Selma City Schools

Framework for Excellence

5-Year Strategic Plan

2018-2023

SELMA
CITY SCHOOLS
Students First

Selma City Schools

Board Members

Mr. Johnny Moss, III, President

Mrs. Brenda Randolph-Obomanu, District 2/Vice President

Mrs. Danielle Wooten, District 1

Mrs. Phyllis Houser, District 3

Dr. Tanya Miles, District 4

Dr. Avis Williams, Superintendent

Table of Contents

Letter from Superintendent, Dr. Avis Williams

Selma City Schools: A Framework for Excellence

Dear Team Selma,

On behalf of the Selma City Schools District, I am pleased to present our new five-year strategic plan, "A Framework for Excellence". We have intentionally established high expectations for district improvement that sets a new direction for SCS. We believe this framework has the potential to move SCS from a status quo district to a district of Excellence.

Developing this strategic plan was a true collaborative process that documented dozens of meetings, numerous surveys and a wide-range of conversations with varied stakeholders. These stakeholders included students, parents, community leaders, clergy, and business and higher education partners. In fall of 2017 we created and engaged a Transition Team that included members of the aforementioned groups, plus teachers, principals and central office staff. With a sense of urgency to turn around our district, this group set out to build this Framework for Excellence with four key areas as the focus:

- Teaching and Learning
- Culture, Climate and Community
- Leadership, Management and Governance
- Technology and Facilities

Leaving behind the stain of state intervention, Team Selma is empowered to pursue Excellence. Already, as we acknowledge the power of a positive culture, we have begun to celebrate and recognize Excellence within our ranks. Additionally, we are strengthening our efforts to create a leadership pipeline that enables us to develop and select high quality talent from within Team Selma. Most important, we have established a Teaching and Learning Community that is poised to change the trajectory of student outcomes within the Selma City Schools.

We are committed to strong, positive relationships with you, our partners in this pursuit. I hope you share my enthusiasm as we realize our vision of achieving educational Excellence for all SCS students. Excellence is the only option.

Thank you for allowing me to serve as your superintendent. It has been and continues to be a blessing and my honor.

Sincerely,

Dr. Avis Williams
Avis Williams, Ed.D., Superintendent

Our Mission

The mission of the Selma City School District is to provide a safe and supportive teaching and learning environment, through the collaboration and partnerships of parents and community.

Our Vision

The vision of the Selma City School District is to be documented as a model school district where students are empowered through academic excellence to achieve success throughout life.

Our Core Values

- **Students First**

- **Excellence**

- **Teamwork**

- **Joy**

- **Integrity**

Our Beliefs

The following principles guide the Selma City School System in its responsibility to provide a quality education for each child:

- Learning places for children and teaching places for adults should be safe, healthy, and orderly environments.

- Effective teaching should be evident every day in every classroom through a rigorous/challenging curriculum and relevant applications of content standards.

- Every child has the ability to learn and should be afforded equitable learning opportunities.

- Early learning is a critical component for success in school.

- Parental, family, and community engagement offer necessary resources and support systems to improve academic and life outcomes for students.

- Employees should be valued and empowered to achieve excellence in their work.

- Continuous improvement through data analysis, strategic planning, and performance assessments embodies a commitment to excellence.

- A focus on the responsible use of resources and support systems for facilities, materials, tools, personnel creates opportunities for optimal teaching and learning.

- Student involvement in service learning develops responsible citizens for society.

- Integrity in leadership and governance builds public confidence in the mission of the school system.

Creating a Framework for Excellence

The Selma City Schools 2018-2023 Strategic Plan is our vision of high expectations for the public education we provide the students of Selma, Alabama every day. The strategic planning processes encompassed the selection of a community-based strategic planning body comprised of four working teams. An advising team of external consultants also contributed to the Framework for Excellence.

After numerous planning meetings, reviews, and analyses, this Framework represents the comprehensive voice of Selma City Schools board members, parents, students, administrators, teachers, community business leaders, local elected figures, and other key constituents spanning a group of 40 persons over a process of 8 months.

The momentum for transformative change within Selma City Schools is palpable. While there is a lot of work to be done and collective teamwork will be required for progress to be realized, we are confident that our district is both moving in the right direction with the right strategic priorities and recommendations to achieve our goals.

