**OUR VISION** The Newton County School System envisions students who, through a rigorous and relevant education, will be able to think critically in order to produce, perform, create, and communicate their knowledge competitively to a hyper-connected, global audience.

**OUR MISSION** *is to provide educational excellence for all students!*

**OUR NON-NEGOTIABLE GOALS** *are increased student achievement and more effective teaching.*

**OUR STRATEGY** *is two-fold:*

*At the school system level --*

  ➢ **To build the capacity of personnel to deliver high quality instruction through**:

  ▪ *Using Research-Based Instructional Strategies in classrooms (RBIS)*
  ▪ *Building the Background Knowledge of students during the school day (BBK)*
  ▪ *Integrating the use of technology in classroom lessons (TI)*
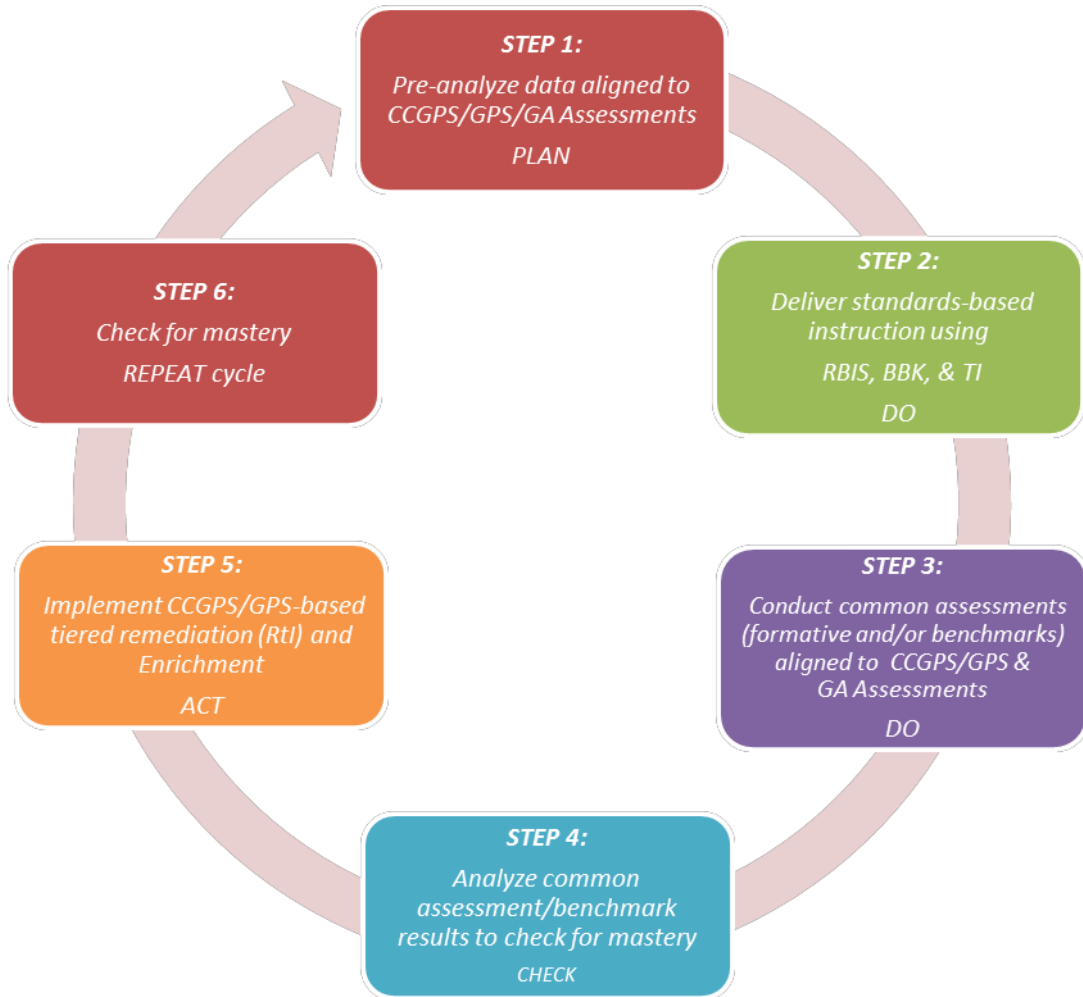
*At the school building level --*

  ➢ **To ensure high-functioning Professional Learning Communities (PLCs) in each school with a definite time and place to meet and an agenda of work centered around instruction and its outcomes for students through ongoing question-asking and action steps**:

  ▪ *What do we want students to know, do, and understand?*
      *Connection:  Common Core Georgia Performance Standards (CCGPS)/Georgia Performance Standards (GPS)/Georgia Assessments (Steps 1 & 2)*
  ▪ *How do we best engage students in the learning?*
      *Connection:  RBIS, BBK, TI (Step 2)*
  ▪ *How do we know if students know, do, and understand what we want?*
      *Connection:  Common Assessments—Formative & Benchmarks (Steps 3 &4)*
  ▪ *What do we do when students don't know, do, and understand what we want?*
      *Connection:  RtI (tiered remediation); Enrichment (Steps 5 & 6)*

