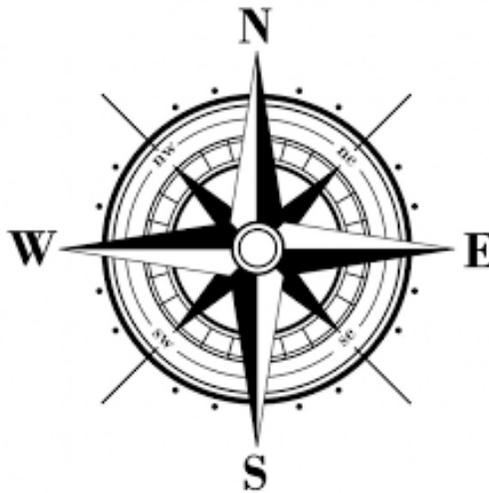# DAS-REMI

**District Accountability System**
*Reporting, Evaluating, and Monitoring Instrument*
*Return to Learn*
*Navigation Plan*

# INTRODUCTION

The Savannah-Chatham County Board of Education is pleased to present the SY 2021 Return to Learn Navigation Plan to Administrators, Teachers, Support Staff, and the Community. This document provides the framework for the school system's tactical navigation plan and approach to working under the COVID-19 pandemic. This one-year plan documents the specific objectives and strategies that will guide the district in its instructional and operational efforts in redesigning schools and services to support equitable, effective teaching and learning regardless of the delivery method used to continue student growth and achievement during the spread of the COVID-19 pandemic.

In March of 2020, the onset of the COVID-19 pandemic dictated the closure of school buildings in Savannah-Chatham County, Georgia, and across the nation. Due to the extraordinary circumstances arising from the pandemic, State Superintendent Richard Woods worked with the State Board of Education, Governor Brian Kemp, and the U.S. Department of Education to implement an extensive set of local, state, and federal waivers designed to provide Georgia school districts maximum flexibility in order to focus more on student and staff health, safety, and well-being for the remainder of the 2019-20 school year.

Due to the continuation of the COVID-19 pandemic into school year 2020-21, the administration has maintained its priority and focus on student and staff health, safety, and well-being.

The Return to Learn Navigation Plan incorporates the Mission and Vision statements, Guiding Principles, adopted Vision for Public Education in Georgia statements, School Board Governance and Leadership Priorities, and Strategic Goals as approved by the Board of Education for the City of Savannah and the County of Chatham. This instrument provides transparent quantitative and qualitative information for assessing what the district will accomplish in academic and non-academic areas. Key Performance Outcomes have been included, which reflect assessment and other key measures that are components of the statewide accountability system. However, guidance from the Georgia Department of Education regarding the implementation of these measures for the 2020-21 school year remains pending. In addition, local accountability initiatives and measures may be impacted by the COVID-19 pandemic with sudden disruptions to the teaching and learning environment and/or support services. There are many unknowns that remain as we move forward into school year 2021; however, by working together, we can address each obstacle and barrier to ensure all students Return to Learn in a stable yet flexible educational environment. The information gathered and reported will highlight district success and seek to identify areas where improvements can be made.

# Savannah-Chatham County Public School System

# TABLE OF CONTENTS

# Savannah-Chatham County Public School System

| JANUARY 2021 | FEBRUARY 2021 | MARCH 2021 | APRIL 2021 | MAY 2021 | JUNE 2021 |
|---|---|---|---|---|---|
| **Budget Process (IB)**<br>Student Learning Loss Report (SN)<br>Attendance Report (DR)<br>Extracurricular Activities and Athletics Report (SN) | **Stewardship of HR (IB)**<br>**4YR Cohort Grad (RB)**<br>CARES Act Report (SN)<br>Attendance Report (DR) | **Budget Process (IB)**<br>**ESPLOST (RB)** | **Extended Learning Opportunities (RB)**<br>MAP Student Growth Report (SN) | **Budget Process (IB)**<br>Stakeholder Engagement Report (SN) | **Budget Process (RB)**<br>**ESPLOST (RB)**<br>Breakfast/Lunch Participation Report (DR) |

