Barrow County School System

Boldly Committed to Student Success
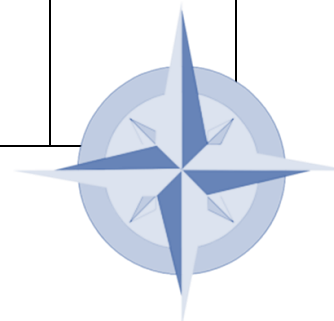
Teaching and Learning Department Improvement Plan
2016-2021

Department: <u>Teaching and Learning</u>

Department Mission: The BCSS Teaching & Learning Department is BOLDly committed to supporting excellence and innovation in teaching and learning through collaboration, service, and leadership.
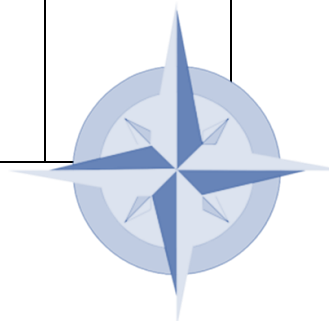
Improvement Goal Area 1: Academic Achievement

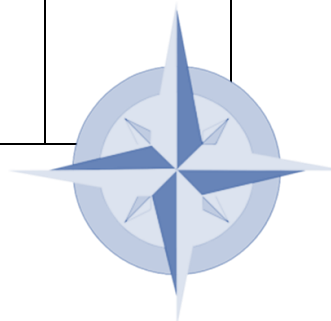| Indicator	Measurable SMART Goals	Actions, Strategies, and Interventions	Captains	AdvancED Standards	Vision Initiative Alignment	GaDOE District Performance Standards
Curriculum, Instruction, and Assessment	The percentage of students reading on grade level as measured by the Georgia Milestones Assessment by the end of 3rd grade will increase to 100% (baseline 75.3%) by 2022.	● Utilize Reading Workshop and Guided Reading strategies to improve reading comprehension skills. ● Utilize Dibels Next and Text Reading Comprehension (TRC) to determine level of proficiency and appropriate interventions. ● Use Extended Learning Time to provide remediation and enrichment as appropriate based on skill level. ● Offer Adult Literacy Programs to equip parents to better support the acquisition of reading skills at home.	Asst. Super. for T&L; Director of Elementary Education; Director of Secondary Education; Testing & Data Coordinator; Instructional Improv. Coor	3.1 3.2 3.3 3.6 5.1	4.3 4.4	LT 1 LT 2 LT 3 LT 6
	The system percentage of students scoring at the developing, proficient, and distinguished levels on the ELA portions of the Georgia Milestones End of Grade and End of Course Assessments will meet or exceed the state percentage.	● Support schools with implementation of the curriculum, improvement of instruction, and development of assessments that effectively measure student learning. ● Utilize Reading Workshop and Guided Reading strategies to improve reading comprehension skills. ● Utilize Dibels Next and Text Reading Comprehension (TRC) to determine level of proficiency and appropriate interventions. ● Use Extended Learning Time to provide remediation and enrichment as appropriate based on skill level. ● Implement text-based writing in all content areas. ● Support writing across the curriculum and evidence-based writing strategies ● Provide STEAM-Integration support to ELA teachers in the areas of creating and implementing enhanced cross-curricular thematic units, innovative learning experiences, and project-based learning, as well as incorporating STEAMmate partnerships, and the publication of student productions.	Assistant Superintendent for T&L; Director of Elementary Education; Director of Secondary Education; Testing & Data Coordinator; Instructional Improvement Coordinator; STEAM Integration Coordinator	3.1 3.2 3.3 3.6 5.1	4.3 4.4	LT 1 LT 2 LT 3 LT 6

