



Bartow County School System

Ford Next Generation Learning Master Plan
Five-Year Strategic Plan

2017-2022



The importance of education is deeply woven into the fabric of Bartow County. Our community understands that through education a foundation is laid on which generations of success can be achieved. We also know education fuels the economy by acting as a conduit to deliver a vitally important skilled workforce. Our community's commitment to local education has been evident throughout the process of developing our five-year strategic plan with Ford Next Generation Learning.

Bartow County educators, members of the business community, post-secondary education partners and local government officials collaborated to create a plan that we believe will guide our school system to even greater effectiveness. The strength of this plan is found in the many voices that joined to create it. Stakeholders offered their insights on the skills needed in local workforce and educational institutions and how Bartow County School System could provide solutions through specific educational strategies.

While we are proud of the previous accomplishments denoted within the plan, we understand that we must continue forward to offer our students the most relevant education possible. During the planning process, we did not overlook our weaknesses, but instead created ambitious goals to guide our efforts during the next five years. We are dedicated to producing students who are prepared with the skills and knowledge necessary to be successful, whether in post-secondary education or within the workforce.

Throughout the long history of Bartow County School System, our students have benefited greatly from community support. We believe this strategic plan and the cooperation involved during its creation are examples of our community's determination to produce an environment conducive to prosperity and success.

Sincerely,
Dr. John Harper
Superintendent
Bartow County School System



Dear Reader,

I believe that a truly great school system only thrives with firm roots in a strong community. We only flourish with the continuous interest and involvement of that community. This strategic plan demonstrates that involvement with this community.

It has been a great joy these past months to work with our community members to develop this plan. Our families, friends, interested individuals, and business leaders, along with our teachers and staff members, devoted countless hours in cultivating a unique view of our school system. Together, you gave thoughtful consideration to key areas for improvement. You offered creative participation in recognizing future opportunities. Your ideas grew into a living, practical plan for our school system that truly reflects who we are as a community. Most importantly, it provides clear evidence of our shared commitment in continuing to create a vision and a hope for the future of education in Bartow County.

On behalf of the Bartow County Board of Education, I offer sincere thanks to every individual who continues to work with us for the success of our children. We cannot do it alone. We need and welcome your continued participation in our future!

Kindest regards,
Anna V. Shaw Sullivan
Chairman, Bartow County Board Of Education



3861 Hwy 411 NE
Rydal, Georgia 30171
(678) 721-2535

October 4, 2016

Dr. John Harper - Superintendent
Bartow County Board Of Education

RE: BCSS 5 Year Strategic plan
Ford Next Generation Learning

Dr. Harper,

As a business owner in Bartow County, I was honored and excited to have an opportunity to work with Ford and the BCSS on a new 5 year strategic plan. I own an Industrial mechanical contracting company that employs approximately 30 skilled craftsmen who go out and work at local industries. I have a first hand knowledge of the work force needed and desired at both my business and businesses in our community. I believe that in order for my company to hire skilled and properly trained employees, it is in my best interest to work with the local school system. Being involved in this new strategic plan allows me to communicate what I believe to be important skills and attributes for graduating seniors, whether it be directly into the workforce or post secondary education.

As the team went through the strategic plan process, I was very impressed at the amount of individuals that were outside of the school system in the planning process. The collaboration between all those who were present comprised of individuals with different backgrounds, different positions, and community leaders made it evident to me that Ford Next Generation Learning's focus was all about getting everyone to the table. In the process, true positives and negatives came from the discussions. And with those desires, came a master strategic plan that addresses the wants of the school system and the needs of the community.

Thank you for allowing me to have a role in this important new chapter of the Bartow County School System. The process was very well vented, easily tackled, and with Ford Next Generation Learning's help, I believe a success for this community.

With kindest and best regards, I am very truly yours

A handwritten signature in blue ink, appearing to read "John Howard", with a stylized flourish at the end.

John Howard
Director of Engineering

Table of Contents

Executive Summary.....	6
Vision, Mission, Commitment and Beliefs.....	8
Overarching Goals.....	9
Our Community.....	11
Business Partners.....	16
Plan Overview.....	18
Action Plans.....	23
Contributors.....	35

Appendices

System Wide Professional Learning Plan.....	38
Continuing our Journey in Educational Excellence.....	44
Student Enrollment by Grade.....	48

Executive Summary

Forty-six years ago, Alvin Toffler wrote the book *Future Shock* that described society's reaction to too much change in too little time. In the years to follow, the world's changes have been even more extensive and at an ever-quicken pace. All organizations, whether businesses, governments or schools, need to continually reevaluate their goals and direction and how to adapt to the ever-shifting needs of their customers and community. For precisely this reason, the Bartow County School System (BCSS) has updated its five-year strategic plan. It identifies the future needs of both the community and students so everyone can best meet the demands of the 21st century.

The Bartow County School Board (BCSB) received a grant through the College and Career Academy initiative, spearheaded by Lt. Governor Casey Cagle and supported by Ford Next Generation Learning, to guide the strategic plan development process. Eighty-six volunteers from business, government and education came together in a series of planning and work sessions to determine needs, craft the plan and submit it to the school board for approval. The framework of the Ford NGL methodology evaluates essential practices within three researched-based strands:

(1) Transforming Teaching and Learning; (2) Transforming the Secondary School Experience; and (3) Transforming Business and Civic Engagement.

The volunteers formed sub-committees to address the essential practices in each of the three strands. They focused on the few critical practices that provided the most impact and benefit. The mission, vision, and beliefs statements were also updated to focus and communicate the direction and actions of the school district. The sub-committees continued to follow the Ford Next Generation Learning process and developed specific strategies with action plans, measurements and timelines that would drive the decisions of the school board and the actions of the administration going forward.

The plan, divided into three broad areas, reflects several of the categories identified in the community meetings as well as the Southern Association of Colleges and Schools (SACS) report for school improvement.

The areas are:

- Increase College and Career Readiness of All Students
- Develop Professional Development Opportunities for Teachers and Staff
- Increase the Level of Parent and Community Involvement

Executive Summary (cont.)

The plan contains seven essential practices considered high impact actions. These practices are just the beginning of a continuous improvement process that will be used going forward. What follows (not in order of importance or preference) is a summary of the seven practices:

1. All teachers will integrate rigorous academic and career-relevant learning into units of study.
2. Students will have opportunities to work with real-world problems and issues to strengthen and improve problem solving.
3. Each student will develop a college/career plan with the assistance of staff and parents.
4. The District will build partnerships with parents, communities, and colleges to provide student support for postsecondary opportunities.
5. School and system leaders will design and implement professional learning opportunities that are researched-based and support system and school level goals.
6. The District will create a program of ongoing, high-quality professional development.
7. The District will increase the involvement of business/industry and community partners through efficient and ongoing communication.

Each of these practices contains details that include, but are not limited to, Measurements, Start Dates, Evidences of Completion, Resources Needed and Action Steps. In summary, this report is a plan, which if executed, will drive the Bartow County School System to:

“Empower Our Children to Succeed”



Bartow County School System Vision, Mission, Commitment and Beliefs

Vision

The Bartow County School System will graduate all children career and college ready, prepared to contribute to their community.

