

Ensure School Safety Phase I: 2002-2003

- 1.3 Periodically inspect landscaping around all school facilities and remove dead trees as appropriate.
- 1.5 Develop and enforce guidelines in all schools identifying persons who may pick up students from school.
- 1.6 Require that all visitors show a picture ID when signing in at school buildings and return visitors passes when leaving.
- 1.8 Ensure that a staff person at each school monitors all entrances that are unlocked and available to the public when students are in the building.
- 1.9 Lock all but one exterior door at all schools after the school day has begun, as applicable.
- 1.11 Provide principals and other administrators with periodic reminders of safety materials sent in prior years.
- 1.12 Encourage all employees to model appropriate attire and behavior.
- 1.17 Provide all substitute teachers with a list of safety procedures to be followed to include: a) how to conduct emergency drills; b) lock-down procedures and; c) specific information regarding students with medical, mental, and physical challenges, including accommodations as specified in the IEP.

Phase II: 2003-2004

- 1.2 Survey the school setting to identify and correct potential/accidental safety hazards for students with medical, mental, and physical challenges (e.g., physical structure, arrangement of classroom, furniture and equipment, entrances, exits, and bathrooms).
- 1.4 Evaluate the need to fence playground areas.
- 1.13 Involve students in the formulation of safe schools policies and programs, as applicable.
- 1.18 Improve special education training for substitute teachers.

- 1.20 Make CPR and First Aid training available to all personnel.
- 1.22 Require teachers to have fire drill, tornado, bus evacuation, and emergency lock-down procedures in place for students with medical, mental, and physical challenges. Provide this information for all school settings in which students are involved and reevaluate procedures annually.
- 1.23 Provide a minimal level of required, skilled training for teachers and paraprofessionals who work with special needs students to meet the needs of students in their classes who have medical, mental, and/or physical challenges (e.g., lift/transfer of students, feeding and choking, seizure precaution, and repositioning).

Phase III: 2004-2005

- 1.7 Determine the need for security personnel at every primary, intermediate, and elementary school and hire as needed.
- 1.15 Make staff development training in appropriate and safe restraint techniques available to administrators and staff.
- 1.19 Provide periodic updates to community services handbooks to assist parents.
- 1.21 Encourage and provide incentives for bus drivers and building level personnel to be certified in CPR and First Aid.

Phase IV: 2005-2006

- 1.16 Design and implement a city-wide procedure for all substitutes dealing with school safety procedures and provide substitutes with picture ID's.

Phase V: 2006-2007

- 1.1 Provide adequate/appropriate exterior and interior lighting in all school facilities.
- 1.10 Install intercom or video systems for all schools with blind entrances.
- 1.14 Establish a school division truant officer program.

Ensure Rigorous Educational Standards Phase I: 2002-2003

- 2.1 Ensure that all standards are taught and monitored consistently throughout the city.
- 2.6 Publicize and distribute homework guidelines to all students, parents, and teachers on an annual basis.
- 2.12 Develop strategies and methods to identify potential National Merit Scholarship finalists by the ninth grade.
- 2.17 Utilize assessment results to guide instruction that fosters improvement in student achievement.

Phase II: 2003-2004

- 2.2 Expand strategies for strengthening reading comprehension and writing skills that specifically address critical thinking skills at all grade levels.
- 2.3 Identify strategies and opportunities for high school students who are not reading on grade level and therefore are at risk of failing an end-of-course SOL test.
- 2.8 Provide the resources necessary to fully implement and monitor the five-year plan for gifted and talented education.
- 2.10 Ensure that K-12 science courses include appropriate laboratory and/or hands-on learning experiences in accordance with state and local standards.
- 2.18 Provide opportunities to ensure that differentiated instruction is understood and used by teachers to address the diverse needs of learners.

Phase III: 2004-2005

- 2.4 Continue to provide transportation for students who stay after school for curriculum-related activities.

- 2.9 Develop flexible science courses for students who are not prepared for the regular high school science curriculum (e.g., Introduction to Geology).
- 2.13 Design an extended day educational program at the high school level to be housed at an existing high school for students who may not be best served in the traditional day educational program.
- 2.15 Create a plan to provide alternative education options to elementary students experiencing behavioral or social difficulties which impede academic success.

Phase IV: 2005-2006

- 2.5 Implement recommendations for reduction of class sizes where feasible.
- 2.16 Generate additional programs of study and resources specifically designed to address the needs of average elementary students.

Phase V: 2006-2007

- 2.7 Investigate the possibility of offering an exploratory foreign language program to middle school students.
- 2.11 Expand occupational offerings and guidance at the high school level to ensure that students are prepared to enter the twenty-first century work force.
- 2.14 Explore the possibility of realigning the current grade structure of the Chesapeake Alternative School to serve students in grades six through eight.

