



# 2018-2019 Strategic Plan

## Jacksonville North Pulaski

Superintendent: Dr. Bryan Duffie  
Assistant Superintendent: Dr. Tiffany Bone  
Mr. Gregory Hodges  
Leadership Team: District Leadership Team

Performance Coach: Mrs. Kimberly Starr

# Focus Area: Promote a safe, positive, interactive and supportive climate Improve the culture of district/school

**Ross Plan Educational Goal: To reduce the number of discipline problems and classroom disruptions caused by all students regardless of race or background**

Skills	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
Shaping Culture for Learning:  2.1 Establish desired culture through norms, rituals, traditions, common language and cultural competencies	Hold meetings to solicit input on a safe culture with staff, scholars, and stakeholders (voice and Input) -Town Hall for parents/community -Open houses at schools	April 30, 2018 – August 31, 2018	District Leadership Team	Charts and/or <a href="#">survey</a> responses – Compiled reports: What is the district doing well? What does the district need to improve? Suggestions/solutions to the needs listed Town Hall meeting once a semester	Compile data to define current reality from the community
2.2 Promote a safe, positive, interactive and supportive climate	Identify academic and behavioral expectations: -collaborate on a list of expectations -develop protocols (language and actions across the district)	April 30, 2018 – July 31, 2018	Dr. Janice Walker Ms. Renee Parker	Collaborative list of expectations and district-wide protocol	Develop and use common language to communicate expectations

2.3 Build and sustain collaborative relationships and structures for learning and work	Establish routines and procedures and routinely reinforce for all teachers/classrooms -Elementary -Secondary	April 30,2018 – August 6, 2018 Training: August 6-11, 2018 Implementation: August 13, 2018 – May 31, 2019	Ms. Shana Loring Dr. Tiffany Bone Mr. Gregory Hodges Dr. Janice Walker Ms. LaGail Biggs Ms. Mindy Parker Ms. Jamie Reed Ms. Renee Parker	Training  Materials  Implementation  Whole Brain Training	Monitor the use of routines and procedures in all classrooms
2.5 Use skills of influence, persuasion and advocacy to engage with multiple community sectors as a public leader	Implement PBIS with fidelity: -behavioral matrix finalized -clarity on teacher responses -identify alternatives to suspension -multi-tiered system of support	August 14, 2018 – May 31, 2019	Mr. Jake Smith Ms. Lorri Stinnett Dr. Janice Walker Ms. Mindy Parker	All staff members are fully trained  PBIS Rubric  Use of behavior matrix  Discipline referral and consequence data	PBIS support  Administrators monitor  Scholar Feedback
	Provide Second-Step training K-5 Counselors 6-8 All trained High School – training -Peak Performance, program for students to develop critical skills for the workforce	August 7, 2018 – May 31, 2019	Ms. Jamie Reed Dr. Physhuna Jones Mr. Kenneth Miller Mr. Jeremy Brown Ms. Michelle Young Ms. Mindy Parker	All staff members are fully trained  Use of lessons and skills  Common language and vocabulary	Monitor progress  Identify needs
	Develop interventions for the behavioral RTI system: -Finalize RTI manual -Training developed by District Team -Provide training for school RTI teams -School teams will provide training for their staff -Provide ongoing wrap-around supports for scholars -mental health services	April 30, 2018 – September 30, 2018	Mr. Jake Smith Ms. Shana Loring Ms. Domonique Alexander Dr. Tiffany Bone Mr. Gregory Hodges Dr. Courtney Holmes Mr. Brandon Weems Mr. Kenneth Miller Dr. Physhuna Jones Mr. Terrance Hatcher Mr. Terrod Hatcher	Manual finalized  Training completed  RTI Agenda and Minutes from each building shared with District RTI Team	Monitor students in the RTI system

