Clayton County Public Schools
Strategic Improvement Plan

2012-2017

Clayton County Public Schools Strategic Improvement Plan is the direct result of the work of multiple stakeholder groups. This document is the roadmap to systemic improvement in the district. It supports the comprehensive local education agency improvement plan and its addendum that are required by the state and federal governments under the Elementary Secondary Education Act (formerly No Child Left Behind legislation).

Strategic Goal Area I: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

- Performance Objective A: Ensure a rigorous curriculum is developed and taught as well as assessed to determine effectiveness. (AdvancED – Teaching and Assessing for Learning; Governance and Leadership; and Resources and Support Systems)
  - Initiative 1: Align resources, practices, and professional development with the Georgia Standards of Excellence (GSE) and Georgia Performance Standards (GPS) (GSBA Vision Project 4.3, 5.1)
    - Action Step a: Systematically and annually revise curriculum guides.
    - Action Step b: Adopt and purchase new texts as scheduled and appropriate.
    - Action Step c: Develop and monitor the utilization of the CCPS Lesson Plan Template, Lesson Plan Observation Tool, and Lesson Plan Evaluation Tool to ensure the implementation of rigorous instruction.
  - Initiative 2: Monitor and support the systemic use of curricular and instructional resources. (GSBA Vision Project 4.2, 4.3, 4.4, 5.1, 5.2, 9.2)
    - Action Step a: Implement a systemic repository to support immediate accessibility to all core curriculum documents and supporting resources.
    - Action Step b: Conduct classroom observations using district observation tools and district protocols for briefing, debriefing, preparing action plans and follow-up.
    - Action Step c: Monitor the use of curriculum guides and curricular resources (e.g. digital learning tools, textbooks, student learning resources, curriculum...
guides, assessments, etc.) in the planning of lessons, executing of lesson plans, and assessing of student learning.

- Action Step d: Conduct job-embedded, and ongoing professional learning courses that support the use of curriculum and instructional resources.

- Initiative 3: Implement a methodology for collaboration within and across grade levels and/or academic content areas to plan appropriate instruction. (GSBA Vision Project 4.1)
  - Action Step a: Develop the district’s methodology for implementing collaborative planning.
  - Action Step b: Use a variety of observational tools to monitor school-based collaborative planning and provide appropriate feedback.

- Initiative 4: Develop and implement a district framework for instructional technology integration.
  - Action Step a: Adopt an evidenced or research-based framework for integrating instructional technology in the classroom.
  - Action Step b: Train the instructional technology team in the use of the instructional technology framework and how it relates to the teaching and learning process.
  - Action Step c: Use a variety of delivery models to train staff to implement the district’s framework for integrating technology in the classroom.
  - Action Step d: Monitor teachers and students’ use of technology in the classroom

- Initiative 5: Develop a systemic process for creating innovative school-based programs or schools such as magnet, theme, etc.
  - Action Step a: Create a standard operation procedure manual that outlines the action steps for creating school-based programs or schools such as magnet, theme, etc.
  - Action Step b: Monitor the implementation of district’s framework for creating school-based programs or schools such as magnet, theme, etc.

- Performance Objective B: Provide teacher and leader training on the implementation of scientific evidence-based or research-based instructional and intervention practices. (GSBA Vision Project 4.3, 4.4) (AdvancED – Teaching and Assessing for Learning; Governance and Leadership)

- Initiative 1: Implement evidentiary research-based instruction focused on the district’s priorities.
  - Action Step a: Based on district academic needs or priorities, identify scientific evidence-based or research-based instructional and intervention practices.
  - Action Step b: Conduct on-going professional learning activities that focused responding to district academic needs and priorities.
- Action Step c: Conduct school and classroom observation walk-throughs to collect data that will be used to gauge the implementation of district mandated instructional practices and interventions.

  o **Initiative 2: Implement a research or evidence-based framework for how to use data to determine needs. (GSBA Vision Project 4.4)**
  - Action Step a: Continue the use of the district’s data analysis protocol to identify strengths and areas that need strengthening.
  - Action Step b: Conduct school and classroom observation walk-throughs to collect data that will be used to identify professional development needs of teachers and school leaders.
  - Action Step c: Train school leaders on how to access and use a variety of technological tools to store, collect, record, disaggregate and/or analyze data to determine needs.