Mission

The Bartow County School System engages all children in relevant learning experiences and empowers each to succeed in the 21st century through the collaborative investment of faculty, staff, parents, and the community.

Commitment Statement

Empowering our children to succeed

Beliefs

1. We believe that the quality of our children's education is essential to the prosperity of our community.
2. We believe we have the responsibility to educate each child academically, physically, socially and emotionally.
3. We believe we have the responsibility to provide a safe, secure and supportive learning environment.
4. We believe that hiring, developing and supporting high quality educators is vital to our children's success.
5. We believe that we must empower each child to succeed in the 21st century.
6. We believe we must hold high expectations that promote excellence.
7. We believe the education of the child is most successful through the collaborative investment of faculty, staff, parents and the community.

Bartow County School System
Overarching Goals
2016-2017

- 1. The System will communicate effectively, internally and externally.**
 - a. Collect System and Community perception data to assist in the decision-making process.
 - b. Monitor other information sources (i.e. social media) pertaining to the System.
 - c. Improve the System website and outgoing communications.
 - d. Share System information through activities and/or documents such as:
 - System profile information
 - Community meetings
 - Parent nights
 - Surveys
 - Publications

- 2. The System will maintain safe and clean learning environments.**
 - a. Maintain a continuous cycle of improvement for building and grounds.
 - b. Complete regular building and grounds maintenance.
 - c. Ensure daily cleaning and upkeep meets State requirements and System expectations.
 - d. Provide annual training of campus police force, central office and building level personnel on school and workplace safety.

- 3. The System will increase the quality of K-12 classroom instruction preparing all students for graduation and beyond.**
 - a. Continue collaboratively-developed standards-based curriculum alignment, vertical and horizontal.
 - b. Maintain a K-12 focus with consistent classroom expectations and a defined instructional framework.
 - c. Implement a focused professional development program that builds teacher and leader capacity through mentoring, coaching and increased opportunities for growth.
 - d. Increase instructional support at the school level through coaching, mentoring, and job-embedded professional development.
 - e. Expand integration of technology with the LMS and common digital resources.
 - f. Expand and diversify the learning opportunities available to all students.
 - g. Organize the recruitment, hiring, and retention of qualified personnel to support the instructional goals of the System.

BCSS Overarching Goals (cont.)

- 4. The System will achieve and maintain financial stability and integrity while providing quality programs that meet or exceed the needs of all students.**
 - a. Increase the System fund balance.
 - b. Maintain a balanced budget.
 - c. Operate in an effective, efficient manner maintaining successful compliance reviews.

- 5. Specific Academic Goals will be developed through the Strategic Planning process.**
 - a. Collaborate with the Board in the preparation of long and short-term operational and instructional goals.
 - b. Report to the school board the status of goals and implementation of instructional programs' effectiveness.

Our Community



Cartersville and Bartow County have a diverse and dynamic population. Since the 2010 Census, the county's population increased by 1.58% while Cartersville's population grew by 2.24%. This growth will only continue as Metro Atlanta expands into surrounding counties.

Population*

- Cartersville – 20,173
- Bartow County – 101,740

2020 Projected Population – 106,602
Growth Rate – 1.58%
Median Age – 37.3 years

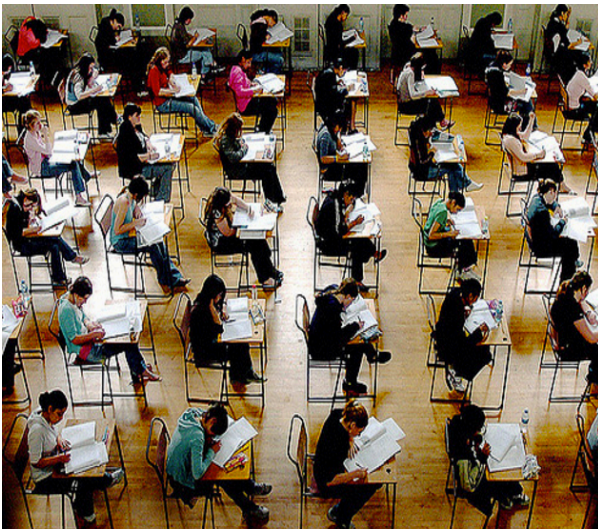
*Based on ESRI forecasts for 2015 and 2020

Education*

2015 Population 25+ by Education Attainment

- High School and GED – 38.6%
- Some College/Associate/Bachelor's – 36.5%
- Graduate/Professional Degree – 6.6%

*Source: 2015 ESRI Forecast



Income*



Per Capita Income (2015)	
Bartow County	United States
\$21,055	\$28,597

Per Capita Income – Surrounding Counties (2015)	
Gordon County	\$19,387
Pickens County	\$23,260
Cherokee County	\$32,046
Cobb County	\$33,525
Paulding County	\$24,652
Polk County	\$17,233
Floyd County	\$19,943

- Based on ESRI Forecasts for 2015

Our Staff

The Bartow County School System employs a combined staff of 1,678 people: 1,066 certificated, and 612 classified employees.

Almost 68% of our teachers hold advanced degrees.

- Master's: 388
- Specialist's: 294
- Doctoral: 39

Almost 30%, or 313 of our educators have been teaching for 20 years or more.



Our Students

Bartow County Schools is a district of more than 13,700 students in 20 facilities: 12 elementary schools, 4 middle schools, 3 high schools, and the College and Career Academy.

In the 2014-2015 school year, 894 students received diplomas -- a 78.6% graduation rate.



Career Technical Agricultural Education Pathways

The Bartow County School System offers a wide variety of CTAE Pathways in high school. This ensures our students are prepared to enter their next phase of life with real-world employability skills and training.

- Agriculture Mechanics Systems
- AgriScience Systems
- Audio/Video Technology & Film
- Business & Technology
- Carpentry
- Cosmetology
- Culinary Arts
- Diagnostics/ Pharmacy
- Diagnostics/ Phlebotomy
- Early Childhood Care & Education
- Engineering & Technology
- Entrepreneurship
- Fashion Retail
- Graphic Communication
- JROTC
- Law Enforcement Services/ Criminal Investigations
- Mechatronics
- Nutrition & Food Services
- Plant Science & Landscape Systems
- Sports & Entertainment Marketing
- Therapeutic Services/ Allied Health & Medicine
- Therapeutic Services/ Patient Care
- Therapeutic Services/ Sports Medicine
- Vet Science
- Web & Digital Design
- Welding
- HVAC

Industry Recognized Certifications Available to Students

- Certified Nursing Assistant
- Child Development Associate
- Fork Lift
- Microsoft Officer User Specialist
- Occupational Safety and Health Administration
- Patient Care Technician
- Phlebotomy
- ServSafe
- HVAC

Dual Enrollment

Almost 150 students in the Bartow County School System are also enrolled at Georgia Highlands and Chattahoochee Technical Colleges.

