



<b>Strategic Plan Goal Area</b>	Student Success with Equity and Access
<b>Strategic Plan Performance Objective</b>	Improve student’s mastery of learning standards

**PLAN**

**Review the goal area, performance objective, initiative(s), performance measures, and action steps that you are working on for this particular area. What have you completed? What can you celebrate?**

- Ten schools demonstrated higher rates of achievement on the Georgia Milestones Assessment
- Two thirds of the Title I schools demonstrated typical to high student growth on the Georgia Milestones Assessment
- Over 80% of the students in five of our Title I schools scored in the highest 2 bands of performance on the Georgia Milestones Assessment
- The district ensured comparability in accordance with state rule

**DO**

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

- Georgia Milestone Tutors were provided to all Title I schools
- Title I Director is in place
- Title I principal meetings were held monthly to provide technical assistance on district, state and federal mandates and best practices
- Title I Principal’s Summit was held in June to review Title I processes and procedures
- Title I coordinators provided frequent technical assistance to school staff
- Academic Coaches were provided monthly professional development to support teachers in best practices
- The District completed a full Title I program evaluation in collaboration with Research, Assessments and Grants and Hanover Research
- Title I achieved the minimum 85% spending expectation

**CHECK**

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

- The District has noted an increase in Title I student academic growth based on local and state assessments
- The implementation of the coaching model at each of the Title I schools was utilized to monitor and support changes in teaching and learning best practices
- Notable increases in the TAPS and LAPS scores at Title I schools indicate that teacher and leader effectiveness has improved; however, TEM and LEM scores at Title I schools remain critically low based on the integration of student performance indicators versus TKES summative evaluation data.

**ACT**

**What are the challenges or obstacles you are facing or anticipating? What needs to change and/or improve to reach your performance targets? How will these changes lead to progress?**

- Inconsistency in practice and support from Federal Programs across schools and regions has been a challenge. Reorganization and refinement of duties and responsibilities, coupled with strategic professional development for OFP coordinators, will lead to more consistent practices and support.
- Lack of defined roles and responsibilities for Academic Coaches and monitoring of professional development implementation has been a challenge. Such practice has placed the District in a position of noncompliance. Through the reorganization, the District will create five District Academic Coaches who will monitor, develop and support the local Title I instructional school staff.