

2024-2029

STRATEGIC PLAN



Clarke County
School District
Better Together



Listening Session, April 2023

"This is an amazing district - a really special place with really special people. I'm excited to be a part of it and its continued journey toward excellence."

-PARENT, SURVEY RESPONDENT

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INTRODUCTION

Enrolled. Employed. Enlisted. When we asked our students about the aspirations they hold for their future, their hopes were as varied as the 12,651 talented, unique young people we serve. While there is tremendous diversity in what our students hope to become and how they hope to contribute as citizens, learners, workers, and leaders, our community was united around a vision for CCSD's role in students' educational journeys: **CCSD needs to be a high-performing school district that ensures all students can access opportunities and positively contribute to their communities.**

Our community expects us to deliver meaningful, empowering, and engaging learning opportunities for *each child we serve*. To do so requires a cohesive strategy that makes our mission and change vision clear.

This document is that strategy. It names our why, our purpose, and our goals, as well as nine objectives we will achieve in pursuit of our goals. It offers a sample of the performance measures we will track to capture our progress, as well as sample initiatives we will launch in 2024 to translate our strategy into action. Finally, it offers a summary of the process we used to create this strategy--a process that brought insights from each school community we serve and captured aspirations and ideas from more than 1,700 CCSD stakeholders.

Our 2024-2029 strategy is a point of inspiration and also a commitment to change. If we are truly going to be better together, we must be accountable for building a culture that upholds our belief statements; optimizes our teacher, staff, and leader talent; and clearly articulates our responsibility as adults in leading student success.

Dr. Robbie Hooker, Superintendent
Clarke County School District

PLAN FOUNDATIONS



CCSD's vision, mission, and beliefs are the foundation upon which our strategy is built.

Our vision specifies what we are building toward. It is our north star.

Our mission specifies what we do. It is our purpose.

Our beliefs specify what's behind our actions: the values that guide us as a collective toward our shared goals.

Taken together, these plan foundations communicate why we do what we do, what we exist to do, and our aspirations for exemplary service to students and their families.

*Our vision is our
north star, our
mission is our
purpose, and
our beliefs unite
us.*



One of Two Elementary Student Advisories, April 2023

"Change starts by writing these beliefs and naming what we want for our schools. Just this community conversation and getting everyone's opinion will make my experience with CCSD so much greater."

-STUDENT ADVISOR,
10TH GRADE

Listening Session, April 2023



PLAN FOUNDATIONS

Vision

To be a high-performing school district that ensures all students can access opportunities and positively contribute to their communities.

Mission

We create educational journeys that empower all students to fulfill their potential.

We Believe...

- All students can learn and achieve academic success.
- Students deserve learning experiences that are engaging, relevant, and challenging.
- We are all accountable for the success of each student we serve and we all have a stake in their success.
- The success of each student is critical to the success of our entire community.
- We are responsible for collaboratively supporting student growth and development.
- We are responsible for understanding the needs of our students and their families.
- Learning occurs best in cultures where staff and students feel a sense of belonging, safety, and support.
- We must embrace new ideas, techniques, and technologies to be responsive to the evolving needs of our learners and the rapidly changing world.
- Students and staff deserve an environment where enthusiasm for learning is encouraged and modeled.

