Assess

• The Department will analyze data (such as Milestones, i-Ready, Georgia Student Health survey data and other internal survey results, and other school-related information).

• The Department will complete and document a Needs Assessment based on data.

• The Department will conduct a Root Cause Analysis using a researched method such as the fishbone diagram, the 5 whys, etc.

Plan

• Based on data, root-cause analysis and needs assessment, determine or revise initiatives and action steps. As data changes, the initiatives and action steps may need to change.

• Fill out the Department Improvement Plan template. This will include new or revised Performance Measure Targets, action steps, team or leader responsible, timeline, and funding source or materials/resources needed.

• Present a draft of the Department Improvement Plan and document input from supervisors and other stakeholders (internal and external).

• Develop a revised plan based on stakeholder input.

• The Director will plan for Professional Learning activities to support the Department Improvement Plan based on the Needs Assessment.

Implement

• Share and communicate the expectations of the Department Improvement Plan with all stakeholders.

• Follow the action steps in the plan.

• Provide Professional Learning based on the Department Improvement Plan.

• Collect evidence as the plan is being implemented.

Monitor

• Monitor your plan – collect evidence, focus walks, observation, etc. and adjust as needed.

• Using data, such as Milestones results or other assessments, to evaluate the impact of the plan on student learning.

• Complete the Department Improvement Plan Evaluation form

• Discuss with all stakeholders the results of the plan and collect feedback on the implementation process and effectiveness of the plan.

Initiative #1 Evaluation	
Initiative #1 Description: Improve School Climate	
Goal Area:	Operational Effectiveness
Performance Objective:	Improve the safety and orderliness of environments
Initiative #1:	Decrease the number of schools with a 1-2 star climate rating by 20% annually for the next 3 years
What was the need being addressed by this initiative?	Schools need to improve their school climate ratings
What was the reason for selecting this initiative?	The RCSS seems to have the worst overall school climate star ratings in Georgia
What were the intended results of this initiative?	To reduce the number of student suspensions, improve student attendance and student mental health and to collect positive feedback from student/teacher/parent school survey results that support overall improved school climates.
Initiative #1 Implementation Evaluation	
What evidence is available to show this initiative was fully implemented?	When the 2017-18 RCSS school Climate Star Ratings come out the results should show that the initiative was successful for year 1. Some of the information that was found during this initiative was that many of the schools' staff did not adequately understand some of the aspects of how the scores were obtained. There were also indications of some data entry errors at some schools with low scores.
Were there any barriers to implementing this initiative? Why or why not?	One barrier was not being able to effectively progress monitor all areas of the star rating during the year. Another barrier did not know any school star ratings until 4 -5 months after school was out. However, due to the urgency of District improvement in its' star rating, these barriers needed to be overlooked.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	There were no significant barriers noted other than time restraints on staff during the year (e.g., being short school psychologists much of the year, insufficient number of nurses, etc.).
Were there appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	There seemed to be adequate resources provided.
Are there any changes needed to improve the full implementation of this initiative? What changes?	No significant changes were needed to improve the full implementation of this initiative. However, one addition will be to formally include individual meetings with each principal of a 1 or 2 star school, once the new star ratings are received.
Initiative #1 Effectiveness Evaluation	
Was there data collected to monitor and evaluate the effectiveness of this initiative?	As mentioned above, the nature of how the star ratings are calculated do not allow for precise progress monitoring.
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	We will not accurately know how successful the initiative was until we receive our star ratings from the GADOE.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	Until the RCSS' star ratings improve significantly, this initiative should be continued.
Initiative #2 Evaluation	
Initiative #2 Description:	
Goal Area:	Community Engagement (Parent Engagement)
Performance Objective:	Establish internal and external community engagement initiatives.

Initiative #2:	Increase the usage of Parent Portal logins on Infinite Campus by 3% each year annually for 3 years.
What was the need being addressed by this initiative?	We want more parents to be more aware of their child's grades, assignments, etc., which would hopefully rollover to their children being more aware. This should lead to improved academic success and fewer "surprises "at the end of a grading period.
What was the reason for selecting this initiative?	In addition to the need indicated above, this is an initiative that can be monitored with relative ease.
What were the intended results of this initiative?	To increase parent logins in Infinite Campus, which should help the parents become more vested in their child's education.

Initiative #2 Implementation Evaluation

Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	There were challenges to effectively implement this initiative; however, some of these should be overcome in year 2.
Were there any barriers to implementing this initiative? Why or why not?	The primary barrier was that we really did not have a person or persons to have this initiative as a critical duty or responsibility.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Same as previous item.
Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	Although appropriate resources were probably available, they were perhaps underutilized.
Are changes needed to improve the full implementation of this initiative? What changes?	This year we will better utilize the services of our family engagement program specialist in meeting this initiative.

Initiative #2 Effectiveness Evaluation

What data was collected to monitor and evaluate the effectiveness of this initiative?	The actual usage numbers were compared to the previous year at various points during the school year.
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	The mid-year comparison of parent portal usage suggested that we were on track to likely meet the 3% improvement goal by the end of the year. However, the goal may be difficult to meet if the number of students enrolled drops from year to year.
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	This initiative will continue for at least the next year.

