**FIVE-YEAR STRATEGIC PLAN**  
**(2013 - 2017)**

**CHEROKEE COUNTY BOARD OF EDUCATION**  
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**SUPERINTENDENT OF SCHOOLS**  
DR. FRANK R. PETRUZIELO  
OCTOBER 17, 2013
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

October 17, 2013

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, 4 and 6)
- 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 (Grades 5 and 8)
- 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 ELs
- 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 5th grade students passing at least five courses in core content areas (ELA, reading, mathematics, science, social studies)
- 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 or Advanced Placement courses
- 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
Data Continued

- 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 GCRCRT-M (final year 2013-14)
- 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

**School Climate Components**
- Average daily attendance of staff and students
- 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
- Teacher Keys Effectiveness System Student Survey
- Leader Keys Effectiveness System Climate Surveys
- Safe and Substance Free Learning Environments
- Persistently Dangerous Schools
- Georgia Student Health Survey II (GSHS II)
- Georgia School Personnel Survey (GSPS)

**Parent/Community Participation**
- School Council composition
- Participation in Customer Surveys
- Georgia Parent Survey
- 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
- Instructional 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.

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.

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<thead>
<tr>
<th>Action Steps</th>
<th>Time Line</th>
<th>Evaluation Measures</th>
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<tbody>
<tr>
<td>1.1 ▪ 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. ▪ State assessments that support the new CCGPS standards will be developed and implemented with final implementation by the State in 2014-15. ▪ Teaching and learning resources 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. ▪ Professional development will continue to be provided in differentiation of instruction for all students.</td>
<td>2013-17</td>
<td>Student achievement results</td>
</tr>
</tbody>
</table>
- 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.
- 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.

### 1.2 Continue development and expansion of C3 Academy to provide a variety of digital and virtual learning opportunities to help make our students more successful in college and career selection through:

| Provide initial credit through Georgia Virtual School (GaVS) or other providers from the Georgia Online Clearinghouse; | Ongoing  
| Explore and provide opportunities for elementary students to participate in virtual and online learning. | Analysis of Data  
| Continue to provide and accommodate opportunities for middle school and high school students to participate in online learning. |  

**SB289 (approved 2012)** provides additional online course choices for CCSD students. Beginning with the 2012-13 school year, students 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. Students, who have made this request, work with counselors and school administrators to obtain a course schedule which could include one or more GaVS course(s). Thirty-eight students were enrolled in 87 courses during SY 2012-13, and currently 55 students are enrolled in 111 GaVS courses for first semester of this year (SY 2013-14).

- Provide initial credit through Apex in piloted locations—ACE Academy and Polaris Evening School.
  - Continue to provide Apex opportunities for students and training/support for teachers.
  - Explore expansion of initial credit through Apex in additional alternative settings.
- Provide credit recovery through Credit Connect at traditional high schools or the Polaris Evening Program.
  - Continue to maintain, expand and support the District’s online credit recovery initiative.

1,498 students attempted 2,996 online courses and earned a total of 2,515 credits during SY 2012-13.

- Provide blended learning opportunities combining traditional classroom instruction with digital content.
  - Explore and support “flipped” classroom pedagogy.
  - Expand personalized learning strategies through Bring Your Learning Device (BYLD) initiative.
### 1.3 Develop and implement a comprehensive student assessment program that reports 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.

- 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 (final year 2013-14).
- 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.
- Continue gathering data for ongoing review and monitoring 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.
- State assessments that support the new CCGPS standards will be developed and implemented with final implementation by the State 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.

### 1.4 Conduct annual revisions of individual School Improvement Plans (SIP).

- 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 all subgroups, regardless of the size of the subgroups.
- Documentation of results of SIP plan

<table>
<thead>
<tr>
<th>Objective 1 Continued</th>
<th>Ongoing</th>
<th>Comparison charts of test results</th>
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<tbody>
<tr>
<td>1.4 Conduct annual revisions of individual School Improvement Plans (SIP).</td>
<td>Annually</td>
<td>School Improvement Plan checklist completed by review committee and approved by Superintendent and School Board</td>
</tr>
<tr>
<td>- School and community profile</td>
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<td>Progress toward meeting objectives reported in following year’s plan</td>
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<tr>
<td>- School mission and beliefs</td>
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<tr>
<td>- Documentation of results of SIP plan</td>
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</tbody>
</table>
- School-based Plans:
  - 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)

| 1.5 | 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. | 2013-17 | Evaluation programs developed by Curriculum and School/Community Partnerships |
| 247 CCSD 2013 graduates were honored as Pathway Completers at graduation ceremonies, wearing bronze “Pathway” medals to signify their achievement. |

| 1.6 | 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. | 2013-17 | Curriculum Mapping: Yearly Course Map |

