

**STRATEGIC PLAN
Year 1**

		LEADERSHIP		
School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L1. Convene a team of district and school leaders to improve student outcomes and school quality	Organize a district cabinet, define responsibilities and schedule	Superintendent, Deputy Superintendent	Percentage of 1 st year objectives successfully completed	September 11, 2006
L2. Monitor the implementation and evaluate the effectiveness of the strategic plan	Review, analyze and evaluate progress for each school improvement objective	Leadership Cabinet	Percentage of 1 st year objectives successfully completed	Interim Report Dec 18, 2006 Final Report June 11, 2007
L3. Ensure that the senior central office staff have the knowledge, skills and credibility with principals and teachers to lead school improvement process	Reorganize duties, responsibilities and personnel to support the school improvement process	Superintendent Deputy Superintendent Asst. Superintendent of Human Resources	Personnel evaluations, surveys of stakeholders to include building administrators, teachers, school board	Summer 2006 School year 2006-07
L4. District leadership team has ongoing focused planning sessions to discuss district-wide issues	Organize and schedule a collaborative district cabinet	Leadership Cabinet	District student achievement results, perception surveys of stakeholders: building administrators, directors, teachers, school board Notes and minutes of meetings	Begins September 11, 2006

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School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L5. Increase the percentage of staff representing minority groups	Create a recruitment plan and incentives to attract minority staff, Seek resources from Chamber of Commerce	Assistant Superintendent for Human Resources, Superintendent, Deputy Superintendent	Percentage of minority staff	Minority Staffing Plan Presented September 18, 2006 for review, Meeting with Chamber Sept 21, 2006
L6. Remove barriers to hiring high quality teaching candidates in a timely manner	Improve timeline for staffing allocations by removing barriers, clarifying processes, and communicating with building administrators staff allocation in a clear and timely manner	Superintendent, Treasurer, Assistant Superintendent of Human Resources, Deputy Superintendent, Elementary and Secondary Asst. Superintendents	Comparison of the percentage of staff opening filled monthly from March to August. Comparison of first year staff evaluations, mentor feedback, student achievement data for first year teachers	December 18, 2006
L7. Recruit outside the state for hard to fill positions	Aggressively recruit quality candidates outside of state	Assistant Superintendent of Human Resources	Percentage of out of state recruits, monthly staff reports, mentor feedback to the district	Spring 2007
L8. Assign central office responsibility and develop a plan to enhance mentoring program for new teachers	Institute a continuous improvement model for the teacher mentor program	Assistant Superintendent of Human Resources, Principals	Formative feedback/surveys from first year teachers and mentors, walk-throughs	Plan for gathering information September 18, 2006 Final Report May 14, 2007

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School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L9. Research an incentive program for highly effective teachers to teach in hard to fill positions	Collect information on incentive programs for teachers in hard to fill positions	Superintendent, Deputy Superintendent, District Treasurer	Completion of a plan	February 12, 2007
L10. Ensure that the diversity of the student population is adequately reflected in the teaching force	Set recruiting goals based on student population diversity	Asst. Superintendent of Human Resources, Principals, Deputy Superintendent	Comparison of the diversity of teaching staff to student population	School Year 2006-07
L11. Develop an aggressive recruiting process to increase the number of bilingual staff and ESL endorsements	Recruit bilingual personnel, increase participation in summer training for ESL endorsement	Asst. Superintendent of Human Resources, Director of ESOL and Migrant Services	Participation rate in ESL academy, percentage of staff that is bilingual	Report on Bilingual Personnel November 6, 2006 May 7 ESOL Academy report
L12. Research a growth or value added assessment model as part of evaluation process	Collect information and evaluate feasibility of value added models	Deputy Superintendent	Compilation of report presented to leadership cabinet, school board, personnel policy committee	Summer 2007

