



Strategic Plan

for

Growth and Development

2023-2024

Marion County Board of Education Members

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Strategic Planning

Strategic Planning Method: *This plan is meant to be fluid in nature and should be adjusted as new needs and challenges arise. At the heart of this document is the best interest of students and the community we serve. Goals will be reviewed and set by the school board along with the strategies to meet those goals. Decision-making will be shared by all stakeholders as consensus will be established based on identified needs.*

MISSION

It is the mission of the Marion County School District to provide students with educational opportunities that will ensure success by creating a community of empowered, lifelong learners.

MOTTO

Empowering children today for a better tomorrow.

GOALS

- 1. All students are proficient and showing growth in all assessed areas.*
- 2. Every student graduates from high school and is ready for college and career.*
- 3. Every child has access to a high-quality early childhood education program.*
- 4. Every school has effective teachers and leaders, and promotes student leadership.*
- 5. Every school will use effective and efficient data systems to drive decisions that promote student success.*
- 6. Maintain a safe, orderly culture that creates a positive experience for K-12 education.*
- 7. Operate an effective, efficient, and sound fund balance to ensure resources are distributed equitably, facilities are upgraded and updated, and a state-of-the-art technology infrastructure is maintained.*
- 8. All students have access to high-quality Academics, Arts, and Athletics programming.*

GOAL 1: All students are proficient and showing growth in all assessed areas.

Strategies/Activities	Responsible	Resources	Timeline	Indicators of Success
<p>Implement <u>Data Management SYSTEM</u> for data-driven decision making that sets intentional growth targets for all students --bottom/upper quartile, and all bubble students. Identify all grade level groupings by standards and create a growth chart for each grade at each school to track ongoing progress with increasing growth targets. <i>(How do we track and adjust to the data at the <u>district level</u>?)</i></p>	<p>Superintendent, Curriculum Director, Principals, Teachers, Instructional Coaches, and External Consultants</p>	<p>SAMS Spectra, iReady Encase/ELS, Study Island, School Status, Data Binder System</p>	<p>Ongoing: Fall, Winter, Spring</p>	<p> Screener/Diagnostic/Benchmark Data, STAR Data, MKAS Data MAAP Data, iReady Data, ACT Data, ACT Workkeys Data, Teacher-Created assessments, Common Assessments</p>
<p>Deploy <u>Progress Monitoring Tools</u> K-12 by baseline data for each student and that is correlated to State Assessments. Review and Respond at <i>milestone intervals</i> for data-driven decision making in order to maximize student growth. <i>(How do we track and adjust to the data at the <u>school level</u>?)</i></p>	<p>Superintendent, Curriculum Director, Principals, Teachers, Instructional Coaches, and External Consultants</p>		<p>Ongoing: Quarterly-- Tier 1, Bi-Quarterly-- Tier 2, Bi-Monthly--Tier 3</p>	<p>Screener Data, Learning Outcomes Plots, STAR Data, MAAP Data, Benchmarks Data, PLC mins & PD documentation</p>
<p>Create a <u>Teacher-friendly DATA Documentation System</u> (Software to Data Binders) to data Student Classroom Grades with Standards mastery through systematic intervals of Scaffolding/Spiraled <u>Standards Mastery Assessments</u> aligned with grade specific end-of-the-year external exams district-wide and that are STANDARDS-BASED. <i>(How we track and adjust to the data at the <u>classroom level</u>.)</i></p>	<p>Superintendent, Curriculum Director, Principals, Instructional Coaches, Interventionists, Teachers</p>		<p>Ongoing: Bi-Weekly</p>	<p>Screener Data, iReady Data, Encase Data, Edulastic Data, State Assessment Data</p>
<p>Implement a <u>Pre-K Growth and Development System</u> targeting specific skill sets in preparation for kindergarten readiness.</p>	<p>Curriculum Director, Pre-K Coordinator Principals, Teachers</p>	<p>K-Readiness Data Brigance Screener Data</p>	<p>Ongoing: Quarterly</p>	<p>K-Readiness assessments and Screeners</p>
<p>Conduct <u>Progress Monitoring Audits</u> for each school that addresses:</p> <ul style="list-style-type: none"> ● Screening Reliability/Integrity ● Progress Monitoring Reliability/Integrity ● Early Warning System 	<p>Superintendent, Curriculum Director, SPED Director, Federal Programs Director, Principals,</p>	<p>Progress Monitoring Rubric, Supporting Data, Staff/STudent Survey (Google Forms)</p>	<p>Ongoing: Quarterly</p>	<p>Progress Monitoring Rubric, Supporting Data, Staff/Student Survey (Google Forms)</p>

