

“The vast possibilities of our great future
will become realities only if we make ourselves
responsible for that future.”

Gifford Pinchot (1865—1946)
American Conservationist

**Pulaski County Public Schools
Comprehensive Plan
2009—2013**

“Eighty percent of the jobs today’s kindergartners will occupy sometime in the future do not yet exist, and the average kindergartner of today will experience four different careers and nine different jobs in his lifetime.”

- Ed Barlow, April 26, 2007

These words, cited in the State Board of Education’s Comprehensive Plan, and spoken by nationally recognized futurist, Ed Barlow, at a 2007 conference on Virginia’s Workforce for the Twenty-First Century, emphasizes the complexity and importance of planning the future direction for Pulaski County Public Schools. The Pulaski County School has worked in partnership with school and community stakeholders to create a comprehensive plan designed to equip all students to be responsible and self-reliant citizens in our increasingly complex and global society. The Plan fosters the development of a 21st century skills pipeline that will prepare today’s students to be tomorrow’s working adults. Each year the Pulaski County School Board will receive a report detailing the Division's progress in meeting the action items in each lead area of our Comprehensive Plan.

The high expectation of the Virginia Standards of Learning (SOL) and the requirements of the No Child Left Behind (NCLB) Act create new opportunities for advance learning in the Commonwealth of Virginia. Pulaski County Public Schools is committed to meeting the performance indicators prescribed by the Commonwealth of Virginia and the United States Department of Education to ensure that all children are challenged to meet their highest potential. The Comprehensive Plan provides a road map for our journey to accomplish this task.

The Comprehensive Plan was prepared with input from Board members and a combined team of students, parents, teachers, support and professional staff members, administrators, and community leaders. Public comment was obtained from online/paper faculty, student, and parent survey responses, Board work sessions, and community engagements meetings. Subcommittees were formed to develop action items within each section of the plan. The Pulaski County School Board approved the final draft of the Comprehensive Plan in October 2009.

The Pulaski County School Board passed The Whole Child Resolution on September 11, 2008. The Whole Child Resolution served as a framework for engaging community conversations around how to design a comprehensive plan that supports the whole child. The Whole Child is listed at the center of our conceptual framework where all areas intersect. This emphasis on The Whole Child underscores Pulaski County Public Schools resolve to support the Whole Child Initiative to ensure that all of our children are safe, healthy, engaged, supported, and academically challenged.

Policy Requirement for Updating the Comprehensive Plan

Board Policy AF: Comprehensive Plan

The Pulaski County School board will adopt a division wide Comprehensive, unified, long-range plan based on data collection, an analysis of the data and how the data will be utilized to improve classroom instruction and student achievement. The plan will be developed with staff and community involvement and will include, or be consistent with, all other division wide plans required by state and federal laws and regulations. The school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of the plan or revisions thereto, the School Board will post the plan or revisions on the division's Internet website if practicable and make a hard copy of the plan or revisions available for public inspection and copying and will conduct at least one public hearing to solicit public comment on the plan or revisions.

The division wide comprehensive plan will include

1. The objectives of the school division, including strategies for first improving student achievement particularly the achievement of educationally at risk students, then maintaining high levels of student achievement;
2. An assessment of the extent to which these objectives are being achieved;
3. A forecast of enrollment changes;
4. A plan for managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;
5. An evaluation of the appropriateness of providing certain regional services in cooperation with neighboring school divisions;
6. A plan for implementing such regional services when appropriate;
7. A technology plan designed to integrate educational technology into the instructional programs of the school division, including the division's career and technical education programs, consistent with or as part of the comprehensive technology plan for Virginia adopted by the Board of Education; and
8. An assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan.
9. Any corrective action plan required pursuant to Va. Code § 22.1-253.13:3.
10. A plan for parent and family involvement to include building successful school and parent partnerships that will be developed with staff and community involvement, including participation by parents.

The School Board will present a report to the public by November 1 of each odd-numbered year on the extent to which the objectives of the division wide six-year plan has been met during the previous two school years.

Each School will prepare a comprehensive, unified, long-range plan, which shall be given consideration by the School Board in the development of the division wide comprehensive plan.

ASCD's WHOLE CHILD INITIATIVE:

The New Compact:

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and to qualified, caring adults.
- Each graduate is prepared for success in college or further study and for employment in a global environment.

To develop the whole child requires that:

Communities Provide:

- Family support and involvement.
- Government, civic, and business support and resources.
- Volunteers and advocates.
- Support for their districts' coordinated school health councils or other collaborative structures.

Schools Provide:

- Challenging and engaging curriculum.
- Adequate professional development with collaborative planning time embedded within the school day.
- A safe, healthy, orderly, and trusting environment.
- A climate that supports strong relationships between adults and students.
- Support for coordinated school health councils or other collaborative structures that are active in the school.

Teachers Provide:

- Evidence-based assessment and instructional practices.
- Rich content and an engaging learning climate.
- Student and family connectedness.
- Effective classroom management.
- Modeling of healthy behaviors.