  ▪ *Step 1:  Pre-analyze data aligned to CCGPS/GPS/Georgia Assessments*
  ▪ *Step 2:  Deliver standards-based instruction using RBIS, BBK, & TI*
  ▪ *Step 3:  Conduct common assessments (formative and/or benchmarks) aligned to CCGPS/GPS/Georgia Assessments*
  ▪ *Step 4:  Analyze common assessment results to check for mastery*
  ▪ *Step 5:  Implement CCGPS/GPS-based tiered remediation (RtI) and Enrichment*
  ▪ *Step 6:  Check for mastery/Repeat cycle*

*SEE GRAPHIC:  NCSS ACTION STEPS TO STUDENT SUCCESS*

# NCSS ACTION STEPS TO STUDENT SUCCESS

**STEP 1:**
Pre-analyze data aligned to CCGPS/GPS/GA Assessments
PLAN

**STEP 2:**
Deliver standards-based instruction using RBIS, BBK, & TI
DO

**STEP 3:**
Conduct common assessments (formative and/or benchmarks) aligned to CCGPS/GPS & GA Assessments
DO

**STEP 4:**
Analyze common assessment/benchmark results to check for mastery
CHECK

**STEP 5:**
Implement CCGPS/GPS-based tiered remediation (RtI) and Enrichment
ACT

**STEP 6:**
Check for mastery
REPEAT cycle

**OUR TIMETABLE** is over the next five school years (2013-14 – 2017-18).

**OUR RESULTS** will show continuous improvement related to student achievement and more effective teaching as exhibited by CRCTs, GHSGTs, and EOCTs no later than Spring 2014-15 forward. Additionally, we will program for greater student exposure to and success in college readiness (ACT, SAT, AP) and workplace readiness (ACT WorkKeys a.k.a. Georgia Work Ready Assessments).

# Newton County School System
## Strategic Plan
## 2013-2018

**System Non-negotiable Goals and Strategies**

**GOALS**

1.  **Increased Student Achievement**
2.  More Effective Teaching

**STRATEGIES**

  a.  Research-based Instructional Strategies
  b.  Building Background Knowledge
  c.  Technology Integration
  d.  Use of Highly Effective Professional Learning Communities

*Academic Excellence*

**Non-negotiable Goal 1**

Prepare all students to be college and/or career ready within a supportive, engaging, student-centered learning environment that ensures continuous improvement through the use of research-based instructional strategies

**Objectives**

  a.  Increase graduation rate
  b.  Increase percentage of students *meeting* the performance targets
  c.  Increase the percentage of students *exceeding* the performance targets
  d.  Increase the percentage of students *meeting* the standards on the writing assessments
  e.  Increase the percentage of students exceeding the standards on the writing assessments
  f.  Increase the percentage of students identified as college-ready via the ACT and/or SAT
  g.  Expand the opportunities for students to participate in rigorous coursework via Advanced Placement and Dual Enrollment courses
  h.  Increase the percentage of students scoring a 3 or higher on Advanced Placement exams
  i.  Increase the percentage of students who complete a "pathway"
  j.  Increase the percentage of students who receive industry credentials
  k.  Increase communication between the home and school

**Key Initiatives**

1.  Utilize Marzano's <u>Classroom Instruction that Works,</u> <u>Building Background Knowledge for Academic Achievement, and Classroom Instruction that Works, 2</u><u>nd</u> Edition (Dean, Hubbell, Pitler, Stone) to create effective lesson plans
2.  Develop curriculum maps to ensure consistency throughout the district
3.  Develop common course syllabi
4.  Develop college and career-readiness campaign and promotes grade transitions between academic settings and increased graduation rates
5.  Expand alternatives to recover and accelerate credits via flexible scheduling

# Newton County School System
## Strategic Plan
## 2013-2018

6. Develop STEM Programming
7. Monitor the implementation of the curriculum
8. Develop system benchmarks to strategically monitor student performance throughout the year
9. Utilize norm-referenced assessments throughout the K-12 program to improve the quality of learning environment and curricular weaknesses
10. Create processes for tracking and supporting graduation cohorts
11. Implement consistent Response to Intervention practices across the district
12. Infuse the use of technology for individual student use
13. Ensure all tenth grade students participate in the PSAT
14. Utilize the results from the PSAT to identify any curricular weaknesses
15. Work in conjunction with after-school programs to ensure students who need additional learning time have opportunities to work under the supervision of certified teachers
16. Provide multiple opportunities for students at-risk to participate in content reviews prior to high-stake assessments
17. Develop middle to high school summer transitional program for entering ninth grade students
18. Continue elementary to middle "Day Camp" for entering sixth grade students
19. Utilize the services of high school graduation coaches to monitor student progress and assist with recommendations for interventions
20. Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) program in middle and high schools
21. Infuse "writing and reading across the curriculum" strategies
22. Conduct regularly scheduled parent conferences
23. Communicate with parents via School Messenger
24. Conduct parent involvement activities throughout the course of the year
25. Involve stakeholders through the development of productive school councils, public education forums, committees and as volunteers

# Newton County School System
## Strategic Plan
## 2013-2018

**System Non- negotiable Goals and Strategies**

**GOALS**

1. Increased Student Achievement
2. **More Effective Teaching**

**STRATEGIES**

    A. **Research-based Instructional Strategies**
    B. **Building Background Knowledge**
    C. Technology Integration
    D. Use of Highly Effective Professional Learning Communities