| JULY 2021 | AUGUST 2021 | SEPTEMBER 2021 | OCTOBER 2021 | NOVEMBER 2021 | DECEMBER 2021 |
|---|---|---|---|---|---|
| **Health, Safety, & Facility Usage (IB)**<br>EOPA Report (SN)<br>Extracurricular Activities and Athletics Report (SN) | **Teaching and Learning (IB)**<br>Attendance Report (SN) | **Transportation (IB)**<br>**ESPLOST (RB)**<br>Student/Staff Well-Being Report (SN)<br>Discipline Report (SN) | **GMAS EOG (RB)**<br>**GMAS EOC (RB)**<br>**Budget Process (IB)** | **PAO (IB)**<br>Competitiveness of Salaries Report (SN)<br>Budget Process (SC) | **ESPLOST (RB)**<br>**CCRPI (RB)**<br>**Choice Programs (RB)**<br>Budget Process (SC)<br>SWSS Report (SN) |

| Report Type Legend | |
|---|---|
| **RB** | Regular Board |
| **IB** | Informal Board |
| **SN** | Superintendent's Notes |
| **SC** | Superintendent's Cabinet |
| **DR** | Division Report |

**Board Policy**                                        **Descriptor Code: BA**

The Board of Education will ensure that the Savannah-Chatham County Public School System (SCCPSS) develops a strategic plan and Board accountability system to provide the governance necessary to successfully meet established objectives for each goal area.

**Mission Statement:** To ignite a passion for learning and teaching at high levels.

**Vision Statement**: From school to the world: All students prepared for productive futures.

## Strategic Goals

The Savannah-Chatham County Board of Education is committed to establishing strategic goals which support the Board's Vision and Mission Statement. These goals will be periodically reviewed and updated.

The current strategic goals are as follows:

**GOAL 1:**      To Ensure all Students are College and Career Ready.

**GOAL 2:**      To Provide a Supportive Learning Environment that is Conducive to Teaching and Learning.

**GOAL 3:**      To Maximize Family and Community Engagement that Contributes to the Advancement of Student Success.

**GOAL 4:**      To Build Professional Capacity in Order to Achieve a Premier Student-Focused Workforce

**GOAL 5:**      To Maximize Resource Stewardship and Fiscal Responsibility by Ensuring District Resources are Used Effectively, Efficiently, Economically, and Equitably.

# GUIDING PRINCIPLES

Guiding Principles are the shared values and management style of the organization. They articulate the ethical standards by which the organization makes decisions and conducts activities.

**GUIDING PRINCIPLE 1:** The school board provides guidance and support to schools by establishing high standards, setting clear goals, aligning policies, and supporting an effective system of evaluation for producing accountability and results.

**GUIDING PRINCIPLE 2:** The academic achievement of students will be at a level that will enable them, upon graduation from high school, to enter college or the work force fully prepared to be successful—without need of remediation.

**GUIDING PRINCIPLE 3**: Education is a shared responsibility between home, school, and community.

**GUIDING PRINCIPLE 4:** A safe, secure, and orderly environment is essential for teaching and learning.

**GUIDING PRINCIPLE 5:** All children can learn and achieve at high levels but may learn at different rates or through different learning styles.

**GUIDING PRINCIPLE 6:** Fiscal responsibility and accountability must be maintained at all times.

**GUIDING PRINCIPLE 7:**  Positive relationships are built through honesty and respect which enhance cooperation, safety and well-being of students, families and staff.

# A VISION FOR PUBLIC EDUCATION IN GEORGIA

The Board of Education, as part of their continuing efforts to improve education in the Savannah Chatham County Public School System, endorses the following recommendations from the *Vision for Public Education in Georgia*:

- Promote public education as the cornerstone of American democracy by  publicizing student and school successes through all available media.

- Develop a comprehensive and balanced system of assessments that is useful in  guiding the work of teachers and students.

- Ensure full technology integration into the classroom by providing access to  adequate resources, equitable infrastructure and professional learning  opportunities for teachers.

