



Accreditation Report

Twiggs County School System

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Schools must have a clear view of what success looks like in order for there to be success in the classroom (Douglas Reeves, 2000). Understanding Twiggs County helps understand where we are and where we need to go as a community. According to the census of 2013, there were 10,590 people, 3,832 households, and 2,862 families residing in the county. The racial makeup of the county was 54.88% White, 43.65% Black or African American, 0.21% Native American, 0.11% Asian, 0.03% Pacific Islander, 0.25% from other races, and 0.87% from two or more races. 1.06% of the population was Hispanic or Latino of any race.

There were 3,832 households out of which 33.40% had children under the age of 18 living with them, 52.00% were married couples living together, 17.50% had a female householder with no husband present, and 25.30% were non-families. The average household size was 2.73 and the average family size was 3.20.

In the county the population was spread out with 27.00% under the age of 18, 9.40% from 18 to 24, 29.00% from 25 to 44, 23.30% from 45 to 64, and 11.30% who were 65 years of age or older. The median income for a household in the county was \$31,608, and the median income for a family was \$38,715. Males had a median income of \$31,141 versus \$22,057 for females. The per capita income for the county was \$14,259. About 15.50% of families and 19.70% of the population were below the poverty line, including 25.20% of those under age 18 and 25.80% of those ages 65 or over.

Twiggs County is a small rural district whose economy has suffered in recent years as has many small rural communities dealing with the high rate of unemployment. With no new industries on the horizon, many residents are leaving to look for jobs to support their families. Of our population age 25 and older, only 16% hold a bachelor's degree, (State rate: 24%), and 32% do not even possess a high school diploma (State rate: 21%) (U.S.Census, 2013). Our state is recognized as having one of the lowest overall graduation rates (bottom 5) across the nation (Balfanz, et al., 2009) and in 2011, Twiggs County High School (TCHS) had a 3.3% dropout rate. Twiggs County is a rural county, meaning our students could spend from 1-2 hours on a bus every day. This limits our ability to increase the instructional day to increase achievement, but also presents us with an unusual opportunity to capture an additional 2-3 hours of learning time. Another key issue is the combination of low-income and rural placing our students in to the ever widening digital divide of limited technology access guaranteed to impact their future interests and potential jobs.

Currently Twiggs County Schools is made up of Jeffersonville Elementary School (PK-5), Twiggs County Middle School (6-8), Twiggs County High School (9-12), and Jeffersonville School (alternative 6-12).

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The mission of Twiggs County Public Schools is to inspire, challenge and prepare all students to achieve their highest potential and become responsible citizens ready to compete in the global marketplace.

Core Values and Beliefs:

- Achievement
- Integrity
- Creativity/Innovation
- Accountability

1. We believe successful schools are a foundation of community stability, growth and prosperity.
2. We believe family and community engagement are critical to student and district success.
3. We believe in order for a school district to be successful, it must be based on mutual respect for educators, students, parents, and community; and have effective leadership, discipline and structure.
4. We believe all students can learn, and learning is a shared responsibility of home, students, school and community.

Long Range Goals:

- 1.Vary learning experiences to ensure academic success and college & career readiness.
- 2.Recruit, hire, support and retain highly qualified employees for the highest levels of excellence.
- 3.Manage district resources to promote and maintain internal processes.
- 4.Increase all stakeholder engagement to promote the highest level of student success.

District Priorities for 2014-2015

- Continuous implementation of CCGPS with fidelity
- Promote effective communication by increasing student, parental, community and business engagement.
- Develop systems to prepare K-12 students for college and career readiness.
- Create flexibility and support structures for schools.

Key Actions (1-3 years)

- Utilize new and existing technologies to engage students, improve process efficiencies, and provide professional development for staff members.

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- Develop and implement a framework for differentiated support and resources for schools and students.
- Provide structures and opportunities for collaborative and interactive planning for K-12 career pathways.
- Advance community engagement to include targeted communication through social and print
- Acquire, build, maintain, renovate and secure physical facilities to provide state-of-the-art equipment, technology, and room for expansion of K-12 career pathways.
- Establish means for school leaders to utilize allotments to meet school needs.

Key Strategies (3-5 yrs.)

- Create flexible and innovative learning opportunities for all students.
- Develop, implement, and support new plans and/or programs that focus on student-centered learning, higher-order thinking, and problem solving in the classroom

- Enhance existing programs to further develop college and career paths from kindergarten to twelfth grade
- Increase strategic partnerships with businesses, post-secondary institutions, and community leaders to fully integrate college and career paths in TCPS
- Increase the school's ability to meet student and school needs
- Advance innovative ways to engage the community and parents in the educational process
- Expand community service learning opportunities for students and increase communication efforts with community agencies
- Create a supportive environment that empowers staff

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

TCPS has worked hard to improve its system processes and procedures and the quality of education that is received by its students. In the first year of Georgia's new accountability system, College & Career Ready Performance Index (CCRPI), TCHS was designated a priority school. Since that time, none of the other schools have been designated as an alert school. The past three years, TCMS and JES were named as a Rewards Progress Schools. This designation is given to the top 10% of Title I schools that have shown the most achievement progress for all students in the past three years.

Goal #1

The system works to increase and maintain stakeholder engagement at all levels of the organization communicating a purpose and direction for continuous improvement in order to promote the highest level of student success.

Providing opportunities for meaningful stakeholder involvement is crucial to broadening support provided by the community. A Parent Engagement Team under the direction of the Title I Director has been developed and meets monthly to provide monthly themed information to parents. Topics so far this year have included curriculum, assessments, accreditation, barriers to success, and technology. This is also an opportunity for there to be clear, two-way communication between the school system and parents. Other activities include classroom and/or grade newsletters, school special occasions, Parent Portal through Infinite Campus, school websites, and Remind 101 reminders via text messages. Feedback from the Needs Assessment indicated that text messaging is their preferred method of receiving school information.

In order to expand its programming and offer more opportunities for its students TCHS must partner with post-secondary institutions. Those partners include Central Georgia Technical College and Middle Georgia State College. Central Georgia Technical College offers Digital Media, Criminal Justice, Cosmetology, and Welding dual-Enrollment courses at TCHS. Students at TCHS have the opportunity to enroll at Middle Georgia State College, meeting all requirements, in the ACCEL program. Transportation and student expenses for fees and books remain as barriers barring the growth of this opportunity. TCHS can utilize the Georgia Virtual School as an additional avenue to advanced coursework.

Goal #2

The system will operate under governance and leadership that supports varied learning experiences to ensure academic success and college and career readiness as well as the recruiting, hiring, supporting, and retaining of highly qualified employees.

TCPS is in the second year of implementing the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) evaluation programs. During the 2013-2014 school year TCPS chose a partial implementation whereby all teachers received the observations and walkthroughs. Administrative personnel were evaluated using the LKES standard ratings. This served as solid preparation for the full implementation for this school year. Even though it is understood that assessment results will not count toward the Teacher Effectiveness Measure score this year, TCPS is continuing SLO implementation so that assessments can be fine-tuned and all staff are familiar with the process.

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TCPS recognizes that the quality of its instruction is dependent upon hiring and retaining highly-qualified personnel. New teachers are provided mentors by veteran teachers, under the guidance of Middle Georgia RESA and the New Teacher Induction Program, so they become aware of expectations and school and system processes. Mentoring activities include regular meetings between mentor/mentee, instructional observations, lesson plan reviews, and TKES standards review.

TCPS recognizes that strong Professional Learning offerings have a direct impact on improving teacher efficacy. This includes teacher stipends, registration fees, travel, materials, and supplies. Areas in the New Teacher Induction state initiative also include Instruction, School Improvement, Professional Learning, Technology, and Parent Involvement. There are school representatives for each area with specific responsibilities. School representatives are facilitated by a system and MGRESA contact. Teacher Leaders also serve on their School Improvement Team and the System Improvement Team.

Professional Learning opportunities are plentiful and are directly aligned to identify school and system improvement needs. Recent opportunities have included ELA PK-5 & 6-12 alignment, Math K-8 strategies workshop, GADOE ELA and Math Summer Institute, Instructional Technology, SLO Assessment Development, and Formative Instructional Practices (FIP). Teachers receive stipends and PLU credit for work performed off-contract.

TCPS provides common, grade-level planning for teachers in grades K-12. This allows time for teachers at each grade level time data review and to plan cross-curricular activities. Administration and Area Instructional Specialist have the opportunity to sit down with each grade level to make adjustments as needed throughout the school year for curricular or management concerns.

Goal #3

The system's curriculum and instructional design guide and ensure teacher effectiveness and student learning to promote the highest levels of excellence.

The primary focus during the past three years has been the implementation of the Common Core Georgia Performance Standards (CCGPS) for ELA and Math in standards-based classrooms. Science and Social Studies content remain based upon the Georgia Performance Standards (GPS). TCPS has worked to vertically articulate the curriculum through teacher workshops in ELA and Math. Grade levels have collaborated to develop consensus curriculum maps to provide a "guaranteed and viable" curriculum for all students. A variety of assessments: summative, interim, and formative are implemented to provide data to inform instruction and decision-making TCPS continues to work on aligning assessments, particularly formative, to our curriculum so that there is a tighter match.

Providing successful interventions to students that have not mastered standards is an on-going area of work for the system. The administrative staffs of each school and teachers work together to review data to determine intervention needs for the school and for individual students. The system is developing a cadre of teachers to continue to facilitate and refine the data review process. Area Instructional Specialist and Academic Coaches work collaboratively with the Federal Programs Director and Assistant Superintendent on data review and student identification.

TCPS recognizes that we must also expand course offerings for those students who need accelerated course content. We are working to expanded gifted classes beyond resource or advanced content to include the collaborative model. This allows the Gifted Teacher to work with regular education teachers to plan for acceleration by differentiation by readiness, process, or performance tasks. This provides a bridge as we work to have more teachers with the gifted certification. TCHS is working to provide face-to-face Advanced Placement (AP) course offerings to strengthen our Advanced Academics pathway and implement enhanced HOPE rigor requirements. Georgia Virtual School is also available to 6-12 students to offer AP or other courses that we are unable to support locally.

Providing career pathway opportunities for our students is integral for the success of our students and our community. Our Career Technical and Agricultural Education (CTAE) pathways include Agriculture, Welding, Nutrition & Food Science, Digital Media, Cosmetology and Business Administration/Information Support.

TCPS has embraced a progressive instructional technology implementation plan. The system has strengthened the infrastructure to support wireless devices for teacher and student use. Professional learning has been offered whereby teachers have been trained in focusing on educational technology. These cohorts have been facilitated by an instructional technology director and coordinator. Confident teacher use of technology is necessary for successful student use in the classroom. In addition to Fuel Ed and A Plus, TCPS uses additional software programming. These include Renaissance Learning, Study Island, and Educational Impact. TCPS uses Infinite Campus as its Student Information System

Goal #4

The system manages district resources and provides services in all schools that support its purpose and direction to ensure success for all students.

In the current situation of having higher expectations and unfunded mandates to implement, doing more with less is the challenge facing all school systems and TCPS is no exception. With the loss of funding through FTE cuts, austerity reductions, lack of equalization funding, and changing tax base TCPS has become quite adept at doing more with less. A concerted effort has had to be made on managing resources smartly that does not impact the quality of instruction our students receive. All resources: human, time, scheduling, finances, and facilities have been scrutinized to determine how we can best use the resources and protect instruction.

Getting the local E-SPLOST passed for our new gym was a huge hurdle in moving forward with the building. It shows the commitment of the community for the system...this in a time when many local SPLOSTs fail as a symbol of new taxation. TCPS has also raised the local millage rate from 16 to 16.6 this was necessary to make up for the decrease in FTE allotment and equalization funding.

During the past 5 years multiple positions in the system have been lost to attrition. Administrators within the system are cognizant to the fact that we have to be creative in scheduling and programming. If a position becomes vacant it is not filled until all possible scenarios have been reviewed and rejected. The litmus test of this process is the impact on student achievement.

TCPS has historically been able to use federal funding to provide the technology (infrastructure, devices, and software) and supplemental instructional materials that are needed in core content area coursework. We are now at the point where the need for intervention specialists and other key personnel to lead data-driven instructional practices are necessary

Goal #5

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

The Using Student Achievement Data to Support Instructional Decision Making practice guide published by the Institute of Educational Sciences defines data-based decision making as "...teachers, principals, and administrators systematically collecting and analyzing various types of data, including demographic, administrative, process, perceptual, and achievement gap, to guide a range of decisions to help improve the success of students and schools". A number of activities and decisions have been undertaken by our schools that involve data-based decision making, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting annual performance data to identify areas of weakness for future educational focus. This is done during

collaborative planning, Leadership Team meetings, and annual Leadership Retreat.

Our variety of data systems allow for the collection, interpretation, and use of student data. Our universal screening system can be used at the beginning and middle of the school year to identify students, K-11, who are academically on-track and those who are at-risk for difficulties in key critical content areas, such as reading and mathematics. At-risk students can be selected to receive research-based interventions. Schools use progress monitoring data (collected on a frequent basis) to gauge the students' progress (or response to an intervention) towards critical academic outcomes. Formative assessments can be collected in classrooms to give teachers feedback about students' understanding of the material presented and what minor adjustments to their instruction may be needed to improve students' understanding.

We are in the beginning stages of being able to use our student data system in broader decision-making by utilizing annual state testing results to evaluate the effectiveness of their instructional systems through SLDS.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

During the course of the last five years the Twiggs County Public Schools have employed 3 superintendents, 4 high school principals, and three middle school principals. There have been significant turnover among teachers in the last five years. It is over the last two years that there seems to be a level of stability that has provided the revisiting of our strategic plan along with data disaggregation that has changed and moved the system in a very positive direction. The Twiggs County High School was the recipient of a School Improvement Grant in 2013 that allowed us to place key personnel in needed support positions at the high school level.

Our previous AdvancEd/SACS Accreditation Review indicated that the required action needed was to secure and sustain an external agency to work with the school board in order to assist members in becoming knowledgeable of their responsibilities and practices as a governing and policy making body of the school district. Since that time our school board has participated in annual whole board training with an external provider as well as attending GSBA and NSBA conferences.