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.

| 1.7 | 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. | 2013-17 | POINT Plan |

| 1.7 | Work with community agencies to decrease absences and tardies among students who are absent more than 15 days per year. | 2013-17 | Analysis of attendance reports |

| 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. | 2013-17 | Implementation of Common Core Standards, Teacher/Leader Evaluation System and State Longitudinal Data Systems and Induction Programs |
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.

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<tr>
<th>Action Steps</th>
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<th>Evaluation Measures</th>
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</table>
| 2.1 Develop and implement, in collaboration with District partners, Science, Technology, Engineering and Math (STEM) units of study and programs for grades K-5/6 at designated elementary schools in appropriate geographic regions, exploring expansion to include middle school(s). | 2013-17 | Implementation Plan:  
  - Programmatic  
  - Operational  
  - Fiscal  
  Annual Status Report |
| 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; exploring expansion to include a designated middle school(s) and high school(s). | 2013-17 | Implementation Plan:  
  - Programmatic  
  - Operational  
  - Fiscal  
  Annual Status Report |
| 2.3 Provide STEM 21 training for the staff of STEM Academies in the areas of project-based learning and instructional technology. | 2013-17 | Participation statistics |
| 2.4 Develop and implement, in collaboration with District partners, local businesses and industries, a Career, Technical and Agricultural Education (CTAE) high school. | 2013-17 | Implementation Plan:  
  - Programmatic  
  - Operational  
  - Fiscal  
  Annual Status Report |
| 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. | Ongoing | Availability of potential funding and resources |
2.6 Explore and support opportunities for schools to apply for the Georgia Department of Education State STEM School or Program Certification. State certification involves an application with appropriate documentation, an exploratory visit by state officials, and a final alignment consultation analyzing the documentation and the results of the visit by Department of Education officials.

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<tr>
<td>3.1 Continue to provide districtwide standards-based professional development in specific content to include strategies in Science, Technology, Engineering and Mathematics (STEM 21).</td>
<td>Ongoing</td>
<td>Course attendance, data performance assessments and student achievement results</td>
</tr>
<tr>
<td>3.2 Continue participation in GaDOE planned professional development for ongoing implementation of the Common Core Georgia Performance Standards (CCGPS).</td>
<td>2013-17</td>
<td>Performance checklists</td>
</tr>
<tr>
<td>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.</td>
<td>2013-17</td>
<td>Session Reports</td>
</tr>
<tr>
<td>3.4 Implement job-embedded, collaborative and contextual models of professional development.</td>
<td>2013-17</td>
<td>Reports on performance assessments</td>
</tr>
</tbody>
</table>

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

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. 2013-17 Historical comparison of technology courses and performance assessments

3.6 Continue implementation of an enhanced professional development program for potential educational leadership candidates, including new and current administrators. Ongoing Data from performance assessments

3.7 Continue to enhance the professional development mentoring program through increased mentor training and program representatives at each school. Ongoing Data from performance assessments and RT3 Induction Programs

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. Ongoing Data from performance assessments

*Despite State suspension of Professional Learning Unit (PLU) credits for the purpose of certificate renewal, employees participated in more than 10,792 professional learning activities in CCSD's Comprehensive Professional Development Program.*
### Objective 3 Continued