- Students: 148
- Credit Hours Earned: 753
- College Tuition Saved: \$95,129 (Based on cost for 15 credit hours)

1:1 Conversion

Since 2012, the Bartow County School System has been working toward the goal of giving every 4th through 12th grader daily access to a laptop. We have reached our goal. All our targeted students will be provided a laptop to use throughout the 2016-2017 school year.

The integration of technology allows our students to learn in an environment that more accurately depicts the world in which we live. Educators now have access to the most up-to-date resources and information to enhance teaching and learning.



Business Partners

The Bartow County School System has business partners who are involved in all aspects of teaching and learning. Our partnerships involve, but are not limited to, apprenticeship programs, internships, career explorations, certification programs, financial contributions, post-secondary education opportunities, and workforce capacity development. The number of business and education partners, as well as the types of partnerships, continues to expand.

Bartow County and the surrounding area continue to see growth in all business sectors. Many of these existing and expanding businesses currently partner with the school system. Some examples include, but are not an exhaustive list, the following:

Small Business:

Fleetwood Security
New Dimension Graphic Designs
Ashton Staffing
Lara J Designs
The Daily Tribune
Bartow Neighbor
Mary Kay Cosmetics

Manufacturing:

Chemical Products
Gerdau
Anheuser-Busch InBev
Georgia Power – Plant Bowen
Industrial Construction Services, Inc.
Toyo Tire North America Manufacturing
Shaw Industry
Aquafil USA
Beauflor USA
Heatco, Inc.
Vista Metals
Constellium Automotive
Trinity Rail
Vest Alpine Automotive
ZEP
Yanmar America

Retail:

Taylor Farm
Georgia Bank and Trust
United Community Bank
Chick-fil-A

Business Partners (cont.)

Sports and Entertainment:

LakePoint Sports
Barnsley Resort
Bartow History Museum
Hilton Garden Inn
Tellus Science Museum
WBHF Radio
Avatron USA Development

Local Government:

Goodwill of North Georgia
Cartersville County Government
Bartow County Government
Bartow County Recreation
GA Department of Labor

Healthcare:

Cartersville Medical Center
Holt's Pharmacy
Georgia Bone and Joint
Floyd Urgent Care
Townsend Park

With the help of Economic Development and The Cartersville-Bartow County Chamber of Commerce, new and existing companies have easy access to the schools and future workforce. It is through this partnership that K-12 education, the business community and post-secondary training can prepare the 21st century workforce.

The Purpose

The primary purpose of the Bartow County Schools PreK-12 Ford Next Generation Learning (NGL) Community Master Plan is to provide students with the skills and abilities to make a successful transition among various levels of the educational foundation they received within our system and prepare them for college and a career, whenever that transition might occur.

The Plan

The Bartow County School System's Ford NGL Community Master Plan incorporates the District's regional economy and employment by industry sector and occupation, and describes an alignment of the District's programs with the state standards and the District's career-focused program structures. Bartow County College and Career Academy serves as a dynamic resource in the Bartow County school system's overall career-focused program. Current initiatives within the framework of career preparation include:

- Career focused lessons for all elementary school students
- Middle school career discovery courses and career portfolios
- High school graduation pathway completion requirement
- Industry certifications for CTAE programs, where available
- Advisory Councils for CTAE programs
- Assessment of student growth annually in all areas, including elective and career programs
- Universal student access to pathway opportunities; and
- Differentiated learning opportunities for students that include additional assistance and enrichment

The Bartow County School System is committed to preparing students to transition successfully from school to life. A significant part of that transition is the realization that ultimately every person needs to earn a living. A student that is prepared for work is prepared for life.

In the past, career education has catered to those students whose primary goal was to transition directly from school to work. While the education and training provided met the needs at that time, the focus on very specific jobs was narrow. Today, Bartow County Schools provides broader education and training in career pathways to include multiple disciplines and career goals, as opposed to specific jobs. The goal of the College and Career Academy is to continuously evolve to meet the needs of potential employers. Employers view skills such as communication, critical thinking, problem solving, and teamwork as essential prerequisites for work. The work of all teachers within our district is crucial in ensuring these skills are inherent in all of our graduates.

The Process

Our Ford Next Generation Learning (NGL) Community is a community that is actively working together to implement the essential practices of the three strands. The following process was utilized to develop the contents of this document and garner support and input from all stakeholders:

On March 17, 2016, an Executive Stakeholder Team Meeting was held at the College and Career Academy in Cartersville, Georgia. The objectives for this meeting were as follows:

- To develop strong familiarity with Bartow County's education vision, current assets and initiatives, and challenges.
- To develop understanding of the Ford Next Generation Learning (NGL) Community model.
- To identify the community's strengths, weaknesses, opportunities, and threats (SWOT Analysis).
- To develop a roster of community stakeholders who would be valuable to the overall process.

On April 12, 2016, a meeting of the broader Community Stakeholder Team was held at the College and Career Academy. The audience for this group included the larger stakeholder group identified by the Executive Stakeholder Team in its inaugural meeting. The objectives for this meeting were as follows:

- To introduce the broader group to the Ford NGL framework and how Bartow County Schools will benefit from the community's involvement in transforming teaching and learning.
- To reiterate the findings of the Executive Stakeholder Team and to initiate the process of developing the Ford NGL Master Plan for the Bartow County community.
- To determine the makeup of individual strand teams and any additional members to be included in the Community Stakeholder Team.

On April 25, 2016, a Master Plan Writing Institute was held at the College and Career Academy. The objectives for this meeting were as follows:

- To deepen the understanding of the three strands of the Ford NGL framework and how it can support the transformation of teaching and learning.
- To develop an understanding of how to begin the writing of the master plan.
- To work in strand team groups to begin writing the master plan.

The Process (cont.)

Numerous strand meetings were held over the next several weeks to review the essential practices, goals, and action steps to develop this five-year NGL Community Master Plan that will act as the Bartow County Schools' district-wide strategic plan for 2016 to 2019. Following the work of the individual strand teams, the entire Community Stakeholder Team was brought back together to discuss finding, develop a timeline for implementation, and assign persons or groups responsible for the tactics developed in the tactical plan.

The writing group, including all strand teams, met on June 20, 2016 at the College and Career Academy to select goals and begin the writing process for the action plans. Subsequently, each of the strand teams wrote detailed action plans and uploaded to project management site Basecamp for review.

The first draft of the Bartow County Schools strategic plan was presented on August 23, 2016.



The Platform

Ford Next Generation Learning has as its foundational belief that community involvement in a school district is vital to the transformation of the educational experience for students and vital to increasing student engagement. Therefore, having the community involved in developing the strategic plan for Bartow County Schools is a way for all stakeholders to have a voice in the direction of the plan. When stakeholders include employers, government agencies, post-secondary partners, parents and school district members, the resulting plan is one that reflects all the varied interests of those stakeholders and the shared vision and strategic direction that can be endorsed and supported by all.

The plan was developed during a series of meetings that began with an Executive Team workshop in April 2016. This meeting was to immerse the core team into the planning process by looking at specific accomplishments in the community over the past five years as well as participating in a SWOT (Strengths, Weaknesses, Opportunities and Threats). The team also was exposed to the foundation of Ford Next Generation Learning and three strands of the foundation: Transforming Teaching and Learning, Transforming the School Experience and Transforming Community Engagement. This meeting led to a larger stakeholder meeting two weeks later in which nearly 90 community members participated.

