

**Capacity to Support Schools in
their Implementation of the
Academic Pathway**



Meeting the Challenges: A Focus on Building Capacity

Success requires that Clayton County develop new capacity at the classroom, school, and district levels to ensure that all students are provided **superior instructional programs and supportive school environments** that will allow them to meet standards and develop high aspirations. The central administration's role is to provide strong leadership, an infrastructure of support, and strong systems of accountability.

The Superintendent has led the charge in building capacity with strategic distribution of resources to target instruction and increase the instructional capacity of the schools and teachers in the classrooms.

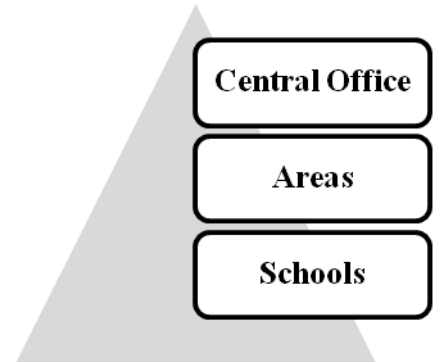
For SY2011-2012, each Area Team has received additional support for implementing instructional programs, the goals of this academic plan, and in pursuing the development of quality instructional programs and supportive school environments.

Each area/cluster is led by an Area Superintendent who will be in charge of a comprehensive support team that includes instructional support personnel (comprised of a group of highly qualified instructional leaders with content and data expertise in reading, mathematics, science and social studies and special education compliance and instruction) and support for students' socio-emotional and physical needs (Behavior Specialist, Psychologists, Social Workers, Counselors, Health Care Providers).

The organization will emphasize use of formative and summative data for continuous monitoring of instruction; assistance in implementing the goals and strategies outlined in the Academic Plan for district initiatives and non-negotiable expectations; support for building professional learning at the school level; analyzing student data and monitoring of School Improvement Plans and short term action plans.

Area Teams will conduct regular instructional walk-throughs and will meet regularly with leadership teams to evaluate progress on goals. The instructional teams are intended to increase both support and accountability for instructional improvement.

The Area Superintendents in each area will be responsible for monitoring and evaluating principals and submitting ongoing reports on schools to the Chief Academic Officer and Superintendent of CCPS.



Instructional Timeframe

Elementary School (SAMPLE)

7:45 - 7:50 AM	Announcements	5
7:55 - 9:55 AM	ELA/Reading	120
9:55 - 11:35 AM	Math	100
11:35 - 12:05 PM	Lunch	30
12:05 - 12:45 PM	Specials	40
12:45 - 1:25 PM	Science	40
1:25 - 2:05 PM	Social Studies	40
2:05 - 2:10 PM	Dismissal	10

Specials, Science, Social Studies, Math and Language Arts/Reading are to be taught daily for the above specified times.

Middle School

All classes will be taught in 75 minute blocks. Each subject is to be taught daily: Language Arts/Reading; Mathematics; Science; and Social Studies. The choice for alternating days for connections remains the decision of the local school.

High School

Hybrid Schedule

Capacity to Support Schools

Central Office	Content	Math; Science; Social Studies; ELA; Health; PE; World Languages
	Services	ESOL; Special Education; Gifted; Student Services
	Programs	Special Projects; Federal Programs; Professional Learning; Fine Arts; CTAE

Areas	Facilitators	Implementation Specialist; Math, Science, Social Studies; ELA; Data Analyst ; Teacher Development Specialists
	Services	Special Education; Behavior Specialist; Supervising Health Care Professionals

Schools	Site Personnel	Principal; Staff; Counselors; Health Care Technicians; Security Resource Officers
	Stakeholders	Families; Students; Community

Central Office	Content	Math; Science; Social Studies; ELA; Health; PE; World Languages
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Roles and Responsibilities Central Office

<ul style="list-style-type: none"> Support instruction (i.e., onsite monitoring, data analysis, modeling, professional development) 	<ul style="list-style-type: none"> Create and/or revise the written curriculum based on Standards and leading and lagging data 	<ul style="list-style-type: none"> Map the scope and sequence aligned with the state
<ul style="list-style-type: none"> Recommend curriculum support resources (software, multi-media resources) to compliment instruction 	<ul style="list-style-type: none"> Facilitate textbook adoptions 	<ul style="list-style-type: none"> Develop district formative assessments
<ul style="list-style-type: none"> Develop and implement progress monitoring tools and participate on CCPS Strategic Audit Teams 	<ul style="list-style-type: none"> Deliver and/or facilitate delivery of professional development for state (for example Common Core State Standards; Race To The Top) and district priorities (Math, Literacy Across the Curriculum, Integrated Technology) 	<ul style="list-style-type: none"> Develop and implement strategies and tools to assist with curriculum implementation and delivery of instruction
<ul style="list-style-type: none"> Evaluate programs 		

Areas	Facilitators	Implementation Specialist; Math, Science, Social Studies; ELA; Data Analyst ; Teacher Development Specialists
	Services	Special Education; Behavior Specialist; Supervising Health Care Professionals

Roles and Responsibilities
Area 1
Area 2

<ul style="list-style-type: none"> ▪ Support instruction (i.e., onsite monitoring, data analysis, modeling) 	<ul style="list-style-type: none"> ▪ Conduct onsite professional development as needed to strengthen content and/or pedagogy/instructional delivery 	<ul style="list-style-type: none"> ▪ Recommend professional development based on observations and collaboration with teachers
<ul style="list-style-type: none"> ▪ Monitor instruction in schools assigned to their areas 	<ul style="list-style-type: none"> ▪ Model pedagogy 	<ul style="list-style-type: none"> ▪ Facilitate the use data to drive work in schools (collect, disaggregate, analyze, and ensure teachers are planning with it using CHARTING MY JOURNEY Process
<ul style="list-style-type: none"> ▪ Facilitate short term action plans written by principals and staff 	<ul style="list-style-type: none"> ▪ Report results on formative assessments 	<ul style="list-style-type: none"> ▪ Communicate professional development needs to schools and to coordinators accordingly based on observations, eWalk data, fidelity of implementation of curriculum and nonnegotiable expectations and deliverables

Schools	Site Personnel	Principal; Staff, Counselors; Health Care Technicians; Security Resource Officers
	Stakeholders	Families; Students; Community

Roles and Responsibilities Schools

<ul style="list-style-type: none"> ▪ Select strategies from the District approved list, as appropriate and aligned with site-based needs driven by the School Improvement Plan and ongoing collection 	<ul style="list-style-type: none"> ▪ Conduct root cause analysis of data (student achievement, staff, perception etc.) 	<ul style="list-style-type: none"> ▪ Provide targeted professional development aligned with results
<ul style="list-style-type: none"> ▪ Adhere to the non-negotiable practices (FOUR BLOCK MODEL and Instructional Priorities: Literacy Across Curriculum, Critical Thinking, and Integrated Technology) 	<ul style="list-style-type: none"> ▪ Begin Safety Net interventions the first month of school (e.g., flexible grouping in class and between or among classes - walk to learn; before, after or Saturday school; connections class intervention; support classes; tutoring; itinerate support) 	<ul style="list-style-type: none"> ▪ Ensure fidelity of implementation through routine, periodic observation and discussions with staff
<ul style="list-style-type: none"> ▪ Provide information to parents regarding ongoing student progress 	<ul style="list-style-type: none"> ▪ Determine whether classroom performance warrants intervention (i.e., entire class performance is considerably lower than other classes in the same grade level) 	<ul style="list-style-type: none"> ▪ Evaluate and assign a (PDP) professional development plan accordingly