<ul style="list-style-type: none"> ● RTI Effectiveness and Efficiency ● Tier I Instructional Integrity Audit ● Data Management (DOCUMENTATION) ● PBIS Documentation ● SAMS Spectra Data 	Teachers			
<p>Conduct a Curriculum Alignment Audit for each grade level both horizontally and vertically by reviewing curriculum resources being used for day-to-day instruction. Using the High Quality Instructional Materials Rubric provided by MDE to ensure that teachers are <u>unpacking the College and Career Ready Standards K-12</u> into articulated units of instruction that <u>employ researched-based learning pedagogy</u>. (Support Teachers with the right tools and needs-based professional development)</p>	Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers, and Consultants: Bailey Kids Flrst MDE	MDE Standards Documents, Adaptive Instructional Resources (iready, Study Island, Assessment Item Banks, textbooks, Digital Resources, and all supplemental resources	Ongoing: Semesterly, Yearly	Daily Learning Plans, Teacher-made assessments, Resource-made Assessments, Instructional Walk-through Observation documentation
<p>Establish Growth Targets for each of the following assessed areas (Master Data War-Room):</p> <ul style="list-style-type: none"> ● K-Readiness ● 3rd Grade Reading Gate ● MAAP and MAAPA Assessments 3-10 ● 5th Science, 8th Science, and Biology I ● U.S. History ● AP Exams ● National Certification Exams ● ACT/ACT WorkKeys 	Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers, and Consultants: Bailey Kids Flrst MDE	Title I plans, School Improvement Plans, School-wide Achievement Target Displays	Ongoing: targets set and reset with each data set	Title I plans, Professional Growth Model Plans, School Improvement Plans, Data Management Growth Charts

Goal 2: Every student graduates from high school and is ready for college and career.

Strategies/Activities	Responsible	Resources	Timeline	Indicators of Success
Align Curricula for each grade level both horizontally and vertically by <u>unpacking the College and Career Ready Standards K-12</u> into articulated	Superintendent, Curriculum Director, Instructional Coaches,	MDE Standards Documents,	Ongoing: Bi-quarterly, Quarterly, Semesterly, Yearly	Interactive Curriculum Resource Matrix,