For more information on the Whole Child Initiative: www.wholechildeducation.org

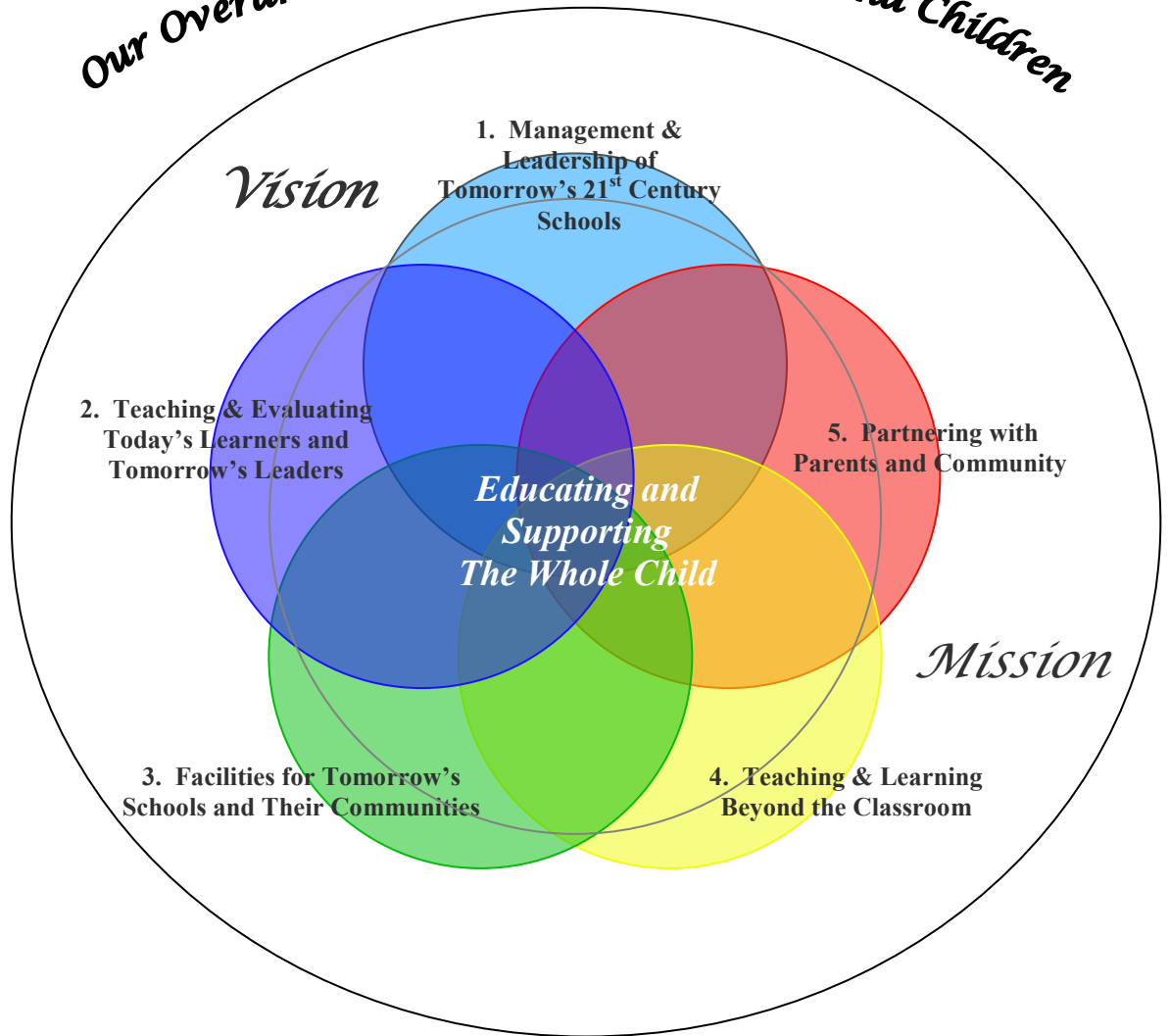
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Our Overarching Beliefs about Schools and Children



Our Overarching Beliefs about Schools and Children

The Pulaski County School Board expects each child to excel through his or her access to a quality education which will prepare him or her to be a productive, caring, functioning citizen in a 21st century global society.

We believe the following:

- All students must achieve at their highest levels.
- Our mission should be that every child will excel.
- Learning occurs best in an atmosphere of mutual respect.
- School must provide a supportive and safe environment for students to learn.
- The Pulaski County School Board will provide opportunities for all staff members to grow so that through their repertoire of best practices, they will provide the highest quality education to our students.
- We hold our teachers to the highest professional standards.
- We recruit, hire, and retain the best staff possible.
- Every child is valued as an individual with unique academic, social, emotional, and physical abilities.
- Every child should feel safe and secure, and schools should facilitate discussion as to what things at school promote safety and security of its students.
- Every child should be instructed as to what constitutes a healthy lifestyle.
- Student performance increases when school faculty, parents, students, and community members work together and build strong relationships.
- Students need to be prepared for school and learning.
- Schools should have open and timely communication with parents.
- School should teach and provide opportunities for students to demonstrate citizenship and mutual respect for all other students.
- Parents can make the biggest difference in students' learning.
- Families are critical to the success of students in school.

Performance Strand 1: Management and Leadership of Tomorrow's Schools

Vision Statement: The Pulaski County School Board will expect leadership to be visionary and inspiring and to provide consistency in the application of procedures and policies as we educate each child.

Goal Statement: 1.1 Ensure that the organization is effective, efficient, and consistent across all sectors by providing appropriate resources, support and opportunities for professional growth.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Provide “front office training” to help ensure that parents visiting or volunteering in their student’s schools encounter a welcoming and receptive environment.	Summer 2009 Yearly Focus	Employee Assistance Program Human Resources	Assistant Superintendent for Administration Director of Human Resources Principals	Exit Surveys for staff development Secret Shopper evaluations at individual schools
b. Ensure that adequate training is provided so that data is accurately entered into our database in an efficient and timely manner.	Fall 2009	Internal Presenters	Assistant Superintendent for Administration Coordinator of Student Services Director of Technology	Monthly review of data Yearly Reports

<p>c. Work collaboratively with partners to secure federal, state, local and/or private grant monies for the purpose of providing prevention/intervention programming.</p>	<p>On going</p>	<p>New River Valley Community Services Pulaski County Partners Coalition Beans and Rice Pulaski County Chamber of Commerce State Council for Higher Education for Virginia Tobacco Commission Other Partners</p>	<p>Assistant Superintendent for Administration Coordinator of Student Services</p>	<p>Grant Reports/Outcomes Budget/Financial Reports</p>
<p>d. Continue to provide funding for new leaders to attend WVPEC's Newly Appointed Administrators' Academy.</p>	<p>Yearly</p>	<p>Western Virginia Public Education Consortium Cost of Newly Appointed Administrators' Academy</p>	<p>Assistant Superintendent for Administration</p>	<p>WVPEC Satisfaction Surveys Feedback from Participants</p>

<p>e. Engage in vigorous, targeted recruitment and selection to seek out expert teachers with leadership potential.</p>	<p>Yearly</p>	<p>Cost of tuition reimbursements for qualifying students</p>	<p>Assistant Superintendent for Administration Human Resources Principals</p>	<p>Feedback from teacher leaders, PCEA, principals, others. Retention rates for program qualifiers and participants. Number of individuals recruited for administrative programs</p>
<p>f. Offer well-designed and supervised administrative internships that allow candidates to engage in leadership responsibilities for substantial periods of time.</p>	<p>Yearly</p>	<p>Cost of tuition reimbursements for qualifying students</p>	<p>Assistant Superintendent for Administration Principals University Partners</p>	<p>Evaluations Regarding Internship Experiences Project Based Assignments Administrative Performance Evaluations</p>
<p>g. Establish and institutionalize “knowledge sharing” aligned with learning improvement priorities throughout the division.</p>	<p>On going</p>	<p>Travel and Conference Fees</p>	<p>Central Office Staff Principals Counselors Teacher Leaders</p>	<p>Number of Presentations by Staff members Cost savings for internal presentations</p>

h. Provide the necessary resources, support, and encouragement for school leaders to seek the “Principal of Distinction” license.	Spring 2011	No Cost	Assistant Superintendent for Administration Principals University Partners Western Virginia Public Education Consortium	Number of School Principals or Leaders honored with this distinction
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Goal Statement: 1.2 Collaboratively create a physically and emotionally safe learning environment that connotes a sense of health, safety, security, and satisfaction to students and employees.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Calculate changes in data over time in quantitative measures for the purpose of developing strategies relative to the promotion of school safety and security.	Yearly	Costs to Administer and Score PRIDE Survey	Assistant Superintendent for Administration Coordinator of Student Services	Power School disciplinary data, PRIDE Survey Data, Discipline, Crime, and Violence Report, other Year End Reports