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Start Date</th>
<th>Measures/Outcomes</th>
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<tbody>
<tr>
<td>3.9</td>
<td>Continue to support state and local endorsement programs (e.g., Gifted, Math or ESOL) for critically-needed areas of certification.</td>
<td>Ongoing</td>
<td>Performance Assessments</td>
</tr>
<tr>
<td>3.10</td>
<td>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.</td>
<td>2013-17</td>
<td>Performance Assessments</td>
</tr>
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<td></td>
<td><strong>1,230 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, 148 teachers have completed the ESOL Endorsement certification with 26 participants in this year's endorsement courses.</strong></td>
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<tr>
<td>3.11</td>
<td>Continue to 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.</td>
<td>2013-17</td>
<td>Teacher Keys Effectiveness System/Leader Keys Effectiveness System</td>
</tr>
<tr>
<td>3.12</td>
<td>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.</td>
<td>2013-17</td>
<td>Evaluation Measures</td>
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<tr>
<td></td>
<td><strong>126 administrators are now credentialed as evaluators in TKES and 52 are credentialed in LKES training.</strong></td>
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<tr>
<td>3.13</td>
<td>Review and update the comprehensive District Professional Development Plan that aligns with the Major System Priorities, Five-Year Strategic Plan and School Improvement Plans (SIPs).</td>
<td>2013-17</td>
<td>Number of professional development participants</td>
</tr>
<tr>
<td>3.14</td>
<td>Conduct an annual administrative needs assessment to inform determination of districtwide professional development needs.</td>
<td>2013-17</td>
<td>Assessment results</td>
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</tbody>
</table>
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.

<table>
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<tr>
<th>Action Steps</th>
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<th>Evaluation Measures</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>2013-17</td>
<td>Documentation and department evaluation</td>
</tr>
<tr>
<td>4.2 Maintain and cultivate partnerships, collaboratives and relationships with local, state, national and international businesses, organizations and agencies to enhance potential grant opportunities.</td>
<td>2013-17</td>
<td>Log of ongoing contacts and collaborations</td>
</tr>
<tr>
<td>4.3 Increase the number of competitive and non-competitive grant opportunities attempted and awarded.</td>
<td>2013-17</td>
<td>Documented number of attempted and awarded grants</td>
</tr>
<tr>
<td>4.4 Support school-based grant initiatives through research, referral, professional development classes and project evaluations.</td>
<td>2013-17</td>
<td>Increase number of successful school-based initiatives and grant activities</td>
</tr>
<tr>
<td>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.</td>
<td>2013-17</td>
<td>Documentation and department evaluation</td>
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More than $14 Million in competitive grants has been awarded to the Cherokee County School District since the 1999-2000 school year.

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.

