CATOOSA COUNTY PUBLIC SCHOOLS

OUR VISION

Catoosa County Public Schools will prepare every child to reach their full potential, so they graduate prepared to be good citizens and leaders of the future.

OUR MISSION

Catoosa County Public Schools is a student-focused learning community, where excellence is expected from staff and students, every day, without exception.

OUR VALUE PROMISE

Every child, every day, without exception!

OUR BELIEFS

★ We believe in doing what's best for children, every day, without exception;
★ We believe it is our responsibility to individualize instruction to help each student reach his or her maximum potential;
★ We believe our classrooms and schools must be physically and emotionally safe;
★ We believe the school system must partner with parents and the community;
★ We believe excellence is the standard, and we have a responsibility to support our employees so they can achieve this goal;
★ We believe we are responsible to the community to be good stewards of taxpayer resources.

Catoosa County

Public Schools

Strategic Plan Objectives and Focus Areas 2015—2020

Objective 1

Maximize academic achievement so every student graduates prepared for college or a career.

Focus Areas:
I. College & Career Ready
II. Academic Growth
III. Access to Rigor
IV. Closing the Achievement Gap

Objective 2

Create and maintain school cultures and facilities that are safe, orderly, and nurturing to support teaching and learning.

Focus Areas:
I. Physical Safety
II. Social & Emotional Health

Objective 3

Encourage stakeholder engagement by maintaining strong partnerships with families, businesses, faith-based groups and community organizations to provide a system of support for students and families.

Focus Areas:
I. Stakeholder Engagement
II. Communication & Outreach
III. Partnership Development

Objective 4

Recruit, develop, retain, and reward a premier workforce.

Focus Areas:
I. Professional Learning
II. Leadership
III. Retention/Reward/ Recognition

Objective 5

Optimize district performance and student success by maintaining effective, efficient, and innovative support systems.

Focus Areas:
I. Effective & Efficient Processes & Systems
II. Strategic Use of Resources

Objective 6

Manage fiscal resources effectively & efficiently to achieve strategic plan objectives while being good stewards of taxpayer resources.

Focus Areas:
I. Accountability
II. Transparency
III. Facilities
IV. Alternate Funding

Every child, every day, without exception!

STRATEGIC OBJECTIVE #1: Maximize academic achievement so every student graduates prepared for college or a career.

STRATEGIES

Focus Area #1: College & Career Ready
- o Strengthen the use of the system's individual graduation plan (IGP);
- o Focus on mastering the communication skills of writing, speaking, and listening;
- o Evaluate and strengthen system graduation requirements for post-secondary readiness;
- o Promote post-secondary opportunities.

Focus Area #2: Academic Growth
- o Provide high quality teaching and re-teaching opportunities to ensure mastery learning;
- o Provide targeted support for students not meeting average growth;
- o Develop a robust Professional Learning System with performance expectations to support quality teaching and learning.

Focus Area #3: Access to Rigor
- o Ensure access to rigorous and relevant coursework for all students;
- o Utilize tools to identify students for enrollment in higher-level classes with support;
- o Provide strong honors programs in math, language arts, science and social studies at all levels;
- o Evaluate rigor of existing programs to ensure academic quality.

Focus Area #4: Closing the achievement gap
- o Monitor academic progress of all students with a priority focus on the identified academic needs of each student in a subgroup;
- o Establish consistently high learning expectations for all students by matching strategies and resources to each student's identified academic needs.

PERFORMANCE INDICATORS:
Focus Area #1: College & Career Ready

Career Awareness & Prep Grades 1-8 CCRPI (Achievement)
Elementary
o Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
Middle School
o Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8

Post-Secondary Readiness: Remediation/Support ACT/SAT Scores AP, AP Credit, Dual Credit CCRPI (Achievement)
High School
o Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams
o Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, or Advanced Placement courses

4 Year Graduation Rate CCRPI (Achievement)
High School
o 4-Year Cohort Graduation Rate

Reading Skills – Lexile Measures 3rd, 5th, 8th, and 11th CCRPI (Achievement)
Elementary
o Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
o Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850

Focus Area #1: College & Career Ready Performance Indicators (cont.)