<p>b. Implement the nine (9) SAP components set forth by the National Student Assistance Association (NSAA) are endorsed by the Pulaski County School Board as the minimum requirements needed to reduce barriers to learning and ensure student success in safe, disciplined and drug-free schools and communities.</p>	<p>Fall 2009 Yearly</p>	<p>Partnerships with Pulaski County Partners Coalition (PCPC), New River Valley Community Services, and the Virginia Department of Education to provide resources, training, and technical assistance.</p>	<p>Assistant Superintendent for Administration Coordinator of Student Services</p>	<p>Power School disciplinary data, PRIDE Survey Data, Discipline, Crime, and Violence Report, other Year End Reports Core Team Evaluation SAP Implementation Evaluation Survey</p>
<p>c. Support professional development and technical assistance in classroom management for instructional staff.</p>	<p>Yearly</p>	<p>On going training for beginning teachers from mentors and school psychologists Observations by teacher mentors Yearly training for beginning teachers and others as needed Threat assessment training</p>	<p>Assistant Superintendent for Administration Assistant Superintendent for Curriculum Instruction Principals Teacher Leaders School Psychologists</p>	<p>Evaluations for beginning teachers inductions Observation data from administrative walkabouts Observation data from principals and members of the central office</p>

d. Collect and analyze discipline data making data driven decision on policies related to student discipline.	On Going	No Cost	Coordinator of Student Services Principals School wide discipline or building leadership teams	Evaluation of DCV Data Evaluation of Power School data
e. Provide annual training to schools on discipline-related data collection to ensure accurate and consistent data collection, analysis, and statewide reporting.	On going	No cost	Coordinator of Student Services	Annual report errors On going report errors
f. Support opportunities for students with behavioral challenges to have access to high quality alternative programs in lieu of suspension or expulsion.	Summer 2010	No Cost	Assistant Superintendent for Administration Coordinator of Student Services	Program Review for Alternative Education
g. Provide training and assistance to implement our newly designed threat assessment model.	Yearly On going	No cost	Assistant Superintendent for Administration Coordinator of Student Services Principals School Psychol.	Discipline Data Transition Data

<p>h. Develop and implement programs that help ensure the safety of students by providing district wide and school centered bully prevention programming.</p>	<p>On going Yearly</p>	<p>Costs to fund curriculum offerings</p> <p>Training of Leadership Council on our bullying policy, prevention, and intervention.</p> <p>Training of faculty and staff on our bullying policy, prevention, and intervention.</p>	<p>Assistant Superintendent for Administration</p> <p>Coordinator of Student Services</p> <p>Principals</p> <p>School Counselors</p> <p>Teachers</p>	<p>Student Survey data</p> <p>Faculty Survey data</p>
<p>i. Promote a respectful learning environment where students feel safe and individual differences are appreciated by integrating diversity into family life, character education, and general curriculum.</p>	<p>Yearly On Going</p>	<p>Costs to fund curriculum offerings</p>	<p>Assistant Superintendent for Administration</p> <p>Coordinator of Student Services</p> <p>Principals</p> <p>School Counselors</p> <p>Teachers</p>	<p>Student Surveys</p> <p>Project Based Assignments</p> <p>Evaluation of School Activities</p>

j. Provide training and assistance to implement system wide and individualized Crisis Management Planning for our schools.	Design 2009-2010 Training Summer 2010 Implementation Fall 2010	Training for Leadership Council Training of faculty and staff	Assistant Superintendent for Administration Coordinator of Student Services Principals Teacher Leaders	Crisis management drills School Safety Audits Annual Review of Crisis Management Plans
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Goal Statement: 1.3 Ensure that all students, employees, and stakeholders are treated as being of value and worthy of respect.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Identify and develop an employee engagement survey for the purpose of assessing school culture.	Spring 2011	Cost of designing and scoring an Employee Engagement Survey	Assistant Superintendent for Administration	Employee Engagement Survey
b. Provide training/professional development to facilitate employees' understanding of the importance of developing and nurturing positive relationships with students, families and the community.	Fall 2010	Cost of Professional Staff Development Utilize "experts" within the division	Assistant Superintendent for Administration	Survey Data

<p>c. Continue to explore ways to encourage respect for the diversity within our schools and community through the PCPS Diversity Committee.</p>	<p>On going Yearly</p>	<p>Cost of Professional Staff Development Utilize “experts” within the division</p>	<p>Assistant Superintendent for Administration Director of Human Resources Coordinator of Social Work</p>	<p>Participant Feedback and Satisfaction Review of Diversity Activities and Programming Diversity Action Plan</p>
<p>d. Develop and offer seminars to faculty on incorporating multicultural perspectives throughout the school system. Provide training on teaching process with diverse groups</p>	<p>Fall 2010</p>	<p>Cost of Professional Staff Development Utilize “experts” within the division</p>	<p>Assistant Superintendent for Administration Assistant Superintendent for Curriculum and Instruction Diversity Team Principals Counselors Teacher Leaders</p>	<p>Faculty and Student Surveys Training Evaluations Program Review (Summer 2011)</p>

e. Continue to publish the <i>Parent Handbook</i> and <i>Prevention Perspectives</i> to provide parents with current information related to their children, and expand the publication by raising awareness and increased sensitivity to multicultural issues (expand global perspective).	Yearly Quarterly	Cost for Publishing Parent Handbook Cost for Self Publishing Prevention Perspectives Online Publication	Assistant Superintendent for Administration Coordinator of Student Services	Power School disciplinary data, PRIDE Survey Data, Discipline, Crime, and Violence Report
f. Incorporate diversity in already existing curriculum programs such as Character Counts, Student Assistance Programming, Positive Action Curriculum, Family Life Education, Morning meetings, and classroom guidance.	Fall 2011 Summer 2012	Cost of Curriculum and Resources Cost of Professional Staff Development Utilize “experts” within the division	Assistant Superintendent for Administration Coordinator of Student Services Principals Counselors	Curriculum and Program Reviews

Goal Statement: 1.4 Ensure timely, meaningful, and professional communications (verbal, written, and electronic).

