
Lauderdale County School District

Strategic Plan 2025-2030

355 County Road 61 Florence, AL 35634
256-760-1300
www.lcschools.org

Lauderdale County School District

Brooks Elementary
Central Elementary
Lauderdale County Elementary
Lexington Elementary
Rogers Elementary
Underwood Elementary
Wilson Elementary

Brooks High
Central High
Lauderdale County High
Lexington High
Rogers High
Wilson High

Allen Thornton Career Technical Center
Waterloo School

Lauderdale County Schools----- 2025-2030

A Strategic Plan In Pursuit Of Continuous Improvement In The Focus Areas Of...

- ★ Governance and Leadership
- ★ Teaching and Learning
- ★ Facilities, Resources, Support Systems
- ★ Collaboration and Communication

All based on our mission, vision, and beliefs

Strategic Planning

If we want to truly improve school and student performance, a local strategic plan is paramount for the school system.

We will utilize the Alabama Association of School Boards' sustainable and systemic approach to strategic school system improvement.

This comprehensive, inclusive and transparent strategic planning process will engage the community and is a positive step toward meeting AdvancED accreditation requirements and boosting student achievement.

Strategic planning is an organizational management activity that is used to:

- A. Set priorities,
- B. Focus energy and resources,
- C. Strengthen operations,
- D. Ensure all stakeholders are working toward common goals,
- E. Establish agreement upon intended outcomes/results, and
- F. Assess and adjust the school system's direction in response to a changing environment.

It is a disciplined effort that produces fundamental decisions and actions that shape and guide what the system does, who it serves and why, with a focus on the future.

Strategic Planning

Why is strategic planning so crucial and what does the process involve?

- Effective school boards know the value of a strategic plan.
- The strategic planning process is designed to gain community buy-in, improve student performance and move toward organizational excellence.
- Eliminate confusion about what matters most.
- Lead necessary change with a strong strategic plan that will guide our school system's people and processes.
- Develop effective strategies for identifying and addressing the school system's highest priorities during the Strategic Planning Process.
- A critical step toward improving school and student performance.
- Transparent and Inclusive.
- A comprehensive process that engages the entire community.
- A plan that enables us to focus on our system's unique needs and challenges.
- A way to help meet AdvancED accreditation requirements.
- A process that includes a review of mission and vision, goal-setting, an analysis of strengths, weaknesses, opportunities and threats, strategy formulation, strategy implementation and strategy monitoring.
- A process of determining what direction the board wants to take the school system.
- A way to articulate not only where our school system is going and the actions needed to make progress, but also how it we will know if we are successful.

Board of Education Members



Mr. Ronnie Owens
Board Chairman



Mr. Daniel Patterson
Board Vice Chairman



Mr. BJ Tully



Mr. Larry Hill



Mr. Randy Burns

Review Steering Committee Members 2025-2030

- Jerry Hill- Superintendent
- John Mansell- Assistant Superintendent
- Callie Rasberry- Director of Secondary Curriculum
- Connie Karthaus- Director of Elementary Curriculum
- Whitney Coates- Director of Public Relations and Grants
- John Alley- Director of Technology
- Joy Wilsdorf- Assistant Principal

Review Process-Meeting #1 Wednesday Oct 23, 2024

1. Committee orientation and assignment
2. Review “Current Plan” of each Focus Area
3. Discuss changes within our system since the plan was developed
4. Big Picture?
5. Homework for Dec. 10 meeting

Review Process-Meeting #2 Tuesday, December 10, 2024

1. Sub-committees- Include at least one staff member and one parent/community member to assist with assignment. May meet at a local school. Keep each meeting time to 1-2 hours.
2. Review goals, (are they pertinent, current, valid, on schedule)
3. Gather supporting evidence, may include surveying select stakeholders (Share on Google Drive)
4. Develop a plan of action to continue, add to, or modify focus area goal(s)

Collect data and hold sub-committee meeting(s) prior to next meeting. Bring info to share.

Review Process-Meeting #3 Wednesday Jan. 8, 2025

1. Pull it all together
2. Collaborate how to best utilize the results
3. Set a date to revisit current plan in the fall of 2029

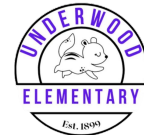
Vision Statement

“Community Schools Empowering Students for Success.”