Middle School
o   Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050

High School
o   Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT

Writing – Meets/Exceeds 5th, 8th, HS CCRPI (Achievement)

Elementary
o   Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate > = 95%)

Middle School
o   Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate > = 95%)

High School
o   Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test

Pathway Completion – HS CCRPI (Achievement)

High School
o   Percentage of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study

Technical Skill Attainment – Pathway Assessment CCRPI (Achievement)

High School
o   Percent of CTAE Pathway Completers earning a national industry recognized credential, or a passing score on a GaDOE recognized end of pathway assessment

Focus Area #2: Academic Growth

Elementary
o Percent of students scoring at Meets or Exceeds in ELA (required participation rate > = 95%)
o Percent of students scoring at Meets or Exceeds in reading (required participation rate > = 95%)
o Percent of students scoring at Meets or Exceeds in mathematics (required participation rate > = 95%)
o Percent of students scoring at Meets or Exceeds in science (required participation rate > = 95%)
o Percent of students scoring at Meets or Exceeds in social studies (required participation rate > = 95%)
o Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds in all tests on the state-mandated assessment.

Middle School
o Percent of students scoring at Meets or Exceeds in ELA (required participation rate > = 95%)
o Percent of students scoring at Meets or Exceeds in reading (required participation rate > = 95%)
o Percent of students scoring at Meets or Exceeds in mathematics (required participation rate > = 95%)
o Percent of students scoring at Meets or Exceeds in science (required participation rate > = 95%)
o Percent of students scoring at Meets or Exceeds in social studies (required participation rate > = 95%)
o Percent of students in grade 8 passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all tests on the state-mandated assessment and required EOCT.

Focus Area #2: Academic Growth Performance Indicators (cont.)

High School
- Percent of students scoring at Meets or Exceeds on the 9th Grade Literature EOCT (required participation rate > = 95%)
- Percent of students scoring at Meets or Exceeds on the American Literature EOCT (required participation rate > = 95%)
- Percent of students scoring at Meets or Exceeds on the Coordinate Algebra/GPS Algebra/Mathematics I EOCT (required participation rate > = 95%)
- Percent of students scoring at Meets or Exceeds on the GPS Geometry (transitioning to CCGPS Analytic Geometry in 2013-2014)/Mathematics II EOCT (required participation rate > = 95%)
- Percent of students scoring at Meets or Exceeds on the Physical Science EOCT (required participation rate > = 95%)
- Percent of students scoring at Meets or Exceeds on the Biology EOCT (required participation rate > = 95%)
- Percent of students scoring at Meets or Exceeds on the US History EOCT (required participation rate > = 95%)
- Percent of students scoring at Meets or Exceeds on the Economics EOCT (required participation rate > = 95%)

Focus Area #3: Access to Rigor

Elementary
o Percent of state-mandated assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)

Middle School
o Percent of state-mandated assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)

High School
o Percent of EOCT assessments scoring at the Exceeds level
o Number of students taking ACT / SAT
o Increase system average of ACT / SAT

Focus Area #4: Closing the achievement gap

Elementary
o Percent of English Learners with positive progress from one Performance Band to a higher Performance Band as measured by the ACCESS and ELLs
o Percent of Students With Disabilities served in general education environments greater than 80% of the school day

Middle
o Percent of English Learners with positive progress from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
o Percent of Students With Disabilities served in general education environments greater than 80% of the school day

Elementary, Middle, & High
o Achievement Gap and ED/EL/SWD Performance Points

STRATEGIC OBJECTIVE #2: Create and maintain school cultures and facilities that are safe, orderly, and nurturing to support teaching and learning.

Focus Area #1: Physical Safety

Strategies:
- o Partner with local law enforcement (Sherriff's Office, Ringgold Police, and Ft. Oglethorpe Police) to maintain safe & secure campuses;
- o Utilize a multi-agency team to develop district-wide safety protocols and procedures, to monitor implementation of plans, to explore options to enhance safety, and to make recommendations to enhance school safety;
- o Identify safety teams in each facility to implement safety plans, conduct safety audits, maintain emergency plans, implement safety drills, and report findings;
- o Develop a transportation safety committee to evaluate bus, vehicle, and pedestrian traffic patterns;
- o Provide safety training for staff, students, and parents.

Focus Area #2: Social and Emotional Health (positive/nurturing learning environments

Strategies:
- o Implement a system-wide bullying education and prevention program;
- o Partner with community agencies to provide a Guide to Community Resources;
- o Partner with community agencies to conduct a "Resource Fair" for student service employees and identified staff;
- o Research Positive Behavior Intervention and Support programs to determine if a program should be implemented;
- o Expand mindset training in all schools;
- o Partner with the Sheriff's Department to include Threat Assessment as an additional tier of RTI.

