Strategic Plan
2022-2027

Daleville City School System
Daleville, Alabama

Dr. Lisa Stamps, Superintendent

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Acknowledgements

We thank the ALSDE for their model of a comprehensive strategic plan. We also thank all the DCS Planning Committee and other stakeholders for their efforts in developing the DCS strategic plan. We appreciate the parents, staff and the DCS Board of Education for their strong commitment to the education and welfare of our students. Their leadership is greatly valued.

Comprehensive Strategic Planning Committee

Dr. Lisa Stamps, Superintendent
Christy Kearley, Federal Programs Director
Julie Sconyers, EL & Special Services Coordinator
Greg Pittman, Transportation Director
Jan Smith, Career & Technology Director
Josh Robertson, DHS Principal
Ted Folsom, DMS Principal
Carrie Heninger, WES Principal
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Roberta Bronson, WES Administrative Assistant
Ashley Chappell, Lead Counselor
Allie Coleman, Mental Health Coordinator
Michelle Allums, WES Reading Coach
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Mary Ann Littlejohn, DMS Math Interventionist
Bethany Azar, EL Interventionist
Emily Hayes, DMS/DHS Reading Interventionist
Carol Hobart, Computer Science Teacher
Charlotte Carter, Lead Nurse
Michael Kiley, SRO

LETTER FROM THE SUPERINTENDENT

Dear Daleville Family,

Our mission is simple but profound: to educate and graduate prepared and productive citizens. I am proud to be in the "kid business" and have the deep conviction that helping our students learn and grow into productive, happy citizens is a high calling. I believe all of our staff want every student to have the best education and the greatest chance to succeed that we can possibly offer them. We teach lessons about the core subjects as well as life lessons that will help a 4-year-old eventually be ready to walk across a stage in about 13 years and then walk out into the world prepared. Our focus is to be here for them, to support and guide them, and to then let them go out into the world, ready to succeed.

I appreciate all the people who assisted with this plan. Their advice and expertise has provided a thorough focus in five very important areas: academics, college/career/workforce readiness, safety, personnel, and customer service. These broad topics impact the lives of students and staff in our system as well as our community and stakeholders daily. I am grateful that our Board of Education wants students to have what they need to be successful in life. I am grateful for our parents who work together with us in our efforts. I am grateful for the faculty and staff who put our mission into practice and work toward achieving our priorities each and every day. These are the things we are called to do. These are the things we want to get right for the young people in our care. We hope, by implementing this strategic plan over the coming days and years, we will be instrumental in leading our students toward a bright future.

Together we can overcome the challenges that arise and achieve our lofty goals.

In Service Together,

Lisa Stamps

Daleville City Schools

Mission Statement

The mission of the Daleville City Schools is to educate and graduate prepared and productive citizens.

Vision Statement

Daleville City Schools will be committed to the educational and personal growth of every member of our community.

Motto

"War Hawks Lead the Way!"

Beliefs

We believe in rigorous **learning** for all - today, tomorrow, and forever.

We believe in quality **teaching** from a well-equipped, dedicated staff.

We believe in building **relationships** that provide a sense of family.

We believe in promoting **excellence and accountability** in everything we do.

We believe in ensuring a **safe, diverse, and supportive environment**.

We believe in clear, caring, and continual **communication**.

We believe we can reach our goals by **partnering** with students, parents, and our community.

We believe we must be **noble citizens** who walk the War Hawk Way.

We believe hard work **prepares** us for the future.

We believe we must dream big, have **high standards**, and strive for success.

We believe we must be good **leaders and decision-makers** who inspire and motivate others.

We believe everyone has **value and talents** that should be celebrated.

We believe in **learning from our failures** as we persevere to succeed.

We believe in **Daleville** and love it. We are the Mighty War Hawks and we will rise!

Executive Summary of Strategic Plan

Our Comprehensive Strategic Plan addresses five overarching priorities. Our administration, faculty, and staff will work toward meeting these goals. We have listed some strategies that we will use but there may be others that arise that we implement to meet these priorities. We understand that we will have challenges and that we may have to adjust our goals to meet the prevailing needs of our students and schools.