The framework provides: 1) a clear set of focus areas for Selma City School students, teachers, administrators, families, and community stakeholders; 2) clear and measurable goals per area of focus, 3) a listing of recommended strategies for implementation within Selma City Schools, 4) clear assignment of owners to ensure both oversight and execution of the aforementioned goals.

We look forward to conducting on-going, formative data collection to ensure progress to our goals within the implementation of this plan beginning in the Fall of school year 2018-19. We also look forward to conducting annual stepback convenings to evaluate the need to adjust course in the areas of our goals, strategies, and owners if adequate and measurable progress has not been made in any particular category of focus.

Framework for Excellence
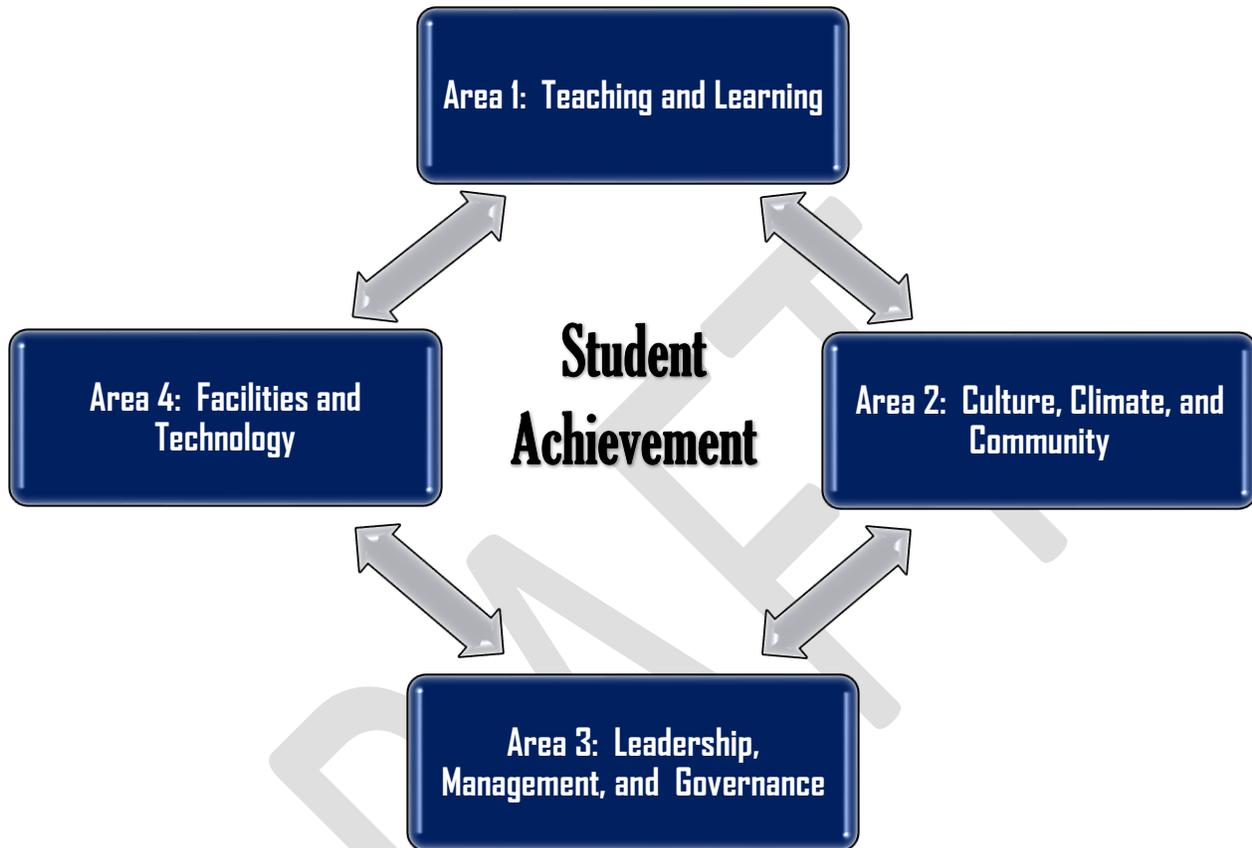
At the center of our Framework for Excellence lies the ultimate goal of increased student achievement as measured within both college and career readiness, as well as students' character and social/emotional development.