PERFORMANCE INDICATORS

Focus Area #1: Physical Safety

- o Number of school safety plans reviewed by multi-agency teams;
- o Number of schools with transportation safety plan for buses, vehicles, and pedestrians;
- o Number of schools with up-to-date safety equipment;
- o Percentage of students who report feeling safe at school (Georgia Student Health Survey)
- o Percentage of teachers who report "my principal communicates and enforces policies that ensure a safe and orderly school." (LKES)

Focus Area #2: Social and Emotional Health (positive/nurturing learning environments)

- o Number of discipline incidents;
- o Number of tribunals;
- o Number of students assigned to Gateway;
- o Number of suspensions;
- o Number of students who are trained in strategies for dealing with bullying and cyber-bullying;
- o Percentage of teachers who report "my principal creates and supports a positive academic learning environment." (LKES)

STRATEGIC OBJECTIVE #3: Encourage stakeholder engagement by maintaining strong partnerships with families, businesses, faith-based groups, and community organizations to provide a system of support for students and families.

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STRATEGIES AND ACTION STEPS
Focus Area #1: Stakeholder Engagement
- Provide meaningful/relevant training opportunities for parents that increase academic achievement, social/emotional development and family involvement:
  o Survey parents to determine desired learning opportunities;
  o Partner with community agencies to provide information and curriculum for parents;
  o Create a Parent University;
  o Provide on-site and on-line opportunities for parents through Parent University;
  o Publish school and district parent involvement opportunities calendars.
- Provide stakeholder engagement opportunities through internal and external Superintendent's Focus Groups. External: System Partners and ACE Team. Internal: IDEA Exchange (TOTY) and Student Advisory Councils.
  o Develop meeting schedule.

Focus Area #2: Communication and Outreach
- Evaluate the communications plan to consider expanding initiatives to increase stakeholder access to information including social media platforms, electronic messaging, Internet applications and websites:
  o Use National School Public Relations Association (NSPRA) resources to evaluate current communications plan and activities;
  o Update plan as necessary;
  o Research challenges and opportunities of using social media to increase communications;
  o Develop a district communication from superintendent to parents.
- Establish an annual schedule for the Superintendent to visit schools and talk informally with parents:
  o Schedule "Discussions with Denia" to include a high school, middle school and elementary feeder schools each year (approximately 5/year).

Focus Area #3: Partnership Development
- Develop partnership opportunities that increase student exposure to college & career opportunities:
    - Develop a Career Exploration Program (*From Here to Career!)* with high school CTAE staff;
    - Partner with local business;
    - Launch program;
    - Seek alternate funding if necessary.
- Create student development and enrichment opportunities with higher education and business partners.
    - Partner with Georgia Northwestern Technical College to increase opportunities for students to explore careers and access classes to graduate from high school prepared for vocational college or career;
    - Partner with Dalton College to increase opportunities for students to explore careers and access classes to graduate from high school prepared for college.

PERFORMANCE INDICATORS
Focus Area #1: Stakeholder Engagement
- o Number of training opportunities provided for parents;
- o Number of diverse training opportunities provided.

Focus Area #2: Communication and Outreach
- o Number of methods used to communicate with stakeholders and the community;
- o Number of parents indicating satisfaction with communication from the school system.

Focus Area #3: Partnership Development
- o Number of students participating in college and career "discovery" programs with business and higher education partners

STRATEGIC OBJECTIVE #4: Recruit, develop, retain, and reward a premiere workforce.

STRATEGIES:
Focus Area #1: Professional Learning
- o Develop a Professional Learning Framework to include training for instruction (content and processes), support (skills and compliance), and technology (use and integration in instruction);
- o Provide expanded options for professional development by using technology, professional learning communities, job-embedded learning, instructional fairs, and planned follow-up.

Focus Area #2: Leadership
- o Develop a succession plan by identifying individuals who will be retiring (within 5 years) and preparing internal personnel to fill key organizational positions;
- o Provide school leadership and organizational leadership training and support for principals, assistant principals, and potential teacher leaders.