Another required action was recognition by the board that the superintendent is the head of the district and responsible for the daily operation of the schools. Survey and interview data indicate that this is the perception of stakeholders as well as internal representatives.

An additional required action was to promote collaboration among school, community, and district stakeholders in the continuous improvement process. While this remains a challenge our commitment to this goal has never been greater. All schools have been assigned a Family Engagement Coordinator and the district employees a system level Family Engagement Coordinator. Incorporating student recognition of different types in meetings and planning events has greatly improved parent involvement. We have reached out to businesses and continue to develop new partnerships. We also understand we can be our best cheerleader or our strongest critic. It is this understanding that we are communicating to our internal stakeholders in order to build a bridge to our external stakeholders.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
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.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Examples of schools' continuous improvement plans •Survey results •Statements or documents about ethical and professional practices •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements of shared values and beliefs about teaching and learning •The district strategic plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
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.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Examples of schools continuous improvement plans •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Survey results •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The district data profile •The district strategic plan 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Areas of Strength:

The area noted as an area of strength in the assessment of this standard is the commitment that is shared by system employees and stakeholders to the mission of "inspiring, challenging, and preparing all students to compete globally" and the vision of "Generating Excellence...One Team, One Goal" The vision was developed by the System Strategic Planning Team during the 2013 work and planning session and presented to the Stakeholder Involvement Group and Board of Education for feedback and revision. All stakeholders felt that the vision and mission successfully served as the guiding principles for the system.

This is supported by the strong rankings given to Standard 1 in the surveys. TCPS, TCHS and JES staff rated this area the highest with a 3.82, 4.36 and 4.56 respectively. The parent survey indicated an average score of 4.02 of respondents either strongly agreeing or agreeing with the statement of "Our school's purpose statement is clearly focused on student success". JES Student surveys also supported Standard 1 as having the highest satisfaction level with a score of 2.88 for JES.

It should be noted that this is an area of overall strength as identified by perception and by data. The continuous improvement process has been formalized identifying the District School Improvement Team comprised of the Superintendent and Central Office Directors, along with the School Improvement Team of each school. Each team meets to review upcoming state and federal changes, conduct their school-level needs assessment based upon data, and develop the School Improvement Plan for the following year based upon the identified needs. The School Improvement Plans are monitored throughout the year during system meetings and school level meetings.

What were areas in need of improvement?

While survey results indicate that Standard 1 received the highest level of satisfaction among stakeholders, providing more opportunity for stakeholders was indicated by the Standards committee and some survey responses. Among the school ratings for Standard 1, indicator 2 had an average of 3.63 of 4 compared to 3.98 for indicator 1.1 and 3.91 for indicator 1.3. In the parent survey the question receiving the lowest level of agreement was "our school's purpose statement is formally reviewed and revised with involvement from parents at 3.78 either strongly agreeing or agreeing. In the staff survey "our school's purpose statement is formally reviewed and revised with involvement from stakeholders" was tied for the lowest within the standard at 3.91 either strongly agreeing or agreeing with the statement.

What actions are you implementing to sustain the areas of strength?

TCPS has worked hard to create a climate and culture that is focused on student success. This has been enhanced by recognizing the increasing vertical articulation opportunities and collaboration within the system and across the grade spans and schools. We have worked to create a sense of family within the system with employees, students, parents, and other stakeholders. The System and School Improvement Planning process

is a formalized process for TCPS and has strengthened the system in its focus on student success. TCPS will continue to evaluate its annual Summer Leadership retreat with feedback from participants to streamline the process.

What plans are you making to improve the areas of need?

The vision, mission, beliefs, and goals will be annually reviewed for relevance with all stakeholders. This has been done with the System Improvement Team, SIG, Strategic Planning Team and BOE members. TCPS will expand the formalized review process to include other faculty and staff, students, and community stakeholders.

Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Governing authority training plan •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
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.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •Communications regarding governing authority actions •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Survey results regarding functions of the governing authority and operations of the district •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Most leaders and staff within the system make some decisions and take some actions toward continuous improvement. They expect all personnel and students to be held to standards. Leaders and staff express a desire for collective accountability for maintaining the conditions that support student learning. Leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Examples of decisions aligned with the district's strategic plan •Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's purpose statement •Survey results •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction •Our struggle is that we can not move to a higher rating until we believe is pervasive and consistent. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Examples of stakeholder input or feedback resulting in district action•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan•Involvement of stakeholders in district strategic plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The highest rating in Standard 2 was given to the indicator 2.5 (Leadership engages stakeholders effectively in support of the system's purpose and direction.). Staff surveys rated this indicator as a 4.36. The highest area from the parent survey was indicator was also 2.5 with a rating of 3.99. The elementary student survey showed that 94.6% of students agreed with the statement "in my school my teachers want me to do my best work." The highest agreement from middle school (68.02%) students was that my school provides me with challenging curriculum and learning experience and high school (65.28%) students was that the school provides multiple assessments to check my understanding of what was taught.

The Superintendent, administrative staff, teachers, and support staff are focused on the success of students. The system and its schools are focused on making continuous improvement which is formalized in the collaborative System and School Improvement Planning Process. Resources, whether they be financial, human, or time are allocated by priority and what is best for students and their continued success. A

strong Professional Learning program supports the Teacher Mentor Program with teacher's exposure in Professional Learning, School Improvement, Instruction & Intervention, Technology, and Parent Involvement. Professional Learning offerings also have provided teachers collaborative work in ELA and Math content articulation and development, in addition to, the instructional technology cohorts. To enhance collaboration, all grade levels in the system have common planning times and four additional professional learning days were added to the school calendar.

The additional strength of this standard relates to the governing board ensuring that leadership has the autonomy to meet goals. The governing body of TCPS is a five-member board that is elected along voting zones in the county. Members serve for a 4-year term and there are staggered elections. The superintendent makes policy and personnel recommendations to the board which they then vote on. The TCPS Board of

Education was designated as a Quality Board of Education by the Georgia School Board Association in December of this year. Boards attaining this designation have conducted a standards self-assessment, required trainings, and tie the evaluation of the superintendent to the system's strategic goals.

What were areas in need of improvement?

The indicator scoring the lowest when rated by the Standard Committee was mixed with student survey results indicating 2.4 (Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction) as lowest. Staff results indicated that indicator 2.6 (Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success) was the perceived lowest. Parent survey results indicated 2.3 (The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and manage day-to-day operations effectively.

What actions are you implementing to sustain the areas of strength?

TCPS plans to continue using the same System Improvement process that is a vertical team comprised of administrators and school improvement team members for all three schools.

What plans are you making to improve the areas of need?

TCPS has worked to more effectively engage parents as members in the school improvement process with making sure that parents and stakeholders increasingly participate in the June Leadership retreat, GLISI and meetings throughout the school year. The finished plans have been shared and revision suggestions solicited from parents during Title I and SIG meetings. A system Family Engagement Coordinator, individual school Family Engagement Coordinators, and system and school staff continue to explore ways to increase meaningful stakeholder involvement and engagement. TCPS can also continue to administer the AdvancED as well as Needs surveys each year to ensure consistent data points and review as part of the needs assessment process

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 2.17

Indicator	Statement or Question	Response	Evidence	Rating
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.	Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Some individualized learning activities for each student are evident randomly or in some but not all schools.	<ul style="list-style-type: none"> • Learning expectations for different courses and programs • Course, program, or school schedules • Student work across courses or programs • Course or program descriptions • Survey results • Lesson plans • Survey responses from program leaders receiving students from previous programs, schools, or grade-levels • Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices • Posted learning objectives • Descriptions of instructional techniques 	Level 2

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
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.	System personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the goals for achievement and instruction and statements of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the system's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Curriculum writing process •Profile of educational model or delivery system •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs 	Level 2

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Documentation of collection of lesson plans, grade books, or other data record systems •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Examples of improvements to content and instructional practice resulting from collaboration 	Level 2

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Few teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.	<ul style="list-style-type: none"> •Survey results 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	<ul style="list-style-type: none"> •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
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.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of structures for adults advocating on behalf of students •Survey results •List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Survey results •District quality control procedures showing implementation plan for professional development for district and school staff •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and district purpose and direction 	Level 3

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

What were the areas of strength you noted?

Ratings from the Standards Committee and survey results indicate that scores were very close with differences as low as .6 of a percentage point. Parents indicated that Indicator 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) was the highest ranked with students ranking 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) the highest. TCPS and its schools have made concerted efforts to meaningfully engage parents in their child's learning. Family Engagement Coordinators at each grade span coordinate parent involvement initiatives and update school websites. The system has a progress report scheduled with those being provided every 4 ½ weeks. Infinite Campus provides the Parent Portal so parents may access their child's grades on-line. Every homeroom teacher at JES sends home a weekly newsletter with each child so that parents know what their child is working on along with a school wide newsletter for both middle and high school. Many teachers use Remind 101 which sends text messages to parents.

TCPS has a robust professional learning program that is directly tied to school and system improvement initiatives. TCPS has leveraged various budgets in the 2014 calendar year on professional learning, primarily in teachers stipends and outside contractors. Recent offerings have included Standards Based Classroom Expectations, Mentoring Teachers, ELA Articulation (K-12), Math Strategies & Content Development (K-12), GADOE ELA & Math Academies, SLO Assessment Development, Instructional Technology, Formative Instructional Practices (FIP), SSTAGE, Classroom Management and Response to Intervention workshops. Required staff trainings are provided through on-line modules using Compliance Director.

What were areas in need of improvement?

While TCPS has made great strides in its instructional practices and processes the move toward more personalized learning is viewed as the next step. TCPS teachers have worked hard to provide standards-based instruction that is closely aligned to content standards. We have developed processes to monitor learning, make adjustments as needed, and inform students and parents of a child's progress. Having

students take

ownership of their learning and monitor their own progress can provide a catalyst to increase student achievement levels. TCPS is a small system in a small town and most people are known to one another. TCPS typically has small class sizes and all three schools incorporates a Mentor program (Cobra Time and Tiger Time).

What actions are you implementing to sustain the areas of strength?

Parental involvement efforts will continue using a variety of methods, including traditional but also seeking opportunities that changing social media present. Having designated parental involvement coordinators at the system and each school has allowed system initiatives to be more coordinated and embedded at each school. Soliciting parental feedback is also crucial to making needed adjustments. Professional learning efforts will continue that are aligned to system and school improvement efforts. Using TKES evaluation data as part of Professional Learning needs assessment will be important as those standards set the condition for student learning.

What plans are you making to improve the areas of need?

Providing a more personalized education with students monitoring much of their own learning requires a release of teacher responsibility. This is a shift that requires understanding of student learning needs and a process and routines that support this transition. Standards-based report cards and/or student mastery chart will be investigated as a potential vehicle. Technology will assist in providing a platform and the tools of monitoring student learning. Formative Instructional Practices professional learning will be expanded so instructional staff can understand the why and how of students monitoring their own learning.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
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.	Clearly defined policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools •While we feel good about the efforts being made to ensure fidelity in this area, we recognize the challenge we face due to demographic location, lack of industry, living conditions and social interaction opportunities. 	Level 4

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
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.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Example maintenance schedules for schools 	Level 3

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none"> •District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Evaluation procedures and results of education resources •Survey results •District education delivery model intended for school implementation including media and information resources to support the education program •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Assessments to inform development of district and school technology plans •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations •List of support services available to students 	Level 3

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
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.	The system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

What were the areas of strength you noted?

Even though TCPS has been adversely impacted by the 2008 economic downturn the system's commitment to the success of its students and the community is demonstrated by its purposeful use of resources and the potential impact of deployed resources on student achievement and teacher efficacy. Two exemplars of this practice are TCPS' instructional technology and infrastructure and commitment to implementation of the Standards Based Classroom. TCPS has recognized that increasing technology usage for staff and students increases student engagement, expands background knowledge, and better prepares our students for post-secondary education and the workforce. TCPS has invested in its technology infrastructure to allow for faster broadband and wireless capability. The system is migrating from PCs to tablets, laptops and Chromebooks for teacher and student use. With the implementation of the SIG Grant we have been able to provide both the needed technology and professional learning at the high school level. This has also allowed us to push down resources and combine professional learning with the other schools. TCHS teachers have received on-going technology integration professional learning and devices to support classroom instruction on a 1:1 ratio. Instructional Technology Leaders at each school provide support to colleagues and offer on-going professional learning partnerships with Middle Georgia RESA. Classrooms also have Promethean Boards, projectors and most classrooms have student response systems and document cameras. TCPS has also invested in software and site licenses to aid in monitoring student progress and providing teaching tools. . Infinite Campus is the student information system. Functions include Teacher GradeBook, attendance, discipline, and other state and federal reporting along with the Student Longitudinal Data System. The Parent Portal is also utilized to afford parents and students the opportunity to monitor grades. The areas of focus are School Improvement, Instruction & Intervention, Professional Learning, Parental Involvement, and Technology. Parents indicated that that 4.3 (The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff) was highest on this standard. Students in all schools rated 4.4 (The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system) as the highest. The staff indicated 4.6 (The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs) as the highest area.

What were areas in need of improvement?

The facilities of the TCPS have been an area of long-standing need. Continued maintenance and upkeep of such dated facilities presents on-going challenges and competes with other high-priority needs. Schools are an integral part of the community and up-dated, modern facilities help attract growth in the form of business and industry. While we believe nothing takes the place of caring teachers with sound instructional practices our students, faculty/staff, and community deserve upgrades as well a brand-new, state of the art gym at the elementary school. Pursuing funding for these initiatives was one of the first priorities of our superintendent with the work beginning almost as soon as he began. That hard work paid off when the community of Jeffersonville and the county of Twiggs passed the eSplost needed to fund these needs. All students did indicate that 4.3 (The system maintains facilities, services, and equipment to provide a safe, clean and healthy environment for all students and staff) was the area of concern for them.

The Standard 4 Committee noted the need for a vertically articulated Character Education program K-12. While each school has developed a rewards recognition program with recognition, the need to expand and vertically articulate the programs is needed.

What actions are you implementing to sustain the areas of strength?

TCPS is committed to continued instructional technology integration with a plan for 100% of its teachers to have received technology professional learning and access to a classroom set of ChromeBooks or iPads for student use. Having our teachers receive training in technology practices and instruction is the greatest method of improving student engagement and success. System and school staff must also remain abreast of emerging technologies and devices as the life cycle continues to shorten. The System Technology Plan is updated per state requirements every three years and this for the continuous review process of technology needs.