*Instructional Excellence*

**Non-negotiable Goal 2 & Strategies A & B**

Build the capacity of personnel to deliver high quality instruction

    **Objectives**

        a. Use research-based instructional strategies
        b. Build the background knowledge of students during the school day
        c. Integrate the use of technology in classroom lessons
        d. Utilize the NCSS Lesson planning matrix to develop lesson plans
        e. Develop system curriculum maps
        f. Create common course syllabi
        g. Conduct intra-district meetings focused on content and strategies
        h. Provide content-specific professional learning opportunities
        i. Monitor instruction via district developed walkthrough
        j. Monitor learning environment via district developed walkthrough
        k. Monitor teacher/staff attendance

**Key Initiatives**

1. Utilize planning time(s) to collaborate with grade and content-specific colleagues
2. Contract with external professional to provide new teachers (during the induction process) with the instructional expectations via <u>Classroom Instruction that Works</u> and <u>Building Background Knowledge for Academic Achievement</u>
3. Utilize the services of outside professionals to ensure continuous improvement
4. Develop/enhance partnerships with local colleges and universities to ensure student access to dual enrollment opportunities
5. Recruit non-traditional students to participate in Advanced Placement courses using the College Board's resources (*AP Potential*)
6. Utilize content specialists and leaders to lead the development of viable curriculum maps and course syllabi
7. Utilize the NCSS Lesson planning matrix to develop lesson plans that infuse rigor using research-based instructional strategies

# Newton County School System
## Strategic Plan
## 2013-2018

8. Develop common formative assessments that are aligned to standards
9. Adjust instruction based on assessment results
10. Ensure teachers are highly qualified
11. Continue the implementation of the Gifted Endorsement Program
12. Utilize early release days for professional development linked to the strategic framework
13. Provide support needed for teachers to participate in Math-Science Partnership with Georgia Tech
14. Provide support for teachers pursuing the math-science endorsement in the elementary grades
15. Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) program in middle and high schools

# Newton County School System
## Strategic Plan
## 2013-2018

**System Non- negotiable Goals and Strategies**

**GOALS**

1. Increased Student Achievement
2. More Effective Teaching

**STRATEGIES**

     A. Research-based Instructional Strategies
     B. Building Background Knowledge
     **C. Technology Integration**
     D. Use of Highly Effective Professional Learning Communities

*Instructional Excellence*

**Non-negotiable Strategy C**

Integrate technology into classroom lessons

    **Objectives**

     a. Provide opportunities for student use of technology resources
     b. Permit student use of technology throughout the school day
     c. Utilize teacher leaders to redeliver to classroom teachers integration techniques
     d. Secure appropriate and adequate technological resources
     e. Develop a lesson plan requiring integration of technology
     f. Provide professional learning opportunities to learn effective integration techniques
     g. Provide parents and stakeholders opportunities for frequent feedback
     h. Utilize technology for review of lessons and to provide feedback during Professional Learning Community meeting time
     i. Monitor implementation

**Key Initiatives**

1. Continue and expand the "Bring Your Own Device" initiative
2. Provide technology teacher leaders with appropriate professional learning for purposes of "redelivery" in each school
3. Provide an adequate technology resource procurement plan
4. Monitor students' use of technology via the district developed walkthrough and student technology use survey
5. Support the integration of technology via subject specific professional learning
6. Develop plan for on-line learning
7. Enhance technological infrastructure
8. Review various curricular tools to support integration of technology in lesson planning processes
9. Provide broad access of software for students outside of school
10. Install ViewPath System in all remaining classrooms
11. Provide access to curriculum maps and course syllabi on school's websites

12. Provide employee access to curriculum documents
13. Provide Internet safety program
14. Develop a plan for partnering with Newton College and Career Academy (NCCA) for surplus computer repair and redistribution to school system families

# Newton County School System
## Strategic Plan
## 2013-2018

**System Non- negotiable Goals and Strategies**

**GOALS**

1. Increased Student Achievement
2. More Effective Teaching

**STRATEGIES**

    A. Research-based Instructional Strategies
    B. Building Background Knowledge
    C. Technology Integration
    **D. Use of Highly Effective Professional Learning Communities**

***Culture of Excellence***

**Non-negotiable Strategy D**

Ensure high functioning and highly effective Professional Learning Communities (PLCs) are utilized to support continuous improvement and to create a culture of high expectations for students and staff

**Objectives**

    a. Identify a time for school-based professional learning communities to meet
    b. Outline and define the work of professional learning communities
    c. Develop engaging lesson plans aligned to curriculum maps
    d. Identify what students should know, understand, and do
    e. Create common assessments aligned to the curriculum maps
    f. Analyze data from benchmarks and common assessments to determine strengths and opportunities for development
    g. Devise remediation and enrichment opportunities for students
    h. Provide feedback regarding system developed curriculum maps
    i. Utilize ViewPath System to view instruction and provide feedback regarding the quality of lessons

**Key Initiatives**

1. Define Professional Learning Communities
2. Provide professional learning opportunities to address effective implementation of Professional Learning Communities
3. Develop PLC plan for schools to ensure school and system objectives are met
4. Implement the "Plan, Do, Check, Act" cycle to ensure PLCs are functioning at a high level— Review the "NCSS Action Steps to Student Success"
5. Monitor implementation of effective PLCs
6. Utilize ViewPath System in multiple classrooms to record lessons for reflections and discussion
7. Develop and Implement a standard protocol for Professional Learning Communities to include a rubric
8. Provide on-going professional learning to address utilizing the NCSS Lesson planning matrix to plan for utilization of research-based instructional strategies and building background knowledge

