



Cherokee County Board of Education

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Superintendent of Schools
Dr. Frank R. Petruzielo
November 1, 2012



Mission Statement of the Cherokee County School District

We, the School Board of Cherokee County, Georgia, commit ourselves to a philosophy of respect and high expectations for all students, parents, teachers and other staff. Our mission is to enable all students to become contributing citizens who can communicate effectively, gather and use information, make responsible decisions, utilize technology effectively and adapt to the challenges of the future. This mission will be accomplished by providing a variety of learning opportunities and experiences for students, both in school and in the community.

Message from the Superintendent of Schools

November 1, 2012

The Cherokee County School System's long term District Strategic Plan is a fundamental component of our accountability policy.

- ◆ The Major System Priorities provide the foundation and rationale for all objectives.
- ◆ Data and benchmarks have been developed to prioritize use of personnel and resources and measure progress over time.

Sincerely,



Frank R. Petruzielo
Superintendent of Schools

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 career, technical and agricultural 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, business, 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.
8. Reviewing the potential for utilizing the school district's existing public education facilities to establish self-supporting community school evening/week-end educational programs for interested Cherokee County adults.

School Board Beliefs

- ❖ All students deserve the opportunity to learn, achieve success and become productive citizens.
- ❖ Education/learning is a shared responsibility and should take place in the home, at school and in the community.
- ❖ All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.
- ❖ Learning is achieved through the use of a variety of effective teaching techniques.
- ❖ A safe and secure environment is essential for teaching and learning.
- ❖ All students should be taught by teachers and parents how to learn and how to become lifelong learners.
- ❖ All students deserve equal access to a quality education.
- ❖ Quality education requires quality staff, programs, facilities, equipment and technology.
- ❖ Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.
- ❖ Student achievement is enhanced through partnerships with parents, business, community-based organizations and agencies, local institutions of higher learning and other public entities.
- ❖ All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.
- ❖ Diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.
- ❖ All schools should be accountable for improving student achievement.
- ❖ All schools should reflect school-based, participatory management.
- ❖ All students must be prepared for a knowledge-based, technologically rich and culturally diverse 21st century.
- ❖ 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-embedded and collaborative; and it must be designed to establish and maintain an organizational culture that insures continuous improvement.

Cherokee County School District Data

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 1-8 performing at grade level
- ❖ Percent of Students with Disabilities (SWD) within the regular education classroom
- ❖ Retentions by grade level
- ❖ High School Graduation Rate – four and five year extended rates, as calculated on the College and Career Readiness Performance Index (CCRPI)
- ❖ High School Dropout Rate

Test and Accountability Data

- ❖ Percent of students meeting standards on Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- ❖ Percent of students meeting national average on Norm Referenced Tests – Reading, Mathematics, Science, Social Studies (Grades 5 and 8)
- ❖ Cognitive Abilities Test (CogAT) – School Ability Index (Grades 2 and 4)
- ❖ 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 EOCT
- ❖ Writing Assessment – percent of students meeting/exceeding the State standard
- ❖ Georgia Criterion-Referenced Competency Tests (GCRCT) Grades 3-8 – percent of students meeting/exceeding State standard by content area
- ❖ 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 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 ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
- ❖ Percent of high school graduates earning 2 or more high school credits in the same world language
- ❖ Percent of high school graduates successfully completing 1 or more Advanced Placement courses
- ❖ Percent of AP exams that earned college credit

- ❖ 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; P-SAT participation
- ❖ Percent of students meeting/exceeding the standard on all End-Of-Course Tests (EOCT)
- ❖ Percent of students meeting the standard on Georgia Alternate Assessments
- ❖ Percent of students taking the GCRCT-M
- ❖ Number of middle school students taking high school courses and number of students receiving high school credit
- ❖ Performance of 8th grade students taking the 21st Century Technology Skills Assessment

Attendance/Discipline

- ❖ Average daily attendance
- ❖ Percent of students with 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

Parent/Community Participation

- ❖ School Council composition
- ❖ Participation in Customer Surveys
- ❖ Number of business partnerships; Business involvement with Mentoring, Internships, Scholarships
- ❖ Number of fans and followers on Facebook and Twitter
- ❖ Needs Assessment Surveys
- ❖ Career, Technical, Agricultural Education Advisory Committee Recommendations
- ❖ Technology Advisory Committee Recommendations
- ❖ Number of Senior Project Facilitators and Judges
- ❖ 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

Facilities/Finance

- ❖ Percent of schools over capacity with or without number of portable classrooms
- ❖ Gap between needed schools and anticipated revenue
- ❖ Total operating expenditures per student average
- ❖ Administrative cost as a percent of total operating expenditures
- ❖ Teacher to Administrator ratio
- ❖ Amount of Federal, State, Local, Grant, Competitive Grant and Formula funds

Teacher Profile

- ❖ Percent of classroom teachers annually engaged in professional development courses
- ❖ Percent of teachers with advanced degrees, STEM 21, ESOL and Gifted endorsements
- ❖ Number of highly qualified teachers/Number of classes taught by teachers not in teaching field

❖ Objective 1 — Increase achievement levels for Cherokee County School District students to insure their international competitiveness and adaptability to an ever changing technological society. Defined target areas for student improvement during the next five years include the following assessment goals:

❖ College Admission Testing (SAT and ACT)

The mean SAT scores for Cherokee County students will meet or exceed the national average.

The mean ACT scores for Cherokee County students will meet or exceed the national average.

Cherokee County School District SAT scores are 89 points above the combined total average of the Nation and 135 points above the State in critical reading, mathematics and writing! All five high schools exceeded the State average on the combined total by 118 to 163 points; and all five high schools exceeded the National average by 72 to 117 points. The District had the highest average SAT scores in the State of Georgia!

❖ Criterion Referenced Testing

The percentage of students passing End of Course Tests (EOCTs) will meet or exceed the state average. The percentage of students who pass the Georgia High School Writing Test (GHSWT) will exceed 96% with no high school having less than 92% passing.

The percentage of students who meet or exceed expectations on the Georgia Writing Test will exceed 80% in grades 5 and 8.

The percentage of students who “did not meet the standard” on the Georgia Criterion Referenced Competency Tests (GCRCT) will decrease in all subgroups.

The percentage of students who “exceed the standard” on the Georgia Criterion Referenced Competency Tests (GCRCT) will increase for all subgroups.