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<tbody>
<tr>
<td>5.1 Continue to combine all resources to identify, enhance and expand upon the unique needs of each School Innovation Zone to improve student achievement and services.</td>
<td>Ongoing</td>
<td>School Innovation Zone minutes</td>
</tr>
<tr>
<td>5.2 Continue to provide supplemental instructional services for students at risk of meeting State and local academic performance standards.</td>
<td>Ongoing</td>
<td>Documentation of student assessment results</td>
</tr>
<tr>
<td>5.3 Continue to review and update guidelines and/or handbooks for before/after school programs.</td>
<td>Ongoing</td>
<td>Guidelines documentation</td>
</tr>
<tr>
<td>5.4 Continue to provide annual training for School Counselors and School Social Workers for student support.</td>
<td>Ongoing</td>
<td>Annual Assessment of participation numbers</td>
</tr>
<tr>
<td>5.5 Continue to monitor student participation in all areas, including athletics, band, music, drama, debate, etc.</td>
<td>Ongoing</td>
<td>Annual Assessment of participation numbers</td>
</tr>
<tr>
<td>5.6 Continue to maintain and update a handbook for opening a new elementary, middle and high school and publish guidelines for what each new school will be provided.</td>
<td>Ongoing</td>
<td>Documentation of guidelines</td>
</tr>
<tr>
<td>5.7 Continue to increase teacher and administrator training on on-line tutoring, student access to virtual courses and assessment programs.</td>
<td>Ongoing</td>
<td>Documentation of participation</td>
</tr>
<tr>
<td>5.8 Continue to review and update special education policies and procedures to facilitate implementation of special education State Board Rules.</td>
<td>Ongoing</td>
<td>Look at Policy Changes</td>
</tr>
</tbody>
</table>
Objective 6 — Technology will be utilized to increase student achievement.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Time Line</th>
<th>Evaluation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> Continue to assess and invest in applications that are directly tied to student achievement and/or improved productivity.</td>
<td>Ongoing</td>
<td>Testing Results and student achievement reports</td>
</tr>
<tr>
<td><strong>6.2</strong> 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.</td>
<td>Ongoing</td>
<td>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.</td>
</tr>
<tr>
<td><strong>6.3</strong> Optimize the network infrastructure to support student learning and the District’s technological needs.</td>
<td>Ongoing</td>
<td>Comparison report of monthly usages</td>
</tr>
<tr>
<td><strong>6.4</strong> Provide instructional and technical support to each school to help classroom teachers utilize and integrate technology successfully.</td>
<td>Ongoing</td>
<td>Monitoring of Help Desk Reports and Technology Based Training Activities</td>
</tr>
<tr>
<td><strong>6.5</strong> 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.</td>
<td>Ongoing</td>
<td>Lesson plans, observation and School Improvement Plans (SIPs)</td>
</tr>
<tr>
<td><strong>6.6</strong> Continue to provide schools and school district media centers with new and emerging 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.).</td>
<td>Ongoing</td>
<td>Electronic portfolio, usage statistics and collaboration projects</td>
</tr>
<tr>
<td><strong>6.7</strong> Align technology-based training initiatives directly with school improvement goals.</td>
<td>Annually</td>
<td>Summary of Technology training participation by school. Review and summarization of School Improvement Plans related to technology.</td>
</tr>
<tr>
<td>Each school continues to submit a School Technology Plan that is incorporated within and correlates directly to their School Improvement Plan. As a portion of the Technology Plan, each school provides a curricular plan for teaching Digital Citizenship skills including Internet Safety. The inclusion of this information satisfies the requirement for federal E-rate funding.</td>
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</tr>
<tr>
<td><strong>6.8</strong> Continue to explore, review, acquire and 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.</td>
<td>Ongoing</td>
<td>Usage reports of purchased resources</td>
</tr>
<tr>
<td><strong>6.9</strong> Collaborate with institutions of higher learning to assist them in designing educational programs for student teachers who teach and provide 21st Century technology skills and best practices.</td>
<td>Ongoing</td>
<td>Minutes from annual meeting with institutions of higher learning</td>
</tr>
<tr>
<td><strong>6.10</strong> Provide applicable students with an electronic portfolio to manage their documents, digital resources, activities and time.</td>
<td>Ongoing</td>
<td>Monitoring the use of the resource, as well as feedback from students, teachers and principals</td>
</tr>
<tr>
<td>Objective</td>
<td>Description</td>
<td>Timeframe</td>
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<tr>
<td>6.11</td>
<td>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.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.12</td>
<td>Promote, support and monitor participation in and offer online assessment programs in preparation for the State’s high-stakes assessment tool which will accompany the implementation of the Georgia Performance Standards.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.13</td>
<td>Provide necessary technology-based resources to support teacher efforts in preparing students to meet 21st Century Technology Literacy Assessment standards by the 8th grade.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.14</td>
<td>Continue to measure and report usage and effectiveness of software and subscription services and where possible report on the effectiveness of product as it relates to student academic performance.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.15</td>
<td>Provide access to online resource for students and teachers to store, collaborate and share curriculum based resources.</td>
<td>2013-15</td>
</tr>
<tr>
<td>6.16</td>
<td>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.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.17</td>
<td>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.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.18</td>
<td>Assist District educators in managing and guiding responsible 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 improving and increasing wireless access to the “Bring Your Learning Device” (BYLD) infrastructure.</td>
<td>2013-15</td>
</tr>
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</table>
Objective 7 — Technology will be utilized to increase school and district productivity and efficiency.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Time Line</th>
<th>Evaluation Measures</th>
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<tbody>
<tr>
<td>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.</td>
<td>Ongoing</td>
<td>Replacement of paper documents with electronic online data and custom built District sites</td>
</tr>
<tr>
<td>7.2 Develop and maintain technology security guidelines aimed at protecting critical operations and confidential data.</td>
<td>Ongoing</td>
<td>Creation, refinement and adoption of guidelines</td>
</tr>
<tr>
<td>7.3 Develop standards for compliance in software and applications to foster and promote interoperability among departments.</td>
<td>Ongoing</td>
<td>Advance review of District software purchases by technology staff.</td>
</tr>
<tr>
<td>7.4 Maintain compliance with the Americans with Disabilities Act (ADA), Children's Internet Safety Act (CIPA), Protecting Children in the 21st Century Act (Title II of the Broadband Act), Children's Online Privacy Protection Act (COPPA), and Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA) and the Affordable Care Act (ACA), through policy and practice and technology protection measures.</td>
<td>Ongoing</td>
<td>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</td>
</tr>
<tr>
<td>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, time-keeping, benefit applications and employee orientation.</td>
<td>Ongoing</td>
<td>Observation of usage of resources and practices; overhaul manual process when practical and within budget</td>
</tr>
<tr>
<td>7.6 Expand the use of the centralized system for managing professional development activities and maintaining certification data to all certified employees.</td>
<td>Ongoing</td>
<td>Centralized system accessed and utilized through a local intranet network</td>
</tr>
</tbody>
</table>
| 7.7 Continue to define the District’s computerized document management system for school facilities.  
  a. Prioritize and categorize documents to be stored.  
  b. Enter updated facility usage information.  
  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 capabilities for communication, electronic planning and scheduling for personnel, resources and facilities. | Ongoing   | Review of class participation and maintain use of system                            |
| 7.9 Continue to provide technology resources to teachers who do not have regular classrooms as a result of 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 |
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<tbody>
<tr>
<td>7.11</td>
<td>Continue to utilize the electronic purchasing/accounting and inventory system, including the implementation of purchasing-card software for employees/schools.</td>
<td>Ongoing</td>
<td>Accurate, efficient and timely purchasing and inventory data</td>
</tr>
</tbody>
</table>
| 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 | Continue to 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 | Continue to utilize the library and textbook manager automation program for integrated circulation, cataloging, searching, inventory 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 |
| 7.17 | Continue to utilize and expand an online employment application process to include integration with the District’s existing personnel/payroll management system. | Ongoing | Implementation of online application program |
| | Since initiation in March 2012, over 5,000 applications have been processed online. | | | |
| 7.18 | 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. | Ongoing | Review of portal usage statistics by locale. |
| 7.19 | 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. | 2013-17 | Access to the SLDS by teachers and administrators |
| 7.20 | Collaborate with key District departments and stakeholders to explore the feasibility for implementation of a districtwide Learning Management System. | 2013-17 | Review potential solutions |
Objective 8 — To provide a quality safety and security service to the system and community.