**Goal:** Prepare all students to be college and career ready within a supportive engaging student-centered learning environment that ensures continuous improvement through the use of research-based instructional strategies.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Graduation Rate | Increase graduation rate | Develop a college and career readiness campaign to include information to prepare for college entrance exams | Grades 6-12 College and Career Ready Brochures | Director of public Relations Counselors Directors of Elementary & Secondary C, I & PL |
| | | Promote Grade Transition between academic settings | Increase attendance at high school summer transitional programs | High School Principal and Assistant Principals |
| | | | Increase attendance at middle school "Day Camps" | Middle Principal and Assistant Principals |
| | | Utilize alternative programming to recover and acquire credits for students not "on track" to graduate | Monitor credit recovery and acquisition efforts at the Ombudsman Program | Director of Student Services |
| | | Demonstrate a connection between course work and real-life application | Monitor enrollment at Newton College and Career Academy | NCCA CEO |
| | | Contact parents regularly regarding status of students | Monitor credit recovery and acquisition efforts during the Instructional Focus/Acadex period | Director of Secondary C & I and PL |
| | | Create processes for tracking and supporting graduation cohorts<br><br>Monitor attendance of all students | Decrease percentage of students absent by 2% each year | Director of Student Services School Administrators |
| | | Utilize the full-time services of a high school graduation coach who is engaged in high school assistance activities, including but not limited to working with students, school faculty and staff, parents on the necessary skills needed to graduate | On average, increase the graduation rate by 3% each year | Director of Student Services Director of Secondary C & I High School Principals Assistant Principal of Instruction Graduation Coach |
| | | Develop advisement programs<br><br>Utilize flexible scheduling to expand alternatives to recovering and acquiring credits | Monitor and support graduation cohorts via developed processes and procedures | Director of Student Services Director of Secondary C & I High School Principals Assistant Principal of Instruction Graduation Coach |
| | | | Parent content logs | Administrators and Teachers |
| | | | 21st Century After School Program | ASAP Program Coordinator |

**Goal:** Prepare all students to be college and career ready within a supportive engaging student-centered learning environment that ensures continuous improvement through the use of research-based instructional strategies.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| CRCT/EOCT | Increase percentage of students meeting the performance targets | Utilize Marzano's Classroom Instruction that Works, Classroom Instruction That Works 2nd Edition, and Building Background Knowledge for Academic Achievement to create effective lesson plans | Increase the percentage of students meeting standards on state-mandated assessments by 3% annually. | Directors of Elementary & Secondary C & I Director of Testing Research & Evaluation Administrators Teachers |
| | Increase percentage of students exceeding the performance targets | Create additional learning times before and after school for identified students who are struggling academically | Increase the percentage of students exceeding standards on state-mandated assessments by 3% annually. | Directors of Elementary & Secondary C & I Director of Testing Research & Evaluation Administrators Teachers |
| | | Revise curriculum maps to ensure consistency throughout the district | | |
| | | Implement and monitor Common Core Curriculum | | |
| | | Revise system benchmarks to strategically monitor student performance throughout the year | | |
| | | Implement consistent Response to Intervention practices across the district | Discipline data | Student Services Supervisor Director of Student Services School Administrators |
| | | Utilize K-12 norm-referenced assessment data to identify curricular weaknesses and initiate improvement efforts | Decrease the percentage of office referrals by 3% annually | Student Services Supervisor Director of Student Services School Administrators |
| | | Provide opportunities for students to participate in content reviews prior to high stake assessments | | |
| | | Increase the percentage of SWD in the regular education setting | | |
| | | Conduct "mock' assessments to gauge student's performance | | |
| | | Implement Positive Behavioral Interventions and Supports (PBIS) in middle and high schools | | |

**Goal:** Prepare all students to be college and career ready within a supportive engaging student-centered learning environment that ensures continuous improvement through the use of research-based instructional strategies.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Writing | Increase percentage of students meeting standards on the writing assessments | Engage in high quality writing tasks in all content areas<br><br>Integrate timed-and non-timed writing practice throughout district curriculum maps | Increase the percentage of students meeting standards on state writing assessment in grades 5, 8, and 11 by 3% annually | Directors of Elementary and Secondary C & I<br>Director of Testing Research, & Evaluation<br>School Administrators<br>Teachers<br>District Instructional Coaches |
|  | Increase percentage of students exceeding standards on the writing assessments | Provide high quality, specific, relevant teacher commentary for students on writing tasks<br><br>Provide opportunities for students to revise writing as needed<br><br>Conduct "mock" assessments to gauge students' performance<br><br>Provide exemplars during instructional process<br><br>Provide Professional Learning specific to writing through the Georgia Center for Assessment<br><br>Analyze student writing tasks during PLC meetings<br><br>Identify students' weaknesses in writing tasks and develop action plans to target writing instruction addressing students' weaknesses | Increase the percentage of students exceeding standards on state writing assessment in grades 5, 8, and 11 by 3% annually | Directors of Elementary and Secondary C & I<br>Director of Testing Research, & Evaluation<br>School Administrators<br>Teachers<br>District Instructional Coaches<br><br><br>Content Specialists<br>Content Leaders<br>District and School Instructional Coaches |

