Strategic Plan
2012–17
Building Our Future

Graduation Rate
90% of Fulton students will graduate on time.

College Readiness
85% of Fulton’s seniors will be eligible for admission to a University System of Georgia college or university.

Work Readiness
100% of FCS graduates will be work-ready certified.
Our Mission is to educate every student to be a responsible, productive citizen.

Our Vision is for all students to learn to their full potential.
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## Fulton County Schools

**Where Students Come First**

### 2012–17 Strategic Plan

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Strategic Plan  

Common Core 

Performance Management 

Charter System
Education in the United States is at a crossroads and the Fulton County School System is no exception. Today’s graduates will have an average of eight different careers, many in fields we cannot yet imagine. A system that once focused on retention of information is out of pace with a world where information is available almost instantly at any time or place. The learner of today must have a strong grasp of basic skills aligned with the ability to apply learning in practical situations as well as, to create and innovate, and to communicate clearly. Today’s students must enter the world as life-long learners, motivated to adapt and create in areas that interest them, areas that will change and evolve over time in ways we cannot predict.

As the following information will demonstrate, an insufficient proportion of our students enter high school on track, graduate on time and complete college prepared for work. These are national trends from which we are not immune. Breaking through this pattern will require substantial changes in the way we teach, engage and inspire our students. As a means to achieve this change, Fulton County Schools is restructuring its operations to become a Charter System. This will allow the school system to waive major aspects of state education law and to grant such opportunities for innovation to individual schools as well.

We embrace our mission to educate every student to be a responsible, productive citizen and are committed to achieve our vision that all students learn to their full potential. There are models across the nation, and in our own school system, where every student is engaged, gaining critical knowledge and applying skills in meaningful ways. We are committed to making that the norm in every classroom in each of our schools.

We have the ability to work in dramatically new ways. How will we align this work to meet the expectations of our community and address our specific challenges? This strategic plan sets a path forward to realize this future.
Strategic Plan Rationale: The Case for Change

Environmental Scan: What is Required?

Every strategic plan must examine the conditions in which an organization operates. The environment for public education is changing in a myriad of ways, from the requirements of the future workplace to the expectations of those who support and who benefit from our services.

Changing Expectations of Stakeholders

During extensive engagement with parents, teachers, school administrators, students and community members, common themes were heard around flexible, integrated and differentiated instruction. The community voiced a strong desire for transformative change in Fulton’s instructional methods, including:

• More interactivity and problem-based teaching;
• Increased flexibility in pacing so that students can move on with their learning when they are ready or have additional time when needed;
• More utilization of the internet and web-based tools that align with the technology and information-rich culture of our students; and
• Greater opportunities for experiential learning.

We also heard demands for broader curriculum options. In addition to voicing a preference for new ways to teach students, stakeholders indicated a desire to create broader curriculum options, such as classes that prepare students for multiple pathways and that include vocational studies and life skills as well as college readiness, new ways to earn course credit outside of traditional classrooms, flexibility in sequencing courses, and expanded foreign language and fine arts.

External Realities

With the advent of the Common Core Curriculum Standards, the base curriculum as well as mandated assessments will become more focused and rigorous.

In addition, the world of work is changing. High school graduation is critical to economic success. The skills needed for post-graduate success are also changing.

In February 2011 the Harvard Graduate School of Education published a report titled “Pathways to Prosperity” that challenges many of our assumptions about the best models to prepare students for post-high school success. Nearly 70% of those who graduate from high school in the United States go on to college within two years, but only about 40% of Americans have an associate’s or bachelor’s-level
Since 1973, jobs that require at least some college have exploded while opportunities for those with just a high school education have shrunk dramatically.

As shown in the following chart from the report, persons employed with only a high school diploma dropped 25% between 1973 and 2007 (from 40% of the working population to 30% of the working population). In contrast, those employed with a bachelor’s or master’s-level degree doubled during this same time period. But those employed with some college or an associate’s-level degree more than doubled – from 12% to 27%.