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LEADERSHIP

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L13. Identify highly effective teachers, principals and district administrators	Create a leadership academy to enhance and develop leadership skills among existing staff	Superintendent, Deputy Superintendent, Asst. Superintendents, Principals	Number of selected participants that pursue administrative roles and/or degrees, survey of academy participants	Fall 2006
L14. Recruit teachers, principals, and district administrators to effectively serve in various leadership roles in the improvement process	Distribution of leadership among quality and appropriate administrators, effective collaborative decision-making processes	Superintendent, Deputy Superintendent, Asst. Superintendents, Principals	Student achievement results/gains, stakeholder feedback	Fall 2006
L15. Convene a team of district, school and community leaders to research options for providing students quality opportunities in new high school(s)	Create a facilities and program plan to meet the needs of high school students in the future	Superintendent, Deputy Superintendent, Asst. Superintendents for Secondary, high school administration, teachers, community leaders, board members	Completion and implementation of a facilities and program plan	October 5, 2006 board study session on high school programming, September 26 Facilities Committee begins –final report February 2007.
L16. Estimate the cost of implementing the Strategic plan	Create a timeline and estimate budget costs for implementation of each item	Deputy Superintendent Treasurer	Report to leadership cabinet and school board	Annually beginning Fall of 2006 completed June 2007 Budget Costs October 2, 2006

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LEADERSHIP

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L17. Prioritize implementation of strategies	Identify strategies for year one	Leadership team	Publish a plan for year one strategies	August 7, 2006
L18. Consolidate human resource duties in the human resource department	Clarify and communicate processes for personnel including; hiring, recruiting and allocation	Asst. Superintendent of Human Resources, Superintendent, Deputy Superintendent	Publish procedures for each process identified	June 2007
L19. Include senior staff members in budget decision-making process	Conduct a district needs assessment, Presentations by directors of various fund sources to Leadership Cabinet, district directors and building administrators	Deputy Superintendent, Treasurer, Federal Programs Coordinator	Feedback from district staff	February 19, 2007 Needs Assessment January 22, 2007
L20. Investigate the need for and responsibilities of a Chief Information Officer	Needs assessment of building administrators, teachers, district administrators	Superintendent, Deputy Superintendent, Director of Technology	Feedback from stakeholders	October 23, 2006

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Action	LEADERSHIP Person Responsible	Measurement	Timeline
Distribute value-added literature and research to school board. Coordinate a value added presentation with the Coop to area districts Educate internal personnel about the requirements of Act 35 and value-added models Contact and visit a district using a value-added evaluation system Create a plan to educate internal stakeholders on value-added models	Superintendent, Deputy Superintendent	Literature and information shared with the board, Completion of value-added presentations,	August 2006 – Literature/concept to board. October 13, 2006 Value-added feedback from other districts October 27,2006 Feedback -internal TAP experience

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DATA

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D1. Disaggregate results from local and state assessments	Collect data state tests and develop a report representing comparative performance of each subgroup	Director of Data and Accountability, Deputy Superintendent, Asst Superintendents and Principals	Completed report on the performance of subgroups on state tests	September 18, 2006 on going
D2. Disaggregate results from local test and teachers assessments	Collect formative assessment data and grades by subgroups	Director of Data and Accountability, Deputy Superintendent, Asst Superintendents and Principals, teachers	Completed report on the performance of subgroups on local assessments and grades	TLI first results October 2, 2006, Continually after each formative assessment
D3. Disaggregate graduation rates for all subgroups	Calculate graduation rate for each subgroup from class of 2006	Director of Data and Accountability, high school administration	Completed graduation rate report on class of 2006 by subgroup	October 9, 2006
D4. Disaggregated percentage of students accepted by an accredited college or university	Calculate enrollment rate for each subgroup from class of 2006	Director of Data and Accountability, high school administration	Completed enrollment rate report on class of 2006 by subgroup	September 25, 2006