Mission Statement

“The Lauderdale County School System will strive to meet the needs of ALL students through community-based schools dedicated to developing and preparing productive members of society.”



Guiding Principles

We Believe:

- Education is a shared responsibility between families, students, and educators that will inspire and improve the quality of life for the community and students.
- All students will be provided an opportunity to learn and challenged to reach their highest potential.
- Varied high quality extra-curricular, career exploration, fine arts, and character development opportunities enhance student achievement.
- Good character and ethical behavior should be modeled by students, parents, teachers, staff, and administrators.
- Students and employees should be provided with a safe learning environment.
- Students are valued individuals and our system will respect and empower them to reach their greatest potential.
- A high achieving school system is vital to a vibrant, prosperous community.

Focus Area 1: Continuous Improvement in Governance and Leadership

Goals:

- 1.1 Board members who are qualified, effective, collaborative, and desire to be engaged in ongoing professional development of skills and knowledge.
- 1.2 Provide qualified and effective system and school leaders.
- 1.3 Ensure that Board governance policies and procedures are current, fair, published, and consistently implemented.
- 1.4 Provide opportunities and programs to involve employees, students, parents, community members, government officials, and other stakeholders in collaborative efforts to improve school system governance.

Focus Area 2: Continuous Improvement in Teaching and Learning

Goals:

- 2.1 All schools provide high quality, meaningful, rigorous, relevant, equitable and challenging instructional learning experiences that ensure all students develop learning, thinking, and life skills that lead to success.
- 2.2 All schools meet or exceed established annual learning goals in all subjects and sustain progress toward the target graduation rate of 100%.

Focus Area 2: Continuous Improvement in Teaching and Learning

Goals:

2.3 Recruit, train, and retain personnel who strive to be highly effective and desire to be engaged in ongoing professional development of knowledge and skills in order to meet the needs of the overall instructional program.

2.4 All instructional and program decisions are based on data that is collected, effectively analyzed, and used to improve teaching and learning.

Focus Area 3: Continuous Improvement of Facilities, Resources and Support Systems

Goals:

- 3.1 Financial, demographic, and resource data will be collected, analyzed, and used to guide facilities, resources, and support systems decision making and planning.
- 3.2 Objective criteria will be used to prioritize facility improvements, construction, renovations, and additions in order for our schools to be safe, attractive, and appropriate in order to ensure the availability of programs and activities within our school system.
- 3.3 Leadership will engage in effective, collaborative, long-range planning to adjust in student enrollment, to anticipate needs for innovations, facilities upgrades, additions, renovations, and organization.

Focus Area 3: Continuous Improvement of Facilities, Resources and Support Systems

Goals:

3.4 Attendance, discipline, and participation data will be collected, analyzed in order to improve student achievement and school climate.

3.5 Technology, technology infrastructure, equipment and resources will be provided to deliver high quality instruction, effective communication, improve student safety, and support student achievement.

3.6 Transportation, health/wellness, and nutritional services will be provided and maintained to support high quality instruction and student achievement.

Focus Area 4: Continuous Improvement in Collaboration and Communication

Goals:

4.1 Develop and maintain collaborative relationships with families, post-secondary institutions, business-industry groups, and communities to maximize student success.

4.2 Publish, disseminate, and provide access to appropriate school system data to stakeholders to provide accountability, enhance credibility, and enhance support for programs and plans.

Focus Area 4: Continuous Improvement in Collaboration and Communication

4.3 Use continuous improvement and accreditation standards to improve student achievement, evaluate school system success, and guide decision making.

4.4 Monitor, evaluate, and report regularly on the Strategic Plan in order to provide clear communication and, when appropriate, make changes, additions, or modifications to meet student needs.

Focus Area 1 Governance and Leadership Strategies

Goal 1.1: Board members who are qualified, effective, collaborative, and desire to be engaged in ongoing professional development of skills and knowledge.

- A. Provide membership in AASB and opportunities for ongoing professional development.

Evidence of:

Goal 1.2: Provide qualified and effective system and school leaders.

- A. Recruit, train, and retain school leaders who strive to be highly effective and desire to be engaged in ongoing professional development of knowledge and skills in order to meet the needs of the overall instructional program.

Focus Area 1 Governance and Leadership Strategies

Goal 1.3: Ensure that Board governance policies and procedures are current, fair, published, and consistently implemented.

- A. Continuously review and update policies and procedures.