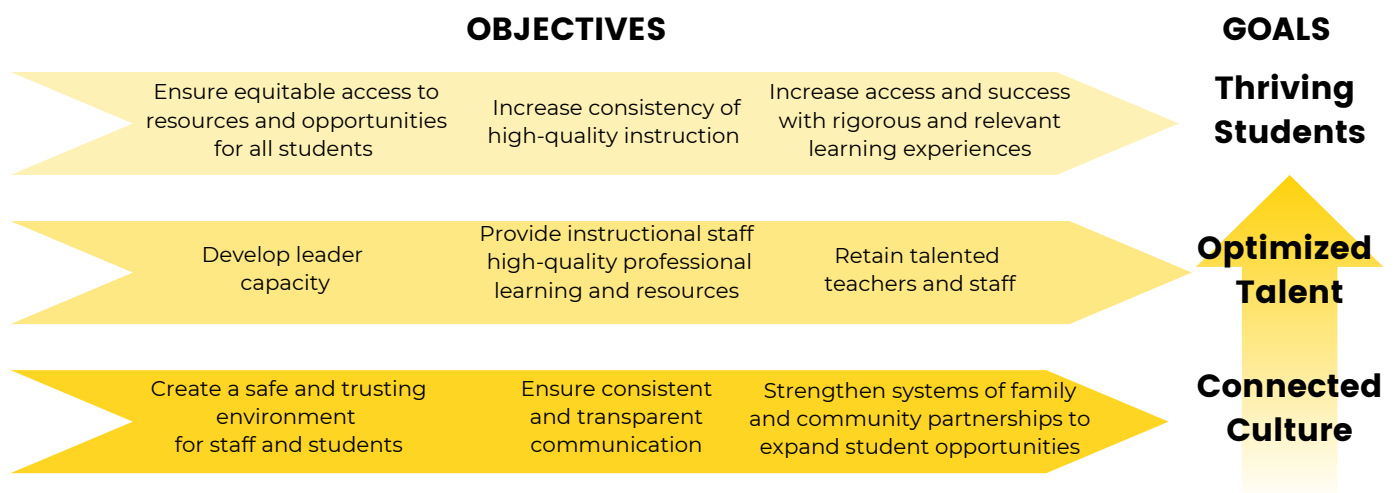
GOALS AND OBJECTIVES

Our three strategic aims are derived from insights shared during a series of community connection points, including listening sessions, surveys, and advisory sessions. We met with and heard from students, caregivers, CCSD educators, leaders and staff, our Board of Education, and community representatives. The heart of our strategy can be summarized in a simple tagline:

Connected. Talented. Thriving.

These three words are the heart of our strategic goals. The strategy map below summarizes the high-leverage performance objectives that will get us there. These objectives were identified and refined by CCSD staff and community representatives.

Our strategy is a theory of action. If we...[our objectives]...Then....[our goals]...So that...[mission realized].



What do we mean by "Connected Culture"; "Optimized Talent"; and "Thriving Students"? If successful,

- **Our connected culture** will reflect the beliefs we espouse and all staff will understand their role in the success of each student. The community will describe their relationships with CCSD as collaborative and responsive to the evolving needs of learners. Our students and staff will describe CCSD as a place of belonging, safety, support, and mutual accountability.
- **Our talent** will be energized and empowered to create educational journeys for all CCSD students to learn, discover, grow, and ultimately fulfill their potential. All staff will embrace innovative ideas and technologies for the benefit of our students and families.
- And **CCSD students will thrive**, meaning they will be prepared, supported, and challenged through the learning experiences we provide. All students will have access and success with high-quality instruction as well as relevant and real-world experiences. Student success and well-being will be at the forefront of all we do and guide all decisions we make.

MEASURING PROGRESS

We will track progress against our stated objectives using a robust set of performance indicators. A sample of our identified indicators is captured below. We will report on our progress against our desired impact in an annual progress report.

Connected Culture	Optimized Talent	Thriving Students
Trust & Safety Indicator: % of students who report feeling safe at school Baseline Elementary: 75.6% 2029 Target Elementary: 90% Baseline Middle/High: 63.0% 2029 Target Middle/High: 90%	Leader Capacity Indicator: Composite score in Observation and Feedback domain for instructional staff Baseline: 3.9 2029 Target: 4.4	Equitable Access Indicator: % Special Education students proficient or distinguished Baseline ELA: 7% 2029 Target ELA: 30% Baseline Math: 9% 2029 Target Math: 35%
Communication Indicator: % of weekly district newsletter read in Spanish Baseline: 9% 2029 Target: 25%	Quality Professional Learning Indicator: Composite score in Professional Development domain for instructional staff Baseline: 4.0 2029 Target: 4.4	High-Quality Instruction Indicator: % students reading on grade level Baseline: 52.9% 2029 Target: 70%
Community Partnerships Indicator: Local School Governance Team's Net Promoter Score Baseline: 25 2029 Target: 45	Staff Retention Indicator: % staff retained Baseline: 86% 2029 Target: 92%	Real-world Learning Indicator: # of students completing CTAE pathways by senior cohort Baseline: 182 2029 Target: 300



Listening Session, April 2023

"I'm looking forward to this work.
Our best years are ahead of us."

-PLAN FOUNDATIONS TEAM MEMBER

FROM STRATEGY TO ACTION

We have identified several Year 1 Initiatives that align with each of our goals. These initiatives will be led by district office leadership, in collaboration with CCSD school leaders and the broader community where appropriate. A sample of identified initiatives is highlighted below.

