

Towns County School System Improvement Plan

System Committee Chairs:

ELA- Julie Thompson

Math- Ken Hamilton

Reading- Patty Dayton

Science- Jennifer Moss

Social Studies- Chris Vardo



(Revised June 11, 2015)

TOWNS COUNTY SCHOOLS

TOWNS COUNTY SCHOOLS VISION

Towns County Schools shall provide an exceptional education for all students in a safe, caring environment that develops lifelong learners who become responsible individuals, independent thinkers, and productive citizens.

TOWNS COUNTY SCHOOLS MISSION

The mission of Towns County Schools is that all students will achieve at their highest potential.

TOWNS COUNTY SCHOOLS BELIEFS

1. Students require a safe environment in which to learn.
2. Students learn best when provided challenging, rigorous educational opportunities utilizing current best practices.
3. Extra-curricular activities are important for the development of well-rounded students.
4. Effective teaching strategies guide students to actively engage in problem solving and higher order thinking skills that energize and maximize learning for all students.
5. The educational process involves shared responsibility, communication, and collaboration among home, school, and community.

Measurable Goals:

- To improve writing skills measured by student performance on open ended items provided on state assessments.
- Increase the number of students scoring in the proficient range and higher on state mandated assessments.
- Increase/maintain math scores at according to instructional readiness indicator threshold scale scores on state assessments or increase/maintain math test score rankings based on percentages. (TCES)
- Increase and improve the use of instructional strategies that emphasize deeper understanding of foundational knowledge of math. (TCES, TCMS, and TCHS)
- Increase or maintain math rankings on state assessments based on RESA percentages. (TCMS)
- Increase or maintain math rankings on EOC based on RESA percentages. (TCHS)
- Ninety percent of students in grades 1-5 will score in the meets or exceeds range on standardized tests and on the Lexile Inventories (SRI). (TCES)
- Ninety percent of students in grades 6-8 will score in the meets or exceeds range on standardized tests. (TCMS)
- 9th and 11th grade EOC scores will maintain a 90% or higher average in the RESA. (TCHS)
- 3rd, 4th, and 5th grades will increase the percentage of students scoring proficient or better on state assessment. (TCES)
- Increase the percentage of students scoring proficient or better on state assessment (TCMS)
- Increase EOC scores for science. Perform at the top of the RESA school districts by 2015 in pass rates and exceeds rates for Physical Science EOCT and Biology EOCT. (TCHS)
- Increase Social Studies Pioneer RESA rankings on state assessments. (TCES and TCMS)
- Increase Social Studies Pioneer RESA rankings on EOCT. (TCHS)

ELA System Improvement Plan

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Strategies and Impact on Student Learning/Artifacts	Evaluation of Strategies and Impact on Student Learning/Evidence
1. TCES, TCMS, and TCHS *Curriculum, *Standards Based Instruction *Student Achievement, *Professionalism	Allow time for vertical meetings by LA department (K-5; 5-8; 8-12) to identify needs, struggling writers, etc. (Note: 5 th grade teachers will meet with elementary and middle grades teachers, and 8 th grade teachers will meet with middle and high school teachers to ensure continuity of ideas K-12.	Fall 2015- Spring 2016	\$0	LA Team Leaders and all LA teachers	Teacher meeting sign-in sheets	Minutes of meeting with recommendations
2. TCES, TCMS, and TCHS *Assessment of Student Learning *Standards Based Instruction *Curriculum	System-wide staff development on constructed response writing.- Continue with R.A.C.E strategy	2015-2016	Unknown	Curriculum Director and GADOE personnel	Teacher meeting sign in sheets	Georgia Milestones Test scores
3. TCES, TCMS, and TCHS *Assessment of Student Learning	K-12 staff development on GA Milestones Testing	Fall 2014 Cont. 2015-2016	Unknown	Curriculum Director and GADOE personnel	Teacher meeting sign in sheets	Georgia Milestones Test scores
4. TCES, TCMS, and TCHS *Standards Based Instruction *Curriculum, *Assessment of Student Learning	Implement writing portfolios at high school in either electronic or written format at all grade levels and subject areas L	2015	Electronic or physical storage space	Elementary and Middle Grade Level Teams; HS will need to designate a grade level coordinator.	Student writing samples and reflections on those samples	Portfolio

