

## Strategies Related to Goal 3:

All students will benefit from effective and efficient support and services provided by a learning organization.

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**Goal 3: All students will benefit from effective and efficient support and services provided by a learning organization**

**Objective 3.1 Students will be taught by highly qualified professional and support staff**

- Indicators of Success:**
- 3.1.a** Percentage of highly qualified paraprofessionals in Title I programs
  - 3.1.b** Percentage of classes taught by highly qualified teachers (by school)
  - 3.1.d** Percentage of teachers in Title I schools who are highly qualified, as assigned

**Strategy:** Inform those involved in staffing decisions of ESEA (NCLB) definition of “highly qualified teacher” and the requirements for paraprofessionals in Title I programs. With this knowledge staffing decisions will be made to decrease the number of teachers assigned “out of field” and the number of paraprofessionals in Title I schools that do not meet the NCLB requirements.

**Rationale:** To meet the requirements of NCLB federal legislation.

| Activities   | Evidence of Implementation                                | Responsibility  | Evaluation  | Timeline |
|--|---|---|---|----------|
| Presentations explaining NCLB “highly qualified teacher and Title I Paraprofessional” to those who make staffing decisions at Educational Leadership meetings. | Educational Leadership meeting agendas                    | Human Resources Specialist, Title I Coordinator, Executive Director for Human Resources | Progress would be demonstrated by percentage increases each year as demonstrated by reports generated both at the local and state levels. | Ongoing  |
| NCLB information web page development with updates as needed   | <a href="http://www.ccps.org">www.ccps.org</a> HR website | Human Resources Specialist  |   | Ongoing  |
| NCLB and Certification Newsletters/Flyers to Teachers  | Schoolhouse Scoop and copies of Flyers                    | Human Resources Specialist  |   | Ongoing  |
| Letters to individuals Teachers Identified as “Not Highly Qualified”   | Letter in Teacher file                                    | Human Resources Specialist  |   | Annually |
| Lists of “NHQ” Teachers by School given to Principals  | Copies of lists   | Human Resources Specialist  |   | Annually |
| Principals meet with “NHQ” Teachers to plan route to become Highly Qualified   | Not Highly Qualified Teacher Conference Form              | Building Principals   |   | Ongoing  |

Hire HQ Staff

|   |  |   |  |                 |
|---|--|---|--|-----------------|
| <b>Goal 3: All students will benefit from effective and efficient support and services provided by a learning organization</b>  |  |   |  |                 |
| <b>Objective 3.1 Students will be taught by highly qualified professional and support staff</b>   |  |   |  |                 |
| <b>Indicators of Success:</b> 3.1.a Percentage of highly qualified paraprofessionals in Title I programs<br>3.1.b Percentage of classes taught by highly qualified teachers (by school)<br>3.1.d Percent of teachers in Title I schools who are highly qualified, as assigned |  |   |  |                 |
| <b>Strategy:</b> Provide support to help teachers and paraprofessionals meet the “highly qualified” requirements  |  |   |  |                 |
| <b>Rationale:</b> To meet requirements of NCLB federal legislation  |  |   |  |                 |
| <b>Activities</b>   | <b>Evidence of Implementation</b>                  | <b>Responsibility</b>                                 | <b>Evaluation</b>  | <b>Timeline</b> |
| Continue to provide support for Provisional/Conditional status teachers to help achieve full certification. Staff development efforts as exemplified by mentoring program and providing opportunity to earn graduate credit locally.  | Reduced number of Provisional/Conditional teachers | Human Resources                                       | Progress in each indicator would be demonstrated by percentage increases each year as demonstrated by reports generated both at the local and state levels | Ongoing         |
| Provide funds to pay for additional test requirements and/or course work associated with achieving the “highly qualified status   | Tuition reimbursement data                         | Board of Education, Leadership Team, Human Resources  |  | Ongoing         |
| Offer training sessions to help paraprofessionals pass the paraprofessional test and provide on-site Para Pro Testing   | Agenda, rosters                                    | Title I Inst. Coord. & Supervisor for Human Resources |  | Ongoing         |

Support Training for HQ Status

**Goal 3: All students will benefit from effective and efficient support and services provided by a learning organization**