	<p>Identify teachers who need support with routines and procedures:</p> <ul style="list-style-type: none"> <li>-provide support, training, and monitoring (Principal)</li> <li>-Envoy (possible)</li> <li>-Whole Brain (possible)</li> </ul>	<p>October 1, 2018 – May 31, 2019</p> <p>October 1, 2018 – December 14, 2018</p> <p>January 3-4, 2019 – May 31, 2019</p>	<p>Principals Behavior Interventionists Instructional Facilitators</p> <p>Dr. Tiffany Bone Mr. Gregory Hodges Ms. Lorri Stinnett Ms. Mindy Parker</p>	<p>Discipline Referrals</p> <p>Whole Brain Training (Elementary) Envoy (Secondary)</p> <p>Training during Professional Development October 19, 2018 for identified teachers</p>	<p>Observe teachers and provide specific, actionable feedback</p>
<p><b>Strategic Plan: 2019-2020</b> <b>Shaping Culture for Learning</b></p>	<p>Increase engagement in the classroom:</p> <ul style="list-style-type: none"> <li>-training, support</li> <li>-Co-op Training (possible)</li> <li>-Kagan (possible)</li> </ul>	<p>August 2019 – May 31, 2020</p>	<p>Principals</p> <p>Dr. Tiffany Bone Mr. Gregory Hodges</p>	<p>Training during PLC and Professional Development</p>	<p>Observe teachers and provide specific, actionable feedback</p>

## Focus Area: Infuse diversity of people, perspectives, ideas and experiences into the work – Increase cultural competency

### Ross Education Plan Goals:

- To increase student attendance and reduce suspensions and grade retentions for all students, regardless of race or background.
- To decrease the performance gap between white students and African-American students through the systematic design/selection and implementation of intervention programs that provide effective remediation for individual or group needs.

Skills	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
Shaping Culture for Learning  2.1 Establish desired culture through norms, rituals, traditions, common language, and cultural competencies	Implement the system for monitoring disciplinary actions with special attention given to African-American scholars: -Develop a report by teacher with black/non-black referral numbers 1. principals meet with teachers and develop plan 2. monitor support	May 1, 2018 – May 31, 2019	Mr. James Carter Mr. Jake Smith Principals Asst. Principals	Email reports bi-monthly to district leadership and building leadership  Mentoring for students  Student discipline data	Building leadership teams will monitor discipline  Discuss plan and data during principal meeting

<p>2.2 Promote a safe, positive, interactive and supportive climate</p>	<p>Calibrate responses with administrators for disciplinary sanctions according to the handbook: -train administrators to be consistent and to analyze the data</p>	<p>July 1, 2018 – May 31, 2019</p>	<p>Dr. Tiffany Bone Mr. Gregory Hodges Ms. LaGail Biggs Principals</p>	<p>Disciplinary sanctions are consistent as shown by the data</p>	<p>Training for the district equity team</p>
<p>2.4 Infuse diversity of people, perspectives, ideas and experiences into the work</p>	<p>Identify and implement alternative consequences other than out-of-school suspension: -PBIS/RTI Committee at each school -ISS (elementary adding)</p>	<p>July 2018 – May 31, 2019</p>	<p>Ms. Renee Parker Mr. Jake Smith Assistant Principals</p>	<p>Scholars have opportunities to improve their behavior without suspension  Administrator Retreat</p>	
<p>2.5 Use skills of influence, persuasion and advocacy to engage with multiple community sectors as a public leader</p>	<p>Develop district level equity team: -equity team will develop an equity plan -training plan for district and school personnel including a book study and additional Professional Development and support</p>	<p>August 2018 – December 2018  January 2019 – May 2019</p>	<p>Dr. Courtney Holmes Ms. April Turner Mr. Gary Beck Ms. Shana Loring Ms. Domonique Alexander Ms. Marye Jane Brockinton</p>	<p>Team agenda/minutes Equity plan Training plans</p>	
	<p>Create a communication plan that builds positive relationships between the school and community: -parent communication is two-way -invested stakeholders participate on committees</p>	<p>July 1, 2018 – May 31, 2019</p>	<p>Marketing Representative Principals Teachers</p>	<p>Communication plan in place Monitor communication in each school</p>	

<p>Shaping Culture for Learning</p> <p>2.1 Establish desired culture through norms, rituals, traditions, common language, and cultural competencies</p>	<p>Add additional time within the school day to provide academic support with special attention to African-American students and others who are at-risk for failure:</p> <ul style="list-style-type: none"> <li>-additional Intervention time- elementary</li> <li>-schedule students into math and literacy intervention classes at middle school</li> <li>-Zero Hour High School (intervention/remediation)</li> </ul>	<p>October 1, 2018 – May 31, 2019</p>	<p>Dr. Tiffany Bone Mr. Gregory Hodges Principals</p>	<p>Schedules Student Achievement</p>	
<p>2.2 Promote a safe, positive, interactive and supportive climate</p>	<p>No Zeros No Excuses:</p> <ul style="list-style-type: none"> <li>-Scholars will not have an option of not completing work, every student/every assignment</li> <li>-Systems in place to make sure all students turn in work</li> <li>-ICU</li> </ul> <ol style="list-style-type: none"> <li>1. book study</li> <li>2. implement the program</li> <li>3. monitor for success and replication</li> </ol>	<p>Pilot at Elementary: Bobby G. Lester October 1, 2018 – May 31, 2019</p>	<p>Principals Mr. Gregory Hodges</p>	<p>Baseline data of incomplete work compared to after the program has started</p>	