As stated in the report, 27% of people with post-secondary licenses or certificates—credentials short of an associate’s degree—earn more than the average bachelor’s degree recipient. Our current system places primary emphasis on a single pathway to success: attending and graduating from a four-year college after completing an academic program of study in high school. While still a desirable outcome, this pathway is not productive for many students.

The report cites several national business groups as stating that high school graduates in general lack the skills necessary for success in the workplace such as communication, professionalism, critical-thinking, decision-making and prior work experience.

Charter System: A New Frontier

The opportunity to become a charter system provides increased autonomy for local school staff and communities. Georgia’s charter system law allows local school systems to waive most aspects of state education law. It requires that individual schools establish School Governance Councils that are empowered to request waivers and manage resource allocations specific to their schools. Fulton County Schools was approved to operate as a charter system on July 1, 2012. This presents tremendous opportunity as well as challenges.
The key aspect of successful charter schools and “empowerment” schools (such as those in Clark County, Nevada, and New York City) is the autonomy they enjoy. Research funded through the U.S. Department of Education has found that greater autonomy can enhance efficiency, strengthen accountability, and allow for innovation and specialization. For example, empowerment schools in Clark County have seen increases in student proficiency on state achievement tests and in parent satisfaction with their children’s schools. Likewise, a New York University study of New York City’s Performance Driven Budgeting initiative of 1997 found a small, but statistically significant, increase in student academic outcomes at pilot schools where local educators tracked and utilized student achievement data to determine their own instructional planning, budgeting, and resource allocation decisions. Schools with added flexibilities are associated with greater commitment to local priorities, enhanced teacher influence and engagement, and improved relations between schools, parents, and their communities.

It is essential that we put the processes, resources and accountability in place to ensure that our schools implement effective innovations aligned with the needs of their students.
Organizational Assessment – Are We Prepared?

Through our community engagement efforts we asked our stakeholders for insight on areas that worked well and those that needed improvement. We also analyzed our historical student achievement results, examined our talent management results and compared ourselves with similar school districts across the country.

Our Strengths

Fulton County schools has a long history of high student achievement. Our state assessment results are consistently amongst the highest in Georgia, our SAT scores far surpass the national average, and our elementary and middle school students score above the majority of students in the nation on the ITBS – a nationally normed test, scoring as high as the 76th percentile in 3rd grade math.

Through a policy of Continuous Achievement, all students in Fulton County Schools experience the reading, language arts and math curricula at levels at or above their grade level, depending on their demonstrated ability. At the high school level, science and social studies courses are also offered at the Honors, Advanced Placement or International Baccalaureate level, as well as on grade-level. Students’ placement in one subject is not dependent on their placement in other subjects, and students as young as first grade move among classrooms in order to benefit from instruction tailored to their needs.
The Common Core and Georgia Performance Standards ensure that all students receive rigorous instruction. System-developed interim assessments, known as Checkpoints, ensure that the curriculum standards are taught across all of our schools, and allow central monitoring of performance. Conducted at multiple intervals within the school year, Checkpoints allow teachers the essential information they need to adjust instruction so that all students master the standards.

Our Student Achievement Management System (SAMS) and student information system allow us to match each teacher with the specific students they instruct in each subject. This valuable information allows teachers to understand the past progress of their students on state mandated assessments as well as to use diagnostic assessments to determine student’s mastery of specific content as it is taught. SAMS also includes lesson plans and resources for teachers. These systems have resulted in our designation as a best practice district in Data-based Decision Making by the American Productivity and Quality Institute.

We have utilized the Balanced Scorecard since 2000, and are the first school system in the country to do so. Our rigorous implementation of this performance management tool has resulted in our induction in the Balanced Scorecard Hall of Fame, a dedicated chapter in the book Strategy Maps by Robert Kaplan and Dave Norton, and documentation in a Harvard Business School case study. The Balanced Scorecard is used by the Board of Education to direct and monitor performance of the school system.