Four Strategic Goals

1. Ensure all students are on track for grade level success, college, and career readiness through high-quality teaching and focused experiences for intellectual and social development
2. Enhance the supports and engagement opportunities provided in schools to stakeholders to ensure a positive, sustained culture and climate
3. Strategically and efficiently allocate resources, according to need, to improve the fiscal health and use of talent to ensure long term viability of the district
4. Streamline the district's current geographic footprint to ensure a more equitable distribution of resources, more efficient operations; and to enhance current technology infrastructure, equipment and devices to support student success
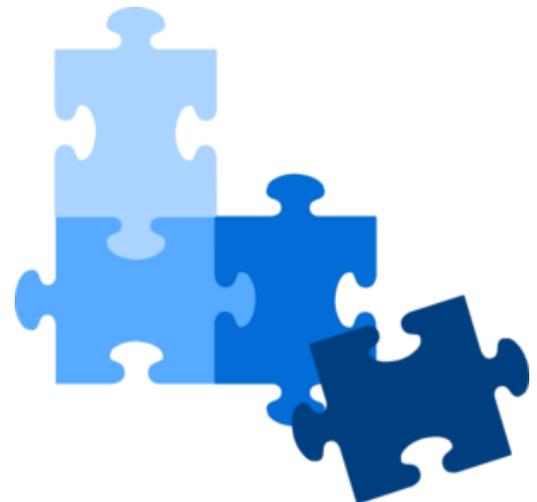
2018 - 2023
Strategic Goals and Objectives

AREA 1: TEACHING AND LEARNING

Goal 1: Ensure all students are prepared for grade level success, college, and career readiness through high-quality teaching and focused experiences for intellectual and social development

- Objective 1: Develop annual performance benchmarks to promote systematic achievement, growth and success for all students
- Objective 2: Ensure equitable access to rigorous standards-based instruction and strategic teaching
- Objective 3: Provide targeted and personalized professional development for instructional staff

AREA 2: CULTURE, CLIMATE, AND COMMUNITY

Goal 2: Enhance the supports and opportunities for engagement in schools for all stakeholders

- Objective 1: Ensure schools are physically and emotionally safe from perceived and actual threats
- Objective 2: Develop positive relationships with stakeholders to promote diversity and inclusion as well as involvement and participation across Selma City School district

AREA 3: LEADERSHIP, MANAGEMENT, AND GOVERNANCE

Goal 3: Strategically and efficiently allocate human and fiscal resources to ensure long-term viability within the district

- Objective 1: Actively recruit, hire, and retain a qualified and diverse workforce
- Objective 2: Ensure every school and every department have highly effective instructional leaders
- Objective 3: Provide ongoing, job-embedded responsive professional learning for all staff to improve overall performance
- Objective 4: Continue to maintain a minimum of one-months reserve in general fund

AREA 4: FACILITIES AND TECHNOLOGY

Goal 4: Streamline the district's geographic footprint to ensure a more equitable distribution of resources, more efficient operations, and to enhance the current technology infrastructure, equipment, and devices available in schools

- Objective 1: Systematically analyze and review facilities to support services for improved district outcomes
- Objective 2: Provide technologies that operate efficiently, enrich programs and improve district outcomes

AREA 1: TEACHING AND LEARNING

It is crucial to the success of our students, schools, and community that Selma City Schools is responsible and responsive when meeting the academic, social, and emotional needs of all of learners. The goal is to close the gaps in student achievement, quality of education afforded, and the learning opportunities provided in all schools. The focus of this area and its goals will enable us to systematically measure the degree of progress made towards meeting the needs of every student, every day, in every school.

Goal 1: Ensure all students are prepared for grade level success, college, and career readiness through high-quality teaching and focused experiences for intellectual and social development
Objective 1: Develop annual performance benchmarks to promote systematic achievement, growth and success for all students
Strategies/Actions

1. **Define Teacher Effectiveness through an Instructional Framework of Excellence to include clear and consistent monitoring accountability**
   - Form district Teaching and Learning Community to include content specific lead teachers
   - Align curriculum programs, instructional practices, academic resources, professional development, budgets, and expectations with the Instructional Framework for Excellence and AdvancED standards
   - Establish curriculum maps to identify and address academic gaps among subgroups, redundancies, available resources and misalignments in the curriculum
   - Develop and implement curriculum guides that align with accountability standards
   - Implement evidence-based formative assessment strategies
   - Provide student and parent friendly documents to establish a home-school connection to learning