- Develop and implement an accountability system at the local school district level that is based on local district educational goals that are aligned with state educational goals and the state accountability system, and which include clearly defined measures of school district, school, and student success.

- Determine stakeholder perceptions of schools and school districts.

- Make each school and district an inviting place to be for students, parents, staff, and  the larger community.

- Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of establishing early childhood initiatives that address healthy child and family development and economic benefits to the community.

- Integrate fully a variety of technologies to support student learning and facilitate assessment.

- Develop challenging and dynamic curricula that is sufficiently flexible to meet the diverse needs of students and to support higher-order thinking.

- Examine currently adopted and proposed alternative models for the delivery of educational services for the purpose of determining their effectiveness in terms of student learning, needed resources, and feasibility for adoption/adaptation by school districts over the state.

- Develop local protocols for collaboration among school systems, other educational entities, public service agencies, business and industry and the community served in decisions related to school siting, school safety, and the co-location of community services.

- Conduct a review of teacher and leader preparation programs for the purpose of identifying and implementing effective program components and strategies designed to better prepare individuals for the teaching profession.

- Provide comprehensive recruitment, induction and retention strategies for all local school districts.

- Examine organizational structures and processes to ensure support of student learning and provide for distribution of leader responsibilities at all levels within the district.

- Get to know and be willing to truly listen to the students in our schools.

- Initiate an ongoing process at the local school district level for systematically evaluating all expenditures to enable the development and adoption of budgets that are focused on district strategies for maximizing student learning.

The full report, "A Vision for Public Education in Georgia: Equity and Excellence" can be found at http://gavisionproject.org

# School Board Governance and Leadership Priorities

The board shall adhere to all established policies regarding the roles and responsibilities of governing board members.

The board shall develop, implement, and support a communication protocol that details appropriate and inappropriate use of communications, and that it is aligned with Board Policies BH, BBD, and BBI.

The board shall develop and implement a board assessment tool/survey to be used by internal and external stakeholders to assess the collective performance of the board.

The board shall develop, implement, and evaluate a comprehensive professional development plan that encompasses both individual as well as whole group learning to support the needs identified from the self-assessment, internal, and external stakeholder feedback and other emerging topics relevant to enhance board performance and organizational effectiveness.

The board shall schedule and participate in annual board retreats that incorporate opportunities to discuss and analyze the needs assessment results from the board self-assessment and stakeholder assessment/survey. To include, comparing the Governance Team Self-Assessment results year-to-year to assess board progress.

The board shall schedule and participate in annual mini retreat-like programs that provide opportunities reflective of the needs assessment results and annual Governance Team Self-Assessment results.

The board shall participate in board professional development training that encompasses building trust and collaboration among board members.

The board shall review, sign, and file their Code of Ethics annually at a designated board session.

The board shall ensure timely reviews, updates, and revisions of board policies, providing guidance on board's operational procedures and remaining attentive to the need for additional revisions as recommended by the Superintendent.

The board shall meet with various constituent groups (such as parent organizations, student and faculty senates, school councils, and neighborhood associations) to discuss the state of schools and solicit feedback.

The board shall uphold the District's value of respect for individuals and promote and share information that the District has officially released through social media, community meetings, and events.

The board shall attend legislative, community, and agency meetings to enhance and expand collaborative relationships (such as the Chamber, SEDA, Chatham County delegation, etc.).

The board shall support district events and meet once a year with the Superintendent's Professional Senate (Teachers of the Year and the Instructional Support Professionals of the Year) for round table discussions on policies, goals, and student achievement.

## STRATEGIC GOAL 1:

# *TO ENSURE ALL STUDENTS ARE COLLEGE AND CAREER READY*

## OBJECTIVES AND REPORTS TO SUPPORT THIS GOAL

A. *To support and provide a variety of instructional delivery models that promote student engagement, learning, and growth.*

**Report:** Teaching and Learning
**Strategy:** Minimize the disruption of the teaching and learning process.
**Strategy:** Use a variety of teaching and learning models that accommodates the needs of students and parents.
**Strategy:** Solicit and use stakeholder feedback to inform planning.
**Strategy:** Make digital learning more accessible, engaging, and effective for all students, online and in-person.
**Strategy:** Provide a collection of digital instructional resources and portable technology to support teaching and learning.
**Strategy:** Strengthen online and blended teaching and learning.
**Strategy:** Provide guidance and resources to support multilingual students.