DATA

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School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D5. Disaggregate percentage of students taking remediation courses in college or university	Calculate enrollment in remediation courses for each subgroup from class of 2006	Director of Data and Accountability, high school administration	Completed enrollment report rate in remediation courses on class of 2006 by subgroup, ACT report, NWACC test results	December 4, 2006
D6. Disaggregate percentage of students taking rigorous courses	Compile a report on the percentage of each subgroup enrolled in rigorous course work	Director of Data and Accountability, high school administration	Completed enrollment report on the percentage students from each subgroup enrolled in rigorous course work	Fall 2006
D7. Disaggregate percentage of students successfully completing rigorous courses	Compile a report on the percentage of each subgroup successfully completing rigorous course work	Director of Data and Accountability, high school administration	Report on the percentage of students in each subgroup that successfully completes rigorous course work	June 2006 and June 2007
D8. Ensure that every teacher in math and literacy routinely assesses and tracks the literacy and math level of every student	Implement The Learning Institute software and curriculum process	Director of Professional Development, Asst. Superintendents, teachers, principals, Deputy Superintendent. Directors of ESOL and Sp. Ed	District reports on student performance through The Learning Institute system, ITBS and Benchmark	Quarterly reports

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School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D9. Collect data on the percentage of instructional staff in literacy and math that generate an average of one year of growth in each of the classes taught	Collect information on the percentage of instructional staff that provided an average of one year's growth for each of the classes taught	Director of Data and Accountability, Deputy Superintendent	Report on student growth by teacher for future baseline data	Sept. 25 Middle School report Oct. 30 Elementary Report
D10. Create positive and engaging learning environments	Administer stakeholder surveys and other indicators to measure positive learning environments	Director of Data and Accountability, Deputy Superintendent, Asst. Superintendents, principals, Asst. Principals	Generate school and district level reports on the learning environments, collect and report administrative walk-through data	Quarterly Walk-through Reports April 16 Stakeholder surveys
D11. District and schools operate efficiently	Create and administer surveys to all stakeholders purposeful and effective use of resources	All central office staff, principals, teachers	Report on the surveys from stakeholders	June 11, 2007
D12. Each intervention and enrichment program in the district is evaluated on per student investment and student achievement outcomes	Each intervention and enrichment program shall be evaluated for effectiveness and impact on student achievement	Director of Data and Accountability, Deputy Superintendent, principals and teachers, Directors ESOL, Sp Ed. and Gifted and Talented	Report from each school on their respective programs and the impact on student achievement, state assessments	Sept 15 -Program list June 11, 2007

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DATA

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D13. Develop an enrollment projection for the next decade that includes estimates for ELL students and low-income student populations	Disaggregate enrollment projections for the next decade	Business manager, Deputy Superintendent, Superintendent	Annual review of the accuracy of projections beginning in the 2007	Nov 6, 2006
D14. Conduct a review of the existing technology infrastructure and equipment in the district to examine stability, connectivity of schools, access to data, speed, and interoperability and to advise the district about future configuration options and staffing needs	Conduct a review of technology infrastructure, use and reliability. Compile a report on present use and condition of the technology infrastructure and the projected technology needs	Director of Technology, Deputy Superintendent, Superintendent	Completed report on the state of technology	Dec 18, 2006

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CURRICULUM

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C1. Urge the state to administer a single augmented assessment and to report data in a timely manner	Lobby state officials to amend assessment process and improve reporting	Superintendent	Completed letter to Dept.of Education urging the state to evaluate assessments and reporting process	Oct. 2, 2006
C2 Develop district standards, objectives, goals, performance indicators by grade for ELL students – exit criteria	Conduct a curriculum survey including ESOL staff, building administrators, and teachers	Director of Migrant and ESOL Services, Deputy Superintendent, ESOL staff	Completed report	Dec 11, 2006 Interim Report June 18, Final Report
C3. Develop the capacity to conduct testing in Spanish and other languages to identify students who need to receive special education services or qualify for gifted and talented programs. Review the process and assessments in the district to determine the best and most current practices	Clarify grade level standards for ESOL students and communicate processes for identifying ESOL, Spanish-speaking special education students, and Spanish-speaking gifted and talented students. Identify bilingual staff to be used in testing and identification	Director of Migrant and ESOL Services, Director of Gifted and Talented Services, Director of Special Education, Deputy Superintendent, principals, ESOL staff, and teachers	Completed report to include surveys and a curriculum guide for ESOL students Disaggregated report on participation rates of sub. Population s in Sp. Ed. and Gifted programs	June 2007