<b>Strategic Plan: 2019-2020 Cultural Competency Plan 2000</b>	Improve the attendance of all scholars: -competitions/incentives for elementary -by grade, class, building -middle school scholars High School: -add truancy officer to the resource officer role	August 2018 – May 2020	Dr. Tiffany Bone Mr. Gregory Hodges Principals Teachers	Student absenteeism is reduced according to bi-monthly reports	
	Create and implement a student mentor program	August 2019 – May 2020	Ms. Renee Parker		



# Focus Area: Expect high-quality teaching and learning at JNPSD

## Improve instruction and student achievement

**Ross Education Plan Goal: To improve educational achievement by all students, with special attention to African-American students and others who are at-risk of academic failure due to socio-economic disadvantages, or other factors (RTI).**

Skill	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.1 Expect high-quality teaching and learning	Develop core beliefs, shared vision, and mission (Establish the Titan mindset) Disseminate to all stakeholders	May 1, 2018 – August 31, 2018	Dr. Bryan Duffie Dr. Tiffany Bone	Written beliefs, vision and mission	Create a living document where all decisions are made
4.2 Observe teaching practices and provide actionable feedback for professional learning			Assisted by Kim Starr, ALA	Meetings throughout the district and community  All stakeholders have buy-in	
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning	Improve culture and climate by developing a PR plan for district branding	July 1, 2018 – May 31, 2019	Marketing Representative District Leadership Team Principals	Positive attributes of the district showcased	Continuous flow of positive press
4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning	Improve morale (attendance, accountability, value teachers): -Establish district team for Morale Committee -Survey staff/faculty to determine needs -Consider/offer incentives	May 1, 2018 – August 6, 2018	Ms. Hope Ericson Morale Committee Marketing Representative	Identify data points to measure success  Calendar of events for celebrating staff  Staff retention data	Host activities for teachers

<p>4.1 Expect high-quality teaching and learning</p> <p>4.2 Observe teaching practices and provide actionable feedback for professional learning</p>	<p>Establish hiring criteria and practices to improve applicant quality</p> <p>Recruitment and retention plan</p>	<p>January 2018 - August 6, 2018</p>	<p>Dr. Tiffany Bone Ms. Tammy Knowlton</p>	<p>Written hiring criteria and practices</p> <p>Quality candidates in interview process</p>	<p>Determine ways to keep quality staff members</p>
<p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning</p> <p>4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning</p>	<p>Establish standard expectations: Complete the curriculum and train curriculum teams</p> <p>Create curriculum maps K-12 Math and Literacy</p> <p>Train K-12 Math and Literacy teachers on the curriculum map</p>	<p>May 1, 2018 – August 6, 2018</p> <p>August 7-8, 2018</p>	<p>Ms. Shana Loring Ms. H. Ericson Ms. T. Garrison</p>	<p>Curriculum team meetings Agenda/minutes</p> <p>Completed maps</p>	<p>Implement the curriculum and maps</p> <p>Check for alignment and fidelity</p> <p>Revise as needed with listed resources</p>
	<p>Implement district curriculum</p> <p>Monitor implementation of district Math and Literacy curriculum</p> <p>Solicit Feedback on curriculum and revisions for each quarter</p> <p>Analyze the data (Pre &amp; Post Assessments)</p> <p>Select the curriculum for K-12 Science and Social Studies</p>	<p>August 14, 2018 – May 31, 2019</p> <p>July 2, 2018 – August 31, 2018</p>	<p>Principals Teachers S. Loring H. Ericson T. Garrison Curriculum Teams M. Parker L. Stinnett</p> <p>S. Loring H. Ericson T. Garrison</p>	<p>Curriculum documents</p> <p>Feedback from meetings and observations</p> <p>Assessment results and data analysis</p> <p>Curriculum maps for Science and Social Studies</p> <p>Curriculum Maps</p>	<p>Data protocol for analysis</p> <p>Training on standards and maps</p>