**Report:** Student Attendance and Truancy
**Strategy:** Students are to be considered in attendance when they are participating in active instruction and/or educational services.
**Strategy:** Develop clear definitions and guidance on student attendance and virtual learning.
**Strategy:** Consider the many factors that impact student attendance during the COVID-19 pandemic.
**Strategy:** Ensure students are actively engaged daily.

**Report:** Student learning loss and growth
**Strategy:** Use the NWEA MAP formative assessment tool to monitor student learning and adjust instruction to meet students' needs.

**Report:** Extended Learning Options and Opportunities
**Strategy:** Provide students and families opportunities for acceleration and/or advancement over the summer break.
**Strategy:** Offer extended learning options and opportunities throughout the day and/or weekend.

**Report:** Choice program application and enrollment numbers.
**Strategy:** Provide families flexibility on application criteria requirements.

**Ownership**: Associate Superintendents and Chief Data and Accountability Officer

B. *To increase the number of students meeting the high school graduation requirements necessary to be Enlisted, Employed, or Enrolled.*

**Report:** Student Cohort Graduation Rate
**Strategy:** Continue to engage MS students in HS courses.
**Strategy:** Continue to engage HS students in dual enrollment, AP, and IB courses.
**Strategy:** Continue to implement the SWARM process to monitor progress and status of all cohort students.
**Strategy:** Continue to advise and educate students on College Entrance Exams.
**Strategy:** Continue to provide Wednesdays for catch up and catch on for teachers and students.

**Ownership:** Associate Superintendents

**GOAL 1:** To ensure all students are college and career ready

# KEY PERFORMANCE OUTCOME, HIGH STAKES TESTING, AND STATE-WIDE ACCOUNTABILITY SYSTEM

**CCRPI, SWSS, Georgia's Milestones Assessment System, and CTAE EOPAs**
Recognizing that district administrators, teachers, support staff, and students are currently in the midst of a pandemic, all state required high-stakes testing will be administered to the extent possible while maintaining a safe and healthy environment for staff and students. This includes Georgia Milestones EOGs and EOCs, GKIDS, GAA 2.0, and CTAE EOPAs. Given the unique environment we are in, these tests will not be reliable measures for academic progress or achievement. The reports provided are considered informational and will not be comparable to historical data.

**CCRPI:** The College and Career Readiness Performance Index is a comprehensive school improvement and communication platform that serves as the overarching measure of school, district, and state performance for federal and state accountability purposes. The CCRPI index includes multiple categories and measures within the core components of Content Mastery, Progress, Readiness, Closing Gaps, and Graduation Rate. Guidance from the Georgia Department of Education is still pending on how the state-wide accountability measure will be handled for SY 2021.

**Strategic Waivers School System:** The district's Strategic Waivers School System performance contract requires an individual school to meet its targets or "beats the odds" in two of the four years (Years 1, 3, 4, or 5), or to show three years of growth (i.e., meeting the fifth year target, which will represent three years of growth from the Year 2 baseline) or "beats the odds" in the fifth year. SY2021 is the final year of the district's five-year SWSS contract. Guidance from the Georgia Department of Education on how to proceed with the accountability measures and the contract renewal requirements is still pending.

**GMAS-EOG**: The GMAS-EOG is the component of the Georgia Milestones Assessment System that is designed to measure elementary and middle grades students' competencies relative to the state performance standards within core subject areas. GMAS-EOG results will serve as a primary measure for state and federal accountability purposes, including multiple areas within the CCRPI.

**GMAS-EOC:** The GMAS-EOC is the component of the Georgia Milestones Assessment System that is designed to measure high school core course competencies relative to the state performance standards. GMAS-EOC results will serve as a primary measure for state and federal accountability purposes and multiple areas within the CCRPI. The scores currently contribute 20% to the student's final course grade; however, due to the pandemic, the weighted percentage against a student's final grade may be reduced.