What plans are you making to improve the areas of need?

The facilities need is being addressed with the upgrades and construction of the new elementary gym and total renovation of the HVAC system at the middle/high school. The planning phase has included working with administration, faculty, and staff to determine how needs can be best met within the constraints of "low-wealth" rules and regulations. GADOE has given initial approval and the project is in the initial bid phase. Construction should begin in late Spring/early Summer of this year. To address the concern of character education TCPS will form a working committee populated by representatives from all three schools. The group will conduct a needs assessment including survey results, including AdvancED and Safe & Drug-Free Schools. The Leadership teams will review TCPS current practices and review research to determine scientifically-based programs and best practices.

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel use an assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system performance. The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Examples of changes to the district strategic plan based on data results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Policies and written procedures specific to data training 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Policies and procedures specific to data use and training •Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 2

Accreditation Report

Twiggs County School System

Indicator	Statement or Question	Response	Evidence	Rating
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.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"> •District quality control procedures for monitoring district effectiveness •Minutes of meetings regarding achievement of student learning goals •Survey results •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

What were the areas of strength you noted?

The area of strength in Standard 5 is Indicator 5.4 (The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for success at the next level) in that a clearly defined process for school improvement and growth. It should be noted that 86.7% of staff members strongly agreed or agreed with the statement "our school uses multiple assessment measures to determine student learning and school performance." State summative assessments include Georgia Milestones, ACCESS for ELLS, and the Georgia Alternate Assessment for students with disabilities. Testing coordinators, examiners, and proctors are trained prior to administration to ensure validity and reliability of results. As part of the TKES Student Learning Objective (SLO) Pre and Post Assessments, have been implemented in those courses that do not have a Georgia Milestones assessment. The SLO process included developing a system SLO committee that was regionally trained in content alignment, depth of knowledge, and assessment writing. SLO teachers went through the process for their courses and SLO assessments for the district were a combination of locally-developed, regionally-developed, or adoption of state exemplars. Universal screeners and progress monitoring used in the system include Accelerated Reader for Reading,

Accreditation Report

Twiggs County School System

Accelerated Math for Math and FuelEd. TCPS plans to migrate to GADOE's GOFAR assessment system for benchmarks and some formative assessments having previously used OAS. Assessments are also used in conjunction with curricular materials and the Math curriculums at all three schools. Teachers also use assessments at the end of units, 9-weeks test, and finals. An additional strength is that leadership in the schools and system monitor student achievement data and report to stakeholders. School administrators monitor student achievement from interim assessments and progress monitoring data throughout the year to track student progress. This ensures that instructional and resource decisions are made in real time. Administrators also monitor student discipline and attendance data because of the affects these factors may have on achievement. Individual student reports from state assessments are shared with parents as soon as they are received. School principals and district personnel report assessment results to the TCBOE as they are received and/or generated.

What were areas in need of improvement?

Results of the internal review process reveals that while one of the system's strengths is using data at the macro level, we need to continue to work on drilling down to the classroom and individual student level. There continues to be a need for ongoing professional learning in the are of data disaggregation. Committee members felt that a more systemic and formalized process is needed to ensure that data review procedures are vertically articulated in each school and will remain in place regardless of any personnel changes. The committee also felt that while TCPS does use a variety of student assessments for improvement planning and monitoring of student progress there is not a consistent understanding by all teachers on formative assessments. Tying directly into the need for a more consistent data review process is ensuring that all professional and support staff are trained in the evaluation, interpretation, and use of data. While teachers have directly received professional learning and been involved in professional learning communities we have often overlooked support staff, including paraprofessionals. This is supported by system staff surveys as only 86% either strongly agreed or agreed with the statement "our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

What actions are you implementing to sustain the areas of strength?

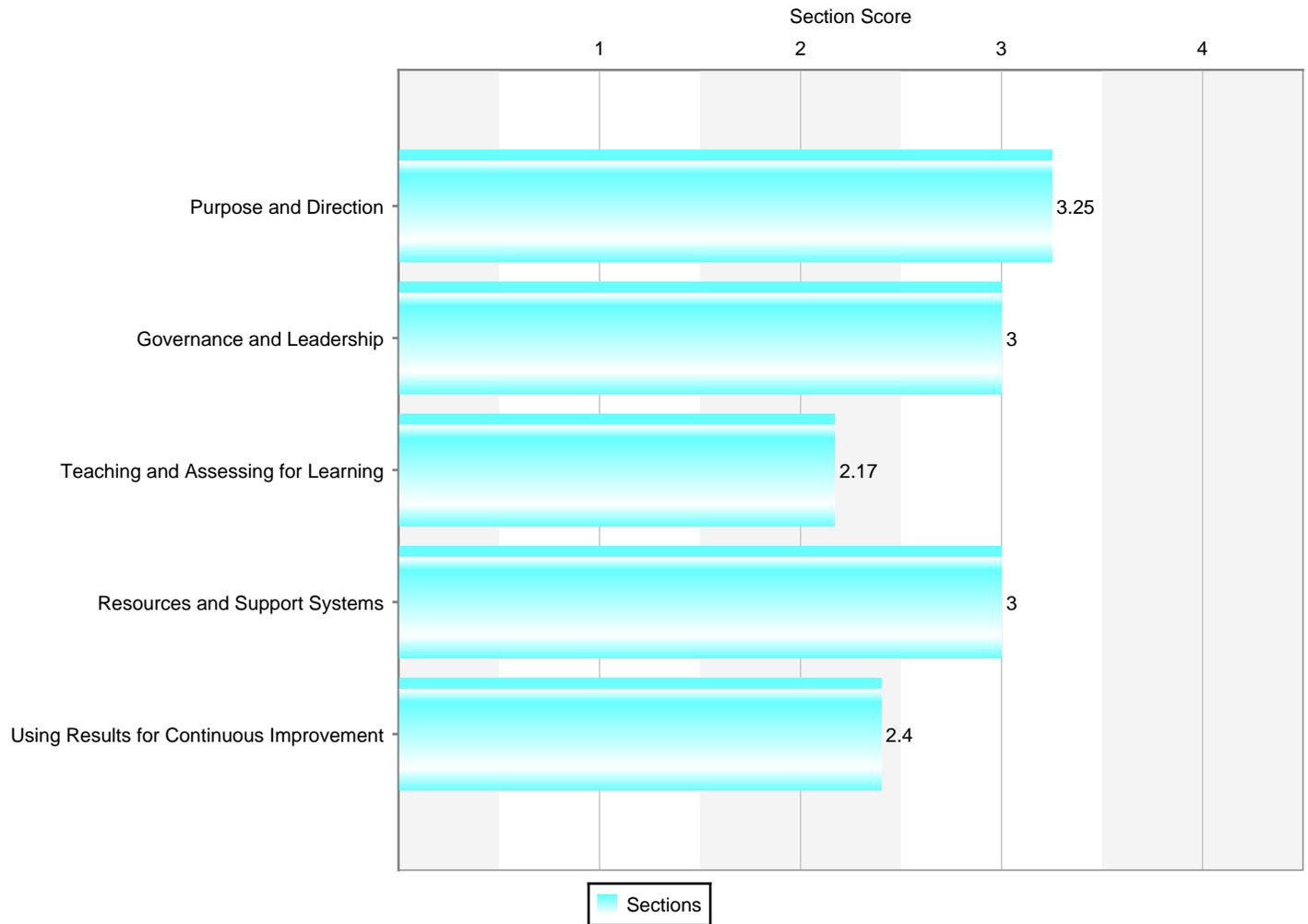
TCPS will continue to provide assessments that are closely aligned to the curriculum. As we transition to the Georgia Milestones this school year TCPS must make sure that we have reliable trend data. We will achieve this by maintaining consistent universal screeners and progress monitoring assessments.

What plans are you making to improve the areas of need?

TCPS will enhance the data review process by clearly delineating the system process, articulating roles, and training requirements. System and school personnel will work together to either develop its own or adopt an already proven review system. Included with this must be professional learning for all staff, including support staff, on the evaluation, interpretation, and use of data. TCPS has had 67 teachers to go through the Formative Instructional Practices (FIP) professional learning modules with local activities

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document JES Student TCMS Student TCMS Parent

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Jeffersonville Elementary School

Highest Level of Approval:

Students: Standard 1 Purpose and Direction

Staff: Standard 1 Purpose and Direction

Parents: Standard 3 Teaching and Assessing for Learning

Twiggs County Middle School

Highest Level of Approval:

Students: Standard 3 Teaching and Assessing for Learning

Staff: Standard 1 Purpose and Direction

Parents: Standard 5 Using Results for Continuous Improvement

Twiggs County High School

Highest Level of Approval:

Students: Standard 3: Teaching and Assessing for Learning

Staff: Standard 4 Resources and Support Systems

Parents: Standard 2 Governance and Leadership

Based on Survey Scores Overall:

Parent: 3.80

Staff: 4.04

Stakeholder: 4.3

Student (Elem): 2.79

Student (Middle and High): 3.59

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Based on other stakeholder surveys and previous SACS documentation we are making gains with stakeholders on providing opportunities for involvement. While our numbers are not where we would like for them to be, stakeholders are saying that the opportunities are in place. Our most recent Needs Assessment indicated the primary mode of communication desired by parents was text. We have implemented the RoboCall to meet this request. There is also growth being made in the area of business partnerships. We have had multiple community meetings on TCPS sites but also in communities. We have invited different civic groups to provide a platform for sharing and these opportunities have been well attended. The superintendent is an active member of the local Exchange Club and the assistant superintendent serves as the education chair for the Chamber of Commerce.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

In addressing our Spring 14 Needs Assessment and our previous SACS/AdvancED report we see consistency in the need to continue to engage parents in all that we do in order to support student achievement. Resources at the middle and elementary are still needed but some ground has been gained in this area. The Teaching and Curriculum Standard indicate many changes locally but also on the state level prompting us to continue to provide needed professional learning, assessment fidelity, and monitoring our expectations.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Overall Lowest Levels of satisfaction:

Jeffersonville Elementary School:

Students: Standard 2 Governance and Leadership

Staff: Standard 3 Teaching and Assessing for Learning

Parents: Standard 1 Purpose and Direction

Twiggs County Middle School

Students: Standard 4 Resources and Support Systems

Staff: Standard 3 Teaching and Assessing Learning

Parents: Standard 1 Purpose and Direction

Twiggs County High School

Students: Standard 4 Resources and Support Systems

Staff: Standard 3 Teaching and Assessing Learning

Parents: Standard 5 Using Results for Continuous Improvement

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Based on other forms of communication (surveys and interviews) we are moving toward a very positive perception among stakeholders. We continue to face challenges in recruitment and retention and this is reflected in upper grades satisfaction with curriculum and learning among our stakeholders. Middle and elementary stakeholders continue to see and voice the need for resources.

What are the implications for these stakeholder perceptions?

Among students in the Twiggs County School System there are different perceptions to be addressed in areas of need. Our elementary students scored Governance and Leadership as the lowest of the standards. Discussion among the AdvancEd System team involved the idea that students may not have a clear understanding at this level of governance and leadership. While we strive to be visible and interactive and we repeat our mission and vision daily, we must provide the landscape for understanding what this means. Middle school students rated Resources and Support Systems lowest among the standards. The discussion regarding this view was that they are correct in their perceptions that we must make greater strides and providing the technology and resources needed. Given that the middle school and the high school are in the same building and that the high school received a School Improvement Grant last year it would be easy for middle school students to see a technology rich atmosphere on one side of the building and not on the other side. The high school student survey will require more in-depth conversation for understanding. Students rated Resources and Support systems as the lowest standard. Our high school, by far, has the most technology and material resources than any of our schools. A recent SIG survey among our students indicated that while they liked the 1:1 ratio they did not believe teachers were using the technology effectively.

The staff at all three schools rated Teaching and Assessing for Learning as the lowest of the standards. While it is the lowest it is reassuring that our teachers understand the foundation for student success. Many changes on the local and state level have prompted the need for job embedded professional learning, outside contracted services and specific professional learning for our teachers. The implementation of TKES, new assessments, and Common Core are all challenging but we understand that we must continue to assess all stakeholders in this process to promote student achievement.