**Goal:** Prepare all students to be college and career ready within a supportive engaging student-centered learning environment that ensures continuous improvement through the use of research-based instructional strategies.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| College and Career Ready | Increase percentage of students identified as college and career ready | Utilize k-12 assessment data to identify and rectify curricular weaknesses<br><br>Develop and implement SAT and ACT strategic plan | Increase the district composite of PSAT scores by 3% annually | Directors of Elementary and Secondary C & I<br>Director of Testing Research & Evaluation<br>School Administrators<br>Teachers<br>Content Specialists<br>Content Leaders<br>District & School Instructional Coaches |
| | Increase percentage of students who complete a "pathway" | Ensure all tenth grade students participate in the PSAT | Increase the percentage of juniors and seniors who are identified as college ready via the SAT (1550 out of 2400 on the combined SAT) or ACT (composite score of 22) | Directors of Elementary and Secondary C & I<br>Director of Testing Research & Evaluation<br>School Administrators<br>Teachers |
| | Increase the percentage of students who receive industry credentials | Utilize the results from the PSAT to identify curricular weaknesses<br><br>Expand the opportunities for students to participate rigorous coursework through Advanced Placement and Dual Enrollment | Increase the percentage of students scoring a 3 or higher on two or more Advanced Placement courses | Directors of Elementary and Secondary C & I<br>Director of Testing Research & Evaluation<br>High School Principals<br>Assistant Principals of Instruction<br>AP Teachers<br>Counselors<br>Content Specialists<br>Content Leaders<br>District & School Instructional Coaches |
| | | Increase access for non-traditional students to participate in Advanced Placement and Dual Enrollment courses<br><br>Expose students in the elementary schools to career clusters | Increase the percentage of students completing dual enrollment courses annually | Directors of Elementary and Secondary C & I<br>Director of Testing Research & Evaluation<br>High School Principals<br>Assistant Principals of Instruction<br>Counselors<br>Graduation Coaches<br>Middle School Leaders |
| | | Develop a graduation plan for all students in the eighth grade. | Increase the overall average of students who complete a "pathway" by 3% annually | CTAE Director<br>School Principals<br>Counselors |
| | | Encourage to complete industry credentials | Increase the overall average of students who receive industry credentials by 3% annually | CTAE Director<br>Counselors<br>CTAE Teachers |

**Goal:** Prepare all students to be college and career ready within a supportive engaging student-centered learning environment that ensures continuous improvement through the use of research-based instructional strategies.

| | | | | |
|---|---|---|---|---|
| | | Utilize GA College 411 to ensure students complete career interest inventories and graduation plans | All students complete the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters | CTAE Director<br>Counselors<br>School Principals<br>Graduation Coaches |
| | | | All students complete graduation plans prior to entering high school | Middle School Principals<br>Middle School Counselors |
| | | | Number of GA College 411 Accounts | |

## Academic Excellence

**Goal:** Prepare all students to be college and career ready within a supportive engaging student-centered learning environment that ensures continuous improvement through the use of research-based instructional strategies.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Rigorous Coursework | Expand the opportunities for students to participate in rigorous coursework | Use AP Potential to recruit students to take Advanced Placement and Dual Enrollment courses | Increase the percentage of students scoring a 3 or higher on two or more Advanced Placement courses<br><br>Standard review documents | Directors of Elementary and Secondary C & I<br>Director of Testing Research & Evaluation<br>High School Principals<br>Assistant Principals of Instruction<br>AP Teachers<br>Counselors |
| | | Review the Common Core Georgia Performance Standards and the Georgia Performance Standards to identify and understand the level of rigor in each standard | Walkthrough documentation to show student engagement in rigorous coursework | Directors of Elementary and Secondary C & I<br>Administrators<br>District & School Instructional Coaches |
| | | Develop and provide professional learning opportunities to explore rigor, relevance and relationships | Professional learning schedules | Directors of Elementary and Secondary C & I and PL Administrators<br>Content Specialists<br>Content Leaders |
| | | Infuse rigorous activities and instruction into lessons | Professional learning presentation materials | Directors of Elementary and Secondary C & I<br>Administrators<br>District & School Instructional Coaches |
| | | Develop curriculum maps<br><br>Utilize District Developed Lesson Planning Matrix planning structure | Lesson plan reviews | Directors of Elementary and Secondary C & I<br>Administrators<br>Instructional Coaches<br>Content Specialists<br>Content Leaders |
| | | Include higher order thinking skills and research-based instructional strategies throughout lesson plans<br><br>Create common course syllabi in grade 6-12 for core academic subjects | Review of curriculum maps and Course syllabi | Instructional Design Team<br>Content Specialists<br>Content Leaders<br>Administrators |
| | | Utilize Dagget's Rigor-Relevance Framework to assess rigor<br><br>Practice close reading techniques | Audits conducted by external professionals | Creative Flexible Learning<br>Insight Education Group |
| | | Participate in district sponsored gifted teaching cohort to provide more opportunities for all students to receive the benefit of gifted instruction | Internal instructional and operational school audits<br><br>Cohort Rosters | Directors of Elementary and Secondary C & I<br>Instructional Design Team<br><br>Title II A Consultant |