Indicator	Measurable SMART Goals	Actions, Strategies, and Interventions	Captains	AdvancED Standards	Vision Initiative Alignment	GaDOE District Performance Standards
Curriculum, Instruction, and Assessment	The system percentage of students scoring at the developing, proficient, and distinguished levels on the math portions of the Georgia Milestones End of Grade and End of Course Assessments will meet or exceed the state percentage.	● Support schools with implementation of the curriculum, improvement of instruction, and development of assessments that effectively measure student learning. ● Utilize Cognitively Guided Instruction (CGI) in grades K-3 to strengthen students' problem solving skills. ● Utilize Math Workshop and Guided Math strategies as a framework to provide high quality math instruction. ● Employ math content specialists to support effective, standards based instruction. ● Provide content-specific professional development to high school math teachers. ● Provide professional learning to teachers of high school math support classes in the areas of Numeracy, IKAN, and GloSS resources. ● Provide STEAM-Integration support to mathematics teachers in the areas of creating and implementing enhanced cross-curricular thematic units, innovative learning experiences, and project-based learning, as well as incorporating STEAMmate partnerships, and the publication of student productions.	Assistant Superintendent for T&L; Director of Elementary Education; Director of Secondary Education; Testing & Data Coordinator; Instructional Improvement Coordinator; STEAM Integration Coordinator	3.1 3.2 3.3 3.6 5.1	4.3 4.4	LT 1 LT 2 LT 3 LT 6

Indicator	Measurable SMART Goals	Actions, Strategies, and Interventions	Captains	AdvancED Standards	Vision Initiative Alignment	GaDOE District Performance Standards
	The system percentage of students scoring at the developing, proficient, and distinguished levels on the science portions of the Georgia Milestones End of Grade and End of Course Assessments will meet or exceed the state percentage.	● Support schools with implementation of the curriculum, improvement of instruction, and development of assessments that effectively measure student learning. ● Provide PL on the new standards ● Unpack the new standards ● Plan for the purchase of new resources and materials required to teach the revised standards ● Coordinate with RESA and GYSTC to provide science-focused PL related to the pedagogy of PBL & Science in 3 Dimensions. ● Provide STEAM-Integration support to science teachers in the areas of creating and implementing enhanced cross-curricular thematic units, innovative learning experiences, and project-based learning, as well as incorporating STEAMmate partnerships, and the publication of student productions.	Assistant Superintendent for T&L; Director of Elementary Education; Director of Secondary Education; Testing & Data Coordinator; Instructional Improvement Coordinator; STEAM Integration Coordinator	3.1 3.2 3.3 3.6 5.1	4.3 4.4	LT 1 LT 2 LT 3 LT 6
Indicator	**Measurable SMART Goals**	**Actions, Strategies, and Interventions**	**Captains**	**AdvancED Standards**	**Vision Initiative Alignment**	**GaDOE District Performance Standards**
Curriculum, Instruction, and Assessment	The system percentage of students scoring at the developing, proficient, and distinguished levels on the social studies portions of the Georgia Milestones End of Grade and End of Course Assessments will meet or exceed the state percentage.	● Support schools with implementation of the curriculum, improvement of instruction, and development of assessments that effectively measure student learning. ● Provide professional learning on the new standards ● Unpack the new standards ● Plan for the purchase of new resources and materials required to teach the revised standards ● Provide STEAM-Integration support to social studies teachers in the areas of creating and implementing enhanced cross-curricular thematic units, innovative learning experiences, and project-based learning, as well as incorporating STEAMmate partnerships, and the publication of student productions.	Assistant Superintendent for T&L; Director of Elementary Education; Director of Secondary Education; Testing & Data Coordinator; Instructional Improvement Coordinator; STEAM Integration Coordinator	3.1 3.2 3.3 3.6 5.1	4.3 4.4	LT 1 LT 2 LT 3 LT 6