Evidence of:

Goal 1.4 Provide opportunities and programs to involve employees, students, parents, community members, government officials, and other stakeholders in collaborative efforts to improve school system governance.

- A. Community Meetings
- B. Surveys

Focus Area 2 Teaching and Learning Strategies

Area: Elementary

Goal 2.1 All schools provide high quality, meaningful, rigorous, relevant, equitable, and challenging instructional learning experiences that ensure all students develop learning, thinking, and life skills that lead to success.

Our school system spans over 70 miles of Lauderdale County. Our school population is very diverse, especially in the area of socioeconomic status. We are also becoming more multicultural every year. In order for our students to develop learning and thinking skills that lead to success, we must consistently evaluate our programs and methods of instruction to meet the needs of our students.

Each spring, principals and academic coaches nominate representatives from each school to meet at the central office. These teachers, along with academic coaches, analyze our system data for their respective schools along with system pacing guides developed to guide our teachers through the standards.

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Focus Area 2 Teaching and Learning Strategies

Area: Elementary

Goal 2.1 All schools provide high quality, meaningful, rigorous, relevant, equitable, and challenging instructional learning experiences that ensure all students develop learning, thinking, and life skills that lead to success.

Once this task has been completed, they take this knowledge, along with professional development gained and look at the areas in which we need to improve. They use the data collected to collaborate with each other about the successes and challenges that were faced during the academic year. Teachers and academic coaches work together in data grade level meetings and coaching cycles to improve instruction and look at deficits/common trends. They seek out resources to improve classroom instruction that meets the needs of the student.

Next, they ensure these resources align with our state standards. We make a conscientious effort to only use those resources that are in line with all state standards across each grade level and subject area.

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Focus Area 2 Teaching and Learning Strategies

Area: Elementary

Goal 2.1 All schools provide high quality, meaningful, rigorous, relevant, equitable, and challenging instructional learning experiences that ensure all students develop learning, thinking, and life skills that lead to success.

We then begin to develop documents/pacing guides for each grade level and content subject area that will guide all of our teachers throughout the school year. We provide timelines, resources, and student activities to ensure high quality, meaningful, rigorous, relevant, equitable, challenging instruction learning experiences across our entire county. (Evidence 2.1a) We develop the pacing guide document for each subject area to assist our teachers in preparing our students for academic success. These documents/pacing guides will give our teachers the ability to find the best researched based resources to meet the needs of their students.

The final step in this process is to develop a shared Google Drive for our teachers, academic coaches, and interventionists to access throughout the school year. This drive is dated with the current school year and added to throughout the year by our academic coaches and Elementary Curriculum Director to ensure teachers have access to the best resources available to them. (Evidence 2.1b) Each elementary teacher, interventionist, special education teacher, administrator, and academic coach that educates our elementary students are a member of the drive in which their students' data resides.

Focus Area 2 Teaching and Learning Strategies

Area: Secondary

2.1 Goal: All schools provide high quality, meaningful, rigorous, relevant, equitable and challenging instructional learning experiences that ensure all students develop learning, thinking, and life skills that lead to success.

1. Audit curriculum to identify gaps in rigor and relevance.
2. Effectively communicate to parents via video, social media, website, etc... about our programs and student achievement.
3. Provide equitability across all schools to dual enrollment and advanced course opportunities.
4. Provide arts programs at each of our schools at all levels of education (K-12) including, but not limited to: music and visual art.
5. Support every child's growth by focusing on their learning, social skills, and emotional well-being.
6. Expand STEM/STEAM opportunities at all campuses.

Focus Area 2 Teaching and Learning Strategies

Area: Elementary

2.2 All Schools meet or exceed established annual learning goals in all subjects and sustain progress toward the target graduation rate of 100%.

Our Elementary program is monitored by both the Alabama Literacy Act and Alabama Numeracy Act. According to these laws, children need to be on grade level in reading by the end of the third grade and grade level math by the end of fifth grade.

In order to work toward this goal, we are required to monitor our students through formative and summative assessments. We monitor our students through formative assessments three times a year. (Evidence 2.2a). The assessments will include both reading and math. In order to implement interventions that will close the achievement gaps, our district has chosen to monitor our Kindergarten and First Grade students five times a year and our 2nd grade through 6th grade three times a year. Our district will also assess students using the ACAP Summative Practice test to help monitor students. This gives our Pupil Support Team enough information to make an informed decision on each child's intervention plan in effort to close those gaps as soon as possible. In addition, students who show deficiency in reading will be put on an SRIP (Student Reading Improvement Plan) and deficiency in math will be put on a SMIP (Student Math Improvement Plan). Third grade teachers are responsible for establishing and maintaining a grade level portfolio for each student which evaluates if the student is able to pass the essential standards for third grade.

