

Clarke County School District

2024-2029 Strategic Plan: Year 1 Action Plan



Clarke County
School District

Better Together

Year 1 Action Plan Explanation

Each of the three priorities: Connected Culture, Optimized Talent, Thriving Students, comprises three objectives. This Action Plan begins with the Priority followed by each Objective, followed by the Initiatives and high-level Action Steps for the first year. The role responsible for guiding the work is listed, along with whether the action takes place continuously over the course of the year, quarterly or monthly. The Performance Measures aligned with each Objective are listed on the Blue/Yellow table under each Objective. The Performance Indicators here include the Baseline and Year 1 Target as well a brief explanation regarding the source, calculation if necessary and type. These performance measures are the same as those provided in the Performance MeasuresTable.

Types of Performance Measures

Demographic: Descriptive information about our students, schools, community.

Process: What people are doing to get results.

Perception: What students or staff think about their learning environment.

Outcome: How students or staff are performing.

Winter 2024 Update

Behind

On Track

Complete

Connected Culture

Objective 1: Create a safe and trusting environment for staff and students.

- Initiative 1.1: Cultivate collaborative feedback systems among schools and district

Action	Responsibility	Winter 2024 Update
Collaborate with the Teacher Advisory Board to understand, respond to and implement improvements for trust and safety.	Executive Director of Student & Family Supports	On Track

Facilitate collaborative discussions on district decisions, policies and initiatives among school administrators and district leadership at monthly district leadership meetings.	Deputy Superintendent of Academics & Student Supports	On Track
Implement student advisory councils at every school to understand how to improve trust and safety for students.	Strategic Projects Director	Complete (ongoing)
Facilitate focus groups to discuss and develop action steps to address school safety concerns.	Strategic Projects Director	Complete (ongoing)

- Initiative 1.2: Strengthen Tier-II and Tier-III PBIS supports

Action	Responsibility	Winter 2024 Update
Build teacher and leader capacity to consistently address the social emotional and behavioral needs for students that are in need of a tier 2 and/or tier 3 level of support	Director of School Supports	On Track
Convene a district PBIS team to research, plan, monitor and evaluate implementation of PBIS systems	MTSS Coordinator	On Track
Develop and implement a clear protocol for the use of social emotional and behavioral supports	Director of School Supports	On Track

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
Increase the percentage of students who report feeling safe at school.	Georgia Student Health Survey	Perception. Elementary: Those who responded to the question "I feel safe at school" as Always or often, Middle/High: Those who responded to the question "I feel safe at my school" with "every day" or "many times"	Elementary : 75.6% MS/HS: 63.6%	Elementary: 80% MS/HS: 67%
Increase every school's "School climate star rating."	Georgia Department of Education	Outcome. Each school receives a School Climate Star Rating on a scale of 1 to 5. Only one school received a five in 2019.	In 2019, average of all scores (21 schools) was 2.95. One school received a rating of 1, five 2s, ten 3s, four 4s	Fewer than 5 schools with a 2 or below.

			and one 5.	
Increase the percentage of teachers who report there are consistent school expectations for student behavior.	School Culture Survey	Perception. Percent of classroom teachers who report strongly agree or somewhat agree to the question "Throughout my school, there are consistent expectations and consequences for student behavior."	51%	Winter 2024: 55% Target: 56%

Objective 2: Ensure consistent and transparent communication.

- Initiative 2.1: Provide training and support for all staff in effective communication.

Action	Responsibility	Winter 2024 Update
Provide training on CCSD Branding and Communications Guide to all District level leaders	Public Relations and Communication	On Track
Hold quarterly trainings for designated school level personnel on effective communication using website, social media, and newsletter	Public Relations and Communications	On Track
Initiate a District campaign to share importance of updating Parent Portal information	Public Relations and Communication, School Leadership, Student Information Systems	Stopped
Develop inventory of potential uses for Parent Portal and establish timeline for implementation of new functionality	Executive Director of Innovation, Strategy and Governance	New Action Step

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
Increase percentage of staff who have been trained in best practices and methods for effective District communications	Qualtrics	Perception.	2%	Winter 2024: 7% 35%
Increase % of weekly district newsletter read in Spanish	Blackboard	Process. Sum total readers and divide readers in	9%	12%

		Spanish by total		
Increase the number of school wide translations provided	Translators			New Performance Measure
Increase the number of families who connect to the Parent Portal throughout the school year.	Infinite Campus			New Performance Measure
Increase the number of followers on CCSD's District Facebook page.	Facebook	Outcome	11,000	Winter: 11454 12,000

Objective 3: Strengthen systems of family and community partnerships to expand student opportunities.

