

ESUSD
Strategic Plan

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Facilitated by

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Beliefs

We believe that:

- honest communication is essential to mutual understanding
- individual and community uniqueness, united in purpose, strengthens everyone
- integrity is vital to success
- each of us always has the ability to teach and to learn
- each person has equal, intrinsic value
- higher expectations lead to greater potential
- the past does not necessarily dictate the future
- all people can inspire others through words and actions
- each person has untapped potential
- safety and security are critical to thriving communities
- individuals are responsible for their own choices
- good will triumph over evil
- unconditional love transcends all else
- every person deserves to be treated with respect

Mission

The mission of ESUSD, a community ascending from varied pasts toward future promise, is to ensure that each student achieves academic and personal excellence, through a unique educational system distinguished by:

- student centered learning environments with no boundaries
- devoted and passionate staff
- engaged partnerships within our communities
- technology that bridges the gaps with all communities and the world
- innovative risk in a secure environment

Parameters

- We will make all decisions based on the best interest of the student
- We will not compromise excellence
- We will honor the dignity of each person
- We will not willfully disadvantage any person or school for the benefit of another
- We will pursue risk-taking and innovation, and will not fear change

Objectives

- Each student continually reaches their academic and personal goals
- Each student possesses the confidence to never set limits
- Each student is a motivated and self-directed learner
- All students embody the best virtues and values of our community

Strategies

- I. We will ensure that each student continuously sets and achieves individualized academic and personal goals
- II. We will create and utilize expansive learning environments to ensure each student achieves academic and personal excellence.
- III. We will ensure that our students embody the highest virtues of our community's culture
- IV. We will champion new and innovative techniques to enhance the experience of our students and staff
- V. We will engage our communities to support the education and personal growth of our students

Action Plans

Strategy I. We will ensure that each student continuously sets and achieves individualized academic and personal goals

<u>Plan #</u>	<u>Specific Result</u>
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I-1	Implementation of goal setting program.
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I-2	Training of goal-setting program
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I-3	Implementation of SMART Goal Program
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Strategy II. We will create and utilize expansive learning environments to ensure each student achieves academic and personal excellence.

Plan # Specific Result

II-1 Students are engaged through Place Based Education to be college and career ready and to be lifelong learners.

II-2 Students are engaged through technology-enhanced education to be college and career ready and to be lifelong learners.

Strategy III. We will ensure that our students embody the highest virtues of our community's culture

Plan # **Specific Result**

- III-1 ESUSD values are communicated to communities
- III-2 Development of character development curriculum
- III-3 Staff are trained in character development curriculum
- III-4 Teachers implement service learning
- III-5 Training in service learning for all staff
- III-6 Service learning projects show-cased to the community
(Cross reference with plan II-1)
- III-7 Development of a unified leadership capacity

Strategy IV. We will champion new and innovative techniques to enhance the experience of our students and staff

Plan # **Specific Result**

IV-1 A math and reading intervention program at each site – K-12

IV-2 Implementation of self-directed project-based learning – K-12
(Cross reference with Plan II-1 and III-5)

IV-3 The district will create and implement a plan for establishing Blended Classrooms (technology + face-to-face + project-based learning)

Strategy V. We will engage our communities to support the education and personal growth of our students

Plan # **Specific Result**

V-1 Active Community Partnerships
(Cross reference with Plan I-1 and Plan I-1)

V-2 Increased attendance at all school functions and events.

APPENDIX to the STRATEGIC PLAN

The following items to not represent Agreement by the Planning Team but rather individual input in developing the components of the Strategic Plan.

