

Baldwin County Schools Strategic Planning Process





Overview of the Process

Community Forum

Executive Team work sessions

Planning with Ford NGL

Ford Next Generation Learning



FIRST AND FOREMOST, STUDENTS ARE AT THE CENTER OF EVERYTHING WE DO.

Ford Next Generation Learning (Ford NGL) helps communities prepare the future scientists, inventors, public servants, and entrepreneurs who will apply their passion and expertise to improving the world for both their generation and those to come.

A collaborative community-driven approach to achieve the following outcomes: (1) increased community prosperity shared by all; (2) a strengthened talent pipeline; (3) young people prepared for college, careers, lifelong learning, and leadership; (4) educational equity and justice for all; and (5) the capacity to contribute and go further.



**FORD
NEXT GENERATION
LEARNING** 
Community Connected Learning



Ford Next Generation Learning

Strand 1: Transforming Teaching and Learning

Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges and that equip them for success in college and careers

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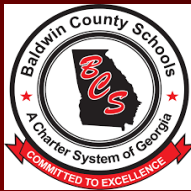
Strand 2: Transforming the Secondary School Experience

Creating and maintaining the career and interest-themed academies and the collaborative culture, structures, and practices necessary to transform teaching and learning and to capitalize on community engagement

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Strand 3: Transforming Business and Civic Engagement

Engaging employers, educators, and community leaders in building and sustaining transformed secondary schools that promote community growth and prosperity by preparing students for future work and citizenship

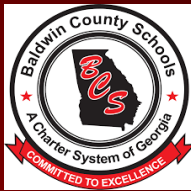


Ford Next Generation Learning

Career and interest-themed academies serve as the Ford NGL practice model for transforming the secondary school experience. As a strong advocate on behalf of academies, Ford NGL recognizes that most skilled employment now requires a foundation of academic, 21st century, and technical knowledge and skills that must be mastered in high school, as well as additional education beyond high school. We believe that the most successful approach for high schools is one that infuses the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of CTE. Such an integrated approach also promotes, supports, and accelerates a smooth transition to postsecondary education.

This approach can be carried out through academies, which may take several forms, including multiple career academies and other themed programs within a large high school, single-themed small or large high schools, and early-college high schools (which typically blend high school with two years of college).

Ford Next Generation Learning



The FORD NGL ROADMAP

PHASE 5: GO FURTHER

1. Deepen and broaden the community-driven transformation and apply it to the entire education system.
2. Create and share innovations that will support the entire Ford NGL network, or "serve as models for creativity, innovation, and risk-taking as well as demonstrated competence."

05

PHASE 3: PLAN

1. Achieve community-wide consensus on and ownership of a vision for transformation and learn what it will take to implement the vision.
2. Create a community-wide three year master plan for achieving the vision that is aligned with the school district's plans.
3. Agree on a set of priorities for the first year of implementation.
4. Strengthen the systems, structures, processes, and competencies needed to implement the plan and guide continuous improvement.

03

PHASE 4: IMPLEMENT

1. Strengthen community-wide capacity to implement and continuously improve the master plan.
2. Implement the systems, structures, processes, and competencies to support and sustain continuous improvement, with all key individuals and groups engaged.
3. Inspire, share and contribute to the Ford NGL network.

04

PHASE 2: ENVISION

1. Deepen community-wide understanding of the benefits and features of transforming the secondary school experience using a community-driven approach.
2. Understand and identify the systems, structures, processes and competencies needed to implement the plan and guide continuous improvement.

02

PHASE 1: EXPLORE

1. Understand the benefits and features of transforming the secondary school experience using the Ford NGL community-driven approach.
2. Readiness and commitment to embrace the Ford NGL transformation.

01

TIMELINE:
2 YEARS, 9 MONTHS -
3 YEARS, 6 MONTHS



Mission and Vision

MISSION STATEMENT:

The mission of the Baldwin County School District, in collaboration with families and community, is to educate students who will graduate college and career ready and become contributing members of our local and global communities.

VISION STATEMENT:

Our vision is to empower students to achieve their maximum potential for lifelong success.