Test participation rates will meet or exceed 95% for all subgroups for all state assessments.

❖ Norm-Referenced Testing

For students in grades 5 and 8, the national percentile rank of the average score will increase each year in Reading, Math, Science and Social Studies.

❖ Attendance and Completion

The percentage of students absent 15 or more days per year will remain at or below 5%.

School Completion Rate: The percentage of students who graduate with a regular high school diploma in four, four and one-half and five years will increase each year.

Action Steps	Time Line	Evaluation Measures
<ul style="list-style-type: none"> • Provide teachers with essential tools to maintain and update student performance standards (including Common Core Georgia Performance Standards in the areas of English, Language Arts and Mathematics), identify and prioritize critical course content, and address individual differences in the way students learn. ▪ A variety of assessment instruments (local, state and national) will be developed and acquired to measure student mastery of standards using a pre/post test and formative model (formative and summative benchmark assessments). ▪ Partnership for Assessment of Readiness for College and Careers (PARCC) consortium is in the development stage of a Common Core Standards assessment tool to accompany the implementation of these standards. ▪ Teaching materials and textbooks will be acquired or developed that are aligned with standards. ▪ Writing standards will be aligned with best practices in teaching of writing and student assessment methodology in writing. 	<p>2012-16</p>	<p>Student achievement results</p>

Objective 1 Continued

<ul style="list-style-type: none"> ▪ Professional development will continue to be provided in differentiation of instruction for all students. ▪ Continue to provide targeted training to supportive instructional paraprofessionals and related teachers to increase strategies and capacity to provide for academic, behavioral and social needs of students with disabilities in the general education environment. ▪ Explore and promote opportunities for elementary and middle school students to participate in virtual and online learning ▪ Enhance blended learning opportunities for high school students by promoting and accommodating: <ul style="list-style-type: none"> ○ virtual and online learning and credit recovery offerings (e.g. Georgia Virtual Schools, Moodle, Apex) ○ “flipped” classroom pedagogy ○ personalized learning strategies through the Bring Your Learning Device (BYLD) initiative. 		
<p>SB289 provides additional online course choices for CCSD students. Beginning with the current 2012-13 school year, students will have the opportunity to take a Georgia Virtual School (GAVS) course as part of the regular six period day. This includes courses that are currently offered on campus through traditional face-to-face instruction, which is different from CCSD guidelines in the past. Students making this request will work with counselors and school administrators to obtain a course schedule which could include one or more GAVS course(s).</p>		
<ul style="list-style-type: none"> ▪ The allocation of resources will continue to be assessed with the goal of applying additional resources to students who have academic deficits. ▪ The District will provide support and accommodations to allow an increase in the percentage of time that special education and ESOL receive instruction in the general education setting. ▪ Implementation of new Career, Technical and Agricultural Education classes, performance standards and End of Pathway Assessments will continue. ▪ Science, Technology, Engineering and Mathematics (STEM) will be reflected across the curriculum with emphasis placed on recognizing and expanding examples of existing and emerging innovative, project-based, student-centered programs, activities and strategies in STEM Academies and classrooms and extra-curricular programs. 		
<p>1.1 Develop and implement a comprehensive student assessment program that accurately estimates the progress of CCSD students in meeting national, state and local standards as well as determining the degree to which they are successful in meeting their post-secondary school goals.</p> <ul style="list-style-type: none"> • All available resources will be utilized in disaggregation of assessment data for all subgroups. • A district-wide protocol for students in grades 10-11 to take the Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarships Qualifying Test (NMSQT) and the utilization of item analysis to evaluate and improve instructional methodology will be established. • Continue implementation of the new State alternate assessment (CRCT-M) for students with disabilities. • Implement and expand training on the district Student Information System for teacher disaggregation of data as well as the State Longitudinal Data System. • Continue to implement CTAE End of Pathway assessments. 	Ongoing	Comparison charts of test results



<ul style="list-style-type: none"> ● Gathering baseline data for the implementation of College and Career Readiness Performance Index (CCRPI). ● Implement 8th grade 21st Century Skills Assessment to provide administrators and teachers data relative to the integration of the National Education Technology Standards for Students (NETS–S) into the curriculum. ● State Longitudinal Data System will be used to analyze trends; evaluate programs; and assist teachers, administrators, School Councils and School Data Management Teams in identifying ways to increase student achievement in conjunction with student information system data capabilities. ● Utilize capabilities of State Longitudinal Data System as defined in Race to the Top (RT3) to build a statewide P-20 Pipeline of student, teacher, school and district performance data. ● Continue to provide students, parents, teachers and administrators with real-time, trustworthy data and resources designed to inform instruction and support student academic achievement. ● Analyze assessment data to determine progress toward goals. ● National (PARCC) and state assessments that support the new CCGPS standards will be developed and implemented over the next three years with final implementation in 2014-15. ● Implement ACCESS and World-class Instructional Design and Assessment (WIDA) standards for English Learners (EL) students as a source of assessing progress and academic readiness. 		
<p>1.3 Conduct annual revisions of individual School Improvement Plans (SIP).</p> <ul style="list-style-type: none"> ● School and community profile ● School mission and beliefs ● Comprehensive needs assessment based on Effective Schools Research ● Measurable objectives reflecting current student performance data and needs assessment data. ● Assess student progress toward annual objectives and use data to determine appropriate teaching/learning strategies and interventions. ● Action plan to meet measurable objectives, including integration of Science, Technology, Engineering and Mathematics (STEM) initiatives and research based strategies, for all schools to meet and exceed CCRPI indicators for <u>all</u> subgroups, regardless of the size of the subgroups. ● Documentation of results of SIP plan ● School-based Plans: <ul style="list-style-type: none"> - Response to Intervention - SACS-CASI Checklist - Technology Use - Safety and Security - Character Education - CTAE compliance review (as applicable) - Homework - Attendance and Truancy Prevention - School Technology Professional Development Plan correlating directly to academic objectives in SIP - Teacher As Advisor (TAA) - Title I (if applicable) - Waiver request (if applicable) - Corrective Action Plan (if applicable) 	<p>Annually</p>	<p>School Improvement Plan checklist completed by review committee and approved by Superintendent and School Board</p> <p>Progress toward meeting objectives reported in following year's plan</p>