**Objective 3.1 Students will be taught by highly qualified professional and support staff**

**Indicators of Success:** 3.1.c Disaggregated report of staff ethnicity

**Strategy:** Make staffing/hiring decisions with the need for a diverse work force as a priority.

**Rationale:** To achieve BOE goal that the percentages of employees at every organizational level reflect at a minimum an increase to a level representative of county demographics.

| Activities  | Evidence of Implementation   | Responsibility                                       | Evaluation   | Timeline |
|---|--|--|--|----------|
| Input from the minority community   | Meetings of the Equity Committee   | Superintendent                                       | Progress in this indicator would be measured by analysis of percentages of minority staff in each school reflected in the minority staff report presented to the Board of Education each year. | Ongoing  |
| Minority recruitment brochure for use at recruitment fairs  | Included with recruitment materials                                      | Human Resources Specialist                           |  | Ongoing  |
| Minority recruitment efforts at historically black colleges and universities (HBCUs)  | Registration and Participation at Consortia                              | Human Resources Specialist and recruiters            |  | Ongoing  |
| Support of programs designed to support newly hired minority teachers such as the “Grow Our Own” and “Guardian Angel” programs                            | Attendance, participation, and financial support for program initiatives | CCCTA Minority Affairs Committee and Human Resources |  | Ongoing  |
| Direct mailing of job vacancies to churches, organizations in the minority communities and other stakeholders to increase the pool of minority applicants | Mailing list for job postings  | Human Resources Staff                                |  | Ongoing  |
| Ensure minority representation on system wide committees including interview teams.   | Interview Summary Sheets, Committee Membership Lists                     | Leadership Team                                      |  | Ongoing  |

Diverse Work Force

**Goal 3 : All students will benefit from effective and efficient support and services provided by a learning organization.**

**Objective 3.1: Students and staff will have access to high quality, productive support services.**

**Indicators 3.3:e:** Percent of new teachers in mentoring relationships.

**Strategy: Provide a mentor teacher to all new teachers.**

**Rationale:** One of the challenges in education is to ensure that students receive quality instruction regardless of the experience of the teacher. Yet, it is not realistic to expect that a beginning teacher would have the same skills and knowledge as an experienced teacher. Another challenge is to retain good teachers in the classroom once they are trained and experienced. One of the most effective strategies to address both of these challenges is to provide the beginning teacher with a broad base of support including being mentored by a highly skilled master teacher. According to the National Commission on Teaching in their study *What Matters Most: Teaching for America's Future*, "...recruiting, preparing, and retaining good teachers is the central strategy for improving our schools." It is this view of teaching and learning that provides the foundation of our mentoring program for new teachers.

| Activities   | Indicator of Implementation                             | Responsibility  | Evaluation  | Timeline         |
|--|---|---|---|------------------|
| Determine the number of retired mentor teachers needed to provide an average of approximately 30 hours of mentoring for the year for each first year teacher who is evaluated using the CCPS Classroom Teacher Observation Form with 1 year or less of prior teaching experience and for second-year teachers experiencing difficulty in teaching. | Budget for mentor salaries.                             | Coordinator for Staff Development   | 75% of new teachers will still be employed in the district after three years. | July, annually   |
| Identify and hire retired master teacher to serve as Mentor Facilitator for each school year.  | HR processing of Mentor Facilitator                     | Coordinator for Staff Development   |   | June, annually   |
| Identify and hire retired master teachers to serve as county mentors for each school year.   | HR processing of county mentor teachers                 | Coordinator for Staff Dev. & Mentor Facilitator                                     |   | August, annually |
| Provide orientation and initial training for county mentor teachers.   | Attendance sheets.<br>Participant evaluations.          | Coordinator for Staff Dev. & Mentor Facilitator                                     |   | August, annually |
| Provide ongoing training for mentor teachers   | Attendance sheets.<br>Agendas.<br>Participant feedback. | Mentor Facilitator,<br>Coordinator for Staff Development, Content Area Coordinators |   | Monthly          |
| Provide approximately 30 hours of mentoring for each first year teacher who is evaluated using the CCPS Classroom Teacher Observation form and for second-year teachers experiencing difficulty in teaching.   | Mentoring logs.<br>Mentor's timesheets.                 | County Mentors  |   | Annually         |

