

LIBERTY COUNTY SCHOOL SYSTEM CONTINUOUS IMPROVEMENT PLAN

VISION

All children will receive a high quality education through the opportunity to build the knowledge and skills to be successful, contributing members of a global society.

MISSION

The mission of the Liberty County School System is to provide all students an education which promotes academic excellence, good citizenship, and a love of learning. This mission, which will be accomplished through the joint effort of the school, the student, the home, and the community, will meet the needs of an ever-changing global society.

BELIEF STATEMENTS

1. We believe that every child should be provided the opportunity to receive an education that meets individual needs while exercising the right and responsibility to learn in a safe learning environment.
2. We believe that all employees should model the system's organizational beliefs and hold high expectations for student success.
3. We believe that education includes the development of citizenship, personal responsibility, and respect for self and others.
4. We believe that all individuals should be treated with respect and a sense of fairness.
5. We believe that all staff should participate in results-driven professional learning which is aligned with the system's and schools' goals for improvement.
6. We believe that technology will improve student achievement and increase the school system's productivity and efficiency.
7. In order to serve a mobile population, we believe that schools must be sensitive to the needs of the community and to the changing needs of the learners as they develop educational priorities for student achievement.
8. Because education is a joint effort and responsibility among the school, the home, and the community, we support and encourage parent and community participation in the school system.
9. We believe that local control and individual school flexibility are essential in implementing strategies to meet goals for school improvement, increase student achievement, and follow state and federal requirements.

Action Plan

Goal 1 – Increase achievement levels for Liberty County School System students to insure their international competitiveness and adaptability to an ever changing technological society. Defined target areas for student improvement during the next five years include the following assessment goals:

- **College Admission Testing (SAT and ACT)**
The mean SAT scores for LCSS students will meet or exceed the state average.
The mean ACT scores for LCSS students will meet or exceed the national average.
- **Criterion Referenced Testing**
 - The percentage of first time test takers passing the Georgia High School Graduation Tests (GHSGT) will increase in:
 - English Language Arts 1% per year with 93% being the baseline percentage in 2005.
 - Mathematics 1% per year with 90% being the baseline percentage in 2005.
 - Social Studies 2% per year with 77% being the baseline percentage in 2005.
 - Science 3% per year with 59% being the baseline percentage in 2005.The percentage of students who pass the GHSGT in Writing will increase 1% per year with 93% being the baseline in 2005.
 - The percentage of students scoring on or above target on the 8th grade writing assessment will increase 1% per year with 88% being the baseline in 2005 .
The percentage of students scoring at or above the experimenting level on the 5th grade writing assessment will increase 1% per year with 89% being the baseline in 2005.
 - The percentage of student meeting and exceeding on End of Course Tests will increase in:
 - Algebra I will increase 2% per year with 79% being the baseline percentage in 2005.
 - Geometry will increase 2% per year with 70% being the baseline percentage in 2005.
 - Ninth grade literature and composition will increase 1% per year with 83% being the baseline percentage in 2005.
 - American literature and composition will increase 1% per year with 95% being the baseline percentage in 2005.
 - Biology will increase 1% per year with 82% being the baseline in 2005.
 - Physical science will increase 2% per year with 66% being the baseline in 2005.
 - US History will increase 2% per year with 74% being the baseline in 2005.
 - Economics will increase 3% per year with 49% being the baseline in 2005.
 - The percentage of students who “did not meet standard” on the Georgia’s Criterion Referenced Competency Tests (CRCT) will decrease in all sub groups and the percentage who exceed the standard will increase in all subgroups on the CRCT.
 - Appendix A
- **Norm-Referenced Testing**
 - For students in grades 3, 5, and 8, the national percentile rank of the average score will increase for two points per year in Reading, Math, Science, and Social Studies.
 - Appendix A
- **School Completion Rate**
 - The percentage of students who graduate with a high school diploma within the standard number of years (four) will increase by 2%.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
<p>1.1 Provide teachers with essential tools to maintain and update performance standards, identify and prioritize critical course content, and address individual differences in the way students learn.</p> <ul style="list-style-type: none"> Develop and implement a comprehensive assessment program, including benchmark testing, to accurately predict student progress toward meeting local, state, and national standards as well as post-secondary progress. Teaching materials, textbooks and instruction will be aligned yearly with Georgia Performance Standards (GPS), Quality Core Curriculum (QCC), as well as best practices and student assessment methodology of the Georgia Assessment programs. Support will be provided to allow students with disabilities to receive an increase in the time for instruction in regular education settings through inclusion and collaborative options or models and professional learning will be provided in differentiation of instruction. Support will be provided to increase the number of students participating in virtual learning. The Gifted Program for K-12 will be restructured to maximize instruction for these students. A reassessment of the District's methodology for the application of resources, in conjunction with SST services, will be conducted with the goal of applying additional resources to students who have academic deficits. Learning and instruction using GPS will be reviewed yearly to assure appropriate implementation and rigor. Support will be provided to create a test coordinator at each high school Disaggregated data will be provided for all subgroups, as well as post-secondary options. 	Ongoing	Student achievement results GPS Instructional Frameworks Professional Learning Communities (PLC) Documentation	Federal, State, and/or Local Funding District Directors FDRESA DOE	Assistant Superintendent for Curriculum
	Ongoing	Student achievement results GPS and QCC Frameworks PLC and Textbook Adoption Documentation	District Directors	Assistant Superintendent for Curriculum
	Ongoing	Student achievement results Attendance; PLC documentation	District Directors; SST	Executive Director of Division for Exception Learning
	Ongoing	Documentation of student participation; drop out rates; Student achievement results	Virtual School Facilitators; Guidance counselors	Director of Special Programs
	Ongoing	Documentation of data analysis and PLC; Implementation Plan	District Directors; FDRESA	District Director of Gifted
	Ongoing	Resource allocation plan for academically deficient students; SST documentation	District Directors	Assistant Superintendent for Curriculum
	Ongoing	Student achievement results; PLC documentation; teacher evaluations	GPS training and implementation; District Directors	Director of Professional Learning
	2005-2006 School year	Needs assessment results	Local funding	Assistant Superintendent for Curriculum
	Ongoing	Analysis results	AYP report; student achievement results	Assistant Superintendent for Curriculum

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
<p>1.1 Cont., Provide teachers with essential tools to maintain and update performance standards, identify and prioritize critical course content, and address individual differences in the way students learn.</p> <ul style="list-style-type: none"> Each school will maintain and update yearly, a comprehensive School Improvement Plan (SIP) that focuses on student achievement strengths and weaknesses. Work with all stakeholders to decrease tardies and absences (SASI – Phone Link). After school programs. Provide support to develop action plans for schools to meet Adequate Yearly Progress (AYP) criteria for all subgroups. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Student achievement results; GPS Instructional Frameworks; Professional Learning Communities Documentation; School Improvement Plans</p> <p>Attendance records</p> <p>Student achievement results</p> <p>Student achievement results; School Improvement Facilitators</p>	<p>District Directors; GPS training</p> <p>School social worker</p> <p>District Directors</p> <p>District Directors; School Improvement Facilitators</p>	<p>Director of Professional Learning; Principals</p> <p>Director of Special Programs</p> <p>Director of Title Programs</p> <p>Assistant Superintendent for Curriculum</p>