<p>units of instruction that <u>employ researched-based learning pedagogy.</u></p>	<p>Principals, Teachers, and Consultants: Kids First, Bailey, MDE</p>	<p>Interactive Curriculum Resource Matrix, ICP's Curriculum Resources provided by Kids First First, Bailey Data Analyses</p>		<p>Anchor Text and Performance Task Continuums Teacher-made assessments, Instructional Walk-through Observation documentation</p>
<p>Implement 6th through 8th Bridges Program that targets closure of all skills gaps and ensures all students are high school ready for success. Additional resources and personnel will be distributed to support those grades and enhance instructional delivery as well as standards mastery. Evidence-based approaches will be employed to close skills gaps and create across-the-board stretched growth success. (Key to building an A District)</p>	<p>Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers, and Consultants: Kids First, USM, MDE</p>	<p>Academic Interventionist, Behavior Specialists, MDE Standards, IReady, CPW3 Resources, ACT JumpStart,</p>	<p>Summer 2023: Planning Fall 2023: Implement Spring 2024: Adjust Summer 2024: Adjust</p>	<p>Master Schedule for Interventions, Personnel Assigned and working towards growth targets, Data Management System Audits, PLC Documentation,</p>
<p>Implement a district level focus on AP Programs that allow for higher level content and skills development for both schools. All students shall take AP exit exams and all results will be posted to each student's official transcript.</p>	<p>Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers, and External Consultants</p>	<p>College Board Curriculum Guides for each subject/course,</p>	<p>Ongoing</p>	<p>College Board Approved Syllabus, Additional AP Certified Staff,</p>
<p>Revise and Implement a Dual Enrollment/Dual Credit program that incorporates a Memorandum of Understanding with a local higher institute of learning through which student progress towards successful completion of those courses attempted is tracked for program monitoring and adjusting. Increase cooperation with DC access for students interested in CTC DC course offerings. All students shall submit final performance results to homeschool for data tracking prior to grades being assigned to transcript.</p>	<p>Superintendent, Curriculum Director, Principals, Counselors, Teachers, Students, IHL Board and Institution</p>	<p>Memorandum of Understanding with PRCC , MCS D Revised Dual Enrollment Policy exhibits for Dual Enrollment Application and Tracking Forms</p>	<p>Ongoing</p>	<p>Enrollment and documentation of courses completed.</p>
<p>Implement a rigorous 21+ Program starting in grade 6 with scaffolded increase in intensity and exposure to the ACT Skill set through grade 11.</p>	<p>Superintendent, Curriculum Director, Principals, Teachers, and</p>	<p>ACT Resource Materials per Grade, Study Island, Consultant Materials:</p>	<p>Ongoing: Prior to each ACT test, Daily ACT Infusion</p>	<p>Progress Monitoring Data, ACT Assessment Data</p>

Students will take a mandatory, paid for, ACT in 9th Grade to both potentially qualify them for Early College Program and establish a baseline for interventions in preparation for the 11th Grade ACT. (Target: 21+)	Consultants: Jumpstart, College Board; ProACT	JumpStart PD for Staff		
Implement a WorkForce Development Program that incorporates an ACT Workkeys integration plan targeting all CTC students starting in CTC courses in 8th grade. As part of this initiative a expansion of a cooperative agreement with Junior College institutes and local universities to secure WorkForce based programs that end in advanced certification in multiple career pathways.	Superintendent, Curriculum Director, CTC Director, CTC Teachers High School Principals Transition Specialist	ACT Workkeys materials, Act Workkeys Software preparation program (online), Consultant support, PD for Staff	Ongoing: Prior to each ACT Workkeys Unit, Daily ACT WorkKeys Infusion (level Gold, Silver or higher)	Progress Monitoring Data, ACT Workkeys Assessment Data, Career Pathway Documentation
Implement a rigorous career program curriculum that <u>prepares students to pass national certification exams</u> for each course offered by the CTC.	Superintendent, Curriculum Director, CTC Director, CTC Teachers	MDE CTC curriculum documents, CTC Certification Exams	Ongoing	Universal Screeners and Progress Monitoring data for National Certification exams, Job Placement Data

Goal 3: Every child has access to a high-quality early childhood program.

Strategies/Activities	Staff	Resources	Timelines	Indicators of Success
Maintain an effective Pre-K program through the Early Learning Collaborative . Link existing performance scores to kindergarten progression – exit scores of 750/800.	(MCSD, CSD, MAP Headstart, My Luv DayCare, First Baptist Day Care), MDE, EXCEL by Five	Early Learning Collaborative Grant	Ongoing: quarterly	K-Readiness Data, Brigance Screener, Enrollment Data, NEEIR Report

Goal 4: Every school has effective teachers and leaders, and promotes student leadership.