Mentors

| <b>Goal 3 : All students will benefit from effective and efficient support and services provided by a learning organization.</b>   |   |  |   |                 |
|--|---|--|---|-----------------|
| <b>Objective 3.1 Students will be taught by highly qualified professional and support staff.</b>   |   |  |   |                 |
| <b>Indicators</b> 3.1.f Percent of teachers receiving high quality professional development**ESEA  |   |  |   |                 |
| <b>Strategy:</b> Provide teachers with on-going staff development during summers and after school to support the implementation of system curriculum and instructional priorities Growth and Learning Academies (GALA).  |   |  |   |                 |
| <b>Rationale:</b> The National Council for Staff Development (NCSD) Standards outline the characteristics of quality staff development. Included in these characteristics are opportunities for applying new information and skills and being able to meet with colleagues to reflect and revise the implementation of new practices. The GALA Staff Development program is designed around NCSD standards and include these features. |   |  |   |                 |
| <b>Implementation Steps</b>  | <b>Indicator of Implementation</b>  | <b>Responsibility</b>                                      | <b>Evaluation</b>   | <b>Timeline</b> |
| Embed system priorities in curriculum and instructional strategies with a focus on Baldrige Education Performance Criteria, Inclusive Education, and technology integration.   | List of proposed staff development activities by priority, focusing on implementation of system curriculum and instructional priorities | Associate Supt.<br>Content Coordinators                    | Through teacher reporting and peer coaching, teachers will document the institutionalization of new strategies. | March, annually |
| Schedule summer and after school staff development programs.   | Marketing booklets for summer and after school staff development  | Coordinator for Staff Development                          |   | May, annually   |
| Market to and recruit teachers to participate in summer and after school staff development opportunities focused on implementation of system curriculum and instructional priorities.  | List of staff development opportunities.<br>List of participants per activity.  | Coordinator for Staff Development                          |   | June, annually  |
| Conduct summer and after school staff development activities. Activities will be multi-sessions covering a period of time that allows participants to learn new knowledge and skills, practice and evaluate progress toward implementation of system curriculum and instructional priorities and provide coaching as needed.   | Attendance sheets.<br>Participant evaluations.  | Content Coordinators.<br>Coordinator for Staff Development | Through teacher reporting and peer coaching, teachers will document the institutionalization of new strategies. | Ongoing         |

Growth and Learning Academies – Continuing Professional Development

**Goal 3: All Students will benefit from effective and efficient support and services provided by a learning organization.**

**Objective 3.2 Students will learn in clean, well maintained, and instructionally conducive facilities.**

**Indicators: 3.2.a. Ratings of facility inspections conducted by local and state observers.**

**3.2.b. No. of building improvements completed**

**3.2.c. Percentage of work orders completed, by type**

**Strategy:** The Facilities Department will provide training to employees targeted to the conditions of each school and the system as a whole as indicated in periodic inspection reports. In addition, requests for minor and major repairs will be quickly evaluated and completed if funding is available. If funding is needed, appropriate funds will be sought and work completed.

**Rationale:** In order for schools to be well maintained and instructionally conducive a well trained workforce with adequate funds and an organized work process is necessary.

| <b>Activities</b>  | <b>Evidence of Implementation</b>  | <b>Responsibility</b>  | <b>Evaluation</b>   | <b>Timeline</b> |
|--|--|--|---|-----------------|
| All buildings will be inspected annually for safety, security, and overall condition.            | Completed inspection checklists  | Safety Officer; Security Coordinator; Assistants in Facilities                               | Number of schools with excellent or good inspection ratings   | Annually        |
| School and department requests for projects will be evaluated, deferred/budgeted, and completed. | CIP Projects budgeted in Maintenance and Construction                                      | Manager of Construction; Supervision of Facilities; Maintenance Supervisors                  | Approved budgets and CIP.   | Annually        |
| Provide targeted training to custodians and facilities personnel on a regular schedule.          | Agendas of custodial inservice sessions (minimum 4); and monthly maintenance meetings (12) | Supervision of Facilities; Maintenance Supervisors; Assistants in Facilities; Safety Officer | Self report evaluations from participants.  | Annually        |
| Work orders will be quickly evaluated, prioritized, and completed.                               | Reports from computerized work order system  | Supervision of Facilities; Maintenance Supervisors; Security Coordinator                     | Percentage of work orders completed, by type showing increases in preventive and scheduled maintenance and decrease in repair maintenance | Bi-annually     |