Indicator	Measurable SMART Goals	Actions, Strategies, and Interventions	Captains	AdvancED Standards	Vision Initiative Alignment	GaDOE District Performance Standards
Innovation & Technology Integration	By 2022, 40% of teachers will report using technology-enhanced performance-based tasks in their lessons at least once a month (baseline 26.15%).	● Ensure that district and school leaders model effective uses of instructional technology, according to the SAMR and TIM frameworks and ISTE standards, to increase learning. ● Provide support to Digital Coaches, Instructional Coaches and Media Specialists as they increase the capacity of teachers to meaningfully integrate technology. ● Provide professional learning and coaching on the use of STEAM, PBL, and other innovative teaching strategies. ● Place an emphasis on the student use of Microsoft Office to prepare for college and career readiness.	Assistant Superintendent for T&L; Instructional Technology Coordinator; STEAM Integration Coordinator; Director of CTAE	3.3 3.6 4.6	4.2 4.3 4.4 5.1 5.2 8.5	AMR 2 LT 6
Indicator	**Measurable SMART Goals**	**Actions, Strategies, and Interventions**	**Captains**	**AdvancED Standards**	**Vision Initiative Alignment**	**GaDOE District Performance Standards**
	The percentage of students making typical or high growth as measured by the Georgia Milestones Assessment will increase to the percentage indicated for each of the following subgroups by 2022: ● Gifted Students - End of Grade (EOG) Assessment 71% (baseline 69%) End of Course (EOC) Assessment 71% (baseline 69.3%) ● Students with Disabilities - EOG Assessment 70% (baseline 62.1%) EOC	● Ensure that Individual Education Plans and Response to Intervention are used effectively to improve student progress monitoring and consequent instructional strategies. ● Develop and implement a plan to provide a virtual curriculum (Hospital homebound, Snow days, etc) ● As a result of an effective RTI process, decrease the percentage of students referred to special education each school year. ● Ensure that Title I funds are used to support the academic achievement of students who are disadvantaged and at-risk of failure. ● Increase the number of teachers who hold gifted endorsements. ● Increase the number of gifted segments offered. ● Implement the ELLevation platform as a tool for managing and analyzing EL data, monitoring student progress, and supporting instructional staff working with ELs.	Director of Special Education; Director of Federal Programs; Director of Student Services; Gifted Coordinator; English Learner Support Coordinator	3.3 3.6 3.12 5.1 5.2 5.4 5.5	4.3 4.4 5.1 5.3 9.2	AMR 4

Learning Supports for All Students	Assessment 62% (baseline 54.9%) ● Economically Disadvantaged Students - EOG Assessment 70% (baseline 63.1%) EOC Assessment 70% (baseline 60.9%) ● English Learners EOG Assessment 69% (baseline 66.4%) EOC Assessment 69% (baseline 66.4%) The percentage of English Learners (ELs) with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs will increase to 75% by 2022.	● Complete the ESOL learning resources adoption process, and support the implementation of adopted resources. ● Develop and implement a plan at each high school annually for ensuring that sheltered courses are available for core content courses. ● Analyze student data to identify at-risk ELs, and provide additional targeted support for these students through the RTI process. ● Increase the number of teachers with the ESOL endorsement. ● Ensure that all instructional staff members and administrators participate in high quality, ongoing professional learning related to English learners. ● Encourage the use of All in Learning to identify skill deficits and provide remediation as needed and adjust instruction accordingly.				
IndicatMeasurable or	**SMART Goals**	**Actions, Strategies, and Interventions**	**Captains**	**AdvancED Standards**	**Vision Initiative Alignment**	**GADOE District Performance Standards**
College and Career Ready Students	The percentage of students graduating with postsecondary credit through MOWR and/or AP courses will increase 10% by 2022. The percentage of students scoring above 1550 on SAT composite, or above 22 on ACT composite, or meeting readiness standards on the Accuplacer Assessment will increase 8% by 2022.	● Increase opportunities for students to take Advanced Placement and Move on When Ready courses in high school to earn college credit ● Continue to work with Lanier Technical College to provide new MOWR program and articulation opportunities ● Increase enrollment in SAT/ACT Prep courses/College Admissions Prep Courses ● Increase opportunities for students to earn high school Carnegie unit credits in middle school ● Effective and ongoing integration of soft skills in all areas PreK-12	CTAE Director, Director of Secondary Education, CTAE Support Specialist	3.1 3.2 3.3	4.3 4.4	LT 1 LT 2 LT 3 LT 6