Strategies/Activities	Responsible	Resources	Timelines	Indicators of Success
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<p>Implement MDE approved Leadership Academy that provides growth and development opportunities for current or aspiring administrators (SEMI Credit offered) This will build a cadre of ready to take-over leaders and ensure cohesion and a successful transition.</p>	<p>Superintendent, Curriculum Director, Federal Programs Director, SRESA, MDE</p>	<p>MDE Approved Academy Plan with SEMI credit offered</p>	<p>Ongoing: Monthly</p>	<p>Completion of Program</p>
<p>Implement a Principal's Learning Community Program that focuses on the areas of: collaborative leadership, staff empowerment, instructional coaching, facilities management, data management, parental involvement, etc.</p>	<p>Superintendent, Curriculum Director, Principals, Consultants: Bailey Group MDE</p>	<p>Time, PD Materials, Each other, Professional Growth Model for Administrators</p>	<p>Ongoing bi-monthly</p>	<p>PLC Documentation, Teacher Retention, Student Success,</p>
<p>Empower principals by allowing them to <u>participate in one of several nationally/state recognized Principals' Institutes</u> as a collaborative team.</p>	<p>Superintendent, Curriculum Director, Federal Programs Director</p>	<p>Federal Monies from Title I and II</p>	<p>Yearly</p>	<p>Documentation from Institute, Collaborative Action Plan to Apply Skills learned</p>
<p>Maintain an effective Professional Learning Community for teachers that focuses on pedagogical skills development, data management, and fostering a positive school culture through which teachers can obtain CEU's towards recertification. <i>The PD Strands will be determined on real-time feedback from staff, student performance data, and school-based needs.</i></p>	<p>Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers, and Consultants: Kids First, Bailey, USM, MDE</p>	<p>Google, Federal Monies from Title I and Title II, ESSER</p>	<p>Ongoing</p>	<p>PLC Documentation</p>
<p>Facilitate multiple Professional Development Bananzas that are for teachers and conducted by teachers that target <u>Best Practices sharing that have a high positive impact</u> on student achievement.</p>	<p>Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers</p>	<p>Google, Technology, Student work samples, supplies</p>	<p>Fall 2023 Spring 2024, Summer 2023/24,</p>	<p>Conference-styled PD Programs, and evaluation summaries per session conducted</p>
<p>Employ outside consultants to build the capacities of principals and teachers at various grade levels based on needs identified by stakeholders in the following areas:</p> <ul style="list-style-type: none"> ● Data management and decision making ● Classroom Management/Culture ● Writing infusion across the curriculum ● ACT infusion and enhancement ● Scaffold ELA and MATH 3-12 	<p>Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers. Consultants: Kids First Bailey, Google</p>	<p>Google, Kirkland Curriculum and Assessment tool, U.S. History Resources, NWEA, Study Island, STAR, IReady, Super Klds,</p>	<p>Ongoing and Embedded with Yearly Monitoring and Adjusting</p>	<p>PD Documentation, Collaboratively made instructional resources, Consultant documentation and feedback</p>

<ul style="list-style-type: none"> • Develop common assessments • Use technology to enhance learning • Hattie Evidence-based strategies • Cooperative Learning and grouping • Vocabulary Infusion 				
<p>Conduct Progress Monitoring Audits for each school that addresses:</p> <ul style="list-style-type: none"> • Screening Reliability/Integrity • Progress Monitoring Reliability/Integrity • RTI Effectiveness and Efficiency • Tier I Instructional Integrity Audit • Data Management • PBIS Documentation • SAMS SPectra Data 	Superintendent, Curriculum Director, SPED Director, Federal Programs Director, Principals, Teachers	Progress Monitoring Rubric, Supporting Data, Staff/STudent Survey (Google Forms)	Ongoing: Quarterly	Progress Monitoring Rubric, Supporting Data, Staff/STudent Survey (Google Forms)

Goal 5: Every school will use effective and efficient data systems to drive decisions that promote student success.

Strategies/Activities	Staff	Resources	Timelines	Indicators of Success
Implement and Foster <u>parental engagement using SAMS Spectra</u> to monitor student academic progress via Active Student.	Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers, SAMS Consultants	Local Monies	Ongoing Staff, Parent and Student trainings twice per year	All staff actively using SAMS Spectra 80% usage by students and parents on Active Student
Implement Google as a means of <u>daily operations</u> to foster effective and efficient communication	Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers, Students, Google Consultants	Google Suite	Ongoing Staff, Parent and Student trainings twice per year	All staff consistently using basic google apps
Implement Data-Tracking Platforms that allows leaders, teachers, and students to correlate	Superintendent, Curriculum Director, Instructional Coaches, Principals, Teachers, Students,	Google, School Status, Study Island, MDE Data systems,	Ongoing Staff, Parent and Student trainings twice per year	

Goal 6: Maintain a safe and orderly culture that creates a positive experience for k-12 education.