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1</strong> Maintain a General Directives Manual for internal use by police employees that establishes high standards of performance.</td>
<td>2013-17</td>
<td>Annual policy review</td>
</tr>
<tr>
<td><strong>8.2</strong> Work with local and State criminal justice agencies to acquire information necessary for ongoing investigations, crime trends and court related dispositions of students adjudicated.</td>
<td>2013-17</td>
<td>Reports of data collected through collaboration with local and state criminal justice agencies</td>
</tr>
<tr>
<td><strong>8.3</strong> Maintain certification compliance by meeting or exceeding standards adopted by the Georgia Law Enforcement Certification Program.</td>
<td>2013-17</td>
<td>Annual Policy Review</td>
</tr>
<tr>
<td><strong>8.4</strong> Continue to work with District level and school-based staff to evaluate patterns of student/school behavior to reduce or prevent specific violations.</td>
<td>2013-17</td>
<td>Semi-Annual Report of Incidents</td>
</tr>
<tr>
<td><strong>8.5</strong> 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.</td>
<td>2013-17</td>
<td>Schedule of activities</td>
</tr>
<tr>
<td><strong>8.6</strong> 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.</td>
<td>2013-17</td>
<td>Incident reports</td>
</tr>
<tr>
<td><strong>8.7</strong> 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.</td>
<td>2013-17</td>
<td>Annual progress report</td>
</tr>
<tr>
<td><strong>8.8</strong> 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.</td>
<td>2013-17</td>
<td>Annual procedure review</td>
</tr>
<tr>
<td><strong>8.9</strong> Continue to build out the District's Radio Communication platform to ensure the ability of all users to effectively communicate on a daily basis and during emergency/critical incidents with districtwide staff and public safety agencies.</td>
<td>2013-17</td>
<td>Annual Review</td>
</tr>
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</table>
Objective 8 Continued