The stakeholder meeting led to a deeper dive into the Ford NGL model as well as an examination of the Ford NGL Essential Practices, which are the success indicators embedded in the strands. The larger group was divided into three smaller groups to assess the Bartow County School District relative to those success indicators.

The Process

Developing the strategic plan required the three teams to look back at the work that was done in the previous meetings. During the initial stakeholder meeting, there were broad categories developed through a consensus workshop that included the following:

- Increasing Graduation Rates
- College and Career Ready Students
- Parent and Community Investment
- Funding The Mission
- Student Support Services
- Information Technology Services
- Professional Learning Opportunities
- Innovative Instruction

These areas of focus served as one set of data points that the teams used to determine the areas of emphasis while writing the specifics of the plan. Another data set came from the 2015 SACS (AdvancED) report that indicated areas from the evaluation needing attention. The third sets of data points were the Ford NGL Essential Practices.

The Process (cont.)

The three teams with three areas of focus began the work of developing a picture of where the school district should direct the most attention over the next three years and to develop action plans to reflect that focus. Each team cross-walked the Ford NGL Self Assessment with the SACS recommendations and the community areas of concern to develop action plans that were designed to address the highest areas of need and to provide a road map for achieving improvement in specific areas.

The Plan

The plan is divided into three broad areas. They reflect several of the categories identified in the community meetings as well as the SACS report for school improvement. The areas are:

- Increase College and Career Readiness of All Students
- Develop Professional Development Opportunities for Teachers and Staff
- Increase the Level of Parent and Community Involvement

Each of the categories contains one or more action plans on the following pages that reference the specific SACS standard being addressed as well as the Ford NGL essential practice.



Action Plans

College and Career Readiness

Strand (x)1 ()2 ()3 Strand Title: Transforming Teaching and Learning

Essential Practice: 1.1 Description: Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.

Aligns with SACS recommendation: Standard 3, Indicator 3.3 – Teaching and Assessing for Learning

Target school year for implementation: Beginning 2016-2017 School Year

Strategy

1.1.1 – All teachers will integrate rigorous academic and career-relevant learning into units of study.

EP Feature

Both academic and technical teachers ensure that students acquire and apply the knowledge and skills required to meet rigorous state and national academic and technical standards and that they are prepared for college and career success. Teachers facilitate students' learning of ways of thinking particular to the core academic disciplines, build their technical knowledge and skills, and develop their expertise in problem-solving, critical thinking, teamwork, technology, and communication. Teachers structure learning so that students understand the education and training requirements for a broad range of career paths. Community members provide opportunities for students to explore careers and connect their learning to the real world.

Desired Outcome(s)

- Increase student achievement 2 % annually as measured by Distinguished and Proficient Learners on all Georgia Milestones Assessments 3-12.
- Decrease number of students requiring Tier 3 interventions in each school by 2% annually.

Population Focus

K-12 teachers

Anticipated Start and Completion Dates

SY 2017-2019

Evaluation/Evident of Completion

- Survey
- Classroom observations
- Georgia Milestones Assessment Data
- RTI and SST data
- Review of lesson/unit plans

What is needed from community

- Volunteers and participation in events
- Career Speakers pertaining to units of study
- Mentors

Action Steps to Implement Strategy

System-wide curriculum review by core subjects will rotate annually Math/ELA and Science/Social Studies. Review team comprised of selected teachers representing each school and Central Office academic support personnel and as conducted by Teacher Leaders when available.

Community and industry partners recruited by CTAE teachers and system leadership will assist teachers in reviewing curriculum as determined by the system-wide rotating basis and as required for industry recertification for career relevance as appropriate.

System and School-based cross-curricular and vertical planning of unit development will occur in academic areas.

Professional Development Potentially Required

- Integrated unit design
- Approaching community partners
- Accessing career relevant resources

College and Career Readiness

Strand (x)1 ()2 ()3 Strand Title: Transforming Teaching and Learning

Essential Practice: 1.2 **Description:** Students develop essential knowledge and skills for college and career readiness.

Aligns with SACS recommendation: Standard 3, Indicator 3.3 – Teaching and Assessing for Learning

Target school year for implementation: Beginning 2016-2017 School Year

Strategy

1.2.2 – Students will have opportunities to work with real-world problems and issues to strengthen and improve problem solving.

EP Feature

Students work with open-ended problems and issues that require them to identify problems, clarify and analyze situations, explore solutions, and evaluate their results.

Desired Outcome(s)

- Increase student achievement 2% annually as measured by Distinguished and Proficient Learners on all Georgia Milestones Assessments 3-12.
- Increase student achievement 2% annually as measured by the CCRPI for on-grade level reading/Lexile score.
- Increase graduation rate by 2% annually throughout the county.

Population Focus

K-12 students

Anticipated Start and Completion Dates

SY 2017-2019

Evaluation/Evidence of Completion

- Survey
- Classroom observations
- Review of lesson/unit plans for activities requiring problem-solving with real world scenarios
- Student work
- System-wide Professional Learning Plan (see appendices)

What is needed from community

- Volunteers and participation in events
- Career Speakers pertaining to units of study
- Mentors

Action Steps to Implement Strategy

During the 2016-2017 school year, each school is responsible for the creation and implementation of PLCs within their buildings for the purpose of unit planning and teacher collaboration by using system-provided resources, information, and professional learning.

Within the PLCs each school will require teachers to develop units that will result in student work with open-ended tasks to be fully implemented by SY 2018-2019.

Teachers facilitate student use of digital resources to problem solve.

School-level contacts (i.e. CTAE partnerships, Parent Involvement contacts, counselors, etc.) provide information and resources for teachers to utilize community volunteers to offer real-world experiences at the classroom level.

Administrators and teachers implement the district instructional framework (BCSS Classroom Commitments) to focus on teaching innovatively.

Administrators provide classroom feedback on instruction and practices (i.e. observations, content walks, evaluations, etc.).

Senior English teachers implement Senior Capstone projects.

Professional Development Potentially Required

- Problem-Solving, Problem-Based Learning resources and instruction
- Approaching community partners
- Community outreach

College and Career Readiness

Strand ()1 (X)2 ()3 Strand Title: 2.1.2

Essential Practice: _2_._1_ . Description: Each student, with input from his or her family, develops a personalized plan for selecting a career pathway, identify post-secondary options, and update this plan on a regular basis.

Aligns with SACS recommendation: Standard 3, indicator 3.8

Target school year for implementation: Beginning 2016-2017 School Year

Strategy

2.1.2 - Each student will develop a college/career plan with the assistance of staff and parents.

EP Feature

Collaboration of parents, students, and school on college and career plan

Desired Outcome(s)

- All graduating seniors will have an executed career plan based on Bridge Bill requirements.
- Improved CCRPI performance based on Post-Middle School Readiness indicator eight.
- Improved CCRPI performance based on Post-High School Readiness indicators nine and eleven.
- 100% of fourth year high school students will complete a Senior Capstone Project.