<p>4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning</p>	<p>Establish Science and Social Studies curriculum teams; Create Pacing guides/At a glance documents</p> <p>Provide training on standards, curriculum &amp; pacing for teachers</p>	<p>September 4, 2018 – December 14, 2018</p> <p>January 7, 2019 – April 30, 2019</p>	<p>S. Loring H. Ericson T. Garrison Science Curriculum Teams Social Studies Curriculum Teams</p>	<p>Curriculum for Science and Social Studies</p> <p>Pacing &amp; At a Glance Documents</p>	<p>Create Common assessments for Science and Social Studies</p>
<p>4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning</p>	<p>Disseminate the core power standards for each grade level and communicate to parents -post on the website</p>	<p>August 6, 2018 – May 31, 2019</p>	<p>S. Loring Marketing Director</p>	<p>Power standards for each grade level accessible to all parents</p>	
<p>4.1 Expect high-quality teaching and learning</p> <p>4.2 Observe teaching practice and provide actionable feedback for professional learning</p>	<p>Establish model classrooms across the district: Develop characteristics &amp; Determine Model: Teachers (Two for Elementary, One Middle, one High for Math; One Middle; One High for Literacy)</p>	<p>August 14, 2018– May 31, 2019</p>	<p>Dr. Tiffany Bone Mr. Gregory Hodges Principals S. Loring Instructional Facilitators</p>	<p>Evaluations and Observations from participating teachers; Focus Walks and CWT Data</p>	<p>Expand the model classroom to ALL buildings</p>

<p>4.3 Ensure all engage in rigorous, relevant, and student-centered learning</p>	<p>Conduct authentic PLC's:</p> <ol style="list-style-type: none"> <li>1. Establish a district PLC team</li> <li>2. Provide training and protocols to school level teams</li> <li>3. Provide training to all administrative staff, during administrator retreat</li> <li>4. Establish grade and content PLC teams</li> <li>5. Evaluate program effectiveness</li> </ol>	<ol style="list-style-type: none"> <li>1. May, 2018 – May, 2019</li> <li>2. June 4, 5, 6, 2018</li> <li>3. July 15-19, 2018</li> <li>4. August 14, 2018 – May 31, 2019</li> <li>5. August 14, 2018 – May 31, 2019</li> </ol>	<p>Haywood, Miller, Reed, Stinnett, Walker, Bone, Biggs, Loring, M. Parker</p> <p>District PLC Team</p> <p>All district administrators</p> <p>Principals, teachers, District PLC Teams</p> <p>Principals, teachers, District PLC Teams</p>	<p>Data Assessment Analysis Pieces</p> <p>Student Achievement Data Evaluations of PLC Program</p> <p>Agendas and Sign-In Sheets Minutes</p>	<p>Create evaluation tool</p>
<p>4.1 Expect high-quality teaching and learning</p> <p>4.2 Observe teaching practice and provide actionable feedback for professional learning</p> <p>4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning</p>	<p>Build teacher capacity around instruction and accountability using teacher leaders:</p> <ol style="list-style-type: none"> <li>1. Develop team leaders in each building</li> <li>2. Provide training for team leaders on Titan Instructional Strategies</li> <li>3. Establish protocols for team meetings</li> <li>4. Provide technical support and assistance for classroom teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. August 31, 2018</li> <li>2. September 30, 2018</li> <li>3. August 31, 2018</li> <li>4. August 31, 2018 – May 31, 2019</li> </ol>	<p>Principals</p> <p>Principals</p> <p>Curriculum &amp; Instruction team</p> <p>Principals &amp; Teachers</p> <p>Principals</p> <p>Curriculum &amp; Instruction Team</p>	<p>Agendas, minutes, sign in sheets,</p>	<p>Determine next steps for teacher support</p>