2. **Establish 3-Year Plan with focus on Early Literacy and Mathematics**
   - Use evidenced-based strategies and appropriate resources to support student literacy skills
   - Set expectations and non-negotiables for teaching reading, writing and mathematics
   - Provide PD for teaching literacy across content areas in all grade levels
   - Provide literacy and mathematics supports for parents, churches and community partners
   - Increase access to culturally responsive books in print or electronically with assistance from media specialist

3. **Analyze and triangulate all data sources to plan reliable academic experiences**
   - Form district and school data teams to ensure instruction is driven by data at both the elementary and secondary level

Goal 1: Ensure all students are prepared for grade level success, college, and career readiness through high-quality teaching and focused experiences for intellectual and social development

Objective 1: Develop annual performance benchmarks to promote systematic achievement, growth and success for all students

Strategies/Actions

- o Develop a common instructional and assessment language
- o Establish formal means for administrators and teachers to share student data results with district, parents, BOE and other stakeholders
- o Form procedures and expectations for conducting quarterly student-led conferences with parents

4. **Create a structure to build educator capacity to the close the gap between graduation rate and College and Career Readiness**
   - o Seek greater collaboration among pre-kindergarten education agencies
   - o Provide professional development for counselors and staff to implement the 6+2 Model for student college and career readiness (CCR) planning (replaces the 4-year plan)
   - o Provide quarterly career counseling to all students in grades 7 -12
   - o Create opportunities and expectations for greater completion rate of CCR indicators to include educating students, parents and teachers about NCAA, college, workplace and military entrance requirements

Objective 2: Ensure equitable access to rigorous standards-based instruction and strategic teaching

Strategies/Actions

1. **Perform a program review to ensure all resources support high quality teaching and learning**
   - o Conduct curriculum program reviews and crosswalk for impact on student learning outcomes to eliminate use of ineffective programs
   - o Establish a process a selecting and purchasing high-quality evidenced-programs

2. **Utilize board approved Educator Effectiveness Evaluation tool to promote use of high impact teaching strategies**
   - o Provide timely and focused feedback from observations and/or evaluations
   - o Update evaluation tool annually based on current student data and district needs

3. **Establish and communicate STEAM footprint in SCS**
   - o Create STEAM Academy at R. B. Hudson Middle School
   - o Attain AdvancED STEM Certifications at SCS schools
   - o Increase the number of career technical education (CTE) offerings to include STEAM
   - o Recruit local artists to serve as adjunct instructors for arts education classes
   - o Provide a framework for project-based, blended and virtual learning experiences
   - o Establish partnerships with STEAM school districts to create a national model

4. **Create expectations for whole and small group planning of instruction delivery**
   - Develop accountability for inclusion, culturally responsive teaching, and personalized learning

Objective 2: Ensure equitable access to rigorous standards-based instruction and strategic teaching

Strategies/Actions

- Implement and monitor Tier II and Tier III intervention in both elementary and secondary schools
- Begin interventions and supports within the first 2-weeks of school
- Review and update the implementation procedures for Response to Instruction (RTI) and Problem Solving Teams (PST) in every school

5. **Provide equitable access to technology through meaningful instructional opportunities**
   - Use instructional technology and devices to support teaching innovation, student learning, and engagement
   - Support 1:1 device usage in schools
   - Ensure technology is available to parents and families through Parent University
   - Provide specialized technology PD to support blended learning, flipped classroom, Google Classroom and virtual learning

Objective 3: Provide targeted and personalized professional development for instructional staff

Strategies/Actions

1. **Establish a professional development center to support teaching and learning**

2. **Implement a district-wide model for job-embedded professional development**
   - Ensure online opportunities for professional learning are available for all instructional staff
   - Use student data, observation and evaluation feedback to individualize the development of instructional personnel through coaching, conferencing, and mentoring
   - Establish local and ACLD PLUs to address administrative certification requirements for all administrators and teachers with administrative certifications

3. **Schedule and protect time during the school day and beyond for meaningful collaboration among educators**
   - Foster vertical and departmental planning across departments and schools
   - Establish monthly times for job-alike collaboration

4. **Develop a comprehensive PD plan to ensure teachers are prepared to fully implement technology infused, hands-on learning**
   - Establish and implement an Instructional Technology Plan for district-wide implementation

5. **Analyze student data to evaluate effectiveness of current professional learning on student mastery of standards-based instruction**

