



Strategic Plan Update Accountability

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**Board Work Session Presentation
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Academics and Accountability



Items for Information

- Preview 2025-2026 Academics Initiatives
- Provide an Update on Academics Division Plan and Implementation
- Highlight the district value of Accountability





Facts at a Glance

91.9%

Graduation Rate

1076

Average SAT Score

309

Additional Students Tested

67

PBIS Distinguished Schools

75.5%

Students Reading At/Above
Grade Level

-549

Decrease in Discipline
Referrals

3

Title I Schools Recognized

Standard Operating Procedures



Academic SOP Categories

- Literacy
- Mathematics
- Intervention Services
- English Speakers of Other Languages (ESOL)
- Data Analysis and Action
- Magnets
- Professional Learning Communities (PLCs) – *under development*

Academic SOPs



Welcome!

The purpose of the Academic SOPs is to establish a clear, systematic process for monitoring six key academic priority areas across the district to ensure that schools demonstrate compliance and/or progress in these priority areas.

Click on the icons below to access the Academic SOPs!

 Data Analysis & Action	 ESOL	 Intervention Services
 Literacy	 Magnets	 Mathematics

FCS Walkthrough Tool



- **Goal:** Increase the consistent use of high-quality instructional practices in all FCS schools
- **Purpose:** Gather instruction data via classroom observations
- **Research Basis:** The New Teacher Project (TNTP) and [The Opportunity Myth](#)
- **Status:** Used in 15 Early Adopter Schools (ES, MS, and HS) across all zones

FCS Walkthrough Form				
High-Quality Instruction: The teacher(s) employ instructional practices that allow all students to learn the content of the lesson.				
The teacher(s) use district approved High Quality Instructional Materials (HQIM) (i.e. curriculum maps, unit plans, learning plans, adopted resources).	Not Yet	Yes		
The teacher(s) deliver accurate instruction aligned to grade level/course standards and expectations while providing appropriate scaffolds as needed.	Not Yet	Yes		
The instruction is on pace with the district curriculum map. *N/A can only be marked when the course does not have a district curriculum map.	N/A	Not Yet	Yes	
High Quality Instructional Practices: The teacher(s) employ content-specific, research-based instructional strategies.				
The teacher(s) include varied strategies to allow students to have more than one way to learn the material or access content.	Not Yet	Somewhat	Mostly	Yes
The teacher(s) leverages classroom data to implement just-in-time direct instruction strategies to support students and address student misconceptions.	Not Yet	Somewhat	Mostly	Yes
Teacher allows time for student practice.	Not Yet	Somewhat	Mostly	Yes
Assessment				
The teacher deliberately checks for understanding throughout the lesson and provides students with relevant, timely feedback.	Not Yet		Yes	
If students are participating in an assessment, what type of assessment is being administered?	N/A	Teacher-created	PLC-created	District-created
Culture of Learning: The learning environment promotes clear academic and behavioral expectations as well as positive relationships for all students.				
Classroom is clean and organized to provide a safe, orderly environment for learning.	Not Yet	Somewhat	Mostly	Yes
Students follow established routines, rules, and expectations.	Not Yet	Somewhat	Mostly	Yes
Students and teacher(s) demonstrate a joy for learning through positive relationships and culture.	Not Yet	Somewhat	Mostly	Yes
Student Ownership: All students are responsible for doing the thinking in the classroom.				
Students do the majority of the cognitive lift.	Not Yet	Somewhat	Mostly	Yes
Students reason, make meaning of texts, and/or problem solve.	Not Yet	Somewhat	Mostly	Yes
Students talk & ask questions about each other's thinking to improve their understanding.	Not Yet	Somewhat	Mostly	Yes

Curriculum



New K-12 ELA Standards

- Curriculum Maps
- Unit Plans
- Unit Assessments
- Literacy Look for Tools
- District Writing Assessment Plan
- Professional Development

