



Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Improve student’s mastery of learning standards

PLAN
<p>Review the goal area, performance objective, initiative(s), performance measures, and action steps that you are working on for this particular area. What have you completed? What can you celebrate?</p> <ul style="list-style-type: none"> • VizIT (Tableau) installation process has been completed. Final stages of the new data warehouse have been launched. Principals and assistant principals have full access to VizIT. Instructional Support Specialists, Academic Coaches, Counselors, SST Chairs, and school-wide instructional support staff will have full access by September 1st. All teachers will have access by October 1st. • The district is now positioned to implement purposeful data analysis toward enhanced instruction and increased student performance. Professional development will began in Jan 2017 with school principals, followed by assistant principals in Feb. 2017. Professional development will be provided to all district personnel inclusive of district leadership, school leadership, and all teachers each month through monthly assessment & accountability clinics, online webinars, and various online courses that will be made available in VERGE. • The NWEA MAP assessment system has been implemented. Professional development for principals, assistant principals, academic coaches, professional learning facilitators, SST chairpersons, and other district personnel has commenced and is ongoing. The MAP Assessment system was launched on August 15, 2016. For the 2017-2018 school year, MAP launched again on August 8, 2017 with continuous professional development beginning on August 14, 2017. • The District now has an authentic pool of benchmark assessments for all core-content courses in grades 1-12. Professional development for teachers began this past summer. The benchmarks will be housed in VERGE and the first benchmark assessments will be available for schools on August 7, 2017. Ongoing professional development will be provided during the 2017-2018 school year. • The District now has an authentic pool of benchmark assessments that include pre and post assessments. Through the implementation of a learning assessment platform, teachers have the ability to create formative assessments and will have access to the district benchmark assessments (pre and post). The plan includes unique provisions for state and federally identified schools. • The SY17-18 Math Initiative (Year 4) professional development plan was implemented in August 2017 with a focus on content and pedagogy. Teachers are actively “doing and understanding the mathematical concepts” before teaching students the new concepts. This allows teachers to know possible misconceptions and how to address them. The plan includes unique provisions for state and federally identified schools. • The SY17-18 Literacy Initiative (Year 3) professional development plan was implemented in August 2017 with a focus on balanced literacy, writing, and reading interventions. The plan includes unique provisions for state and federally identified schools. • The SY17-18 Science and Social Studies (Year 1) professional development plans were launched in August 2017. The science initiative will focus on three-dimensional learning, inclusive of cross-cutting concepts and science and engineering practices. The social studies initiative will focus on

the College, Career and Civic Life Framework, an inquiry based framework, content shifts, and document based questioning.

- The District STEM/STEAM initiative (Year 5) will continue to focus on enhancing problem-based learning in over 100 schools through focused professional development. Intensive support is provided on an ongoing basis to schools toward being recognized by the Georgia Department of Education and AdvancED as STEM-certified schools. The District leads the nation with one STEM/STEAM (Henderson Mill) and 22 STEM certified schools. Also, the school district has the only STEM/Dual Language German Immersion certified school (Ashford Park) in the nation and the only STEM/STEAM certified school in the state of Georgia. Additional schools are seeking STEM certification from AdvancED. Certification determination will be made by June 2018. External partnerships are being increased to support the STEM/STEAM efforts in the schools.
- The District's RTI/MTSS Initiative (Year 3) provides consistent and research-based practices, including training for SST Chairs, Assistant Principals and school teams on new procedures towards implementation of a multi-tiered system of support.
- The Office of Federal Programs (OFP) is 100% complete with staffing, including four Academic Coach Coordinators, who provide support directly to academic coaches in Title I schools. The school district met comparability requirements for SY 16-17. The District is developing a federally required plan, Resource Allocation Methodology/Plan (RAMP), that outlines how the school district uses state and general funds for all schools.
- The Office of Federal Programs significantly reduced the number of Title I and Title II findings according to the Georgia Department of Education's monitoring report.
- Robust, differentiated implementation plans are being implemented for literacy, mathematics, science, social studies, STEM/STEAM, TKES/LKES, RTI/MTSS, accountability, assessment, restorative practices, exceptional education, customer service and rigor. These plans are primed for implementation at all schools with a special emphasis for implementation at state and federally identified schools.
- A focused, intensive support plan for state and federally identified schools continues (Year 2).
- Phase I courses of the new curriculum are housed in the Learning Management System (VERGE). The integration began in April 2017 and continues.
- The instructional materials management software (Destiny) has been fully implemented to enhance the instructional materials inventory process.

DO

Describe the work of your team in achieving your performance objectives. Specifically address your initiatives and action steps.

The Division of Curriculum and Instruction has taken several steps toward achieving its performance objectives, including targeted practices toward ameliorating staffing inadequacies, resource deficiencies, and development of frequent readiness checks of the Division's progress with meeting established performance objectives including but not limited to:

- Realignment of District assessment and accountability systems continues with the implementation of year 2 of MAP assessments, the data warehouse, and inaugural year of implementation of pre/post benchmark assessments;
- Continuous implementation of both the math and literacy initiatives in all schools with added efficacy toward raising student performance at the state and federally identified schools;
- Increased school performance and attainment of coveted STEM/STEAM school certification by both the Georgia Department of Education and AdvancED;
- A continued focused, intensive support plan to address the state and federally identified schools to address the growing school improvement demands of the District;

- Efforts remain focused on the deployment of a systematic Learning Management System (VERGE) designed to bolster blending learning efforts, streamlining of professional development (ENGAGE), better access to content curriculum, and access and integration to instructional resources and benchmark assessments; and
- Year 2 of implementation of Destiny – an instructional materials management system.

CHECK

Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?

Upon initial review of the student achievement data as well as school accountability (CCRPI), the District has noted a significant increase in student growth as well as notable outcomes in the mitigation of pervasive student achievement gaps across core-content areas. While student proficiency in the mastery grade-level content standards continues to improve nominally, lower quartile performance has increased year-over-year. The District has begun implementation of the Strategic Attack Team Initiative toward improving educational outcomes for students scoring in the lowest academic quartile.

Monitoring of performance goals is ongoing and progressive. Upon the full release and analysis of Georgia Milestones and CCRPI data, the District demonstrated academic growth and significant progress toward mitigating pervasive achievement gaps in all schools. In particular, student performance at the high school level continues to illustrate student readiness for both college and career as evidenced by positive increases in state proficiency rates. Districtwide Lexile levels in grades 3, 5, 8, 9, and 11 have also shown increases in students reading on grade level.

ACT

What are the challenges or obstacles you are facing or anticipating? What needs to change and/or improve to reach your performance targets? How will these changes lead to progress?

Rapidly changing student demographics and student performance outcomes in schools across the District have resulted in the need for development of more targeted, dichotomized models for instructional transformation. This proves true in schools with higher poverty rates and low achievement outcomes. As such, the Division of Curriculum and Instruction has been charged with the development and implementation of school improvement processes and practices based on the individual needs of the state and federally identified schools. In addition to these focused efforts, data-driven instructional programming is being offered at all schools based on needs.