Maintain facilities

| <b>Goal 3 All Students will benefit from effective and efficient support and services provided by a learning organization.</b>  |  |  |   |             |
|---|--|--|---|-------------|
| <b>Objective 3.3 Students and staff will have access to high quality, productive support services.</b><br>Indicator 2.4.a Parent and student satisfaction surveys<br>Indicator 2.4.b Student attendance   |  |  |   |             |
| <b>Strategy: Provide comprehensive nursing services to all students in order to provide acute care for illness and injuries; assess and maintain health records; and promote healthy lifestyles.</b>  |  |  |   |             |
| <b>Rationale: Professional school nurses strengthen and facilitate our educational process by improving and protecting the health status of children and youth through prevention, detection and correction methods. In Recognition of National School Nurse Day, Congressional Record, Hon. Steve Israel of New York, Thursday, May 8, 2003.</b> |  |  |   |             |
| Activities  | Evidence of Implementation                                       | Responsibility                                     | Evaluation  | Timeline    |
| Assists as needed, in provision of emergency care to ill or injured students and referral to appropriate source of care   | Daily treatment log  | School Nurse                                       | Treatment log matches student records                               | Daily       |
| Shares with school personnel particular health problems of students that might affect their learning and behavior.  | Staff inservice provided<br>Agenda and sign in roster            | School Nurse and Classroom Teachers                | Student attendance  | As needed   |
| Assist staff in complying with policy/procedures concerning the administration of medications   | Training has occurred<br><br>Correctly documented medication log | School Nurse and Classroom Teachers                | Documented training<br><br>100% of medications dispensed accurately | As needed   |
| Provide health services for students with special needs   | Documented care plans with log                                   | School Nurse, Classroom Teachers, Special Ed Staff | Improved attendance   | As needed   |
| Provide diagnostic screenings for vision and hearing upon entry to school in grades 4 through 9.  | State Form SRC5  | School Nurse                                       | 100% of students pass screening or are referred for follow-up       | As needed   |
| Reviews all medical reports with follow-up of any noted problems  | Health Concerns List   | School Nurse                                       | Health concern list   | Continually |
| Maintains and updates Emergency Cards   | Emergency Card available in Health Room                          | School Nurse, School Secretary and PPW             | Emergency Card up to date   | Continually |
| Monitors student immunization and communicable disease records  | Correct records in student files                                 | School Nurse                                       | 100% compliance   |             |
| Assist students, staff and parents to identify variables that contribute to or detract from their levels of wellness in Wellness Fairs, Safety Fairs and individual counseling  | Wellness fair plans  | School Nurse                                       | Improved attendance   | Annually    |

Nursing

**Goal 3: All Students will benefit from effective and efficient support and services provided by a learning organization.**

**Objective 3.3.1 Students and staff will have access to high quality, productive support services.**

- Indicators:** 3.3.1.a. Ratio of students to high end computers.  
 3.3.1.b. Time required to complete priority technology work orders.  
 3.3.1.c. MBRT results will indicate increased competency in computer usage.

**Strategy:** The Technology Services Office will ensure that access, infrastructure, and staff development plans support all users.

**Rationale:** Technology has to work for it to be effective.

| <b>Activities</b>   | <b>Evidence of Implementation</b>  | <b>Responsibility</b>   | <b>Evaluation</b>  | <b>Timeline</b> |
|---|--|---|--|-----------------|
| Measure progress towards CCPS and MSDE access and computer ratio goals.   | Progress in relation to technology goals.  | Technology Services Office (TSO); Local TUST Representatives                        | MBRT Yearly Report   | Ongoing         |
| Prioritize technology work orders based on system critical needs, and establish goals for timely response and completion. | Implementation of work order prioritization and response plans.  | TSO; Local TUST Representatives; Plant Facilities                                   | Number of priority work orders completed and the response time needed. | Ongoing         |
| Provide targeted staff development to all staff that enhances technology usage and proficiency levels.                    | Development of a systemic staff development plan that reflects technology usage and proficiency topics for all staff groups. | TSO; DOES; Office of Staff Development; Local TUST Representatives; Local SIT Teams | Summary of training sessions offered and evaluation of participants.   | Ongoing         |

Provide Technology

**Goal 3: All Students will benefit from effective and efficient support and services provided by a learning organization.**

**Objective** 3.3.2 Teachers will have access to current and complete curriculum manuals and recent copyright teaching materials.