- *Initiative 3.1: Improve district process for partnering with the community.*

Action	Responsibility	Timing
Improve the school district's process for partnering with the community.	Governance and Flexibility Specialist/Lead Family Engagement Specialist	Behind
Reimagine structures, systems and processes for district management of community partnerships to address identified gaps	Governance and Flexibility Specialist/Lead Family Engagement Specialist	On Track
Leverage LSGTs as critical connectors to attract and retain meaningful partnerships	Governance and Flexibility Specialist	On Track

- *Initiative 3.2: Collect, understand and respond to just-in-time caregiver connection insights*

Action	Responsibility	Timing
Implement feedback mechanisms, such as surveys or suggestion boxes, to gather input from parents/guardians in response to school events/activities	Family Engagement Specialists	On Track
Provide professional learning opportunities to Family Engagement Specialists to support continuous growth on how to engage with and support CCSD families	Lead Family Engagement Specialist	On Track
Host periodic focus groups with stakeholders to understand student and family experiences	Superintendent/Executive Director of Communications	On Track

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
Increase the efficiency, purposefulness and sustainability of community partnership processes as reported by school leaders, businesses and nonprofit leaders.	None	Perception.	Developing	
Increase percentage of caregivers who strongly agree that school and district connections provide an opportunity to learn about their student's experience at school.	None	Perception.	Developing	Winter 2024: 83.9% Target: 86%
Increase the Local School Governance Team Net Promoter Score.	LSGT Annual Survey	Perception.	25	45

Optimized Talent

Objective 1: Develop leader capacity

- *Initiative 1.1: Provide leadership development opportunities at all levels*

Action	Responsibility	Timing
Implement an aspiring principals academy.	Assistant Superintendent of Human Resources	Complete (ongoing)
Provide targeted professional development aimed at building the leadership capacity of current district leaders and building level leaders (Principals, APs, Coaches during their PLCs.	Assistant Superintendent of HR/Deputy Superintendent	On Track
Implement an aspiring leaders academy for those interested in district level and building level leadership opportunities.	Assistant Superintendent of Human Resources	On Track
Conduct a needs assessment to develop a series of professional learning for staff serving in support roles.	Assistant Superintendent of Human Resources	On Track

- *Initiative 1.2: Provide high-quality leader induction*

Action	Responsibility	Timing
Assign external performance coaches to all beginning/new to the district principals and assistant principals.	Assistant Superintendent of Human Resources	Complete (ongoing)

Assign external performance coaches to all beginning Directors, Executive Directors and cabinet level leaders.	Assistant Superintendent of Human Resources	Complete (ongoing)
Develop new principal cohort to receive targeted training	Assistant Superintendent of Human Resources	On Track

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
Increase the percentage of leaders reporting the district has increased their leader capacity throughout the year.	To be developed.	Perception.	Developing	56% Winter 2024: 53%
Increase the Observation and Feedback domain score for instructional staff	School Culture Survey	Perception.	3.9	4.1 Winter 2024: 4.1
Decrease the percentage of teachers who report leaving the district due to "Supervisor Dissatisfaction"	Exit Survey	Perception.	10%	8% Winter 2024: 4.4%

Objective 2: Provide instructional staff high-quality professional learning and resources

- *Initiative 2.1: Name instructional professional learning priorities and build consistent rollout and offerings*

Action	Responsibility	Winter 2024 Update
Create district professional learning priorities for instructional staff	Director of Professional Learning	On Track
Provide targeted professional learning to Instructional Coaches to further develop their coaching capacity	Executive Director of Teaching and Learning	On Track
Create a professional learning catalog/menu of vetted professional learning offerings aligned to district priorities that is available to teachers and schools	Director of Professional Learning	On Track
Align New Teacher Induction with District professional learning priorities	Director of Career Development	On Track
Conduct periodic needs assessments of professional learning offerings and effectiveness	Director of Professional Learning	Behind