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
<p>1.2 Develop and implement a comprehensive student assessment program that accurately estimates the progress of LCSS students in meeting national, state and local standards as well as determining the degree to which they are successful in meeting their postsecondary school goals.</p> <ul style="list-style-type: none"> All available resources will be utilized in disaggregation of assessment data for all subgroups recognized by NCLB legislation. A district-wide protocol for students in grades 9-11 to take the Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarships Qualifying Test (NMSQT) and the utilization of item analysis to evaluate and improve instructional methodology will be established. Secure and implement a Data Warehouse to analyze trends; evaluate programs; and assist teachers, administrators, School Councils and School Leadership Teams in identifying ways to increase student achievement will be developed. 	<p>Ongoing</p>	<p>Comparison charts of test results</p>	<p>Federal, State and Local Funds</p> <p>District and Site Testing Coordinators</p>	<p>Assistant Superintendent for Student Achievement</p>

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
<p>1.3 Each school will continue to complete an annual revision of the School Improvement Plan.</p> <ul style="list-style-type: none"> • School and community profile • School mission and beliefs • Comprehensive needs assessment based on Effective Schools Research • Measurable objectives with CRCT or GHSQT/EOCT as the baseline to reflect Annual Yearly Progress (AYP) criteria • Action plan to meet measurable objectives, including steps for all schools to meet AYP criteria for all subgroups, regardless of the size of the subgroups • Implementation plan and documentation of results • School-based Plans: <ul style="list-style-type: none"> ○ SACS/CASI Action Plan of Commendations and Recommendations ○ Student Support Team ○ Remediation ○ Technology ○ Safety and Security ○ Character Education ○ Homework ○ Attendance and Truancy Prevention ○ Title I (if applicable) ○ Waiver request (if applicable) ○ Corrective Action Plan (if applicable) 	Annually	<p>School improvement plan checklist completed by the Director of Professional Learning and PL Committee. Documentation will be submitted to the Superintendent.</p> <p>Progress toward meeting objectives reported in following year's plan.</p>	<p>Federal, State, and Local Funding</p> <p>District Directors; FDRESA; SACS/CASI; Principals</p>	<p>Assistant Superintendent for Student Achievement</p> <p>Director for Professional Learning and Curriculum and Instruction</p>

Goal 2 – Provide a safe and secure environment for learning and teaching.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
2.1 Maintain a General Directives Manual for internal use by school resource officers that establishes high standards of performance.	Ongoing	DARE Advisory Board	Federal, State and Local Funds	Executive Director of Special Programs
2.2 Work with local and state criminal justice agencies to acquire information necessary for ongoing investigations, crime trends and court related dispositions of students adjudicated.	Ongoing	DARE Advisory Board	Federal, State and Local Funds Site Resource Officers, Site Administrators, and Local Juvenile Justice Support	Executive Director of Special Programs
2.3 Work with local school faculty and staff to identify problems, issues and concerns related to the school and identify effective strategies to ensure a safe, secure and drug free environment.	Ongoing	GEMA Approved Safety Plans	Federal, State and Local Funds Site Leadership Teams	Executive Director of Special Programs
2.4 Work with local PTAs, faculty and other family/youth related organizations to cultivate resources and establish relationships that will support initiatives related to conflict resolution, peer mediations, anger management and other areas within the system.	Ongoing	Locally Developed Report	Federal, State and Local Funds Site Guidance Counselors	Executive Director of Special Programs
2.5 Prepare an annual report that captures the types of calls and incidents being handled by the police department, incidents reported to the State and administration actions taken to insure safety of students and staff.	Monthly Report	DARE Advisory Board Locally Developed Report	Federal, State and Local Funds Site Administrators Site Resource Officers Local Juvenile Justice Support	Executive Director of Special Programs
2.6 Provide quality, safe transportation for all students.	Ongoing	By performing monthly safety inspections on the school buses as required by DOE. Also, continuing training of bus driver throughout the year.	Federal, State and Local Funds Local Transportation Trainers Georgia State Patrol	Director of Transportation
2.7 Provide well qualified, highly-skilled drivers through a comprehensive training program, graduated salary schedule and other incentives.	Ongoing	Initial training program. Monthly safety meeting. Annual DOE Training.	Federal, State and Local Funds Local Transportation Trainers Georgia State Patrol	Director of Transportation
2.8 Provide well-trained bus technicians using the latest computer diagnostics equipment incorporating extensive professional learning and career incentive programs.	Ongoing	Annual DOE training. Hands on training with engine/bus manufacturers.	Federal, State and Local Funds Local Transportation Trainers Georgia State Patrol	Director of Transportation
2.9 Maintain fuel islands located in the East and West sections of the county and provide additional secured parking areas to increase productivity and efficiency.	Ongoing	Inspection Reports	Federal, State and Local Funds	Director of Transportation