<p>1.4 Continue to expand the Cherokee County Career Pathways model for all students in grades K-12. A system-wide structure of activities, opportunities and courses through career awareness in elementary schools, career exploration in middle schools and career pathways at the high school level will be incorporated throughout the curriculum.</p> <p>218 CCSD 2012 graduates were honored as Pathway Completers at graduation ceremonies, wearing bronze "Pathway" medals to signify their achievement.</p>	2012-16	Evaluation programs developed by Curriculum and School/Community Partnerships
<p>1.5 Continue to implement a Teacher As Advisor program in grades 6-12 that includes performance standards for study skills, career interest/development, digital citizenship, high school course selection, post-secondary education opportunities and career pathway selection.</p> <p>The School District annually publishes a High School Course Selection Guide that includes comprehensive descriptions of each course offered by the District and guidance information to facilitate the completion of each career pathway offered. As an additional resource, the district has contracted for the use of an online career development system that allows advisors to manage their students' ongoing career portfolio, high school graduation plan, post-secondary planning and career interest assessments.</p>	2012-16	Curriculum Mapping: Yearly Course Map
<p>1.6 Plan, develop and implement an Academic Improvement Plan (AIP) for students designated by teachers and principals as being significantly at-risk of not mastering student performance standards. Currently, all students in Tiers 2 and 3 of CCSD's Response To Intervention (RTI) initiative receive a Pyramid Of INTervention (POINT) plan.</p>	2012-16	POINT Plan
<p>1.7 Work with community agencies to decrease absences and tardies among students who are absent more than 15 days per year.</p>	2012-16	Analysis of attendance reports
<p>1.8 Collaborate with the Georgia Department of Education, Governor's Office of Student Achievement and participating School Districts in the training, piloting and implementation of components of the RT3 grant initiative.</p>	2012-16	Implementation of Common Core Standards, Teacher/Leader Evaluation System and State Longitudinal Data Systems and Induction Programs
<p>1.9 Increase capacity to provide formative and summative standards-based reporting for all students, which is intended to supplement Report Cards.</p>	2012-16	Standards-based reports

- ❖ Objective 2 —Establish a system of choice-based, specialized educational programs designed to meet the academic needs of students and offered within existing classroom space and/or stand-alone programs in repurposed CCSD facilities.

Action Steps	Time Line	Evaluation Measures
<p>2.1 Develop and implement, in collaboration with District partners, Science, Technology, Engineering and Math (STEM) programs for grades K-5/6 at designated elementary schools in appropriate geographic regions and subsequently expand to a designated middle school(s) and high school(s).</p> <p>Over 200 applicants took advantage of the enrollment opportunity this school year. Combined with the students already attending a school designated as one of the Academies, 2,750 students are enrolled and receiving the STEM or Fine Arts curriculum offered through the six Cherokee Academies during the 2012-13 school year.</p>	2012-16	<p>Implementation Plan:</p> <ul style="list-style-type: none"> • Programmatic • Operational • Fiscal <p>Annual Status Report</p>
<p>2.2 Develop and implement, in collaboration with District partners (e.g., Arts Now), Performing and Visual Fine Arts programs for grades K-5/6 at designated elementary schools in appropriate geographic regions; subsequently expanded to include a designated middle school(s) and high school(s).</p>	2012-16	<p>Implementation Plan:</p> <ul style="list-style-type: none"> • Programmatic • Operational • Fiscal <p>Annual Status Report</p>
<p>2.3 Provide STEM 21 training for the staff of STEM Academies in the areas of project-based learning and instructional technology.</p>	2012-16	Participation statistics
<p>2.4 Develop and implement, in collaboration with District partners, local businesses and industries, a Career, Technical and Agricultural Education (CTAE) high school.</p>	2012-16	<p>Implementation Plan:</p> <ul style="list-style-type: none"> • Programmatic • Operational • Fiscal <p>Annual Status Report</p>
<p>2.5 Investigate the potential to develop and implement, in collaboration with District partners, an accelerated academics program (e.g., International Baccalaureate) at elementary, middle and/or high school levels.</p>	Ongoing	Availability of potential funding and resources

OBJECTIVE 3

- ❖ Objective 3 — Improve performance by students, staff and the organization through results-driven professional development that is standards-based, job embedded and collaborative.

Action Steps	Time Line	Evaluation Measures
<p>3.1 Provide districtwide standards-based professional development in specific content to include strategies in Science, Technology, Engineering and Mathematics (STEM 21).</p> <p style="background-color: yellow;">PD 360+, a customizable online professional development delivery program provides on-demand, online professional learning delivery in support of RT3 initiatives and comprehensive school improvement support.</p>	Ongoing	Course attendance, data performance assessments and student achievement results
<p>3.2 Continue participation in GaDOE planned professional development for ongoing implementation of the Common Core Georgia Performance Standards (CCGPS) with full implementation in 2014-15 with the introduction of PARCC assessment.</p>	2012-16	Performance checklists
<p>3.3 Provide training for disaggregation and interpretation of all student achievement data including longitudinal data, as well as data from formative and summative assessments.</p>	2012-16	Session Reports
<p>3.4 Implement job-embedded, collaborative and contextual models of professional development.</p> <p style="background-color: yellow;">Despite State suspension of Professional Learning Unit (PLU) credits for the purpose of certificate renewal, employees participated in more than 4,708 professional learning activities in CCSD's Comprehensive Professional Development Program.</p>	2012-16	Reports on performance assessments
<p>3.5 Continue offering courses on the integration of technology and curriculum that prepare teachers and media specialists to integrate the effective use of instructional technology into the standards-based classroom.</p>	2012-16	Historical comparison of technology courses and performance assessments
<p>3.6 Continue implementation of an enhanced professional development program for potential educational leadership candidates, including new and current administrators.</p>	Ongoing	Data from performance assessments
<p>3.7 Continue to enhance the professional development mentoring program through increased mentor training and program representatives at each school.</p>	Ongoing	Data from performance assessments and RT3 Induction Programs
<p>3.8 Continue to enhance a training program for classified personnel, incorporating various delivery models through available community partnerships and other resources to ensure employees continue to have the necessary knowledge, attitude, training and skills to perform effectively and safely on the job.</p>	2012-13	Data from performance assessments
<p>3.9 Continue to support state and local endorsement programs (e. g. Gifted or ELL) for critically-needed areas of certification.</p>	Ongoing	Performance Assessments
<p>3.10 Continue to provide professional development in research based strategies to meet the diverse needs of students and based on utilization of targeted and strategic longitudinal data analysis.</p> <p style="background-color: yellow;">1,130 teachers have completed gifted certification since the beginning of the 2002-03 school year. This endorsement is the first to be offered as an online/hybrid program in 2011-12. Since 2004, 118 teachers have completed the ESOL Endorsement certification with 25 participants in this year's endorsement courses.</p>	2012-16	Performance Assessments