- **Performance Objective C: Provide prevention, intervention, or acceleration services to all students based on formative and summative data. (AdvancED Teaching and Assessing for Learning; Governance and Leadership)**

  o **Initiative 1: Implement appropriate prevention, intervention, or acceleration strategies to meet the learning needs of students. (GSBA Vision Project 4.2)**
  - Action Step a: Use data from various sources including standardized assessments, classroom assessments, program evaluations, and other sources to identify areas that require academic improvement and develop actionable steps to remediate or accelerate learning.
  - Action Step b: Implement needs-based research based prevention, intervention, or acceleration services to all students.

  o **Initiative 2: Implement a comprehensive assessment plan that ensures educators are empowered to make good decisions based on test results and other data sources. (GSBA Vision Project 4.4, 7.1)**
  - Action Step a: Continue to train staff on how to use assessment data to make decisions about instruction, interventions, or programs.
  - Action Step b: Create an annual balanced assessment calendar that includes formative and summative assessment test administrations.
  - Action Step c: Monitor the development and implementation of summative assessments.
Safe –Orderly –Secure Learning Environments

Strategic Goal Area II: To provide and maintain a safe, orderly, and secure learning environment

- Performance Objective A: Implement safety and security practices that meet local, state, and national standards. (AdvancED – Governance and Leadership; Resources and Support Systems)

  o Initiative 1: Monitor the implementation of School Resource Officers (SRO) and Security Guard standards.
    ▪ Action Step a: Monitor CCPS SROs using the Standards Assessment Tool.
    ▪ Action Step b: Design and implement an up-to-date SRO/Security Guard Training Plan.

  o Initiative 2: Continue to monitor annual site safety audits and annual emergency preparedness plans.
    ▪ Action Step a: Require all sites to submit Emergency Preparedness Plans annually.
    ▪ Action Step b: Conduct an annual Site Safety Audit and Emergency Preparedness Plan reviews at each location and submit documentation to the Office of Safety and Security when required.
    ▪ Action Step c: Conduct annual safety audits and emergency preparations as required and use the data collected to provide technical assistance to site personnel.
    ▪ Action Step d: Conduct the annual Georgia School Safety Assessment with Clayton County Police Department personnel and school and district representatives and provide an analysis of the findings to site personnel.

  o Initiative 3: Enhance security access to campuses and facilities by limiting entry points via security methods and equipment.
    ▪ Action Step a: Conduct an annual analysis of non-emergency entrances and exits at each district location and use the data to provide technical assistance to site personnel to improve security.
    ▪ Action Step b: Implement a plan that ensures district buildings have security cameras and controlled access.

  o Initiative 4: Ensure that fire and natural gas safety monitoring and warning equipment is installed in all school buildings and district-level facilities.
    ▪ Action Step a: Install carbon monoxide and fire detectors and warning equipment at every school and district-level facility.
    ▪ Action Step b: Conduct annual testing of all carbon monoxide and fire detectors that are installed in school and district-level facilities.
- Action Step c: Ensure that all sites implement fire, tornado, and other mandatory safety drills.

  o **Initiative 5: Ensure that district complies with local, state, and federal safety requirements and guidelines.**
    - Action Step a: Inform and train staff on operational (transportation, nutrition, technology, facilities, maintenance, etc.) local, state, and federal safety requirements and guidelines.
    - Action Step b: Participate in all required safety inspections and reviews with the expectation to meet expectations. Implement supportive interventions and actions as needed.
    - Action Step c: Display in public view the scores or outcomes from required inspections and reviews.

  o **Initiative 6: Establish a coalition with local emergency responders.**
    - Action Step a: Develop and implement a memorandum of understanding with local emergency responders that spells out how to address emergency situations at school sites.
    - Action Step b: Collaborate with local emergency responders to review and update the Emergency Responder-Clayton County Public Schools Memorandum of Understanding as well as to participate in training exercises.
    - Action Step c: Implement a district-level crisis response team that partners with emergency responders and is trained to emergencies.
    - Action Step d: Train annually transportation, nutrition, and other service personnel in safety procedures.

  o **Initiative 7: Train internal stakeholders on procedures for addressing emergency situations. (GSBA Vision Project 8.1, 8.2)**
    - Action Step a: Create and implement a Crisis Management Plan.
    - Action Step b: Train all Clayton County Schools Police Department (CCSPD) officers on emergency situations to include CPR as well as safety and security.
    - Action Step c: Train staff and students on school safety measures.