Strategies/Activities	Staff	Resources	Timelines	Indicators of Success
<p>Implement and Empower principals, teachers, and students through a Positive Behavior and Intervention System with intentional targets of each school making Model School Status through R.E.A.C.H. (USM/MDE) by focusing on the following (See the Integrity Rubric for PBIS):</p> <ul style="list-style-type: none"> ● PBIS plan for each site in play ● student behaviors for all school areas ● classroom procedures/expectations ● learning engagement focused ● Individualised Interventions (BIP) ● Tier I, II, III strategies in play ● Training for Staff, Students, and Parents 	<p>Superintendent, Curriculum Director, SPED Director Principals, Teachers, Students, Parents</p>	<p>Donated Resources, School Funds, cost-free incentives</p>	<p>Implement Quarterly-- Monitor and Adjust</p>	<p>Decrease in discipline referrals, improved attendance rates, improved graduation rates, improved school culture that is collaborative and supportive (Surveys)</p>
<p>Implement an <u>anti-bullying program</u> to promote positive school culture.</p>	<p>Principals, Counselors, SRO's, and Teachers</p>	<p>Free Resources, School Funds, Donations</p>	<p>Ongoing: Fall, Winter and Spring Sessions and model lessons</p>	<p>Activities and lesson plans that have students model positive interaction techniques, ODR's</p>
<p>Revise and update MCSD Crisis Management Plan to include buses, safety protocols, and rubrics for drill effectiveness. Conduct 3 <u>external safety audits</u> to improve overall effectiveness of Crisis Plan, Facilities, and Daily Operational safety procedures.</p>	<p>Safety Director, Asst. Safety Director, Safety Teams for each site, External Safety Consultant</p>	<p>Local Monies</p>	<p>Ongoing: Fall, Winter, and Spring</p>	<p>Documentation of safety training, drills and external audits</p>
<p>Maintain <u>video cameras on buses and school buildings</u> to monitor safety/climate.</p>	<p>Administration, Technology, Contractors</p>	<p>School Funds</p>	<p>Ongoing</p>	<p>Camera documentation</p>
<p>Employ <u>School Resource Officers</u> (SROs) for East and West Campuses, and major extracurricular events. Enhance their role and</p>	<p>Superintendent, Administration, Law Enforcement</p>	<p>Local Funds, Law Enforcement Funds</p>	<p>Daily</p>	<p>SRO Activity Logs</p>

<ul style="list-style-type: none"> ● Rebuild America Funds ● Local Monies ● MDE Budget (ADA Funding per pupil) ● Outstanding notes ● 16 Section ● 3 MIL Note ● Capital Notes Options ● Federal IDEA Monies ● Federal Title Monies ● Grants Outstanding and Available ● Contributions ● School-level Fundraisers ● Athletic Funds 				<p>or indirectly impacts student achievement</p>
<p>Prepare a Expenditure/Facilities needs assessment that will generate a 10 year Facilities/Expenditure Plan to be included in budgetary planning and expenditures. Align with ESSER increments over the next 6 years. Items to include in rotating plan:</p> <ul style="list-style-type: none"> ● Capital Improvements <ul style="list-style-type: none"> ○ Athletic Facilities ○ Academic Facilities ○ Arts Facilities ○ Parking Lots ○ Playgrounds ● Roofs, Repair Construction/Upgrades. ● HVAC ● Buses (Fleet replacements and repairs) ● Technology upgrades and replacements 	<p>Superintendent, Curriculum Director, SPED Director, Federal Programs Director, Business Operations Director, Maintenance Director, Technology Director School Board, Architect</p>	<p>School Budgets</p>	<p>Close of 2022-2023 School Year</p>	<p>Financial Planning Documents, Facilities Needs Assessment, Facilities upgrades and construction plans,</p>