Grade 6 ELA Curriculum Map						
FCS 2025-2026 Year-at-a-Glance	Unit 1 Theme: Animal Allies (Textbook Unit 2) 39 Days (August 4-September 26)		Unit 2 Theme: Exploration (Textbook Unit 5) 34 Days (September 29-November 21)		Unit 3 Theme: Imagination (Textbook Unit 4) 33 Days (December 1-January 30)	
	Texts		Texts		Texts	
	Interpreting	Constructing	Interpreting	Constructing	Interpreting	Constructing
Big Idea						
Context	6.T.C.1.a 6.T.C.1.b 6.T.C.2.b 6.T.C.2.c	6.T.C.2.d	6.T.C.1.a 6.T.C.2.a	6.T.C.1.c	6.T.C.2.b 6.T.C.2.c	6.T.C.1.c
Structure and Style		6.T.SS.1.c 6.T.SS.1.d	6.T.SS.1.a 6.T.SS.2.a	6.T.SS.1.c 6.T.SS.1.d 6.T.SS.2.b 6.T.SS.2.c	6.T.SS.2.a	6.T.SS.1.c 6.T.SS.1.d 6.T.SS.2.b 6.T.SS.2.c
Techniques	6.T.T.1.b 6.T.T.1.d 6.T.T.2.a 6.T.T.3.a	6.T.T.1.e 6.T.T.2.d 6.T.T.3.c	6.T.T.1.a 6.T.T.1.c 6.T.T.2.a 6.T.T.2.b 6.T.T.3.a	6.T.T.1.e 6.T.T.2.d 6.T.T.3.c	6.T.T.1.a 6.T.T.1.b 6.T.T.2.a 6.T.T.3.a 6.T.T.4.a	6.T.T.1.e 6.T.T.2.d 6.T.T.3.c 6.T.T.4.b
Research and Analysis	6.T.RA.2.a	6.T.RA.1.c	6.T.RA.1.a 6.T.RA.1.b 6.T.RA.1.c 6.T.RA.2.a 6.T.RA.2.b	6.T.RA.1.c	6.T.RA.2.a	6.T.RA.1.c 6.T.RA.2.c
Periods and Movements	6.T.PM.1.a 6.T.PM.1.b					
Domain	Language		Language		Language	
Big Idea	Interpreting	Constructing	Interpreting	Constructing	Interpreting	Constructing
Grammar and Conventions	K-12.L.GC.1.32 K-12.L.GC.1.33 K-12.L.GC.1.35 K-12.L.GC.1.38 K-12.L.GC.1.41 K-12.L.GC.1.42 K-12.L.GC.1.53 K-12.L.GC.1.54		K-12.L.GC.1.27 K-12.L.GC.1.28 K-12.L.GC.1.29 K-12.L.GC.1.37 K-12.L.GC.1.43 K-12.L.GC.1.45 K-12.L.GC.1.53 K-12.L.GC.1.54		K-12.L.GC.1.30 K-12.L.GC.1.31 K-12.L.GC.1.44 K-12.L.GC.1.46 K-12.L.GC.1.52 K-12.L.GC.1.53 K-12.L.GC.1.54	
	6.L.GC.2.a		6.L.GC.2.a	6.L.GC.2.c	6.L.GC.2.a	6.L.GC.2.b 6.L.GC.2.c

Expectations that are repeated in all five units are notated in blue.
Italicized expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Career Technical and Agricultural Education



Pathways

4,339
Completed

End of Pathway Assessments

3,776
Completed

77% Pass Rate

Career & Technical Student Organization

8,000+
Members

71 National Top
Ten Finishers

Work Based Learning

1,663 Students

12% Increase

Graduation Rate for CTAE Completers

98.3%

Instructional Technology and Artificial Intelligence



Capacity Building and Tools

- SchoolAI: Safe, K–12 focused AI platform
- Leadership development in AI literacy & SchoolAI
- Learning & Teaching staff training (11 sessions in 24/25)
- Two school-based facilitators per school to be trained Fall 2025
- Fundamentals of AI course required for all K–12 teachers and leaders (4,084 completed | 3,069 in progress)

Student Guidance and Policy

- Secondary syllabus statement on responsible AI use
- High school leaders creating school-wide AI frameworks
- New 6th grade CTAE Engage AI unit



Multi-Tiered Systems of Supports



Oversight Practices

- Examines EIP/REP audits, schedules, allocations
- Ensures all student needs are met and increase FTE

MTSS Framework

- Used by every school
- Reflects real-time data
- Creates customizable reports

Fidelity Rubric

- Ensures all students are receiving interventions
- Ensures fidelity of delivery

Support Sphere Dashboard

- Outlines tasks and dues dates
- Allows school and district leaders to monitor fidelity of implementation

MTSS/504 Specialist Monthly Task List	
August	FULTON COUNTY SCHOOLS INTERVENTION SERVICES FEDERAL PROGRAMS Fulton County Schools MTSS: ☐ Facilitate initial MTSS meeting with team and <u>upload minutes</u> ☐ Establish norms and roles/ responsibilities of each team member and <u>upload</u> ☐ Set meeting schedule for the year and <u>upload</u> ☐ Develop processes and protocols for intervention documentation ☐ Review risk reports and identify new students for interventions and EIP/ REP ☐ Deliver MTSS overview to faculty and staff ☐ Review list of students in SST (Tier III) and communicate with teacher ☐ Schedule initial SST meetings ☐ Create this year's intervention plans in Infinite Campus ☐ Ensure progress monitoring schedules are created ☐ Plan for September's task list Section 504: ☐ Calendar Eligibility/Annuals/Re-evaluations Meetings for September-1st semester ☐ Train staff using 504 power point, 504 Staff Dashboard, Share/Acknowledge Plans & Share User Guides ☐ Ensure sign/acknowledge plans and create deadlines for completion

School Counseling



Lower Counselor to Student Ratios

Allows progress towards target of 80% of counselor time delivering direct and indirect services to students

ASCA Aligned Framework

Provides counseling services across academic, personal/social, and college/career domains

Counsel Track Dashboard

Outlines tasks and due dates so school and district administrators can monitor fidelity of implementation



A minimum of
80%
of a school counselor's time should be spent in direct and indirect student services.



No more than
20%
of a school counselor's time should be spent in program planning and school support activities.

Services for Exceptional Children (SEC)



Fidelity of Instruction Implementation

- Use SEC walkthrough observation form
- Monitor implementation of literacy and math SOPs
- Strengthen professional development in core content areas
- Provide consistent support and monitoring in ATSI schools

Improve Parent Engagement and Involvement

- Establish a 2025-2026 SEC parent advisory team
- Develop and communicate a response protocol for parents
- Increase parent involvement opportunities



Questions & Answers