3.11 Provide professional development and state-endorsed training for district administrators, school leaders and teachers for piloting and implementing more effective/performance-based teacher and leader evaluation systems.	2012-16	Teacher Keys Effectiveness System Leader Keys Effectiveness System
3.12 Provide training and District support of online professional development and observation that supports the new teacher (TKES) and leader (LKES) evaluation instruments, including real-time, technology-based observation and evaluation tools for administrators. 127 administrators are now credentialed as evaluators in TKES and 48 are credentialed in LKES training.	2012-16	Evaluation Measures
3.13 As requested in the most recent visit from Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), create and implement a comprehensive District Professional Development Plan.	2012-16	Number of professional development participants
3.14 Conduct an annual administrative needs assessment to inform determination of districtwide professional development needs.	2012-16	Assessment results

- ❖ **Objective 4 — Pursue alternative funding sources to maintain and expand existing and essential programs or to initiate new programs and services aligned with the system's mission, Major System Priorities and beliefs.**

Action Steps	Time Line	Evaluation Measures
<p>4.1 Continue to develop and maintain a comprehensive, system-wide resource development and grants management program of competitive and non-competitive (State, Federal and private) grants focused on project development, funding source development, teacher endorsements and proposal writing for individual schools, School Innovation Zones and the District.</p> <p style="background-color: yellow; border: 1px solid black; padding: 5px; display: inline-block;">More than \$12.6 Million in competitive grants has been awarded to the Cherokee County School District since the 1999-2000 school year.</p>	2012-16	Documentation and department evaluation
4.2 Maintain and cultivate partnerships, collaboratives and relationships with local, state, national and international businesses, organizations and agencies to enhance potential grant opportunities.	2012-16	Log of ongoing contacts and collaborations
4.3 Increase the number of competitive and non-competitive grant opportunities attempted and awarded.	2012-16	Documented number of attempted and awarded grants
4.4 Support school-based grant initiatives through research, referral, professional development classes and project evaluations.	2012-16	Increase number of successful school-based initiatives and grant activities
4.5 Establish and build relationships with businesses in the community by fostering partnership agreements and securing additional resources to support teaching and learning including alternative sources of funding such as the newly proposed Cherokee County Educational Foundation.	2012-16	Documentation and department evaluation

- ❖ **Objective 5 — Develop support, technical assistance and intervention strategies to ensure that all students receive adequate and appropriate service to enhance the quality of the school experience.**

Action Steps	Time Line	Evaluation Measures
5.1 Combine all resources to identify, enhance and expand upon the unique needs of each School Innovation Zone to improve student achievement and services.	Ongoing	School Innovation Zone minutes
5.2 Provide supplemental instructional services for students at risk of meeting State and local academic performance standards.	Ongoing	Documentation of student assessment results
5.3 Review and update guidelines and/or handbooks for before/after school programs.	Ongoing	Guidelines documentation
5.4 Continue to provide training for School Counselors and School Social Workers for student support.	Ongoing	Annual Assessment of participation numbers
5.5 Monitor student participation in all areas, including athletics, band, music, drama, debate, etc.	Ongoing	Annual Assessment of participation numbers
5.6 Maintain a handbook for opening a new elementary, middle and high school and publish guidelines for what each new school will be provided.	Ongoing	Documentation of guidelines
5.7 Increase teacher and administrator training on on-line tutoring, student access to virtual courses and assessment programs.	Ongoing	Documentation of participation
5.8 Review and update special education policies and procedures to facilitate implementation of special education State Board Rules.	Ongoing	Look at Policy Changes

❖ Objective 6 — Technology will be utilized to increase student achievement.

Implementation of “Bring Your Learning Device” (BYLD) program is active in 21 CCSD schools. Students are encouraged to use their web-enabled, mobile wireless devices to access digital textbooks, online resources and learning content. Professional development for BYLD is being offered to teachers in both face-to-face and online formats. BYLD is intended to support the mission to teach communication skills, knowledge and behaviors that students will need as responsible citizens in the global community.

Action Steps	Time Line	Evaluation Measures
6.1 Optimize the network infrastructure to support student learning and the District's technological needs.	Ongoing	Comparison report of monthly usages
6.2 Provide instructional and technical support to each school to help classroom teachers utilize and integrate technology successfully.	Ongoing	Monitoring of Help Desk Reports and Technology Based Training Activities
6.3 Continue to support the integration of effective technology use within classroom instruction through continuous professional development activities, increased access for students and assessment and application of emerging and innovative trends in K-12 technology-based learning.	Ongoing	Lesson plans, observation and electronic portfolios
6.4 Continue to provide schools and school district media centers with new technologies and learning resources as well as school-wide training initiatives focusing on Digital Citizenship (e.g., cybersafety, plagiarism, safe searching, cyberbullying, parental guidance, etc.).	Ongoing	Electronic portfolio, usage statistics and collaboration projects
6.5 Continue to implement and support the District's online credit recovery initiative.	Ongoing	Report of online course completions
<p>1,468 students attempted 2,848 online courses and earned a total of 2,328 credits during SY 2011-12.</p>		
6.6 Align technology-based training initiatives directly with school improvement goals.	Annually	Summary of Technology training participation by school. Review and summarization of School Improvement Plans related to technology.
<p>Each school is now required to design a School Technology Plan that is incorporated within and correlates directly to their School Improvement Plan.</p>		
6.7 Utilize educational online web-based resources for access to lesson plans (e.g., media resources, research databases and curriculum-related activities) and for high-stakes testing review.	Ongoing	Usage reports of purchased resources
<p>Online resources for the district schools include interactive digital content in Spanish and English, reference databases, bibliographic and note-taking resources, royalty-free music resources, historical/contemporary map resources, test preparation reviews and plagiarism detection services. The District has been recognized by curriculum-based online content providers for extensive use of these educational tools.</p>		
6.8 Collaborate with institutions of higher learning to assist them in designing educational programs for student teachers who teach and provide 21 st Century technology skills and best practices.	Ongoing	Minutes from annual meeting with institutions of higher learning