Connected Culture

Year 1 Initiative. Improve District Systems for Partnering with the Community

We heard our community members and organizations share that they want to be involved in the process of developing our students. As a Charter System, we must work with our Local School Governance Teams (LSGTeams) to make meaningful connections within the community. We will reimagine our district structures, systems, and processes for cultivating and sustaining community partnerships. This means creating transparent and clear systems for schools, community members, and the district to share strengths and resources so that students have easy access to opportunities within and beyond the classroom.

Optimized Talent

Year 1 Initiative. Align Professional Learning Opportunities with Instructional Priorities

Strong organizations are committed to continuous improvement and the development of its members. CCSD has a responsibility to provide opportunities to strengthen our instructional practice. The opportunities we provide should be aligned with our change vision and responsive to staff needs.

Thriving Students

Year 1 Initiative. Create Career-Connected Learning and Awareness, Grades K-8

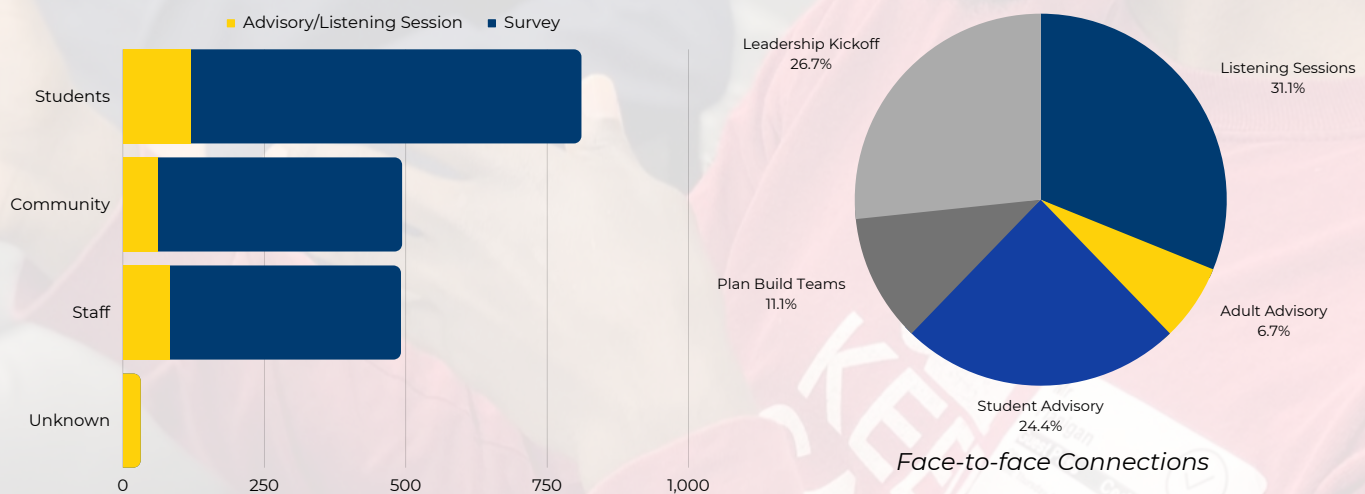
Our students are going places. When we asked our students to describe their aspirations for their future, their responses were as creative, thoughtful, diverse, and inspiring as they are (see back cover). Our classrooms should be environments for students to grow and learn through relevant, engaging, and meaningful learning experiences. Increasing opportunities for exposure and career exploration in the classroom for our younger students will be a focus in Year 1.

COMMUNITY PARTICIPATION

We partnered with the Georgia Leadership Institute for School Improvement (GLISI) to support the facilitation and development of our strategic plan. GLISI engaged our community in a series of listening sessions and developed a student, staff, and community survey that enabled us to distill critical problem statements our 2024-2029 strategy needed to address. GLISI also engaged several advisory councils and working groups throughout the process including student, caregiver, and educator advisory groups. A Plan Foundations Team developed a draft mission, vision, beliefs, and key goal areas. District and school leaders reviewed the draft, as did the advisory groups. Next, an Action Team refined our strategic goals and objectives and developed performance measures and Year 1 initiatives. Each school in our system was represented in this process through student and caregiver insights. A full summary of what the community shared is available at bit.ly/ClarkeSIP23.

The charts below give a high-level overview of who was engaged in the process of sharing ideas and developing elements of our strategy, as well as the experience our stakeholders had engaging in the process.