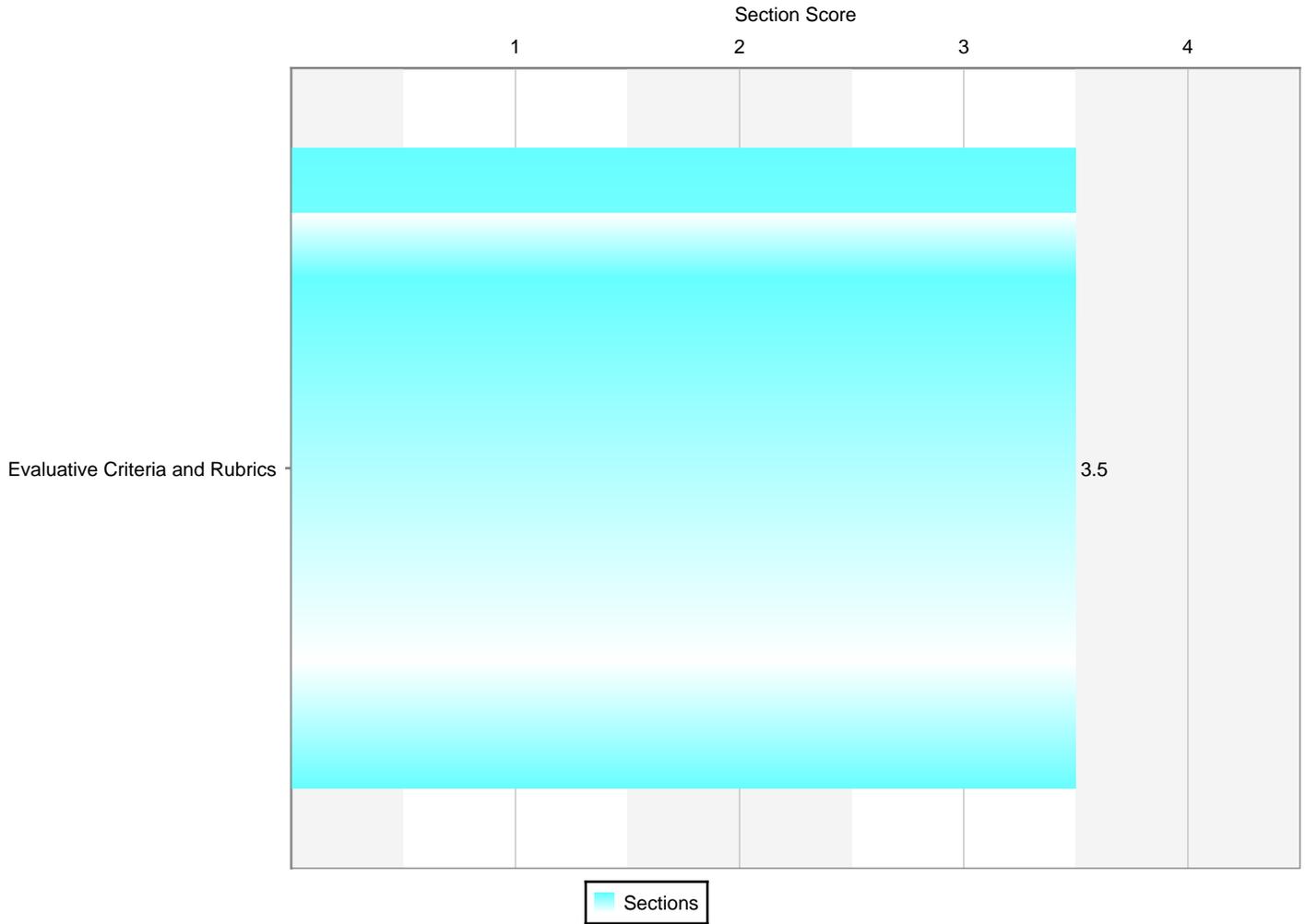
Both Jeffersonville Elementary and Twiggs County Middle parent groups identified Purpose and Direction as the weakest standard. We will continue to attempt to involve parents and other stakeholders in developing the direction needed for success for Twiggs County Schools. We believe communication is the key to moving this standard to a higher level. Parents at the high school indicated using results for continuous improvement as the weakest standard. Again, we believe involving parents in the school improvement process will provide a level of understanding among all stakeholders.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

In identifying needs in our 2014 Needs Assessment, our SIG surveys, Climate Surveys, and TKES surveys we see many consistencies among findings especially among our staff and students.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please see attachment	TCPS Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Jeffersonville Elementary School saw meets/exceeds gains in all assessed areas on the CCRPI from 2012 to 2014.

	2012	2013	2014
ELA	72.5	78.1	78.4
Read	77.5	81.2	92.2
Math	64.5	59.8	60.3
Science	61.7	68.8	69
SS	59.1	61.1	71.6

Twiggs County Middle School saw meets/exceed gains in the areas of ELA, Reading, and Science based on CCRPI scores from 2012 to 2014.

	2012	2013	2014
ELA	86.8	86.1	89.1
Read	91.5	90.9	91.8
Math	68.1	80.1	79.8
Science	53	58.2	62.9
SS	59.1	63.4	62.7

Twiggs County High School saw meets/exceeds gains in the areas of 9th Literature, American Literature, Biology, US History, and Economics based on EOCT scores from the 2012 to 2014 CCRPI.

	2012	2013	2014
9th Literature	66.3	70.4	77.6
American Lit	65.7	58.7	80.6
Coordinate Alg		6.9	29.3
Geometry		32.5	30.2
Physical Sci	61.9	67.6	54.3
Biology	48.9	36.4	46.7
US History		20.4	41.9
Econ	26.9	52.3	54.1

Describe the area(s) that show a positive trend in performance.

The areas of math and social studies have shown positive trends but need continued attention and focus. Our current CCRPI scores indicate a significant increase in closing the achievement gap across the system.

Which area(s) indicate the overall highest performance?

Using the CCRPI Data from 2013 and 2014 we saw meets/exceeds growth in all areas assessed at Jeffersonville Elementary School.

	2013	2014
ELA	71.8	78.4
Reading	81.2	92.2
SS	61.1	71.6

Twiggs County Middle School saw growth in the areas of ELA, Reading, and Science using CCRPI data.

	2013	2014
Math	59.8	79.8

Twiggs County High School saw significant growth in the areas of American Literature, Coordinate Algebra, and US History

	2013	2014
American Lit	58.7	80.6
Coord Alg	6.9	29.3
US Hlstory	20.4	41.9

Which subgroup(s) show a trend toward increasing performance?

There is very little disparity between subgroups among students at TCPS. We do note a minimal increasing trend among males over females as well as African American males over their white peers.

Between which subgroups is the achievement gap closing?

The Jeffersonville Elementary School CCRPI data for 2014 indicates black students showed gains in reading and social studies while economically disadvantaged students showed gains in reading.

The Twiggs County Middle School CCRPI data for 2014 indicates minimal gains for both the black and economically disadvantaged subgroups this year in the area of reading.

The Twiggs County High School CCRPI data for 2014 indicates gains for black and economically disadvantaged students in the area of math (geometry).

Which of the above reported findings are consistent with findings from other data sources?

The data from CCRPI is very similar to the disaggregated data completed by the individual schools in setting their goals for the school year, the annual Needs Assessment, Student Growth Reports, School Climate reports, and TKES surveys.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

We continue to struggle in the areas of Science and Social Studies system wide and writing in elementary and middle. While we are still low in the area of math we are seeing a trend upward.

Describe the area(s) that show a negative trend in performance.

CRCT Trend data indicates gains in all areas with the exception of Science and Social Studies at the elementary school level and the middle school level. Math took a significant decline in the 13-14 school year among 9th graders as well as a decrease in science.

Which area(s) indicate the overall lowest performance?

We continue to struggle in the areas of Science and Social Studies system wide. Steps are being taken to change this trend through job embedded professional learning, external contracted providers, and enrichment activities off contract time.

Which subgroup(s) show a trend toward decreasing performance?

We continue to see a decreasing trend among our students with disabilities.

Between which subgroups is the achievement gap becoming greater?

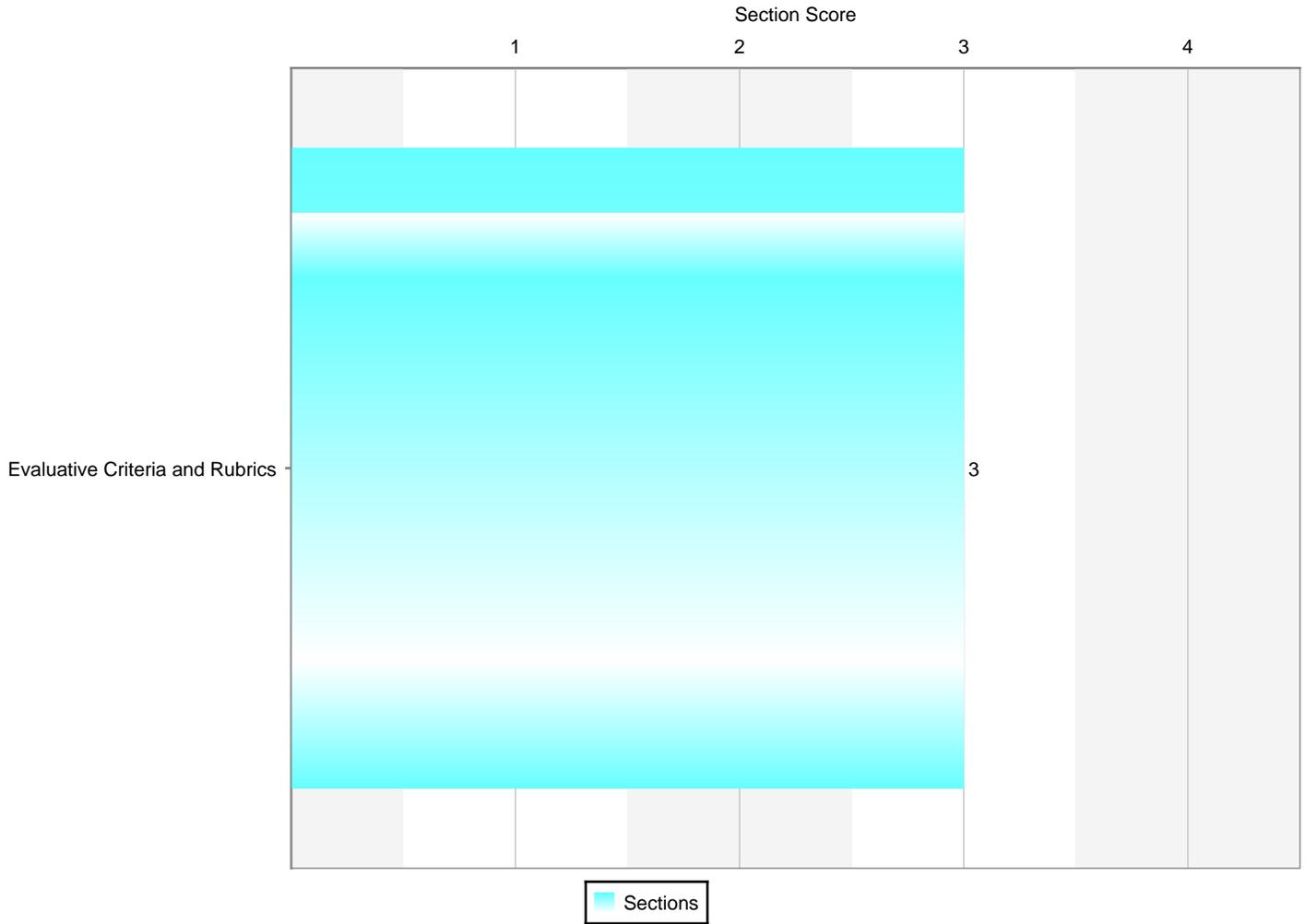
While this is the area of great celebration for us based on our overall CCRPI scores, the area where we see the achievement gap becoming greater is among our students with disabilities.

Which of the above reported findings are consistent with findings from other data sources?

Both the individual school improvement plans and the system wide plans are consistent in supporting the findings we see from the data included in CCRPI and disaggregated assessment data.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		AdvancEd Overview Sign In Sheets

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		TCPS Safety Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The Twiggs County Board of Education uses the PC Genesis Financial And Payroll System provided by the Georgia Department of Education. Internal controls governing the use of this system (i.e. security roles, separation of duties) are reviewed each year during our annual audit performed by the Georgia Department of Audits.	

Accreditation Report

Twiggs County School System

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	<p>The School Improvement Process on a continuous cycle that, for us, involves six steps. Those steps include:</p> <p>Assessment</p> <p>We complete a needs assessment to determine areas of strength and improvement. This enables us to (a) identify the strengths and weaknesses of reform efforts, and (b) align and build on these current and planned reform initiatives to develop a comprehensive school improvement plan that will result in rigorous and high-quality teaching and learning for all students.</p> <p>Analyze</p> <p>After the schools and/or district leadership team have completed the needs-assessment, the team wi</p>	TCPS System School Improvement Plan

Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		TCPS Quality Assurance

Twiggs County Schools Strategic Plan

Overview

Plan Name

Twiggs County Schools Strategic Plan

Plan Description

The Twiggs County Schools researched, developed and began implementation of the TCS Strategic Plan, in partnership with and under the guidance of the GSBA, in 2012. In staying committed to the goals of the strategic plan we have determine four goal areas for improvement and continuous focus. 1. Academic Achievement, 2. Learning and Growth, 3. Internal Operations and Processes, and 4. Stakeholder Engagement, Satisfaction, and Support, and 5. Comprehensive Assessment System.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Twiggs County Schools System's curriculum and instructional design guide and ensure teacher effectiveness and student learning to promote the highest levels of excellence.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$48000
2	Learning and Growth with a focus on understanding and communicating funding, retention of highly qualified staff, and retention of highly qualified staff.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$63500
3	The system manages district resources and provides services in all schools that support its purpose and direction to ensure success for all students.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$565000
4	The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$25300
5	It is the goal of the Twiggs County School System to increase Stakeholder Engagement, Satisfaction, and Support as measured by annual Needs Assessment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$10500

Goal 1: Twiggs County Schools System’s curriculum and instructional design guide and ensure teacher effectiveness and student learning to promote the highest levels of excellence.

Measurable Objective 1:

collaborate to focus on four critical areas in order to increase academic achievement in the Twiggs County Public School System with those areas being: Attendance Rate, Special Education, Graduation Rate, and CCRPI by 05/26/2017 as measured by using the the graduation rate as the final measurement for success: 2014: 73%, 2015: 78%, 2016: 85%, 2017: 90%.

Strategy 1:

Establishing Structures to Support Academic Achievement - It is important to communicate and educate all stakeholders on the components of CCRPI while training all faculty and staff to understand and implement the components of CCRPI. We must also ensure that our technology is prepared to support not only research and added rigor but also assessment requirements. We understand the rural setting of Twiggs County solicits the need for college and career exposure to come to the community and be pervasive in the community.

Research Cited: Dr. Robert Marzano summarized a broad range of research on student achievement, including the classic works of Coleman, Edmonds, Levine, and Lezotte, Bloom, Walberg, and others. He distilled the 11 factors that appear to have the greatest effect on student achievement and grouped them according to school, teacher, and student levels.