**Goal:** Build the capacity of personnel to deliver high quality instruction.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Research Based Instructional Strategies (RBIS) | Use research-based instructional strategies | Participate in a book study utilizing Marzano's Classroom Instruction that Works | PLC meeting agendas | School Administrators Teachers Instructional Coaches |
| | | Participate in professional learning addressing RBIS | Sign in sheets Walkthrough data | Directors of Elementary and Secondary C & I School Administrators Teachers |
| | | Model utilization of RBIS using teacher leaders who have been identified as instructional leaders | Sample presentations used to re-deliver and model RBIS in schools | Directors of Elementary and Secondary C & I District Instructional Coaches |
| | | Include use of research-based instructional strategies throughout lesson plans | | |
| | | Participate in a book study utilizing Classroom Instruction that Works, 2nd Edition | Audits conducted by external professionals | Creative  Learning Insight   Education Flexible Creativity |
| | | Participate in a book study utilizing Leaders of Learning (Dufour and Marzano) | Interactive Notebooks | Directors of Elementary and Secondary C & I School Administrators Teachers |
| | | | Internal instructional and operational school audits | Instructional Design Team |

**Goal:** Build the capacity of personnel to deliver high quality instruction.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| **Build Background Knowledge** | Build background knowledge of students during the school day | Participate in a book study utilizing <u>Marzano's Building Background Knowledge for Academic Achievement</u> | PLC meeting agendas<br>Sign in sheets | School Administrators<br>Teachers<br>District Instructional Coaches<br>Counselors |
| | | Identify critical academic vocabulary<br><br>Use Marzano's six step process for teaching academic vocabulary | Walkthrough data | Directors of Elementary and Secondary C & I<br>School Administrators<br>Teachers |
| | | Conduct virtual field trips<br><br>Create opportunities for Sustained Silent Reading programs | Sample lessons that incorporate Marzano's six steps to teaching vocabulary | Directors of Elementary and Secondary C & I<br>District Instructional Coaches |
| | | | Interactive Notebooks | Directors of Elementary and Secondary C & I<br>School Administrators<br>Teachers |
| | | | Audits conducted by external professionals | Creative  Learning<br>Insight   Education<br>Flexible Creativity |
| | | | Internal instructional and operational school audits | Instructional Design Team |
| | | | Rubric results for measuring effective Sustained Silent Reading implementation | Directors of Elementary and Secondary C & I<br>Instructional Design Team<br>District Instructional Coaches |

**Goal:** Build the capacity of personnel to deliver high quality instruction.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| **NCSS Lesson Planning Matrix** | Utilize the NCSS Lesson planning matrix framework to develop common lesson plans | Provide school based professional learning through identified teacher leader groups<br><br>Develop common lesson plans using NCSS Lesson planning matrix during PLC work time<br><br>Align common lesson plans to curriculum maps | Agendas and Sign in sheets<br><br><br>Internal instructional and operational school audits<br><br>Sample lesson plans<br><br><br><br>Internal GAPSS | School Administrators<br>District Instructional Coaches<br>Content Specialists<br>Content Leaders<br>Teachers<br><br>Instructional Design Team<br><br>School Administrators<br>District Instructional Coaches<br>Teachers<br>School Instructional Coaches<br><br>Directors of Elementary and Secondary C & I<br>Instructional Design Team<br>Administrators<br>Teachers<br>District Instructional Coaches<br>School Instructional Coaches |
| **System Curriculum Maps** | Develop and revise curriculum maps for all content areas | Develop and revise curriculum maps for all content areas<br><br>Include common assessment questions on maps<br><br>Include high impact/probability teaching strategies on maps<br><br>Include critical academic vocabulary for each core area<br><br>Provide critical non-fiction writing opportunities<br><br>Conduct yearly audits of curriculum maps | Curriculum maps on all teachers' computer desktop<br><br>Agendas from development and revision meetings<br><br><br><br>Benchmarks and Writing samples<br><br><br><br>Curriculum Map audit feedback | Director of Technology<br>Directors of Elementary and Secondary C & I<br>District Instructional Coaches<br><br>Directors of Elementary and Secondary C & I<br>District Instructional Coaches<br>Content Specialists<br>Content Leaders<br><br>Directors of Elementary and Secondary C & I<br>District Instructional Coaches<br>School Instructional Coaches<br>Content Specialists<br>Content Leaders<br><br>Instructional Design Team<br>Administrators<br>District Instructional Coaches<br>Content Specialists |
| **Common Course Syllabi** | Establish common expectations for all courses | Develop common course syllabi in core subjects in teacher led teams | Common course syllabi for each subject area | Directors of Elementary and Secondary C & I<br>District Instructional Coaches<br>Content Specialists<br>Content Leaders |

**Goal:** Build the capacity of personnel to deliver high quality instruction.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Intra-district Meetings | Conduct intra-district meetings focused on specific content and assessments | Conduct monthly intra-district meetings with teachers address content, teaching strategies and creating the development of common assessments | Agendas and Sign in sheets | Directors of Elementary and Secondary C & I<br>District Instructional Coaches<br>Content Specialists<br>Teachers<br>Content Leaders |
| | | Conduct annual audit of the College/Career readiness strategic plan<br><br>Conduct annual audits of curriculum maps with vertical teams | Assessments | Directors of Elementary and Secondary C & I<br>District Instructional Coaches<br>Content Specialists<br>Content Leaders |
| | | Revise curriculum maps<br><br>Discuss improvement initiatives and plans | Revisions of curriculum maps | Directors of Elementary and Secondary C & I<br>District Instructional Coaches<br>Content Specialists<br>Content Leaders |
| Content Professional Learning | Participate in content-specific professional learning opportunities throughout the school year | Provide opportunities to participate in district and school early release content-specific and school developed professional learning four times each year | Professional Learning Teacher Leader plans for each school | Directors of Elementary and Secondary C & I<br>PL teacher leaders<br>Administrators<br>Teachers |
| | | | Agendas and Sign in sheets | Directors of Elementary and Secondary C & I<br>PL teacher leaders<br>Administrators<br>Teachers |
| | | Provide opportunities to participate in Georgia Department of Education grant sponsored Math and Science partnership with local universities to develop more in-depth knowledge of subject content | List of teachers that are participating in the partnership<br><br>Course outline of the MSP Grant | MSP grant coordinator |
| | | Participate in RESA sponsored professional learning<br><br>Provide content-specific professional learning during the course of the school day<br><br>Attend Summer Teacher Institutes | RESA documents outlining participation | Directors of Elementary and Secondary C & I<br>Title II A Consultant<br>Administrators<br>Teachers |