Key Performance Indicators, Timeline, and Persons Responsible

Goal 1: Ensure all students are prepared for grade level success, college, and career readiness through high-quality teaching and focused experiences for intellectual and social development Objective 1: Develop annual performance benchmarks to promote systematic achievement, growth and success for all students Objective 2: Ensure equitable access to rigorous standards-based instruction and strategic teaching Objective 3: Provide targeted and personalized professional development for instructional staff	**Key Performance Indicators**

	Key performance indicators may include but are not limited to:
	
	1. Percentage of kindergarten students scoring proficient or higher on annual assessments in reading and mathematics
	
	2. Percentage of academic growth gained by students in ELA in grades first and second in reading foundations on the annual assessment
	
	3. Percentage of academic growth gained by students in ELA in grades third through tenth in reading on the annual assessment
	
	4. Percentage of academic growth gained by students in mathematics in grades K-10 on the annual assessment
	
	5. Percentage of academic growth gained by ninth grade students in algebra on the annual assessment
	
	6. Percentage of academic growth gained by tenth grade students in geometry on the annual assessment
	
	7. Percentage of eleventh grade students scoring proficient on the ACT Plus Writing College Readiness Assessment
	
	8. Percentage of twelfth grade students scoring at Silver or above on the first administration WorkKeys
	
	9. Percentage of students passing AP exams
	
	10. Percentage of seniors graduating high school in four years
	
	11. Number of schools achieving AdvancED STEM Certification
	
	12. Percentage of students who meet NCAA eligibility requirements
	
	13. Decrease the learning gap between subgroups:
	    o male and female
	    o general education and special education students

Persons Responsible	**Teachers, Reading Specialists, Administrators, T&L Community, and Executive Director of TL**

AREA 2: CULTURE, CLIMATE, AND COMMUNITY

Selma City Schools is committed to cultivating and supporting the social and emotional development of all students while engaging parents and the community. Working together as partners in education, it is SCS goal to ensure all stakeholders are aware, included and valued as work move forward to improve learning outcomes for our students.

Goal 2: Enhance the supports and opportunities for engagement in schools for all stakeholders
Objective 1: Promote and support schools to ensure safety, positive, and healthy learning environments
Strategies/Actions

1. **Ensure schools are physically and emotionally safe from perceived and actual threats**
   o Educate stakeholders regarding the expectations outlined in the Parent-Student Resource Handbook for Selma City Schools
   o Establish district and school norms for conducive learning environments
   o Encourage the use of social contracts in all classrooms
   o Foster awareness to disrupt the school to prison pipeline through external cultural exposures

2. **Implement positive behavior intervention strategies and processes in all SCS schools**
   o Update building-level Positive Behavioral Interventions and Supports plan
   o Develop and communicate school-wide discipline/behavior matrix
   o Engage parents, families, and the community in supporting positive student behavior
   o Implement active mentorship programs for girls and boys in all SCS schools
   o Create a Parent University to improve home-school connections
   o Restructure the SCS Alternative Learning Center to support the whole child

3. **Implement a Social Emotional Learning Framework**
   o Frame curriculum for year-long implementation across all grade levels
   o Include anti-bullying, conflict resolution and peer mediation
   o Train teachers, counselors and leaders to recognize and support students who have experienced trauma
   o Provide professional development for suicide prevention, intimate partner violence and by-stander intervention
   o Conduct district-wide poverty simulations with community participation

4. **Promote healthy eating, nutrition and community wellness activities**
   - Link events and/or activities between the child nutrition, physical education, and health services to promote health and wellness
   - Restructure secondary school's guidance for enhanced student support (Student Support Center)
   - Establish a district Wellness Committee and Wellness Program

5. **Develop processes and procedures to offer wrap-around services in connection with community agencies**
   - Establish community needs and identify available services
   - Include a service portal on district website and as part of Parent University

Objective 2: Develop positive relationships with stakeholders to promote diversity and inclusion as well as involvement and participation across Selma City School district

Strategies/Actions

1. **Develop strategies to improve student, parent, family and community engagement by identifying and removing barriers**
   - Secure a Community Engagement Specialist
   - Establish clear framework and expectations for customer service
   - Establish a social media platform that targets students, families, and community stakeholders to foster ongoing communication and the sharing of good news
   - Create Parent University to provide support to parents and families and strengthen the home-school connection
   - Conduct district-wide poverty simulation with follow-up professional development

