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Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Provide equitable access to academically rigorous courses and programs

PLAN
Review the goal area, performance objective, initiative(s), performance measures, and action steps that you are working on for this particular area. What have you completed? What can you celebrate?

- Compiled gifted identification data by school and region
- Completed the CTAE audit and analyzed the data
- Developed and implemented a process to add or close CTAE pathways
- Conducted professional learning sessions to share information about CTAE pathways and pathway completers
- Identified Advanced Placement (AP) teacher leaders to support new AP teachers and students
- Organized an Advanced Placement PLC that has met twice this year
- Organized district-sponsored Advanced Placement training for all high schools (OSD, Priority and Focus schools were allowed to send all AP teachers.)
- Developed plan to begin a Dual Immersion Program (Spanish) at Clifton Elementary School in Region V
- Developed biliteracy seal requirements to recognize students in 2016

DO
Describe the work of your team in achieving your performance objectives. Specifically address your initiatives and action steps.

- Continue to gather data from multiple departments to analyze by subgroups (gender, ethnicity, free and reduced lunch, EL, SWD and region) and create action plans to address gifted disproportionality, and equity across AP, IB, World Language and Advanced Sciences. Data sets have been collected, analyzed, and reported to develop the beginning indicators for identification of disproportionalities across the district. A comprehensive disproportionality review will commence.
- Develop a comprehensive disproportionality data plan for Gifted/High Achievers to supplement a previously completed gifted/high achievers audit. The development of the disproportionality plan will provide needed analysis of potential issues surrounding gifted eligibility processes across all schools in the District.
- Analyze appropriate data that helps define the existing disparities in the availability of gifted/high achievers programming at all schools, especially those in the most academically disadvantaged schools in the District.
- Develop CTAE plan to address pathway completers by school and region.
- Analyze Advanced Science data by region, school and subgroup.

CHECK
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?

- The gifted audit did not provide actionable data to provide direction for improvement, so the work has been adjusted to include data collection by school and region.
- Data has been collected and formulated into reports. The data provides a clear snapshot of the numbers and percentages of both gifted-served and gifted-eligible students in each school and in each region. More data indicators have been added to the existing metrics to help provide deeper analysis of both existing and potential disproportionality relative to the availability of gifted education programs in the District. Preliminary data analysis points to disproportionalities existent in specific regions. The collection of additional data will contribute to the ongoing analysis of persistent issues existent in this process.
- Recent GaDOE summative assessment data is being analyzed to assist with data-driven instruction.

ACT
What are the challenges or obstacles you are facing or anticipating? What needs to change and/or improve to reach your performance targets? How will these changes lead to progress?

- Develop a plan to consistently provide academic support for students while taking Advanced Placement, International Baccalaureate, Career Pathways, World Language, Fine Arts, and Advanced Science courses.
- Identify specific budgetary and staffing needs to properly implement academically rigorous courses and programs.