Internal Analysis (The following items do not represent Agreement by the Planning Team but rather individual input in developing the components of the Strategic Plan)

Strengths

- Community- unique, safe, small, supportive, partnerships
- Technology- utilization, ratio, cutting edge, training, accessibility
- Small Size- schools, classes, communities
- School Relationships- student: teacher ratio, personalized attention, proactive intervention, collaboration
- Community Relationships- supportive & involved parents, accessible administration, staff and agency partnering
- Professional Staff- (dedicated, collaborative, caring, high expectations)
- Curriculum- staff development, Common Core Implementation, high expectations
- Facilities- modernized, safe, improving
- Small student body size = more individual attention and greater opportunity
- Small, dedicated and flexible staff = better camaraderie, better communication
- Up to date facilities
- Better access to fast internet, student computers, and technology teaching tools
- Active and supportive communities (PTSO, Law Enforcement, Marine Base, etc.)
- Approachable administration (open door policy, responds to email)
- Diverse Communities
- Embrace of Common Core
- Strong School Cultures
- Improved district culture
- Adaptability
- Heritage (history)
- Small Class size with Staff and student ratio
- Opportunity to play sports
- Foster empathetic environment
- Dedicated staff and Highly qualified teacher
- We are a family/knowledge of family
- Academic success (High graduation rate and number of students pursuing post secondary opportunities)
- Strong morale and school spirit
- Faculty and staff accessibility
- Kid first environment with Positive mentors available to students
- High expectations for students and teachers
- Opportunities for Professional Development
- Partnerships with community organizations
- Technology
- Modern facilities (Campus environment)
- Fiscal responsibility
- Small class size-intense and personalized instruction
- Unified curriculum
- Dedicated staff
- Consistent leadership
- Know every student and aware of their needs
- Facility improvements
- More options for extra curricular activities

- Community involvement-business support
- Teamwork throughout the district increasing
- Technology (one on one computers/CBT)
- High percentage of students graduating HS and moving on to next steps

Internal Analysis (The following items to not represent Agreement by the Planning Team but rather individual input in developing the components of the Strategic Plan)

Weaknesses

- Small size
- Communication/negative communication/gossip/school board to community
- Difficult to volunteer
- Unused resources/field experiences
- Multi-grade/double grade classrooms
- Common Core adaptation
- Community involvement
- Staff spread thin/Fragmentation/Teacher burn-out
- Enrichment/extracurricular/special programs
- Receptive paraprofessional staff
- Advanced Programs/ELD/High school math/High school offerings
- Fear/anxiety/resistance to change
- Poor site collaboration
- Access to staff too easy (no barriers)
- Unequal resources or focus on sites
- District culture
- Gossip seems to drive policy, limited communication, “one size fits all”
- Diverse communities have different needs/resources
- Small class size – missed opportunities, triple-grading
- Small staff size – too many hats, not enough collaboration, too many meetings, limited electives
- Parent Involvement
- Untapped Community Resources
- Technology still unreliable
- Ready, Fire, Aim: wasted initiatives
- Cumbersome paperwork from the state
- Not enough subs
- Follow-up to staff development
- Academic and Extra curricular activities
- Location of county libraries
- Tech (website) Phone lines
- Parental involvement
- Too many hats
- Disconnect, Isolation and Stereotypes between communities
- Double/triple graded
- Fieldtrips
- Substitutes
- Funding for transportation
- Reward/recognition of staff
- Recycling
- Too Small of class
- Negativity/rumors/us vs them/mistrust
- Small class size (limited social interaction/dynamics)

- Communication
- Too many hats/over extended (applies to community members as well)
- Distance between sites
- Parent participation
- Limited activities/field trips
- Addressing minority populations
- Resistance to change
- Training/professional development options
- Pool of employees
- HS course offerings and enrichment opportunities
- Not utilizing our natural resources
- Limited budget
- Communicating our success