2. **Involve stakeholders in district initiatives and offer opportunities for services on committees**
   - Launch advisory boards that consist of parents, families, students and local businesses partners
   - Implement Adopt-a-School initiative to build, sustain, and connect community organizations with schools

3. **Increase opportunities for extra and co-curricular activities to broaden the scope of learning**
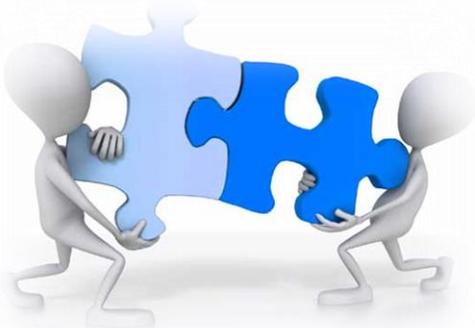   - Administer interest inventory to identify student interests
   - Increase available classes, clubs, organizations, and programs to promote learning beyond the classroom (ex. Math Bowl, debate, chess, Toastmasters, dance, book club)

4. **Develop strategies to increase and maintain student enrollment**
   - Create a methodology for conducting exit interviews of families leaving the school district
   - Promote a robust campaign to intentionally frame the public's perception about our district while sharing positive happenings

Key Performance Indicators, Timeline, and Persons Responsible

	Key Performance Indicators
Goal 2: **Enhance the supports and opportunities for engagement in schools for all stakeholders** **Objective 1:** **Ensure schools are physically and emotionally safe from perceived and actual threats** **Objective 2:** **Develop positive relationships with stakeholders to promote diversity and inclusion as well as involvement and participation across Selma City School district**	**Key performance indicators may include but are not limited to:** 1. Culture, climate and customer service perception data supporting students, parents, and community members agreement to survey statements 2. Number of parents/families attending school-related events and/or activities 3. Number of parents/families and community representative attending district-wide events 4. Number of community-related partnerships develop annually 5. Number of extra and co-curricular activities added at each school each year 6. Decrease in the number of discipline referrals resulting in suspension 7. Decrease the annual number of families withdrawing students from Selma City Schools 8. Decrease in the number of students returning to the Alternative Learning Center 9. Decrease chronic absenteeism
Persons Responsible	**Teachers, Counselors, Administrators, and the Director of Learning Supports**

AREA 3:
LEADERSHIP, MANAGEMENT, AND GOVERNANCE

In our pursuit of excellence, Selma City Schools endeavors to offer a quality education system by attracting, recruiting, and retaining the best talent to serve the students of our district.

Goal 3: Strategically and efficiently allocate human and fiscal resources to ensure long-term viability within the district

Objective 1: Actively recruit, hire, and retain a qualified and diverse workforce

Strategies/Actions

1. **Establish a framework to recruit new employees on a continuous basis**
   - Expand use of social media and create collaborative technology to increase visibility of employment opportunities within the district
   - Partner with university systems and non-profits to build a predictable pipeline of diverse, highly effective new hires
   - Support national board certification for teacher leadership and pipeline development

2. **Utilize a system of rewards to establish teacher incentives to recognize and show appreciation to employees**
   - Organize a Teaching and Learning webpage to recognize and celebrate individual student, teacher, and administrator significant improvements and attainment of standards of achievement
   - Develop an Employee Assistance Program to help employees work through various life challenges that affect their job performance, health, and personal well-being
   - Partner with various organizations to create incentives for teacher recruitment and retention (ex. Housing or mortgage loan support)

3. **Develop a teacher mentor program**
   - Recruit a cadre of mentors to empower teachers with support, encouragement, and guidance

Objective 2: Ensure every school and every department have highly effective instructional leaders

Strategies/Actions

1. **Grow district leaders by providing job-embedded professional learning, personalized coaching, and monthly opportunities for structured school improvement discussions**

2. **Develop an aspiring leaders program to support capacity building and succession planning**

3. **Match leaders new to their role with strong, experienced mentors**

4. **Implement the Baldrige Performance Excellence Framework to promote excellence among all stakeholders**

Objective 3: Ensure ongoing, job-embedded responsive professional learning for all staff to improve overall growth outcomes

Strategies/Actions

1. **Update certified and classified evaluations models for improved performance and outcomes**
   o Establish professional development sessions (job-embedded, online modules and conference style) to ensure an understanding of professional expectations for certified and classified employees
   o Include sessions that detail expectations for each of the district core values

2. **Partner with other entities to provide professional development and continuing education**