<p>4.1 Expect high quality teaching and learning</p> <p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning</p>	<p>Establish a strong RTI system to be followed across the district:</p> <ol style="list-style-type: none"> <li>1. Develop district RTI team</li> <li>2. Develop RTI Handbook</li> <li>3. Provide training for district leadership on RTI process</li> <li>4. Provide training for district teachers and staff on RTI process</li> <li>5. Establish RTI teams in each building</li> <li>6. Implement RTI process school wide</li> <li>7. Evaluate Rubric implementation process</li> </ol>	<ol style="list-style-type: none"> <li>1. April 30, 2018</li> <li>2. May 31, 2018</li> <li>3. June 30, 2018</li> <li>4. August 14, 2018 - September 30, 2018</li> </ol> <p>December 2018 District Leadership Team Meeting</p>	<ol style="list-style-type: none"> <li>1. Jake Smith</li> <li>2. District Rtl Team</li> <li>3. Jake Smith &amp; Shana Loring</li> <li>4. Principals, Jake Smith, &amp; Shana Loring</li> <li>5. Principals</li> <li>6. Principals/ School based Rtl Teams</li> <li>7. Principals/District Rtl Team; Dr. Tiffany Bone, Greg Hodges</li> </ol>	<p>Rtl Handbook Agendas, sign-in sheets</p> <p>Meeting minutes</p> <p>Evaluations student data</p>	<p>Student achievement and scores are monitored to determine effectiveness of RTI</p>
<p>4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning</p>	<p>Staff Training: Provide pre-service training for curriculum maps for K-12 math and literacy</p>	<p>May 1, 2018 – August 13, 2018</p>	<p>S. Loring H. Ericson T. Garrison</p>	<p>Training agenda Maps given to teachers</p>	<p>Observe and monitor the implementation of the maps and curriculum</p>

<p>4.1 Expect high-quality teaching and learning</p>	<p>Establish a teacher mentor program: -Develop a new teacher induction program/new teachers meet quarterly</p>	<p>August 1-3, 2018 Every nine weeks after the initial training: October 23, 2018 December 11, 2018 March 12, 2019 April 30, 2019</p>	<p>Mrs. Tammy Knowlton Ms. Shana Loring Dr. Bone</p>	<p>Meeting agendas each nine weeks</p>	<p>Determine needed topics and skills</p>
<p>4.1 Expect high-quality teaching and learning</p> <p>4.2 Observe teaching practice and provide actionable feedback for professional learning</p> <p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning</p> <p>4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning</p>	<p>Provide targeted PD and training (DOK, data, standards, assessments)</p> <ol style="list-style-type: none"> <li>1. Determine areas for PD</li> <li>2. Create a Professional Development plan</li> <li>3. Implement Professional Development Plan</li> </ol>	<ol style="list-style-type: none"> <li>1. May 31, 2018</li> <li>2. June 30, 2018</li> <li>3. August 31, 2018- May 31, 2019</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum &amp; Instruction Team; Principals</li> <li>2. Curriculum &amp; Instruction Team; Principals</li> <li>3. Curriculum &amp; Instruction Team; principals</li> </ol>	<p>Training planned and presented Improved instruction as evidenced by: Student Achievement and scores Teacher level on TESS rubric</p>	<p>Develop individual improvement plans for Tier III teachers.</p>

<b>Strategic Plan: 2019-2020 Transforming Teaching and Learning</b>	Establish Model classrooms across the district: (Cont. 2018-2019) 1. Provide training for model teachers 2. Create process for using model classrooms 3. Evaluate program effectiveness	May 30, 2019 – June 15, 2019  October, 2019 – May, 2020	Dr. Tiffany Bone Mr. Gregory Hodges Principals S. Loring Instructional Facilitators	Evaluations and Observations from participating teachers;  Focus Walks and CWT Data	Expand the model classroom to ALL buildings
	Establish a teacher mentor program: 1. Develop characteristics of a district mentor program 2. Provide training for selected teachers on mentor protocols 3. Process for mentoring 4. Evaluate program effectiveness	August 1, 2019 – May 31, 2020	Mrs. Tammy Knowlton Ms. Shana Loring Dr. Bone	Written Mentor Program Training planned and presented Evaluation tool	Expand across all schools and content areas as needed

Click Link Below to Access Meeting Notes

[Initial District Leadership Team PLC August 16, 2018](#)

[Minutes from August 30th Strategic Plan Leadership Team Meeting](#)

[District Leadership Team PLC September 13, 2018](#)

[District Leadership Team Minutes 9 27 18](#)

[District Leadership Team PLC October 11, 2018](#)

[Agenda/Minutes October 25th DILT Meeting](#)

[November 8th District Leadership Team Agenda/Minutes](#)