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Design a professional development workshop on how to develop an effective school newsletter, pod cast, or blog.	Spring 2010	Free Apple/iTunes Resources Web Resources Internal Presenters PD 360	Assistant Superintendent for Administration Director of Technology Principals	Evaluation/Survey

b. Develop strategies designed to strengthen and increase opportunities for parent-school contact by adding a parent communication component to the annual Leadership Advance.	Summer 2010	Internal/External Presenters	Assistant Superintendent for Administration	Evaluation/Survey
c. Develop strategies designed to strengthen and increase opportunities for parent-school contact particularly with those parents who, for various reasons, experience barriers to involvement.	Fall 2010	Establish relationships with Community Partners (Churches, community organizations, etc.)	Leadership Council	Focus Group Evaluation
d. Continue to publish the <i>Parent Handbook</i> , <i>Prevention Perspectives</i> and <i>Special Edition</i> to provide parents with current information related to their children.	2009-2010	Cost for Publishing Parent Handbook Cost for Self Publishing Prevention Perspectives Online Publication	Assistant Superintendent for Administration Coordinator of Student Services	Power School disciplinary data, PRIDE Survey Data, Discipline, Crime, and Violence Report
e. Identify strategies for disseminating important information to parents and the general public using multiple measures of communication.	2009-2010	Podcasting and video/audio/editing equipment School Messenger	Assistant Superintendent for Administration Director of Technology	Parent Surveys and Feedback View Counter

Goal Statement: 1.5 Promote accountability by establishing methods of measuring individual and institutional progress.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Assist leaders and leadership teams in bolstering their “data literacy” through targeted professional development using their schools’ own data.	Ongoing Yearly	None	Assistant Superintendent for Administration	On going and yearly leadership evaluations that focus on school improvement goals and outcomes.
b. Construct and expand our leadership assessment system aligned with school improvement priorities and offer leaders regular feedback on their performance.	Ongoing Yearly	None	Assistant Superintendent for Administration Director of Human Resources	On going and yearly leadership evaluations that focus on school improvement goals and outcomes.

Goal Statement: 1.6 Provide necessary support to increase graduation and completion rates.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Utilize a data system that supports a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.	Fall 2009	Internal/External Professional Development or Training Core Team Training SAP Coordinator	Assistant Superintendent for Administration Coordinator of Student Services Principals Counselors	Analyzing student data Analyzing graduation data using the Graduation Rate Indicator
b. Development and implementation of a Pyramid of Intervention to meet the diverse needs of students likely to drop out of school.	Fall 2009	Core Team Training Faculty Training	Coordinator of Student Services Counselors Core Team SAP Counselor	Analyzing student data Analyzing graduation data
c. Assign adult advocates to students at risk of dropping out.	Spring 2010	Internal/External Professional Development or Training Core Team Training Faculty Training	Principals Counselors SAP Core Team SAP Counselor Community Partners	Analyzing student data Analyzing graduation data

<p>d. Provide academic support, enrichment, and alternative education opportunities to improve academic performance (Ex: Credit Recovery, After School Remediation, In-school remediation).</p>	<p>2009-2010</p>	<p>Credit Recovery Instructor</p>	<p>Assistant Superintendent for Administration Coordinator of Student Services Principals Counselors SAP Core Team SAP Counselor Credit Recovery Instructor Building Leader, Fairlawn Transition School Pulaski County Achievement Center Coordinator</p>	<p>Analyzing student data Analyzing graduation data Program Review of Alternative Programs</p>
<p>e. Improve focus on K-3 attendance through the creation and implementation of a comprehensive program promoting the importance of school attendance.</p>	<p>Fall 2009</p>	<p>Internal/External Professional Development</p>	<p>Coordinator of Social Work Elementary Principals</p>	<p>Attendance data Student data Yearly Report</p>

f. Create transition programs that address students' social, emotional, and academic needs.	Yearly	<p>Transition Pool Parties for Parents and Students</p> <p>Guidance resources and materials for distribution</p>	<p>Principals</p> <p>Counselors</p> <p>Pulaski Community Partners Coalition</p>	<p>Analyzing student data</p> <p>Feedback from Participants</p>
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Performance Strand 2: Teaching and Evaluating Today’s Learners and Tomorrow’s Leaders

Vision Statement: The Pulaski County School Board will expect the schools to help every child meet his or her educational potential in order that he or she will have the knowledge, skills, and attitudes to be a productive, caring, functioning citizen in a 21st century global society.

Goal Statement: 2.1 Examine remediation/retention policies.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Prevention: Select and implement the use of a universal screener such as Aims web (and/or use PALS/SOLs) to identify students who are not functioning on grade level in reading and/or mathematics.	Phase in by school starting in Year 1	Cost of using a universal screener (free to \$32,000)	CIA Department	Data indicating the use of a universal screener
b. Remediation: Identify students failing in reading and/or math by subgroups. Address if disproportionate.	Fall Year 1	Time to review data	Principal Teachers	List of identified students not passing reading or math
c. Remediation: Identify and train teachers in a wide variety of remedial options including Response to Intervention and differentiated instruction.	Phase I; year 1 Phase II; year 2 Phase III; year 3	Time for training. Materials for remedial instruction (\$5,000); substitutes for teachers in training.	CIA Department	Staff development for remediation strategies

d. Remediation: Create an improvement plan for each student failing in reading and/or math. Include specific information about services to be provided	Year 1	Time for teachers to review data, meet, and develop student plans. Stipend for someone to assist data collection/analysis.	Principals Teachers	Student improvement plan. Student progress based on identified weaknesses.
e. Remediation: Meet with parents early in the process and work with them on ways they can help their children be successful.	Ongoing	None	Principals Teachers	Evidence of parent participation in Child Study meetings.
f. Retention: Review and if necessary, revise the current retention policy. Review current research regarding retention and research-based instruments regarding retention and possible alternatives to retention.	Year 2	Time to review/revise policy; time to research best practices; Cost of retention instrument.	CIA Department Retention Policy Committee members	Minutes from committee meetings
g. Retention: Familiarize principals and teachers about the policy. Review the policy yearly.	Yearly	None	CIA Department	Leadership Council and grade level/department minutes
h. Retention: Require adequate documentation of interventions and parent participation for students being considered for retention.	Ongoing	None	Principals	Intervention documentation
i. Retention: Require a yearly retention report from schools. If a student is retained, ensure that the retention has been recorded properly in Power School in a timely manner to ensure accurate state reporting.	End of each year	None	CIA Department Principals	Retention report, with verification that it has been entered into Power School

j. Diversity Awareness: Analyze retained group by gender, ethnicity, SES, and language of retained students by grade.	End of each year	Time	CIA Department	Retention analysis data
k. Diversity Awareness: Share disaggregated data with schools to make them aware of the data.	Beginning of each year	None	CIA Department	Retention analysis data

Goal Statement: 2.2 Determine what type of “new” workforce is needed, and develop a mutually beneficial relationship with community.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Contact the Chamber of Commerce and Bureau of Labor and Statistics to determine local, state, and national employment trends over the next five (5) years.	Year 1	Time to contact/meet with these entities	CIA Department Career Coach High school Guidance Counselors	Notes from contact
b. Follow new guidelines for 2010 – 11 for incoming seventh (7 th) graders for creating career plans.	Year 1	Time to meet with 7 th graders	Middle school Guidance Counselors Middle school principals	Student career plans; “Parent information night” agenda.
c. Involve parents by having an parent information night on career planning.	Years 1 – 5	Time to meet with parents	Middle school Guidance Counselors Middle school principals	“Parent Information Night” agenda.