- **Performance Objective B: Decrease the frequency of drug use (alcohol, tobacco, and others), gang activity, and disruptive and violent incidents among students.**  
  (AdvancED – Governance and Leadership; Resources and Support Systems)

  o **Initiative 1: Utilize data from the Georgia Student Health Survey 2.0 (GSHS 2.0), school’s College and Career Readiness Performance Index (CCRPI), and School Climate Star Rating to guide efforts to reduce drug activity and disruptive and violent incidents among students. (GSBA Vision Project 8.1, 8.2)**
    - Action Step a: Follow state guidelines when administering the Georgia Student Health Survey 2.0 (GSHS 2.0).
    - Action Step b: Use results from the Georgia Student Health Survey 2.0 (GSHS 2.0) data to guide the development and implementation of school prevention and intervention programs.
    - Action Step c: Analyze the components of CCRPI School Climate Star Rating to guide
the development and implementation of school climate and safety prevention or intervention programs.

- **Initiative 2: Ensure that trained school-based staff implement anti-bullying intervention techniques. (GSBA Vision Project 8.1, 8.2)**
  - Action Step a: Train school-based staff, psychologists, and social workers on anti-bullying intervention strategies as well as on the district’s bullying policy and rule.
  - Action Step b: Monitor the implementation of anti-bullying intervention strategies and procedures.
  - Action Step c: Collect and share data related to bullying.

- **Initiative 3: Implement a Gang Resistance program throughout the district. (GSBA Vision Project 8.1, 8.2)**
  - Action Step a: Train SROs at each middle school in the use of Gang Resistance Education and Training strategies.
  - Action Step b: Collaborate with law enforcement to conduct gang resistance training with staff and students at each school site.
  - Action Step c: Monitor the implementation of training at each school site.
  - Action Step d: Collect and share data related to gang incidents.

- **Initiative 4: Develop and implement a systemic discipline plan.**
  - Action Step a: Continue to use the student discipline Multi-tiered System of Supports (MTSS) or the Positive Behavior Intervention and Support (PBIS) model at elementary, middle, and high schools.
  - Action Step b: Provide MTSS and/or PBIS training and resources to each school site.
  - Action Step c: Monitor the implementation of the MTSS and PBIS at schools.
  - Action Step d: Provide staff and students with a process to anonymously report safety concerns that include but not limited to drugs, gangs, bullying, etc.
  - Action Step e: Monitor discipline reports at each school site and implement supportive interventions actions as needed.
  - Action Step f: Continue to foster partnerships with student services specifically, student tribunal panel, and law enforcement including court agencies.

- **Performance Objective C: Fully implement programs and activities that promote positive character education and life skills. (AdvancED – Governance and Leadership; Resources and Support Systems)**

- **Initiative 1: Improve the Character Education Program at all school sites. (GSBA Vision Project 8.2)**
  - Action Step a: Conduct a review to ensure that all school sites have updated Character Education resources.
  - Action Step b: Train staff to implement the district’s Character Education Program.
  - Action Step c: Monitor the implementation of the Character Education Program at each school site.

- **Initiative 2: Improve Peer Mediation at secondary level schools.**
Action Step a: Conduct a review to ensure that all school sites have materials and resources to support Peer Mediation.
Action Step b: Train staff to implement Peer Mediation.
Action Step c: Monitor the implementation of a Peer Mediation program at each school site.

- **Initiative 3: Implement the Teachers as Advisors Program in secondary schools.**
  - Action Step a: Provide training and resources to schools.
  - Action Step b: Monitor the implementation of the Teachers as Advisors Program in all secondary schools to ensure focus on the following: Career Management: Awareness, Exploration, and Planning; Academic Achievement: Educational Attainment and Lifelong Learning: Thinking and Learning Skills; and Life Skills: Personal and Social Development.
Engagement of All Stakeholders

Strategic Goal Area III: To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement

- Performance Objective A: Provide and implement programs and services that engage and assist parents in supporting their children’s education. (AdvancED – Teaching and Assessing for Learning; Governance and Leadership; Resources and Support Systems)
  
  o Initiative 1: Make available parent education resources at Clayton County Public Schools. (GSBA Vision Project 8.2, 8.3, 8.4)
    ▪ Action Step a: Collaborate with divisions to provide information about available district sponsored or supported parental services.
    ▪ Action Step b: Maintain a parent resource webpage on the district’s website.
    ▪ Action Step c: Update and distribute the district’s annual parent-student handbook.

  o Initiative 2: Offer parent involvement resources at Clayton County Public Schools. (GSBA Vision Project 8.2, 8.3, 8.4)
    ▪ Action Step a: Ensure that each school’s parent resource room has resources that are designed to promote student learning available to parents.
    ▪ Action Step b: Train school leaders to implement a research-based parental involvement model.
    ▪ Action Step c: Provide training for parents and community stakeholders on strategies that can be used at home to support students’ education.

