



**Strategic Improvement Plan  
2018-2023**

**Vision/Aspiration Statement**

The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.

**Mission Statement**

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

**Core Belief Statements**

- We believe children have priority for all of our resources.
- We believe education is the shared responsibility of the student, the parent/guardian, the school, and the community.
- We believe communication and understanding among all stakeholders of our diverse community are essential to achieving the goals of education.
- We believe that learning is a continuous process and most productive when the needs of each child are met through high quality instruction provided by competent and caring adults.
- We believe a learning environment where everyone experiences security, care, dignity, and respect is essential.

**Strategic Goals**

1. To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national and international assessment results
2. To provide and maintain a safe and orderly learning environment
3. To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement
4. To provide high quality support services delivered on time and within budget to promote high performance in the Clayton County Public Schools
5. To recruit, develop, and retain highly qualified and effective staff



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**Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of students scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.**

**Key High Performance Indicator: See Appendix A**

Initiative 1.1: Implement, monitor, and support evidentiary- and research-based instructional and intervention strategies grounded in Literacy, Numeracy, Critical Thinking, Technology Integration, and STEM/STEAM **(GSBA Vision Project – See Appendix B)**

Action Step 1.1a: Implement an academically challenging, rigorous, and relevant curriculum that is assessed and evaluated regularly to ensure alignment to state standards, students' needs, and the District's focus areas

Action Step 1.1b: Based on district academic needs or priorities, identify scientific evidence-based or research-based instructional and academic support/intervention practices to include collaborative planning, rigor, and data analysis

Action Step 1.1c: Hire persons with the capacity to teach and offer continuous professional development (content, management, pedagogy, and emotional readiness) resulting in high levels of quality teaching

Action Step 1.1d: Conduct on-going professional learning activities for all staff that focus on responding to district academic, mental wellness, and social needs

Action Step 1.1e: Conduct on-going professional learning activities that build leadership capacity and focuses on district academic, mental wellness, and social needs as well as data-driven instructional needs

Action Step 1.1f: Conduct school and classroom observation walk-throughs to collect data that will be used to gauge and improve the implementation of district's curriculum, instructional practices and interventions for both core and non-core subjects

Action Step 1.1g: Develop the district budget around the core of student learning with student interventions, teaching capacity and professional development as priorities while maintaining and strengthening the financial stability

Initiative 1.2: Engage multiple stakeholder groups in activities that support high performance, accountability, and collaboration **(GSBA Vision Project – See Appendix B)**

Action Step 1.2a: Identify opportunities and invite stakeholder groups to engage in activities that promote active engagement, accountability, and collaboration

Action Step 1.2b: Host a variety of community and parent conferences, workshops, meetings or trainings that engage stakeholders



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Action Step 1.2c: Develop the district budget to accommodate engagement activities while maintaining financial stability

**Performance Objective 2: Over the next five years, Clayton County Public Schools will increase the graduation rate from 69.6% to 90% or higher.**

**Key High Performance Indicator: See Appendix A**

Initiative 2.1: Implement, monitor, and support programs for school redesign and transformation **(GSBA Vision Project – See Appendix B)**

Action Step 2.1a: Expand high school and middle courses to increase pathways for students, i.e. accelerated courses, Fine Arts, CTAE, World Languages, IB, Cambridge, Advanced Academic Pathways, etc.

Action Step 2.1b: Expand School Choice options, i.e. Magnet, STEM/STEAM, Theme, etc. that support equity and diversity

Action Step 2.1c: Research and implement credit recovery options using early warning indicators for students at least one year behind normal matriculation

Action Step 2.1d: Increase the number of students participating in extra-curricular activities

Action Step 2.1e: Increase middle and high school vertical articulation in planning, course options, and School Choice options

Action Step 2.1f: Research and implement best practices for master scheduling to increase student opportunities while maximizing FTE

Action Step 2.1g: Implement, monitor, and support Gear Up

Action Step 2.1h: Conduct professional learning activities that will build leadership capacity to assist school and district leaders in determining the best innovative programs for each individual school