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<tr>
<th>Action Steps</th>
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<th>Evaluation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Ongoing</td>
<td>School district activities, departmental safety training plans and accident data</td>
</tr>
<tr>
<td>• 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.</td>
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<tr>
<td>• ALL employees, including substitutes and temporary workers, completed required critical issues training through an on-line program.</td>
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</tr>
<tr>
<td>• Through a partnership with Chattahoochee Technical School, a customized, advanced defensive driving training course will continue to be available for employees assigned to drive school system vehicles.</td>
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</tr>
<tr>
<td>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.</td>
<td>Ongoing</td>
<td>Annual review</td>
</tr>
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</table>

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

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<tr>
<th>Action Steps</th>
<th>Time Line</th>
<th>Evaluation Measures</th>
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</thead>
<tbody>
<tr>
<td>9.1 Continue to provide quality, safe transportation for all students.</td>
<td>Ongoing</td>
<td>Monthly/Annual inspection safety reports; incident and accident reports; DOE Best Practices Assessment</td>
</tr>
<tr>
<td>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.</td>
<td>Ongoing</td>
<td>Performance assessments; Driving Range</td>
</tr>
</tbody>
</table>

During SY2012-13, 110 bus drivers and 18 attendants attained the title of “Exemplary Driver”; and, 52 drivers received the Perfect Attendance Award. 95% 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).
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.  

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<tr>
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<th>Time Line</th>
<th>Evaluation Measures</th>
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<tbody>
<tr>
<td>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.</td>
<td>Annually</td>
<td>Annual review</td>
</tr>
</tbody>
</table>

For 36 consecutive years, the Cherokee County School District has received a 100% perfect state inspection on all school buses.

$726,409 in competitive grant funding has been utilized to retrofit 52 buses to meet or exceed 2007 Emission Standards.

Objective 10 — Implement procedures for recruiting, employing, allocating, evaluating, training and retaining personnel (especially in critical needs areas).
| 10.2 | Utilize yearly recruitment plan to address critical areas, including teaching and non-teaching positions (e.g., speech/language pathologists and physical/occupational therapists), bilingual staffing and student growth. | Annually | Staffing vacancies with in-field certified personnel and critical shortage areas for support staff |
| 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. | 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 staff as needed for growth and to meet School District’s needs and objectives within annual budget parameters. | Annually | Annual staffing reports |
| 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. | 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 evaluation processes to increase accountability for student gains and/or performance efficiencies and enhance expectations for job responsibilities. | Ongoing | Job Description Review Timeline and 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 — Continue to maintain a system of accountability which is aligned with Major System Priorities.

<table>
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<tr>
<th>Action Step</th>
<th>Timeline</th>
<th>Evaluation Measures</th>
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</thead>
<tbody>
<tr>
<td>11.1 Develop a five-year strategic plan based on the Major System Priorities; evaluate progress and update it annually.</td>
<td>Annually</td>
<td>Annual analysis of District objectives</td>
</tr>
<tr>
<td>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.</td>
<td>Ongoing</td>
<td>Analysis of reports and student assessment results</td>
</tr>
<tr>
<td>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.</td>
<td>Ongoing</td>
<td>Reports and analysis of data elements</td>
</tr>
<tr>
<td>11.4 Develop an annual budget through an Ad Hoc Budget Committee process. Establish a subcommittee to review any further State and local revenue adjustments after local budgets are approved.</td>
<td>Annually</td>
<td>Executive budget summary report</td>
</tr>
<tr>
<td>11.5 Continue to expand opportunities for parental and community involvement.</td>
<td>Ongoing</td>
<td>Result of feedback from school councils, PTAs, and Ad Hoc Committees, Chamber of Commerce</td>
</tr>
<tr>
<td>11.6 Analyze, synthesize and compile disaggregated data reports to reflect student progress and evaluate programs.</td>
<td>Ongoing</td>
<td>Correlation of student progress to program effectiveness</td>
</tr>
<tr>
<td>11.7 Prepare and distribute Annual Report of District and School Progress.</td>
<td>Annually</td>
<td>Paper and electronic publication of reports</td>
</tr>
<tr>
<td>11.8 Maintain current District accreditation standards from the Southern Association of Colleges and Schools (SACS) and Council on Accreditation and School Improvement (CASI).</td>
<td>Annually</td>
<td>Renewals of accreditation achieved by schools</td>
</tr>
<tr>
<td>11.9 Continue to address requirements, commendations and recommendations addressed by the Georgia DOE Career, Technical Agricultural Education Program Review.</td>
<td>Ongoing</td>
<td>State Report</td>
</tr>
</tbody>
</table>

