

2015-
2020

Gordon County Schools
Ford Next Generation Learning Master Plan

PLACEHOLDER

Five-Year Strategic Plan
Gordon County Schools
Calhoun, Georgia



Gordon County's local community leaders, our educators, our parents, our students, and our elected officials believe that the education of our youth is the foundation of success for our community and its economic development.

Throughout this process, we have had the opportunity as a cohesive, inclusive group of stakeholders, to take a candid look at our successes and areas for improvement. Throughout this process, we have strengthened partnerships and mapped out a plan for continued improvement and sustainability of success for our entire district, PreK-12th grade.

Following, the reader will find a five-year master plan outlining how the outcomes of this process will be used to continue the tradition of excellence in our district and to implement a plan of improvement for designated areas of need. This plan reflects the significant investment demonstrated by prominent members of our community to ensure its success. It also provides valuable information on our efforts and accomplishments to date. The district goals utilized in guiding the work of the team focus on ensuring a viable workforce for our community and high-wage jobs for our graduates and are included in detail in the pages to follow.

Excellence in education and the positive impact that excellence provides are something our community values, regardless of roles, experiences, and backgrounds. Whether it is as teachers in the classroom, administrators in the schools, business leaders in the workplace, volunteers in community organizations, or parents and family members of students, we all are committed to providing our students with an environment in which they can learn, grow, and thrive. Our students are the workforce and leaders of the future, and they will help today's businesses meet the demands of the ever-expanding global marketplace.

When it comes to providing our students with quality education, we have accomplished much as a community. It has been a journey of growth, opportunities, challenges, and successes. By working together as a Next Generation Learning Community, we can achieve even greater accomplishments as we move forward in that journey in the years ahead.

Dr. Susan Remillard
Gordon County Schools Superintendent

Jeff Gazaway and Dr. Amy Parker
Community Coordinators

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FORD
NEXT GENERATION
LEARNING 

Gordon County Schools, Georgia

Gordon County Schools

What Makes Us Who We Are

PLACEHOLDER

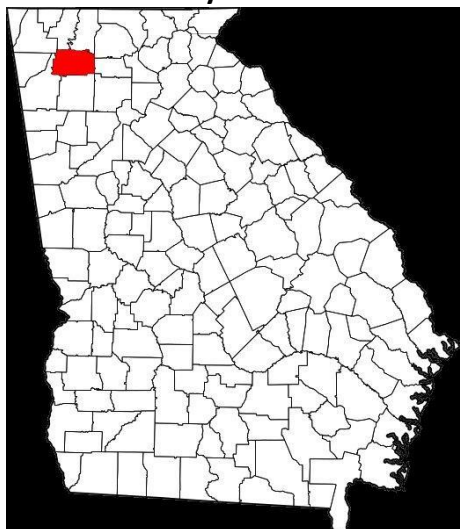
Gordon County Schools: What Makes Us Who We Are

Gordon County Schools is a state public charter system, a status obtained from the Georgia Department of Education in 2011. In Georgia, charter system status allows districts flexibility from state rules and regulations in an effort to increase innovation to foster student achievement. Charter also focuses on local control and decision-making at the local system and school level. Charter systems are required to include the community and schools in the decision making process. Gordon County does this through Local School Governance teams in each school community, as well as at the district level, with a system governance team consisting of representation from all schools. The College and Career Academy operates under a Board of Directors, which meets monthly to determine needs and improvements. Each school governance team advises system leadership on best practices for its school, and it is made up of parents, teachers, and community and business leaders. Under the system charter, Gordon County Schools has implemented several innovative practices to meet the needs of our community and students, and student achievement continues to increase. Among those innovations are our academic coaching program, our unique 8-12 high school and 6-7 middle school configuration, the Warrior and Promethean high school gifted academies, and the Gordon County College & Career Academy, which opened a new, state-of-the-art facility to students in August 2014.

Gordon County Schools is a district of approximately 7,000 students in 12 facilities; 6 elementary schools, two middle schools, 1 high school serving 9-12, 1 high school serving 8-12 in two separate facilities, and the College and Career Academy.

The Quality Assurance Review team from AdvancED, the accreditation institute for schools world-wide, completed an extensive review of Gordon County Schools in March 2010 and recommended the system receive District Accreditation. This master plan process has assisted in preparation of the next review that will take place in March 2016.