**Our Opportunities**

The percent of students who meet state standards in core subjects has increased or held steady, and is among the highest levels in the state. However, when comparing our performance to similar Georgia school systems, there is opportunity to increase the percentage of students exceeding the state standards at all levels, but particularly in math and science from grades 5-12. This opportunity will become more critical as the curriculum becomes more rigorous over the next few years and reflects national standards rather than those of Georgia alone.
While declining, we continue to see a marked gap in performance among our students from low income families. This is particularly striking in the area of math. The following charts show the difference in performance between our students in poverty and those across the state. On the state CRCT (Criterion-Referenced Competency test) in math, the gap in meeting/exceeding standards between those in poverty and not in poverty is 19.8% for the state, but 23.1% for Fulton. In each math area tested on the End of Course Test in high schools, a greater percentage of Fulton students in poverty failed to meet the standard than those across the state.

When compared with other Georgia systems, our graduation rate of 70.1% is quite high based upon the new, nationally comparative calculation. However, we identified several demographically similar, high-achieving systems from across the nation for comparison. The result makes it clear that we can increase the percentage of our students prepared for college and career by increasing our graduation rate.
According to the Harvard Strategic Data Project, high school completion rates among Fulton County schools (percentage of 9th graders graduating on time) vary from 63% to 93%. The rate of 9th graders who are “seamless” college enrollers varies from 25% to 81% among our high schools.

![FCS college enrollment rates exceeds national estimates](image)

By comparison, nationwide 70% of ninth graders graduate, 40% seamlessly enroll in college and 30% persist to their second year.

While our school system overall exceeds the national average on these measures of high school completers and seamless college enrollment, there are significant variances in performance among our schools. The implication of this data is that all of our schools need to prepare students for the full range of post-secondary options, ranging from two- or four-year university to immediate job and career placement. Key to this success is ensuring all of our students enter 9th grade with the knowledge and skills required to meet high school standards.

A key factor in college enrollment is performance on the SAT. While Fulton County Schools remains at the top of Georgia school systems in SAT scores and performs well above the national average, our schools fall behind several nationally comparable school systems. Additionally, Fulton County Schools’ SAT scores have declined at a greater rate than the nation over the past five years. This provides an opportunity for improvement.
One of the strategies of Harvard’s Strategic Data Project is to conduct rigorous diagnostic analyses of teacher effectiveness. “Learning about Teacher Effectiveness: The SDP Human Capital Diagnostic” summarizes Harvard researchers’ findings within Fulton County Schools. The team of researchers linked student test and demographic data to teacher human resource data to calculate teacher effectiveness. Overall, researchers found that teacher effectiveness varies substantially.

**Key findings for our school system are described below:**

- **Recruitment:** High poverty schools have greater proportions of novice and newly hired teachers than low poverty schools.
- **Placement:** On average, less experienced teachers are placed with lower performing students—both district-wide and within specific schools.

![Graph showing average prior elementary student performance for teachers with 3 or fewer years of experience relative to teachers with 4 or more years of experience.]

FCS places less experienced teachers with lower performing students both across the district and within schools. The same pattern is evident at the middle school level.

- **Development:** Teachers become more effective during their first two years in the classroom after which teacher effect improvements are generally small and inconsistent. Additionally, teachers with advanced degrees are no more effective than teachers without advanced degrees.
- **Evaluation:** It is possible to predict future teacher effectiveness. After ranking novice teachers in quartiles using two years of math teacher effectiveness data, these teachers, on average, performed similarly in their third year. These findings hold true for language arts, as well.
- **Retention / Turnover:** We retain our most effective novice math teachers at higher rates than our least effective novice math teachers. This is not true for novice language arts teachers or experienced teachers in either math or language arts.
Estimates of teacher effectiveness among novice teachers are predictive of future performance

The least effective experienced math teachers in FCS stay in the classroom at the same rate as their more effective colleagues.

However, the most effective teachers take jobs in the district at higher rates (8%) than their less effective peers (4.5 – 5.7%).

After making novice teachers on quartiles using two years of math teacher effectiveness data, these teachers on average, perform similarly in their third year.
Long-term Outcomes

In light of our environmental and organizational assessment results, we have established a set of long-term outcomes to define the Board of Education’s progress in achieving its vision for all students. These describe the results we want for our students when they complete their education with our school system. We have set specific targets for achievement by the end of our strategic plan timeframe – June 2017.

