

Paulding County School District Quality Assurance Process

Paulding County School District recognizes the importance of implementing a quality assurance process to monitor and document improvement throughout our district. Our processes are driven by our mission and vision as well as a strong commitment to a consistent improvement planning process at all levels. The following are the major components of our improvement process:

Mission, Vision, and Beliefs:

The PCSD Mission and Vision are consistently used in communication at the district and school level to communicate a commitment to strong instructional practices, high levels of student engagement and depth of knowledge and understanding.

Leadership ensures the Mission and Vision guide the work of the system and its schools through the alignment of the District Strategic Plan, District Academic Improvement Plan, and the local School Improvement Plans.

We have established and built an understanding of our Mission, Vision, and Belief statements by revisiting, reviewing, and gathering feedback from the District Leadership Team, District SACS committees, administrators, Board of Education members and stakeholders.

Improvement Planning Process for District and School Improvement Plans:

PCSD maintains a comprehensive improvement planning process at all levels. This consistent and pervasive approach to improvement ensures alignment and a common understanding of expectations district wide. The essential steps within our Plan-Do-Check-Act Model of improvement include:

- Collect all relevant data.
- Analyze data to prioritize needs.
- Determine potential root causes.
- Establish SMART Goals.
- Identify actions, strategies and interventions.
- Determine artifacts and evidence.
- Articulate plan through the Improvement Plan template.
- Implement the Improvement Plan.
- Monitor the implementation of the Improvement Plan through artifacts and evidence.

Data Analysis and Needs Assessments:

District level and school level student achievement data, survey results, demographic data and other formative and summative data are reviewed through Data Retreats with district office staff and school principals. This process ensures that all have an understanding of where we

currently stand as a district in regards to academic strengths as weaknesses, as well as at each local school.

Data Retreat Training is provided to the District Leadership Team, all principals and to the Exceptional Student Educational Program (ESEP) and Curriculum Departments. This training provides an analysis of district level achievement data, models how to disaggregate data and make sound predictions, observations and inferences, demonstrates the use of protocols (Data Driven Dialogue) to provide subsequent data retreats at the school level, and shows how to utilize data to develop an effective school improvement plan.

The Data Retreats have also provided the support and information to target professional learning and resource needs at the district level. The professional learning and support provided to schools is communicated and implemented through the District Academic Improvement Plan and the Professional Learning Plan.

District and school level staffs have access to current and comprehensive student achievement data through Thinkgate and the Georgia Student Longitudinal Data System (SLDS). Both of these valuable tools provide all staff members access to district, school, and student achievement data, as well as the ability to disaggregate the data to meet the needs of each school and classroom.

Additional types of data are collected throughout the school year, including District Benchmark Assessments, District 9 Week Checkpoints, District Unit Tests, District Level Focus Walks, Content Area Focus Walks and stakeholder surveys. Feedback is also sought from teacher leader groups and stakeholder meetings. This provides us with the formative data we need to assess and monitor our plans throughout the school year.

Strategic Plan (5 Year Plan)

PCSD utilizes our Strategic Plan to communicate goals, action steps, and initiatives, as well as document and monitor our progress through performance indicators. The Strategic Plan enables us to translate our strategies into a measurement system that clearly communicates the targets we need to reach to achieve success. It focuses on our district priorities to allow staff to align initiatives, strategies, finances, and resources to accomplish our goals. Each Strategic Plan goal consists of SMART goals, action steps, timelines, funding sources, persons responsible, and possible evidence. This plan serves as the foundation for all other plans within our school district. To ensure accountability and consistent implementation, all departments develop their own Department Improvement Plan that is directly aligned to the Strategic Plan. They are monitored by members of the District Leadership Team and evaluated annually.

The Strategic Plan is reviewed and revised by the following groups:

- District Leadership Team – Superintendent and Department Chairs

- Curriculum Department
- Operations Department
- ESEP Department
- Technology Department
- Finance Department
- Human Resources Department
- CTAE/Assessment/Counseling Department
- School Nutrition Department
- Maintenance and Facilities Department
- Focus Groups:
 - SACS Standards Chairs
 - Board of Education Members
 - Principals from all Elementary, Middle and High Schools
 - Instructional Design Team – Teacher Leader Representatives
 - Parents and Community Members

Our specific timeline and process for this year’s revision included:

January 28, 2013

- Leadership Team Meeting is held to discuss process and next steps for District-level Departments
 - Provision of Current Strategic Plan
 - Provision of guiding questions for Strategic Plan review
 - Review of revision process and protocol for District staff

February 4, 2013

- Stakeholder’s Meeting: Strategic Plan Information and Review/Revision Process

February – April, 2013

- “Work” is done at the district level within departments led by Leadership Team Members
 - Revisiting Mission, Vision, and Beliefs
 - Ensuring alignment of department with Mission, Vision, and Beliefs
 - Collecting and analyzing current and historical data that prioritizes the needs of the department in relation to the District Goals
 - Reviewing District SMART Goals based on analysis of results
 - Reviewing 2006-2013 district level data with teams.
 - Reviewing Strategic Plan for strategies to address goal solutions.
 - Adding and aligning department strategies to District focus/priorities.
 - Identifying performance indicators for goals and strategies
 - Developing action steps for implementing strategies
 - Providing all revisions and feedback to Leadership Team for review