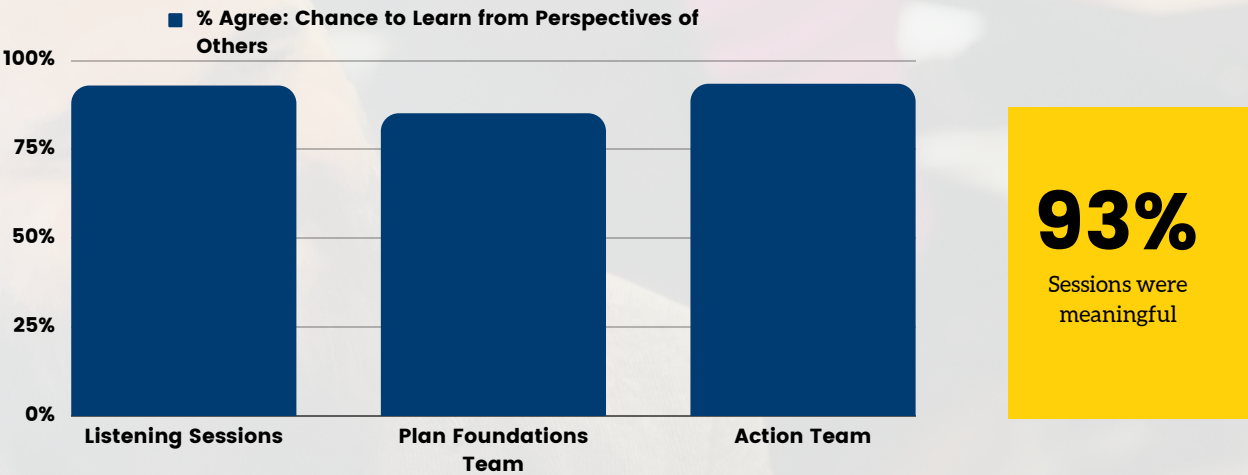
Community Inspired: By the Numbers



As a part of our strategy development process, GLISI collected data to understand how CCSD stakeholders were experiencing opportunities to contribute to plan development. The data below offer a snapshot of the degree to which our community felt meaningfully engaged as co-contributors to the development of our strategy.

Community Engagement

CCSD Stakeholders largely agreed sessions created space to learn from the perspectives of others and were relevant and meaningful to CCSD's future.



Community Feedback



"Our strategy reflects our aspiration to shift our current culture to focus on improving academic outcomes for ALL students, improving teacher retention, and improving trust."

-CCSD School Leader

ACKNOWLEDGEMENTS

A special thank you to the members of our advisory councils, Plan Foundations Team, and Action Team for your contributions to the development of our 2024-2029 strategy, as well as each community member who took the time to attend our Spring 2023 Listening Sessions.