Reading System Improvement Plan

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Strategies and Impact on Student Learning/Artifacts	Evaluation of Strategies and Impact on Student Learning/Evidence
<p>1.) TCES, TCMS, TCHS</p> <p>*Professional-ism, *Standards Based Instruction *Curriculum</p>	<p>Vertical collaboration with school-wide reading/literature instructors</p> <p>Collaboration in team meetings to implement new Common Core Curriculum</p> <p>CTAE Department will collaborate with SPED and Language Departments to implement strategies to increase student learning; Implementation of Reading Across the Curriculum to follow CCC</p>	Fall 2012-Spring 2016	<p>CCC Standards/ Frameworks</p> <p>Teacher Resource Room</p> <p>Local Community Organizations</p> <p>Area Technical Schools</p>	<p>Reading SLT Team, Reading/ Literature Teachers in grades K-12 (General, SPED, Resource, and Gifted), Para-professionals, Media Specialists, Principals, Curriculum Director, CTAE Director</p>	<p>Aimsweb, Study Island Reports, Benchmark Testing/Data Director, OAS (GA Online Assessment System), Curriculum Maps and Unit Plans, Lesson Plans, System Leadership Walk-throughs, Sign-in sheets</p>	<p>Reading scores will meet or exceed RESA and state percentages on standardized tests in grades 1-8</p> <p>Student Lexile scores will meet or exceed recommendations set by SRI (Scholastic Reading Inventory)</p> <p>Increased EOCT scores</p> <p>School and District Accreditation</p>
<p>2.) TCES, TCMS, TCHS</p> <p>*Student Achievement *Assessment of Student Learning *Curriculum *Standards Based Instruction</p>	<p>30 - 45 minute target-time/block focusing on reading with differentiated instruction for low, average, and high level learners. (TCE, TCM)</p>	Fall 2012-Spring 2016	<p>Striving Reader Competitive Literacy Program Grant (MS/HS)</p> <p>Reading Recovery I3 Grant (ES)</p> <p>Fountas & Pinnell Leveled Literacy Intervention (ES)</p> <p>Scholastic Reading, Read Naturally, Study Island, Read 180</p>	<p>Classroom Teachers, Reading Recovery Teacher(s), Resource/EIP/ Title I/Study Skills Teachers, Gifted Teachers, Gifted Coordinator, SPED Teachers, Para-professionals, Curriculum Director, Technology Director, Principals</p>	<p>SOAR Program, Aimsweb, Study Island Reports, Benchmark Testing/Data Director, OAS</p> <p>Adjusted Instruction with Remediation and Differentiation</p> <p>Sign-In Sheets from Professional Learning</p>	<p>Reading scores will meet or exceed RESA and state percentages on standardized tests in grades 1-8</p> <p>Student Lexile scores will meet or exceed recommendations set by SRI (Scholastic Reading Inventory)</p> <p>Implementation in</p>