School-Level Factors

- Guaranteed and Viable Curriculum
- Challenging Goals and Effective Feedback
- Parent and Community Involvement
- Safe and Orderly Environment
- Collegiality and Professionalism

Teacher-Level Factors

- Instructional Strategies
- Classroom Management
- Classroom Curriculum Design

Student-Level Factors

- Home Environment
- Learned Intelligence and Background

Knowledge

- Student Motivation

Accreditation Report

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Activity - Increase the Graduation Rate-Teacher Proficiency and Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Standards-based Instructional Planning Initiative Implement job-embedded professional learning Train teachers and administrators on standards-based instruction Implement differentiation models Schedule vertical planning sessions Schedule and support quarterly curriculum revision sessions for all grades/departments</p> <p>2. Intervention Initiative Administer benchmarks in all subjects Analyze and utilize benchmark data Review and revise RTI protocols and procedures as needed Communicate RTI protocols and procedures to all faculty</p> <p>3. Gifted and AP Initiative Increase the number of teachers with gifted certification Increase the number of teachers with AP certification Share gifted and AP strategies with all teachers</p> <p>4. Assessment Initiative Distribute information on Milestone and SLO assessments Train teachers to develop and use Milestone and SLO assessments Ensure common unit assessments are in use in all subjects/grades</p> <p>Schools: All Schools</p>	Academic Support Program	01/06/2014	05/26/2017	\$0	No Funding Required	Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Trendie Spires, Colinthia Foreman

Strategy 2:

Curriculum Mastery - We will work to provide support structures to ensure curriculum mastery through both teacher support and student support. Choosing to think outside the box to provide opportunities for instruction, funding, and support of students and teachers.

Suggested Performance Measures:

- % of students in grades 3-5 meeting or exceeding CRCT/Milestone standards in each of the five core subject areas
- % of students in grades 6-8 meeting or exceeding CRCT/Milestone standards in each of the five core subject areas
- % of students meeting or exceeding EOCT/Milestone standards in each of the four core subject areas
- % of students in grades 3, 5, 8 & 11 meeting or exceeding standards on state writing assessments

Research Cited: What I do know is that our education system will not modernize itself without leadership. We need state, district and school leaders who can see this vision and have the courage to make the changes necessary to support student-centered learning. These leaders should focus their efforts on moving to a competency-

Accreditation Report

Twiggs County School System

based education that requires students to demonstrate mastery of the material, ending the archaic practice of seat-time, funding education based on achievement instead of attendance, eliminating the all-too-common practice of restricting students to district boundaries, and removing barriers to effective, high-quality instruction.

Bill Daggett

Activity - Ensure Curriculum Master	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Standards-based Instructional Planning Initiative Implement job-embedded professional learning Train teachers and administrators on standards-based instruction Implement differentiation models Schedule vertical planning sessions Schedule and support quarterly curriculum revision sessions for all grades/departments</p> <p>2. Intervention Initiative Administer benchmarks in all subjects Analyze and utilize benchmark data Review and revise RTI protocols and procedures as needed Communicate RTI protocols and procedures to all faculty</p> <p>3. Gifted and AP Initiative Increase the number of teachers with gifted certification Increase the number of teachers with AP certification Share gifted and AP strategies with all teachers</p> <p>4. Assessment Initiative Distribute information on Milestone and SLO assessments Train teachers to develop and use Milestone and SLO assessments Ensure common unit assessments are in use in all subjects/grades</p> <p>Schools: All Schools</p>	Academic Support Program	08/05/2013	05/26/2017	\$36000	Title II Part A	Kim Perry Barham, Jamie Paulk, Trendie Spires, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Miriam Rearden, Tapuwa Makya, Jason Thomas, Mozell Smith

Strategy 3:

Provide Academic Support - Focusing on assessment and using assessment to drive instruction. Teachers will be supported in understanding the following modes of assessment:

- Universal Screening
- Benchmark Testing
- Formative Assessment
- Summative Assessment

Accreditation Report

Twiggs County School System

-Student Learning Objectives (SLO)

Research Cited: In a recent research paper done by Daniel Mahoney of Kent State University research provided the following data:

Why is assessment of student learning important?

In effect there are two reasons assessment of student learning is important.

Assessment is needed for improvement. Improvement, with its internal focus provides

-opportunities for the academic community to engage in self-reflection of its learning goals, to determine the degree to which these goals correspond to student and societal needs, and to evaluate if students' activities, products, or performances coincide with the academic community's expectations;

-offers information to students about the knowledge, skills, and other attributes they can expect to possess after successfully completing coursework and academic programs.

-establishes ways for academic units to understand the dimensions of student learning when seeking to improve student achievement and the educational process.

Assessment is needed for accountability. Accountability, with its external focus, provides

-evidence of student achievement to accreditation groups, state legislators, and other stakeholders in education. Kent State University's accreditation process, the Academic Quality Improvement Project (AQIP), holds the institution responsible for evidence, among other efforts, of the continuous improvement of student learning.

Activity - Fluid and Flexible Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>1. Scheduling Initiative -Arrange school calendar to allow for testing before Spring Break -Arrange schedule to allow for safety-nets during the school day -Schedule supplementary education immediately following Benchmark testing</p> <p>2. Co-teach Initiative -Provide co-teaching model training -Ensure co-teacher schedules match IEP's -Allow for common planning time for co-teachers</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Tyrone Bacon, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Mozell Smith</p>
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Strategy 4:

College and Career Readiness - Provide a clear and concise understanding of the College and Career Readiness Performance Index (CCRPI) from PK through post secondary. Using the CCRPI to provide structure and a framework for preparing our students for the future.

Suggested Performance Measures: Suggested Targets:

- % of students missing less than 7 days
- % of students on-track with Lexile scores
- % of students on track with CTAE Path-Way
- % of students completing career inventories

Research Cited: Georgia began work on the College and Career Ready Performance Index (CCRPI), a new statewide accountability system based on 2012 school year data that was launched as a “study year” in May 2013. Since that first “study year,” after receiving valuable feedback from our education partners and the public, DOE staff members have revised and refined the CCRPI to make a more meaningful report. The new CCRPI will be calculated from 2013 data reflecting the new calculation, and the 2012 scores will be recalculated applying the new calculation methodology to the same 2012 data.

The updated calculations require schools and districts to meet greater expectations to earn high scores. Comparisons between 2012 and 2013 results will only be valid using the recalculated results. Any comparison to the “study year” will not compare “apples to apples” and will be invalid. The new CCRPI reports display a single score

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for the state, local school districts, and schools with non-traditional configurations (K-12, K-8, 6-12, etc.). In addition to revised indicators, significant calculation changes include:

- New Weights for Achievement and Progress components
 - Credit for Achievement has decreased to 60 points (from 70 points last year)
 - Credit for Progress has increased to 25 points (from 15 points last year)
 - Graduation Rate: change in cohorts and weights
- New Calculation
 - 4-year cohort graduation rate weighted at 2/3
 - 5-year cohort graduation rate weighted at 1/3

The new CCRPI reports for schools with grades K-1 and K-2 will use 3rd grade English Language Arts (ELA), Reading, and Mathematics Criterion Referenced Competency Test (CRCT) data

New calculation uses the 3rd grade CRCT results as a more rigorous and consistent measurement of Content Mastery.

5th grade students passing 5 core courses (now including reading) must also pass all CRCT. The former CCRPI required passing only 4 core courses and did not require passing CRCT scores for credit.

8th grade students passing 4 core courses must also pass all CRCT and required End-of-Course Tests (EOCT). The former CCRPI did not require passing scores on the CRCT and EOCT.

9th grade Students with Disabilities earning 3 credits in core courses now must pass the required EOCT. The former CCRPI did not require passing EOCT scores.

9th grade students earning 4 credits

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>1. Lexile Initiative -Label all books with Lexile levels -Ensure majority of novels read fall into the correct level Lexile band -Train teachers, administrators, and parents to understand Lexiles</p> <p>2. Grade-Specific Career Awareness Initiative -Explore creating a grade specific career awareness class at all schools -Update student portfolios annually to allow for post-secondary goals</p> <p>3. Extra-curricular Programs Initiative -Maximize funding for CTAE programs -Develop marketing strategies for JROTC program</p> <p>Schools: All Schools</p>	<p>Career Preparation/Orientation</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$12000</p>	<p>General Fund</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Elizabeth Ricks, Barbara Franklin, Mozell Smith</p>
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Goal 2: Learning and Growth with a focus on understanding and communicating funding, retention of highly qualified staff, and retention of highly qualified staff.

Measurable Objective 1:

collaborate to obtain and retain highly qualified faculty and staff, develop effective leadership, and to promote a culture of continuous learning. by 05/26/2017 as measured by Teacher retention percentages, leadership training, professional learning and advanced degrees. .

Strategy 1:

Teacher Retention - Suggested Performance Measures:

- % of teachers retained annually

Suggested Targets:

- 2013: > 90% 2014: > 90%
- 2015: > 90% 2016: > 90%

- % of teachers receiving an overall satisfactory on TKES

- 2013: > 90% 2014: > 90%

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-2015: > 90% 2016: > 90%

- % of parents satisfied with the quality of teachers

-2013: 100% 2014: 100%

-2015: 100% 2016:100%

- % of staff who are Highly Qualified (HiQ)

-2013: 100% 2014: 100%

-2015: 100% 2016: 100%

Research Cited: A recent study by the National Bureau of Economic Research (Chetty, Friedman, & Rockoff, 2011) found that highly-qualified teachers do, in fact, make a substantial impact on the lives of children and young adults. Taking school data for 2.5 million children in grades 3 through 8 and linking it to tax records and adult outcomes, Chetty and Associates found that children with excellent teachers were more likely to attend college, less likely to become pregnant in their teen years, and more likely to have higher salaries in adulthood. The research found that great teachers can have huge impact on quality of life and academic achievement.

Activity - Teacher Retention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>1. Teacher Retention Initiative Develop a mentor program to offer beginning teacher support Develop an induction program to offer support to newly hired staff Explore ways to gather additional staff input Create and conduct exit interviews to establish reasons for attrition Gather multi-year data on attrition and use to inform policy and procedural change</p> <p>2. Teacher Recruitment Initiative Increase partnerships with local teacher preparation institutions Determine annual staffing needs before the end of the school term Create an interview process to ensure new staff meet qualifications and targeted needs Attend recruitment fairs to target identified staffing needs</p> <p>Schools: All Schools</p>	Recruitment and Retention	08/05/2013	05/26/2017	\$19000	Title II Part A	Kim Perry Barham, Miriam Rearden, Elgin Dixon, Benjamin Roundtree, Jamie Paulk, Colinthia Foreman, Trendy Spires, Jason Thomas, Barbara Roundtree, Elizabeth Ricks
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Strategy 2:

Developing Effective Leadership - Suggested Performance Measures:

Suggested Targets

-% of faculty and staff believing leadership is effective	90% based on surveys annually
-% of aspiring leaders attending leadership training	100% in 3 year cycles
-# of Leadership Team members attending group leadership skills training	100% in 3 year cycles
-% of leaders receiving an overall satisfactory on LKES	100% annually

Research Cited: Initial investigations of leadership considered leaders as individuals endowed with certain personality traits which constituted their abilities to lead and move groups to another level. The studies investigated individual traits such as intelligence, birth order, socioeconomic status, and child-rearing practices (Bass, 1960; Bird, 1940; Stogdill, 1948, 1974).

Activity - Leadership Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>1. Leadership Effectiveness Initiative -Implement LKES -Survey faculty and staff for perception of leadership effectiveness -Review faculty perception survey -Address areas of needed attention</p> <p>2. Leadership Growth Initiative -Identify LKES areas in need of development -Provide opportunities for aspiring and current leaders to extend their skills</p> <p>3. Leadership Development Initiative -Partner with RESA teacher leadership programs to grow future leaders -Provide opportunities for teachers to develop leadership and facilitation skills -Provide Leadership Team members with group leadership skills training</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$6500</p>	<p>Title II Part A</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree</p>
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Strategy 3:

Promote a Culture of Continuous Learning - Suggested Performance Measures:

-% of teachers with additional certification/endorsements	-80% over three years
-# of faculty believing Professional Learning meets their needs	-100% over three years
-% of bus drivers attending annual training on bus discipline	-100% annually

Suggested Targets:

Research Cited: According to the report "The Path Forward: The Future of Graduate Education in the United States," by 2018, 2.5 million new jobs are estimated to need advanced degrees. The Bureau of Labor Statistics estimates that jobs requiring master's degrees will grow by 18% from 2008 to 2018.

The "Path Forward" study, produced by the Council of Graduate Schools and Educational Testing Service, also reports that master's-level education is the largest segment of graduate education with more than 75% of graduate students in master's degree programs.

Employer demand has played an important role in the growth in master's degrees programs. Master's degrees are preferred and have become a requirement for entry into many professions.

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Activity - Professional Learning Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. Critical Needs Initiative</p> <ul style="list-style-type: none">-Conduct an annual audit of teacher certification-Audit area needs for endorsements-Provide cohorts and funding to support critical areas of need <p>2. Professional Learning Initiative</p> <ul style="list-style-type: none">-Determine areas of need in curriculum, instruction, and assessment-Align professional development to the School Improvement and Title I plans-Align the needs of TKES to the school's professional learning plan-Provide training to faculty and staff on the school-wide discipline plan-Provide training to bus drivers on appropriate bus discipline-Align targeted technology training to identified staff needs-Provide co-teaching training and updates to SpEd and regular education co-teachers <p>3. Professional Learning Effectiveness Initiative</p> <ul style="list-style-type: none">-Conduct an annual evaluation of the professional learning program-Review survey of professional learning for effectiveness and relevance-Build strong Professional Learning Communities (PLC) in each schoolProvide follow-up support after professional development-Provide coaching to improve teacher effectiveness <p>Schools: All Schools</p>	Professional Learning	08/05/2013	05/26/2017	\$38000	Title II Part A	Elgin Dixon, Kim Perry Barham, Ben Roundtree, Jason Thomas, Mary McCollough, Jamie Paulk, Trendie Spires, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Miriam Rearden

Goal 3: The system manages district resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Measurable Objective 1:

demonstrate a behavior that ensures fidelity in Internal Operations and Processes through focusing on stewardship, safety, and technology. by 05/26/2017 as measured by federal and state compliance indicators, stakeholder perception, and student achievement .

Strategy 1:

Focus on funding, safety, and technology. - The commitment to appropriate and growth funding for success in each and every classroom. Safety will be paramount with all the Twiggs County Public School family feeling safe and protected on a daily basis. We will be a system that stays on the cutting edge of technology with

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appropriate integration and promotion.

Research Cited: Research shows that many students feel unsafe at school – but research shows that safety is associated with school grades and academic performance. Research shows that prior studies and present new data show that students in California report better academic outcomes when they feel safe at school – Data from the Preventing School Harassment Survey shows that school safety is linked to higher school grades as well as intentions to attend college.