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Focus Area 2 Teaching and Learning Strategies

Area: Elementary

2.2 All Schools meet or exceed established annual learning goals in all subjects and sustain progress toward the target graduation rate of 100%.

Not only does our assessment program show us the remediation for each of our struggling students, it also shows us the advancement of each student in comparison to the state standards for that grade level. This allows us to modify our program for all students. This assessment is given five times a year for program modification if necessary. (Evidence 2.2b)

To further work toward our goal, we use these scores to help determine which students would most benefit from interventions, after school programs, and our summer camp program. These students are sent invitations to participate in these programs to help close academic gaps and achieve success. (Evidence 2.2c)

Using the assessment programs, we are able to predict how students will perform on the summative assessments that are administered in the spring of each school year. Once these results are released, we compare the scores and adjust our programs accordingly.

Focus Area 2 Teaching and Learning Strategies

Area: Secondary

2.2 Goal: All schools meet or exceed established annual learning goals in all subjects and sustain progress toward increased graduation rate and 100% college and career readiness.

1. Offer annual training for teachers on assessment tools and how to interpret the results.
2. Provide teacher training focused on grade-level academic standards.
3. Ensure pacing guides are aligned with state standards.
4. Create curriculum maps (scope and sequence guides) that are aligned with state standards for all content areas in grades 6-12.
5. Regularly communicate and update performance standards and expectations for students and staff through parent nights and information sharing.
6. Continue to enhance students' technological skills to prepare them for success after graduation.
7. Increase the availability of career and technical education programs.
8. Maintain the number of dual credit and advanced course options available
9. Continue to provide opportunities for students to meet college and career readiness criteria.

Focus Area 2 Teaching and Learning Strategies

Area: Elementary

Goal 2.3 Recruit, train, and retain personnel who strive to be highly effective and desire to be engaged in ongoing professional development of knowledge and skills in order to meet the needs of the overall instructional program.

Lauderdale County Schools embeds professional development days in the academic school year. Beginning in the spring of the current school year, the office of Elementary Curriculum and Instruction begins to look at the needs for the upcoming school year and beyond. All teachers are invited to complete surveys that will direct the office to provide the professional development teachers need to be successful. (Evidence 2.3a) The data collected from the surveys are then analyzed for consistent requests and needs for teachers. Plans for the upcoming academic year professional development are planned with the teacher's input in mind.

Continued

Focus Area 2 Teaching and Learning Strategies

Area: Elementary

Goal 2.3 Recruit, train, and retain personnel who strive to be highly effective and desire to be engaged in ongoing professional development of knowledge and skills in order to meet the needs of the overall instructional program.

Beginning with the 2025-2026 school year, the office of Elementary Curriculum and Instruction will continue to employ a contracted retired teacher(s) to work as a mentor to teachers with the goal of providing teachers with assistance in classroom instruction, classroom management, and student academic improvement. This program was developed to assist new teachers in meeting the requirements for state standards, the Alabama Literacy Act, and the newly implemented Alabama Numeracy Act. This teacher works to create a relationship with all daily teaching duties and requirements. The teacher is also available to go into schools at the request of local administrators to guide and direct in areas of need. This teacher(s) reports directly to the office of Elementary Curriculum and Instruction.

Along with this program, Lauderdale County Schools participate in the Alabama State Mentor program for elementary, middle and high schools.

Each summer, a school calendar is made that contains the dates for professional development at the district level. (Evidence 2.3c) The calendar lists all the required training for elementary teachers and new teacher training including those that are required for the Alabama Literacy Act and Alabama Numeracy Act.

Focus Area 2 Teaching and Learning Strategies

Area: Secondary

2.3 Goal: Recruit, train, and retain personnel who strive to be highly effective and desire to be engaged in ongoing professional development of knowledge and skills in order to meet the needs of the overall instructional program.