Our Community



Gordon County School System is located in Northwest Georgia along the natural gateway where the first railroad was located in our region. Gordon County has historically been an area of leadership and southern culture. The county seat is the City of Calhoun. Gordon County, named for William Gordon, was the 94th of Georgia's 159 counties and was formed in 1850. Its total area is 355.81 square miles. We are the home of New Echota, the last seat of the Cherokee Nation and the location of key battles fought during the Civil War, namely the battle of Resaca. The economy is rooted in manufacturing, including Mohawk Industries' corporate headquarters, Shaw Industries, and Mannington Carpets. Farming is also prevalent in Gordon County. The total land area is 355.81 miles, and the population gathered in the 2013 Consensus information totaled 55,757 people. There are 19,066 households and the mean income is \$40, 926. The racial makeup of the county

includes 92.2% white, 4.4% black, 0.6% American Indian, 1.1% Asian, 14.6% Hispanic, and 1.4% two or more races. The percentage of families living in poverty is 21%. It is located almost exactly halfway between Chattanooga, TN and Atlanta, GA- two thriving metropolitan cities.

Seventy three percent of residents have a high school diploma or equivalent and 14.2% of Gordon County citizens have a Bachelor's Degree or higher. Gordon County has a county and city public school system, as well as a private school and a satellite campus of Georgia Northwestern Technical College.

Our Vision

Gordon County Schools made a significant investment in its efforts to achieve its vision for equipping students to compete in our global society as evidenced by opening the Gordon County College and Career Academy, and by providing extensive CTAE career pathways initiative within each school. Additionally, career education, taught in a rigorous academic environment in both elementary and middle school, in addition to what is available to high school students, assists students in making career choices that are both highly in demand and will provide an opportunity for advanced quality of life. By teaching world-class skills to world-class students, the school system can prepare its students for success in today's workplace and can meet the needs of employers in Gordon County and surrounding areas. Gordon County Schools takes great pride in its efforts to continuously strive to deliver the quality of education that both its students and its community has come to expect. Additionally, our business and industry is poised to provide unprecedented support of our educational initiatives with the implementation of the Master Plan. Our vision, mission, and beliefs reflect this as outlined below.

Our Mission

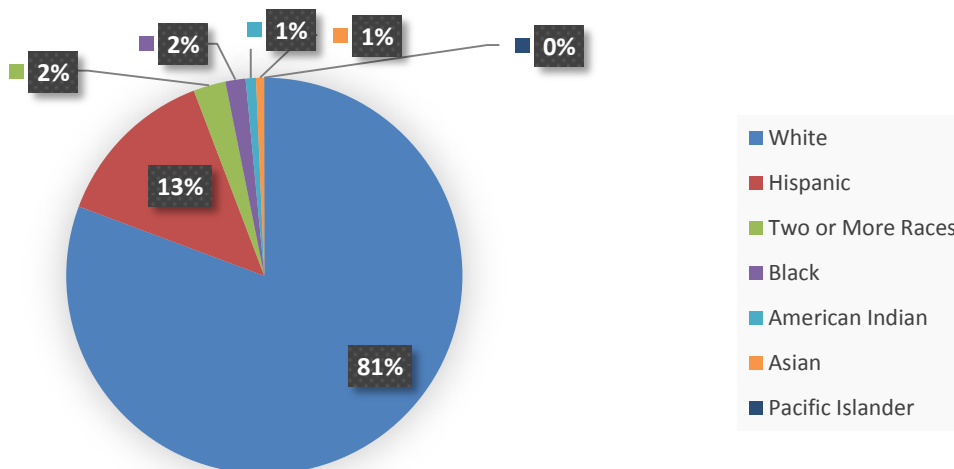
As a community of learners, in cooperation with stakeholders, our mission is:
To provide a relevant, rigorous, results-based education, made possible through nurturing relationships.

Our Beliefs

1. We believe all students need an advocate.
2. We believe in high expectations for all, regardless of socioeconomic status or cultural background.
3. We believe all students should graduate with the knowledge and skills necessary to attain their career goals.
4. We believe data informed decision-making and research-based practices are key to improved performance.
5. We believe students learn best in a safe and well-maintained environment.
6. We believe that relationships with students and stakeholders are imperative to student success and achievement.
7. We believe that in order to get the desired results, expectations should be consistent and monitored.
8. We believe in maintaining qualified, positive, caring staff.
9. We believe that leadership is most effective when share.

Our Students

Ethnicity Demographics of Gordon County Schools Total Students: 6806



There are approximately 6,800 students who attend Gordon County Schools, the majority of whom are white, non-Hispanic. Our largest minority population comes from the Hispanic sector of

our community. We boast high student achievement rates, while the majority of our students qualify for free or reduced lunch, and all of our elementary and middle schools receive Title I funding. Our latest graduation rate was 86%, thirteen percent higher than the state average.