	Continued use of Study Island		Professional Learning for Study Island for new staff- TCHS			TCHS lesson plans Increased EOCT scores
3.) TCES, TCMS, TCHS *Assessment of Student Learning Based Instruction	Reading comprehension skills and activities for Tier I, II, and III students Identify and help struggling readers as soon as they enter high school	Fall 2012- Spring 2016	Striving Reader Competitive Literacy Program Grant (MS/HS) Reading Recovery I3 Grant (ES) Fountas & Pinnell Leveled Literacy Intervention (ES) Scholastic Reading, Read Naturally, Study Island	Curriculum Director, School Psychologist, Testing Coordinator, Counselors, Classroom Teachers (K-8), Literature Teachers (9-12), Reading Recovery Teacher(s), EIP, Resource/ Title I Teachers, Gifted Coordinator and Instructors, Special Education Teachers, Para-professionals, Principals	Timely SPED and Gifted Testing RTI (Response to Intervention) Collaboration between TCES and TCMS, and collaboration between TCMS and TCHS Aimsweb, Study Island Reports, Benchmark Testing/Data Director, OAS	Reading scores will meet or exceed RESA and state percentages on standardized tests in grades 1-8 Student Lexile scores will meet or exceed recommendations set by SRI (Scholastic Reading Inventory) Increased EOCT scores
4.) TCES, TCMS, TCHS *Curriculum *Student Achievement	System-wide Lexile books	Fall 2012- Spring 2016	Scholastic Reading, Follett, BTSB (Bound To Stay Bound), and other vendors; PTISO Book Fairs, Media Center Book Fairs	Media Specialists, Teachers, Curriculum Director, Parent Volunteers	Books have assigned Lexile numbers in the Media Center and in classroom collections TCES current with Scholastic/August 2012	Transition and collaboration between all schools
5.) TCES, TCMS, TCHS *Curriculum *Standards Based Instruction *Student Achievement	Professional Development in Reading and Literature Instruction with a focus on teaching non-fiction reading comprehension in TCES and TCMS	Fall 2012- Spring 2016	RESA Reading Workshops and Conferences (See suggestions listed on Reading SIP)	Curriculum Director, Reading/ Literature Teachers	Knowledge and resources gleaned from professional development is shared with reading teams	Teachers are implementing best practices in reading
6) TCES, TCMS, TCHS *Professional-ism *Student Achievement	Professional Development for TKES, specifically Differentiated Instruction as it impacts Tier I-III TCES students and SPED & Gifted TCMS/TCHS students	Fall 2013- Spring 2016	Teacher Collaborative Days (half days for students) or Reinstated Furlough Days	Curriculum Director, Reading/ Literature Teachers	Minutes from meetings, Lesson plans, Shared activities/assignments/ strategies with teachers,	Reading scores will meet or exceed RESA and state percentages on standardized tests in grades 1-8 Increased EOC scores

Math System Improvement Plan

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Strategies and Impact on Student Learning/Artifacts	Evaluation of Strategies and Impact on Student Learning/Evidence
1.TCES *Standards Based Instruction *Student Achievement	45 Minute intervention time focusing on Math and ELA for ALL students	Fall 2013-Spring 2016	IXL, Scholastic Math Inventory, Target Time	Teachers, Curriculum Director, and Principals	IXL, Study Island, Fast Math, Scholastic Math Inventory	Teacher can articulate how assessment results indicate the need for changes in the math alignment and what those changes are for.
2.TCES *Student Achievement *Standards Based Instruction	Previewing strategies for Tier II and Tier III students	Fall 2013-Spring 2016	IXL, Scholastic Math Inventory, Target Time	Teachers, Curriculum Director, and Principals	IXL, Study Island, Fast Math, Scholastic Math Inventory	Teacher can articulate how assessment results indicate the need for changes in the math alignment and what those changes are for.
3.TCES *Professionalism	Continued Professional Learning opportunities each year	Fall 2013-Spring 2016	Hands on Training from RESA and more Vertical Planning to see who teaches what and when. Math Endorsement, GCTM Conference, NCTM, etc.	Math Teachers, and Curriculum Director	Walk-throughs by SLT or administration	Walk-through records or student samples
4.TCES *Curriculum *Student Achievement *Standards Based Instruction	Higher order thinking activities for all students through regular classroom instruction and instruction in Math/Science lab staffed by a certified teacher.	Fall 2013-Spring 2016	IXL, Scholastic Math Inventory, Target Time	Teachers, Curriculum Director, and Principals	IXL, Study Island, Fast Math, Scholastic Math Inventory, utilization of OAS	Teacher can articulate how assessment results indicate the need for changes in the math alignment and what those changes are for.
5. TCMS and TCHS *Assessment of Learning	Implement on-going assessment	Fall 2013 – Spring 2016		Math Teachers	Benchmarks, Assessments of and for Learning	Increased CRCT scores (TCMS) Increased EOCT scores (TCHS)
6.TCMS and TCHS *Curriculum *Standards Based Instruction *Student Achievement	Higher order thinking activities for all students to include integration of Accelerated MS Math to include Coord. Alg. in 8 th Grade	Fall 2013-Spring 2016	Coach Books, Study Island, Promethean Boards, USA Test Prep, Geometers Sketchpad, IXL	Math teachers, Curriculum Director, and Principals		Increased CRCT and EOCT exceeds rates
7.TCMS and TCHS *Professionalism *Assessment of Student Learning	Teacher collaboration to identify at risk students	Fall 2013-Spring 2016		Math teachers	Math department meetings	Meeting minutes
8.TCMS and TCHS *Assessment of Student Learning	Analyze student mathematical background and continued Indian Periods for	Fall 2013-Spring 2016		Math teachers	Powerschool LDS	Differentiated lessons