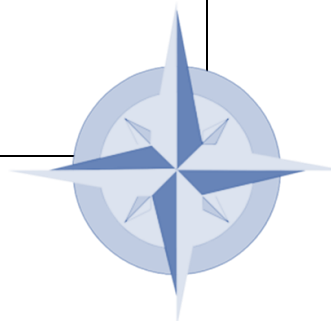|					
100% of 9th-12th grade students will have a fully developed Graduation Plan that includes a declared pathway each year through 2022. The percentage of students with a passing score on End-of-Pathway Assessments will increase to71% (baseline 56%) by 2022.	● Increase elementary and middle school activities focused on commitment to graduate and career preparation ● Increase opportunities for students to participate in Career-Related Educational activities such as job shadowing, internships and apprenticeships ● Ensure a strong Teachers as Advisors program that focuses on helping students make post-secondary plans as well as taking the correct courses in high school to help them achieve their postsecondary plans ● Effective and ongoing integration of soft skills in all areas PreK-12	Asst. Superintendent for T&L, CTAE Director, Administrative Systems Manager	3.1 3.3 4.6 4.8	4.3 4.4 8.5	LT 1 LT 2 LT 3 LT 6

Improvement Goal Area 2: Stakeholder Engagement

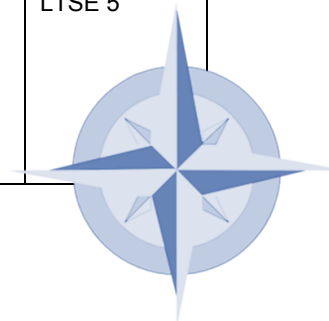| Indicator	Measurable SMART Goals	Actions, Strategies, and Interventions	Captains	AdvancED Standards	Vision Initiative Alignment	GADOE District Performance Standards
Human Resources	The percentage of administrators (baseline 100%) and teachers (baseline 88.9%) agreeing or strongly agreeing that the training and support they have received related to the implementation of TKES and LKES is of high quality and meets their needs will be 95% or higher by 2022. The percentage of administrators (baseline 100%) and teachers (baseline 96.67%) agreeing or strongly agreeing that administrators are approachable and helpful and that they feel valued and supported in their work will be 95% or higher by 2022.	• Fully implement with fidelity and integrity the Teacher and Leader Keys Effectiveness Systems • Create a working environment with supportive leadership that allows the school system to attract and retain highly effective teachers. • Work with HR to attract and employ the highest quality teachers and leaders by utilizing an efficient hiring process that results in the employment of top choice candidates • Expand the Teacher Leader Program to incentivize our best teachers to stay in the classroom and serve as model teachers and coaches for other teachers across the district • Cultivate an environment that embraces innovation and risk-taking. • Define the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance.	Assistant Superintendent for T&L; Director of Secondary Education; Director of Elementary Education; Testing & Data Coordinator; Instructional Improvement Coordinator	2.6 3.7 4.1 4.5	6.3 6.5 8.5	LTSE 1 LTSE 2 LTSE 3 LTSE 4
Culture and Climate	By 2022, 100% of schools will earn a 4+ Star Climate Rating on the Georgia College and Career Ready Performance Index.	• Improve the climate for employees by celebrating success and achievement through recognitions and news stories. • Continue to support charitable causes in the community especially those which directly support our students such as Food2Kids. • Implement with fidelity Positive Behavior Interventions and Supports. • Increase the number of schools seeking Family Friendly Rubric evaluation/recommendations • Complete school climate evaluations and implement recommendations • Encourage the development of culturally competent and responsive schools	Assistant Superintendent for T&L; Director of Student Services; Director of Federal Programs	1.3 2.4 2.5 4.7	2.1 8.1 8.2 8.4 8.5 8.6 8.7	FCE 1