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).
| Objective 11 Continued | |
|------------------------|---|---|
| **11.10** Continue to communicate School District priorities to the State legislature and other audiences, including: | Annually | Publication of yearly legislative agenda |
| • Make public education in the State of Georgia a priority by empowering the School Board to: maintain a 180-day school calendar for students; reduce class size; and, eliminate employee unpaid furlough days (re-establishing professional development opportunities) …by ending State “austerity budget cuts” and allocating to the School District all locally-earned funding under the statutorily-required Quality Basic Education (QBE) Act formula. | | |
| • Reinstate support for public education by rebuilding/restoring state funding for non-certified employees’ health insurance, and develop and begin implementation of a statewide strategy for State Health Benefit Plan cost containment…rather than continuing to simply pass skyrocketing annual premium increases in this regard along to School Boards, teachers and other State employees. | | |
| • Earmark State funding for continuation of teacher pay for performance incentives and Science, Technology, Engineering and Mathematics (STEM) initiatives established through Georgia participation in Race To The Top…when Federal funding in this regard ends in September of 2014. | | |
| **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 and enhance school accounting practices with the continuous goal of maintaining accountability for stakeholders. | Annually | Management reports |
| **11.13** Review and update policies and procedures to align business practices (including Internal Revenue Service regulations and Journal of Generally Accepted Accounting Practices and Standards) and workflow with District goals and strategies. | Annually | Policy Review |
| **11.14** Continue to utilize available accounting software to manage District finances and provide forecasting data. | Annually | Annual Budget |
| **11.15** Continue utilizing a standards-based school fund and afterschool program accounting software system. | Ongoing | Management reports |
| **11.16** Allocate adequate time, financial support and personnel to conduct system program evaluation. | 2013-14 | Reports of the effectiveness of instructional program |
| **11.17** 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 |
| **11.18** Align federally-required, consolidated application planning for funding with the Cherokee County School District Strategic Plan. | Annually | Results of State review |
| **11.19** Continue to plan, develop and coordinate/facilitate employee healthcare, wellness and retirement programs for all personnel. | Ongoing | Program reviews Performance data Budgeting process Status reports |
| • Continue Retirement Plan Investment Review Committee for comprehensive analysis of retirement savings options and to ensure appropriate investment offerings, investment monitoring, regulatory compliance and updates as required. | | |
• Establish Healthcare & Wellness Review Committee for comprehensive analysis of health & wellness benefits to ensure appropriate offerings, implementation of state and federal regulatory changes, compliance monitoring, and updates as required.
• IRS Rules & Taxation compliance and reporting under Health Reform implementation (i.e., W-2’s, non-discrimination, health spending accounts).
• Employee Communication (Plan summaries, Exchange notices, State and local program changes).
• Healthcare eligibility rules (full-time employees for ACA compliance, work models changes under SHBP, local plan design considerations).
• Healthcare coverage rules (compliance with mandate that coverage is both “affordable” and of “minimum value”).
• Determine best practice of timekeeping to track full-time workers and reporting hours worked.
• Steps for Integration of Health, wellness and retirement (planning for health into retirement).
• Evaluate medical benefit options for 2014 and beyond (Pay or Play under ACA, design and implementation of local group medical plan, review of private/public/federal exchanges, defined contribution, etc.).

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.

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<tbody>
<tr>
<td><strong>12.1</strong> Review and evaluate existing partnerships to determine benefits and how they affect student achievement.</td>
<td>Ongoing</td>
<td>Correlation report of partnerships and Major System Priorities</td>
</tr>
<tr>
<td><strong>12.2</strong> Expand, renew and manage existing partnerships and solicit new partners districtwide and for local schools, add new business partnership program to increase participation and recognition for all business partners.</td>
<td>Ongoing</td>
<td>Comparison report of current and previous partners</td>
</tr>
<tr>
<td><strong>12.3</strong> 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.</td>
<td>Ongoing</td>
<td>Documentation of guidelines Ongoing Practice</td>
</tr>
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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 130 individual business/school partnerships.
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<th>Objective 12 Continued</th>
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</table>
| **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 |
| **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. Add CCSD YouTube Channel for video posts. | Ongoing | Number of fans and followers |

During the 2012-13 SY, the School District and 20 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 4,900 Facebook “Likes” and over 1,400 Twitter “Followers.”