Goal 8 *All students have access to high performing Academic, Art, and Athletic programming.*

Strategies/Activities	Staff	Resources	Timelines	Indicators of Success
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ACADEMICS

<p>Create a Math Competition Team for 3-4, 5-6, 7-8, 9-12 that would compete with local school districts. 9-12 would join the PRC Wildcat Math League.</p>	<p>Superintendent, Curriculum Director, Principals, Academic Coaches, Teachers/sponsors</p>	<p>Practice Materials</p>	<p>Ongoing: Fall --set up programming Spring --competitions start</p>	<p>Students and competitive league</p>
<p>Set-up first annual Multiplication and Fractions Bee. Target specific grades with a full formal program for the final competitions including routines and rituals that promote mastery of those related math skills. <i>(Measure its impact on math MAAP performance.)</i></p>	<p>Curriculum Director, Principals, Teachers</p>	<p>Practice Materials</p>	<p>Ongoing: Fall --set up programming Spring --competitions starts</p>	<p>Target participation and final competition success</p>
<p>Set-up Speech and Debate program for students to compete and set up for program growth to lead to scholarship opportunities <i>(What scholarships can we link to those who excel?)</i></p>	<p>Curriculum Director, Principals, Teachers, AD, MHSAA</p>	<p>Materials to support programming, set-up initial budget for competitions, MHSAA Fees</p>	<p>Field Team in 2023-24 Season</p>	<p>Students are able to compete at scheduled competitions</p>
<p>Set-up Teams and Support Programming for Academic Competition (See bracket from 2021 -- https://www.mc.edu/offices/ce/application/files/9416/1849/5005/13-team-double-fillable.pdf) <i>(What scholarships can we link to those who excel?)</i></p>	<p>Curriculum Director, Principals, Teachers, Competition Participating Schools</p>	<p>Resources for practicing</p>	<p>Fall: Recruit and Train Early Winter Practice Meets Spring Join Competition</p>	<p>Build a team that is competitive- build for upcoming year.</p>
<p>Explore Methods to ADD STEM/STEAM programming in lower and upper elementary.</p>	<p>Superintendent, Curriculum Director, Principals, Teachers, MDE, and local universities</p>	<p>STEM/STEAM Materials, INstructional Materials</p>	<p>Fall 2021: Set up programming pilot and options for upcoming Year 2022-23</p>	<p>STEM- Secure funding, align with MDE, implement pilot, review and expand program in elementary.</p>
ARTS				
<p>Explore options to Add ARTS Programing with stakeholder input equitably while keeping a keen focus on available funding limitations:</p> <ul style="list-style-type: none"> ● Art ● Choir ● Show Choir ● Jazz Band ● Speech and Debate ● Dance/STEP <p><i>(Consider which options will yield the most scholarship opportunities for students.)</i></p>	<p>Superintendent, advisory council, stakeholders, school leadership teams, teachers</p>	<p>Allocation of funding for additional positions</p>	<p>Outreach: July Work to secure funding for additional positions through February Add additional positions to enhance program offerings over 3 years</p>	<p>Increased student enrollment/participati on in ARTS programming Scholarship offers</p>