April/May, 2013

- Revised plan is reviewed by Leadership Team for draft approval. – April 22, 2013
- Focus Group Review and Feedback Sessions:
 - SACS Standards Chairs Meeting – April 19, 2013
 - School Principals Meetings– May 2-3, 2013
 - Board of Education Members Retreat – May 3, 2013
 - Stakeholders Meeting – May 6, 2013
 - Instructional Design Team Meeting – May 13, 2013
- Revisions are made to Strategic Plan based on feedback from Focus Groups. - May 14 – 17, 2013.
- Final revisions are approved by Leadership Team. – May 20, 2013
- Strategic Plan is presented at the Board of Education Meeting – May 28, 2013

June/July, 2013

- Communication of plan is made to all schools and stakeholders through Administrative Meetings, Stakeholders Meetings and District Website

The annual review process consists of:

- Data Analysis through Thinkgate, SLDS, Department Level data, and Data Notebooks with district level longitudinal data
- Use of the Balanced Scorecard to determine trend data and progress
- Ensuring alignment of departments with District Mission, Vision, and Beliefs
- Analyzing data that prioritizes the needs of the department in relation to the district goals
- Reviewing District SMART Goals based on analysis of results from historical data trends and current district performance.
- Reviewing the Strategic Plan for strategies to address goal solutions
- Analyzing performance indicators for goals and strategies
- Reviewing/revising action steps for implementing strategies

The Strategic Plan is monitored by district office staff through the implementation of our District Balanced Scorecard and District Department Improvement Plans and through regular reviews of student assessment data, focus walks and performance indicators. A parent portal is currently being developed through Thinkgate to provide parents access to the District Balanced Scorecard. Updates on the Strategic Plan and our progress are also provided at District Stakeholder Meetings.

Annual District Academic Improvement Plan

In addition to our five-year Strategic Plan, we recognize the importance of an annual plan for increasing student achievement through district support of our local schools. The objectives of the District Academic Improvement Plan are to provide an annual comprehensive analysis of district needs assessment data, to collaborate with a focus directly on student achievement goals, and to provide support and resources to local schools through district goals and priorities. The groups involved in the development of this plan include the District Leadership Team, the Curriculum Department, the ESEP Department and school principals.

Our specific timeline and process for this year's revision included:

- Data Retreat and District Improvement Process Work Session was provided to Curriculum and Instruction Department by Director of Assessment and Director of Title I – March 29, 2013
- Data Retreat and District Improvement Process Work Session was provided to ESEP Department and all school Principals by Director of Assessment and Director of Title I – April 25, 2013
- “Work” is done at the district level within departments led by Department Chairs – April – May 2013
 - Revisiting Mission, Vision, and Beliefs
 - Ensuring alignment of action steps with Mission, Vision, and Beliefs
 - Collecting and analyzing current and historical data that prioritizes the needs of the department in relation to the District Academic Improvement Plan Goals
 - Reviewing District SMART Goals based on data analysis results
 - Reviewing feedback and data analysis results from school principals
 - Reviewing and revising Action Plan with strategies to address goal solutions.
 - Developing action steps for implementing strategies
 - Providing all revisions and feedback to Leadership Team for Review
- Revised plan is reviewed by Leadership Team for draft approval. – May 20, 2013
- Final Revisions are approved by Leadership Team. – June 3, 2013
- Communication is made to all schools and stakeholders through Administrative Meetings, Stakeholders Meetings and District Website - July – September, 2013

The annual review process consists of:

- Data Retreat with current and historical data
- Data analysis through Thinkgate, Balanced Scorecard, and Data Notebooks
- Ensuring alignment of departments with district Mission, Vision, and Beliefs
- Analyzing data that prioritizes the needs of the department in relation to the district goals and priorities

- Reviewing district SMART Goals based on analysis results from historical data trends and current district performance
- Reviewing the District Academic Improvement Plan for strategies to address goal solutions
- Reviewing/revising action steps for implementing strategies

School Improvement Plans

The school improvement process is essential to student success and provides the pathway to ensure that all students are achieving at high levels. Clear measurable goals, effective teaching strategies, and a regular analysis of student performance data create the foundation for positive improvement results. This is our goal as we work to develop effective school improvement plans throughout our district that are aligned and supported within the Strategic Plan and annual District Academic Improvement Plan. The school improvement process includes district and school staff as well as local school stakeholders.