6.9 Provide applicable students with an electronic portfolio to manage their documents, digital resources, activities and time.	Ongoing	Monitoring the use of the resource, as well as feedback from students, teachers and principals
6.10 Ensure that professional development opportunities centered on Assistive Technology are available and effectively train District staff to properly support students with unique and special needs.	Ongoing	Development of courses and summary of class participation and lab usage
6.11 Promote, support and monitor participation in and offer online assessment programs in preparation for PARCC.	Ongoing	Analysis of School and District Reports
6.12 Provide necessary technology-based resources to support teacher efforts in preparing students to meet 21 st Century Technology Literacy Assessment standards by the 8th grade.	Ongoing	21 st Century Technology Literacy Assessment
6.13 Continue to measure usage and effectiveness of software and subscription services.	Ongoing	Analysis of software usage reports and assessment results
6.14 Develop access to online resource for students and teachers to store, collaborate and share curriculum based resources.	2012-14	Monitor utilization of resources
6.15. Utilize a digital distribution system for the delivery of educational content to all District locations. Content is multimedia in format, including video, audio and presentation files. In addition, utilize a collaborative tool that allows for video conferencing, interactive communication, online collaboration and visual instruction in a secure conferencing environment.	Ongoing	Monitoring the use of the resource as well as the resources accessed.
6.16 Continue to assess and invest in applications that are directly tied to student achievement and/or improved productivity.	Ongoing	Testing results and student achievement reports
6.17 Focus software investments on standards-based curriculum applications that include provisions for centralized reporting of student usage and progress and that include tools and resources for teaching, assessment, prescription, diagnoses and reporting.	Ongoing	Application reports correlated when possible with student achievement
6.18 Pursue options to eliminate the barriers faced by K-12 institutions in the acquisition of low-cost or no-cost, content-rich electronic textbook materials which essentially breaks the cycle of publishers who are unwilling to adapt pricing models to make the materials cost effective and available to students at all grade levels.	Ongoing	Continuous dialogue with textbook providers and publishers and through the observation of trends in the publishing industry that demonstrate progress in the reduction of costs and the enrichment of content.
6.19 Refine methodologies designed to assist educators in managing student use of personal computing and web-enabled devices as a means to increase access for students and increase their level of engagement in the classroom. Also, review options for providing wireless support in this regard.	2012-14	Assessing school-based interest and class participation
6.20 Provide technical and instructional support for the continued administration of the District's blended learning initiatives (e.g., BYLD).	Ongoing	Periodic reports on participation

❖ Objective 7 — Technology will be utilized to increase school and district productivity and efficiency.

Action Steps	Time Line	Evaluation Measures
7.1 Replace paper with electronic online data, use technology-based software that facilitates web-based data sharing and collaboration and automate workflows where possible, including forms and often-modified documents such as policy manuals and curriculum guides.	Ongoing	Replacement of paper documents with electronic online data and custom built District sites
7.2 Develop and maintain technology security guidelines aimed at protecting critical operations and confidential data.	Ongoing	Creation, refinement and adoption of guidelines
7.3 Develop standards for compliance in software and applications to foster and promote interoperability among departments.	Ongoing	Advance review of District software purchases by technology staff.
7.4 Maintain compliance with the Americans with Disabilities Act (ADA), Children’s Internet Safety Act (CIPA), Protecting Children in the 21 st Century Act (Title II of the Broadband Act), Children’s Online Privacy Protection Act (COPPA), and Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA), through policy and practice and technology protection measures.	Ongoing	Continued enforcement of the School Board policies that include conformity to legislative compliance, publishing on-line safety tips in the Annual Student/Parent Handbook and Discipline Code and usage of resources provided
7.5 Implement resources and practices to better facilitate the electronic exchange of information and efficient uses of technology, including the transition to employee inquiry/self-service for payroll, personnel and benefit applications.	2012-14	Observation of usage of resources and practices; overhaul manual process when practical and within budget
7.6 Expand the use of the centralized system for managing professional development activities and maintaining certification data to all certified employees.	Ongoing	Centralized system accessed and utilized through a local intranet network
7.7 Continue implementation of computerized document management system for school facilities. a. Prioritize and categorize documents to be stored. b. Annually update facility usage/program. c. Enter updated facility data to reflect building modifications and as-built conditions. d. Store blueprints for convenient retrieval.	Ongoing	Electronic storage of school facility documents
7.8 Continue training on tools that provide electronic planning and scheduling for personnel, resources and facilities.	Ongoing	Review of class participation and maintain use of system
7.9 Allow access to technology tools and resources by teachers who do not have regular classrooms due to overcrowding with use of portable devices.	Ongoing	Gap analysis review of teachers versus available technology per site

7.10 Continue to use an electronic records retention system that includes a disaster recovery system for critical data: a. Prioritize and categorize documents to be stored b. Develop protocol for the system c. Store data in the system	Ongoing	Records retention plan
7.11 Continue to utilize the electronic purchasing/accounting and inventory system, including the implementation of purchasing-card software for employees/schools.	Ongoing	Accurate, efficient and timely purchasing and inventory data
7.12 Continue to utilize the on-line school food service management system which includes management of the following: a. Student accounts b. Food inventory and USDA commodities c. Order processing and bid analysis d. Menu planning and food production e. Free and reduced-price meal approval f. Equipment	Ongoing	Increased performance on breakfast participation, lunch participation and profit and loss reports
7.13 Continue to provide an online student meal payment option for parents.	Ongoing	Participation statistics
7.14 Explore and/or expand more productive/efficient eCommerce opportunities for parents, such as MealpayPlus, online afterschool program payments, purchase of school supplies, accessories, fundraising, donations, payment of fees, etc.	Ongoing	Participation statistics
7.15 Improve the efficiency of the District's network infrastructure through implementation of best practices such as server centralization, consolidation and virtualization and the investment in a centralized network management solution.	2012-16	Utilization of network monitoring and reporting resources
7.16 Review and update policies and procedures to align business practices and workflow with District goals and strategies.	Annually	Policy Review
7.17 Continue to utilize the library and textbook manager automation program for integrated circulation, cataloging, searching, reporting and library management to help each school in the District work more efficiently and to provide the District with management tools for reporting and system administration.	Ongoing	Review of inventory and District reports
7.18 Continue to utilize and expand an online employment application process Since initiation in March 2012, over 2,600 applications have been processed online.	2011-13	Implementation of online application program
7.19 Provide students with secured web-based access to their academic performance data including grades, attendance, assignments as well as easy access to digital content and resources that will support their efforts to improve their academic achievement.	2011-15	Review of portal usage statistics by locale.
7.20 Collaborate with the State Department of Education and the developers of the District's student information system to implement the State Longitudinal Data system (SLDS) to provide access to students' longitudinal performance data and assist teachers and administrators with developing effective strategies to address areas for academic improvement.	2011-15	Access to the SLDS by teachers and administrators
7.21 Identify and implement 21 st century tools that are designed to enhance communication amongst administration, faculty, staff and students and that allow efficient means for which to collaborate (e.g., LYNC).	2012-16	Delivery of and training on identified solutions

7.22 Explore the feasibility for implementation of a districtwide Learning Management System.	2012-16	Review potential solutions
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OBJECTIVE 8

❖ Objective 8 — To provide a quality safety and security service to the system and community.