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
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Increase the Professional Development domain score for instructional staff	School Culture Survey	Perception.	4.0	4.1 Winter 2024: 4.1
Increase the teacher ratings based on instructional walk-throughs	Walkthrough Form	Outcome	Developing	
Increase the use of the CCSD Classroom Observation and Feedback walk-through form (Adaption of the TNTP Opportunity Myth Rubrics)	Internal Dashboard	Outcome	0	100%
Increase the percentage of teachers who indicate they felt supported at CCSD	Exit Survey	Perception. Percentage of people who gave a 6 or above to the statement "How supported did you feel to do your job effectively" with 10 being Extremely Well	58%	80% Winter 2024: 50%
Increase the percentage of participants who "agree" or "strongly agree" to question related to the application of professional learning	Professional Learning Evaluation	Perception Percentage of people who gave a "strongly agree" to the following statement: "It is likely that I will apply the learning from this session to my work."	None	Winter 2024 PL Days: 71.9% PLC Days: 83.3%
Increase the percentage of participants who "agree" or "strongly agree" to question related to the impact of professional learning	Professional Learning Evaluation	Perception Percentage of people who "strongly agree" to the following statement: "The new knowledge and skills gained from this session will have a positive impact on student outcomes."	None	Winter 2024 PL Days: 68.9% PLC Days: 81.5%

Objective 3: Retain talented teachers and staff

- *Initiative 3.1: Identify and recognize talented teachers and staff*

Action	Responsibility	Winter 2024 Update
Work with district leaders and building leaders to create a rubric for identifying characteristics of highly effective teachers and staff.	Executive Director of Talent Management	On Track
Train leaders on identifying talented teachers and staff based on collaboratively developed rubric.	Executive Director of Talent Management	Complete
Implement the process for supporting and recognizing teachers and staff based on the collaboratively developed rubric.	Executive Director of Talent Management	On Track
Implement training for leaders about effective reward and recognition strategies.	Executive Director of Talent Management	On Track
Implement recognition strategies based on rubric results.	Executive Director of Talent Management	On Track

- *Initiative 3.2: Provide high-quality, three-year teacher induction*

Action	Responsibility	Winter 2024 Update
Collaborate with university partners to provide professional learning, support, and development opportunities for mentor teachers.	Director of Career Development	On Track
Identify learning needs of year 2 and 3 induction phase teachers.	Director of Career Development	On Track
Utilize Induction Action Research Team to refine year 1 induction practices.	Director of Career Development	On Track
Utilize the Induction Support team to develop year 2 and 3 induction plans.	Director of Career Development	On Track

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
Increase the retention rate of effective teachers and staff	None	Outcome	Developing	86%
Increase the composite score of the Career Progression and Retention domain	School Culture Survey	Perception	3.6	3.7 Winter 2024: 3.61
Increase the retention rate of all staff	Internal	Outcome	85%	87%

Increase the retention rate of Induction Phase Teachers	Internal	Outcome	Developing	80% Winter 2024 Induction: 99%
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Thriving Students

Objective 1: Ensure equitable access to resources and opportunities for all students

- *Initiative 1.1: Improve equity of opportunities for students system-wide at all grade levels*

Action	Responsibility	Winter 2024 Update
Align vertical and horizontal course offerings at all grade levels	Director of Counseling	On Track
Increase the number of students prepared to access Algebra I in 8th grade	Executive Director of Teaching and Learning	On Track
Increase the percentage of special education students receiving instruction in the general education setting.	Executive Director of Special Education	On Track

- *Initiative 1.2: Prepare all administrators and teachers to implement walk-through forms aligned to the Opportunity Myth*

Action	Responsibility	Winter 2024 Update
Provide professional development on the use of the walkthrough form.	Director of Professional Learning	Complete (ongoing)
Calibrate the new walkthrough form (interrater reliability, beta testing).	Executive Director of Innovation, Strategy, and Governance	Complete (ongoing)
Ensure look-fors are aligned to TKES standards, including WIDA standards.	Executive Director(s) of Leadership Development	Complete (ongoing)

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
Increase percentage of special education students performing proficient/distinguished on Georgia Milestones in ELA and Math	Georgia Milestones	Outcome	ELA: 7.1% Math: 9.4%	ELA: 11% Math: 14%

Increase percentage of African American students performing proficient/distinguished on Georgia Milestones in ELA and Math	Georgia Milestones	Outcome	ELA: 10.8% Math: 11.5%	ELA: 15% Math: 15%
Increase percentage of 6 th graders performing proficient or above on Georgia Milestones in ELA and Math	Georgia Milestones	Outcome	6th ELA: 20% 6th Math: 25.6%	6th ELA: 25% 6th Math: 30%
Increase percentage of 9th grade students performing proficient or above on Georgia Milestones End of Course exams in Algebra and Biology	Georgia Milestones	Outcome	9th EOC Algebra 25.2% Biology 35.7%	9th EOC Algebra 29% Biology 40%
Increase the number of non-white students completing Advanced Academic Pathways	GaDOE Data	Outcome	47.5%	52%