**Indicators:** 3.3.2.a Revision dates of curriculum manuals

3.3.2.b Copyright dates of major textbooks

**Strategy:** The Division of Education Services will review curriculum guidance documents annually and provide instructional materials that are aligned with state curriculum standards..

**Rationale:** Curriculum documents must be aligned with state curriculum standards and, subsequently, state assessments.

| Activities  | Evidence of Implementation  | Responsibility                         | Evaluation  | Timeline           |
|---|---|--|---|--------------------|
| Review current curriculum documents in light of changing state curriculum standards             | Review dates noted in manuals   | Instructional Coordinators             | All curriculum guidance manuals reflect current state standards | Annually, summers, |
| Prepare new curriculum documents as needed to reflect changes brought about by the review above | Library of manuals maintained in office of Associate Superintendent in Education Services                         | Instructional Coordinators, DOES staff |   |                    |
| Review current textbooks and recommend appropriate revisions through Textbook Review Council.   | Copyrights of current texts.<br><br>All current texts in office of Associate Superintendent in Education Services | Instructional Coordinators             | Most copyrights will be less than 8 years old.                  | Ongoing            |

Current Curriculum Documents

**Goal 3: All Students will benefit from effective and efficient support and services provided by a learning organization.**

**Objective 3.3.3. Students and staff will have access to high quality, productive business systems and services enabling financial accountability and fiscal responsibility**

- Indicators: 3.3.3.a. Number of transactions utilizing purchase orders and purchase cards, general vouchers and reimbursements  
 3.3.3.b. The number of external audit findings will indicate compliance with documented procedures  
 3.3.3.c. Number of payroll exceptions

**Strategy:** Implement improvements in business processes with stakeholder involvement to ensure customer satisfaction.

**Rationale:** Aligned acts of improvement with stakeholder involvement result in high quality, productive business systems satisfying customer requirements

| <u>Activities</u>  | <u>Evidence of Implementation</u>   | <u>Responsibility</u>              | <u>Evaluation</u>   | <u>Timeline</u> |
|--|---|------------------------------------|---|-----------------|
| Maintain web site and monitor usage. Review all forms.   | Web site and forms are kept current.  | DBS Staff                          | -No. of forms NOT correct form or revision<br>-No. of site visits | Ongoing         |
| Conduct in-service training to improve secretaries' and administrators' knowledge of business processes          | Completion of in-service training for school based and central office staff | DBS Managers                       | -Training evaluation<br>-Process improvement                      | Ongoing         |
| Maintain Chart of Accounts and Account Dictionary  | On-line access to Chart Dictionary  | Accounting and Finance             | -Number of invalid, accounts and elements.                        | Ongoing         |
| Review/Revise Department Policies and Regulations  | Policies implemented and reviewed   | CFO, DBS Managers                  | -No of exceptions   | Ongoing         |
| Integrate financial reporting for State, Board, Leadership Team, Strategic Plan, CAFR and users (on-line access) | No hard copies issued from Accounting and Finance                           | CFO, Accounting and Finance        | -User satisfaction<br>-Elimination of duplication of effort       | Ongoing         |
| Eliminate payments made to employees through Accounts Payable  | Employees eliminated from vendor list                                       | Accounting and Finance, Payroll    | -No. of Reimbursements through Payroll                            | Ongoing         |
| Improve attractiveness of CCPS as a customer to increase bid participation                                       | Complete analysis   | Purchasing                         | -Bid participation<br>-Web site usage                             | Ongoing         |
| Conduct Fixed Asset Process Improvement from a Systems Thinking perspective                                      | Procedure and Process implemented   | Purchasing, Finance and Accounting | -Reporting accuracy   | Ongoing         |