Activity - Ensure fiscal integrity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Suggested Performance Measures: Suggested Targets: 1. # of budget findings 2014: < 3, 2014: : < 2, 2015: 0, 2016: 0 2. Increased ration of FTE earnings to actual expenditures</p> <p>Possible Initiatives: 1. Audit Initiative -Develop a plan to decrease findings from previous years Research and correct findings</p> <p>2. FTE Initiative -Ensure that the appropriate classes are scheduled to maximize FTE funding Ensure that students and classes are coded correctly in Infinite Campus -Ensure that reports pulled for reporting are accurate</p> <p>3. Budget Initiative -Ensure that the grant registry is checked monthly -Work with schools to ensure budgets are completed in a timely manner -Ensure that federal and state funds complement each other in support of programs -Ensure all stakeholders are aware of budget guidelines for programs</p> <p>Schools: All Schools</p>	Policy and Process	08/05/2013	05/26/2017	\$0	District Funding	Elgin Dixon, Benjamin Roundtree, Kim Perry Barham, Mary McCollough, Tyrone Bacon

Activity - Promote student health and safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Suggested Performance Measures: Suggested Targets:</p> <ul style="list-style-type: none"> -Bus maintenance schedule in place 2013-2017-annually -Bus replacement schedule in place 2013-2017-annually -# SNP staff trained on ServSafe 2013-2017 100% Evaluated annually -System-wide discipline program in place 2013-2017 100% Evaluated annually -# discipline referrals 2013-2017 10% reduction annually -# referrals to campus police 2013-2017 20% reduction annually -Review of annual safety plan annually 2013-2017 <p>Transportation Initiative</p> <ul style="list-style-type: none"> -Develop bus maintenance schedule -Develop bus replacement cycle -Develop a plan to hire and retain qualified drivers <p>School Nutrition Initiative</p> <ul style="list-style-type: none"> -Develop a plan for annual ServSafe training -Develop a plan to increase food appeal <p>Discipline and Safety Initiative</p> <ul style="list-style-type: none"> -Develop a system-wide discipline plan -Develop a discipline protocol for use of campus police -Collect data on referrals handled by campus police -Hold annual meeting with local first responders to ensure school safety -Conduct annual review of safety plan with GEMA -Train staff to respond to emergencies -Ensure all employees of TCPS are knowledgeable of what to do in an emergency on both the school level and the district level <p>Schools: All Schools</p>	<p>Policy and Process</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Elgin Dixon, Tyrone Bacon, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Colinthia Foreman, Mozell Smith</p>
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Activity - Promote well-maintained facilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Working to promote well maintained facilities through collaboration, best practices, and stakeholder engagement.</p> <p>Suggested Performance Measures: Suggested Targets:</p> <ul style="list-style-type: none"> -% staff believing school facilities are well maintained - -Needs Assessment documentation-annually - -% parents believing school facilities are well maintained - -Needs Assessment documentation-annually - -Maintenance schedule in place - Annually <p>1. Maintenance Initiative</p> <ul style="list-style-type: none"> -Develop a monthly inspection plan -Develop a yearly inspection plan -Maintain a warranty program for purchased equipment <p>2. Facilities/Equipment Replacement Initiative</p> <ul style="list-style-type: none"> -Develop a schedule for equipment placement -Develop an annual facilities maintenance replacement cycle -Adhere to the system's facilities plan <p>Schools: All Schools</p>	<p>Policy and Process</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>Capital Improvement Fund</p>	<p>Elgin Dixon, Tyrone Bacon, Mary McCullough</p>
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Activity - promote and maintain the highest quality technology possible	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A 85% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in CCGPS that indicates mastery in the content areas. in Mathematics by 05/27/2016 as measured by benchmark testing, summative assessments, formative assessments, and Georgia Milestone Assessments..

Strategy 1:

Using Assessment to Drive Instruction and Professional Learning - -Assessment will drive instruction

- Assessment occurs consistently as the unit begins, throughout the unit and as the unit ends. (Pre-assessment, formative and summative assessment are regular parts of the teaching/learning cycle.)
- Teachers assess student readiness, interest and learning profile.
- Assessments are part of “teaching for success.”
- Assessment information helps students chart and contribute to their own growth.
- Assessment MUST be differentiated.
- Assessment information is more useful to the teacher than grades.
- Assessment is more focused on personal growth than on peer competition.
- Assessment will be used to measure the strengths and weakness of professional learning

Research Cited: Assessment informs teachers, administrators, parents, and other stakeholders about student achievement. It provides valuable information for designing instruction; acts as an evaluation for students, classrooms, and schools; and informs policy decisions. Instruments of assessment can provide formative or summative data, and they can use traditional or authentic designs. Research on assessment emphasizes that the difference between formative and summative assessment has to do with how the data from the assessment is used.

Dunn and Mulvenon (2009) define summative assessment as assessment “data for the purposes of assessing academic progress at the end of a specified time period (i.e., a unit of material or an entire school year) and for the purposes of establishing a student’s academic standing relative to some established criterion” (p. 3).

The Council of Chief State School Officers (CCSSO) (2008) define formative assessment as a process “used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes” (p. 3).

Activity - Universal Screening Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>-students in K-11 will be given a research based Universal Screener on identified dates at the beginning, middle add end of the school year -disaggregated data will be communicated to identified teachers of individuals students to be aware of strengths and weaknesses -disaggregated and comparison data will be used to drive professional learning plans</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>08/04/2014</p>	<p>05/26/2017</p>	<p>\$7800</p>	<p>Title I SIG</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, TraVontae Basley, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Jason Thomas, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks</p>
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Activity - Professional Learning Focused on Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>-Teachers will be supported in training on the use of Universal Screeners -Teachers will be supported in training on Formative Assessment -Teachers will be supported in training on Summative Assessment -Teachers will be supported in training on using Data to Drive Instruction</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>08/04/2014</p>	<p>05/26/2017</p>	<p>\$8500</p>	<p>Title II Part A</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks</p>

Activity - Demanding Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>-Provide support to teachers on how instruction is delivered in classrooms: using whole-class lecture or a combination of whole-class and small-group lessons -Supporting teachers to identify what is to be taught and whether pacing and curriculum are appropriate to address student needs (i.e., instructional and program effectiveness—the quality of the teaching and curricula) -Support prescriptive professional development training to prepare teachers for differentiating instruction, including how to observe patterns of error and use data to inform practice, grouping for instruction, and aligning curricula to needs</p> <p>Schools: All Schools</p>	Academic Support Program	08/04/2014	05/26/2017	\$9000	Title II Part A	Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Collinthia Foreman, Barbara Franklin, Elizabeth Ricks

Goal 5: It is the goal of the Twiggs County School System to increase Stakeholder Engagement, Satisfaction, and Support as measured by annual Needs Assessment.

Measurable Objective 1:

demonstrate a behavior that is transparent and pervasive in strengthening stakeholder communication, support, and satisfaction, understanding it is an ever changing target and requirements constant attention by 05/26/2017 as measured by our annual Needs Assessment supported by parent contact logs, Parent Engagement Coordinator logs, and stakeholder feedback..

Strategy 1:

Stakeholder Engagement, Satisfaction, and Support - The desire of the Twiggs County Public Schools is to provide effective communication that improves and promotes a positive image of our schools system and that engages our parents and our community.

Research Cited: Research is clear about the kinds of parental involvement that lead to student learning. Henderson and Mapp (2002) analyzed 80 studies of parental involvement in K–12 schools. Some of their key findings provide clear guidelines for effective communication:

Family involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement.

Family involvement that supports student learning at home is linked to improved student achievement.

Families of all cultural backgrounds and education and income levels can have a positive influence on their children’s learning.

Family involvement efforts that recognize cultural and class differences, address family needs, and build on families’ strengths are effective in engaging diverse families.

Initiatives that focus on building respectful and trusting relationships among school staff, families, and community members are more likely to be effective in creating sustained connections that support student learning. Given this research, we as educators can examine our existing practices, such as newsletters and conferences, and revise them in some important ways:

Create opportunities for students and families to learn together at home. Dialogue journals, for example, encourage family members to write about topics such as their response to books that students read at home or how parents use math in their daily home and work lives (Shockley, Michalove, & Allen, 1995).

Establish respectful two-way communication. Family visits, informal conversations at students’ out-of-school activities, and student-led parent–teacher conferences all help in this effort.

Learn together as families and educators. Learning about each other’s cultural, linguistic, and socioeconomic worlds helps to create strong bridges for students through culturally relevant curriculum and instruction based on family funds of knowledge (González, Moll, & Amanti, 2005).

González, N., Moll, L., & Amanti, C. (Eds.) (2005) Funds of knowledge: Theorizing practices in households, communities, and classrooms. Mahway, NJ: Lawrence Erlbaum Associates.

Henderson, A., & Mapp. K. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin: Southwest Educational Development Laboratory.

Shockley, B., Michalove, B., Allen, J. (1995). Engaging families: Connecting home and school literacy communities. Portsmouth, NH: Heinemann.

Activity - Promoting Effective Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Suggested Performance Measures: -# articles sent to media every three months -% of students whose parents were contacted -# Title I meetings held per year -# of PTC programs/meetings per year -# participants for community forums -# of faculty meetings per year</p> <p>1. External Communication Initiative -Submit positive news articles to local newspaper -Expand use of Parent Portal and website to display information -Explore new ways to contact parents using technology -Expand use of Robo Call system for survey, information, and announcements -Host PTC programs and meetings regularly</p> <p>2. Internal Communication Initiative -Conduct faculty meetings to keep everyone abreast of news, events, and county-wide announcements -Conduct team-building exercises at faculty meetings -Explore new ways to communicate internally using technology -E-mail regularly between administration and staff -Conduct grade-level meetings to review tests and quizzes, monitor progress, and answer questions -Distribute school-wide faculty/staff calendars to include meeting dates and testing dates</p> <p>Schools: All Schools</p>	<p>Community Engagement</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$3500</p>	<p>District Funding</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Mary McCollough, Jason Thomas, TraVontae Basley, Jamie Paulk, Trendie Spires, Colinthia Foreman, Miriam Rearden, Barbara Franklin, Elizabeth Ricks</p>
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Activity - Improve and promote a positive culture and climate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Work toward increasing:</p> <ul style="list-style-type: none"> -# of student, volunteer, teacher, & staff recognition events -% of parent surveys returned -% of student surveys returned -% of faculty surveys returned -% of parents perceiving school climate to be positive -% of students perceiving school climate to be positive -% of faculty perceiving school climate to be positive <p>Possible Initiatives:</p> <p>1. Feedback Initiative</p> <ul style="list-style-type: none"> -Host student recognition events and programs -Host staff/faculty recognition events and programs -Send home paper surveys -Expand use of RoboCall for taking surveys -Address stakeholder concerns -Place suggestion boxes in the office of each school <p>2. Positive Image Initiative</p> <ul style="list-style-type: none"> -Use marquee and school website to post positive messages and encourage attendance to upcoming events -Implement expectations for greeting all visitors -Schedule regular grounds maintenance -Provide pens, pencils etc. with positive messages to faculty and parents -Hold "employee of the month" to promote outstanding service from custodians, maintenance, workers, and secretaries <p>Schools: All Schools</p>	Community Engagement	08/05/2013	05/26/2017	\$3500	District Funding	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, TraVontae Basley, Jamie Paulk, Trendie Spires, Colinthia Foreman, Makarious Sampson, Andrew Johnson, LaTonya Pearson</p>
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Activity - Increase student, parental, community, and business engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>-# of volunteers -Active School Councils in place -Active Student Councils in place</p> <p>Possible Initiatives: 1. Parental Engagement Initiative -Solicit and train volunteers -Develop publicity to encourage participation in school groups Conduct meetings to nominate officers -Reward volunteer efforts</p> <p>2. Student Engagement Initiative -Recognize academic and non-academic achievement -Promote student involvement in clubs and other extra-curricular activities</p> <p>3. Community/Business Engagement Initiative -Develop a committee of parents, staff, and community/business partners to strengthen school councils -Send school newsletter to local businesses -Invite local businesses and community members to school events -Send school newsletter to members of the faith community -Invite members of the faith community to school events -Publicly recognize the support of local businesses and the faith community</p> <p>Schools: All Schools</p>	<p>Parent Involvement</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$3500</p>	<p>District Funding</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Trendie Spires, Colinthia Foreman, Tapuwa Makaya</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Promote student health and safety	<p>Suggested Performance Measures: Suggested Targets: -Bus maintenance schedule in place 2013-2017-annually -Bus replacement schedule in place 2013-2017-annually -# SNP staff trained on ServSafe 2013-2017 100% Evaluated annually -System-wide discipline program in place 2013-2017 100% Evaluated annually -# discipline referrals 2013-2017 10% reduction annually -# referrals to campus police 2013-2017 20% reduction annually -Review of annual safety plan 2013-2017 annually</p> <p>Transportation Initiative -Develop bus maintenance schedule -Develop bus replacement cycle -Develop a plan to hire and retain qualified drivers</p> <p>School Nutrition Initiative -Develop a plan for annual ServSafe training Develop a plan to increase food appeal</p> <p>Discipline and Safety Initiative -Develop a system-wide discipline plan -Develop a discipline protocol for use of campus police -Collect data on referrals handled by campus police -Hold annual meeting with local first responders to ensure school safety -Conduct annual review of safety plan with GEMA -Train staff to respond to emergencies -Ensure all employees of TCPS are knowledgeable of what to do in an emergency on both the school level and the district level</p>	Policy and Process	08/05/2013	05/26/2017	\$0	Elgin Dixon, Tyrone Bacon, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Colinthia Foreman, Mozell Smith