Goal 3 – Improve performance of students, staff, and the organization through results-driven professional learning that is standards-based, job embedded, and collaborative.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
3.1 Provide system-wide standards-based professional learning in specific content and instructional strategies that is based on teacher identified needs related to essential teacher knowledge to assure that all students master critical course content objectives.	Annually	System-wide professional learning needs assessment, SAI, support for implementation of professional learning, and GTOL.	Federal, State, and Local Funding District Directors; FDRESA	Director of Professional Learning
3.2 Provide training for disaggregation and interpretation of data.	Ongoing	System student achievement data analysis and site student achievement data analysis in professional learning communities	Federal, State, and Local Funding District Directors; FDRESA; Principals	Assistant Superintendent of Curriculum
3.3 Enhance job-embedded, collaborative and contextual models of professional learning.	Ongoing	Professional learning communities documentation and observations.	Federal, State, and Local Funding District Directors; Principals; Curriculum Coordinators	Director of Professional Learning
3.4 Continue offering courses on the integration of technology and curriculum and provide training for certified staff to meet the PSC technology proficiency requirement.	Ongoing	LOTI	Federal, State, and Local Funding Technology Office	Executive Director of Technology/Media
3.5 Design and implement a professional learning program for new administrators and new teachers.	Ongoing	GTEP Training, GLISI, LEADS (local training for future administrators), and district-based mentoring	Federal, State, and Local Funding District Directors; FDRESA	Director of Professional Learning
3.6 Continue to enhance a training program for classified personnel.	Ongoing	System level professional learning documentation	Federal, State, and Local Funding District Director; FDRESA	Director of Professional Learning
3.7 Embed in local training cultural diversity for employees of the school district.	Ongoing	Agendas and course descriptions	Federal, State, and Local Funding District Directors	Director of Professional Learning
3.8 Emphasize writing across the curriculum through the implementation of GPS.	Ongoing	Agendas, course descriptions, and GPS training materials	Federal, State, and Local Funding District Director; DOE; FDRESA	Director of Professional Learning
3.9 Support the implementation of GPS according to the state timeline.	Ongoing	GPS documentation	Federal, State, and Local Funding GPS Framework; GPS trainers	Director of Professional Learning
3.10 Assure all SIP are researched-based models to improve student achievement.	Annually	Procedures list for developing SIPs	Federal, State, and Local Funding District Directors	Director of Professional Learning
3.11 Support the professional learning for collaborative models of instruction for students with disabilities.	Ongoing	GPS training, differentiation of instruction training, SRA corrective reading and Success Maker	Federal, State, and Local Funding District Directors; FDRESA; GLRS	Executive Director of Division for Exceptional Learning; Director of Professional Learning
3.12 Provide more opportunities for on-line professional learning.	Ongoing	SIA and Professional learning needs assessment	Federal, State, and Local Funding Technology office	Executive Director of Technology/Media