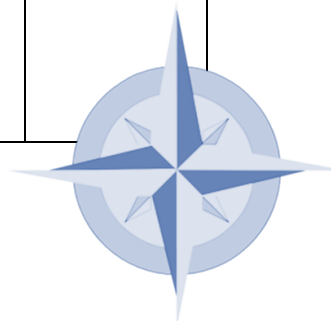| Indicator	Measurable SMART Goals	Actions, Strategies, and Interventions	Captains	AdvancED Standards	Vision Initiative Alignment	GADOE District Performance Standards
Professional Learning	100% of instructional staff will make successful progress or completion of their professional learning goals each year through 2022. The percentage of teachers who agree or strongly agree that overall, the professional learning communities in which they participate are of high quality and meet their needs will be 90% or higher (baseline 86.1%) by 2022.	● Ensure that all teachers actively participate in Professional Learning Communities designed for the purpose of improving instruction. ● Improve understanding and implementation of the current standards ● Develop and implement a plan to share effective practices or opportunities between schools ● Incorporate innovative instructional strategies that meet identified needs in Professional Learning Plans ● Utilize an instructional coaching model (K-8) to improve instructional practice ● Ensure that Professional Learning is: Job Embedded; Personalized; Research Based; Data Driven; Innovative ● Utilize evaluations to determine the impact of PL on staff practices and student learning and make adjustments accordingly	Assistant Superintendent for T&L; Professional Learning Coordinator	3.1 3.4 3.5 3.7 3.11 5.3	4.1	LT 4.5 LTSE 2
Partnerships	The percentage of stakeholders who indicate on the CNA survey that the BCSS can be characterized by the following will be 90% or higher by 2022: ● Community Survey - Effectively partners with the community to best meet the needs of students (baseline to be established spring 2017). ● Parent Survey - The system/school provides ways for me to be actively involved in my child's academic progress and to help my child learn at home (baseline 86.5%).	● Ensure that schools build the capacity of parents to support their children academically at home. ● Continue to cultivate positive relationships with families, local business, civic organizations, and local media ● Increase the number of at-risk students being served by the mentoring program. ● Expand the Partners in Education Program to include different levels and categories of partnering i.e. non-profits and service agencies, job shadowing, & advisory groups ● Encourage schools to Increase parent participation in school leadership/decision making ● Establish and maintain relationships and provide support for early literacy initiatives. ● Sustain instructional relationships with existing STEAMmates, and develop new STEAMmate connections. ● Develop partnerships that support the linguistically and culturally diverse communities within the district	Assistant Superintendent for T&L; Public Relations Coordinator; Family Engagement Specialist; STEAM Integration Specialist; Language and Cultural Diversity Specialist	1.1 3.5 3.8	2.1 3.2 5.4	VM 2 LTSE 5 FCE 1 FCE 2 FCE 3
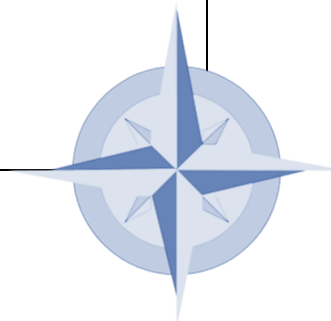
Improvement Goal Area 3: Organizational Effectiveness

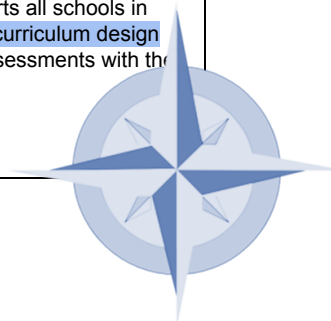| Indicator	Measurable SMART Goals	Actions, Strategies, and Interventions	Captains	AdvancED Standards	Vision Initiative Alignment	GADOE District Performance Standards

Governance	Each year through 2022, 100% of schools will operate fully functioning School Governance Teams as evidenced by posted eBoard minutes, the SGT Checklist, and the Annual Report.	• Recruitment, ongoing training and support for School Governance Teams
		• Provide annual training for BOE and district staff
		• Encourage recruitment of SGT members who reflect the diverse population of each school
		• The scope of work for the SGT will focus on matters that:
		  ○ Align with the school improvement plan
		  ○ Align with school budget and resource allocation priorities
		  ○ Positively affect the overall student population, the staff, and the community
		  ○ Promote student engagement, a positive school climate, strong communication, and involvement of all stakeholders
		• The T&L Team will complete annual training on governance in a Charter System.
		• Each member of the T&L will have direct personal experience interacting with an SGT during at least one SGT meeting during the school year.
		• Communicate the purpose of and opportunities for involvement in Charter governance using eBoard, website, ParentLink, social media, & word of mouth.
			Assistant Superintendent for T&L; Director of Student Services	2.1
				2.2
				2.3
				2.4
				2.5
					7.1
					7.2
					7.3
					7.4
						G 1
						G 2
						G 4
						POM 2
						FCE 2
						FCE 3