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<p>Increase the Graduation Rate-Teacher Proficiency and Academic Support</p>	<p>Standards-based Instructional Planning Initiative Implement job-embedded professional learning Train teachers and administrators on standards-based instruction Implement differentiation models Schedule vertical planning sessions Schedule and support quarterly curriculum revision sessions for all grades/departments</p> <p>2. Intervention Initiative Administer benchmarks in all subjects Analyze and utilize benchmark data Review and revise RTI protocols and procedures as needed Communicate RTI protocols and procedures to all faculty</p> <p>3. Gifted and AP Initiative Increase the number of teachers with gifted certification Increase the number of teachers with AP certification Share gifted and AP strategies with all teachers</p> <p>4. Assessment Initiative Distribute information on Milestone and SLO assessments Train teachers to develop and use Milestone and SLO assessments Ensure common unit assessments are in use in all subjects/grades</p>	<p>Academic Support Program</p>	<p>01/06/2014</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Trendie Spires, Colinthia Foreman</p>
<p>Fluid and Flexible Decision Making</p>	<p>1. Scheduling Initiative -Arrange school calendar to allow for testing before Spring Break -Arrange schedule to allow for safety-nets during the school day -Schedule supplementary education immediately following Benchmark testing</p> <p>2. Co-teach Initiative -Provide co-teaching model training -Ensure co-teacher schedules match IEP's -Allow for common planning time for co-teachers</p>	<p>Academic Support Program</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Tyrone Bacon, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Mozell Smith</p>
Total					<p>\$0</p>	

Accreditation Report

Twiggs County School System

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Demanding Differentiation	<p>-Provide support to teachers on how instruction is delivered in class- rooms: using whole-class lecture or a combination of whole-class and small-group lessons</p> <p>-Supporting teachers to identify what is to be taught and whether pacing and curriculum are appropriate to address student needs (i.e., instructional and program effectiveness—the quality of the teaching and curricula)</p> <p>-Support prescriptive professional development training to prepare teachers for differentating instruction, including how to observe patterns of error and use data to inform practice, grouping for instruction, and aligning curricula to needs</p>	Academic Support Program	08/04/2014	05/26/2017	\$9000	Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Collinthia Foreman, Barbara Franklin, Elizabeth Ricks

Accreditation Report

Twiggs County School System

<p>Professional Learning Effectiveness</p>	<p>1. Critical Needs Initiative -Conduct an annual audit of teacher certification -Audit area needs for endorsements -Provide cohorts and funding to support critical areas of need</p> <p>2. Professional Learning Initiative -Determine areas of need in curriculum, instruction, and assessment -Align professional development to the School Improvement and Title I plans -Align the needs of TKES to the school's professional learning plan -Provide training to faculty and staff on the school-wide discipline plan -Provide training to bus drivers on appropriate bus discipline -Align targeted technology training to identified staff needs -Provide co-teaching training and updates to SpEd and regular education co-teachers</p> <p>3. Professional Learning Effectiveness Initiative -Conduct an annual evaluation of the professional learning program -Review survey of professional learning for effectiveness and relevance -Build strong Professional Learning Communities (PLC) in each school Provide follow-up support after professional development -Provide coaching to improve teacher effectiveness</p>	<p>Professional Learning</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$38000</p>	<p>Elgin Dixon, Kim Perry Barham, Ben Roundtree, Jason Thomas, Mary McCollough, Jamie Paulk, Trendie Spires, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Miriam Rearden</p>
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Accreditation Report

Twiggs County School System

<p>Ensure Curriculum Master</p>	<p>Standards-based Instructional Planning Initiative Implement job-embedded professional learning Train teachers and administrators on standards-based instruction Implement differentiation models Schedule vertical planning sessions Schedule and support quarterly curriculum revision sessions for all grades/departments</p> <p>2. Intervention Initiative Administer benchmarks in all subjects Analyze and utilize benchmark data Review and revise RTI protocols and procedures as needed Communicate RTI protocols and procedures to all faculty</p> <p>3. Gifted and AP Initiative Increase the number of teachers with gifted certification Increase the number of teachers with AP certification Share gifted and AP strategies with all teachers</p> <p>4. Assessment Initiative Distribute information on Milestone and SLO assessments Train teachers to develop and use Milestone and SLO assessments Ensure common unit assessments are in use in all subjects/grades</p>	<p>Academic Support Program</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$36000</p>	<p>Kim Perry Barham, Jamie Paulk, Trendie Spires, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Miriam Rearden, Tapuwa Makya, Jason Thomas, Mozell Smith</p>
<p>Leadership Initiatives</p>	<p>1. Leadership Effectiveness Initiative -Implement LKES -Survey faculty and staff for perception of leadership effectiveness -Review faculty perception survey -Address areas of needed attention</p> <p>2. Leadership Growth Initiative -Identify LKES areas in need of development -Provide opportunities for aspiring and current leaders to extend their skills</p> <p>3. Leadership Development Initiative -Partner with RESA teacher leadership programs to grow future leaders -Provide opportunities for teachers to develop leadership and facilitation skills -Provide Leadership Team members with group leadership skills training</p>	<p>Professional Learning</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$6500</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree</p>

Accreditation Report

Twiggs County School System

Teacher Retention	<p>1. Teacher Retention Initiative Develop a mentor program to offer beginning teacher support Develop an induction program to offer support to newly hired staff Explore ways to gather additional staff input Create and conduct exit interviews to establish reasons for attrition Gather multi-year data on attrition and use to inform policy and procedural change</p> <p>2. Teacher Recruitment Initiative Increase partnerships with local teacher preparation institutions Determine annual staffing needs before the end of the school term Create an interview process to ensure new staff meet qualifications and targeted needs Attend recruitment fairs to target identified staffing needs</p>	Recruitment and Retention	08/05/2013	05/26/2017	\$19000	Kim Perry Barham, Miriam Rearden, Elgin Dixon, Benjamin Roundtree, Jamie Paulk, Colinthia Foreman, Trendy Spires, Jason Thomas, Barbara Roundtree, Elizabeth Ricks
Professional Learning Focused on Assessment	<ul style="list-style-type: none"> -Teachers will be supported in training on the use of Universal Screeners -Teachers will be supported in training on Formative Assessment -Teachers will be supported in training on Summative Assessment -Teachers will be supported in training on using Data to Drive Instruction 	Professional Learning	08/04/2014	05/26/2017	\$8500	Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks
Total					\$117000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Accreditation Report

Twiggs County School System

<p>Promoting Effective Communication</p>	<p>Suggested Performance Measures: -# articles sent to media every three months -% of students whose parents were contacted -# Title I meetings held per year -# of PTC programs/meetings per year -# participants for community forums -# of faculty meetings per year</p> <p>1. External Communication Initiative -Submit positive news articles to local newspaper -Expand use of Parent Portal and website to display information -Explore new ways to contact parents using technology -Expand use of Robo Call system for survey, information, and announcements -Host PTC programs and meetings regularly</p> <p>2. Internal Communication Initiative -Conduct faculty meetings to keep everyone abreast of news, events, and county-wide announcements -Conduct team-building exercises at faculty meetings -Explore new ways to communicate internally using technology -E-mail regularly between administration and staff -Conduct grade-level meetings to review tests and quizzes, monitor progress, and answer questions -Distribute school-wide faculty/staff calendars to include meeting dates and testing dates</p>	<p>Community Engagement</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$3500</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Mary McCollough, Jason Thomas, TraVontae Basley, Jamie Paulk, Trendie Spires, Colinthia Foreman, Miriam Rearden, Barbara Franklin, Elizabeth Ricks</p>
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Accreditation Report

Twiggs County School System

<p>Improve and promote a positive culture and climate</p>	<p>Work toward increasing: -# of student, volunteer, teacher, & staff recognition events -% of parent surveys returned -% of student surveys returned -% of faculty surveys returned -% of parents perceiving school climate to be positive -% of students perceiving school climate to be positive -% of faculty perceiving school climate to be positive</p> <p>Possible Initiatives: 1. Feedback Initiative -Host student recognition events and programs -Host staff/faculty recognition events and programs -Send home paper surveys -Expand use of RoboCall for taking surveys -Address stakeholder concerns -Place suggestion boxes in the office of each school</p> <p>2. Positive Image Initiative -Use marquee and school website to post positive messages and encourage attendance to upcoming events -Implement expectations for greeting all visitors -Schedule regular grounds maintenance -Provide pens, pencils etc. with positive messages to faculty and parents -Hold "employee of the month" to promote outstanding service from custodians, maintenance, workers, and secretaries</p>	<p>Community Engagement</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$3500</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, TraVontae Basley, Jamie Paulk, Trendie Spires, Colinthia Foreman, Makarious Sampson, Andrew Johnson, LaTonya Pearson</p>
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Accreditation Report

Twiggs County School System

<p>Increase student, parental, community, and business engagement</p>	<p>-# of volunteers -Active School Councils in place -Active Student Councils in place</p> <p>Possible Initiatives:</p> <p>1. Parental Engagement Initiative -Solicit and train volunteers -Develop publicity to encourage participation in school groups -Conduct meetings to nominate officers -Reward volunteer efforts</p> <p>2. Student Engagement Initiative -Recognize academic and non-academic achievement -Promote student involvement in clubs and other extra-curricular activities</p> <p>3. Community/Business Engagement Initiative -Develop a committee of parents, staff, and community/business partners to strengthen school councils -Send school newsletter to local businesses -Invite local businesses and community members to school events -Send school newsletter to members of the faith community -Invite members of the faith community to school events -Publicly recognize the support of local businesses and the faith community</p>	<p>Parent Involvement</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$3500</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Trendie Spires, Colinthia Foreman, Tapuwa Makaya</p>
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Accreditation Report

Twiggs County School System

Ensure fiscal integrity	<p>Suggested Performance Measures: Suggested Targets: 1. # of budget findings 2014: < 3, 2014: : < 2, 2015: 0, 2016: 0 2. Increased ration of FTE earnings to actual expenditures</p> <p>Possible Initiatives: 1. Audit Initiative -Develop a plan to decrease findings from previous years Research and correct findings</p> <p>2. FTE Initiative -Ensure that the appropriate classes are scheduled to maximize FTE funding Ensure that students and classes are coded correctly in Infinite Campus -Ensure that reports pulled for reporting are accurate</p> <p>3. Budget Initiative -Ensure that the grant registry is checked monthly -Work with schools to ensure budgets are completed in a timely manner -Ensure that federal and state funds complement each other in support of programs -Ensure all stakeholders are aware of budget guidelines for programs</p>	Policy and Process	08/05/2013	05/26/2017	\$0	Elgin Dixon, Benjamin Roundtree, Kim Perry Barham, Mary McCollough, Tyrone Bacon
Total					\$10500	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Accreditation Report

Twiggs County School System

<p>Universal Screening Initiative</p>	<p>-students in K-11 will be given a research based Universal Screener on identified dates at the beginning, middle and end of the school year -disaggregated data will be communicated to identified teachers of individuals students to be aware of strengths and weaknesses -disaggregated and comparison data will be used to drive professional learning plans</p>	<p>Academic Support Program</p>	<p>08/04/2014</p>	<p>05/26/2017</p>	<p>\$7800</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, TraVontae Basley, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Jason Thomas, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks</p>
<p>promote and maintain the highest quality technology possible</p>	<p>Work to stay current and progressive as it relates to using technology as a tool for all faculty/staff and students promoting research, data assimilation, and differentiation.</p> <p>Suggested Performance Measures: Suggested Targets: -# e-tickets -5% reduction annually -% of staff satisfied with technology -annual Needs Assessment services</p> <p>1. Enhancement Initiative -Develop a technology enhancement schedule -Ensure technology replacement is included in annual district budget Increase bandwidth yearly -Apply for e-rate funds annually</p> <p>2. Maintenance Initiative -Develop a technology maintenance schedule -Perform inventory check quarterly and yearly -Use e-tickets to register problems -Collect and analyze e-ticket turn-around time data</p> <p>3. Technology Effectiveness Initiative -Survey staff in the spring to establish training needs -Train staff in proper use of technology according to their needs -Develop a plan for new purchases -Research new technology solutions</p>	<p>Academic Support Program</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$565000</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, TraVontae Basley, Grady Miles</p>
<p style="text-align: right;">Total</p>					<p>\$572800</p>	

Accreditation Report

Twiggs County School System

Capital Improvement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Promote well-maintained facilities	<p>Working to promote well maintained facilities through collaboration, best practices, and stakeholder engagement.</p> <p>Suggested Performance Measures: Suggested Targets: -% staff believing school facilities are well maintained -Needs Assessment documentation-annually -% parents believing school facilities are well maintained -Needs Assessment documentation-annually -Maintenance schedule in place -Annually</p> <p>1. Maintenance Initiative -Develop a monthly inspection plan -Develop a yearly inspection plan -Maintain a warranty program for purchased equipment</p> <p>2. Facilities/Equipment Replacement Initiative -Develop a schedule for equipment placement -Develop an annual facilities maintenance replacement cycle -Adhere to the system's facilities plan</p>	Policy and Process	08/05/2013	05/26/2017	\$0	Elgin Dixon, Tyrone Bacon, Mary McCullough
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Accreditation Report

Twiggs County School System

College and Career Readiness	<p>1. Lexile Initiative -Label all books with Lexile levels -Ensure majority of novels read fall into the correct level Lexile band -Train teachers, administrators, and parents to understand Lexiles</p> <p>2. Grade-Specific Career Awareness Initiative -Explore creating a grade specific career awareness class at all schools -Update student portfolios annually to allow for post-secondary goals</p> <p>3. Extra-curricular Programs Initiative -Maximize funding for CTAE programs -Develop marketing strategies for JROTC program</p>	Career Preparation/Orientation	08/05/2013	05/26/2017	\$12000	Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Elizabeth Ricks, Barbara Franklin, Mozell Smith
Total					\$12000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Retention	<p>1. Teacher Retention Initiative</p> <ul style="list-style-type: none"> Develop a mentor program to offer beginning teacher support Develop an induction program to offer support to newly hired staff Explore ways to gather additional staff input Create and conduct exit interviews to establish reasons for attrition Gather multi-year data on attrition and use to inform policy and procedural change <p>2. Teacher Recruitment Initiative</p> <ul style="list-style-type: none"> Increase partnerships with local teacher preparation institutions Determine annual staffing needs before the end of the school term Create an interview process to ensure new staff meet qualifications and targeted needs Attend recruitment fairs to target identified staffing needs 	Recruitment and Retention	08/05/2013	05/26/2017	\$19000	Kim Perry Barham, Miriam Rearden, Elgin Dixon, Benjamin Roundtree, Jamie Paulk, Colinthia Foreman, Trendy Spires, Jason Thomas, Barbara Roundtree, Elizabeth Ricks