<p>Form a Partnership with the Mississippi ARTS Commission</p> <ul style="list-style-type: none"> ● Artist Rosters ● Access to Professional Development ● State Level Participation and Recognition 	<p>Leadership Staff, School Board, MAC, Whole School Institute</p>	<p>Consultant Services</p>	<p>October-November</p>	<p>Audit with concrete recommendations for improvement of operational efficiency</p>
<p>Begin a Journey Map process with the Mississippi Whole Schools for the ARTS Institute to integrate the ARTS into all classrooms under a 3-year umbrella/plan.</p> <ul style="list-style-type: none"> ● Pilot ARTS-Integration ● Train staff and foster teacher-lead implementation ● Expand Pilot by choice ● Move to project Model Schools for the ARTS by year 3 <p><i>(Slow and Easy...shift in school culture takes time.)</i></p>	<p>Leadership Staff, Principals, Lead Teachers,</p>	<p>Consultant Services</p>	<p>Ongoing: October initiate journey Summer 2023 Whole School Institute for Teachers/Staff</p>	<p>Integration of ART-based learning into curriculum with impact of student experience in education --focus on the whole child (including SEL)</p>
ATHLETICS				
<p>Conduct a comprehensive review/audit of athletic programming :</p> <ol style="list-style-type: none"> 1. Programs Offered (MHSAA) at each site <ol style="list-style-type: none"> a. past/current schedule b. coaching staff assigned 2. Number of students, demographics, etc. 3. Student <u>Scholarships per program</u> offered/received 4. Operational Needs Assessment <ol style="list-style-type: none"> a. budgets (expenditures/revenue) b. facilities c. equipment d. uniforms e. logo/branding ability 	<p>Superintendent, Business Manager, Principals, Athletic Directors, Coaches, Booster Clubs</p>	<p>Financial Reports. Booster Club Financial Reports, Athletic Programs, MHSAA reports, Funding Options</p>	<p>July 2021 January 22 for budgeting for upcoming sorts year (Reclassification)</p>	<p>Detailed Athletic Report with Recommendations for the board to consider Implement program adjustments to optimize programming for students</p>
<p>Implement Athletic Operational Plan 2021-23</p> <ol style="list-style-type: none"> 1. Coaching Job-descriptions with evaluations 2. Program evaluation 3. Equity and Title IX 4. Athlete “Champions Culture” 	<p>Superintendent, Business Director, Principals, Athletic Directors, Coaches, Advisory committee</p>	<p>Financial Reports. Booster Club Financial Reports, Athletic Programs, MHSAA reports, Funding Options</p>	<p>July 2021</p>	<p>Improvement of records, increased student participation, increased spectator participation, increased support</p>

<p>5. Budgeting</p> <ul style="list-style-type: none"> a. projected cost b. revenue projections c. booster support d. fundraisers <p>6. “Branding” of Teams (Operation We ARE Marion County)</p> <ul style="list-style-type: none"> a. Marketing Strategies b. Merchandising c. Community/State Visibility <p>7. MHSAA Compliance and participation</p> <p>8. Safety</p> <p>9. Parental/Community Engagement</p> <p>10. Athletes of Character outreach program</p> <p>11. Engage “Hall of Fame” strategies</p> <p>12. Recognition Programming for Athletes and their program supporters</p>				<p>through booster and community role-players</p>
<p><u>Create 3 Year Athletic Plan</u></p> <ul style="list-style-type: none"> ● <u>Program Targets</u> <ul style="list-style-type: none"> ○ Financial Solvency/Revenue ○ student participation ○ season wins and loses ○ feeder programs ○ off-Season Programming ○ <u>scholarship offers</u> ● <u>Student-athlete Development</u> <ul style="list-style-type: none"> ○ Skills, Speed, and Strength development targets ○ off-season programming ○ Academic Scholar capacities for scholarship ○ Commitment to continue (Dynasty building) ○ Community Outreach program ○ FCA participation ● <u>Academic Targets</u> for ALL Athletes <ul style="list-style-type: none"> ○ Attendance ○ Behavior 	<p>Superintendent, Athletic Directors, Principals,</p>	<p>Sample District, High School, and College Strategic Athletic Plans, MHSAA resources</p>	<p>2022/23 –Ongoing</p> <p>Yearly Revisits for modifications</p>	<p>Progressive improvements for all categories as indicated in the plan. Milestone indicators will be established to ensure that progressive improvements are being made.</p>

<ul style="list-style-type: none"> ○ Class Performance ○ State Assessments ○ ACT ○ Career/Technical Athlete ○ SCHOLARSHIPS ○ Rewards and Recognition Programs ● <u>Fiscal Planning/Programming</u> <ul style="list-style-type: none"> ○ Facilities improvement plan ○ Revenue Targets ○ branding development ○ vendors and contractual ○ Hall of Fame ○ Leveled Season Ticket Holders ○ Sponsors and Grants 				
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