High School Graduation

High school graduation is the gateway to a productive future. Based upon our comparative analysis, we have set a target that 90% of our students will graduate on time. We will also decrease the variation in graduation rates among our high schools.

SAT Scores

For students aspiring to college, SAT results in math and reading are a gateway to entry. We have examined the current admission requirements of four-year colleges and universities within the University System of Georgia. The 25th percentile of students admitted to such colleges or universities had an average score of 460 on the math SAT and 460 on the reading SAT. Currently, 73% of our students meet this score for math and 71% meet the score for reading. We will attain a long-term outcome of 85% of our students achieving a Math and Reading SAT score sufficient for admission to University System of Georgia schools. Over the next five years we will also maintain or increase the percentage of students taking the SAT from our current rate of 67%.

Work Readiness

Whether they pursue a 4-year college degree, technical certification or accreditation, or move immediately to the workplace, all students need the skills to be productive and responsible in a world relying increasingly on technology, collaboration and communication. We will utilize the ACT WorkKeys assessment, the basis for the National Career Readiness Certification, to assess our high school students’ skills in this area. We will establish a baseline for achievement on this assessment in 2013, with the desired long-term outcome of 100% of assessed students certified as work-ready.
Strategic Themes

The path forward can seem daunting without a map, particularly when the route is unfamiliar. In order to organize our strategic work, we examined our environmental realities and organizational opportunities to find the major themes. These major themes integrate the new initiatives that will be needed to

- Respond to our stakeholders expectations;
- Anticipate the changing requirements for graduates;
- Design processes for our charter system implementation;
- Capitalize on our strengths;
- Meet our opportunities for improvement; and
- Achieve our long-term outcomes.

Achieving these long-term outcomes will require aligned focus across all grade levels and among central and school-based staff. These strategic themes will be implemented in tandem with our need to manage temporary, focused projects in critical areas and continuously improve our ongoing work.
Our Strategic Initiatives and Results

Through extensive research on effective practices in other school systems as well as other private and nonprofit organizations, we have crafted specific initiatives within each Strategic Theme that will allow us to achieve our long-term outcomes as well as our future Balanced Scorecard targets for all grades and subjects.

Strategic Theme: Instruction

As indicated in our Case for Change, we cannot continue to rely solely on existing instructional methods to meet the changing expectations of our stakeholders or the changing needs of the future workplace. The following initiatives, implemented over the next three years, will ensure that all students are engaged in learning that enables them to reach their full potential for college and career readiness. Initiatives that relate solely to middle and high school students are indicated with an asterisk.

1. CONTINUOUS ACHIEVEMENT AND CUSTOMIZED LEARNING: Develop customized programs of study responsive to the individual interests and needs of all students.
   a) Diversify instructional delivery methods through technology (such as virtual and blended classes) and flexibility (such as independent study programs).*
   b) Increase partnerships to offer relevant learning opportunities, such as service learning, community projects, and corporate shadowing.
   c) Enable the use of flexible schedules and establish standards mastery as the basis for course credit requirements.*
   d) Create a new set of semester-long (or varying length) courses to provide a greater variety of subjects for all students.*
   e) Provide necessary supports and varied, just-in-time recovery options for students at risk of not meeting their potential, particularly during transitions between school levels.
   f) Train and support school leaders for implementation of continuous achievement.

2. EFFECTIVE ASSESSMENT OF LEARNING AND FEEDBACK: Design a comprehensive assessment and feedback program to provide timely, critical information about ongoing student progress.
   a) Complete full review of all system processes to create a streamlined, integrated portfolio of assessments.
   b) Develop new practices for continuously monitoring student progress through assessments that emphasize providing ongoing feedback.
   c) Create assessments that measure student mastery of applied skills integrated into the curriculum.

* These items will be implemented solely at the middle and high school levels.
3. TAILORED INSTRUCTION AND SUPPORTS: Build capacity to deliver appropriate and effective academic guidance to all students.
   a) Redesign counseling services to leverage system-wide technology improvements and future new assessments.
   b) Provide training that incorporates best practices or innovations in scheduling, academic and career guidance.