Goal 4 – Increase stakeholder involvement throughout the school system.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
4.1 Review and evaluate existing partnerships through school councils to determine benefits and how they affect student achievement.	Annually	School council minutes	Principals	Director of Special Programs
4.2 Expand, renew and manage existing partnerships and add new ones.	Annually	School council minutes	Principals	Director of Special Programs
4.3 Expand guidelines to institute a "communications loop" whereby pertinent school data, information and policy considerations are routinely disseminated through bi-weekly Principal's meetings and the intranet. <ul style="list-style-type: none"> • Enhance and expand Public Relations through the use of the local media. • Establish a system for Spanish translation of forms, letters and curriculum-related materials. 	Annually	State Department of Education website links on District and School websites and Principals' meeting agendas	Principals District Directors	Assistant Superintendent for Student Achievement
4.4 Disseminate school and school district information relative to educational programs/ opportunities to the community-at-large via Internet, written correspondence and interpersonal communication. <ul style="list-style-type: none"> • Establish a general information page for newcomers on the School District Web site. • Expansion/alignment of FAQ section on Website. 	Ongoing	District website and Schoolworksite (Lesson Plan Management website)	Technology office	Executive Director of Technology/Media
4.5 Expand facilitation of parental involvement initiatives to increase opportunities for school/parent communications.	Ongoing	Documentation from the Parent Involvement Coordinators	Principals District Directors	Director of Special Programs

Goal 5 – Integrate technology into the curriculum at all grade levels to enhance student learning and throughout the district to increase productivity and efficiency.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
5.1 Continue to optimize the networking infrastructure to support student learning and the district's technological needs.	End of fall and spring of each year.	Technology survey; SIP	Instructional Technology Specialists	Executive Director of Technology/Media
5.2 Enhance instructional and technical support to each school to help classroom teachers integrate technology successfully.	Daily review of trouble tickets. Annual Survey.	ELITE and Model Classroom evaluations	Instructional Technology Specialists	Executive Director of Technology/Media
5.3 Continue to integrate various forms of technology into classroom instruction as appropriate for each curriculum.	Spring of each year.	Technology survey; SIP	Instructional Technology Specialists	Executive Director of Technology/Media
5.4 Monitor the implementation of the online credit recovery delivery of courses policy.	Ongoing	Documentation of Graduation Rate	Curriculum and Instruction for High Schools; Counselors	Assistant Superintendent of Curriculum
5.5 Continue to align technology-based training initiatives directly with school improvement goals.	Every nine weeks.	Hardware surveys, LoTi survey of teachers, Classroom observations.	Instructional Technology Specialists	Executive Director of Technology/Media
5.6 Expand the utilization of the Georgia Learning Connection and other educational on-line web links for lesson plans, media resources, databases and curriculum-related activities.	Annually, Every nine weeks	LoTi, Electronic portfolios, Student surveys, Observations	Instructional Technology Specialists	Executive Director of Technology/Media
5.7 Develop procedures for measuring usage and effectiveness of existing or requested software and subscription services.	Ongoing	Documentation of software and subscription service evaluations	Instructional Technology Specialists	Executive Director of Technology/Media
5.8 Continue to provide access to remote/home access to students for specific curriculum through school websites and school work site (lesson plan website).	Annual Every nine weeks	Maintain a log of webpage counters and emails received through websites Monitor school websites	Instructional Technology Specialists	Executive Director of Technology/Media
5.9 Continue to provide support and information for assistive technology offerings through professional learning based on need.	Ongoing	Documentation of use and needs assessments	Division for Exceptional Learning	Executive Director of Division for Exceptional Learning
5.10 Replace administrator-to-teacher and teacher-to-administrator paper trails with electronic transmissions.	Annual	Observations, assessment of websites Annual survey of administrators and teachers to determine usage	Instructional Technology Specialists	Executive Director of Technology/Media
5.11 Maintain compliance with the Children's Internet Safety Act (CIPA) through policy and practice.	Annual	Hardware inventory, Maintain log of breaches of AUP	Instructional Technology Specialists Site Media Specialists	Executive Director of Technology/Media
5.12 Provide portability and easier access to technology tools and resources for non-regular classroom staff members.	Semi-annual (Fall/Spring)	Conduct a semi-annual equipment inventory.	Instructional Technology Specialist; Media Specialists	Executive Director of Technology/Media