- Performance Objective B: Form community partnerships with a variety of agencies. (GSBA Vision Project 5.4) (AdvancED – Teaching and Assessing for Learning; Governance and Leadership; Resources and Support Systems)

  o Initiative 1: Form partnerships with businesses, religious organizations, higher education institutions, governmental agencies, and other agencies.
    ▪ Action Step a: Train school staff on how to form or maintain active community partnerships.
    ▪ Action Step b: Research and identify opportunities for the district to expand its community partnerships.
    ▪ Action Step c: Initiate contact with agencies and businesses to solicit support to form community partnerships with the district and schools.
    ▪ Action Step d: Celebrate annually community partners that have demonstrated continuous and ongoing active partnerships.
Performance Objective C: Offer opportunities for stakeholder participation and involvement that promotes active engagement, accountability, and collaboration. (AdvancED – Teaching and Assessing for Learning; Governance and Leadership; Resources and Support Systems)

- Initiative 1: Engage Local School Councils in activities that promote active engagement, accountability, and collaboration.
  - Action Step a: Ensure that every school has a trained Local School Council.
  - Action Step b: Ensure that every school conducts the minimum number of required Local School Council meetings.
  - Action Step c: Ensure that Local School Councils engage in school-based decision making as outlined in HB 1187.

- Initiative 2: Engage multiple stakeholder groups in activities that promote active engagement, accountability, and collaboration.
  - Action Step a: Identify opportunities and invite stakeholder groups to engage in activities that promote active engagement, accountability, and collaboration.
  - Action Step b: Host a variety of community and parent conferences, workshops, or trainings that engage stakeholders.
  - Action Step c: Conduct at least two community strategic planning meetings that solicit input from participants.
Effective Communication

Strategic Goal Area IV: To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support.

- Performance Objective A: Improve internal communication between district level and building-level personnel. (AdvancED – Governance and Leadership)
  - Initiative 1: Promote communication and collaboration among internal stakeholders.
    - Action Step a: Update and distribute the protocol for internal communications among all staff.
    - Action Step b: Create a district directory that includes key district staff, their responsibilities, and their contact information.
    - Action Step c: Hold regularly scheduled department or division meeting and use technology-based tools to share information and promote internal communication among stakeholders.

- Performance Objective B: Generate engagement and interactive support from all Clayton County Public School stakeholders
  - Initiative 1: Improve methods of sharing information to strengthen district and community partnerships
    - Action Step a: Promote effective district communication by redeveloping and maintaining all electronic and print information to share with parents and students.
    - Action Step b: Produce public and staff surveys to elicit input to various district programs, critical issues and decisions that may impact the school system and community at-large.
    - Action Step c: Create a marketing guide to disseminate throughout the district to school leaders and PTA representatives and offer training on ‘how to guides’ to successfully market schools.
    - Action Step d: Establish satisfaction surveys after events to determine input of CCPS service/success.
    - Action Step e: Create a communications advisory council (5-6 individuals) to meet quarterly to provide feedback on district progress.
    - Action Step f: Establish focus groups comprised of school leaders and community constituents to meet twice a year (fall/spring) to provide input on district image and to build an awareness of district initiatives.
    - Action Step g: Conduct community forums to share and exchange pertinent information to all district stakeholders.
Action Step h: Provide interpreting and other services to limited English proficient parents, to ensure their full participation in communication between district staff and stakeholders.

- **Performance Objective C: Implement effective marketing and communication strategies.** (AdvancED – Governance and Leadership; Resources and Support Systems)

  - **Initiative 1: Build and maintain positive media relations**
    - Action Step a: Develop and implement effective messaging strategies through a variety of media formats.
    - Action Step b: Conduct professional development in media relations for district and school leadership.
    - Action Step c: Identify and share the opportunities for positive news stories.
    - Action Step d: Continue to implement the district's staff, students, and community recognition activities.

  - **Initiative 2: Evaluate the effectiveness of the district’s marketing and communication strategies (GSBA Vision Project 8.4)**
    - Action Step a: Survey stakeholders annually to gauge customer satisfaction.
    - Action Step b: Conduct annual focus group interviews to obtain indicators of school district awareness by stakeholders.