1. Implement specialized professional development initiatives in all content areas.
2. Effectively communicate available professional development opportunities to teachers, accommodating participation within budgetary constraints.
3. Offer professional development for counselors, teachers, and other relevant personnel on mental health
4. Engage in vertical planning to enhance continuity and coherence across grade levels and courses.
5. Allocate additional time for counselors to concentrate on students' mental health issues.

Focus Area 2 Teaching and Learning Strategies

Area: Elementary

Goal 2.4 All instructional program decisions are based on data that is collected, effectively analyzed, and used to improve teaching and learning.

Each summer, the office of Elementary Curriculum and Instruction develops a calendar for schools to follow that will outline both school and system requirements for the upcoming school year. (Evidence 2.4a) This calendar contains activities that promote instructional decisions to improve teaching and learning. Here are some of the activities that have proven successful.

Monthly meetings at Central Office: At different times reading and math coaches are brought in to discuss data and programs on the district level. During these meetings, the Elementary Curriculum Director lays out an agenda that outlines the discussion for each meeting. These individuals collaborate to discuss teaching strategies and resources needed to improve teaching and learning across the district. They will discuss current pacing guides and any adjustments needed to meet state standards, Literacy Act requirements and Numeracy Act requirements. (Evidence 2.4a, 2.4d)

Continued

Focus Area 2 Teaching and Learning Strategies

Area: Elementary

Goal 2.4 All instructional program decisions are based on data that is collected, effectively analyzed, and used to improve teaching and learning.

Curriculum Updates: Periodically, the office of Elementary Curriculum and Instruction will send staff leaders updated important information that will need to be shared with faculty and staff at the school level. These are designed to keep all personnel updated with the newest information and working toward the same goals. (Evidence 2.4e)

Data Meetings: Since COVID, our principals have participated in extensive training to enhance their abilities to be instructional leaders in their schools. Working with our system guidelines, data meeting times are outlined on the elementary system calendar. Each school is required to hold monthly data meetings. A week is set aside each month for administrators to choose which days these activities will take place. Administrators conduct walkthroughs and classroom observations with the elementary curriculum director sometimes joining in. Each administrator has certain strategies and protocols that they feel will improve teaching and learning on their campus. Data meetings are held in the same week with each grade level to discuss good practices and needed improvements. These are conducted by administrators with the assistance of academic coaches. Academic coaches conduct coaching cycles with teachers to collaborate on improving classroom instruction. During these meetings, student data is collected, analyzed, and discussed for effectiveness. This process gives administrators a good picture of the quality of instruction on his or her campus. (Evidence 2.4a)

Continued

Focus Area 2 Teaching and Learning Strategies

Area: Elementary

Goal 2.4 All instructional program decisions are based on data that is collected, effectively analyzed, and used to improve teaching and learning.

PST(Problem Solving Team/Pupil Support Team) Meetings: Each elementary school is required to conduct monthly PST meetings. The dates for these meetings are also set at the district level. (Evidence 2.4a) During these meetings, teachers will bring concerns about students academic performance to discuss with the PST Team members. This team which consists of teachers, administrators, and school counselors will use data to determine next steps for students on an individual level. (Evidence 2.4ab) Academic coaches, special education teachers, and other pertinent school personnel can also be invited to this meeting. Once students reach this level of intervention, parents are kept informed of all student needs and progress their child is making academically at school. (Evidence 2.4c)

School Grade Level Meetings and Teacher Coaching Opportunities: Each school has a Local Reading Specialist and Math Coach. The academic coaches are responsible for analyzing data and conducting grade level meetings. These meetings are held monthly on each school's campus. The academic coaches will lead the discussion for teachers to talk about strategies and goals for student achievement. The coaches will conduct coaching cycles in reading and math across all grade levels to collaborate with classroom teachers in implementing teaching and learning strategies. The coaches will then use the data to discuss with the administrators where teacher coaching cycles will take place and what standards need to be the focus. (Evidence 2.4f)

Focus Area 2 Teaching and Learning Strategies

Area: Secondary

2.4 Goal: All instructional and program decisions are based on data that is collected, effectively analyzed, and used to improve teaching and learning.

1. Involve educators in the decision-making processes related to instructional practices and program development.
2. Conduct annual evaluations of programs currently implemented for struggling students to assess their effectiveness and impact on student performance.
3. Continue to provide access to effective programs that offer both challenges and support for advanced, high-achieving students.