d. Increase participation in Youth Excel Program (job shadowing).	Year 1	None	High school Guidance Counselors	List of participating students.
e. Increase internship opportunities at the high school.	Year 2	Time to create partnerships and for documentation.	CTE administrator	List of students participating in internships.
f. Increase service learning opportunities for students.	Year 1	None	Service Learning Coordinator at PCHS	List of students participating in service learning by category.
g. Investigate the requirements of providing apprenticeship opportunities (determined by VDOE). Increase number of opportunities each year.	Year 2	Time to create partnerships and for documentation.	CTE administrator Career Coach High school Guidance Counselors	List of student participating in apprenticeships.
h. Increase service learning math tutoring.	Year 1	None	Service Learning Coordinator Math Department Chair	List of service learning students participating in math tutoring.
i. Diversity Awareness: Ensure that all students are aware of career opportunities.	Ongoing	None	All teachers Middle and high school Guidance Counselors	Lessons plans

Goal Statement: 2.3 Realign the academic focus in primary grades.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Create team of exemplary reading teachers with purpose of identifying best practices and strategies.	Year 1	Time to meet	CIA Department	Meeting minutes Development of reading plan for the division.
b. Provide professional development to other teacher on concepts developed for the plan.	Year 2	Time for professional development	CIA Department Reading Team	Professional development attendance sheets
c. Use Response to Intervention model to address the needs of students not on grade level.	Phase I; Year 1 Phase II; Year 2 Phase III; Year 3	Universal screening instrument (free to \$32,000)	Principals Teachers	Assessment data
d. Create a team of exemplary writing teachers, with the purpose of having teachers research and identify best practices and strategies.	Year 2	Time to meet	CIA Department	Meeting minutes Development of writing plan for the system.
e. Provide professional development to other teachers on these concepts.	Year 3	Time for professional development	CIA Department Writing Team	Professional development attendance sheets
f. Create guidelines for consistent strategies for writing by grade level.	Year 1	Time to meet and create guidelines	CIA Department Writing Team	Guidelines
g. Require daily writing at all levels.	Year 1	None	All teachers	Student daily writing samples.

h. Create a team of exemplary math teachers, with the purpose of having teachers research and identify best practices and strategies.	Year 2	Time for research	CIA Department Math Team	Meeting minutes; development of math plan for the system.
i. Provide professional development to other teacher on these concepts.	Year 3	Time for professional development	CIA Department Math Team	Professional development attendance sheets
j. Use Response to Intervention model to address the needs of students not on level.	Phase I; Year 1 Phase II; Year 2 Phase II; Year 3	Universal screener (free to \$32,000)	CIA Department	Assessment data
k. Maintain low student/teacher ratios in K – 2 grades.	Ongoing	Classroom space; teachers	Human Resources Department	K -2 student/teacher ratio

Goal Statement: 2.4 Provide resources/financial support to meet teacher/student needs.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Identify resources that currently exist that are being underutilized. Give special focus to those that are not monetary (i.e., library, database)	Year 1	Time	All departments	List of identified resources

b. Utilize Pulaski County Public Schools Education Foundation to assist teachers by providing classroom grants. Create guidelines for grant applications and awards.	Year 1	Foundation funds	Foundation Directors	Grant application
c. Encourage PTO/PTAs to donate to the Foundation.	Years 1 – 5	PTO/PTA funds	Principals	Evidence of transfer of funds
d. Ask businesses to donate to the Foundation	Years 1 – 5	Business funds	Foundation Directors	Evidence of transfer of funds
e. Enlist the help of the Pulaski County Chamber of Commerce to help identify other resources in the community.	Year 1	None	Superintendent	List of PC Chamber of Commerce contacts
f. Create partnerships with local businesses, including (1) creating a “clearinghouse” to connect teachers with business partners; (2) selecting a person (perhaps a retired person) who can coordinate this effort; (3) and utilize the website for these efforts so that teachers and business partners have access (businesses can also post surplus supplies they might want to give to teachers)	Year 2	Time for the identified “clearinghouse” person	Superintendent	Clearinghouse of business resources and/or teacher needs
g. Find opportunities for business partners to provide “in kind” services. Post recognition of their efforts on the division website.	Year 2	None	Webmaster	List of “in kind” services Web posting

h. Synchronize recycling programs to get the greatest benefit (i.e., recycling printer cartridges).	Year 1	Recycling receptacles	Operation and Maintenance Department	Countywide recycling program
i. Create a combined inventory so that district resources can be shared.	Year 2	Use existing resources	Technology Department	Centralized inventory
j. Align financial resources with school improvement goals in the classrooms by (1) committing an allotted amount of money to each goal, and (2) having schools prioritize goals and allocate a specific amount to those goals.	Year 1	Site-based funds	Principals	School Improvement Plans

Goal Statement: 2.5 Expand curriculum opportunities to prepare students for 21st Century global society.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Examine use of online resources to help with teaching money management.	Year 2	None	Teachers	Lesson plans
b. Implement required instruction of financial literacy at high school.	Year 2	Existing	High school administrators	Course schedule
c. Build financial literacy into the math curriculum K – 12.	Year 2	Time	CIA Department Grade level Chairs	Revised curriculum
d. Continue the use of online foreign language instruction.	Year 1	\$24,000	CIA Department	Online language log

e. Form a committee to explore other language learning opportunities.	Year 2	None	CIA Department	Meeting minutes
f. Develop collaborative projects that promote diversity-related initiatives and/or exposure to cultures.	Year 1	Use existing resources.	Principals Teachers	Lesson plans
g. Increase the way courses incorporate multicultural/diverse perspectives. Infuse knowledge of various cultures especially through reading and social studies.	Ongoing	Time PD360 for Diversity Training	All school personnel	Increase presence of multicultural content in lesson plans
h. Find ways to communicate with parents who speak other languages.	Year 2	Language translation software for predominate languages	Assistant Superintendent for Administration	Use of translation software
i. Improve student's functional literacy/skills to navigate in the 21 st Century global society.	Year 2	Time Training on functional literacy skills	All teachers	Lesson Plans
j. Increase project-based learning.	Year 1	Various	All teachers	Projects
k. Teach students how to use online concept maps (i.e., Kidspiration and Turning Point)	Year 2	Concept mapping software	All teachers ITRTs	Students' concept maps Observation
l. Develop an instructional technology plan.	Year 1	Existing	Technology Department ITRTs	The plan
m. Create audio podcasts, Moodle, and videos to reiterate difficult concepts.	Year 2	Related technology	Classroom teachers Technology Department ITRTs	Examples of use

n. Explore the feasibility of purchasing online textbooks and readers.	Year 2	Time	CIA Department Technology Department	Report of findings
o. Utilize video conferencing to bring real world experiences into the classroom.	Year 2	Video conferencing equipment	Technology Department Classroom teachers ITRTs	Video conferences
p. Offer technology classes for teachers.	Years 1- 5	Title IID	ITRTs	Course schedule and participants' list
q. Provide teachers with training on using the Senteo systems (i.e., SmartBoards).	Year 1	Existing and more Senteos	ITRTs	Participants' list
r. Develop online learning opportunities and capabilities and create standards of good practices for online developers.	Year 2	Existing	ITRTs Technology Department	Guidelines for online developers Lesson Plans
s. Provide access/training to Moodle system (i.e., open source e-learning software).	Year 1	\$5,000	Technology Department ITRTs	Online survey
t. Deploy a robust online server.	Year 1	\$25,000	Technology Department	Server in operation
u. Develop state of the art multimedia learning environments by converting traditional classrooms into Crestron (touch panel) controlled multimedia classrooms.	Year 2	\$25,000 per room	Technology Department ITRTs	Student/teacher online classrooms