Objective 2: Increase consistency of high-quality instruction

- *Initiative 2.1: Implement the Wit and Wisdom literacy programs in grades K-5.*

Action	Responsibility	Winter 2024 Update
Communicate with the school communities and parents/guardians the alignment of Wit & Wisdom to Structured Literacy.	Elementary Principals	On Track
Ongoing professional learning for teachers on effective reading instruction aligned with Wit & Wisdom.	Director of Professional Learning/K-5 ELA Curriculum Coordinator	On Track
Ensure alignment of pacing & progress of Wit & Wisdom across ES	Executive Director of Teaching and Learning	On Track
Provide every student with Tier 1 literacy instruction.	Principals	On Track

- *Initiative 2.2: Implement a structured vocabulary and reading program in grades 6-8.*

Action	Responsibility	Winter 2024 Update
Communicate with the school communities and parents/guardians the purpose of Extended Learning Time.	Middle School Principals	On Track
Provide ongoing professional learning for teachers on effective reading instruction	Director of Professional Learning	On Track
Consistent use of the district identified literacy intervention curriculum resources during Extended Learning Time.	Executive Director of Teaching & Learning	On Track

- *Initiative 2.3: Increase vertical and horizontal collaboration of cluster schools in Professional Learning Community format.*

Action	Responsibility	Winter 2024 Update
Create common meeting time as part of monthly leader PLCs to provide time for cluster discussions.	Director of Professional Learning	On Track
Create shared space to collect high leverage practices, and shared experiences.	Eds of Leadership Development	On Track
Collaborative transition meetings for students moving level to level (5th to 6th and 8th to 9th)	Principals	Complete (ongoing)

Initiative 2.4: Implement high quality math resources in grades K-8 (Eureka K-5 & Carnegie 6-8).

Action	Responsibility	Winter 2024 Update
Ongoing professional learning for teachers on effective math instruction aligned with the new Georgia Mathematics Standards..	Director of Professional Learning	On Track
Ensure alignment of pacing & progress of math resources	Executive Director of Teaching and Learning	On Track
Provide every student with Tier 1 math instruction.	Executive Director of Teaching and Learning	On Track

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
Increase teacher ratings on instructional walk-through by providing targeted feedback upon review.	Instructional Walkthrough form	Perception.	Developing	
Increase the percent of K-5 students who met or exceeded their growth goal in reading on the iReady Assessment			57.7%	
Increase the percentage of students reading on grade level, K-8	iReady	Outcome,	45.6%	48%
Increase the percentage of students reading on grade level, 3-8	Georgia Milestones	Outcome	52.9%	55%
Increase the percentage of students performing on grade level in Math in K-8	iReady	Outcome	42.8%	45%
Increase the percentage of students performing on grade level in Math in 3-8	Georgia Milestones	Outcome	28.5%	32%

Increase the percentage of 9 th -grade students earning 8/8 credits of students in the incoming high school cohort receiving passing grades in eight courses in the first year of high school.	Cohort tracking	Outcome	64%	70%
Increase the percentage of students in the incoming high school cohort receiving passing grades in four courses in the first semester of high school.	Cohort tracking	Outcome	58%	Winter 2024: 55% Target: 60%
Increase the percentage of students entering high school with at least one high school credit in science, math, world language, CTAE, or the Arts.	Cohort tracking	Outcome	79.5%	82%

Objective 3: Increase access and success with rigorous and relevant learning experiences

- *Initiative 3.1: Create career awareness and exploration experiences for all students in K-8.*

Action	Responsibility	Winter 2024 Update
Form a career development task force to create a plan for K-12 career exposure and learning.	Executive Director of Teaching & Learning	Complete (ongoing)
Choose college and career ready ambassadors at each elementary school.	CTAE Coordinator	Complete
Implement Georgia Department of Education career clusters in all elementary schools, including special career fairs facilitated by the Athens Community Career Academy and in-district experts.	CTAE Coordinator	On Track
Expose students in K-8 to workplace-appropriate social skills.	Director of Counseling	On Track
Complete Georgia Bridge Law requirements to expose and align student interests to career pathways for all middle school students.	Director of Counseling	On Track

Performance Measures	Source	Type, Explanation	Baseline	Year 1 Target
Expose elementary students to GaDOE career cluster by the end of 5th grade	GaDOE Data	Process	0%	10%

Increase the percentage of middle school students participating in a career learning course.	Student Information System	Outcome	86%	89%
Increase the number of students completing CTAE pathways by each senior cohort.	GaDOE Data	Outcome	182	200
Increase the high school graduation rate	GaDOE Data	Outcome	77.2%	81%