Focus Area #3: Retention/Reward/Recognition
- o Evaluate the budget annually to determine if funding is adequate to restore instructional days and reduce furlough days;
- o Maintain current job descriptions by implementing an annual review of 5% of all job titles each year;
- o Conduct a salary study to determine if salaries and supplements are consistent with similar sized systems and our geographic area;
- o Encourage and develop ways for school leaders to recognize and reward employees;
- o Develop an appreciation program where school system employees receive discounts from area merchants;
- o Continue the Shining Star program.

PERFORMANCE INDICATORS:
Focus Area #1: Professional Learning
- o Number of professional learning opportunities available in instructional methods (content/processes), support (skills/compliance), and technology (use and integration in instruction).

Focus Area #2: Leadership
- o Number of employees who are identified to fill key leadership positions.
- o Number of employees who participate in training and professional development to fill key leadership positions.

Focus Area #3: Retention/Reward/Recognition
- o Number of furlough days;
- o Percentage of teachers who report "my principal shows appreciation to staff members who are doing their jobs effectively;" (LKES)
- o Number of job descriptions that are reviewed and current;
- o Number of businesses that offer discounts for employees.

STRATEGIC OBJECTIVE #5: Optimize district performance and student success by maintaining effective, efficient, and innovative support systems.

STRATEGIES:

Focus Area #1: Effective and efficient process and systems
- Evaluate processes and procedures and develop plans to eliminate duplicate processes and improve efficiency;
- Streamline the flow of information throughout the system and increase efficiency by transforming paper forms and documents into electronic images;
- Provide operational services effectively and efficiently to deliver the highest quality products, services and resources to stakeholders.

Focus Area #2: Strategic use of district resources
- Conduct a facility utilization study to determine if facilities are under-utilized or over-crowded and develop a plan to address issues;
- Develop a plan to begin reducing class size;
- Provide a sustainable infrastructure and resources to support technology by increasing network capacity, updating hardware & software, and providing technology training and support;
- Develop a plan for a one-to-one technology initiative to provide students opportunities to communicate, collaborate, and participate in rigorous learning activities – anywhere/anytime.

PERFORMANCE INDICATORS:
Focus Area #1: Effective and efficient processes and systems
- o Percentage of key processes that have been evaluated and redesigned if necessary;
- o Number of families participating in online lunch payments;
- o Number of people accessing on-line transportation information.

Focus Area #2: Strategic use of district resources
- o Number of classrooms at or below the state-mandated class size;
- o Percentage of teachers proficient in technology tools to actively engage learners;
- o Percentage of teachers using blended learning
- o Ratio of student to digital devices for learning

STRATEGIC OBJECTIVE #6: Manage fiscal resources effectively and efficiently to achieve strategic plan objectives while being good stewards of taxpayer resources.

STRATEGIES:

Focus Area #1: Accountability
- o Evaluate programs annually as part of the budget building process to determine effectiveness in meeting strategic plan objectives.
- o Evaluate central support and school-level procedures and controls annually to determine effectiveness, efficiency, and compliance.

Focus Area #2: Transparency
- o Provide system financial reports, updates and budget in a timely and systematic manner on the system website for citizens to review;
- o Provide monthly financial reports in public work sessions or board meetings.

Focus Area #3: Facilities
- o Develop a 5-year capital improvement plan to address the internal and external infrastructure needs of the system's schools and buildings (including but not limited to: roofs, electrical, plumbing, HVAC, painting, flooring, paving, and lighting);
- o Maintain continuous replacement plans to systematically replace major operational components (including but not limited to: buses, service vehicles, maintenance equipment and tools, security and surveillance equipment, and communications equipment);
- o Develop short-term and long-term plans for facility and infrastructure upgrades to support academic programs, school attendance zones, and student enrollment growth;
- o Evaluate cleaning protocols and audit procedures to maintain clean and healthy schools and buildings.

Focus Area #4: Alternate Funding
- o Present ESPLOST V to the community to maintain system's facilities;
- o Seek funding from grants, foundations, and business partners to meet gaps in funding programs to improve student achievement.

PERFORMANCE INDICATORS:
Focus Area #1: Accountability
- o Number of audit findings at school and system level

Focus Area #2: Transparency
- o Number of financial reports/financial information accessible on system website

Focus Area #3: Facilities
- o Number of days to complete maintenance requests;
- o Percentage of priority projects completed in the 5 year facility plan;
- o Percentage of audited schools meeting all standards for safety and cleanliness.

Focus Area #4: Alternate funding
- o Number of presentations to present the benefits of ESPLOST to stakeholders and the community