Communications	The percentage of administrators agreeing or strongly agreeing that the Teaching and Learning Department communicates effectively will be 95% or higher by 2022.	• Communicate district and department vision, mission, policies and procedures in a timely manner. • Ensure that all Teaching and Learning Bulletins provide relevant information. • Teaching and Learning Department personnel will respond to email and phone calls within 24 hours. • Teaching and Learning Department personnel will be visible in the schools.	Assistant Superintendent for T&L	1.1 2.1 2.5 5.5	4.1	VM 2 G 3 POM 1 POM 3 LTSE 5

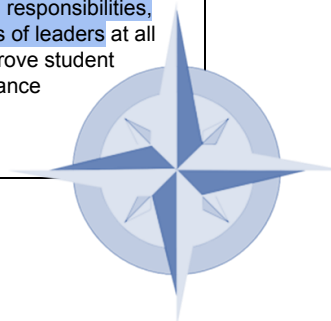| Indicator	Measurable SMART Goals	Actions, Strategies, and Interventions	Captains	AdvancED Standards	Vision Initiative Alignment	GADOE District Performance Standards
Fiscal Responsibility	The Teaching and Learning Department will regularly monitor expenditures to ensure that they address needs identified in school or district improvement plans.	● Create annual budget that supports the district's vision, and produces reliable, clear forecast, budgets and reports that let BCSS operate accountably within budget ● Maintain clear consistent records for accurate reporting. ● Ensure that all expenditures are allocable, reasonable, and necessary for the applicable grant. ● Ensure that all expenditures directly support items contained within district and/or school improvement plans. ● Cultivate fiscal responsibility by consistently evaluating the effectiveness of how resources are spent & allocated. ● Develop strategies and tools to seek new revenue streams through partnership, foundation, and government sources.	Assistant Superintendent for T&L; Program Directors and Coordinators	4.2 4.4 4.6	9.2 9.3	AMR 1 AMR 2
Planning and Support	100% of district, department, and school improvement plans will contain SMART goals and actionable items as part of an overall strategic process each year through 2022. The percentage of administrators (baseline 94.4%) and teachers (baseline 98.8%) who agree or strongly agree with the following statement will be 100% each year through 2022: I have the opportunity to give input and play a part in the continuous school improvement process (e.g., data analysis, developing or revising school goals).	● Provide professional learning on strategic processes that result in sustained improvement. ● Ensure that schools include all stakeholder groups during the Comprehensive Needs Assessment process. ● Ensure each school has a fully functioning leadership team. ● Ensure that all stakeholders are aware and involved with supporting the system and department vision and mission statements. ● Conduct Impact Checks to assess school progress toward district and school initiatives and provide support accordingly.	Assistant Superintendent for T&L; Director of Federal Programs	1.1 1.2 1.4 2.6 3.4 3.5 5.2 5.4	7.1 7.4	VM 1 G 1 G 2 G 4 POM 1 POM 2 POM 3