External Analysis – Conditions and Circumstances

Factor	Assumption	Impact(s)
Social		
Clubs	Greater variety and more kids will join	Positive social interactions
Sports	Will struggle to field teams due to declining enrollment. May lose students to schools who offer more	Less opportunity for traditional sports programs More opportunities for some students More opportunities for non-traditional sports
Parent involvement	Will continue to stay stagnant unless changes are made	Lack of collaboration and opportunities for our students Burden for the schools to “parent” the students as well as educate Burnout issue of those wearing multiple hats
Community involvement	Limited support	Less financial and time donations from community Burnout issue of those wearing multiple hats
Declining employment opportunities	Will lose students in our schools	Smaller class sizes leading to more double or triple grading and less social interactions and opportunities for students
Entertainment limitations	We will have bored kids who leave the area or create their own maybe not so structure forms of entertainment	Not actively participating in the community – maybe getting into trouble
Relationships in small communities	Students are with the same peer group throughout their educational careers	Students naturally develop good conflict resolution skills No reprieve (also applies to the adults in the communities) Good support from neighbors and community Sometimes too much support (enabling) Everyone knows one another Not prepared for diversity outside of our communities or vastness of large communities Loss of families seeking other options
Vast outdoor opportunities	Some people take advantage of the opportunities Some families don not/can not	Creates more balanced, happy, healthy people Brings community together to share in outdoor activities Creates need to work into school opportunities
Technological		

Internet Accessibility	Increased speed	Increased opportunity for students
Instructional methods	Distancing learning Share ideas between staff	More student and staff involvement Communication and interaction between sites and outside the district Staff development
Evolving technology	Tech will facilitate differentiated instruction Tech becomes obsolete quickly	Need for staff development Opportunity for distance learning – increase curricular offerings Students will excel at their own level Increase/loss of human interaction
e-text books	More e-materials Will be the norm	Possible positive financial impact More accessible to students Possibility that other options could be offered – frees up resources for other curricular areas
Implementation of CCSS	Teaching roll will change (co-teaching between sites) Smarter Balanced test will be up and running smoothly	Better opportunities to collaborate between sites and students Unify schools in the district
Community use of technology	District will be able to make technology available to wider groups of students (adults – community members)	Increased learning opportunities for community members Increased community involvement/awareness of school sites
Instant Communication – Social Media	Going to continue to be a dominant factor in our staff's, students' and families' lives	Increased opportunity for effective communication Increased opportunity for gossip, TMI (intrusion between personal/professional spheres) Increased opportunity for understanding/updated/changing record
Educational		
Common Core State Standards	10 Year Implementation Change in Instructional Practice Staff Development	Cost, Messy Intro. Higher level thinking skills in students, responsibility for learning on students, student centered learning Added burden on teachers, steep learning curve, curriculum adjustment, data analysis
Alternative learning environments	Changes in enrollment Technology based District facilitated learning	Classroom numbers change, physical school site change Change in social awareness Increase opportunities for decreased populations, teachers as facilitators for multiple grades
Economic		

State Budgetary Changes	No guarantees	General fund changes, flexibility at district level, changes in district staff salaries, changes in the applicant pool
Local Accountability Funding Model	No funding changes	More paperwork, more accountability
Property Value Changes	Increase of 2% yearly growth Fewer vacant properties/foreclosures	Larger community increases will affect smaller communities, reassessment as properties sell Increased tax revenue
Local Economy	High cost of living effects family choice to live here / move here	Loss in enrollment, families having to work 2-3 jobs to make ends meet / less family time, etc.
Reserve Cap	If passed cap on district reserve fund will go into effect	One time money must be spent which can only serve certain needs, opens district to future risk (lawsuit, emergency)
Political & Demographic		
War w/ISIS and previous wars	emotional stress	volunteerism, emotional problems
changing (decreasing) populations	don't anticipate improvement	more multiple grade combos - smaller schools, smaller staffs?, more/less resources for fewer kids
shift in gov jobs	USFS, CHP, County services might move	adds to declining enrollment, fewer services
stable school board	school board won't change in the next 2 years	continuity, maintain
common core implementation	will funding match expectations on districts	financial strain?
additional district reporting requirements	school staff will be swamped with more paperwork	less time for more important work
reduction in law enforcement staffing	fewer patrolmen and deputies over a vast area	school safety, drug education
increased regulations on building	it's getting harder to make improvements on our schools	projects have to wait or might sit unfinished
increasing Hispanic population	depends on the weather	larger school populations; strain on EL resources; don't become part of the larger community as quickly
new sheriff new assessor new finance director	change in our relationship with law enforcement	Possible increased community involvement????

Threats

Fear
Financial Collapse