Our specific timeline and process for this year's revision included:

District Spring and Summer Data Retreats and School Improvement Sessions:

- Data Retreat and School Improvement Planning Process Work Session was provided to all school Principals by Director of Assessment and Director of Title I– April 25, 2013
- Data Retreat and School Improvement Planning Work Session was provided to all school Principals and Leadership Teams by Director of Assessment and Director of Title I – June 11 & 12

Local School Data Review/Retreats and School Improvement Planning Sessions:

- “Work” is done at the school level led by Principal and Leadership Team –April 2013 – August 2013
 - Revisiting Mission, Vision, and Beliefs
 - Ensuring alignment of action steps with Mission, Vision, and Beliefs
 - Collecting and analyzing current and historical data that prioritizes the needs of the department in relation to the District Academic Improvement Plan Goals
 - Reviewing SMART Goals based on analysis of results
 - Reviewing and revising action plan with strategies to address goal solutions.
 - Developing action steps for implementing strategies

District Level Feedback and Support:

- School Improvement Planning Support Session provided to school principals by Director of Title I – July 10, 2013
- Individual support for SIPs is provided by Director of Title I as needed throughout the process. April – August 2013
- School Improvement Plan is reviewed and written feedback is provided during all stages of the development process by Director of Title I. Reviews help to ensure alignment and consistent use of best practices. July – August 2013

- Final Revisions approved by school Leadership Team and staff. – August, 2013
- Communication to all schools and stakeholders through Thinkgate, Parent Meetings, School Websites – August, 2013

The annual review process consists of:

- Data Retreat with current and historical data at district and school level.
- Data analysis through Thinkgate, SLDS, and other data sources
- Ensuring alignment of goals with District Mission, Vision, and Beliefs
- Analyzing data that prioritizes the needs of the school in relation to the School and District Goals
- Reviewing SMART Goals based on analysis results from historical data trends and current district performance.
- Reviewing School Improvement Plan for strategies to address goal solutions
- Reviewing/revising action steps for implementing strategies.

Local School Flexibility:

Schools have flexibility in determining their improvement goals as they are based on school achievement data and the professional learning needs of their staff. District level assessments are provided to schools for formative and summative purposes. District level assessments were developed by curriculum staff and teachers from all levels (elementary, middle and high.) Schools and district staff utilize these assessments to measure student progress and achievement. Schools also have the flexibility to choose or develop additional assessments to meet the needs of their students.

Improvement initiatives that are district-wide focus on all schools and are supported by district level professional learning and collaborative involvement. Schools also have the flexibility to select other improvement initiatives to best serve their students.

Monitoring and Implementation of the School Improvement Plan

School Improvement Plans (SIP) are reviewed and monitored at the District level through regularly scheduled review meetings and annual Focus Walks. Schools involve parents in the development of the School Improvement Plans and communicate the plan to all stakeholders throughout the school year. School improvement planning is conducted via a process established and monitored by district personnel. This ensures all plans are completed, implemented, and communicated in a timely manner.

Local school administrators monitor the implementation of the SIP through classroom visits, and each school regularly reviews student progress using formative and summative data. Plans and data are posted on the website for stakeholders to view. Student assessment data is also sent home to parents with interpretation guides and opportunities to discuss results with school staff

Stakeholder Involvement in the Continuous Improvement Process:

Parent and community involvement is an essential component to the continuous improvement process. In an effort to provide meaningful opportunities to involve and seek feedback from our parents, we have strategies in place to build a cohesive and effective partnership with all stakeholders to support academic achievement.

District stakeholder meetings are conducted a minimum of four times per year to review district plans and initiatives, and seek input from parents and community. The District Leadership Team utilizes small group teams and protocols to actively involve stakeholders in this process, and seek feedback on the following:

- Mission, Vision and Beliefs
- Strategic Plan
- District Balanced Scorecard
- District Academic Improvement Plan
- CLIP – Consolidated LEA Implementation Plan
- Parent Engagement and Involvement Supports and Barriers

Our local schools also have many avenues to involve their parents in the development of their School Improvement plans. Some of these include:

Local School Councils

- SIP Review and Feedback

Parent Involvement Meetings

- SIP Review and Feedback from Parent Committees
- Parent Involvement Plans at Title I Schools
- PTA /PTSA

Other strategies incorporated to ensure quality assurance include the following:

- Administrator meetings are held monthly to provide all school principals and district level administrators the opportunity to collaborate, receive professional learning and receive essential information.
- Administrator “Break-Out Meetings” are provided monthly to allow principals to discuss issues and concerns, receive information and to provide time for collaboration that are specific to their school level (elementary, middle and high).
- District level administrators and coordinators encourage collaboration and professional dialogue related to improving student achievement through grade/department level meetings, Instructional Design Team (Teacher Leaders), Title I ILT meetings, and other various groups.
- Focus Walks are conducted annually by District Leadership, Curriculum Coordinators and administrators to all schools focusing on student engagement, best practices, and depth of knowledge and understanding.

- Content Focus Walks are conducted by Curriculum Coordinators and Middle and High School Principals.
- District leaders plan for and monitor the use of resources and funds spent on indirect and direct support of student learning.
- Consistent use of the Plan-Do-Check-Act model of continuous improvement.
- District Improvement Plans and School Improvement Plans are posted on district and school websites for stakeholder access.