Evaluate Effectiveness and Efficiency*

Phase I: 2002-2003

- 3.1 Use a variety of means to allow interested parties to recommend evaluation projects (e.g., program evaluation web page, memo to directors soliciting suggestions, parental contact with building administrators).

3.2 Before actions to increase efficiency, service, or reduce

Provide Effective Staff Training*

Phase II: 2003-2004

- 4.1 Provide a framework that enhances staff collaboration by using a variety of methods such as school-based retreats and workshops.
- 4.2 Provide staff training that enhances parent/teacher communication.

Phase III: 2004-2005

- 4.5 Provide additional staff development programs for support staff.

Phase V: 2006-2007

- 4.3 Strengthen communication between the schools and central office to promote, identify, and assess staff development opportunities.
- 4.4 Involve community resources in creating effective staff development.

Optimize the Use of Technology

Phase I: 2002-2003

- 5.3 Provide adequate staff development so that all employees understand the role of technology integration in classroom instruction and as it relates to employee performance evaluation.
- 5.9 Seek additional funding by pro-actively applying for grants.
- 5.12 Expand the use of the school system's web site to provide better communication and to be more interactive for students, staff, parents, and the community.

Phase II: 2003-2004

- 5.4 Expand the staff development plan to provide opportunities and requirements that enhance the skills of school employees to use technology effectively in their jobs.
- 5.5 Implement and require the use of daily management tools for all schools and classrooms to

cost are implemented within a department, obtain input from automate record keeping tasks (i.e., attendance, grades, and memos).

- 5.7 Identify, support, and train personnel to use the resources provided by the school division including but not limited to a) the Internet, b) an intranet, c) management tools, and d) technology equipment.
- 5.8 Provide instructional support staff (e.g., Information Technology support and computer resource teachers) as needed to improve the integration of technology into the instructional program.
- 5.10 Create and implement a model to measure the effective use of technology in instruction.
- 5.15 Establish a level of service standard and provide sufficient resources to maintain it in reference to service on equipment, networks, and other technical areas at all facilities.

Phase III: 2004-2005

- 5.1 Identify and establish a standard list of technology tools for use by teachers in every classroom and work to provide equitable access to these identified tools (i.e., laptop computers, classroom computers, and projection devices).
- 5.11 Provide adequate resources to research, test, and evaluate emerging technology to determine appropriate use by Chesapeake Public Schools.
- 5.13 Review the computer to student ratio annually and make adjustments as needed to ensure that students have adequate access to computers.

Phase IV: 2005-2006

- 5.2 Provide equitable access to all technology for all staff in the school division.
- 5.6 Improve divisionwide communication and productivity through the implementation and/or enhancement of e-mail, voice mail, and a systemwide intranet.
- 5.14 Create incentive programs for teachers to a) increase participation in technology training, b) promote the development of technology

other division personnel likely to be affected by the action expertise, c) encourage the effective use of technology in classroom instruction.

- 5.16 Explore the use of the Chesapeake Public School cable station as an additional resource to support learning.

Phase V: 2006-2007

- 5.17 Meet and/or exceed the technology goals as outlined in the state six-year technology plan.
- 5.18 Explore alternative methods for delivery of instruction for students and staff (i.e., electronic learning and distance learning).
- 5.19 Research outside funding and make recommendations to provide equipment in the homes of disadvantaged students.

Broaden Community Involvement*

Phase I: 2002-2003

- 6.2 Utilize non-electronic means of communication.
- 6.4 Screen, acquire, train and retain volunteers/Partners in Education.

Phase II: 2003-2004

- 6.3 Provide and encourage opportunities for community involvement at each academic facility.

Phase III: 2004-2005

- 6.1 Enhance communication capabilities in school facilities.

Phase V: 2006-2007

- 6.5 Provide resources to adults in our community.

(e.g., impact in terms of time, materials, supplies, staffing).

Provide Optimal School Facilities*

Phase I: 2002-2003

- 7.1 Periodically reassess existing facilities to determine the level of compliance with the Americans with Disabilities Act and other government guidelines (e.g., air quality).
- 7.3 Continue to incorporate special education spaces into new schools, additions, and renovations to ensure to the extent possible that the special education population will be provided service at their home school.

Phase II: 2003-2004

- 7.4 For schools over capacity, where it is anticipated that permanent facilities will not be readily available in the near future, establish an advisory committee to explore various means of reducing the overcrowding impact on the central facilities.

Phase III: 2004-2005

- 7.5 Update building reference guides for each school and auxiliary facility as needed.

Phase IV: 2005-2006

- 7.2 Reevaluate the acoustical needs of the various component programs and large multi-purpose spaces at existing facilities.

***This strategic goal does not have an action plan in every phase.**