**EOPAs**: The End of Pathway Assessments are rigorous assessments of technical skill attainment within CTAE students' chosen pathway and provide high school students the opportunity to earn industry-recognized credentials that are valued by potential employers. EOPA outcomes are included in the CCRPI Readiness measure.

**Reports:** CCRPI, SWSS, GMAS EOG & EOC, and CTAE EOPA

**Ownership:** Associate Superintendents and Chief Data and Accountability Officer

**KPO:** High Stakes Testing and State-wide Accountability System

## STRATEGIC GOAL 2:

# *TO PROVIDE A SUPPORTIVE LEARNING ENVIRONMENT THAT IS CONDUCIVE TO TEACHING AND LEARNING*

## OBJECTIVES AND REPORTS TO SUPPORT THIS GOAL

A. *To promote and increase intervention programs that address staff and student needs.*

**Report:** Student and staff well-being
**Strategy:** Assess well-being via state and/or locally developed surveys.
**Strategy:** Develop structures to deliver support and services that address the overall physical, mental, and emotional well-being of staff and students.
**Strategy:** Build positive conditions for learning outside and within the classroom environment.
**Strategy:** Solicit and use stakeholder feedback to inform planning.
**Strategy:** Develop protocols and procedures for responding to COVID-19 cases and facility closures.

**Report:** Student Behavior and Discipline
**Strategy:** Provide professional development on holding and maintaining a positive learning environment in an online classroom environment.

**Ownership:** Associate Superintendents and Chief Human Resources Officer

**GOAL 2:** To provide a supportive learning environment that is conducive to teaching and learning

B. *To improve facility management and programs of prevention for achieving a clean and healthy environment.*

**Report:** Health, Safety, and Facility Usage
**Strategy:** Implement enhanced cleaning & sanitation procedures within district facilities.
**Strategy:** Maintain access to adequate supplies for cleaning, sanitation, and personal protective equipment across district facilities.
**Strategy:** Implement student, staff, and visitor screening and facility access control protocols.
**Strategy:** Optimize utilization of physical space within district facilities to support in-person instructional delivery while maintaining a healthy and safe environment.

**Ownership:** Deputy Superintendent, Chief Operations Officer, Chief of Campus Police, and Associate Superintendents

**GOAL 2:** To provide a supportive learning environment that is conducive to teaching and learning

C. *To develop and deploy plans to ensure safe access to events, extracurricular activities, and athletic sports.*

**Report:** Extracurricular activities and athletics
**Strategy:** Develop and implement protocols that allow events, activities, and athletics to proceed while maintaining a health and safety environment for staff and students.
**Strategy:** Solicit and use stakeholder feedback to inform planning.

**Ownership:** Deputy Superintendent, Chief Operations Officer, Chief of Campus Police, and Associate Superintendents

**GOAL 2:** To provide a supportive learning environment that is conducive to teaching and learning

## STRATEGIC GOAL 3:

# *TO MAXIMIZE FAMILY AND COMMUNITY ENGAGEMENT THAT CONTRIBUTES TO THE ADVANCEMENT OF STUDENT SUCCESS*

## OBJECTIVE AND REPORT TO SUPPORT THIS GOAL

A. *To maintain student, parent, faculty, and community interactions that support student achievement and success.*

**Report:** Student, parent, staff, and community engagement
**Strategy:** Leverage technology and other resources to conduct a variety of events while minimizing COVID-19 exposure to participants.
**Strategy:** Leverage technology and other resources to maintain transparent and proactive communication with students, parents, staff, and the community.
**Strategy**: Redesign communication channels to continue building strong relationships with business partners, agencies, and the community.
**Strategy:** Follow CDC and state guidelines on gathering and social events.
**Strategy:** Solicit and use stakeholder feedback to inform planning.