Population Focus

K-12 grades

Anticipated Start and Completion Dates

SY 2017-2019

Evaluation/Evidence of Completion

- Percent of graduating seniors – post-graduation goals – Audit sheet
- CCRPI Indicators
- Bridge Bill (K-12)
- Senior Capstone Project (see Capstone Project Portfolio Outline)

What is needed from community

- Stakeholder engagement
- Scholarship opportunities available through the community.
- A variety of community participation in the teacher externship program.

Action Steps to Implement Strategy

- Write procedures to implement Bridge Bill action steps through school counselors and advisors at each school – addition to audit sheet
- Implement Career aptitude and interest inventory for all students prior to their senior year
- Set up meetings and increase communication with parents and school staff
- Develop student schedule based on student plan/audit sheet
- Review student career plan in the Spring of each year during scheduling
- Expand pathway advisor groups in each pathway

Responsible parties

- Counselors and Administrators

Professional Development Potentially Required

- Provide annual training to teachers regarding Teachers as Advisors program
- Provide counselors ongoing training regarding post-secondary options and career opportunities
- Training to increase parent involvement

College and Career Readiness

Strand ()1 (X)2 ()3 Strand Title: 2.6.5

Essential Practice: _2_-_1_ . **Description:** Collaboration of Post-secondary and secondary partners in building community support for college going.

Aligns with SACS recommendation: Standard 3, Indicator 3.1

Target school year for implementation: Beginning 2016-2017 School Year

Strategy

2.6.5 - Build partnerships with parents, communities, and colleges to provide student support for post-secondary opportunities

EP Feature

Collaboration of post-secondary and secondary partners in building community-wide support for college going. Together, these partners work together to attract scholarship funding, improve parent awareness, and build a college-going culture.

Desired Outcome(s)

Provide students/parents with post-secondary resources to assist students choosing a career path and post-secondary options

Population Focus

- Parents
- Students grades 6-12
- School Staff
- Community members

Anticipated Start and Completion Dates

SY 2017 - 2019

Evaluation/Evidence of Completion

- Sign in sheets for activities related to post-secondary opportunities i.e. Student Parent Information Night (SPIN)
- Registration forms related to advisors, counselors and others attending relevant training meetings
- Increase in scholarships applied for/ received by students prior to graduation
- Increase work-based internships, teacher externships, Move On When Ready, and scholarships by 2% annually

What is needed from community

- Stakeholder engagement
- Scholarship opportunities available through community
- A variety of community participation in the teacher externship program

Action Steps to Implement Strategy

•

Professional Development Potentially Required

- Approaching community partners regarding scholarships
- Scholarship and Grant writing
- Updates regarding MOWR

Professional Development

Strand (X)1 (X)2 ()3

Strand Titles: Transforming Teaching and Learning and Transforming the School Environment

Essential Practices: 1.3 and 2.2

Descriptions: Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars (1.3.1); All academy leadership, tam members, administrative staff, and teachers participate in ongoing professional development (2.2.5)

Aligns with SACS recommendation: Standard 3, Indicator 3.3 – Teaching and Assessing for Learning

Target school year for implementation: Beginning 2016-2017 School Year

Strategies

1.3.2 - School and system leaders will design and implement professional learning opportunities that are researched based and support system and school level goals.

2.2.5 - All academy leadership team members, administrative staff, and teachers participate in ongoing professional development. This professional development is directly linked to the teachers' and staff's daily responsibilities and is included in their personalized professional learning growth plan.

EP Features

School and system leaders are familiar with research on adult learning and effective professional development practices, and use their knowledge to design the professional learning experiences. Professional development enables teachers to learn about and apply research findings that can directly inform their practice.

Desired Outcome(s)

- Increase student achievement 2% annually as measured by Distinguished and Proficient Learners on all Georgia Milestones Assessments 3-12.
- Improve teacher proficiency by 2% annually on TKES Standard 2 – Planning and Standard 3 – Instructional Practices as measured by the percentage of teachers rating a 3 or 4 on the TKES Summative Assessment (baseline year 2016-2017)
- Increase student engagement by 2% annually as measured via school-based student surveys.
- Increase student attendance by 2% annually as measured by the CCRPI indicator, which reflects the percentage of students missing fewer than 6 days of school per year.

Population Focus

K-12 Teachers and School/District Leadership

Anticipated Start and Completion Dates

SY 2017-2019

Evaluation/Evidence of Completion

- Survey (Teacher and Student)
- Classroom observations
- Professional Learning Agendas, Minutes and Attendance
- Student Attendance
- Teacher proficiency data from TLE platform
- Georgia Milestones Assessment data
- CCRPI data

What is needed from community

- Feedback
- Externships for Staff
- Opportunities for real-life experiences for staff

Action Steps to Implement Strategies

- Administrators and teachers implement the school system's instructional framework/Classroom Commitments
- Central Office personnel will develop a system-level professional learning plan to support system and school goals as well as specify professional learning days on the system calendar
- System and school level administrators implement PL sessions as outlined in system-level and school improvement plans
- Central Office personnel will work collaboratively to develop a comprehensive Needs Assessment each spring to gain feedback on Professional Learning sessions and opportunities

Professional Development Potentially Required

- System level leadership training
- NWGA RESA Principal Center
- Principal and teacher training on PLCs
- Presenter training as needed
- NWGA RESA Aspiring Leaders Program
- Teacher Leadership
- Coaching

Parent and Community Involvement

Strand ()1 ()2 (X)3 Strand Title: Transformation through Business and Civic Engagement
Essential Practice: 3.6 Description: The broader community is aware and actively engaged in the transformational process.

Aligns with SACS recommendation: Standard 2, Indicator 2.5 – Governance and Leadership

Target school year for implementation: 2016-2017 School Year

Strategy

3.6.1 - To increase the involvement of business/industry and community partners through efficient and ongoing communication.

EP Feature

Bartow County Schools will form a Community Engagement Executive Team to develop a business and community partnership plan/framework in order to build awareness, support, and active participation among family members, students, and the business and education communities.

Desired Outcome(s)

To form a Community Engagement Executive Team with well-defined roles and responsibilities for the purpose of developing a Community and Business Partner Framework.

Population Focus

Business/Industry and Community Partners to include non-profits, Chamber of Commerce, and civic organizations

Anticipated Start and Completion Dates

SY 2017-2019

Evaluation/Evidence of Completion

- The Community Engagement Executive Team will develop criteria for a common definition of “community/business partner” to be used by all schools in the evaluation process.
- Evidence to include copies of agendas and minutes, along with other applicable electronic correspondence, from meetings of the Community Engagement Executive Team.

What is needed from community

Volunteers and Community Representatives to serve as mentors, classroom teachers, guest speakers, judges, advisors and other roles based on the events, programs, and initiatives within schools and across the district.

