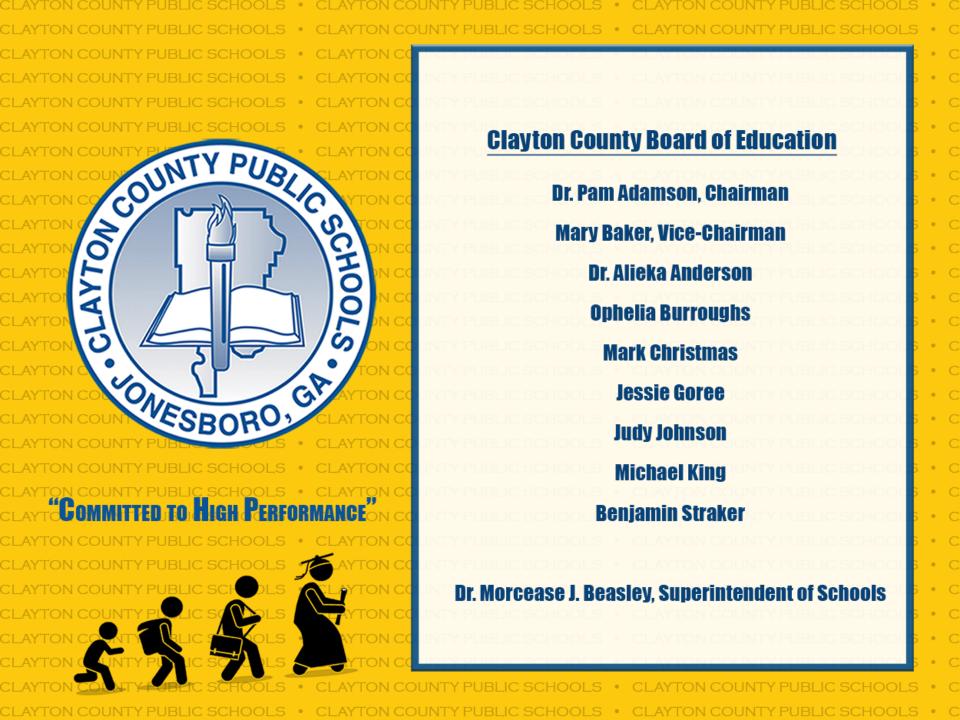
"COMMITTED TO PERFORMANCE"

- DUNTY PUBLIC SCHOOLS CLAYTON COUNTY PUBLIC SCHOOLS

Superintendent's Areas of Focus for SY17-18



Dr. Morcease J. Beasley Superintendent of Schools



Superintendent's Areas of Focus for SY17-18

- 1. Academically Challenging and Safe Environments grounded in the instructional priorities of Literacy, Numeracy, Critical Thinking, and Technology Integration.
- 2. Academic and Wrap-Around Support for students to achieve grade-level and above grade-level content mastery.
- 3. Professional Development to improve content knowledge, pedagogy, and Leadership Capacity.
- 4. Family and Community Engagement, Governmental Relations, and Partnerships grounded in responsiveness, excellent customer service, and collaboration.
- 5. Communication, Public Relations, and Marketing to improve community support and image.



Curriculum

- 1. Ensure all curriculum documents and resources are updated, shared, and used in the instructional planning process in all schools by all instructors.
- 2. Provide and consistently utilize curriculum documents that embed the appropriate evidence-based resources and practices for all content areas.
- 3. Implement STEM practices as a normal and expected part of the instructional process in all schools and classrooms, with a strategic, concerted, and organized effort in the designated STEM Pathways.



Instruction

- 1. Provide research- and evidence-supported instruction to students using the grade-level content so that all students achieve content-mastery in all schools and classrooms.
- 2. Utilize a variety of research- and evidence-based instructional strategies to engage students in critical thinking (use of critical thinking standards and elements toward the development of intellectual traits or dispositions) in all subjects and classrooms.
- 3 Identify, inform, observe, monitor, and collect data on the High Impact Practices that are expected to be consistently utilized and observed in all classrooms along with the specific subject-related Look-fors.
- 4. Develop and widely share the Pre-K word list for parents and community to use to ensure students have the appropriate vocabulary and word use by the time they enter kindergarten.

Instruction (Con't)

- 5. Teach reading systematically in grades K-3 toward ensuring all students are reading on or above grade-level on the 3rd Grade Georgia Milestones Reading Assessment using both fluency and comprehension formative data to monitor progress, inform instructional decisions, and provide additional support to students.
- 6. Train interested schools toward the utilization of a K-2 core content integrated approach.
- 7. Daily reading and writing in all content areas and classrooms.

Assessment

1. Assess learning during and after the instructional process with a variety of both formative and summative assessments.



Assessment (Con't)

- 2. Utilize the school-level assessment bank for teacher-made assessments and for common assessments (Both formatively and summatively).
- 3. Utilize the district-level assessment bank for district level unit assessments and Benchmarks to ascertain and monitor student performance on the grade-level content (Both formatively and summatively).

<u>Additional Support to Students</u>

- 1. Provide Increased Learning Time (ILT) with additional support to students using the various structures such as Early Intervention Program (EIP), Remedial Education Program (REP), Before-During-After School Tutorials, and Saturday Tutorials.
- 2. Ensure English Learners and Students with Disabilities have access to grade-level content and that they receive scaffolding during instruction to demonstrate understanding and mastery of the grade-level standards.

<u>Additional Support to Students</u>

3. Utilize online platforms to leverage opportunities to learn grade-level content and to accelerate or enrich when appropriate.

Professional Learning

- 1. Offer professional development aligned to TKES and LKES that will result in improved instructional and formative assessment practices in all classrooms.
- 2. Offer professional development in the four pathways of a) Content and Pedagogy; b) Compliance; c) Self-Improvement; and d) Leadership Development.
- 3. Observe all classrooms and collect data on instructional practices and outcomes to continuously inform professional development planning and courses.



Resources to Support Students and Schools for SY17-18

Student Support Services to Schools:

- Counselors; Social Workers; Nurses; Psychologists
- Behavior Specialists
- Hospital Homebound Services
- System of Care (SOC)
- Response To Intervention (RTI)
- Student Support Team (SST)
- Positive Behavioral Interventions & Supports (BPIS)
- Communities In Schools (CIS) at 4 High Schools

Additional Resources to Schools:

- Class Size Reduction (CSR) for elementary schools in grades K-3
- Additional Paras for elementary schools in grades 4-5
- Additional Assistant Principal for select schools based upon enrollment data
- Instructional Site Facilitators restructured to provide support in the four core content areas to all schools
- Reviewing Counseling positions to eliminate Itinerant Counselors by mid-year
- Leadership and Teacher Coaches



Committed to High Performance

It's a Process and Not an Event.

Have A Successful School Year!!!