Initiative #3 Evaluation

Initiative #3 Description:

Goal Area:	
Performance Objective:	
Initiative #3:	
What was the need being addressed by this initiative?	
What was the reason for selecting this initiative?	
What were the intended results of this initiative?	

Initiative #3 Implementation Evaluation

Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	

Were there any barriers to implementing this initiative? Why or why not?	
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	
Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	
Are changes needed to improve the full implementation of this initiative? What changes?	
Initiative #3 Effectiveness Evaluation	
Was there data collected to monitor and evaluate the effectiveness of this initiative?	
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	

2018-2019 Department Improvement Plan

Department   <u>Student Services</u>

Director: <u>Dr. Ed Sanderson</u>

Date: _____

Performance Measure (with unit of measure)	Baseline (2016-2017)	Target Year 1 (2017-2018)	Actuals Year 1 (2017-2018)	Target Year 2 (2018-2019)	Actual Year 2 (2018-2019)	Target Year 3 (2019-2020)	Actuals Year 3 (2019-2020)
Decrease the number of schools with 1-2 star climate ratings by 20% annually for the next 2 years	31	25	17	20		16	
Increase the usage of Parent Portal logins on Infinite Campus by 3% each year annually for three years.	625,316	644,075	640,447	663,397		683,299	
Provide ongoing support for schools identified on the CSI list in order to:							
Increase the RtI Ratings average score to 3.0 by the end of the 2018-19 school year.	2.4 out of 5 (2018-2019)			3.0/5			
Reduce the number of students who need CHINS referrals due to having more than 10 absences by 10% during the 2019-2020 SY.	TBD (May 2019)						

Director's Signature: _____

Associate Superintendent's Signature: _____

2018-2019 Department Improvement Plan

Goal Area (Aligned to RCSS Strategy Map): Operational Effectiveness

Performance Objective (Aligned to RCSS Strategy Map): Improve the safety and orderliness of environments

Initiative 1: Decrease the number of schools with 1-2 star climate ratings by 20% annually for the next 3 years

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Students, school staff	Implement small groups at targeted schools for the purpose of addressing anger management and life skills	Dr. Aronica Gloster, Gardenia Wright	Logs of dates and schools for group sessions	October 2018- May 2019	Student Services
Students, school staff	Identify and train newly identified PBIS schools, support existing PBIS schools	Kourtney Bell	Logs of dates and schools trained, SWISS data, agendas	September 2018- May 2019	School Climate, Student Services
Students, school staff	Provide training and/or information to teachers and students about health and wellness topics as needed, to help improve attendance	Dr. Aronica Gloster, Annette Pollard, nurses	Log sheets to document specific trainings, agendas	August 2018- May 2019	Student Services
Parents	Conduct parent workshops on the topic of attendance	Sonia England, parent facilitators	Log sheets to document parent trainings, agendas	September 2018-May 2019	Title I, Student Services
Principals	Conduct one on one conferences with each principal at every 1-2 star climate rating school from 2017-18. Provide recommendations regarding improving climate scores.	Dr. Ed Sanderson	Signature page from each principal and/or tracking sheets	October 2018- January 2019	Student Services

Students, staff	Develop a more comprehensive plan for behavioral referrals, including a POI, and specific steps teachers can use	Dr. Gina Hudson, Kourtney Bell, school psychologists	Behavior POI, Webinars, RtI Manual Updates	September 2018-May 2019	Student Services
Counselors and Students	Design training schedule for counselors and students to ensure students acquire Conflict Resolution skills to include Peer Mediation skills	Counselors and RCSS Peer Mediation Training Team: Gloster, Campbell, and Bell	Sign In Sheets from PL training sessions	January 2019-May 2019	Student Services
Counselors and Students	Design training schedule for counselors to include topics of academic advisement of "at risk" students, TAA, Social Emotional Learning (SEL) and Peer Mediation to address student conflict and violence, and Suicide Prevention	Counselors and RCSS Student Services Leadership Team	Sign In Sheets from PL training sessions	August 2018-May 2019	Student Services

2018-2019 Department Improvement Plan

Goal Area (Aligned to RCSS Strategy Map):   Community Engagement (Family Engagement)

Performance Objective (Aligned to RCSS Strategy Map):   Establish internal and external community engagement initiatives

Initiative 2:   Increase the usage of Parent Portal logins on Infinite Campus by 3% each year annually for three years

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
Parents	Hold an Infinite Campus (IC) "Blitz" at available events to register parents on IC, obtain a list of schools that includes the percentage of students having parent/s with IC accounts, additional emphasis will be on schools with <70% having accounts	Sonia England, parent facilitators	IC reports of parent usage collected and compared to previous year each quarter	August 2018-May 2019	Title I, Student Services
Parents, students	Host Resource Fairs or other similar events and encourage parents to set up IC account	Dr. Aronica Gloster, Gardenia Wright, social workers	Log of events which include the number of parents in attendance	August 2018-May 2019	Student Services
Parents, students	Encourage and assist parents to set up an IC account during/following RtI meetings, parent conferences, etc.	Dr. Gina Hudson, school psychologists	Log of the number of parents encouraged to set up IC accounts	August 2018-May 2019	Student Services