*Standards Based Instruction *Student Achievement	Intervention					
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Science System Improvement Plan

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Strategies and Impact on Student Learning/Artifacts	Evaluation of Strategies and Impact on Student Learning/Evidence
1.TCES *Student Achievement *Standards Based Instruction *Curriculum	Improve and increase student achievement in science by providing hands-on activities in a fully functional science laboratory.	Fall 2013- Spring 2016	Salary for certified teacher Funds to retrofit and refurbish science laboratory Grants	3 rd , 4 th , 5 th grade teachers, Curriculum Director, Principals, and Superintendent	Georgia Milestones SLST-walk throughs	Science scores on 3 rd , 4 th , and 5 th grade state assessments will improve and reach stated goal. Progress will be monitored with SLT walk-throughs. Student achievement will increase.
TCES *Curriculum Based Instruction *Student Achievement	The system was unable to implement this strand due to funding issues for the teacher salary and lab. Instead, the system has chosen to provide a science teacher with 50 minutes devoted to daily science instruction in grades 3-5.	Fall 2013- 2016		3 rd , 4 th , 5 th grade teachers, Curriculum Director, Principals, and Superintendent	SLST-walk throughs	
2.TCMS *Professionalism *Curriculum Based Instruction *Student Achievement	Science teachers will collaborate to implement a rigorous curriculum with frequent hands-on activities to engage student learning.	Fall 2013- Spring 2016	Funding for science related books, audio-visual materials, and supplies for science laboratories Funding for field experiences Grants	Science teachers, Curriculum Director, Principal, and Superintendent	Lesson Plan notebook SLT walk-throughs	Science scores on 6 th , 7 th , and 8 th grade state assessments will be in the top of RESA percentages. Progress will be monitored with SLT walk-throughs. Student achievement will increase.
3. TCMS/TCES *Professionalism *Standards Based Instruction *Curriculum *Student Achievement	Science teachers will collaborate to implement a rigorous curriculum with frequent hands-on activities to engage student learning.	Fall 2013- 2016		Science Teachers, Principal	Meeting minutes Classroom observations	In process/ongoing; 8 th and 3 rd grade collaboration will continue and others to be added.
3.TCHS *Assessment of Learning	Create common benchmarks to use across science curriculum to measure goals met according to designed curriculum map.	Fall 2013- 2016	Common time to design and create benchmarks aligned to curriculum maps (possible working day)	High School Science teachers	Benchmarks Meeting minutes	Creation of common benchmark and increased measurable goals.
4.TCHS *Standards Based	Improve mobile unit for use in science	Fall 2014	\$5,000	Principal	Computers	Completely working mobile lab unit- Accomplished; fully implemented in fall 2014

Instruction	department.					
5.TCHS *Curriculum	STEM project-incorporate a science elective where students can work on real-world applications of problems and compete at events.	Fall 2013-Spring 2016	Grant	High School Science Teachers, Principal	Lesson Plans Competitions for students-Robotics teams are competing state and nationwide in the middle and high school.	Creation of student-led projects and competitions among the state/nation
6.TCHS *Professionalism *Standards Based Instruction *Curriculum	Interdisciplinary units which include CTAE/Fine Arts	Fall 2013-Spring 2016		High School Science teachers, and Principal	Lesson Plans SLST walk throughs	Designed units that incorporate cross-curricular activities In process; teacher collaboration days are held once monthly
7.TCHS *Professionalism *Curriculum *Standards Based Instruction *Student Achievement	Boost lab-based, real-life, hand-on applications. Provide professional development for innovative hands-on strategies for teaching high school science.	Fall 2013-Spring 2016	Professional Development	Science Department	Conference attendance Meeting minutes SLT walk-throughs Lesson Plans	Increased use of hands-on teaching techniques to better educate our students on real-world applications in science.