Action Step 2.1i: Expand workforce development and placement opportunities for students by increasing partnerships with business and industry

Initiative 2.2: Implement, monitor, and support the district's framework for creating and implementing innovative school-based choice programs or schools such as magnet, theme, STEM/STEAM etc. that support the transformation of schools **(GSBA Vision Project – See Appendix B)**

Action Step 2.2a: Monitor the implementation of district's framework for creating school-based instructional programs or schools such as magnet, theme, STEM/STEAM, International Baccalaureate, Cambridge, and Advanced Placement, Dual Immersion/Dual Language, etc. that support equity and diversity



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Action Step 2.2b: Develop, implement, monitor, and support the timeline for school choice programs to ensure ample time is given for effective planning with facilities, budget, and personnel

Action Step 2.2c: Develop, implement, monitor, and support a timeline for a CCPS College and Career Academy that supports students' opportunities for internships, apprenticeships, college and careers

Initiative 2.3: Implement, monitor, and support research-based strategies and programs to improve students' early learning readiness **(GSBA Vision Project – See Appendix B)**

Action Step 2.3a: Expand Pre-Kindergarten programs

Action Step 2.3b: Structure the 5-year facilities plan to include sites for Pre-Kindergarten expansion

Action Step 2.3c: Increase early literacy by developing opportunities for students and parents to engage in activities prior to enrolling in CCPS, i.e. *100 Wonderful Words that Work*, early literacy workshops, etc.

Action Step 2.3d: Develop the district budget with early learning readiness as a priority while maintaining financial sustainability

Action Step 2.3e: Train district and school leaders on early literacy to increase the number of leaders and teachers earning a reading endorsement

**Performance Objective 3: By 2023, Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.**

**Key Performance Indicator: See Appendix A**

Initiative 3.1: Implement, monitor, and support research-based strategies used to increase student attendance and engagement **(GSBA Vision Project – See Appendix B)**

Action Step 3.1a: Research, develop, monitor, and support non-traditional options for students with low Attendance

Action Step 3.1b: Implement, monitor, and support the attendance protocol

Action Step 3.1c: Review and analyze attendance data monthly at the district and school levels

Action Step 3.1d: Train district and school leaders on actively engaging students, parents and communities



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**Performance Objective 4: By 2023, Clayton County Public Schools will decrease the number of discipline infractions while increasing employee morale and community support.**

**Key Performance Indicator: See Appendix A**

Initiative 4.1: Develop, implement, monitor, and support a systematic discipline improvement strategy **(GSBA Vision Project – See Appendix B)**

Action Step 4.1a: Expand the use of and implement, monitor, and support the student discipline Multi-tiered System of Supports (MTSS) or the Positive Behavior Intervention and Support (PBIS) model at elementary, middle, and high schools

Action Step 4.1b: Train internal and external stakeholders on the district's Circle of Support

Action Step 4.1c: Train internal and external stakeholders on restorative justice

Action Step 4.1d: Develop the district budget to accommodate training in support of a systematic discipline plan while maintaining financial stability



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### Appendix A

**Key High Performance Indicators (KHPI)** are used to evaluate the success of an organization. Clayton County Public Schools is committed to monitoring and reviewing data periodically and making data-driven decisions to improve student achievement.

The list of KHPIs listed below is not an exhaustive list of data reviewed throughout the school year.