Objective 4: Continue to maintain a minimum of one-months reserve in general fund

Strategies/Actions

1. **Ensure funds spent demonstrate alignment and support of district strategic plan and ACIP goals**
   o Evaluate services and programs to eliminate duplication and waste

2. **Intentionally allocate funds to protect and preserve general funds**
3. **Form a district grant writing team to research, vet, write and track grants**
   o Attend local and national grant writing seminars to improve award opportunities
   o Include local schools, higher ed partners and community organizations

Key Performance Indicators, Timeline, and Persons Responsible

	Key Performance Indicators
Goal 3: Strategically and efficiently allocate human and fiscal resources to ensure long-term viability within the district **Objective 1:** Actively recruit, hire, and retain a qualified and diverse workforce **Objective 2:** Ensure every school and every department have highly instructional effective leaders **Objective 3** Ensure ongoing, job-embedded responsive professional learning for all staff to improve overall performance **Objective 4:** Continue to maintain a minimum of one-months reserve in general fund	Key performance indicators may include but are not limited to: 1. Number of new applicants applying for various positions 2. Number of certified and classified vacancy positions within a __ time timeframe 3. Number of newly hired teachers retained through pipeline and earn tenure 4. Number of social media followers linked to SCS employment accounts 5. Number of college/university fairs attended 6. Number of teachers hired annually through Teach For America 7. Number of professional educators seeking and obtaining national board certification annually within the district 8. Number of teachers participating in mentor/mentor partnerships 9. Number of professional employees participating in district and school professional learning activities including online modules 10. Attain Level 2 of the Baldrige Performance Excellence Criteria 11. Percentage of Aim for Excellence Awards earned by employees 12. Survey improved employee satisfaction for increase over time 13. Report monthly reserve at board meeting for transparency 14. Number of grants written and awarded
Persons Responsible	**CSFO, Directors of HR and Federal Programs, Executive Director for Teaching and Learning, School Administrators, Reading Specialists, and Teacher Mentors**

AREA 4: FACILITIES AND TECHNOLOGY

Selma City Schools strives to provide its students with modern facilities that are conducive to 21st century learning environments. These facilities utilize varied technological tools to enhance learning at all grade levels in our pursuit to develop a globally competitive student population.

Goal 4: Streamline the district's geographic footprint to ensure a more equitable distribution of resources, more efficient operations, and to enhance the current technology infrastructure, equipment, and devices available in schools
Objective 1: Systematically analyze and review facilities to support services for improved district outcomes
Strategies/Actions

1. **Create facilities that supports 21st century learning environments**
   o Develop a plan to systematically consolidate, renovate, rezone, and maintain schools within the district for an equitable division of resources
   o Ensure SCS facilities promote excellence in cleanliness and safety
   o Rebrand middle grades education through the development of a grades 7 - 8 STEAM Academy
   o Refurbish and upgrade athletic facilities to promote safety, decrease costs and enhance school pride

Objective 2: Provide technologies that operate efficiently, enrich programs and improve district outcomes
Strategies/Actions

1. **Upgrade electrical and network infrastructure to better provide access to technology resources**
   o Ongoing evaluation of current technology to ensure usage consistently meet curriculum needs
   o Continuously assess of infrastructure at all sites for timely recommendations of upgrades
 	
2. **Develop a structure to select and support technologies used district-wide**
 	
3. **Create an operations improvement plan to improve work order completion, rate, and time**
   o Assessment tool identified and used to track the timely and satisfactorily completion of transportation requests, maintenance work orders, and technology-related problems
   o Perform district-wide "environmental rounds" and conduct monthly assessments of school cleanliness

Key Performance Indicators, Timeline, and Persons Responsible

Goal 4: Streamline the district's geographic footprint to ensure a more equitable distribution of resources, more efficient operations, and to enhance the current technology infrastructure, equipment, and devices available in schools Objective 1: Systematically analyze and review facilities to support services for improved district outcomes Objective 2: Provide technologies that operate efficiently, enrich programs and improve district outcomes	**Key Performance Indicators** Key performance indicators may include but are not limited to: 1. Percentage of transportation requests, maintenance work orders, and technology-related issues resolved within a 5-day turn around 2. Create a rubric and guidelines to govern school cleanliness and environment rounds 3. Track cost savings as a result of updating and closing facilities
Persons Responsible	**Tech Team, Maintenance Department, School-based Custodians, Administrators, and Superintendent**

Glossary of Terms

6+2 Model: This will replace traditional 4-year planning and begin with a career inventory in 7th grade. Career and post-secondary planning will span grades 7-12 plus a plan for the 2-years after high school graduation.