Focus Area 3 Facilities, Resources and Support Services Strategies

Goal 3.1: Financial, demographic, and resource data will be collected, analyzed and used to guide facilities, resource, and support systems decision making and planning.

- A. Local, State, and Federal Budgets
- B. State Assessments
- C. Transportation Zones
- D. Student enrollment and demographics

Focus Area 3 Facilities, Resources and Support Services Strategies

Goal 3.2: Objective criteria will be used to prioritize facility improvements, construction, renovations, and additions in order for our schools to be safe, attractive, and appropriate in order to ensure the availability of programs and activities within our school system.

- A. Local, State, and Federal Budgets
- B. Capital Plan and Facility Assessments
- C. [Technology Plan](#)

Focus Area 3 Facilities, Resources and Support Services Strategies

Goal 3.3: Leadership will engage in effective, collaborative, long-range planning to adjust in student enrollment, to anticipate needs for innovations, facilities upgrades, additions, renovations, and organization.

- A. Census Data
- B. Student enrollment
- C. Capital Plan and Facility Assessment

Focus Area 3 Facilities, Resources and Support Services Strategies

Goal 3.4: Attendance, discipline, and participation data will be collected, analyzed in order to improve student achievement and school climate.

- A. Student Incident Reports
- B. Survey Data
- C. Student Attendance

Focus Area 3 Facilities, Resources and Support Services Strategies

Goal 3.5: Technology, technology infrastructure, equipment and resources will be provided to deliver high quality instruction, effective communication, improve student safety, and support student achievement.

- A. E-textbooks
- B. Online Instruction
- C. Security Cameras

Focus Area 3 Facilities, Resources and Support Services Strategies

Goal 3.6: Transportation, health/wellness, and nutritional services will be provided and maintained to support high quality instruction and student achievement.

- A. School Bus fleet is purchased and maintained
- B. Wellness Policy
- C. Child Nutrition Programs including breakfast and lunch
- D. Community/Faith Based Initiatives
- E. Professional development offered annually for CNP and Transportation personnel

Focus Area 4 Collaboration and Communication Strategies

Goal 4.1: Develop and maintain collaborative relationships with families, post-secondary institutions, business-industry groups and communities to maximize student success.

- A. Purposefully communicate and plan events with stakeholders, community, and business partners.
- B. Develop community engagement events which partner with NWSCC, UNA, Athens State, various businesses, and non-profit agencies to provide services for students and families.
- C. Develop a district-wide digital newsletter, social media plan, and Communication Team to provide multiple forms of communication to families, stakeholders, media, and community to improve level of transparency.

Focus Area 4 Collaboration and Communication Strategies

Goal 4.2: Publish, disseminate, and provide access to appropriate school system data to stakeholders to provide accountability, enhance credibility, and to enhance support for programs and plans.

- A. Increase digital signage and infrastructure
- B. Use multiple forms of print, social media, district newsletters (digital and print), community newspapers (TimesDaily, Courier Journal, etc) to disseminate information
- C. Increase number of “Family Engagement Nights” on individual school campuses and district annex to educate and disseminate data/information to parents, families and community

Focus Area 4 Collaboration and Communication Strategies

Goal 4.3: Use continuous improvement and accreditation standards to improve student achievement, evaluate school system success, and to guide decision making.

- A. Provide a district-wide, focused effort to use College and Career Readiness standards and performance data to improve student achievement.
- B. Continuously monitor student, teacher, school, and district data to adjust instructional goals and provide high quality professional development and resources.
- C. Revisit accreditation standards and state guidelines to improve educational programs.

Focus Area 4 Collaboration and Communication Strategies

Goal 4.4: Monitor, evaluate, and report regularly on the Strategic Plan in order to provide clear communication and, when appropriate, make changes, additions, or modifications to meet student needs.

- A. Use multiple data sources to evaluate progress (CCR graduates, graduation rate, state assessment scores, enrollment, attendance, parent involvement, drop out rate, retentions, discipline reports, faculty turnover, etc).
- B. Collect baseline data to compare previous communication methods to updated communication methods.
- C. Provide continuous adjustments to communication, curriculum, programs, and services according to data.
- D. Use multiple methods of communicating progress of the Strategic Plan.

Review Process-Findings

1. After a careful review of the Strategic Plan, the Steering Committee believes the plan is valid and on target.
2. Schedule to reconvene in November 2029 to discuss the timeline to begin working on the next 5-year plan.