Percentage of Students Qualifying for Free &...



Source: Georgia Department of Education, October 2014

Our Schools

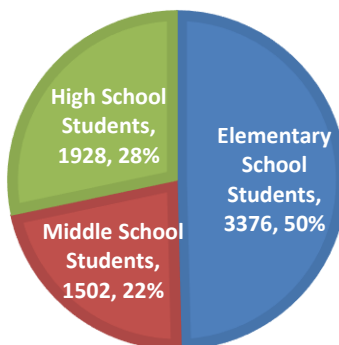
Elementary Schools

All six of Gordon County elementary schools serve students in PreK-5th grade. This early learning framework provides students with opportunities to get a solid foundation on which to build as they begin their educational journey. Differentiated instruction is a focus for our district, and our elementary schools work hard to ensure students are served in a way that

GORDON COUNTY SCHOOLS

STUDENTS

- Elementary School Students
- Middle School Students
- High School Students



best fits their needs. Students who are identified as having special needs are served through resource and inclusion models, with an emphasis placed on the least restrictive environment. Each elementary school has gifted endorsed teachers in the regularly education classroom, as well as models that provide gifted students with advanced learning opportunities. Our G6 center allows students in grade 3-5 to collaborate with other students across the district.

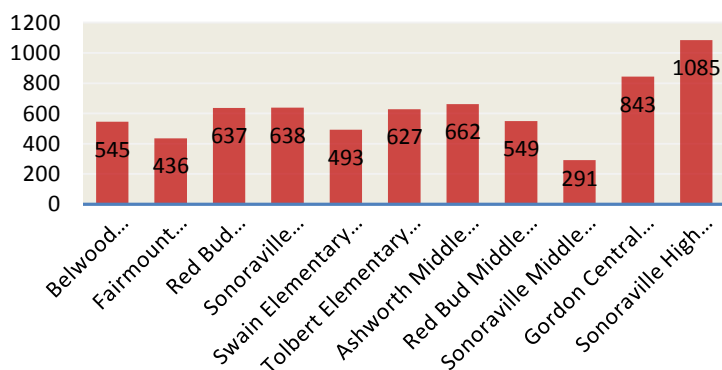
Middle Schools

Gordon County is somewhat unique in its middle school make up. The middle grades embrace Georgia’s Middle School Model, and schools are organized into interdisciplinary teams at the 6th, 7th, and 8th grade levels. However, of our two middle schools, the grade level make up is different between them. Ashworth Middle School is made up of grade 6-8. Red Bud Middle, our newest school, is made up of only grades 6 and 7, with 8th grade being in a separate facility with the feeder patterns’ ninth grade students.

Connections (or elective) classes include band, chorus, art, career planning, agriculture, business/computers, engineering and technology, and physical education/health. Students are afforded two connections per nine weeks, providing an exploratory option of eight courses per year. Students who hold a particular interest in a subject area may be enrolled in that connections class for multiple grading periods. Students in grade eight may also take courses in various areas- both core and elective courses- for high school credit.

Competitive sports are available for middle school students each season. Gifted education services are provided through advanced content, cluster and collaborative classes. Enrichment classes also are offered through extended learning times. A continuum of placement options is available to serve special education students through the least restrictive environment as determined by the Individual Education Program OIEPP for each student with an identified disability.