Listening Session Attendees

Gary Adcox, Caroline Aiken, Caroline Allums, Stephanie Anderson, Mary P. Bagby, Mark Bailey, Tessa Barbazon, Selena Blankenship, Auburn Bolton, Emily Boness, Alex Borges, Lolita Bryant-Moye, Elizabeth Bush, Katherine Byrne, Stacie Carson, Dennis Christian Posaders, Jabari Cobb, Melina Cole, Art Conway, Richard Conway, Leo Cotlar, Valerie Cruz, Desylin Culliver, Dwayne Cumbus, Maddy Daniel, Renae Daniel, Kenneth Davis, Daoud Delane, Jenniene Delane, Tim Denson, Antonio Derricotte, Kara Dyckman, Meredith Dykes, Donna Elder, Daniel Epting, S. Martin Espinoza, Robert Ezekiel, Joe Fabregas, Tamelia Felton, Jennifer Flores, Beverly Ford, Erica Gaines, Win Gasperson, Angela Gay, Erica Gilbertson, John Gilbreath, Chrystal Gillis, Amanda Gorham, Andrea Green, Larry Green, Loren Gutierrez, Brandt Hackes, Alon Hammond, Beverly Harper, Mary Catherine Hawks, Melvin Hayes, Jacinta Henry, Heidi Hill, Courtney Holmes, Caron Hope, Naomi Howard, Glenda Huff, Swade Huff, Giovanni Ibanez, Elaine Jarnagin, Peg Johnson, McKale Jones, Tamaine Jordan, Katie Knoblaue, Ashley Larson, Patricia Larson, Ginger Lehmann, Rebbie Lichliter, Matt Lupshe, Katie Mangum, Gia Mataras, Emmanuel Mays, Rebecca McCarthy, Dustin McDaniel, S. McDaniel, Drew McKown, Beth Mendenhall, Kent Middleton, Chris Mojock, Anna Morgan, Heather Morgan, Tracy Neal, Aliceson Nobles, Laila Nobles, Stephen Nobles, Mollie O'Neil, Emma O'Neil, Amy Peacock, Beatrice Peacock, Jeremy Peacock, Cyndee Perdue Moore, Melissa Perez-Rhym, Jemet Perry, A. Michelle Phillips, Joshua Podvin, Angela Pope, Zita Portillo, Damian Powell, Evon Powell, Brian Powers, Jordan Powers, Rita Raines, Tomas Ramirez, Omar Reid, Annice Ritter, Amy Roark, Iris Rocker, Mark Ruder, Ellen Sabatini, Rebecca Sartor, Dana Scheffen, Rachel Skinner, Dan Smith, Veronika Snuggs, Madison Steen, Tiffany Studivant, Claire Suggs, Tamara Suiza, Jim Synan, Dylan Tedford, Katyhusca Tedford, Angelia Tillman, D. Todman, Utevia Tolbert, Ericka Wade, Dawn Walker, Kay Walker, Kayla Walker, Londyn Walker, Sandrika Walker, Jami Washington, Kim Wasley, Ross Watson, John Weatherford, Kate Weatherford, George Webber, Jolaine Whitehead, Carol Williams

ACKNOWLEDGEMENTS

Advisors (Students, Educators, Staff, and Caregivers)