Action Steps	Time Line	Evaluation Measures
8.1 Maintain a General Directives Manual for internal use by police employees that establishes high standards of performance.	2012-16	Annual policy review
8.2 Work with local and State criminal justice agencies to acquire information necessary for ongoing investigations, crime trends and court related dispositions of students adjudicated.	2012-16	Reports of data collected through collaboration with local and state criminal justice agencies
8.3 Maintain certification compliance by meeting or exceeding standards adopted by the Georgia Law Enforcement Certification Program.	2012-16	Annual Policy Review
The Cherokee County School District Police Department will again be assessed for recertification compliance in 2015.		
8.4 Continue to work with District level and school-based staff to evaluate patterns of student/school behavior to reduce or prevent specific violations.	2012-16	Semi-Annual Report of Incidents
The Cherokee County School District has no school identified as a "Persistently Dangerous School," as defined by the Elementary and Secondary Education Act.		
8.5 Continue to work with School and County Council Parent-Teacher Associations (PTA), as well as community-based organizations, to cultivate and establish relationships that support initiatives related to improving school safety and security.	2012-16	Schedule of activities
8.6 Prepare semi-annual reports that capture the types of calls and incidents referred to the police department to aid in accurate administrative and state reporting.	2012-16	Incident reports
8.7 Continue to work with local and State public safety agencies to establish a wireless communication committee for the purpose of researching and designing a county-wide radio communications system.	2012-16	Annual progress report
8.8 Continue to assess, review and implement school-based and District safety plans/programs that enhance the ability of district personnel and local public safety agencies to respond to emergencies and crises.	2012-16	Annual procedure review

<p>8.9 Continue to build out a UHF radio communication system that provides districtwide inter/intra-communication ability with school-based staff and public safety agencies.</p>	<p>2012-16</p>	<p>Annual Progress Report</p>
<p>8.10 Continue an Annual Employee Safety Awareness and Training Advisory Committee to evaluate safety topics and available resources to formulate recommendations that will ensure employees continue to have the necessary knowledge, attitude, training and skills to perform safely on the job.</p>	<p>Ongoing</p>	<p>School district department activities, departmental safety training plans and accident data</p>
<ul style="list-style-type: none"> • Each department is now required to develop a Departmental Safety Training Plan specifically to identify safety training needs related to departmental functions and duties and responsibilities of individual work assignments; 50 training topics are included for new hire, annual and refresher training. • Delivery models for safety training instruction have been expanded to include on-line safety training; 120 employees participated in on-line courses during 2011-12. • Through a partnership with Chattahoochee Technical School, a customized, advanced defensive driving training course is now available for employees assigned to drive school system vehicles. 		
<p>8.11 Conduct an annual review of the District Emergency Response Team protocol to ensure systemic accountability of district personnel, equipment and operations as it relates to school-based safety plans and relationships with other governmental agencies.</p>	<p>Ongoing</p>	<p>Annual review</p>

❖ Objective 9 — Continue to provide an efficient and proactive transportation system.

Action Steps	Time Line	Evaluation Measures
9.1 Continue to provide quality, safe transportation for all students.	Ongoing	Monthly/Annual inspection safety reports; incident and accident reports; DOE Best Practices Assessment
9.2 Continue to support the Advanced Training Program for school bus drivers, which provides additional training opportunities and subsequent salary advancements to drivers upon satisfactory completion of coursework. Courses in this program include, but are not limited to, the following: Transporting Special Needs Students, Bullying, Behavior Management, CPR, Basic First Aid and Gangs/Crime Prevention. During SY2011-12, 101 bus drivers and 18 attendants attained the title of "Exemplary Driver"; and, 62 drivers received the Perfect Attendance Award. 90% of the School District's current bus drivers are actively taking courses or have completed all coursework within the Advanced Training Program's top level (III).	Ongoing	Performance assessments; Driving Range
9.3 Continue to provide the best qualified, well-trained bus technicians using the latest computer diagnostics equipment incorporating extensive staff development and career incentive programs. For 35 consecutive years, the Cherokee County School District has received a 100% perfect state inspection on all school buses.	Ongoing	Performance assessments, maintenance data records
9.4 Continue to seek grant funding to retrofit all buses to meet or exceed 2007 Emissions Standards. \$726,409 in competitive grant funding has been utilized to retrofit 52 buses to meet or exceed 2007 Emission Standards.	Ongoing	Annual fuel report
9.5 Continue to utilize a Bus Support Facility in the northern section of the county to increase efficiency and to provide for additional secured parking areas.	Ongoing	Utilization report of fuel island and fuel combustion reports
9.6 Continue to provide a comprehensive bus rider safety program for all students in grades PK-12. Over 27,000 students are annually trained in bus rider safety in PK-8 grades, and bus safety information is provided for students in grades 9-12.	Ongoing	DOE Best Practices Assessments and annual training report
9.7 Continue to increase the number of buses in the fleet with air-conditioning. 100% of special education buses and 49% of regular education buses now have air-conditioning.	Ongoing	Fleet vehicle schedule and utilization report
9.8 Continue to advance radio communication utilizing the digital platform to develop individual talk groups for each innovation zone and special education.	Ongoing	Annual inventory of radio equipment and daily operations

9.9 Implement a computer based software application for field trips that will enable schools/operations to utilize existing technology infrastructure for submitting, approving, invoicing, and tracking.	SY 12-13	Elimination of printed forms and annual field trip reports.
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OBJECTIVE 10

❖ Objective 10 — Implement procedures for recruiting, employing, allocating and evaluating personnel (especially in critical needs areas).