BELIEFS:

1. We believe all students can learn.
2. We believe that students are unique and have individual learning differences.
3. We believe effective, engaging teachers have a positive effect on increased student achievement.
4. We believe learning is a lifelong process.
5. We believe that learning is a shared responsibility--home, school, and community.
6. We believe collaboration creates accomplishments greater than the sum of individual efforts.
7. We believe data analysis leads to informed decisions.
8. We believe our efforts on student learning should be focused, aligned, and responsive to the social and economic wellbeing of our community.
9. We believe a safe, positive, and innovative learning environment is essential to the success of our community.
10. We believe that it is essential to provide students with a rigorous and relevant curriculum while building and fostering positive relationships.

PORTRAIT OF A BALDWIN COUNTY SCHOOLS GRADUATE



ACQUIRE

The Baldwin County Schools graduate will learn the necessary skills and training that are essential for success.

BCSD Graduates will:

- Develop 21st Century Skills: Creative thinkers, Creative, Communicators, and Collaborators
- Take initiative
- Be dependable
- Be efficient
- Be respectful

PORTRAIT OF A BALDWIN COUNTY SCHOOLS GRADUATE



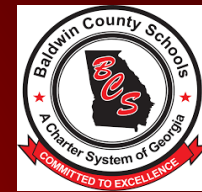
ACHIEVE

The Baldwin County Schools graduate will maximize their education to prepare them for college and careers.

Their education will provide:

- Innovative academic pathways
- Proficiency with skills unique to the academy and pathway of their choice
- Transferable skills applicable to all careers
- Exposure to the use of technology as both a learning tool and a skill-set
- Effective communication training and the merits of personal responsibility
- Instruction focused on attainment of strong literacy and numeracy skills

PORTRAIT OF A BALDWIN COUNTY SCHOOLS GRADUATE



ASPIRE

The Baldwin County Schools graduate will apply work ethic skills and academic achievement to college and career exploration.

EACH WILL:

- Understand the applicability of today's classroom learning
- Capitalize on resources
- Connect with business mentors within areas of interest
- Develop a career pathway that aligns with interests

FOCUS AREA 1 – STUDENT ACHIEVEMENT



Strategic

Goal #1
required to

**Ensure that students acquire and apply the knowledge and skills
be prepared for college and career success.**

Goal #2
assessments into
real-world problems.

**Implement inquiry-based projects and performance-based
the curriculum that require collaboration to solve**

Goal #3
Century learning
college and career ready.

**Develop professional learning for staff and teachers to equip them with
researched-based instructional strategies to create 21st
environments and ensure students are**

FOCUS AREA 2 – SCHOOL AND COMMUNITY PARTNERSHIPS



Strategic

Goal #1

Develop supports and wrap-around services for students through community and other statewide partnerships.

Goal #2

for all students.

Create a K-12 plan to recruit mentors from business and community partners to support college and career readiness

Goal #3

local

readiness for all students.

Develop K-12 partnership agreements among schools, business, and civic organizations to support college and career

FOCUS AREA 3 – RECRUITMENT AND RETENTION OF HIGH PERFORMING STAFF



Strategic

Goal #1

Recruit and retain highly qualified, highly effective employees.

Goal #2

Provide high quality professional learning to support and sustain the recruitment and retention of a high quality work staff.



FOCUS AREA 1 – STUDENT ACHIEVEMENT

Strategic

Goal #2

assessments into
real-world problems.

Implement inquiry-based projects and performance-based
the curriculum that require collaboration to solve

Strategy 1

through community

Provide specialized learning opportunities (P-12) for all students that include
STEAM, fine arts, and work-based learning programs
partnerships.

Strategy 2

afterschool
accessible to students.

Collaborate with community organizations to remove barriers to make
programs and extracurricular activities more

Strategy 3

Provide opportunities for all students to participate in school academic
competitions.



FOCUS AREA 1 – STUDENT ACHIEVEMENT

Strategic

Goal #3

Develop professional learning for staff and teachers to equip them with researched-based instructional strategies to create

21st Century learning

environments and ensure

students are college and career ready.

Strategy 1 Skills.

Develop a professional development curriculum for teaching 21st Century

Strategy 2

Modify walkthrough evaluation forms to include technology use for tiered instructional practices.

Strategy 3

Develop a plan to provide a digital citizenship course offering for students.