4. CHALLENGING AND INNOVATIVE INSTRUCTION: Increase challenging, innovative learning opportunities for all students through additional courses and external partnerships.
   a) Build a plan to increase the number of Advanced Placement and other advanced level courses system-wide.*
   b) Redesign course lessons to include more authentic learning by application, in addition to existing theory, for all students in all grade levels.
   c) Establish external partnerships in multiple fields (such as areas of trade and professional certification) and with colleges and universities to extend courses and subjects.*
   d) Provide professional development aligned with curriculum innovations.

5. APPLICATION OF LEARNING: Infuse programs of study across math, science, and the humanities that promote student skills necessary for college and career, including financial and technology literacy, communication and application of learning to real-world issues.
   a) Integrate these skills into the curriculum for all grades and subjects.
   b) Study new ways to introduce fine arts and cultural studies options at earlier grades.
   c) Expand teacher coaching in all curriculum areas to emphasize these skills.

These initiatives will be evaluated by monitoring the following indicators:

- Increased options for students to gain required course credit.
- More authentic methods of assessment and faster feedback on student learning to teachers, students and parents.
- Higher student satisfaction with academic guidance.
- More credits earned through advanced, dual-enrollment or field-based courses.
- Parents, students and teachers report development of skills necessary for application of learning.

* These items will be implemented solely at the middle and high school levels.
Strategic Theme: People

We cannot achieve positive change if we do not enhance the capacity of those doing the work. As the data from the Harvard Strategic Data Project indicates, we need to pay careful attention to how we hire, retain and place our employees – particularly our teachers. Through work with the North Highland Company we have identified the following model for enhancing our people.

The strategic initiatives within this theme will follow this model to ensure Fulton County Schools attracts and retains the most talented and effective employees in K-12 education.

1. SUPPORTIVE CULTURE: Build a trusting, positive, and supportive culture that demonstrates a commitment to employees and encourages a mutual commitment from employees.

   a) Enhance Fulton County Schools’ brand to better define our values and principles.
b) Build district norms and common values that strengthen the organization (such as transparency, honesty, keeping students first, and valuing all employees).

c) Encourage and develop ways for leaders to informally recognize employees.

d) Promote and ensure an effective Employee Assistance Program to support employees during difficult situations.

2. ACCOUNTABILITY: Establish an integrated, ongoing process that manages performance, assesses effectiveness, and provides support to ensure accountability across the district.

a) Create core competencies for all employees that are aligned to performance and development processes.

b) Define performance standards for all employee roles.

3. SUPPORT AND DEVELOPMENT: Enhance professional development to support performance growth and improvement.

a) Implement an orientation and induction system for all employees.

b) Provide development opportunities that are aligned to district and employees’ needs identified through a performance management system.

c) Develop and support managers to effectively manage performance by coaching for success and dismissing ineffective employees.

d) Develop guidelines and processes for succession planning.

4. TOP TALENT: Develop and implement a targeted recruitment, selection, and placement strategy to attract effective and qualified professionals.

a) Establish a definition of “effective” for principals, teachers, administrators, and other employee groups.

b) Implement a process that ensures strategic design and posting of positions.

c) Target the best educator, leader, and other employee-type preparation and training programs.

d) Develop a process for identifying effective principals, administrators and teachers, and linking core competencies to our hiring process.

e) Develop and support managers in their efforts to interview, select, hire, and assign staff based on core competencies and student needs.

f) Align processes to allow for more targeted recruitment and strategic hiring and selection of employees.

g) Attract highly effective principals, teachers, administrators, and school staff to hard-to-staff subjects and schools.

h) Set district expectations for assigning teachers to classrooms based on student needs.

i) Expand and enhance alternative pathways to classroom teaching.
5. EFFECTIVE EMPLOYEES: Develop a system to retain and reward our most effective employees.

a) Develop formal recognition systems aligned with system values and based on best practices.

b) Align compensation structure to strategic goals.

c) Develop a career ladder for teachers.

d) Make career ladder options for all non-school-based employees transparent with clear expectations and support.

e) Tie recognition and consequences to performance management.