Action Steps to Implement Strategy (Year 1 – Engagement)

1. Create a Community Engagement Executive Team comprised of representatives from each school
2. Determine and identify executive team member roles and responsibilities
3. Use the Community Engagement Executive Team to develop a partnership framework for the district
4. Share the partnership framework with business partners/stakeholders. In addition, created two-way communication channels between school and business that are effective and reliable to ensure partners know about school programs and student progress **(COMMUNICATION)**

Additional Future Action Steps

1. Improve recruitment and training to involve businesses/stakeholder as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling **(VOLUNTEERING)**
2. Include business/stakeholders as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations **(DECISION MAKING)**
3. Coordinate resources and services for students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities **(COMMUNITY COLLABORATION)**

Professional Development Potentially Required

- Best Practices in Establishing Community Partnership Support for Long term Stability
- “How to” (Tools/Techniques) for Approaching Community Partners in Seeking Support via partnerships
- Visits and Tours (Statewide Exemplary District Models of B/I and Community Partnerships)
- In-depth Research on National Models for Successful Business and Education Partnerships

Strand Team 1

Led by: Jason Daily/ BCSS

Rick Kollhoff/ BCCCA Board Member

Claudia Adams/ BCSS
Phoebie Atkins/ BCSS
James Bishop/ BCSS
Gwynn Brookshire/ BCSS
John Broussard/ Business Partner
Amber Bunce/ BCSS
Paula Camp/ BCSS
Jason Daily/ BCSS
Macy Defnall / BCSS
Bunny DiPetta/ BCSS
Leigha Ellis/ BCSS
Summer Erickson/ BCSS
Shane Evans/ Postsecondary Partner
Melanie Flournoy/ BCSS
Kimberly Fraker/ BCSS
Amy Goff/ BCSS
Ashley Kelsey/ BCSS
Lamont Kiser/ Community Partner
Suzi Lance/ BCSS
Barbara Neslin/ BCSS
Greg Patton/ Business Partner
Anna Sullivan/ BCSS/Board Member
George White/ Postsecondary Partner
Anna Maria Wiseman/ BCSS

Strand Team 2

Led by: Kevin Muldoon/ BCSS

Cindy Williams/ Community Partner

Jennifer Appling/ BCSS
Doug Belisle/ Community Partner
Pam Blakeney/ BCSS
Paul Cuprowski/ Community Partner
Wes Dickey/ BCSS
Beth Hammond/ BCSS
Gregg Hedden/ BCSS
Joy Hill/ Community Partner
John Howard/ BCSS Board Member/Business Partner
Derek Keeney/ BCSS Board Member/Business Partner
Joseph Kirk/ Community Partner
Mike Mitchell/ BCSS

Strand Team 2 (cont.)

Suzanne Morse/ BCSS
Bruce Mulkey/ BCSS
Amy Nation/ Community Partner
Davis Nelson/ BCSS Board Member
John Parton/ Postsecondary Partner
Eva Phillips/ Community Partner
KT Phillips/ Community Partner
Kalin Prevatt/ BCSS
Janet Queen/ BCCCA Board Member
Paul Sabin/ BCSS
Tom Sills/ Business Partner
Chris Taylor/ BCSS
Eric Willoughby/ BCSS
Zac Wilson/ BCSS

Strand Team 3

Led by: Melinda Lemmon/ Community Partner
Djon McNair/ BCSS

Deanna Boughton/ BCSS
Matt Bowen/ BCSS
Megan Brown/ BCSS
Kim Chester/ BCSS
Lisa DiPrima/ BCSS
Greg Doss/ BCSS
Cheree Dye/ BCSS
Tine Huyhe/ Business Partner
Kristen Martin/ BCSS
Jessica Mitcham/ Community Partner
Simon Moon/ BCSS
Cathy Myers/ Community Partner
Lenora Nyeste/ BCSS
Kalin Prevall/ BCSS
Scott Smith/ BCSS
Jennifer Stanfield/ BCSS
Kate Taylor/ BCSS
Amanda Ward/ BCSS
Anita Webb/ BCSS
Shannon Boatfield/ Community Partner
Brad Cothran/ Community Partner
Gregory Ford/ Postsecondary Partner
Mandy Frenier/ Community Partner
Josh Gayton/ BCSS

Strand Team 3 (cont.)

Kary Gilkeson/ Business Partner

Michael Helsin/ BCSS

Fred Kittle/ BCSS Board Member

Pam Madison/ Community Partner

Larry Pratt/ Business Partner

Jerry Striplin/ Business Partner

R. Watterson/ Postsecondary Partner

Gary Wilson/ Business Partner

**System Wide Professional Learning Plan
Bartow County School System
2016-2017**

Goal: The system will increase the quality of classroom instruction K-12 preparing all students for graduation and beyond.

Action	Activities	Participants	Dates	Funding Source	Monitored
Participate in teaching and learning initiatives through NWGA RESA.	<ul style="list-style-type: none"> • Literacy Design Collaborative – Teachers will meet 5 times throughout the year to work with a trainer on how to incorporate tasks into lessons to address the content area literacy standards and raise the rigor of instructional activities. Focus this year is with middle and high school science and social studies teachers. • Math Design Collaborative – Middle and high school teachers will meet 5 times throughout the school year to work with a trainer on Formative Assessment Lessons (FALs). The emphasis is on utilizing formative assessments to 	Select Teachers and Administrators	July 2016-June 2017	Title II State Professional Learning Budget	Sign-In Sheets Agendas Observations

	<p>scaffold instruction and increase the rigor of lessons.</p> <ul style="list-style-type: none"> • Math Science Partnership Grants – We have partnered with NWGA RESA as well as KSU to offer math and science teachers (K-12) the opportunity to participate in this program which extends over a two-year period. • Rigor Redefined for math and science – Teachers have the opportunity to attend additional trainings to learn more strategies for raising the level of rigor in math and science classes. • Principals Center – All building level administrators as well as some system level leaders have access to the courses offered through the NWGA RESA Principals Center. Sessions are offered throughout the year in the standards reflected in the Leader Keys Effectiveness System. This year there is an emphasis on Professional 				
--	---	--	--	--	--

	<p>Learning Communities as well.</p> <ul style="list-style-type: none"> Aspiring Leaders Program – Teachers who are aspiring leaders are encouraged to apply to participate in this program which is hosted in Bartow County. There is a small fee covered by the teacher to participate. It includes sessions on HR, legal issues, climate, and data as well as a mock job fair. Endorsements – Teachers are encouraged to pursue teaching endorsements in the areas of ESOL, Gifted education, Reading, Math and Coaching. Instructional lead teachers at the local schools and the central office participate in the coaching sessions. 				
Increase the use of Instructional Technology	<ul style="list-style-type: none"> Train teachers and administrators on the use of the new LMS, Schoology for delivery of digital content and lessons as well as grade 	Instructional Technology Support Specialists, vendor trainers, teachers, media	July 2016 – May 2017	State Professional Learning Budget Title II	Sign-In Sheets Agendas Observations

	<p>book, collaboration, and assessment.</p> <ul style="list-style-type: none"> • Media Specialist to be trained in the use of a new Library Management System, Follett. • Train math teachers K-5 in the use of iReady Math diagnostic assessment and reports. • Support faculty and staff in the increased use of technology to engage students. 	specialists, and administrators			
Focus on Literacy	<ul style="list-style-type: none"> • Improve literacy instruction in Pre – K with targeted training in Talkies for oral language development and LIPs, Lindamood phonological awareness, reading, and writing. • Support the implementation of school based SRG (Striving Readers Grant) plans including the continuation grant. 	Literacy Specialist, School-based contacts, Pre-K teachers, Select teachers K-12	July 2016 – June 2017	Striving Readers Grant	<p>Sign-In Sheets</p> <p>Agendas</p> <p>Observations</p> <p>SRG Documentation</p>