Strategy 4 all

Identify grants and opportunities to strengthen broadband internet access to members of the community.

FOCUS AREA 2 – SCHOOL AND COMMUNITY PARTNERSHIPS



Strategic

Goal #1

Develop supports and wrap-around services for students through community and other statewide partnerships.

Strategy 1 development

Identify resources and support services for the social and emotional and health of all students.

Strategy 2 assess

Continue to update and review the district's Safety and Emergency Plan to the readiness and/or need of each facility.

Strategy 3

Implement a comprehensive K-12 character education program.

FOCUS AREA 2 – SCHOOL AND COMMUNITY PARTNERSHIPS



Strategic

Goal #1

Develop supports and wrap around services for students through community and other statewide

partnerships.

Strategy 4

to

improve discipline progression

Continue to implement PBIS (Positive Behavioral Intervention and Supports) support a positive school climate and culture and system.

Strategy 5

Establish trauma-informed schools.



FOCUS AREA 2 – SCHOOL AND COMMUNITY PARTNERSHIPS

Strategic

Goal #2

Create a K-12 plan to recruit mentors from business and community partners to support college and career readiness

for all students.

Strategy 1

Develop systemic guidelines for potential mentors and a plan for recruiting mentors.

Strategy 2

Continue to increase the number of community and business partners.

Strategy 3

Facilitate career-themed mentoring experiences for students.



FOCUS AREA 2 – SCHOOL AND COMMUNITY PARTNERSHIPS

Strategic

Goal #3

Develop K-12 partnership agreements among schools, business, and local civic organizations to support college and career readiness for all students.

Strategy 1

Conduct a survey to identify the partnership needs of schools and businesses.

Strategy 2 organizations.

Facilitate partnership opportunities for schools, businesses, and civic organizations.

Strategy 3

Identify an evaluation tool to gauge the effectiveness of partnerships.



FOCUS AREA 2 – SCHOOL AND COMMUNITY PARTNERSHIPS

Strategic

Goal #3

business, and
support college and career readiness for all

Develop K-12 partnership agreements among schools,
local civic organizations to
students.

Strategy 4

opportunities at
and increase pathway classes in the wall-to-wall
academy.

Evaluate program offerings to increase dual enrollment
postsecondary institutions

Strategy 5

business and

Continue to increase work-based learning experiences with
community partners.

FOCUS AREA 3 – RECRUITMENT AND RETENTION OF HIGH PERFORMING STAFF



Strategic

Goal #1

Recruit and retain highly qualified, highly effective employees.

Strategy 1

Recruit highly qualified teachers and administrators.

Strategy 2

staff.

Explore the possibility of a financial incentive program for good attendance by classified and certified

Strategy 3

based

Promote the district as an innovative and rewarding workplace through the production of district-multimedia.

Strategy 4

includes

Maintain human resources online application and electronic recordkeeping software program that a referral incentive program.

Strategy 5

Review policies of other school districts that use substitute staff services for filling vacancies.



FOCUS AREA 3 – RECRUITMENT AND RETENTION OF HIGH PERFORMING STAFF

Strategic

Goal #2

Provide high quality professional learning to support and sustain the recruitment and retention of a high quality work

staff.

Strategy 1
assessments
sources.

Provide district-wide professional learning activities based on needs and surveys, school improvement initiatives, and data

Strategy 2
practices by
implementation of strategies in daily instructional

Monitor the impact of professional learning activities on instructional student achievement increases, framework.

Strategy 3

Increase the number of gifted certifications and STEAM endorsements.

FOCUS AREA 3 – RECRUITMENT AND RETENTION OF HIGH PERFORMING STAFF



Strategic

Goal #2

Provide high quality professional learning to support and sustain the recruitment and retention of a high quality work

staff.

Strategy 4
Georgia

Explore implementing a teacher internship program in partnership with College.

Strategy 5
and

Establish a leadership skill development program to support teacher leaders new administrators.

Strategy 6
management,

Develop a mentor program for teachers in the areas of classroom technology, and curriculum/standards.

Next Steps



- Timelines, Personnel involved, Professional Learning, and Performance Measures will be finalized by school and district staff.
- Strategic Plan was voted on by the Board of Education members in August 2018.
- Strategic Plan is implemented August 2019

Questions & Answers