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CURRICULUM

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C4. Review exit criteria for ESOL program to ensure that the key element considered in determining whether the student continues to be categorized as ESOL is his or her English proficiency	Clarify, communicate and publish exit criteria for ESOL students	Director of Migrant and ESOL services	Published curriculum and exit criteria	Dec 11 -Interim report June 18 – Final curriculum
C5. Identify and invest in resource people – language specialist, academic coaches, assessment experts, counselors, and social workers -- to support all teachers in serving ESOL students	Evaluate the need for support personnel for ESOL students. Incorporate projected needs and population projections	Director of Migrant and ESOL services, , Deputy Superintendent, Treasures, Director of Data and Accountability, Superintendent	Completed report on staff capacity to meet needs of the ESOL population Cost analysis, state assessments, survey of academic coaches	Mar. 12 2007 – survey results (Daniels) June 11, 2007 Final report (Sparks)

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CURRICULUM

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C6. Remove barriers to student learning by eliminating lost instructional time	Conduct a district analysis of the use of instructional time, by reviewing daily schedules, special events and transportation time at all schools.	Director of Transportation, Business Manager, Deputy Superintendent, Principals, Asst. Superintendents	Instructional time audit report Transportation Report	Oct. 9 – Transportation report
C7. Focus support programs and services to ensure that all students are achieving at the proficient or advanced levels as measured on assessments	Review curriculum, structure, participation rates of subgroups, the purpose of before and after school programs, and summer school to include the amount of time spent on literacy and math	Various program directors, Asst. Superintendents, Deputy Superintendent, Superintendent	Report including the analysis of each program supported at the school level and the district level to determine the impact on student achievement of all subgroups	July 2007
C8. Ensure students understand the relevancy of academic material	Communicate to all teachers the need to use relevant materials and examples as part of best practices	Asst. Superintendents, Math and Literacy Coaches, Curriculum Specialist and directors principals, teachers	Student surveys	April 16, 2006

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CURRICULUM

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C9. Reevaluate the allocation of time spent on core academic subjects in secondary schools	Conduct a time analysis on core academic subjects in grades 6-12	Deputy Superintendent, Asst. Superintendent for Secondary, Secondary Principals	Report on the allocation of time at each grade level on core academic subjects	Nov. 20, 2006
C10. Focus course offerings in the high school on key subjects by eliminating those that have marginal enrollments and/or are not central to the curriculum	Review high school course offerings and enrollments	Asst. Superintendent for Secondary, high school administration, curriculum committee, curriculum specialists	Review and report on the enrollment in high school courses and predicted viability of some course offerings	Oct 16, 2006- 1 st semester report Jan. 22 - 2nd semester report
C11. Plan for a district-wide curriculum and instructional audit for the 2007-08 school year.	Investigate and present the costs and feasibility of conducting a third party curriculum and instructional audit in 2007-08	Deputy Superintendent, Superintendent	Report to the school board on the value and feasibility of a curriculum and instructional audit in 2007-08	December 4, 2006

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CURRICULUM

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C12. Employ internal and/or external experts to train regular education teachers in best practices for students with disabilities	Create a plan of ongoing staff development in buildings to assist regular education teachers in providing best instructional practices for students with disabilities	Director of Special Education, Deputy Superintendent, Director of Professional Development, Professional Development Committee	Increase in the percentage of students with disabilities performing at the proficient level on state assessments and an increase in the NPR of students with disabilities	Oct 23, 2006 Plan due
C13. Create a calendar and a process for the transition of students with disabilities from one grade level to the next to ensure continued and appropriate educational programs	Beginning in spring of 2007, protocols for the transition of students with disabilities will be put in place for students with IEP's	Director of Special Education, special education teachers, school psychologists, and appropriate building designee	Reduction of programming conferences, increase in student achievement for student's with IEP's	School year 2006-07
C14. Provide training for school administrators in the reauthorization of IDEA and special education regulations	In-service training for building level administrators	Director of Special Education, Deputy Superintendent	Improved level of service as measured by building level administrator surveys	October 17 and 18, 2006