#### Performance Objective 1

Formative Indicators (Not included in the District's Balanced Score Card)

- Attendance
- Discipline
- Failure Rates
- Advanced Placement Participation
- Retention Rate
- FTE Earnings
- District Cumulative Benchmark Assessments
- Lexile Scores
- DIBELS Next
- iReady Math and Ready
- Achieve 3000
- Odysseyware
- Math180
- Read180
- SST/RTI Referral/Performance Data
- Language Live
- Gifted Participation
- Dual Enrollment
- Number of teachers receiving academic endorsements

Summative Indicators

- State Data (GMAS)
- National Data (AP, SAT, ACT)
- CCRPI Score (All Indicators)



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### International Indicators

- PISA (Programme for International Student Assessment)

### Performance Objective 2

#### Formative Indicators

- Student credits (high school only)
- Percent of Grade 9 students' earning full credit
- Credit recovery participation and performance
- Failure Rates
- Graduation Cohort Data
- Student pathway participation (high school only)
- On track for International Skills Diploma Seal, Georgia Seal of Biliteracy, and Georgia Fine Arts Diploma Seal
- Dual enrollment participation
- Advanced Placement participation
- Percent of students in intervention vs. percent of students enrolling in gifted
- GEAR UP – TBD
- PSAT Participation Score
- LEXILE Scores
- Student participation and winnings at state and national competitions

#### Summative Indicators

- Overall Graduation Rate
- CTAE Graduation (credentials, certifications, licenses)
- Graduates with a Dual Enrollment Degree (obtain Associates Degree)
- End of Pathway Completers
- Advanced Placement – Score 3 or Higher
- SAT/ACT
- State Diploma Seals – International Skills Diploma Seal, Georgia Seal of Biliteracy, and Georgia Fine Arts Diploma Seal
- Diplomas – International Baccalaureate and Cambridge Assessment International
- GOSA State Report Card

### Performance Objective 3

#### Formative Indicator

- Average daily attendance
- OSS/ISS individual students

#### Summative Indicator

- CCRPI Readiness
- State Star Rating
- District Star Rating
- School Star Rating



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### Performance Objective 4

#### Formative Indicators

- Discipline Data
- Discipline Referrals
- OSS/ISS – Individual students
- Big 7 Report
- PBIS/MTSS
- Culture/Climate Surveys
- Employee Surveys
- Exit Surveys

#### Summative Indicator

- State Star Rating
- District Star Rating
- School Star Rating

## Appendix B

### Georgia School Board Association Vision Project

According to the GSBA website, the Georgia Vision Project is a multi-year initiative to research and implement the following:

- “World-class educational standards
- Viable directives
- Sustainable frameworks and
- Organizing contemporary networks”

Clayton County Public Schools is committed to ensuring its Strategic Improvement Plan supports the work of the Georgia School Board Association.





## Strategic Improvement Plan 2018-2023

### Georgia School Board Association Vision Project Components

1. Early Learning and Student Success
2. Teaching and Learning
3. Teaching and Learning Resources
4. Human and Organizational Capital
5. Governance, Leadership, and Accountability
6. Culture, Climate, Organizational Efficacy
7. Financial Resources

Initiative 1.1: Implement, monitor, and support evidentiary- and research-based instructional and intervention strategies grounded in Literacy, Numeracy, Critical Thinking, Technology Integration, and STEM/STEAM **(GSBA Vision Project: Components 2, 3, 4, 5, 6, & 7)**

Initiative 1.2: Engage multiple stakeholder groups in activities that support high performance, accountability, and collaboration **(GSBA Vision Project: Components 5, 6, & 7)**

Initiative 2.1: Implement, monitor, and support programs for school redesign and transformation **(GSBA Vision Project: Components 2, 3, 4, 5, 6, & 7)**

Initiative 2.2: Implement, monitor, and support the district's framework for creating and implementing innovative school-based choice programs or schools such as magnet, theme, STEM/STEAM etc. that support the transformation of schools **(GSBA Vision Project: Components 3, 4, 5, & 7)**

Initiative 2.3: Implement, monitor, and support research-based strategies and programs to improve students' early learning readiness **(GSBA Vision Project: Components 1, 2, 3, 4, 5, & 7)**

Initiative 3.1: Implement, monitor, and support research-based strategies used to increase student attendance and engagement **(GSBA Vision Project: Components 4, 5, & 7)**

Initiative 4.1: Develop, implement, monitor, and support a systematic discipline improvement strategy **(GSBA Vision Project: Components 4, 5, & 7)**