| <b>Activities</b>  | <b>Evidence of Implementation</b>                                      | <b>Responsibility</b> | <b>Evaluation</b>                     | <b>Timeline</b> |
|--|--|-----------------------|---------------------------------------|-----------------|
| MSDS Process Improvement from a Systems Thinking perspective | Process implemented  | Purchasing            | -On-line access                       | Ongoing         |
| Broaden Skills and knowledge                                 | Staff involved in cross training, professional development initiatives | CFO, DBS Staff        | -No. of Staff development initiatives | Ongoing         |
| Increase Staff efficiency and effectiveness                  | Staff involved in improvement initiatives                              | CFO, DBS Staff        | - Savings in time and expense         | Ongoing         |
| Improve stakeholder/customer satisfaction                    | Stakeholders involved in Improvement initiatives                       | DBS Staff             | -Customer Satisfaction Survey         | Ongoing         |

Business Processes

**Goal 3: All Students will benefit from effective and efficient support and services provided by a learning organization.**

**Objective 3.3.4 All students, regardless of economic circumstance, will have easy access to consistently high quality, appealing, cost-effective breakfasts and lunches that meet USDA nutritional requirements.**

- Indicators:**
- 3.3.4.a. Productivity as measured by meal equivalents per labor hour (MEPLH)
  - 3.3.4.b. Average participation (Percentage of Enrollment) for breakfast & lunch
  - 3.3.4.c. Percent of ala carte beverages and food items offered for sale at meal times that meet guidelines of nutritional value
  - 3.3.4.d. Availability of online credit card payment to students' meal accounts
  - 3.3.4.e. Percent of reimbursable lunch entrees that qualify as healthy choices based on established nutritional guidelines

**Strategy:** Review, revise and; as appropriate, introduce new processes and procedures in the planning, preparation and delivery of school meals. The Food and Nutrition department is a self-supporting entity within the school system, and efficient operations must be balanced against financial needs of the organization and the nutritional needs of our customers.

**Rationale:** Analysis, revision, and measurement of adherence to processes and procedures are essential to ensuring equal access, appeal, consistency of quality, and nutritional adequacy.

| Activities  | Evidence of Implementation   | Responsibility   | Evaluation   | Timeline                                |
|---|--|--|--|---|
| Assess and appropriately update formula for measuring productivity  | Updated formula  | Supervisor with support of Food & Nutrition Department staff | Application of formula to school staffing  | Quarterly                               |
| Analyze historical participation data   | Analysis complete  |  | Participation in meal programs   | On going                                |
| Remove below guideline items and seek new items to introduce as more healthful choices. Monitor financial consequence along the "change" path.  | Foods analyzed.<br>Changes in process  |  | % of a la carte foods meeting the guidelines   | Ongoing                                 |
| Research the most efficient, most affordable system for implementing online credit card deposits. Purchase necessary materials, supplies and software. Train affected staff. Implement. Publicize/market availability of credit card method of payment. | Credit card method of payment available.   |  | Increased number of accounts utilizing prepayment/average amount of money prepaid. Number of in person prepays<br>Monitor affect on number of NSF checks | Ongoing                                 |
| Increase the percent of "healthy choice" entrees offered as part of a reimbursable lunch. Establish nutritional criteria for a healthy choice.  | Entrees measured against established criteria. Introduction of additional healthy entrees in process |  | Supervisor & Food & Nutrition Registered Dietician   | Percent of entrees meeting the criteria |

Food and Nutrition

**Goal 3: All Students will benefit from effective and efficient support and services provided by a learning organization.**

**Objective 3.3.5 All students will be transported to and from school and activities safely, efficiently and professionally.**

- Indicators: 3.3.5.a. The number of preventable accidents.  
 3.3.5.b. On time morning arrival of buses at schools.  
 3.3.5.c. Percent of satisfactory on-the-road observations.  
 3.3.5.d. Cost per eligible student of transportation services.

**Strategy:** The Transportation Services Office will make use of technology and training to ensure that students and other users of transportation services receive those services in a safe, efficient and professional manner.