v. Develop distant education videoconferencing rooms by converting traditional classrooms into videoconferencing classrooms.	Year 2	\$35,000	Technology Department ITRTs CIA Department	Distant Education student/teacher online survey
w. Educate students to understand what Internet resources they are using and how reliable they are.	Year 1	Existing	Classroom teachers ITRTs	Lesson plans
x. Educate staff and students on the correct way to use Wikis and blogs.	Year 1	Existing	ITRTs Classroom teachers	Training schedules
y. Provide training on email etiquette to staff, administration, and students.	Year 1	Existing	ITRTs Technology Department	Training schedules
z. Expand intranet and services.	Years 1 – 5	Existing	ITRTs	Updates on intranet
aa. Film School Board meetings.	Year 1	Video equipment: \$5,000 Videographer: \$59,000 Software: \$3,500	Technology Superintendent	Videotaping of Board meetings
bb. Develop web-based delivery of educational events.	Year 3	Video equipment: \$3,500 Videographer: \$59,000	Technology Department ITRTs CIA Department	Lesson plans

cc. Continue to provide exposure to second language acquisition especially at the lower grades.	Year 1	\$23,000 (teacher on online seats)	CIA Department	Online language learning log
dd. Infuse knowledge of various cultures, especially through reading and social studies.	Year 2	Existing resources	CIA Department Classroom teachers Diversity Awareness Committee	Multicultural events Lesson plans Updated pacing/curriculum guides
ee. Develop language learning lab by installing computer/visual aid learning cubicles, Synchroeyes computer control system, and Jukebox server system.	Year 2	Hardware: \$15,000 Software: \$8,000 Jukebox server: \$5,000	Technology Department Operations Department ITRTs	Student/teacher survey online

Goal Statement: 2.6 Have as a goal that every student is reading on grade level by the end of grade 3.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Provide professional development on research-based strategies.	On-going, beginning in Year 1	Time for ongoing professional development	School personnel trained as trainers	Professional development attendance sheets
b. Ensure that research-based strategies are being used in the classrooms.	By phases, beginning in Year 1	Time to observe in classrooms	Principals	Observation records
c. Monitor core instruction.	Ongoing	Time	Principals	Observation records

d. Implement RtI in each school using a universal screener to identify students who are not performing as expected.	Train in phases, beginning in Year 1	Universal screener (free - \$32,000)	CIA Department RtI Trainers	RtI training schedule Observation of RtI strategies Student progress
e. Work with preschools to share best-practices for early childhood learning.	Beginning in Year 1	Time to meet and share strategies	Kindergarten teachers	Schedule for meeting with preschools
f. Provide opportunities to preschoolers for literacy engagement.	Year 2	Time or stipend for teachers	Kindergarten teachers	Schedule of literacy engagement opportunities
g. Create skills-based report cards for K – 2 and 3 – 5.	Year 2	Time to research and develop report cards	Teacher committees	Report cards
h. Keep k – 2 class size less than 20.	Year 2	State funding	Human Resources Department	Class size data
i. Implement portfolio-driven assessments.	Year 2	Time for professional development	CIA Department	Student portfolios
j. Involve all school members in teaching by having music, art, PE, librarians, and other staff members reinforce SOL skills.	Begin Year 1	Use existing resources	All school personnel	Observation
k. Measure reading fluency in grades 2 – 8.	Begin Year 1	Use existing resources	Language arts teachers	Student fluency data

Goal Statement: 2.7 Ensure that students have meaningful homework.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Analyze the research on the efficacy of homework and apply based on grade level.	Year 1	Time to research	Homework committee	Report of findings

b. Review/revise homework policy by considering related information above.	Year 1	Time	Homework Committee	Revised policy
c. Educate parents on the purpose of homework.	Year 1	Paper Time to meet	Schools	Evidence of information meetings or fliers
d. Continue using homework agendas at the elementary and middle levels.	Ongoing	Cost of agendas	Schools	Agenda use
e. Continue the use of electronic grade books that parents can visit often; insist that teacher update grade books in timely manner.	Year 1	Power Teacher	Teachers School administrators	Students grades posed electronically
f. Investigate the time that is required to do homework to see if it is reasonable.	Year 1	Time	Principals	Lesson plans
g. Find ways for teachers at secondary level to coordinate homework so large amounts are not given in each subject and/or due at the same time.	Year 1	Existing	Guidance counselors School administrators	Plan
h. Provide a course syllabus at secondary levels to help students budget their time and coordinate their schedules outside of school.	Spring semester in Year 1	None	Middle and high school teachers	Syllabi
i. Have teachers post homework on the web at the beginning of the week.	Year 2	Division website	ITRT Classroom teachers	Websites
j. Find ways for students to have access to textbooks at home from which to study (hardback or online)	Year 2	Cost of online textbooks	CIA Department Technology Department	Access to online textbooks

Goal Statement: 2.8 Provide a more rigorous curriculum for all students.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Define and communicate the meaning of “rigor” and while it “looks like” using the Rigor/Relevance Framework (http://www.leadered.com/rrr.html)	Year 1	Time to meet	Committee of constituents	Rigor defined
b. Integrate more technology into instruction (including enrichment).	Ongoing	Begin with existing resources	Teachers ITRTs	Observation
c. Use technology for global communication and learning (i.e., skype, video conferencing, teleconferencing, and others).	Year 2	Technology needed for this type of communication Existing resources	Teachers ITRTs	Lesson plans
d. Encourage students to take Dual Enrollment through community college.	Year 2	None	HS Guidance Counselors School administrators	Dual Enrollment numbers
e. Have all student do career exploration plan (use Kuder online career assessment tool)	Year 2	Existing	MS Guidance Counselors	Preliminary career plans
f. Educate students/parents about dis/advantages of Dual Enrollment vs. Advanced Placement classes.	Year 1	Time	HS Guidance Counselors School administrators	Evidence of parent contact

g. Seek grants to provide more AP opportunities (use grants for AP teacher certification, textbooks, and AP testing).	Year 2	Time	HS Guidance Counselors	Grant application
h. Provide professional development on brain-based learning to help students transfer and apply knowledge in real world settings.	Year 2	PD 360	School Administrators CIA Department	Professional development log
i. Teach students how to study. Require an elective course in study skills for nine-weeks in middle school.	Year 2	Existing	CIA Department Middle school principals	Student schedules
j. Review curriculum to ensure high academic rigor for all students at all academic levels.	Year 2	Existing	CIA Department	Revised curriculum
k. Enrich student learning opportunities with virtual field trips.	Ongoing	Existing	I TRTs Classroom teachers	Lesson plans
l. Offer foreign language; use technology to have students communicate with native speakers.	Year 1	Foreign Language Teacher at \$40,000	HS Administrators Foreign Language Teacher I TRTs	Lesson plans
m. Develop multimedia enhanced science lab.	Year 5	\$50,000	Technology Department I TRTs HS Science Teachers	Science Lab

n. Procure video enhanced science equipment and computer tethered science probes.	Year 5	\$50,000	Technology Department ITRTs HS Science Teachers	Science Equipment
o. Implement the use of visual presentation devices.	Year 3	Existing	Technology Department	Evidence of visual presentations
p. Deploy Voice Recognition (VR) modeling software system.	Fall Year 2	VR Server: \$10,000 Software: \$13,000 Hardware: \$15,000	Technology Department	Student/teacher online survey