These initiatives will be evaluated by monitoring the following indicators:

- Decreased employee absenteeism and increases in positive staff perceptions.
- Increased feedback to employees on performance objectives.
- Expanded professional learning aligned to employee needs.
- Increased performance ratings of newly hired staff; fewer inexperienced teachers in hard-to-staff subjects and schools; reduced turnover in hard-to-staff schools.
- Increased retention of effective employees.

Strategic Theme: Technology

Our students have become what noted educator Marc Prensky defines as digital natives. They do not know of a time when information was not a click away, when videos were not viewed through a computer or handheld device, or when the only means of text communication was sending a letter. They expect to use technology to gather and demonstrate knowledge in the classroom, just as they do outside of school. Our community has clearly demonstrated their demand and desire for more integration of technology through the renewal of our sales tax for capital improvements, which will be heavily invested in technology. Through these strategic initiatives we will ensure teachers, parents and students have the tools and information necessary to accelerate learning.

1. STUDENT ACCESS: Ensure student access to technologies that support innovative instruction.

a) Provide a robust and sustainable infrastructure with resources to support evolving technology by increasing system-wide network capacity to meet technology specifications and user requirements.

b) Provide students with digital content that meets their individual learning needs.

c) Provide students with opportunities to communicate, collaborate, and participate in rigorous learning activities at any time.

d) Collaboratively define a list of system-supported and approved hardware and software.

e) Provide real-world technology tools that support innovative and effective instruction.
2. DATA-DRIVEN DECISION MAKING: Ensure seamless access to timely data that will drive decision making.
   a) Establish integration among information systems to access data and support flexible reporting.
   b) Create data dashboards with easy access to information for all stakeholders.

3. STAKEHOLDER SKILLS: Provide stakeholders with the knowledge and skills needed to utilize current technology.
   a) Develop the instructional technology skills of teachers and instructional leaders.
   b) Communicate and assess technology competencies based on internationally accepted standards for learning, leading, and teaching in the digital age.
   c) Deliver learning opportunities and communication in multiple formats to accommodate all stakeholders.
   d) Explore opportunities for community partnerships to increase access to technology outside of the classroom.

These initiatives will be evaluated by monitoring the following indicators:

- Increased technology proficiency among teachers; increased learning opportunities for parents to increase technology skills; increased technology proficiency among students.
- Equitable access to instructional technology across schools and classrooms.
- Increase in data available to all stakeholders groups.
Strategic Theme: Effective Schools

As a Charter System, School Governance Councils will be an essential ingredient to developing innovations and effectively implementing them in each school. In their study of the regulatory environment of public education in California, Loeb, Bryk and Hanushek found that schools vary in their capacity to transform available resources into achievement due to differing skills in leadership to use information effectively. Although increased flexibility can lead to innovations, sufficient knowledge and capacity at the school level is necessary for autonomous schools to improve student performance. Researchers have found that in order to improve student achievement, schools must have the capacity to plan, budget, and respond with agility to students’ needs. This requires dedicated support to build capacity at the school level. Central leaders must establish a framework for local decision-making, train school staff and parents on planning, budgeting, and tracking student data, and provide the personnel and accountability to support this change. We will ensure effective schools through collaborative leadership that balances innovation with accountability for achievement of all students.

1. SCHOOL GOVERNANCE : Establish effective and collaborative School Governance Councils at every school.
   a) Design a standard set of Bylaws and a Code of Conduct for School Governance Councils.
   b) Implement a process for establishing standards and training for school leaders and governance councils.
   c) Develop processes in which school governance council innovations will be evaluated.
d) Design a process for assessing School Governance Councils and providing necessary interventions.

e) Develop a process and criteria for School Governance Council certification renewal.

2. STRONG SCHOOL SUPPORT: Support schools with effective system-level structures and processes.

   a) Implement and evaluate department processes and procedures to support effective schools.

   b) Develop an interactive database of effective School Governance Council innovations.

**These initiatives will be evaluated by monitoring the following indicators:**

- Certified and effective school governance councils.
- Higher customer satisfaction with system services.