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CURRICULUM

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C15. Provide special education teachers with appropriate materials and supplies necessary to improve the performance of students with disabilities	Evaluate instructional materials and supplies to ensure that the appropriate and required materials are available for students with disabilities	Director of Special Education, Deputy Superintendent	Improved performance of students with disabilities on state assessments	School year 2006-07
C16. Review exit criteria/less restrictive learning environments for students with disabilities to reduce the number of students needing modified curriculum	Review processes in place and research alternate placement options to foster	Director of Special Education	Reduction in the number of hours of services to special education students	School year 2006-07

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PROFESSIONAL DEVELOPMENT

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
P1. Rating of professional development by teachers and principal	Establish a rating system for each professional development that includes contribution to long range goals and the strategic plan	Director of Professional Development, Professional Development Committee, Deputy Superintendent	Completion of rating system and the compilation of results	September 25,2006
P2. Establish observational protocols to be administered by principals and district administrators	Train building administrators and central office administrators associated with curriculum	Director of Professional Development, building and central office administrators, Walk-through trainers	Completion of training by all appropriate personnel	September 19 and 20, 2006
P3. Convene a group of principals, teachers and district administrators to develop a professional development plan focused on improving the quality of instruction and the delivery of curriculum	Organize a district professional development committee	Director of Professional Development, Deputy Superintendent	Organized and functioning committee in place	September 18, 2006

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PROFESSIONAL DEVELOPMENT

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
P4. Analyze student outcome data, strengths and weakness of current professional development and the best practices of professional development in other districts	Research best practices, align professional development initiatives with student outcome data	Director of Professional Development, Deputy Superintendent	Preparation of a Professional Development Plan for the 2007-08 school year that incorporates best practices and is aligned with student outcome data	June 4, 2007
P5. Evaluate the effectiveness of the professional development plan and make changes as appropriate	Establish an active professional development committee and create an evaluation system for annual review of the effectiveness of the professional development plan	Professional Development Committee, Director of Professional Development, Deputy Superintendent	Compilation of survey results and completion of an annual review of previous year's plan	December 18, 2006 Proposal June 4, 2007 Final report

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PROFESSIONAL DEVELOPMENT

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
<p>P6. Using strategies from other high-performing districts and support from an external consultant, develop and provide targeted training for general education teachers and administrators to provide them with the tools and strategies to help meet the needs of ELL students</p>	<p>Identify other high performing districts with similar demographics. Employ an expert and provide appropriate training for all instructional staff</p>	<p>Director of Migrant and ESOL services, Director of Professional Development, Deputy Superintendent, Assistant Superintendents</p>	<p>Improvement in the performance of ESOL population on state measures (2007)</p>	<p>School Year 2006 (talk to Tricia about other successful district)</p>
<p>P7. Create opportunities and strategies for enhancing leadership skills of existing administrators and potential leaders</p>	<p>Create a leadership academy for potential leaders Use administrative meetings to share best practices among district leaders</p>	<p>Deputy Superintendent, Superintendent and various district leaders/ presenters</p>	<p>Feedback for leadership academy. Number of in-district personnel that enroll in administrative course work after attending the academy. Feedback from administrators on Administrative Council</p>	<p>October 2006- Leadership Academy September 2006 Administrative Council</p>

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PROFESSIONAL DEVELOPMENT

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
P8. Provide training to principals and district staff on how to access and analyze fiscal data	Provide in-service to district administrators on fiscal resources, expenditures and decision-making	Treasurer, Deputy Superintendent	Completion of in-service training and feedback on presentation	School Year 2006-07 Treasurer – September 6, 2006