Action Steps	Time Line	Evaluation Measures
10.1 Continue to review and revise, as necessary, Personnel Management responsibilities and assignments for increased efficiency and productivity within the department in managing and documenting compliance with all mandated federal, state and local requirements, as well as all certification and licensing procedures.	Annually	Annual review
10.2 Utilize yearly recruitment plan to address critical areas, including teaching and non-teaching positions (e.g., speech/language pathologists and occupational therapists), bilingual staffing and student growth.	Annually	Staffing vacancies with in-field certified personnel and critical shortage areas for support staff
<p>10.3 Continue to implement standardized hiring practices/procedures that enable the school district to be highly competitive in attracting highly qualified personnel at all levels.</p> <p>All CCSD staff were deemed "Highly-Qualified" for the 2011-12 academic year, as defined by the Elementary and Secondary Education Act.</p>	Ongoing	Comparison of practices/procedures to other Metropolitan systems and an analysis of end results
10.4 Adhere to State and Federal guidelines for employing highly qualified personnel.	Annually	Analysis of the percentage of highly qualified personnel at each school
10.5 Continue to survey personnel leaving the system in each employment area to further enhance/strengthen the CCSD employment experience.	Annually	Exit survey summary report
10.6 Provide additional staff as needed for growth and to meet School District's needs and objectives.	Annually	Annual staffing reports
<p>10.7 Sustain a progressive, competitive and affordable benefit program for District employees that is in line with state and national trends in health, wellness and retirement benefits.</p> <p>The School District's retirement benefit program now includes automatic enrollment in a group-sponsored mutual fund retirement savings plan [including 403(b) & 457(b) pre-tax and Roth 403(b) after-tax contributions], providing employees best-in-class investment offerings, simplified enrollment/account management tools, and reduced fees and expenses to maximize retirement savings opportunities for all employees. Presently, 1,535 employees have enrolled in CCSD 403b/457b retirement savings plans.</p>	Annually	An ongoing review of the District's benefit program in comparison to those of other mid-to-large size employers including Metro-area school systems

10.8 Continue to provide, through recruitment and allotment processes, equitable access to highly qualified teachers and paraprofessionals, equity in teacher experience and equity in class size for all students regardless of demographics.	Ongoing	State reporting
10.9 Continue to facilitate communication by providing regular updates on employment opportunities, health and wellness resources and benefits.	Ongoing	Number of employees accessing self-service and response to postings.
10.10 Continue to review and revise job descriptions and the evaluation processes to increase accountability for student gains and/or performance efficiencies and enhance expectations for job responsibilities.	Ongoing	Evaluation instruments
10.11 Continue to coordinate with appropriate staff/departments to ensure that policies and procedures and required notices and/or publications are in place to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others in accordance with federal, state, and or local requirements.	Ongoing	Annual review

OBJECTIVE 11

❖ Objective 11 — Continue to maintain a system of accountability which is aligned with Major System Priorities.

Action Step	Timeline	Evaluation Measures
11.1 Develop a five-year strategic plan based on the Major System Priorities; evaluate progress and update it annually.	Annually	Annual analysis of District objectives
11.2 Continue to align local accountability policy/framework with requirements of the Elementary and Secondary Education Act (ESEA) and Race To The Top (RT3) Initiative.	Ongoing	Analysis of reports and student assessment results
11.3 Continue to 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.	Ongoing	Reports and analysis of data elements
11.4 Develop an annual budget through an Ad Hoc Budget Committee process. Establish a subcommittee to review any further State and local revenue reductions after local budgets are approved.	Annually	Executive budget summary report
11.5 Continue to expand opportunities for parental and community involvement.	Ongoing	Result of feedback from school councils, PTAs, and Ad Hoc Committees, Chamber of Commerce
11.6 Analyze, synthesize and compile disaggregated data reports to reflect student progress and evaluate programs.	Ongoing	Correlation of student progress to program effectiveness
11.7 Prepare and distribute Annual Report of District and School Progress.	Annually	Paper and electronic publication of reports



11.8 Maintain current District accreditation standards from the Southern Association of Colleges and Schools (SACS) and Council on Accreditation and School Improvement (CASI).	Annually	Renewals of accreditation achieved by schools
<p>In 2011, Cherokee County School District was one of the first school districts in the State of Georgia and the Nation to be recommended for "District Re-Accreditation as a Quality School System," as determined by the Southern Association of Colleges and Schools and the Council of Accreditation and School Improvement (SACS CASI).</p>		
11.9 Continue to address requirements, commendations and recommendations addressed by the Georgia DOE Career, Technical Agricultural Education Program Review.	Ongoing	State Report
11.10 Continue to communicate School District concerns and educational legislative issues to the State legislature and other audiences.	Annually	Publication of yearly legislative agenda
11.11 Conduct an annual financial audit by independent auditing firm.	Annually	Analysis of report results by independent auditors
11.12 Continue to audit school student activity accounts on site.	Annually	Management reports
11.13 Continue utilizing a standards-based school fund and afterschool program accounting software system.	Ongoing	Management reports
11.14 Allocate adequate time, financial support and personnel to conduct system program evaluation.	2012-13	Reports of the effectiveness of instructional program
11.15 Analyze employee evaluation process to determine changes/revisions necessary to increase accountability for student gains/deficiencies or enhance expectations for job performance.	Annually	Analysis report
11.16 Align federally-required, consolidated application planning for funding with the Cherokee County School District Strategic Plan.	Annually	Results of State review

- ❖ Objective 12 — Expand the written, systemic Partnership Initiative and services of the Office of Public Information, Communications and Partnerships, and increase parental and community involvement throughout the school system.