Social Studies System Improvement Plan

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Strategies and Impact on Student Learning/Artifacts	Evaluation of Strategies and Impact on Student Learning/Evidence
1.TCES, TCMS, TCHS *Professionalism *Student Achievement *Assessment of Student Learning	Social Studies teachers in each school will collaborate to develop improvement plans using student data and focusing on at-risk students.	Fall 2013-Spring 2016	Study Island Social Studies Weekly-TCES (\$5.39/student/year)	Social Studies teachers, Curriculum Director, Principals	Improvement Plans, Benchmark testing	Social Studies scores on the state assessments will be in the top of Pioneer RESA percentages (TCES and TCMS). Social Studies scores on the EOCT will be in the top of Pioneer RESA percentages (TCHS).
2.TCES, TCMS, TCHS *Professionalism *Student Achievement	Social Studies teachers (K-12) will participate in vertical planning (once each semester).	Fall 2013-Spring 2016		Social Studies teachers, Curriculum Directors, Principals	Minutes from vertical planning meetings	Use of instructional strategies shared in vertical planning meetings
3.TCES, TCMS *Professionalism *Student Achievement	Opportunities to observe teachers within the Towns County School System and/or other school system, when possible.	Fall 2013-Spring 2016		Principals, teachers	Completion of peer review form detailing the observation(s)	New instructional strategies and classroom management techniques obtained from observations.
4.TCES *Curriculum *Student Achievement	Elementary school schedules will contain dedicated instructional time for social studies.	Fall 2013-Spring 2016		Social Studies teachers, Curriculum Directors, Principals	Class schedules	Increase state assessment Social Studies scores
5.TCES, TCMS, TCHS *Curriculum	Each grade level incorporates outside reading sources into the curriculum	Fall 2014-Spring 2016		teachers	Lesson Plans Student work samples	Increase state assessment Social Studies scores
6. TCES, TCMS, TCHS *Standards Based Instruction	Upgrade classroom technology (Smartboard, Sympodium, etc)	Fall 2013-Spring 2018	Technology Grants Local Funding	Technology Director, Curriculum Director, Superintendent	Lesson Plans with technology integration Student work samples	Student surveys Increase state assessment Social Studies scores
7. TCES, TCMS, TCHS *Student Achievement	Hire support personnel to accommodate increasing numbers of the SPED population in social studies classroom; Keep number of SPED students per class to no more than 6 students.	Fall 2013-Spring 2017	Local Funding Support Personnel Schedules	Principals, Superintendent	Lesson Plans Benchmark Testing Class/Student Schedules	Increase state assessment Social Studies scores

Ideas to Generate an Atmosphere of Excellence

- Embrace change
 - Have high expectations and provide rigorous coursework
 - Maintain a positive attitude
 - Teach bell-to-bell
 - Teacher accountability
 - Art on walls
 - Better explanation of test scores/awards
 - Different afternoon dismissal times for K-2, 3-5 and rest of school to avoid Elementary and MS/HS students mingling together after school
 - Field trip specifications/procedures for all grade levels
 - Continue Homecoming parade/bonfire/pep rallies
 - More ownership in school
 - More vertical team building school wide
 - No outside lunches brought in
 - Open forum explain delegation of funds/changes in school faculty, teachers, coaches, etc.
 - Shared and equal use of the computer labs
 - Setting of clocks to be consistent throughout the school
 - Allow for school wide (K-12) department meetings where vertical and horizontal curriculum alignment can occur and detailed curriculum maps can be created.
 - Increase school PR.
 - Provide state of the art technology for teachers to use and integrate within their curriculum.
 - Spotlight what is good about the school in the newspaper to encourage community support-there needs to more positive press about the education, not the budget.
 - Administration should notice and reward creativity and innovation.
 - Clear and consistent expectations
 - Have more student accountability for coursework and behavior
 - Positive reinforcement for teachers meeting expectations(i.e. food in teachers' lounge)
 - Stay consistent with handbook to enforce rules and procedures
 - Support teachers
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Towns County Schools Professional Learning Plan

Try
Collaborate
Succeed



Professional Learning Director: Stephanie Moss

Towns County Elementary Professional Learning Leader: Shannon Moss

Towns County Middle School Professional Learning Leader: Dionne Berrong

Towns County High School Professional Learning Leader: Lana Parker

Towns County Schools Professional Learning Goal Statement:

Towns County Schools has chosen to provide our educational team with academically focused and professional learning opportunities that facilitate positive and measurable outcomes that help the educational team achieve their highest potential.