**Rationale:** There is a clear relationship in the use of technology to improve efficiency both operationally and financially the same as the clear relationship of training to improve safe behavior and professionalism.

| <b>Activities</b>  | <b>Evidence of Implementation</b>  | <b>Responsibility</b>   | <b>Evaluation</b>   | <b>Timeline</b> |
|--|--|---|---|-----------------|
| Monitor on time morning arrival at schools of scheduled routes.  | Audit records of arrival times   | Transportation Services Office, School Administrators.                                  | Morning arrival of buses                                  | Ongoing         |
| Implement Transportation Services Software to track manifests, in-service training, employee records, contractor payments and field trips. | Proper input of the information, and use of data (reports)   | Trans Dept staff<br>Business Services   | Use of data by staff                                      | Ongoing         |
| Provide targeted training to drivers to improve safe and professional performance.   | In-service tracking of topics/agenda covered   | Trans Supervisor & Asst.<br>Driver Trainer  | Participant evaluations                                   | Ongoing         |
| Monitor bus operations by direct observation to highlight training or corrective action needs.   | Observation reports  | Trans Supervisor<br>Asst. Supervisor<br>Driver Trainer                                  | % of satisfactory on-the-road observations.               | Ongoing         |
| Use EDULOG software to maintain student data and optimize routing efficiency.  | Printed bus routes, student/bus reports to schools, development of post card system replacing Cecil Whig | Transportation Services; Public Information; School Administration; Technology Services | Evaluations from users of the programs/reports developed. | Ongoing         |
| Monitor the number of preventable accidents each school year   | Records of preventable and non preventable accidents   | Transportation services staff   | 25 per 100,000 miles traveled for all services            | Ongoing         |
| Monitor the dollar amount spent per students for total student transportation  | Records of costs   | Transportation services staff   | Under established goals                                   | Ongoing         |

Transportation

**Goal 3: All students will benefit from efficient and effective support and services provided by a learning organization.**

**Objective 3.4 Professional and support staff will apply principles of systems thinking for continuous improvement to the operation of their classrooms, offices and departments.**

**Indicator:** Evidence of success in all prior indicators will demonstrate that systems thinking and principles are being used in routine operations.

**Strategy:**

All employees will be trained on the use of systems thinking for continuous improvement, monitored on their ability to apply this training, and evaluated on the progress on the indicators of success identified in their area of responsibility.

**Rationale:** The (Baldrige) Education Criteria for Performance Excellence describe the characteristics of high performing school systems. School systems which demonstrate the core values and adhere to the aligned principles embedded in the criteria are more likely to engage their stakeholders in a successful journey toward achieving the system’s mission and measurable objectives.

| <b>Implementation Steps</b>   | <b>Indicator of Implementation</b>                   | <b>Responsibility</b>  | <b>Evaluation</b>  | <b>Timeline</b>  |
|---|--|--|--|--|
| Building and departmental Administrative and Supervisory (A&S) personnel will be trained in systems thinking.   | Training implemented for all leadership personnel.   | Superintendent and Program Facilitator for Performance Excellence (PFPE) | Session evaluations<br>Level II System checklists<br>Completed<br>“homework” tasks | Training for new appointees, annually.                 |
| The Baldrige Leadership Team, representing all employee and community groups, will meet quarterly to monitor system-wide implementation of continuous improvement practices.                                      | Meeting agendas, attendance rosters                  | PFPE   | BLT completes “system checklist”<br>Attainment of identified outcomes              | Quarterly  |
| Building and departmental A&S leaders and selected team members will be trained to lead implementation of Baldrige / System Thinking principles within schools/departments.                                       | Training agendas and modules                         | PFPE   | System checklists will indicate progress   | Ongoing  |
| School system leadership team and A&S personnel will train and engage staff members in the implementation of systems thinking in their workplace.   | Training schedules verified with Associate Supts.    | Building and departmental A&S leaders                                    | System checklists will indicate progress   | Ongoing  |
| Ongoing support and extension training will be provided to school or departmental staff through GALA sessions and/or job embedded training sessions.  | GALA* and other training session agendas and rosters | PFPE and building/dept leaders   | Participant evaluations  | Ongoing  |
| Each school or department has a trained Baldrige coach who, in collaboration with school or dept. administrators, provides ongoing support to teachers/staff in the implementation of system thinking principles. | Coaches trained and assigned.                        | PFPE   | Coaches’ training complete   | Coaches identified by May annually for subsequent year |

\*Growth and Learning Academy

Continuous Improvement Training