ACIP: Alabama Continuous Improvement Plan. Each district and school is required to create an annual ACIP based on recent data points.

Alternative Learning Center: Formally known as alternative school, the Center will serve as the teaching and learning site for students who are assigned for disciplinary or other needs as determined by schools and the Office of Learning Supports.

Baldrige Performance Excellence Criteria: A systems approach that empowers organizations to accomplish missions, improve results, and become more competitive

CCR: College and Career Readiness refers to a set of indicators used by the state to ensure that students are prepared for post-secondary success. Indicators include, ACT score, CTE credentialing and entry into college or the military.

Chronic Absenteeism: Missing 10 percent or more of school year – approximately 18 days in a year.

Core Values: The guiding principles that dictate the behavior and expectations within our organization.

CTE: Career and Technical Education provides students of all ages with the academic and technical skills and knowledge needed to succeed in future careers. There are rigorous program standards and a variety of career pathways from which students may choose.

Culturally Responsive Teaching: Known as CRT, this is a methodology of teaching that values students' cultural backgrounds and respects differences.

ELA: Refers to the course English and Language Arts. Typically viewed as a secondary level course, it includes literacy standards for reading, writing, speaking and listening.

General Fund: The primary state-provided funding sources for schools.

Key Performance Indicators: A quantifiable measure used to evaluate the success of strategy in service to helping to meet our broader objective.

Objective: The key aim we seek to accomplish within a particular framework category.

One-month Reserve: The amount that the state requires all school districts to maintain within their general fund.

Parent University: This comprehensive learning center will provide parents and families with educational resources that support the home, school connection.

Person Responsible: Individuals held accountable to ensure oversight, implementation, and successful completion of the strategies listed.

Poverty Simulation: A one-month simulation that is an interactive immersion experience of living in poverty. The goal is to promote awareness while increasing understanding and empathy.

Response to Instruction: A three-tiered approach of teaching and learning that allows schools to identify students who are in need of supports. The Problem Solving Team works collaboratively to monitor student progress, communicate with parents and update RtI plans as needed.

Social Emotional Learning: The process through which children (and adults) acquire and apply knowledge and skills needed to understand and manage emotions, set/achieve positive goals, feel and show empathy, maintain positive relationships and make responsible decisions.

STEAM: A framework for teaching Science, Technology, Engineering, Arts and Math. Project-based learning (PBL) is a hands-on, minds-on approach to teaching within a STEAM framework.

Strategies: The prioritized actions we will take to accomplish our objective.

Sub-Groups: As we disaggregate data, this term refers to smaller groups of students identified by categories such as race and gender.

WorkKeys Assessment: Required by the state and accepted by many employers, this assessment is web-based includes tests for Applied Math, Graphic Literacy and Workplace Documents.

Wraparound Services: Services to assist children and families across various life settings to include supporting social emotional and mental health needs.

SCS Transition Team Members

Teaching and Learning

Senovia Wilson
Ozella Ford
Lisa Morenzoni
Arthur Capers
Lydia Chatmon
Sheryl Smedley
Christy Colee
Ericka Sewell
George Evans
Taurus Smith
Dr. Evelyn Evans

Culture, Climate, and Community

Kesia Smith
Corey Bowie
Courtney Utsey
Cicely Curtis
Tasha Purifoy
Michelle Coleman
Tiffany Moore
Joe Peterson
William Powell
Effell Williams
Otis Culliver
AC Reeves

Leadership, Management & Governance

Grindal Harris
Tonya Chestnut
Stacy Williams
Angela Benjamin
Owen Peak
Sabrina Scott
Krystal Dozier
Warren Billy Young
Deneisha Hendricks
Myrna Dukes
Vernetta Perkins

Facilities & Technology

Anne Williamson
Aelia Adams
Bailey Dawson
Latonya Mitchell
Jessie Mitchell
Earl Coleman
Eric Thornton

Students Serving on Teams

Jrya Harrison, Deja Hopkins, Ayanna Travis, Amy Dysart, C. Peeples, Antanique Tubbs, Clemesha Heard, M. Thomas

Thank You for Supporting Selma City Schools!