.</li> </ul>
Activities
<p>Conduct regular safety audits.</p> <p>Ensure all entry points are secure.</p> <p>Regularly update the emergency response plan.</p> <p>Establish clear communication protocols for emergencies.</p> <p>Train staff on procedures and protocols.</p> <p>Regularly inspect and maintain school infrastructure (buildings, playgrounds, sports facilities).</p>
Key Measures
<p>Sign-in sheets, N-side, safe schools training, EWP, Thrive, Whole Child and IMPACT, and infrastructure to block content (i.e. Barracuda/Gaggle, infrastructure to block content</p>

## Additional Key Measures

Indicators	State Baseline 2021-2022	TCSS Baseline 2021-2022	TCSS 2022-2023	TCSS 2023-2024	TCSS 2024-2025	TCSS 2025-2026	TCSS 2026-2027	TCSS 2027-2028	TCSS 2028-2029
Academic Achievement Grades 3-8 (ACAP Summative) Grade 11 (ACT Plus Writing)	60%	59%	59%						
Academic Growth Grades 3-8 (ACAP Summative) Grade 11 (ACT Plus Writing)	97%	93%	92%						
ACCESS for ELLs (English Learner Proficiency)	44%	44%	41%						
College and Career Readiness	76%	72%	67%						
*Chronic Absenteeism	18%	18%	18%						
Graduation Rate	91%	89%	85%						

\*For the Chronic Absenteeism key measure, the lower percentage indicates students who were chronically absent.