



Elbert County Schools

2014-15 System Improvement Plan



Strategic Objective 1	Strategic Objective 2	Strategic Objective 3
<p>Elbert County Schools will increase the percentage of students meeting/exceeding required performance levels on state mandated tests. Each school will improve achievement for all students while closing achievement gaps for identified student subgroups.</p>	<p>Teachers in all Elbert County schools will engage every student in meaningful, authentic, and rigorous work through the use of innovative instructional practices, supportive technologies, and a balanced assessment system.</p>	<p>Elbert County Schools will provide safe and supportive learning environments that are personalized and responsive to students’ needs, interests, and strengths.</p>
<ul style="list-style-type: none"> • Disaggregate assessment data to identify areas of strength and weakness, including specific subgroups and students • Implement data teams (Year 2) that adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action • Use common formative and summative assessments to monitor student progress toward mastery of standards • Fine-tune and scale up implementation of each school’s Response to Intervention (RTI) framework; ensure fidelity of the RTI process at the school level (implementation) and teacher level (assessment and instruction) • Utilize school improvement leadership teams to analyze data, set school priorities for continuous improvement, and track the progress of student groups throughout the year • Provide high-quality early childhood education to increase the early reading and math skills in all children • Provide extra services for students beyond that which is traditionally offered, including out of school and extended learning time opportunities • Develop and implement an identification and monitoring system for students at risk of dropping out of school or of not graduating in four years 	<ul style="list-style-type: none"> • Define, develop, and promote effective teaching practices that maximize rigor and meaningful engagement for all students • System-wide implementation (Year 2) of Elbert County’s non-negotiable best practices known as <i>The Core Essentials</i> • Use District Learning Walks to monitor the implementation of <i>The Core Essentials</i> and professional learning practices, highlight promising practices, identify challenges, and make suggestions for improvement • Ensure curriculum maps, lesson plans, and common assessments reflect the rigor and performance required by the CCGPS/GPS • Guarantee equal rigor in all classes and grade levels through the development of common assessments aligned to the preliminary rigor of state tests • Expand non-traditional learning opportunities such as before/after school programs, dual enrollment, credit recovery, and web-based instruction such as the Mountain Education Charter High School and the Georgia Virtual School • Work with schools to continue exploring and expanding options for gifted students and advanced learners • Invest in Information and Communications Technology (ICT) infrastructure and devices to connect all students to the world’s learning resources and support the transition to digital instructional resources and assessments • Align technology implementations to support the district’s curriculum goals; ensure that technology is seen not as another initiative, but as integral to curriculum • Support teachers in using the State Longitudinal Data System (SLDS) and other technology to analyze student data and integrate the use of technology with instructional strategies 	<ul style="list-style-type: none"> • Create school environments that are focused on excellence in teaching and learning—and communicate this emphasis to students, teachers, and parents • Partner with the Georgia Emergency Management Agency (GEMA) and the Elbert County Emergency Management Agency to develop up-to-date school emergency operation plans • Enhance the safety and security at all school sites and the Board Office by providing physical security systems in which digital cameras are deployed in hallways and campus perimeters • Commit to system-wide implementation of Positive Behavior Interventions and Supports (PBIS), with an understanding that full implementation of PBIS is a 2-5 year process that requires ongoing professional development and evaluation across the continuum of behavior support • Identify PBIS-related goals (i.e., climate, culture, behavior, discipline disproportionality) in all school improvement plans • Provide age-appropriate counseling, career awareness, and information to assist students in evaluating their academic skills and career interests • Full implementation of the BRIDGE Act, including providing regularly-scheduled advisement for all high- and middle-school students, and creating Individual Graduation Plans (IGP) for all 8th grade students



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Strategic Objective 4	Strategic Objective 5	Strategic Objective 6
<p>Elbert County Schools will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.</p>	<p>Elbert County Schools will be accountable for developing essential leader, teacher and staff competencies and optimizing all resources to achieve system and school improvement goals and outcomes for student success.</p>	<p>Elbert County Schools will deliver high quality services, structures, and processes that maximize available resources and ensure high levels of learning for all students.</p>
<ul style="list-style-type: none"> • Implement a District Parental Involvement Plan. The plan will establish a Parent Advisory Committee with representation from each school • Conduct an Annual Parent Involvement survey to inform the District Parental Involvement Plan • Engage families in two-way communication (family- and school-initiated), including parent-teacher conferences, home visits, phone conversations, daily or weekly reports, newsletters, and email • Promote multiple methods of communication that facilitate parent involvement in the learning and achievement of their children (e.g., website, parent portal, social media, etc.) • Utilize an automated calling system (One Call Now) to notify parents of school activities and events, including notifications regarding attendance, grades, and balances owed for programs • Provide information and school reports for parents with limited English proficiency, parents with disabilities, and parents of migratory children, in an understandable and uniform format • Provide materials and training through the Parent Resource Center and School Social Worker to assist parents in working to improve their child’s academic achievement • Expand partnerships with business and community leaders • Provide training and resources to staff members to build connections and partnerships in the community 	<ul style="list-style-type: none"> • System-wide implementation (Year 2) of the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) to support the continuous growth and development of teachers and school administrators • Develop and/or update job descriptions and evaluation instruments for all school-based instructional support positions and central office administrative positions • Use District Learning Walks to gather quantitative and qualitative data to inform conversations, assess needs and program implementation at the site and district levels, and support continuous improvement efforts • Target high-priority district and school improvement goals with job-embedded professional learning • Provide an on-demand, online professional development platform (PD360) for Elbert County educators • Collaborate with various agencies to provide professional development, consulting, and service to Elbert County educators • Develop and implement a comprehensive process for the ongoing monitoring and evaluation of professional learning based on changes in educator practices and increases in student learning • Develop and implement a Teacher Mentoring Program to support the understanding by new staff of the district’s expectations, development of high quality instruction, and a favorable rate of new staff retention • Maintain efforts to sustain Highly Qualified status of all personnel. Develop and monitor remediation plans for supporting any non-HiQ teacher or paraprofessional in becoming highly qualified 	<ul style="list-style-type: none"> • Achieve consensus in all schools, and as a school district, regarding a shared sense of mission and vision • Meet all AdvancED standards and accreditation policies through internal and external review processes • Complete each fiscal year within budget and in compliance with accountability requirements • Integrate system databases including, but not limited to, Infinite Campus, Lunchbox, Go-IEP, One Call Now, and Destiny • Maintain a service recognition program for classified employees • Continue implementation (Year 2) of the Community Eligibility Option to offer meals at no charge to students at Blackwell Learning Center, ECPS, and ECES • Implement use of Versatrans school transportation software to help ensure student safety and cost-effectively manage day-to-day transportation needs • Implement an automatic online application package for paperless employment processes • Implement and sustain a records retention schedule and paperless record keeping initiative



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