<u>The following are our major goals.</u>

1. Increase student achievement in all academic areas with a focus on reading and math.

2. Engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or workforce.

3. Provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in all schools.

4. Ensure highly effective educators are equipped with the content knowledge and teaching skills to address the needs of all learners in every school.

5. Build a collaborative environment in the Daleville City Schools that provides fast, reliable customer service for students, staff, parents, community members, and other stakeholders.

1. Academic Growth & Achievement

Increase student achievement in all academic areas with a focus on reading and math.

Increase reading achievement on state and national assessments.

Strategies:

• Use PowerSchool Analytics to disaggregate data to provide targeted professional development to teachers and administrators.

• Revitalize and refocus Alabama Reading Initiative (ARI) implementations to maximize impact on K-3 student success.

• Encourage LETRS Training for all K-3rd grade and special services reading teachers.

• Analyze results of formative assessments to determine and provide intervention and support to improve teaching and learning while addressing the racial gap in student achievement.

• Use evidence-based practices to increase student achievement with emphasis on exceptionalities (e.g., special education, English learners, dyslexic, medically fragile).

• Use a reading coach to provide classroom-embedded instructional support for teachers.

Increase mathematics and science achievement on state and national assessments.

Strategies:

• Use PowerSchool Analytics to disaggregate data and use the information to provide targeted professional development to teachers.

• Implement "AMSTI for All" plan to maximize impact on student success.

 • Use data analysis based on the results of formative assessments to provide intervention and supports while addressing the racial gap in student achievement.

• Use evidence-based practices to increase student achievement with emphasis on exceptionalities (e.g., special education, English learners, dyscalculia, medically fragile).

• Use a math coach to provide classroom-embedded instructional support for teachers.

Support students with exceptional needs (e.g., special education, gifted, English learners, dyslexic, dyscalculia medically fragile).

Strategies:

• Obtain professional development for English language learners' staff.

• Embed strategies for dyslexia/dyscalculia in Alabama Reading Initiative (ARI) and Alabama Math, Science, and Technology Initiative (AMSTI) professional learning.

• Provide ongoing support to teachers and administrators through impactful professional development.

Expand computer science offerings to every school.

Strategies:

• Promote use of the Praxis to expand the number of teachers in our system available to teach computer science courses.

• Expand opportunities for all students who have an interest in computer science to experience-related activities outside of the classroom.

Improve participation and success in Advanced Placement and dual enrollment courses.

Strategies:

• Continue to promote partnerships between institutions of higher education, community colleges, and local school systems to facilitate dual enrollment.

• Collaborate with A+ to promote professional learning opportunities that will increase AP course availability.

• Identify scholarships for students to enroll in college courses without a fee charged to the parents or districts.

Support a robust curriculum for all students that supports the arts, foreign languages, and other academic areas that create a solid foundation for students.

Strategies:

• Use ACCESS to expand high-quality course offerings.

• Implement a replacement plan for devices to ensure technology, including hardware and software, is up-to-date.

2. College, Career, and Workforce Ready

Engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or workforce.

Expand opportunities to give students multiple ways to demonstrate the knowledge, skills, and qualities necessary to success after high school.

Strategies:

• Partner with Alabama Office of Apprenticeship to give multiple ways to demonstrate the knowledge, skills, and qualities necessary for success after high school.

• Use the career coach along with counselors to ensure that more time is spent with students.

• Use regional labor market information provided by the Alabama Department of Labor to increase student understanding of postsecondary opportunities.

• Pursue co-op opportunities for high school students.

• Implement purposeful character education into daily lessons of pre-k through 12th grades so students are equipped to be successful by practicing "soft skills."

Identify the knowledge, habits, and qualities (i.e., essential skills) necessary for success after high school, and support the high school to incorporate these across various curricula.

Strategies:

• Assist students to develop Alabama College and Career Exploration Tool (ACCET)-verified resume.

• Collaborate with other organizations to address the importance of student attendance and other "essential skills."

• Research and develop senior-level elective courses that include essential skills training.

Reduce the gap between College and Career for students Readiness (CCR) rate and the Graduation Rate.

Strategies:

• Pursue innovative and creative programming for students.