Data Teams/ Professional Learning Communities	<ul style="list-style-type: none"> • Summer training offered to all schools regarding Data teams. • Follow up Data Teams training for all schools in March. • Leadership training on establishing PLCs. 	School teams including administrators and teachers, Chief Academic Officer	Summer, July, March, follow up through principal meetings/school visits (ongoing)	Title II State Professional Learning Budget	Sign-In Sheets Agendas Observations
PBIS – Positive Behavior Interventions and Supports	<ul style="list-style-type: none"> • Begin Implementation with 7 schools – plan is to add a feeder pattern each year with full system implementation within three years. Identify schools and provide training. • Create a system level team. • Designate a system level PBIS coordinator to facilitate the implementation. • Provide a system update regarding the implementation at the end of the school year. • Determine next set of schools to begin implementation 2017-2018. 	Select System Level Personnel from all departments, School based teams, system level PBIS coordinator	June 2016 – June 2017	State Professional Learning Budget General Fund	Sign-In Sheets Agendas Observations

New Teacher Mentor Program	<ul style="list-style-type: none"> Identify Teacher Mentors and provide a supplement and training. Kick off the year with New Teacher Orientation and match teachers with mentors. Provide topic specific support sessions for new teachers and their mentors. 	Chief of HR and Operations, teacher mentors, new teachers	July 2016 – May 2017	Title II State Professional Learning Budget	Sign-In Sheets Agendas Observations
Targeted Classroom Support	<ul style="list-style-type: none"> Provide specialized training for ESOL, Gifted, and AP teachers. ESOL training to emphasize math support strategies. Provide monitoring and support in the schools in these areas. Provide an Instructional Support Specialist to work with Title I schools only on increasing the quality of classroom instruction overall. 	ESOL/Gifted Coordinator, ESOL/Gifted/AP teachers, Title I Instructional Support Specialist, Curriculum Administrators, and select teachers	July 2016 – June 2017	General Fund State Professional Learning Budget Title III Title I	Sign-In Sheets Agendas Observations
Targeted Instructional Leadership Support	<ul style="list-style-type: none"> Hold principal meetings that are focused on instruction. Topics to address to be generated from administrator feedback: ex. 	Superintendent, CAO, Executive Director of Federal Programs and School	July 2016 – June 2017	General Fund	Sign-In Sheets Agendas Observations

	<p>Differentiation, Rigor, and Use of Data.</p> <ul style="list-style-type: none"> • Conduct principal meetings in a manner that models different strategies that can be used with teachers upon the leaders' return to their buildings. • Hold individual meetings throughout the year to offer additional support for their school improvement plans. • Facilitate leader focus groups regarding instruction, waivers, etc. 	<p>Improvement, Administrators</p>			
--	--	------------------------------------	--	--	--

<p>Support instruction that includes college and career readiness components</p>	<ul style="list-style-type: none"> • Work with CTAE to fund supplements for Teacher Externships • Facilitate the development of a career related senior capstone project for high school seniors • Provide sessions for K-12 curriculum development: 2016-17 focus Science Social Studies as new standards arrive with follow up meetings for ELA and Math regarding their 2016 summer work. 	<p>Select Teachers K-12</p> <p>System Level CTAE Personnel</p> <p>Instructional Support Specialist</p> <p>Literacy Specialist</p>	<p>July 2016 – June 2017</p>	<p>State Professional Learning Budget</p> <p>Title I</p>	<p>Sign-In Sheets</p> <p>Agendas</p> <p>Observations</p>
<p>Evaluation: Evaluation of program effectiveness completed by each area, surveys, TKES/LKES information, feedback sessions</p>					

Continuing Our Journey in Educational Excellence: Becoming a Ford Next Generation Learning (NGL) Community

Over the past two decades, the Ford Motor Company Fund has developed and tested several educational initiatives to support education transformation. Both business and educational institutions throughout the United States have embraced these initiatives.

Bartow County Schools received a grant to support efforts to become a Next Generation Learning Community. The grant was made possible through funds raised by Lt. Governor Casey Cagle to support college and career academies across the state. Bartow County Schools realized the importance of scaling the process to include K-12 education within the greater community; hence, the opportunity was opened to schools district-wide. The plan was embraced by the Board of Education, and the work began to complete the process to develop Bartow County Schools' strategic plan.

Ford Next Generation Learning

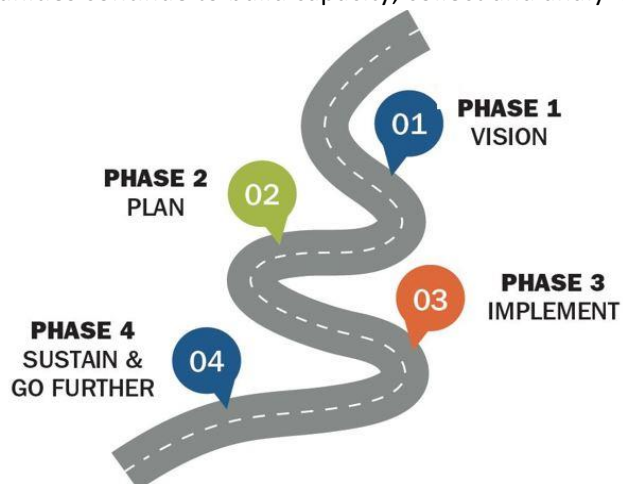
Becoming a Ford Next Generation Learning (NGL) Community allows local employers, educators, civic and community leaders to engage in conversations about collaborating, promoting, and sustaining educational programs that prepare the future workforce for Bartow County. Ford NGL blends the expertise of stakeholders within and across communities. There are four ongoing phases of the Ford NGL experience.

Phase 1 – Vision: Communities conduct a community assessment and deepen their understanding of Ford NGL.

Phase 2 – Plan: Communities develop three- to five-year Master Plans, using the Ford NGL framework and Essential Practices as their foundation.

Phase 3 – Implement: Communities develop their capacity across all three strands of the Ford NGL framework and implement their Master Plans.

Phase 4 – Sustain and Go Further: Communities continue to build capacity, collect and analyze data, and update their Master Plans. Communities take on an intentional mentoring role, and they support and are supported by other network communities.



Ford NGL Framework

Three distinct but interconnected strands comprise the Ford NGL framework, which enables whole communities to design and carry out a long-term plan for revitalizing education.

Strand 1: Transforming Teaching and Learning: Creating meaningful learning experiences that enable students to apply academic knowledge to real-world challenges;

Strand 2: Transforming the Secondary School Experience: Creating and maintaining the career academies (and similar career- and interest-based programs) and the collaborative culture, structures, and practices necessary to transform teaching and learning and to facilitate community engagement; and

Strand 3: Transforming Business and Civic Engagement: Engaging employers, educators, and community leaders to collaborate in building and sustaining educational programs that promote community growth and prosperity by preparing students for future work and citizenship.