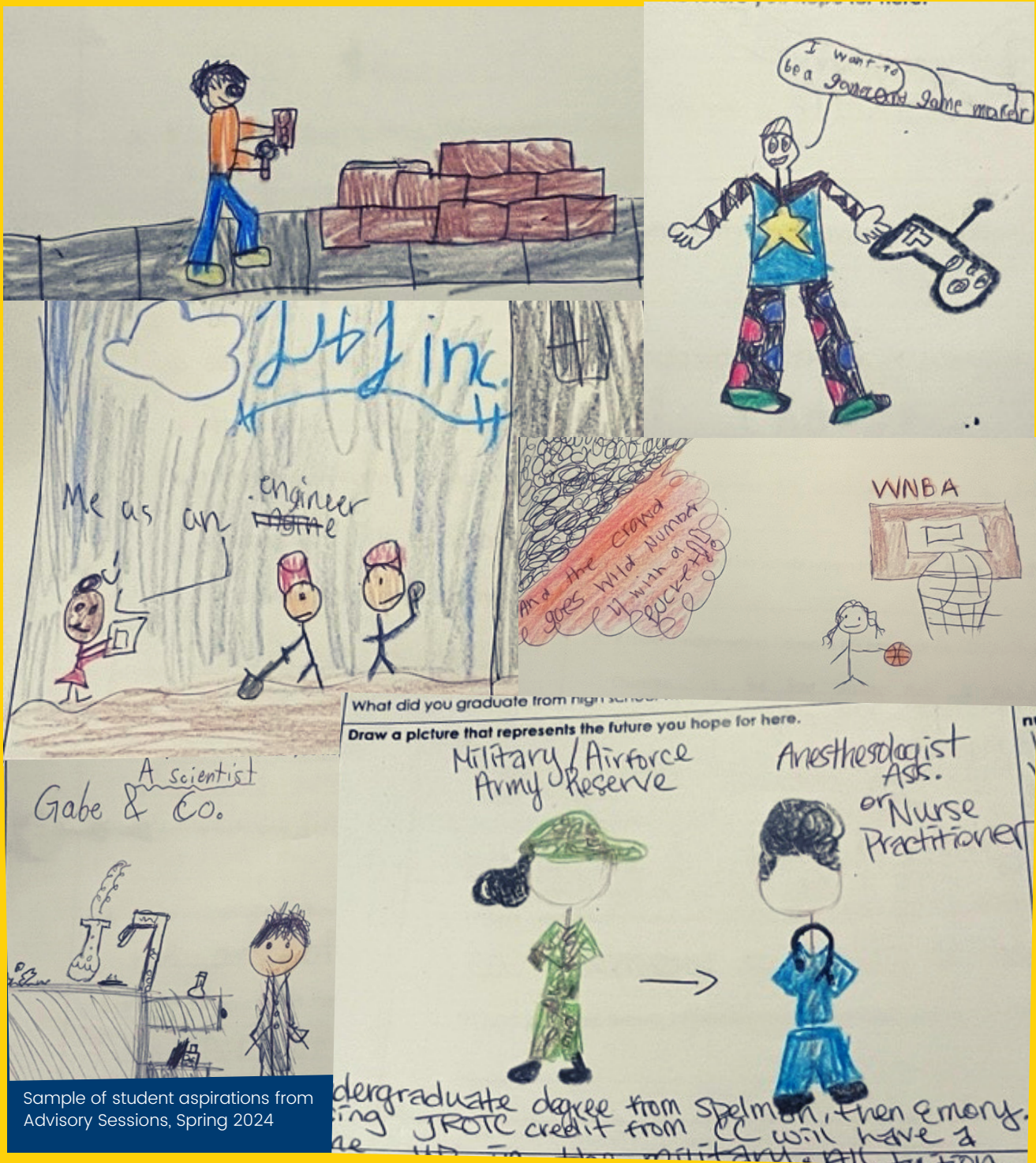
Lorenza Adams, Hannah Adcox, Malak Ahmed, Amelia Aldridge, Ronaita Arya, Grace Ayer, Makaylah Ballard, Kenyota Boyce, Aquantis Brown, Khloe Brown, Briony Brown, Ariana Browner, Axel Calderon Perlaza, Alyssa Cannon, Jovani Cervantes, Bram Cohen, Nora Cooper, Christina Cotsakis Cordon, Desylin Culliver, Andrea Cutts, Jocelynn Daniel, M'Kenzie Darden, Saray Davila, Ja'Niya Davis, Daniella Denmark, Ezra Ditzler, Marina Doneda, Bertis Downs, Walter Driscoll, Wiley Duncan, Nicola Dunn, Aderius Dye, Aniyah Edwards, Daniel Epting, Keaton Fiamingo, Thomas Field, Carlo Finlay, Broderick Flanigan, Anna Flath, Mekihi Gaines, Melissa Garcia, Marc Ginsberg, Jovi Grantham, Grace Green, Erika Greene, Evan Greene, Romiro Guest, Brooklyn Hanson, Nate Harwell, Yuliana Heard, Amari Henry, Hugh Hill, Kerrington Holliday, Riley Howard, Brayon Hudson, Angela Huff, Shenica Hunter, Carmen Ivery, Mercy Johnson, Faith Johnson, Aidric Johnson, Dominique Johnson, Angel Jones, Aaliyah Jones, Tylor Kindle, Joud Kushk, Ginger Lehmann, Jaden Lester, Lucas Lopez, Cecilia Lozada, Gabriel Marcos-Ventura, Qanard Marshall, Eden Martinez, Valdemar Martinez Rosales, O'Kemya Maxwell, Eloise McDaniel, Finn McDonald, Lincoln Miller, Haley Miranda, Chris Mojok, William Montu Miller, Allison Moreno, Ayden Murawski, Oliver Nalladurai, Conor Naughton, Catherine Neace, Carrie Neely, Elise Newman, Laila Nobles, Gustavo Noriega-Ramos, Kaitlyn Paige, Kedarion Pattman, Aaliyah Phillips, Edie Pleasant, Jennesis Potter, Zoey Potts, Carson Raines, Stephanie Rary, Aubrey Rittenberry, Jennifer Rivera, Kailyn Rodriguez, Bryan Rodriguez-Solis, Gustavo Rodriguez-Zaccaro, Evelyn Rushing, Matthew Sanchez, Mustafa Sarr, Dana Scheffen, Lilah Schimmel, Nandan Shrivastav, Davi'on Shulterbrant, Sean Simpson, Xavior Smith, Wyatt Smith, Katie Smith, Zaniyah Taylor, Quan'taija Teasley, Iliana Tejada, Bentley Thomas, Edward Turner, Toawondia Underwood, Nathan Valdez-Perez, Marjorie Varin, Lakeisha Vaughan-Jones, Kayla Walker, Ryan Watkins, Ragen Watkins, Kennedi Wymbbs, Amier Wymbbs, Jair Zamudio

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Sample of student aspirations from
Advisory Sessions, Spring 2024

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