



Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Increase graduation rate for all students

PLAN

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?

- Two (2) Student Success Coaches continue to work with the Special Education department to engage internal and external stakeholders in the Student Success Improvement Plan (SSIP).
- SSIP plan is now incorporated into the consolidated federal program district improvement plan.
- Check and Connect, Year 3, the intervention addressing disproportionality, has resulted in dramatic decreases in out-of-school suspension and absenteeism for the participating students.
- Social Emotional Leadership committee continues, Year 2, to address the inclusion of social emotional components within the classroom and across the district.

DO

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

- The action plan aligned the current “projects” in the district and the work that would be done specifically for SWDs. “Projects” included in the alignment are District Effectiveness, implementation of the AdvancED recommendations, CCRPI, and support of state and federally identified schools.
- The action plan continues to focus on the following special education initiatives: implementation of the Check and Connect intervention, writing and implementing compliant IEPs with fidelity, co-teaching with fidelity, implementing fill-the-gap software with fidelity and implementing ASPIRE (GaDOE initiative to support student-led IEPs) with fidelity.
- The district continues to implement the MTSS/RtI handbook (Year 2) to ensure consistent practices and implementation of interventions across all tiers. All school teams are trained.
- Trained RtI Teams in the use of the district’s universal screener (MAP) to identify students in need of intervention.

CHECK

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

- The District was not removed from Disproportionality status (action step).
- Monitoring the plan includes running suspension reports weekly from the special education office. Technical assistance will be provided from the special education office to any school that has an SWD with more than 5 days OSS. Monthly, special education staff will help school staff review available information related to behaviors and consequences and determine steps for keeping new suspensions from happening.

- Special Ed Report Cards will continue to be provided to Principals, Regional Superintendents, Coordinators and LTSEs regarding discipline and other data. Administrator teams will meet regularly to review discipline data at schools.
- Professional Development has been provided to Principals, Assistant Principals, Student Engagement Coaches, and Central Office Special Education staff to ensure effective implementation and monitoring of SSIP plan.
- High school graduation rates increased approximately 8 percentage points in the 15-16 school year. This was due, in part, to focused efforts in student transcript auditing and wrap-around services relative to providing added support to underrepresented students to help them complete high school within a 4-year cohort.

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?

- The challenges include the lack of districtwide interventions (tier 2 and tier 3) and the selection of a universal behavioral screener as a component of the MTSS/RtI identification process.
- The action plan must be implemented with fidelity and consistently throughout the District. The support of administrators is required to validate the training, ensure school level implementation, and provide follow-up monitoring and support. When the plan is implemented with fidelity, school climate and student achievement will be positively impacted and the District will see improvement in discipline trends.
- Existing challenges include developing systematic processes and metrics for early identification that provide early warning for students who may be in danger of not graduating. Processes and metrics will provide the district and schools with consistent and coherent practices to ascertain the challenges that are impacting student success.
- Implementation of appropriate interventions will allow the district to provide supplemental support based on individual student needs and will provide the district the opportunity to monitor and measure the impact on student progress.