**Goal:** Build the capacity of personnel to deliver high quality instruction.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| **Highly Qualified Staff** | Recruit and retain highly qualified teachers and paraprofessionals | Conduct a District Job Fair as warranted<br><br>Attend Job Fairs | 100% of all staff will be highly qualified | Director of Human Resources<br>Directors of Elementary and Secondary C & I<br>Title II A Coordinator<br>School Principals |
| | | Provide financial assistance for staff in critical areas who need to pass certification assessments<br><br>Develop remediation plans to address teachers who do not possess highly qualified credentials | Monitor Remediation Plan reviews | Directors of Elementary and Secondary C & I<br>Title II A Coordinator<br>School Principals |
| **Walkthroughs** | Monitor instruction and the learning environment via district developed walkthrough | Conduct walkthroughs daily | Number of walkthroughs completed for each school | Directors of Elementary and Secondary C & I<br>School Principals |
| | | Analyze Walkthrough data to determine implementation concerns relative to district and school initiatives<br><br>Revise walkthrough documents annually | Percentage of increase in walkthroughs from month to month | Directors of Elementary and Secondary C & I<br>School Principals |
| | | Utilize BEST Teacher Leaders and Mentors to support new teachers throughout the first three years of employment | Agendas | Directors of Elementary and Secondary C & I<br>Title II A Coordinator<br>BEST Teacher Leaders<br>Teachers |
| | | Provide professional learning to enhance identified areas of weakness | Review of MX Mobile graphs and charts | Directors of Elementary and Secondary C & I<br>School Principals<br>District Instructional Coaches |

**Goal:** Build the capacity of personnel to deliver high quality instruction.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Student, Family, Community | Reinforce the continuous improvement process through active and sustained involvement of students, families, and the community | Conduct regularly scheduled parent conferences | Agendas and Meeting Minutes | School Administrators Teachers |
| | | Conduct monthly parent involvement nights covering a variety of educational topics | Agendas and Sign-in Sheets | School Administrators Director of Federal Programs Parent, Family Involvement Coordinator |
| | | Conduct surveys as needed and required | Survey Results | School Administrators Director of Federal Programs Parent, Family Involvement Coordinator |
| | | Communicate with parents using School websites and School Messenger | School Messenger Records | Director of Public Relations Principals Webmasters |
| | | Encourage two-way communication regarding students' achievement targets/ goals | Flyers, brochures, etc. | Director of Public Relations Principals |
| | | Ensure parents and other stakeholders feel welcomed | School council meeting schedules | Principals |
| | | Ensure parents and other stakeholders play an active and sustained role in school governance, decision-making and problem solving | School council meeting minutes | Principals |
| | | | Superintendent's *Month In Review* | Superintendent |
| | | Provide interpreters as needed | | |
| | | Publish the *Thursday Folder* sent through Public Relations Office to all stakeholders | "Thursday Folder" | Director of Public Relations |
| | | Utilize Facebook & Twitter to communicate | Facebook Postings | Director of Public Relations School Webmasters |
| | | Develop a plan to implement and utilize the School Status App | Twitter Postings | Director of Public Relations Director of Technology |
| | | Translate written correspondence and school messenger messages as needed | "School Spotlight" | Director of Public Relations |
| | | Conduct Community Leader Meetings | School Quarterly Reports | Superintendent |
| | | Host Education Summits | | Superintendent |
| | | Engage students through a Superintendents Student Advisory Council | | Superintendent |

**Goal:** Integrate technology in classroom instruction.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Student use of technology | Plan opportunities for student use of technology | Plan opportunities for student use of technology in their weekly PLC meetings | Agendas and Sign in sheets | Director of Technology School Administrators Teachers |
| | | Students with Disabilities will utilize assistive technology as needed | Sample lesson plans | School Administrators Teachers |
| | | | Review of IEPs | Director of Special Education Special Education Coordinators School Case Managers |
| | | | Review of Walkthrough Data | Director of Technology Director of Special Education Directors of Elementary and Secondary C & I |
| "Bring Your Own Device" Plan | Continue and expand the "Bring Your Own Device" plan | Devise a "Bring Your Own Device" plan | "Bring Your Own Device" plan | Director of Technology School Administrators |
| | | Revise school-based implementation plans | Communication Records | Director of Public Relations School Administrators |
| | | Communicate Bring Your Own Device plans to all stakeholders | Student and Teacher Technology Use Survey Results | Director of Technology |