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<thead>
<tr>
<th>Objective 12 Continued</th>
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<tbody>
<tr>
<td><strong>12.13</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>12.14</strong></td>
<td>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.</td>
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</tbody>
</table>
Utilize existing capacity of the Family Portal to send emergency communication emails systemwide or targeted by school to parents for school closings, delays, or other urgent information.

2013-17
Number of parent accounts, messages sent.

Increase awareness of CCSD as the education option of choice in Cherokee County through focused communication on CCSD achievements, using new publications such as “Accolades,” “Choices,” web content and an enhanced Speakers Bureau.

Ongoing
Web traffic, enrollment, number of student transfers within the county.

Assist business and economic development leadership in marketing the county as a desirable business location through special opportunities designed to showcase the School District’s progress and achievement, such as the “Get on Board! With CCSD Schools” bus tour.

2013-17
Number of events and participants.

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.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Timeline</th>
<th>Evaluation Measures</th>
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<tbody>
<tr>
<td>13.1 Continue to update and implement a State and local five-year facility plan, revising and modifying to address growth.</td>
<td>Annually</td>
<td>Approval of facility plan by Board of Education and State Department of Education</td>
</tr>
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<td>13.2 Using established athletic/student activities facilities guidelines, assess and designate any critically needed upkeep and/or improvements.</td>
<td>Annually</td>
<td>Review of report in comparison with Metro systems</td>
</tr>
<tr>
<td>13.3 Continue to 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.</td>
<td>Ongoing</td>
<td>Collection and monthly review of charts, maps and growth trend reports</td>
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<td>13.4 Continue to seek school sites for projected needs due to growth and shifting student distributions.</td>
<td>Ongoing</td>
<td>Number of sites purchased</td>
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Due to continued development along the Highway 92 corridor, staff will initiate a search for adequate school site to mitigate the resulting critical overcrowding.
<table>
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<tr>
<th>Objective 13 Continued</th>
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<tr>
<td><strong>13.5</strong> Continue to conduct Boundary Focus Group meetings for schools and communities targeted for boundary changes to create an informed relationship with communities.</td>
<td>Annually</td>
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<td><strong>13.6</strong> Continue to maintain active relationship with all municipal and county entities to ensure cooperation in relation to zoning issues, roads, utilities and traffic problems.</td>
<td>Ongoing</td>
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<td><strong>13.7</strong> Continue to 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.</td>
<td>Annually</td>
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| **13.8** Continue predictive replacement of major equipment based on usage, age, repair history, energy consumption and approximate life expectancy.  
a. Review/Update equipment inventory  
b. Evaluate age and condition of equipment  
c. Determine approximate life expectancy of each piece of equipment  
d. Determine date when equipment should be replaced  
e. Budget for equipment replacement | Ongoing | Equipment inventory and replacement summary schedule |
| **13.9** Continue to construct fully equipped, turnkey, prototypical (no-frills) school facilities.  
*Using the turnkey, prototypical design utilized for the new/replacement ET Booth MS, initiate and complete construction of two additional new/replacement Middle Schools: Teasley MS and Dean Rusk MS.* | Ongoing | Construction costs, along with future facility adaptability for site conditions |
| **13.10** Continue initiation and completion of the following projects in the Five-Year Facilities Plan: New/replacement Teasley MS and Dean Rusk MS; New Physical Education/Athletic facilities at Cherokee HS; and, New Parent Entrances at Carmel ES and Boston ES. | Ongoing | Dependent upon SPLOST revenue levels and construction costs |
| **13.11** Investigate the advisability of constructing a new/replacement administrative building to adequately and appropriately address district-level operations, as approved by the voters in the 2006 and 2011 ED-SPLOSTs. | 2013-14 | Dependent upon SPLOST revenue levels, construction costs, assessment of current facilities and determination of operational needs. |