BCSS Improvement Maps	AdvancED Standards	Vision Initiative Alignment	GADOE District Performance Standards
Goal Area 1: Academic Achievement ● Assessment ● Instruction ● Innovation & Technology Integration ● Learning Supports for All Students ● College and Career Ready Students **Goal Area 2: Stakeholder Engagement** ● Human Resources ● Faculty/Staff Accountability ● Culture & Climate ● Professional Learning ● Partnerships **Goal Area 3: Organizational Effectiveness** ● Governance ● Communications ● Fiscal Responsibility ● Planning ● Support Systems	**Standard 1: Purpose and Direction** 1.1 The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success. 1.2 The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. 1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. 1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning. **Standard 2: Governance and Leadership** 2.1 The governing body establishes policies and supports practices that ensure effective administration of the system and its schools. 2.2 The governing body operates responsibly and functions effectively.	**2.0 general** 2.1: Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media. **3.0 early learning & student success** 3.1: Create, in each county of the state, an early learning partnership that includes all public and private human service organizations. 3.2: Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of supporting early childhood initiatives that address healthy child/family development and economic benefits to the community. 3.3: Adopt a statewide awareness and engagement initiative to ensure that high-quality early childhood education is a top priority for the state. 3.4: Provide opportunities for all children from birth to five-years-old to participate in high quality learning experiences that are designed to promote all aspects of a child's development, whether provided by families in the home or through a licensed public or private program. 3.5: Align developmental and academic standards for all children from age birth through 8 years old to provide a continuity of learning experiences and personal growth. 3.6: Ensure adequate financial support for the implementation of quality programs for all young children. **4.0 teaching & learning** 4.1: In order to provide an environment where students learn best, ensure that teacher's work and plan together, learn and share effective teaching practices, and are provided support for their on-going learning. 4.2: In order to provide an environment where students learn best, ensure that teachers use a variety of technologies to teach and measure what students know and can do.	**Vision and Mission:** Purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching VM 1: Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness VM 2: Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching **Governance:** Policies and procedures that support a shared vision by all stakeholders and promote high expectations for learning and teaching in all schools G 1: Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching G 2: Uses an established process to align policies, procedures, and practices with laws and regulations G 3: Communicates district policies and procedures in a timely manner to relevant audiences G 4: Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching **Planning, Organizing, and Monitoring:** The data-driven processes, procedures, structures, and products that focus operations of the district to ensure

2.3 The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction.

2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

Standard 3: Teaching and Assessing for Learning

3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking,and life skills that lead to success at the next level.

3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.

3.4 System and school leaders monitor and support the improvement

4.3: In order to provide an environment where students learn best, ensure that teachers teach challenging and problem-solving lessons that are flexible enough to meet the interests and needs of individual students.

4.4 In order to provide an environment where students learn best, ensure that teachers use varied measures to determine what students know and can do.

5.0 teaching & learning resources

5.1: Evaluate and utilize the most effective instructional models and learning supports (i.e. digital, blended, competency, virtual, etc.) implemented by school districts.

5.2: Ensure full integration of current technology and training into the classroom.

5.3 Continue to develop and maintain a comprehensive data system for monitoring student progress (Pre-K–12) and making decisions to improve educational practice.

5.4 Develop partnerships with business, industries, public agencies and the community to promote shared use of services and facilities.

6.0 human & organizational capital

6.1: Identify and recruit the most talented candidates into teacher preparation programs.

6.2: Continuously evaluate the effectiveness of teacher and leader preparation programs.

6.3: Collaborate with the Georgia Professional Standards Commission, the Georgia Department of Education and other credentialing agencies to provide comprehensive strategies to find, grow and keep the most talented educators.

6.4: Evaluate the effectiveness and viability of the pilot teacher and leader compensation programs.

6.5: Organize personnel, distribute leadership and implement processes that maximize student learning.

7.0 governance, leadership & accountability

7.1: Develop and implement at the local school district level an accountability system based on local district educational goals that are aligned with state educational goals and state accountability

levels of student learning and staff effectiveness

POM 1: Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

POM 2: Uses protocols and processes for problem solving, decision-making, and removing barriers

POM 3: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

Allocation and Management of Resources: The allotment and administration of resources to attain district and school goals for student learning

AMR 1: Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching

AMR 2: Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching

AMR 3: Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning

AMR 4: Provides, coordinates, and monitors student support systems and services

Learning and Teaching: District processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning

LT 1: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards
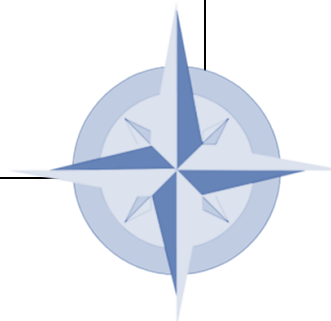
of instructional practices of teachers to ensure student success.