**Goal:** Integrate technology in classroom instruction.

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Integration of Technology | Provide professional learning addressing the integration of technology into classroom instruction | Provide monthly professional learning addressing best practices for integrating technology in lessons with the focus on students using the technology | Agendas and Sign in sheets | Instructional Technology Coordinator Technical Data Facilitator Technology Teacher Leaders School Administrators Teachers |
| | Include technology integration using NCSS Lesson planning matrix | Use the NCSS Lesson planning matrix to incorporate when technology will be integrated with the focus on students using the technology | Sample lesson plans that show how technology is being integrated in class lessons | Instructional Technology Coordinator Technical Data Facilitator School Administrators Teachers |
| | Develop an adequate technology resource procurement plan | Provide professional learning opportunities for administrators and teachers addressing effective integration of technology | Technology resource procurement plan | Director of Technology |
| | | Monitor technology integration using district developed walkthrough | eWalk graphs that outline the percentage of times administrators observe technology being implemented in class sessions | Director of Technology Directors of Elementary and Secondary C & I |
| | | Monitor student use of technology using the district developed walkthrough | | |
| | | Improve students ability to hear through the installation of audio enhancement equipment | Survey data | |
| | | Utilize the ViewPath System to improve teaching and learning | Teacher feedback | Director of Technology |
| | | Utilize system Instructional Technology Coordinator and the Technical Data Facilitator to address technological professional learning needs | Scheduling Documents | Director of Technology Instructional Technology Coordinator and Technical Data Facilitator |
| | | Provide Internet Safety instruction | | |

## Culture of Excellence

**Goal:** Ensure high functioning and highly effective professional learning communities (PLCs) are utilized to support continuous improvement and to create a culture of high expectations for students and staff

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Define PLC | Identify a time for school-based professional learning communities to meet and outline and define the work to be done | Create agendas | Agendas and Meeting Minutes | School Administrators Teachers Instructional Coaches |
| | | Establish regular meeting times and locations | Observations | Directors of Elementary and Secondary C & I District Instructional Coaches Administrators |
| | | Define the work to be conducted in PLCs | Results of PLC rubric | Directors of Elementary and Secondary C & I Administrators |
| | | Establish norms that govern the members of each PLC | | |
| Lesson Planning | Develop engaging lesson plans that are aligned to the curriculum map | Collaborate and plan lessons that are aligned to the curriculum maps | Samples of plans that are aligned to the curriculum map | Directors of Elementary and Secondary C & I Administrators Teachers |
| | Identify what students should know, understand, and do | Review standards and identify by content area what students need to know, understand, and do | Know, Understand and Do charts | District Instructional Coaches Content Specialists Content Leaders Teachers |
| | Develop common formative assessments aligned to the curriculum maps | Collaborate, by content area, to create common formative assessments that are aligned to the district wide curriculum map | Sample common assessments | District Instructional Coaches Content Specialists Content Leaders Teachers |
| | | Continue the use of the ViewPath System for purposes of reflective practice to improve teacher effectiveness | Teacher feedback | Directors of Elementary and Secondary C & I Administrators Insight Education Group Teachers Technology Instructional Coach |

**Goal:** Ensure high functioning and highly effective professional learning communities (PLCs) are utilized to support continuous improvement and to create a culture of high expectations for students and staff

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| **Analyze Data** | Analyze data from district benchmarks and school-based common assessments to determine strengths and opportunities for students | Discuss student assessment data and develop appropriate interventions | Data charts/graphs | Directors of Elementary and Secondary C & I Administrators Content Specialists Teachers Student Services Supervisor |
| | | Discuss content appropriate research-based teaching strategies to address students' identified weak areas | Meeting minutes that describe teaching strategies for specific content | Directors of Elementary and Secondary C & I District Instructional Coaches Administrators Content Specialists Teachers |
| | | Conduct Response to Intervention meetings as needed | Use parent contact logs and RTI forms found in Infinite Campus | Student Support Services Manager Administrators School RTI Chairperson Teachers |
| **Remediation & Enrichment** | Devise remediation and enrichment opportunities for students | Use data from district benchmarks and school-based assessments to develop remediation plans to include interventions to address the students' weakness | Agendas, Meeting Minutes and Sign in sheets | Administrators Teachers District & School Instructional Coaches |
| | | Utilize Instructional Focus/Acadex to provide additional enrichment and remediation opportunities | Sample of lesson plans for differentiated instruction or flexible grouping | Administrators Teachers School Instructional Coaches |
| | | Create enrichment opportunities for students exceeding standards on district benchmarks and school-based common assessments | Sample Instructional Focus/Acadex lesson plans | Administrators Teachers School Instructional Coaches |
| | | | eWalk Data | Directors of Elementary and Secondary C & I Administrators |

**Goal:** Ensure high functioning and highly effective professional learning communities (PLCs) are utilized to support continuous improvement and to create a culture of high expectations for students and staff

| Focus Area | Objective | Strategies | Metrics | Monitoring |
|---|---|---|---|---|
| Feedback | Provide feedback regarding system developed curriculum maps | Provide feedback regarding the system developed curriculum maps in monthly content specific meetings. | Agendas<br><br><br>Meeting Minutes | Directors of Elementary and Secondary C & I<br>Administrators<br>District Instructional Coaches<br>Content Specialists<br>Content Leaders<br>Teachers |
| | | Conduct annual Curriculum Map audits | Sign in sheets | |
| | | Adjust the curriculum map as necessary | Revision documents | Directors of Elementary and Secondary C & I<br>District Instructional Coaches<br>Content Specialists |