Goal Statement: 2.9 Design or redesign the middle school program.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Review recommendations from the National Middle School Association about redesigning middle schools.	Year 1	Time	MS Committee	Meeting minutes
b. Research middle school philosophies (Resource: <i>Middle Schools that Work</i>)	Year 1	Time	MS Committee	Findings
c. Seek input from Dr. Elizabeth Dore, Radford University.	Year 1	Consultative fees: \$5,000	MS Committee	Fee payment

d. Convene a committee of parents, teachers, administrators, business, special educators, and universities for recommendations.	Year 1	Use existing resources	MS Committee	Meeting minutes
e. Visit other middle schools for ideas (regarding building components and daily operations).	Year 1	Travel costs: \$5,000	MS Committee	Travel itinerary
f. Design new middle school based on best practices and future needs.	Year 2	Architect fees	MS Committee Operations Department	MS design
g. Provide professional development specifically targeted toward middle school teachers.	Year 1	PD 360	MS Principals	Professional development logs
h. Build a remediation/enrichment period as part of the daily schedule	Year 2	Use existing resources	MS Principals	Schedule
i. Include foreign language instruction.	When new MS opens	Foreign language teacher/s	Human Resources	Staff roster

Performance Strand 3: Facilities for Tomorrow’s Schools and Their Communities

Vision Statement: The Pulaski County School Board believes in the equitable distribution of resources and envisions that tomorrow’s schools are community safe havens that are inviting learning environments with state of the art technology.

Goal Statement: 3.1 Build middle school(s).

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
Select site for middle school.	2009	\$650,000	Superintendent Pulaski County School Board County Administrator Pulaski County Board of Supervisors	Site is selected.

Design and build one middle school.	2013	\$65,000,000	Superintendent Pulaski County School Board County Administrator Pulaski County Board of Supervisors	School is built.
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Goal Statement: 3.2 Upgrade Dublin Elementary School, including adding air conditioning and heating.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
Design and renovate Dublin Elementary School.	2010	\$10, 850,000	Superintendent Pulaski County School Board County Administrator Pulaski County Board of Supervisors	School is renovated.

Goal Statement: 3.3 Allocate resources for preventative maintenance on all buildings.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
Allocate 1% to 2% of total worth of buildings for annual Capital Improvement Plan (CIP).	Annually	\$1,000,000 to \$2,000,000	Pulaski County School Board Pulaski County Board of Supervisors	Record of expenditures for preventative maintenance.

Goal Statement: 3.4 Provide state of the art instructional technologies (SmartBoards, amplification systems, and other).

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
Equip Critzer Elementary, Snowville Elementary, and Pulaski County High School with the latest technology.	Ongoing	\$2,500,000	Director of Information Technologies Director of Operations Superintendent Pulaski County School Board	Technology in school.

Goal Statement: 3.5 Upgrade/renovate Pulaski County High School.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
Upgrade HVAC, interior finishes, and add auxiliary gym.	2010	\$6,500,000	Pulaski County School Board Superintendent Pulaski County Board of Supervisors	Evidence of expenditures.

Goal Statement: 3.6 Upgrade athletic facilities, including ADA accessible outdoor restroom facilities for the public.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
Upgrade and/or add facilities at each school site, and use Vo-Tech Classes and maintenance personnel to construct facilities.	Ongoing	Use Operational Money	Director of Operations Superintendent Pulaski County School Board	Upgraded facilities and evidence of expenditures.

Performance Strand 4: Teaching and Learning Beyond the Classroom

Vision Statement: The Pulaski County School Board believes in the whole child and that teaching and learning beyond the classroom develops the whole child.

Goal Statement: 4.1 Encourage student participation in job internships or career exploration.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Research and evaluate job internship and career exploration opportunities.	Spring 2010	\$0	Asst. Superintendent for Administration Principals Community partners	Surveys, review research data
b. Identify and select model programs that best meet student needs.	Fall 2011	\$0	Committee of stakeholders	Criteria based on assessment of student needs
c. Identify and secure resources to provide high quality programs.	Spring 2012	\$0	Community partners	
d. Implement model programs.	Fall 2013	Grant funding/local match	Principals Community partners	Program review, surveys

Goal Statement: 4.2 Provide transportation to increase attendance at extra-curricular activities and school events.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Feasibility study to develop transportation plan for after-school activities.	Fall 2011	\$0	Director of Operations Principals Athletic directors	Final report to School Board

Goal Statement: 4.3 Ease financial burden for students and families and increase participation/attendance.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Propose a policy that includes a division-wide fee schedule published on an annual basis to parents with information on how low-income families can opt-out.	Summer 2010	To be determined by state mandates	Asst. Superintendent for Administration	Policy Annual Review by School Board
b. Study the feasibility of allowing students and parents to attend extracurricular activities at a free or reduced rate.	Fall 2010	\$0	Director of Finance High school and middle school principals Athletic directors	Final report to School Board

Goal Statement: 4.4 Develop a micro-society to encourage life-long skills and development.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Conference call/professional development to provide educational information to school administrators on micro-society model	Fall 2009	\$0	Asst. Superintendent for Curriculum, Instruction, and Assessment Community partner (Beans and Rice)	Participant response
b. Hold face-to-face meetings with school administrators for developing micro-societies.	January 2010	\$0	Asst. Superintendent for Curriculum, Instruction, and Assessment Community partner (Beans and Rice)	Participant response

Goal Statement: 4.5 Establish Explorers-type programs at the middle and high school level.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Hold face-to-face meetings between County Parks & Recreation Director and Dublin Middle School principal and assistant principal to discuss feasibility of starting Explorers program.	Fall 2009	\$0	County Parks and Recreation Director DMS principal	Participant response, resolution of outstanding issues (such as availability of facilities)

b. Hold ace-to-face meetings between County Parks & Recreation Director and Pulaski County High School principal and assistant principals to discuss feasibility of starting Explorers program.	Fall 2009	\$0	County Parks and Recreation Director PCHS principal/assistant principals	Participant response, resolution of outstanding issues (such as availability of facilities)
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Performance Strand 5: Partnering with Parents and Community

Vision Statement: The Pulaski County School Board believes that community involvement is essential in driving improvements in the school system.