**Ownership**:  Chief Public Affairs & Administrative Services Officer and Chief Data and Accountability Officer

**GOAL 3:** To maximize family and community engagement that contributes to the advancement of student success

# STRATEGIC GOAL 4:

# *TO BUILD PROFESSIONAL CAPACITY IN ORDER TO ACHIEVE A PREMIER, STUDENT-FOCUSED WORKFORCE*

## OBJECTIVE AND REPORTS TO SUPPORT THIS GOAL

A. *To attract and retain a stable and effective faculty and support staff workforce.*

**Report:** Competitiveness of Salaries
**Strategy:** Continue to improve the 5 Year Workforce Comprehensive Pay Plan based on the availability of funds.
**Strategy:** Replace the 5:1 experience model for hiring classified staff.

**Report:** Stewardship of Human Resources
**Strategy:** Assess areas of need and where feasible re-allocate staff.
**Strategy:** Utilize SWSS Waivers to maximize flexibility in staffing positions.
**Strategy:** Explore and implement where appropriate the use of milestone recognitions for staff employees.
**Strategy:** Explore and implement where appropriate the use of a Teacher Forgiveness Loan program to support working in high priority schools.
**Strategy:** Explore and implement where appropriate the use of supplemental pay for Middle and High School coaches and extracurricular staff.
**Strategy:** Support staff needs with "At-Work" Instructional Support Centers for their children.
**Strategy:** Provide guidance and procedures to maintain a safe and healthy work environment.
**Strategy:** Solicit and use stakeholder feedback to inform planning.

**Ownership:** Chief Human Resources Officer, Chief Data and Accountability Officer, and Associate Superintendents

**Goal 4:** To build professional capacity in order to achieve a premier, student-focused workforce

# STRATEGIC GOAL 5:

# *TO MAXIMIZE RESOURCE STEWARDSHIP AND FISCAL RESPONSIBILITY BY ENSURING DISTRICT RESOURCES ARE USED EFFECTIVELY, EFFICIENTLY, ECONOMICALLY, AND EQUITABLY (4E's)*

## OBJECTIVES AND REPORTS TO SUPPORT THIS GOAL

A. *To maintain a transparent budget process that supports "equity resourcing," provides flexibility in funding the District's Strategic Plan, and advances an innovative and futuristic learning environment.*

**Report:** FY 2022 Budget Process
**Strategy:** Utilize technology and other resources to implement a collaborative and transparent process to develop the district budget while adhering to CDC and state guidelines on group gatherings.
**Strategy:** Continue to grow and maintain a healthy fund balance.

**Report:** CARES Act Funds
**Strategy:** Leverage federal funds to support the new teaching and learning environments while maintaining the health, safety, and wellness of staff and students.

**Report:** ESPLOST III
**Strategy:** Continue to provide transparency to stakeholders on projects and initiatives.

**Report:** ESPLOST IV Strategic Planning
**Strategy:** Implement a transparent process for long-term planning of ESPLOST IV that ensures funds are used to establish innovative, futuristic, and forward-thinking teaching and learning environments.

**Ownership:** Deputy Superintendent, Chief Operations Officer, Chief Financial Officer, and Chief Data and Accountability Officer

<div style="text-align: right; writing-mode: vertical">**Goal 5:** To maximize resource stewardship and fiscal responsibility by ensuring district resources are used effectively, efficiently, economically, and equitably</div>

B. *To implement innovative strategies to transport students and provide school nutrition services.*

**Report:** Student Transportation
**Strategy:** Explore and implement where feasible cost-saving solutions to maximize efficiency and minimize risks to the health and safety of staff and students.
**Strategy:** Follow CDC and state guidelines to ensure the health and safety of staff and students.

**Report:** Student Participation in the breakfast and lunch program
**Strategy:** Utilize a variety of methods to provide student meals across all types of instructional delivery models in a manner that is efficient and safe for staff and students.
**Strategy:** Utilize a variety of communication methods to promote up-to-date information about meal delivery options and schedules.

**Ownership:** Deputy Superintendent and Chief Operations Officer

**Goal 5:** To maximize resource stewardship and fiscal responsibility by ensuring district resources are used effectively, efficiently, economically, and equitably

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