Accreditation Report

Twiggs County School System

<p>Increase the Graduation Rate-Teacher Proficiency and Academic Support</p>	<p>Standards-based Instructional Planning Initiative Implement job-embedded professional learning Train teachers and administrators on standards-based instruction Implement differentiation models Schedule vertical planning sessions Schedule and support quarterly curriculum revision sessions for all grades/departments</p> <p>2. Intervention Initiative Administer benchmarks in all subjects Analyze and utilize benchmark data Review and revise RTI protocols and procedures as needed Communicate RTI protocols and procedures to all faculty</p> <p>3. Gifted and AP Initiative Increase the number of teachers with gifted certification Increase the number of teachers with AP certification Share gifted and AP strategies with all teachers</p> <p>4. Assessment Initiative Distribute information on Milestone and SLO assessments Train teachers to develop and use Milestone and SLO assessments Ensure common unit assessments are in use in all subjects/grades</p>	<p>Academic Support Program</p>	<p>01/06/2014</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Trendie Spires, Colinthia Foreman</p>
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Accreditation Report

Twiggs County School System

<p>Ensure Curriculum Master</p>	<p>Standards-based Instructional Planning Initiative Implement job-embedded professional learning Train teachers and administrators on standards-based instruction Implement differentiation models Schedule vertical planning sessions Schedule and support quarterly curriculum revision sessions for all grades/departments</p> <p>2. Intervention Initiative Administer benchmarks in all subjects Analyze and utilize benchmark data Review and revise RTI protocols and procedures as needed Communicate RTI protocols and procedures to all faculty</p> <p>3. Gifted and AP Initiative Increase the number of teachers with gifted certification Increase the number of teachers with AP certification Share gifted and AP strategies with all teachers</p> <p>4. Assessment Initiative Distribute information on Milestone and SLO assessments Train teachers to develop and use Milestone and SLO assessments Ensure common unit assessments are in use in all subjects/grades</p>	<p>Academic Support Program</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$36000</p>	<p>Kim Perry Barham, Jamie Paulk, Trendie Spires, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Miriam Rearden, Tapuwa Makya, Jason Thomas, Mozell Smith</p>
<p>Fluid and Flexible Decision Making</p>	<p>1. Scheduling Initiative -Arrange school calendar to allow for testing before Spring Break -Arrange schedule to allow for safety-nets during the school day -Schedule supplementary education immediately following Benchmark testing</p> <p>2. Co-teach Initiative -Provide co-teaching model training -Ensure co-teacher schedules match IEP's -Allow for common planning time for co-teachers</p>	<p>Academic Support Program</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Tyrone Bacon, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Mozell Smith</p>

Accreditation Report

Twiggs County School System

<p>College and Career Readiness</p>	<p>1. Lexile Initiative -Label all books with Lexile levels -Ensure majority of novels read fall into the correct level Lexile band -Train teachers, administrators, and parents to understand Lexiles</p> <p>2. Grade-Specific Career Awareness Initiative -Explore creating a grade specific career awareness class at all schools -Update student portfolios annually to allow for post-secondary goals</p> <p>3. Extra-curricular Programs Initiative -Maximize funding for CTAE programs -Develop marketing strategies for JROTC program</p>	<p>Career Preparation/Orientation</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$12000</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Elizabeth Ricks, Barbara Franklin, Mozell Smith</p>
<p>Leadership Initiatives</p>	<p>1. Leadership Effectiveness Initiative -Implement LKES -Survey faculty and staff for perception of leadership effectiveness -Review faculty perception survey -Address areas of needed attention</p> <p>2. Leadership Growth Initiative -Identify LKES areas in need of development -Provide opportunities for aspiring and current leaders to extend their skills</p> <p>3. Leadership Development Initiative -Partner with RESA teacher leadership programs to grow future leaders -Provide opportunities for teachers to develop leadership and facilitation skills -Provide Leadership Team members with group leadership skills training</p>	<p>Professional Learning</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$6500</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree</p>

Accreditation Report

Twiggs County School System

<p>Professional Learning Effectiveness</p>	<p>1. Critical Needs Initiative -Conduct an annual audit of teacher certification -Audit area needs for endorsements -Provide cohorts and funding to support critical areas of need</p> <p>2. Professional Learning Initiative -Determine areas of need in curriculum, instruction, and assessment -Align professional development to the School Improvement and Title I plans -Align the needs of TKES to the school's professional learning plan -Provide training to faculty and staff on the school-wide discipline plan -Provide training to bus drivers on appropriate bus discipline -Align targeted technology training to identified staff needs -Provide co-teaching training and updates to SpEd and regular education co-teachers</p> <p>3. Professional Learning Effectiveness Initiative -Conduct an annual evaluation of the professional learning program -Review survey of professional learning for effectiveness and relevance -Build strong Professional Learning Communities (PLC) in each school Provide follow-up support after professional development -Provide coaching to improve teacher effectiveness</p>	<p>Professional Learning</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$38000</p>	<p>Elgin Dixon, Kim Perry Barham, Ben Roundtree, Jason Thomas, Mary McCollough, Jamie Paulk, Trendie Spires, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks, Miriam Rearden</p>
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Accreditation Report

Twiggs County School System

<p>Ensure fiscal integrity</p>	<p>Suggested Performance Measures: Suggested Targets: 1. # of budget findings 2014: < 3, 2014: : < 2, 2015: 0, 2016: 0 2. Increased ration of FTE earnings to actual expenditures</p> <p>Possible Initiatives: 1. Audit Initiative -Develop a plan to decrease findings from previous years Research and correct findings</p> <p>2. FTE Initiative -Ensure that the appropriate classes are scheduled to maximize FTE funding Ensure that students and classes are coded correctly in Infinite Campus -Ensure that reports pulled for reporting are accurate</p> <p>3. Budget Initiative -Ensure that the grant registry is checked monthly -Work with schools to ensure budgets are completed in a timely manner -Ensure that federal and state funds complement each other in support of programs -Ensure all stakeholders are aware of budget guidelines for programs</p>	<p>Policy and Process</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>Elgin Dixon, Benjamin Roundtree, Kim Perry Barham, Mary McCollough, Tyrone Bacon</p>
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Accreditation Report

Twiggs County School System

Promote student health and safety	<p>Suggested Performance Measures: Suggested Targets: -Bus maintenance schedule in place 2013-2017-annually -Bus replacement schedule in place 2013-2017-annually -# SNP staff trained on ServSafe 2013-2017 100% Evaluated annually -System-wide discipline program in place 2013-2017 100% Evaluated annually -# discipline referrals 2013-2017 10% reduction annually -# referrals to campus police 2013-2017 20% reduction annually -Review of annual safety plan 2013-2017 annually</p> <p>Transportation Initiative -Develop bus maintenance schedule -Develop bus replacement cycle -Develop a plan to hire and retain qualified drivers</p> <p>School Nutrition Initiative -Develop a plan for annual ServSafe training Develop a plan to increase food appeal</p> <p>Discipline and Safety Initiative -Develop a system-wide discipline plan -Develop a discipline protocol for use of campus police -Collect data on referrals handled by campus police -Hold annual meeting with local first responders to ensure school safety -Conduct annual review of safety plan with GEMA -Train staff to respond to emergencies -Ensure all employees of TCPS are knowledgeable of what to do in an emergency on both the school level and the district level</p>	Policy and Process	08/05/2013	05/26/2017	\$0	Elgin Dixon, Tyrone Bacon, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Colinthia Foreman, Mozell Smith
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Accreditation Report

Twiggs County School System

<p>Promote well-maintained facilities</p>	<p>Working to promote well maintained facilities through collaboration, best practices, and stakeholder engagement.</p> <p>Suggested Performance Measures: Suggested Targets: -% staff believing school facilities are well maintained -Needs Assessment documentation-annually -% parents believing school facilities are well maintained -Needs Assessment documentation-annually -Maintenance schedule in place -Annually</p> <p>1. Maintenance Initiative -Develop a monthly inspection plan -Develop a yearly inspection plan -Maintain a warranty program for purchased equipment</p> <p>2. Facilities/Equipment Replacement Initiative -Develop a schedule for equipment placement -Develop an annual facilities maintenance replacement cycle -Adhere to the system's facilities plan</p>	<p>Policy and Process</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$0</p>	<p>Elgin Dixon, Tyrone Bacon, Mary McCullough</p>
<p>promote and maintain the highest quality technology possible</p>	<p>Work to stay current and progressive as it relates to using technology as a tool for all faculty/staff and students promoting research, data assimilation, and differentiation.</p> <p>Suggested Performance Measures: Suggested Targets: -# e-tickets -5% reduction annually -% of staff satisfied with technology -annual Needs Assessment services</p> <p>1. Enhancement Initiative -Develop a technology enhancement schedule -Ensure technology replacement is included in annual district budget Increase bandwidth yearly -Apply for e-rate funds annually</p> <p>2. Maintenance Initiative -Develop a technology maintenance schedule -Perform inventory check quarterly and yearly -Use e-tickets to register problems -Collect and analyze e-ticket turn-around time data</p> <p>3. Technology Effectiveness Initiative -Survey staff in the spring to establish training needs -Train staff in proper use of technology according to their needs -Develop a plan for new purchases -Research new technology solutions</p>	<p>Academic Support Program</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$565000</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, TraVontae Basley, Grady Miles</p>

Accreditation Report

Twiggs County School System

<p>Promoting Effective Communication</p>	<p>Suggested Performance Measures: -# articles sent to media every three months -% of students whose parents were contacted -# Title I meetings held per year -# of PTC programs/meetings per year -# participants for community forums -# of faculty meetings per year</p> <p>1. External Communication Initiative -Submit positive news articles to local newspaper -Expand use of Parent Portal and website to display information -Explore new ways to contact parents using technology -Expand use of Robo Call system for survey, information, and announcements -Host PTC programs and meetings regularly</p> <p>2. Internal Communication Initiative -Conduct faculty meetings to keep everyone abreast of news, events, and county-wide announcements -Conduct team-building exercises at faculty meetings -Explore new ways to communicate internally using technology -E-mail regularly between administration and staff -Conduct grade-level meetings to review tests and quizzes, monitor progress, and answer questions -Distribute school-wide faculty/staff calendars to include meeting dates and testing dates</p>	<p>Community Engagement</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$3500</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Mary McCollough, Jason Thomas, TraVontae Basley, Jamie Paulk, Trendie Spires, Colinthia Foreman, Miriam Rearden, Barbara Franklin, Elizabeth Ricks</p>
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Accreditation Report

Twiggs County School System

<p>Improve and promote a positive culture and climate</p>	<p>Work toward increasing: -# of student, volunteer, teacher, & staff recognition events -% of parent surveys returned -% of student surveys returned -% of faculty surveys returned -% of parents perceiving school climate to be positive -% of students perceiving school climate to be positive -% of faculty perceiving school climate to be positive</p> <p>Possible Initiatives: 1. Feedback Initiative -Host student recognition events and programs -Host staff/faculty recognition events and programs -Send home paper surveys -Expand use of RoboCall for taking surveys -Address stakeholder concerns -Place suggestion boxes in the office of each school</p> <p>2. Positive Image Initiative -Use marquee and school website to post positive messages and encourage attendance to upcoming events -Implement expectations for greeting all visitors -Schedule regular grounds maintenance -Provide pens, pencils etc. with positive messages to faculty and parents -Hold “employee of the month” to promote outstanding service from custodians, maintenance, workers, and secretaries</p>	<p>Community Engagement</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$3500</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, TraVontae Basley, Jamie Paulk, Trendie Spires, Colinthia Foreman, Makarious Sampson, Andrew Johnson, LaTonya Pearson</p>
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<p>Increase student, parental, community, and business engagement</p>	<p>-# of volunteers -Active School Councils in place -Active Student Councils in place</p> <p>Possible Initiatives: 1. Parental Engagement Initiative -Solicit and train volunteers -Develop publicity to encourage participation in school groups Conduct meetings to nominate officers -Reward volunteer efforts</p> <p>2. Student Engagement Initiative -Recognize academic and non-academic achievement -Promote student involvement in clubs and other extra-curricular activities</p> <p>3. Community/Business Engagement Initiative -Develop a committee of parents, staff, and community/business partners to strengthen school councils -Send school newsletter to local businesses -Invite local businesses and community members to school events -Send school newsletter to members of the faith community -Invite members of the faith community to school events -Publicly recognize the support of local businesses and the faith community</p>	<p>Parent Involvement</p>	<p>08/05/2013</p>	<p>05/26/2017</p>	<p>\$3500</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Trendie Spires, Colinthia Foreman, Tapuwa Makaya</p>
<p>Universal Screening Initiative</p>	<p>-students in K-11 will be given a research based Universal Screener on identified dates at the beginning, middle and end of the school year -disaggregated data will be communicated to identified teachers of individuals students to be aware of strengths and weaknesses -disaggregated and comparison data will be used to drive professional learning plans</p>	<p>Academic Support Program</p>	<p>08/04/2014</p>	<p>05/26/2017</p>	<p>\$7800</p>	<p>Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, TraVontae Basley, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Jason Thomas, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks</p>

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Professional Learning Focused on Assessment	<ul style="list-style-type: none"> -Teachers will be supported in training on the use of Universal Screeners -Teachers will be supported in training on Formative Assessment -Teachers will be supported in training on Summative Assessment -Teachers will be supported in training on using Data to Drive Instruction 	Professional Learning	08/04/2014	05/26/2017	\$8500	Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Colinthia Foreman, Barbara Franklin, Elizabeth Ricks
Demanding Differentiation	<ul style="list-style-type: none"> -Provide support to teachers on how instruction is delivered in class- rooms: using whole-class lecture or a combination of whole-class and small-group lessons -Supporting teachers to identify what is to be taught and whether pacing and curriculum are appropriate to address student needs (i.e., instructional and program effectiveness—the quality of the teaching and curricula) -Support prescriptive professional development training to prepare teachers for differentating instruction, including how to observe patterns of error and use data to inform practice, grouping for instruction, and aligning curricula to needs 	Academic Support Program	08/04/2014	05/26/2017	\$9000	Elgin Dixon, Kim Perry Barham, Benjamin Roundtree, Jason Thomas, Jamie Paulk, Tapuwa Makaya, Trendie Spires, Miriam Rearden, Collinthia Foreman, Barbara Franklin, Elizabeth Ricks
Total					\$712300	