Baldwin County Public School System
District Strategic Plan

SEE (Core Paradigms/ Beliefs)	Paradigm of Leadership		Paradigm of Academic Achievement		Paradigm of Equity		Paradigm of Wellness		Paradigm of Partnership	
	Common	Highly Efficient	Common	Highly Efficient	Common	Highly Efficient	Common	Highly Efficient	Common	Highly Efficient
	Use top-down leadership to empower a few.	Cultivate strong leaders by sharing responsibility and ownership at all levels.	Data defines us.	Implement an aligned system of academic goal achievement, using data to unlock our future growth.	Increase equity in achievement by growing staff awareness.	Advance equity in achievement by unleashing the worth and potential of all.	Encourage educators to practice self-care.	Develop systems that promote whole-person wellness in educators, families and students.	Educators inform families about student progress.	Educators, families, industries, and Stakeholders partner to support student growth.

DO (Highly Effective Practices) Critical Initiative	Leadership Objective **Engage, challenge and support every stakeholder in relevant, impactful instruction and strategies that equips students with the knowledge and skills necessary to successfully enter college, career and workforce.**	Culture Objective **Provide safe environments that support the physical, mental, emotional, social and cognitive development of all stakeholders.**	Academics Objective **Increase student achievement in all academic areas with a focus on reading and math.**
	Develop operating systems to build leadership capacity (PLC) Activities: • Implement Professional Learning Communities training. • Conduct administrator-led district, school and departmental/grade level data meetings. • Implement strategic master schedule. • Conduct Problem Solving Team meetings. **Invest in personal and professional learning to advance individual growth.** Activities: • Provide prescriptive professional development. • Promote service learning as a part of Leadership. • Implement a Future Teacher organization. • BaldwinProud Employee Award • New Administrator Mentor Training • Assistant Principal Training • Principal Mentor Program	**Adopt a research-based school-wide operating system which promotes a supportive school environment, student engagement and staff satisfaction. (MTSS requirement)** Activities • Implement a culture-based program. • Incorporate MTSS Components with district support. • Implement district, school and departmental data meetings. **Build inclusive relationships with students and families to support successful learning partnerships.** **Activities:** • Family Engagement PD • Math/Reading/Academic Nights • Parent Advisory Committee • Prevention and Support Services Advisory Council • School Improvement/ACIP Committees • Prevention and Support Partnership with BC Juvenile Probation Office	**Engage students in their growth and achievement of personal and academic goals through strategies, tracking and reflection.** Activities: • Development of Data Binders/Notebooks • Implement an Advisor/Advisee program. **Increase reading achievement on local and state level benchmarks and assessments (ACAP, STAR, WIDA, PreACT, ACT) through student, self-directed learning, creativity, and problem-solving skills.** Activities: • Implement district, school and departmental data meetings with a focus on comprehensive needs. • Integrate PLC Guiding Questions • Utilize Unified Insights to disaggregate data to provide targeted PD to teachers. • Utilize evidence-based and standards-based practices and
	• New Teacher Mentor Program • New Employee Training • Bookkeeper Training • Substitute Teacher Training Video **Increase the College and Career Readiness rate and the graduation rate.** **Activities** • Implement an Advisor/Advisee program. **Provide tools and resources for all K-12 to have opportunities to prepare for college and career options.** **Activities:** • Increase the utilization of STEM/STEAM learning in schools and classrooms. • Provide project-based learning in schools and classrooms. • Direct teach leadership and life-skills • Integrate leadership and life-skills into content areas. • Promote service learning as a part of Leadership.	**Provide all employees access to mental, social and cognitive counseling.** **Activities:** • Utilize the BCBE Employee Assistance Program.	resources to impact student proficiency and close the gap for identified students and subgroups. • OGAP Implementation (Identified Schools) • Utilization of formative assessments. • Analyze data to create an action plan to provide intervention and support to improve teaching and learning ensuring built-in scheduled intervention. **Increase math achievement on local and state level benchmarks and assessments (ACAP, Star, WIDA, PreACT, ACT) through student, self-directed learning, creativity, and problem-solving skills.** **Activities:** • Implement district, school and departmental data meeting with focus on comprehensive needs. • Integrate PLC Guiding Questions • Utilize Unified Insights to disaggregate data to provide targeted PD to teachers. • Utilize evidence-based and standards-based practices and resources to impact student proficiency and close the gap for identified students • Utilization of Formative Assessments. • Analyze data to determine and provide intervention and support to improve teaching and learning ensuring built-in scheduled intervention.
Key Measures	ALSDE Report Card Indicators: • College and Career Readiness • Grad Rate • Attendance Key Measures/Benchmarks: • ATGP Observation Tool • CCR Rate • Attendance Rate • Grade Rate • Perception Survey • Team Site Visits	ALSDE Report Card Indicators: • Grad Rate • Attendance Rate Key Measures/Benchmarks: • Attendance Rate • Grad Rate • Perception Survey • Team Site Visits	ALSDE Report Card indicators • Academic Achievement • Academic Growth • Progress in ELL Key Measures/Benchmarks: • ATGP Observation Tool • Perception Survey • Star Benchmarks • ACAP • WIDA • ACT • PreACT • Team Site Visits
GET Measurable Results	Highly effective students and adults who are leaders in their school and community.	A high-trust school culture where every person's voice is heard, and their potential is affirmed.	Engaged students who are equipped to achieve and entrusted to lead their own learning.