• Collaborate with Southern Regional Education Board (SREB) to develop and implement a systemic framework of support for math and English Language Arts (ELA) postsecondary-readiness courses.

• Identify high-demand career pathways and credentials aligned to reach careers.

• Promote partnerships between institutions of higher education and community colleges to increase dual enrollment.

Provide all K-12 students with opportunities to explore various college and career options.

Strategies:

• Encourage successful models of learning environments including STEM/STEAM and project-based programs and AP/IB programs.

• Encourage and support integration of career and college exploration beginning in 5th grade and continuing throughout K-12 experience and encourage local schools to participate in "Worlds of Work" events sponsored by regional work force councils.

• Increase partnerships with the business community to guide students on securing high-demand, high-paying jobs.

3. Safe & Supportive Learning Environments

Provide safe environments that support the physical, mental, emotional, social, and cognitive development of all students in all schools.

Expand access to mental health services and support in schools.

Strategies:

• Expand the school-based mental health collaboration with the Department of Mental Health and other agencies in order to increase access to mental health professionals.

• Identify an evidence-based threat assessment model with tiered intervention options for identifying and addressing student behaviors that might indicate mental health issues.

• Expand Youth Mental Health First-Aid training for educators.

• Encourage partnerships with the community-based agencies to expand mental health and family support.

• Explore employer assistance options to provide mental health service to teachers and employees of school districts.

Provide support and professional expertise to schools as they create, enhance, and/or maintain safe, secure campuses.

Strategies:

• Ensure schools upload floor plans in the Virtual Alabama School Safety System (VAS3) and maintain surveillance cameras linked to VAS3 to assist law enforcement in crisis response.

• Identify best practice security measures and incorporate them into professional training for the school system safety coordinators.

• Identify schools with security needs and provide them with technical expertise.

• Implement a cyber-security plan for all campuses to protect students and student data.

Provide support and high-quality professional development to school system safety personnel.

Strategies:

• Provide technical assistance for School Resource Officers and District Safety Coordinators to reach as many schools as possible under existing funding constraints.

• Ensure School Resource Officers (SROs) receive appropriate National Association of School Resource Officers (NASRO) training to equip them to work in the school setting.

• Provide semi-annual comprehensive safety trainings for system-level safety coordinators so that they are then able to train school-level safety coordinators.

Collaborate with local law enforcement officials to jointly participate in training.

Strategies:

• Enhance the virtual platform (nSide) for reporting threats in order to facilitate timely and efficient response by school officials as well as law enforcement and other first responders.

• Create a framework for comprehensive, formalized crisis communication plans to keep stakeholders informed of situations at schools and to assist with accurate and timely dissemination of information.

• Ensure schools report incidents of school violence to the ALSDE in a timely fashion.

4. Highly Effective Educators

Ensure highly effective educators are equipped with the content knowledge and teaching skills to address the needs of all learners in every school.

Strategies:

Provide research-based, standards-aligned, high-quality professional development, with a particular focus on:

• Mathematics (AMSTI and partners)

• Reading and English Language Arts (ARI and partners)

• Computer Science (CTE and partners)

• Career and Technical Education (CTE clusters)

• Provide a Mentoring Program to provide high-quality support for a teacher's first two years.

• Work to improve retention rates.

Increase the number of non-traditional teacher candidates recruited as "second career" teachers from military, industry, business, and other fields.

Strategies:

• Explore creating a pre-apprenticeship program and industry-recognized apprenticeship program (IRAP) that accelerates teacher preparation.

5. Customer-Friendly Services

Build a collaborative environment in the Daleville City Schools that provides fast, reliable customer service for students, staff, parents, community members, and other stakeholders.

Develop internal communications strategies and procedures with a focus of "customer satisfaction."

Strategies:

• Implement a system to determine friendliness and customer satisfaction.

• Update telephone response choices to incorporate additional options.

• Implement ongoing professional development for administrative assistants on various topics, to include customer service.

• Conduct customer-friendly professional development with administrators to turn around in schools.

Enhance external communications strategies and pathways to improve communication between the ALSDE and stakeholders.

Strategies:

• Implement a new mobile-friendly, easily navigable website for the public.

• Increase effective dissemination of information via social media.

• "Rebrand" the system with a focus on service.