**Total Enrollment
Fall 2014**



High Schools

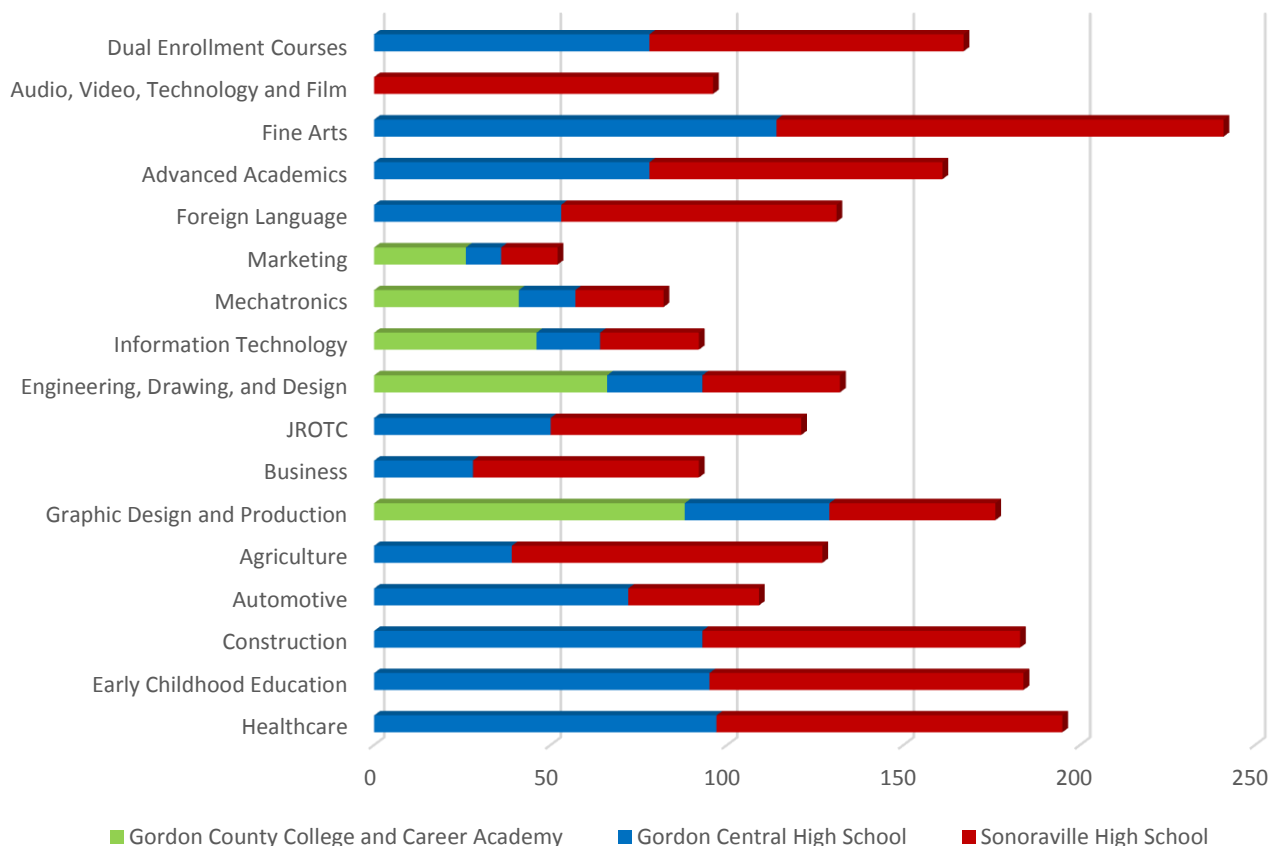
Gordon Central High School is the system’s oldest existing high school. With Ashworth Middle as its feeder school, it houses grades 9-12 in its facility. Sonoraville High School houses grades 8-12 in two separate facilities on the same campus, making it the largest school in the district. Like the middle schools, competitive events are available for students to participate. These events include athletics, performance, co-

curricular, and community service-driven organizations.

Both high schools have a comprehensive focus, with accelerated opportunities for students in academics, fine arts, and career education courses. These accelerated opportunities are delivered through honors and advanced placement courses, dual enrollment credit, the Warrior and Promethean gifted academies, and differentiated instruction within the regular classroom. All students who graduate from one of the system’s high schools is required to complete a

career pathway in fine arts, foreign language, or career and technical education. There are many opportunities for these students to complete multiple pathways as a way of exploring options for postsecondary experiences. Most of these opportunities are available on the students' home campus, but students who wish to take part in activities not available at their high school are, in most cases, provided transportation to participate. This is the case with the College and Career Academy, which opened its new, state of the art facility in August 2014.