2018-2019 Department Improvement Plan

Goal Area (Aligned to RCSS Strategy Map):   High Academic Achievement and Success

Performance Objective (Aligned to RCSS Strategy Map):   Increase student performance at or above grade level

Initiative for Identified Schools: The Department of Student Services will provide ongoing support for schools identified on the CSI, TSI, and CSI-Promise lists.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
CSI	Provide a monthly RtI training to RtI Building Facilitators/Team on topics of particular need according to the CSI schools' 90-day plans (ex. data teams, instructional grouping, tier movement, intervention selection, data analysis, monitoring)	Gina Hudson, Allison Campbell, Kourtney Bell	Sign in sheets & presentation material; school based evidence of redelivery and action.	Feb 15 2019 PL in-person; March 13 2019 web-based; April & May 2019 dates TBD	None
CSI	Support CSI school's Attendance Review Team (ART) by following up on students with 10+ unexcused absences (ex. Sending letters, attending CHINS court hearings, etc.) and a DART team member(s) will attend at least 1 of the ART team meetings at these schools to provide support.	Aronica Gloster, Gardenia Wright, Tiarra Kemp & LaShaun Coronel	Monthly attendance reports (attendance rates, # students with 10 day letters, & # students going to court)	February - June 2019	None
CSI, TSI, Promise	Increase opportunities for academic advisement and support for USHA designated "At Risk" students and students who are failing courses through the services of school counselors.	School Counselors	Student Data Spreadsheets	November 2018-May 2019	None

Department Improvement Professional Learning Plan

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Implementation of Professional Learning	Evidence/Data of Impact
1	Support Services will hold monthly PL to increase their knowledge of topics related to mental health, behavior, student achievement and learning, which can have an impact on school climate	Monthly during 2018-2019 school year (likely on first and/or third Monday afternoons)	$0.00	Dr. Gina Hudson	Sign in sheets, agendas	Improved School Climate Star Ratings
1	Social Workers will hold monthly PL to increase their knowledge of topics related to attendance, mental health, behavior, and student achievement, which can have a direct impact on school climate	Monthly during 2018-2019 school year	$0.00	Gardenia Wright	Sign in sheets, agendas	Improved School Climate Star Ratings
1	Ongoing PL (e.g., PBIS classroom training, Tier 2 readiness training, etc.) to increase and support awareness related to school culture and climate	Various times between October 2018 and May 2019	$0.00	Kourtney Bell	Sign in sheets, agendas	Improved School Climate Star Ratings
1	Monthly PL Sessions for counselors to include topics of	August 2018-May 2019	$0	Student Services Leadership Team (Hillman, Sanderson,	Sign in sheets, agendas	Counselors are able to describe the benefits and

	academic advisement of "at risk" students, TAA, Social Emotional Learning, Peer Mediation, and Suicide Prevention			Hudson, Johann, and Gloster)		effectiveness towards student achievement and student improvement
1	Mental Health Awareness Training (MHAT) sessions (supported by RESA) for Student Services District Team Members, Social Workers, and School Psychologists Topics: Suicide Prevention and Crisis Intervention, and Counselors. Topics: Mental Health Awareness, Suicide Prevention, Crisis Intervention and SEL	September 2018-May 2019	$0	Student Services Leadership Team (Hillman, Sanderson, Hudson, Johann, and Gloster)	Registration Confirmations	Student services staff will display improved knowledge and skills in eh areas of training

Department Improvement Monitoring Plan

Supporting Initiative #	Action Step from DIP	Specific Timeline for Implementation from DIP	Completed? Y/N	Date Completed	Evidence/Data Collected
1	Implement small groups at targeted schools for the purpose of addressing anger management and life skills	October 2018- May 2019	No		Logs of dates and schools for group sessions
1	Identify and train newly identified PBIS schools, support existing PBIS schools	September 2018- May 2019	No		Logs of dates and schools trained, SWISS data
1	Provide training and/or information to teachers and students about health and wellness topics as needed	August 2018- May 2019	No		Log sheets to document any specific trainings
1	Conduct parent workshops on the topic of attendance	September 2018 - May 2019	No		Log sheets to document parent trainings
1	Conduct one on one conferences with each principal of every 1-2 star climate rating school from 2017-2018	October 2018- January 2019	Yes	December 2018	Tracking sheet and/or signature page from each principal
2	Hold IC "Blitz" at available events to register parent on IC, obtain a list of schools that includes the percentage of students having parent/s with IC accounts, additional emphasis (e.g., trainings, parent contact, etc.) will be placed on schools with <70% having accounts	September 2018- May 2019	No		IC reports of parent usage collected and compared to previous year each quarter
1	Counselors and students will effectively use Conflict Resolution skills to include Peer Mediation skills	January 2019- May 2019	Not at This Time		Surveys

1	Counselors will provide academic advisement of "at risk" students, support TAA implementation, support Social Emotional Learning, support Peer Mediation, and Suicide Prevention in schools	August 2018-May 2019	Not at This Time		Surveys