3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

3.6 Teachers implement the system's instructional process in support of student learning.

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

3.9 The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

3.11 All staff members participate in a continuous program of professional learning.

3.12 The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

Standard 4: Resources and Support Systems

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system, and which include clearly defined measures of school district, school and student success.

7.2: Pursue all local and state options to provide for the equitable, effective and efficient delivery of instruction to all students in Georgia regardless of where they reside.

7.3: Change and streamline the process by which local school districts obtain flexibility from state mandates so it is based on school and district performance expectations outlined in the district's strategic improvement plan and takes into account the needs, resources, and characteristics of the local community.

7.4: Establish and maintain high performance organizations through development of local school district governance and leadership teams.

7.5: Streamline and align the agencies with jurisdiction over components of the education enterprise and to whom local school districts of the state must answer.

7.6: Change the method of selection of the state superintendent of schools.

7.7: Change the method of selection of members to the state board of education to non-partisan election of one member from each congressional district for a term of office of even-numbered years by persons in each congressional district qualified to vote for members of the General Assembly.

7.8: Change the method of selection of members of local boards of education from a choice between partisan and non-partisan elections to non-partisan elections only.

8.0 culture, climate & organizational efficacy

8.1: Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference.

8.2: Make each school and school system an inviting place to be for students, parents, staff and the larger community.

8.3: Establish each school as the center or hub of the community in which it exists.

8.4: Determine stakeholder perceptions of schools and school districts.

LT 2: Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools

LT 3: Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments

LT 4: Ensures that professional learning is relevant and addresses adult and student needs

LT 5: Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed

LT 6: Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning

Leader, Teacher, and Staff Effectiveness: The performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students

LTSE 1: Develops and implements processes that recruit, hire, and retain highly effective teachers, leaders, and staff

LTSE 2: Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff

LTSE 3: Guides and monitors the use of a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff

LTSE 4: Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance

4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.

4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

8.5: Develop a culture and climate that foster innovation and responsible risk-taking.

8.6: Develop school and district cultures that are sensitive and responsive to the cultural, racial, ethnic and socio-economic make-up of the communities they serve.

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

9.0 financial resources

9.1: Expand both the scope and duration of the work of the Special Council on Tax Reform and Fairness for Georgians for the purpose of comprehensively reviewing the state tax structure and identifying ways that it can be strengthened.

9.2: Identify in both state and local budgets for public education sufficient fiscal resources for implementing both a comprehensive data system and an evaluation system that uses data to measure and improve effectiveness in meeting objectives for enhanced student learning.

9.3: 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.

9.4: Provide a high level of flexibility to local school districts in decision-making authority about the most effective strategies for the expenditure of funds to enable all students to be successful in school, coupled with appropriate methods for evaluating school and district success and for implementing positive state interventions where they are found to be needed.

9.5: Implement a cohesive and stable mechanism for the financial support of early learning programs and services for children ages 0 to 5 at a level that prepares all of Georgia's youngest citizens for success in their subsequent school years.

9.6: Provide the most optimal partnership between the state and local school districts in sharing the responsibility for financial support of public education, while ensuring that disparity in local fiscal capacity does not impede the implementation of Vision Project recommendations in all Georgia districts.

9.7: Provide an ongoing level of state financial support for public education which, when combined with local revenue available to boards of education, makes the attainment of our Vision for Public Education in Georgia a reality and ensures its sustainability.

LTSE 5: Organizes and provides personnel, expertise, and services to achieve district and individual school goals

Family and Community Engagement: Processes for engaging families and community members as active participants to help schools improve learning and teaching

FCE 1: Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching

FCE 2: Establishes structures which promote clear and open communication between schools and stakeholders

FCE 3: Ensures that families and community members have feedback and problem-solving opportunities throughout the district

Standard 5: Using Results for Continuous Improvement

5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.

5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.

5.3 Throughout the system professional and support staff are trained in the interpretation and use of data.

5.4 The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

5.5 System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.