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COMMUNICATION

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO1. Describe clearly and in multiple ways, the district's level of student achievement and the plan for improvement	Develop a public-friendly publication to be distributed to district stakeholders, Website, T.V. radio (Hispanic)	Director of Communications, Deputy Superintendent, Superintendent,	Completion of a school patron report and feedback form stakeholders on content and quality of report	May 2007
CO2. Urge the state to advance the timeline for development of a new test to assess English language proficiency.	Lobby the state department of education	Superintendent, Director of Communications, Board of Education, Director of Migrant and ESOL Services	Legislative changes in process for measuring English language students	Fall 2006 (Tricia)
CO3. Solicit ideas and needs from all key stakeholders.	Create and establish processes for soliciting meaningful input from stakeholders and evaluating existing processes for effectiveness	Director of Communications, Deputy Superintendent, Superintendent	Compilation of feedback On variety of strategic plan initiatives and their perceived effectiveness	October 2, 2006 - plan presentation, update
CO4. Develop an engagement plan	Develop a plan to increase the number and stakeholders involved in a variety of school district decisions	Director of Communications, Deputy Superintendent, Superintendent	A completed plan that will increase the number of stakeholders and input in school district decisions	October 2, 2006

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COMMUNICATION

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C05. Foster relationships between students and adults in schools	Each building develop organizations to increase opportunities for staff and student to build appropriate relationships	Building principals, teachers, and staff	Student perception survey to measure the number of students involved in school and sense of belonging	School year 2006-07
C06. Add a bilingual central office staff member who is fluent in Spanish and has a strong understanding of the Latino culture, and sets community expectations for Hispanic family involvement	Hire a central office bilingual staff member to support communication with the Hispanic stakeholders and solicit support for student achievement, Student Relations Coordinator in Curriculum Meetings	Superintendent, Deputy Superintendent, Hispanic Student Relations Coordinator, Americorp, Spanish Communication Specialist	Improved performance of Hispanic students on state tests and increased involvement of the Hispanic community in their respective schools	August 1, 2006 central office staff employed
C07. Support schools in preparing written materials to ensure correct and appropriate grammar in other languages, particularly Spanish	Review school district communications to ensure that all key communications are available in Spanish	Director of Communications, Bilingual central office staff, Americorp staff	Completion of appropriate Spanish materials for all district communications	Ongoing as needed

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COMMUNICATION

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO8. Co-sponsor with the mayor and business leaders a community summit focused on serving all students and engaging all families	Create and hold a summit conference to communicate the importance of engaging all students and families in the ownership of the community	Superintendent and Deputy Superintendent, Mayor and community leaders	Hold a community summit to promote community engagement for all families,	School year 2006-07 TBA
CO9. Develop a plan for ongoing meetings with community members and political leaders at all levels	Develop an plan in conjunction with members of the strategic plan committee and political leaders to discuss common issues	Superintendent, Deputy Superintendent, member of the strategic plan committee, local political leaders, Business manager	Meetings are scheduled to discuss common issues	School year 2006-07 TBA
CO10. Develop and communicate clear procedures policies about how resources are allocated and who is accountable for expenditures at the central office and school level	Conduct an in-service through administrative meetings to communicate district fiscal procedures	Deputy Superintendent, Superintendent, Treasurer	In-service is scheduled and communication on fiscal policies is clarified for all administrators	Administrative Council – throughout 2006-07

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COMMUNICATION

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO11. Review and improve the way in which the department of buildings and grounds responds to requests from schools for repair and maintenance	Develop a system for process work orders in a timely fashion	Director of Buildings and Grounds, Deputy Superintendent, Superintendent	Report on time between work orders and the completion of the work, Completion Reports, 360 feedback	July 2006 system in place, December 18, interim feedback report, May 14, 2007 final report
CO12. Convene a technology plan implementation group including content experts and community expertise to guide decision-making and support. Explore and implement ways to increase access and flexibility to district system while maintaining a reasonable level of security	Establish a committee to develop a technology plan to increase access and guide decision-making	Director of Technology, Deputy Superintendent, content staff and local experts	Establishment of a technology plan from a functioning committee	January 16 and 17, 2007 –Admin. Council presentation Final Report May 14, 2007