  - **Initiative 3: Broaden the district's use of electronic marketing and communication.**
    - Action Step a: Maintain or expand the use of social networking communication technology (i.e., Twitter, Facebook, YouTube, electronic messaging, mobile apps, blogs, etc.) to market the district.
    - Action Step b: Continue to expand programming for Channel 24.
    - Action Step c: Maintain locally produced current information on all electronic platforms.
Support Services

Strategic Goal Area V: To provide high quality support services delivered on time and within budget to promote student academic success in Clayton County Public Schools

- **Performance Objective A: Increase operational efficiency in all areas of the system. (AdvancED – Governance and Leadership; Resources and Support Systems)**
  - Initiative 1: Expand internal and external auditing functions to include all Clayton County Support Services. (GSBA Vision Project 9.3)
    - Action Step a: Establish and maintain procedures and guidelines for conducting audits in various departments and divisions.
    - Action Step b: Train staff on how to conduct internal audits.
    - Action Step c: Continue financial audits of schools, departments, and divisions.
    - Action Step d: Use audit findings to improve operations and processes or implement needed supportive interventions actions.
  - Initiative 2: Establish and implement operating procedures that are consistent with industry recognized practices for improving operational efficiency.
    - Action Step a: Use a variety of technological tools and/or procedures to track workflow, monitor completion of tasks, and distribute support and services to schools, departments, or divisions.
    - Action Step b: Continue training staff on department or division operation procedures.
    - Action Step d: Monitor the implementation of standard operation procedures and implement supportive interventions actions as needed.

- **Performance Objective B: Increase fiscal responsibility. (AdvancED – Governance and Leadership; Resources and Support Systems)**
  - Initiative 1: Modernize functional resources for cost-effective operational applications relative to purchasing, payroll, human resources, asset management, and business functions. (GSBA Vision Project 9.3)
    - Action Step a: Assess current software inadequacies and identify essential functional needs.
- Action Step b: Survey market to explore current trends and capabilities.
- Action Step c: Carry out product acquisition steps as needed to purchase a modernized human resources/financial software solution.
- Action Step d: Implement the acquired solution for all applicable functions.

  o **Initiative 2: Align acquisitions directly with district strategic goals.**
    - Action Step a: Establish and implement an internal process for acquiring goods and services that are aligned to district goals and needs.
    - Action Step b: Train staff on the procedures for acquiring goods and services.
    - Action Step c: Provide staff with resources, equipment, supplies, and other supports needed to execute responsibilities.
    - Action Step d: Continue to implement current purchasing and acquisition practices. Update practices as needed.
Highly Qualified and Effective Staff

Strategic Goal Area VI: To recruit and retain highly qualified and effective staff

- **Performance Objective A: Recruit and develop employees whose professional credentials and skills meet district, state, and national standards to maintain 100% certified and highly qualified staff. (AdvancED – Teaching and Assessing for Learning; Governance and Leadership; Resources and Support Systems)**

  - **Initiative 1: Enhance the recruitment/hiring process. (GSBA Vision Project 6.3)**
    - Action Step a: Publish and implement the district’s recruitment plan.
    - Action Step b: Expand targeted recruitment efforts to identify potential employees to fill hard-to-find positions and vacancies.
    - Action Step c: Participate in job fairs.
    - Action Step d: Increase the number of teachers recruited and hired through alternative methods such as Teacher Academy of Preparation and Pedagogy (TAPP).
    - Action Step f: Implement a mandatory New Employee Orientation for all new employees hired after April 1, 2015, to orient members to the district’s culture, expectations, processes, and procedures.
    - Action Step g: Develop and implement action steps to streamline the hiring process.

  - **Initiative 2: Increase the number of district student teacher candidates who attend or graduate from a Georgia college or university with acceptable Teacher Preparation Program Effectiveness Measures (TPPEM).**
    - Action Step a: Establish partnerships with recognized colleges and universities that have acceptable Preparation Program Effectiveness Measures (PPEM).
    - Action Step b: Increase the number of pre-service teachers from colleges and universities that have acceptable PPEM that work as student teachers in the district.
    - Action Step c: Increase the number of student teachers from colleges and universities that have acceptable PPEM who are hired to work in the district.