Goal Statement: 5.1 Develop a community relations program that includes volunteers, businesses, parents and other community agencies to increase the capacity of schools to engage their communities.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Establish a public relations position to act as the “face” for the division and be its spokesperson.	2010-2011	General funds (\$50,000)	Human Resources personnel	Contract
b. Develop partnerships committee.	2010-2011	General funds (\$5,000)	Public Relations personnel	Maintain log of partners, contact information
c. Draft public relations plan.	2010-2011	Time-personnel	Representatives from schools	Written draft
d. Identify available partnerships by developing corporate partnerships that involve job shadowing and internships, and will prepare students for specific jobs as well as provide publicity for corporations	2010-2011	In-kind	Public Relations personnel	Parent/teacher communication logs, newsletters, web based communication, volunteer logs, Maintain log of partners, contact information
e. Increase web-based communication	2009-1010	TBD	Technology personnel	Parent/teacher communication logs, newsletters, web based communication, volunteer logs

f. Integrate planning with other departments within the division for planning, communication, publication, and publicity.	2010-2011	Combined local monies from departments	Personnel: Student Services, Curriculum, Special Education, HR, Finance, Technology	Maintain log and samples of publications and publicity
g. Create display with informational brochures: Chamber of Commerce, Realtors, and other appropriate locations.	2010-2011	Combined local monies from departments	Personnel: Student Services, Curriculum, Special Education, HR, Finance, Technology	Maintain log of placement and samples of publications and publicity
h. Use schools as a community center.	2010-2011	Building and Maintenance funds	Building and Maintenance Personnel	Parent/teacher communication logs, newsletters, web based communication, volunteer logs
i. Provide newsletters in other languages	2010-2011	Printing costs \$3,000	Technology	Evidence on file

Goal Statement: 5.2 Develop activities that engage students/parents/school personnel in joint activities.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Provide transportation to activities.	2010-2011	Transportation costs, driver cost	Transportation personnel	Increase the number of parents/agencies participating in school-based activities that engage students/parents/school personnel in joint activities

b. Provide activities that support literacy and technology.	2009-2010-2011-2012	Extra work hours for personnel \$25.00 hr.	CIA Department	Survey participants
c. Provide activities that promote contests/ talent shows.	2009-2010-2011-2012	Extra work hours for personnel \$25.00 hr.	School personnel Public relations personnel	Pictures and publication stories
d. Provide activities that involve parents/students/teachers/community.	2009-2010-2011-2012	Extra work hours for personnel \$25.00 hr.	School personnel Public relations personnel	Pictures and publication stories
<u>Diversity action steps:</u>				
e. Develop opportunities for integrating diversity into school publications, programs, projects-- interviews, pictures, "happenings" section; create brochures by students on diversity.	2009-2010	Publications, printing	Art department, public relations personnel, schools	Publication, pictures, display of projects
f. Identify outreach programs and activities in our community that target underrepresented groups.	2010-2011	Time	Public relations personnel, partnerships committee	Maintain a log of programs, diverse groups represented, contact information
g. Develop diversity clubs.	2010-2011 2009-2010	Sponsorship Time, personnel extra duty costs	School personnel/Public relations personnel	Description of clubs, sponsors

h. Develop opportunities for establishing collaborative projects to promote positive and supportive relationships from the diverse make up of the division.	2010-2011	Time	Public relations personnel, partnerships committee	Maintain log of collaborative projects, publish events
i. Seek opportunities for grant funding to expand on projects to promote positive and supportive relationships from the diverse make up of the division.	2010-2011	Time	Grant writer	Evidence of written grant and outcome. Listing of possible grant opportunities

Goal Statement: 5.3 Increase awareness of education through public broadcasting.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Schedule school board meetings during school hours and at the school for student participations.	2009-2010	Access to buildings; students; instructional time	Facilities department	Increased number of participants in school-based meetings.
b. Video and provide media access to school board meetings.	2009-2010	Time, extra duty hours, video equipment	Technology personnel	Survey; electronic counter
c. Hold school board meetings at other locations	2009-2010	Access to buildings	Facilities department	Maintain log of number of participants at each location
d. Through e-communication, provide greater accessibility to School Board meetings for students, parents, and community.	2009-2010	Time, extra duty hours, video equipment	Technology personnel	Survey, electronic counter

<u>Diversity action steps:</u>				
e. Promote offerings, events, and programs for the school and community/web-based programs, interactive discussions, and interactive conferencing.	2010-2011	Personnel time/extra duty pay	Technology department CIA department Technology Art department	Maintain listing of activities, electronic counter Survey results Maintain list of items and rotate among schools where appropriate
f. Survey students on diversity needs, ideas, satisfaction with climate, and diversity aspects in curriculum.	2011-2012	Development of tool	CIA Department Technology Department	Surveys
g. Provide schools with materials that promote the value and benefits of diversity in order to create a welcoming teaching, learning, and working environment images, messages, and marketing media.	2010-2011	Materials \$5,000	CIA Department	Funds

Goal Statement: 5.4 Implement outreach projects.

Action Steps and Intervention	Time Frame	Estimated Resources	Person(s) Responsible	Means of Evaluation
a. Hold Realtor luncheons.	2009-2010	\$500.00	Superintendent Director, student services	Increase the number of outreach activities that engage students/parents/school personnel/community
b. Hold faith-based luncheons.	2009-2010	\$500.00	Superintendent Director, student services	Maintain count-attendance, listing of participants
c. Partner with universities (i.e. basketball teams) for peer mentoring.	2009-2010	In kind-time	CIA Department	Profile of pre-post social-emotional characteristics, education achievement, well-being, safety.
d. Hold Superintendent luncheons for teacher/student recognition.	2010-2011	\$500.00	Superintendent Director, student services	Maintain count-attendance, listing of participants
<u>Diversity action steps:</u> e. Develop groups of students working toward finding scholarships and support networks for various diverse groups.	2010-2011 2010-2011	Time – students and teachers	Student Council Director, student services	Listing of findings, contact information

f. Identify outreach programs and activities in our community that target underrepresented groups.	2009-2010	Time	Public relations personnel Partnerships committee	Maintain a log of programs, diverse groups represented, contact information
g. Develop opportunities for establishing collaborative projects to promote positive and supportive relationships from the diverse make up of the division; diversity through drama.	2010-2011	Time, personnel extra duty costs	Public relations personnel Partnerships committee	Description of clubs, sponsors Maintain log of collaborative projects, publish events
h. Promote offerings, events and programs for the school and community-web-based programs, interactive discussions, and interactive conferencing.	2010 – 2011	Personnel time/extra duty pay	Technology Department CIA Department	Maintain listing of activities, electronic counter
i. Search for new innovative work programs to increase participation by under-represented groups.	2010 – 2011	Time	Diversity Committee	Committee Minutes