Annual Professional Learning

Compliance Director Modules

All employees:

Reporting of Sexual Misconduct
Bloodborne Pathogens
FERPA
Mandated Reporting

Administrators, teachers, and paraprofessionals:

Code of Ethics for GA Educators
Parental Rights
Human Sex Trafficking
Ethical Use of Social Media
Suicide Prevention (beginning 2015-2016 school year)

Administrators:

Awareness Walks

Other Annual Professional Learning outside of Compliance Director Modules

Title II training for principals including HiQ information
Proper assignments for paraprofessionals (administrators, teachers, paraprofessionals)

New Teachers and Paraprofessionals:

New Teacher and Paraprofessional Orientation will be held to cover the following information:

Code of Ethics
Faculty Handbook Review
Website Preview
Leave Form completion
Ordering procedures
Procedures for professional learning
Introduction of the mentor program
Campus and county tour
Introduction to Edvivate online professional learning platform
Safety Procedures

Professional Learning Already Planned for the 2015-2016 School Year:

Administrators	TCES	TCMS	TCHS
*TKES training- assistant principals *LKES- principals(MS/HS) *Principal Training with Mark Wilson at Pioneer RESA: MS/HS principals *Assistant principal Training with Mark Wilson at Pioneer RESA: assistant principals *Inhaler administration-how and what circumstances	*Close Reading Training *STEM certification requirement training *Using Data to Drive Instruction *Google Apps *Integrating Writing *Improving Parental Communication *WIDA Training *Inhaler administration-how and what circumstances	*Using Data to Drive Instruction *Google Apps *Gifted Endorsement(sixth grade ELA teacher) * Textual Evidence Writing or R.A.C.E strategy at all grade levels *Improving Parental Communication *WIDA Training *Inhaler administration-how and what circumstances	*Using Data to Drive Instruction *Google Apps *Gifted Endorsement (selected core academic teachers) Textual Evidence Writing or R.A.C.E strategy at all grade levels *Improving Parental Communication *WIDA Training * Inhaler administration-how and what circumstances

Employees will set individual professional learning goals that are personalized to their needs. One platform to provide individualized learning opportunities is EDIVATE, an online professional learning platform. Employees will be encouraged to utilize the videos, courses, and discussion groups to facilitate learning communities. Other professional learning will be provided as needed including the following items listed in the Title II Part A Needs Assessment:

The areas of professional learning that would most enhance the skills of our teachers include the following:

- **Math**
- **Differentiated Instruction**
- **Accommodating All Learners**
- **Data interpretation and usage**
- **Technology**
- **Endorsements: Gifted**
- **Core academic subject content area training**
- **Assessment**
- **Parent and Community Involvement**
- **Co teaching and Inclusion**
- **RTI and Interventions**
- **TKES training**

Proposed Professional Learning Ideas from the System Leadership Team Vertical Planning Session: (When possible these trainings will be scheduled)

ELA and Reading	Textual Evidence Writing or R.A.C.E strategy at all grade levels
Math	GCTM Annual Conference at Rock Eagle
Science	GSTA Annual Science Conference(all Science teachers)
Social Studies	Integrating writing into the curriculum
Fine Arts	Information to enhance yearly expectations
CTAE	School wide Infinite Campus Training CTAE staff would like to continue earning professional learning through conferences such as GACTE and other workshops and CTSO conferences throughout the year
Physical Education	Training similar to previously attended FitnessGram training Sports trainings where equipment is offered PE enrichment trainings-meeting with other schools and counties around the area to exchange ideas of different lessons or games. Getting others ideas of different lessons or games. Getting others in the areas perspective of what's working in their gym and fresh ideas to bring back to our students.