  - **Initiative 3: Develop and train staff to encourage retention and enhance professional growth to maintain employment stability. (GSBA Vision Project 6.3)**
    - Action Step a: Collect departmental and school professional learning data to determine professional learning needs.
    - Action Step b: Use data collected from a variety of surveys and data sources to annually revise the district’s Comprehensive Professional Learning Plan.
- Action Step c: Revise and implement the district’s Comprehensive Professional Learning Plan to include a sequenced, tiered course progression and to reflect training activities offered by all district departments and divisions.
- Action Step d: Increase the enrollment in the endorsement courses (K-5 Math, K-5 Reading, K-5 Science, Reading, Gifted, Teacher Leaders, Coaching, etc.) offered within the district.
- Action Step e: Increase the number of endorsement program completers.
- Action Step f: Implement an electronic survey to collect and analyze professional learning course satisfaction data.
- Action Step g: Increase the number of new employee induction activities or programs that are aligned to district needs and expectations.
- Action Step h: Continue to implement and monitor the implementation of Formative Instructional Practices (FIP) professional development in all schools.

- **Performance Objective B: Conduct annual performance evaluations for employees.**  
  (AdvancED – Teaching and Assessing for Learning; Governance and Leadership; Resources and Support Systems)

  - **Initiative 1: Implement and monitor leader performance evaluations.** (GSBA Vision Project 6.3)
    - Action Step a: Provide an annual timeline for leader evaluations.
    - Action Step b: Provide orientation and ongoing training to leaders.
    - Action Step c: Monitor the implementation of leader evaluation instruments.

  - **Initiative 2: Implement and monitor teacher performance evaluations.** (GSBA Vision Project 6.3)
    - Action Step a: Provide an annual timeline for teacher evaluations.
    - Action Step b: Provide orientation and ongoing training to teachers.
    - Action Step c: Monitor the implementation of teacher evaluation instruments.

  - **Initiative 3: Implement and monitor classified and licensed employee evaluations.**
    - Action Step a: Provide an annual timeline for classified and licensed employee evaluations.
    - Action Step b: Provide orientation and ongoing training to classified and licensed employees.
    - Action Step c: Monitor the implementation of classified and licensed employee evaluation instruments.

  - **Initiative 4: Develop classified and licensed staff evaluation practices that are aligned to state or national standards for staff other than teachers and school leaders.**
    - Action Step a: Establish a committee to research evaluation systems and procedures for classified and licensed employees.
    - Action Step b: Develop a revised evaluation system for classified and licensed employees by 2017.
- Action Step c: Develop a timeline for implementing the revised evaluation system by June 2018
- Action Step d: Monitor the implementation of the new classified and licensed staff evaluation instruments beginning August 2018.

- **Performance Objective C: Retain high quality, effective employees as defined by district, state and national standards. (AdvancED – Teaching and Assessing for Learning; Governance and Leadership; Resources and Support Systems)**

  - **Initiative 1: Recognize staff based on a set of defined criteria.**
    - Action Step a: Publish staff recognition criteria annually, August 1.
    - Action Step b: Continue to implement the district’s annual employee recognition processes (Principal of the Year, Assistant Principal of the Year, Teacher of the Year, Support Professional of the Year, and Support Leader of the Year).
    - Action Step c: Implement the recognition process for certified and classified staff.
    - Action Step d: Identify and implement other opportunities to recognize staff based on defined criteria.

  - **Initiative 2: Provide opportunities that support continuous employee growth.**
    - Action Step a: Define and publish career professional learning pathways for staff.
    - Action Step b: Implement career professional learning pathway training and supports.
    - Action Step c: Implement staff improvement supports (induction, professional learning pathways, and professional development) for staff.
    - Action Step d: Conduct monitoring and evaluation of district induction programs.

  - **Initiative 3: Increase the number of methods by which employee satisfaction is measured.**
    - Action Step a: Develop employee satisfaction surveys.
    - Action Step b: Conduct annual employee satisfaction surveys by May 15.
    - Action Step c: Conduct bi-annual (November and March) focus groups interviews to determine employee satisfaction.

  - **Initiative 4: Improve employee attendance.**
    - Action Step a: Conduct research to determine how to increase staff attendance.
    - Action Step b: Use research findings to revise the district’s attendance policy or regulation.
    - Action Step c: Review the updated district’s attendance policy with staff annually.
    - Action Step d: Monitor the implementation of staff attendance procedures.
    - Action Step e: Monitor staff attendance and take corrective action per district guidelines.