Action Step	Timeline	Evaluation Measures
12.1 Review and evaluate existing partnerships to determine benefits and how they affect student achievement.	Ongoing	Correlation report of partnerships and Major System Priorities
12.2 Expand, renew and manage existing partnerships and solicit new partners districtwide and for local schools. From 10 in 1999, the School District now has over 80 Board-approved, mutually beneficial partnerships/agreements, which include all municipalities, county government and local institutions of higher learning and over 100 individual business/school partnerships.	Ongoing	Comparison report of current and previous partners
12.3 Expand guidelines to institute a “communications loop” whereby pertinent school data, information and policy considerations are routinely disseminated throughout the School Innovation Zones and the community.	Ongoing	Documentation of guidelines Ongoing Practice
12.4 Enhance and expand the services of the Public Information, Communications and Partnership Department.	Ongoing	a. Review of comprehensive plan b. System reviews of Spanish translation utilization c. Analysis report of school facilities utilization
12.5 Disseminate school and school District information relative to educational programs/opportunities to the community-at-large via Internet, written correspondence and interpersonal communication.	Ongoing	Request for information
12.6 Endorse the concept of flex time for business partners to allow employees, who are also parents, to volunteer and participate in school activities.	Ongoing	Board approved partnership agreements
12.7 Expand facilitation of parental involvement initiatives to increase opportunities for school/parent communications.	Ongoing	Review of results of parent survey
12.8 Continue to take a proactive stance on education issues with local media to promote the Mission and Major System Priorities of the School Board and Superintendent, so that the Office of Public Information, Communications and Partnerships is treated by local media as the first source on stories related to education.	Ongoing	Media clips, phone calls
12.9 Continue to conduct at least two advisory committee meetings a year in each of the high school CTAE program areas to gain input from business and industry on current trends and practices.	Ongoing	Minutes of meetings
12.10 Solicit business and community members to become project facilitators and judges for Senior Projects at the high schools and Career Fair presenters at the middle schools.	Ongoing	Documentation of members
12.11 Maintain a virtual community bulletin board on the School District Web site for posting community organization notices that may be of interest to students, parents and employees, so that they may be aware of and participate in various recreational, cultural and educational opportunities to their benefit.	Ongoing	Track submission of flyers and information for posting



<p>12.12 Maintain CCSD social media presence through utilization of Facebook and Twitter as additional venues for the distribution of school news/announcements throughout the community. Also, expand this presence through the introduction of individual school use of Facebook and/or Twitter.</p> <p>During the 2011-12 SY, the School District and 19 schools or school PTAs have established Facebook pages and 11 schools and the District are utilizing Twitter to distribute news/announcements. The District has over 3,400 Facebook "Likes" and over 700 Twitter "Followers."</p>	<p>Ongoing</p>	<p>Number of fans and followers</p>
<p>12.13 Facilitate an ad hoc committee to develop a mobile device application and consider the impact of using video-sharing and photo-sharing platforms to share information with students, parents, employees and the broader community.</p>	<p>Ongoing</p>	<p>Participation numbers</p>
<p>12.14 Offer an annual training session to all interested School District staff on increasing media coverage of educational initiatives, programs and events in their individual schools and departments.</p>	<p>Ongoing</p>	<p>Amount of media coverage</p>

OBJECTIVE 13

❖ Objective 13 — Provide adequate facilities for student population growth and maintain all school facilities.

To address critical overcrowding; reduce reliance on classroom trailers and address unprecedented student population growth (12,000 students added in the last 10 years), Education Special Purpose Local Option Sales Tax (Ed-SPLOST) revenues collected since 1998 and the associated bonds have been used to fund the construction of 12 new elementary schools, five new middle schools (two of these are under construction) and two new high schools; additions and renovations to five elementary schools and three high schools; the renovation of Historic Canton High School; construction of new facilities for School District education, food, technology and transportation services; outfitting all new schools and offices with technology, as well as retrofitting all existing schools and offices with technology and training teachers and staff to effectively use this technology; making miscellaneous repairs and renovations to facilities countywide; and purchasing land needed for new and replacement schools and facilities; as well as retiring more than \$150 Million of bonded indebtedness and interest. Each new school that has been constructed has been located in areas with the most critical school overcrowding. 83% of the funds for these projects has been derived locally and 100% of these funds have been spent locally.

Action Step	Timeline	Evaluation Measures
<p>13.1 Update and implement a State and local five-year facility plan. Revise as necessary to address growth.</p>	<p>Annually</p>	<p>Approval of facility plan by Board of Education and State Department of Education</p>
<p>13.2 Establish minimum facilities guidelines as related to student activities and athletics.</p>	<p>2011-12</p>	<p>Review of report in comparison with metro systems</p>
<p>13.3 Maintain data on student demographics, including but not limited to: Cherokee County Inventory of School Housing, existing school populations, growth trends, U.S. Census data and student distribution.</p>	<p>2011-12</p>	<p>Collection and monthly review of charts, maps and growth trend reports</p>



<p>13.4 Continue to seek school sites for projected needs due to growth and shifting student distributions.</p> <p>A school site has been purchased and construction is underway for the future new/replacement Teasley MS.</p>	Ongoing	Number of sites purchased
<p>13.5 Continue to conduct Boundary Focus Group meetings for schools and communities targeted for boundary changes to create an informed relationship with communities.</p>	Annually	Calendar of Boundary Focus Group meetings
<p>13.6 Maintain an active relationship with all municipal and county entities to ensure cooperation in relation to zoning issues, roads, utilities and traffic problems.</p>	Annually	Periodic collaboration with school system officials and municipal entities. Review of partnership agreements
<p>13.7 Update a five-year maintenance schedule for facilities, which includes painting, floor and/or roof repair/replacement, installation of energy management systems including portable classrooms, electrical and mechanical needs.</p>	Annually	Compilation of school maintenance work requests, number of projects completed and expenditures
<p>13.8 Continue predictive replacement of major equipment based on usage, age, repair history, energy consumption and approximate life expectancy.</p> <ol style="list-style-type: none"> Review/Update equipment inventory Evaluate age and condition of equipment Determine approximate life expectancy of each piece of equipment Determine date when equipment should be replaced Budget for equipment replacement 	Ongoing	Equipment inventory and replacement summary schedule
<p>13.9 Continue to construct fully equipped, turnkey, prototypical (no-frills) school facilities.</p> <p>Current Ed-SPLOST funding is being used to complete two new Middle Schools (new/replacement Teasley MS and new/replacement E.T. Booth MS) . . . all turn-key equipped.</p>	Ongoing	Construction costs, along with future facility adaptability for site conditions
<p>13.10 Completion of the following projects in the Five-Year Facilities Plan: Sewer Line Installation (Sequoyah HS, Rusk MS and Hickory Flat ES), New Softball Field Cherokee HS, New Parent Entrances at Holly Spring ES, Carmel ES and Boston ES; and new/replacement Rusk MS.</p>	Ongoing	Dependent upon SPLOST revenue levels and construction costs