**Strategic Theme: Resources**

A critical part of innovation is aligning resources, including people, time and materials with the specific needs of students in each school. Given the wide diversity across our school system, and therefore among our schools, processes must be established for schools to have flexibility to waive state laws and school system guidelines to restructure resource allocations. The initiative listed below will ensure student needs are supported with efficient and effective allocation of staff, instructional materials, and equipment.

1. RESOURCE FLEXIBILITY: Provide data-driven flexibility to deliver resources designed to drive student achievement.

   a) Design a process for collaborative resource sharing.

   b) Develop a process to actively generate and track resources.

   c) Provide guidelines for flexible use of each school’s resources.

**This initiative will be evaluated by monitoring the following indicators:**

- Increased funding from new sources.
- Improved alignment of resources with student learning.
**Action Planning**

Such a comprehensive plan requires constant communication to ensure that all employees are aware of their part in Building Our Future. Most importantly, each employee needs to know the specific actions they are expected to take and how these actions differ from past efforts. We will immediately launch a system-wide communication and action planning effort. In the short term, our central staff will play the lead role in developing the systems, structures and processes to support implementation of these initiatives.

These initiatives will begin in stages over the next three years in order to ensure sufficient capacity for effective implementation, adoption and monitoring. Action plans for each initiative, including timelines and assignment of staff responsibility will be posted on our website. Regular process updates will be posted as well to maintain transparency and accountability as we move forward.

**Measuring our Results**

The graphic below provides a logic model of the key, interim outcomes that will lead to our long-term outcomes for all students. This provides the roadmap to success for each student in our district. These student achievement outcomes, as well as performance measures for each of our Strategic Themes, can be found on the school system Balanced Scorecard which is regularly updated on our website.

The Board of Education regularly monitors these results to ensure our strategic initiatives are effective in Building Our Future.

**Long-term Outcomes by Grade Level**

- **Grade 3**
  - Proficient or Above with Continuous Growth in:
    - Reading
    - Writing/Language Arts
    - Math
    - Science
    - Social Studies

- **Grade 5**
  - Proficient or Above with Continuous Growth in:
    - Reading
    - Writing/Language Arts
    - Math
    - Science
    - Social Studies

- **Grade 8**
  - Attains at least 5 credits, with proficiency in all required courses
  - Potential Career pathways identified

- **Grade 9**
  - Meets graduation requirements
  - Reading and Math SAT sufficient for college admission
  - Certified work ready

- **Grade 11**
  - Attains at least 15 credits, with proficiency in all required courses
  - PSAT above the 50th percentile
  - Proficient in Writing
  - Completes or enrolls in at least one AP/IB Course
  - College and career options defined

- **Grade 12**
  - Meets graduation requirements
  - Reading and Math SAT sufficient for college admission
  - Certified work ready

Building Our Future is the result of considerable input from a wide variety of stakeholders over an 18 month period. We sincerely appreciate the participation and insights from the students, parents, teachers, administrators and community members in the following sessions:

Student Advisory Council
Parent Advisory Council
Community Advisory Council
Cluster Advisory Councils
Teacher Advisory Council
Principal Advisory Council
Administrative Staff Meeting (all principals and central department heads)
Assistant Principal Meeting
Community Forums
  - Creekside High School
  - Johns Creek High School
  - Milton Center
  - Riverwood International Charter School
  - Roswell High School
  - Tri-Cities High School
  - Westlake High School

Student Focus Groups
  - Banneker High School
  - Centennial High School
  - Holcomb Bridge Middle School
  - Hopewell Middle School
  - Langston Hughes High School
  - McNair Middle School
  - Milton High School
  - Renaissance
  - Middle School

Town Halls
  - Lake Forest Elementary School
  - Milton Center
  - Westlake High School

...and all those who provided input through our website.

We also recognize the members of the following Strategic Planning teams who organized this input into a coherent set of strategic initiatives:

- People Team
- Instruction Team
- Effective Schools Team
- Technology Team
- Resources Team

This is your strategic plan. Thank you!