Career and interest-themed academies serve as the Ford NGL practice model for transforming the secondary school experience. As a strong advocate on behalf of academies, Ford NGL recognizes that most skilled employment now requires a foundation of academic, 21st century, and technical knowledge and skills that must be mastered in high school, as well as additional education beyond high school. We believe that the most successful approach for high schools is one that infuses the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of CTE. Such an integrated approach also promotes, supports, and accelerates a smooth transition to postsecondary education.

What Ford NGL Values

Ford NGL comprises a network of mutually supportive communities that encourage one another to continuously improve. They seek opportunities to innovate and go further in their quest to increase student achievement, improve workforce and economic development outcomes, and ultimately achieve community prosperity.

The Ford NGL communities share a set of common values, which guide the communities' work and their contributions to the network. Our guiding principles include the following:

- **Igniting passion:** Ford NGL communities are committed to preparing all students for success in college, careers, and life, as well as helping students ignite their passion as lifelong learners.
- **Cultivating trust:** Ford NGL communities foster a culture of collaboration in which everyone—students, teachers, administrators, families, employers, postsecondary educators, and nonprofit and civic leaders—works together to build a climate of trust that welcomes all perspectives. The community stakeholders understand that in order to scale and sustain a successful career academy network, all stakeholders must be part of visioning, planning, implementing, sustaining, and going further.
- **Demonstrating leadership:** Ford NGL communities are committed to modeling the practices we seek to see in transformed classrooms. They don't take this role lightly— they understand the importance of cultivating student success and their obligation to demonstrate quality leadership.
- **Encouraging innovation:** Ford NGL communities are always learning and adapting, demonstrating flexibility, and promoting innovation.

Essential Practices

A set of Essential Practices for each strand provide specific guidance to help Ford NGL communities implement the model, addressing such questions as the following:

- What teaching strategies not only engage students in developing essential knowledge, skills, and dispositions but also spark a passion for lifelong learning?
- How should high schools be organized to create and sustain high-quality career and interest-themed academies that put students on pathways to productive and exciting futures?
- What are the elements of successful collaborations among educators, employers, and community leaders that support the scaling and sustaining of highly effective academies?

The Essential Practices for each strand are drawn from the strategies shown to be effective by successful Ford NGL communities. They offer a foundation for a Ford NGL master plan for other communities to follow in scaling and sustaining their own career and interest-themed academy networks. This approach can be carried out through academies, which may take several forms, including multiple career academies and other themed programs within a large high school,

Essential Practices (cont.)

single-themed small or large high schools, and early-college high schools (which typically blend high school with two years of college). Regardless of their specific structure, all effective programs share three key characteristics:

- The career or thematic program of study selected by the student leverages an area of personal interest and integrates it with core academic knowledge. This integrated program of study is offered within a small learning community.
- The academies are not stand-alone “boutique” programs but are part of a district strategy to offer a portfolio of approaches (“multiple pathways”) so that every student has the opportunity to choose a program that fits a personal interest.
- The programs offer extensive real-world contact with adults currently working in the field or area of interest, and they enable students to earn dual enrollment and/or articulated college-level credits while still in high school.

Benefits of the Ford NGL Network

Communities benefit from access to the Ford NGL network, which cultivates a spirit of innovation aimed at improving the practices used across our communities. Each Ford NGL community has a dedicated Ford NGL Coach, who supports and guides communities as they develop and implement a Ford NGL Master Plan to scale and sustain a career academy network and prepare students for high-skill, high-wage careers. Ongoing access to innovative approaches that emerge from the network help communities develop the local capacity to sustain community engagement and continue to transform the high school experience. Specific support includes the following:

- Seminars and workshops that introduce the Ford NGL framework and Essential Practices.
- A proven strategic planning process that provides a roadmap for phasing in the Essential Practices over three to five years.
- A dedicated Ford NGL Coach to guide and support the community through the strategic planning process.
- A guide to the process that includes examples of successful implementation and innovation.
- Access to innovative approaches and ongoing opportunities to collaborate with and learn from colleagues throughout the national Ford NGL network.
- The Leading Source (www.theleadingsource.org), an online learning center that provides an inside look at and access to the valuable tools and resources used by communities that have been successful in planning and implementing Ford NGL.
- Peer-to-peer mentoring support on specific Essential Practices.
- Professional development opportunities to build the capacity of community leaders and educators.

Georgia Department of Education	Student Enrollment by Grade
Full Time Equivalent (FTE 2016-3)	608-Bartow County

Grade/Gender	Ethnicity Hispanic	Race						Total Enrollment
		American Indian	Asian	Black	Pacific Islander	White	Two or More Races	
Pre K	68	1	1	27	0	357	23	477
Male	44	1	0	20	0	205	11	281
Female	24	0	1	7	0	152	12	196
Kindergarten	129	1	10	83	1	670	44	938
Male	69	0	4	41	0	325	19	458
Female	60	1	6	42	1	345	25	480
Grade 1	123	2	6	84	0	725	60	1,000
Male	65	1	2	42	0	379	27	516
Female	58	1	4	42	0	346	33	484
Grade 2	140	7	5	95	0	763	51	1,061
Male	79	2	2	51	0	389	30	553
Female	61	5	3	44	0	374	21	508
Grade 3	143	1	17	95	0	770	33	1,059
Male	78	0	12	53	0	387	15	545
Female	65	1	5	42	0	383	18	514
Grade 4	121	4	8	83	1	757	38	1,012
Male	64	3	3	40	1	400	17	528
Female	57	1	5	43	0	357	21	484
Grade 5	112	0	10	76	2	771	45	1,016
Male	50	0	3	40	1	404	26	524
Female	62	0	7	36	1	367	19	492
Grade 6	120	0	7	97	0	782	45	1,051
Male	60	0	4	39	0	410	19	532
Female	60	0	3	58	0	372	26	519
Grade 7	132	2	7	100	1	777	39	1,058
Male	72	0	3	52	0	398	21	546
Female	60	2	4	48	1	379	18	512
Grade 8	123	0	15	85	0	741	41	1,005
Male	58	0	9	43	0	394	15	519
Female	65	0	6	42	0	347	26	486
Grade 9	136	0	9	104	0	852	26	1,127
Male	72	0	5	57	0	446	15	595
Female	64	0	4	47	0	406	11	532
Grade 10	92	2	7	105	1	820	35	1,062
Male	39	1	3	45	0	419	24	531
Female	53	1	4	60	1	401	11	531
Grade 11	108	0	10	97	1	720	19	955
Male	55	0	6	54	1	351	7	474
Female	53	0	4	43	0	369	12	481
Grade 12	92	0	9	88	0	703	8	900
Male	50	0	3	43	0	333	4	433
Female	42	0	6	45	0	370	4	467
System Total	1,639	20	121	1,219	7	10,208	507	13,721
Male	855	8	59	620	3	5,240	250	7,035
Female	784	12	62	599	4	4,968	257	6,686