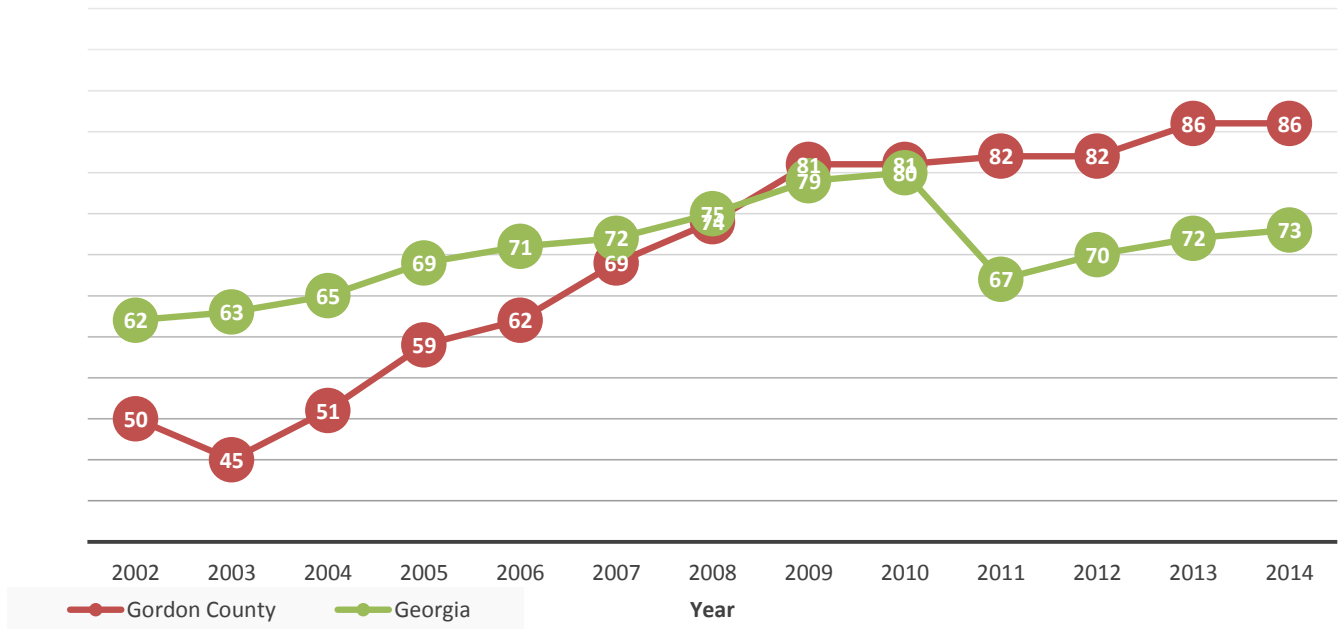
Fall 2014 Career Pathway Enrollment



Our Accountability

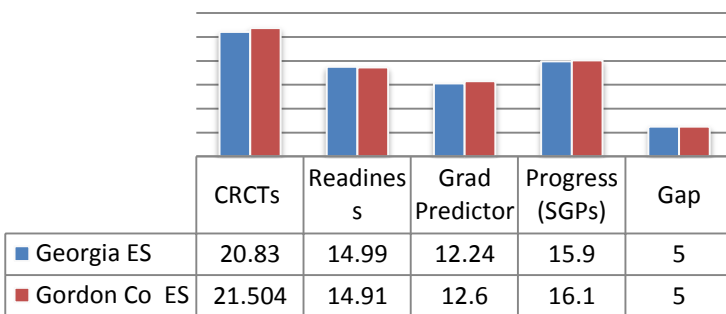
Gordon County Schools has seen consistent increases in student achievement measures, with an emphasis on continuous improvement throughout the district. In the last ten years, the graduation rate has continued to improve, even when the state's calculation formula caused the state average to drop by more thirteen percentage points.

Graduation Rate



The new state accountability measure – College and Career Readiness Performance Index (CCRPI)-posed challenges for some across the state, but the district has maintained a high level of accomplishment in many areas, and has implemented ways to improve student achievement in areas of deficit. One of the main areas of focus that had not been as highly regarded prior to recent state legislation and accountability measures dealt with career preparation at all levels. Before CCRPI, the major emphasis for state accountability focused mainly on test scores and attendance, with graduation rate as the capstone for the district’s measurement. The new

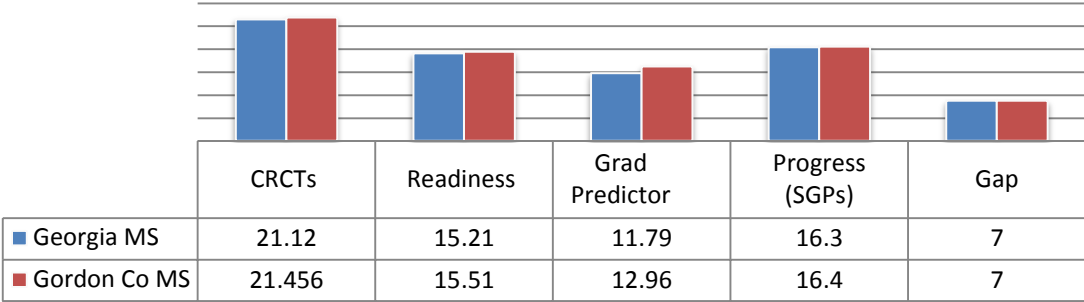
2014 CCRPI Points Earned by Category Elementary School



system allows for a look at a more diverse set of indicators (see Appendix A). With those new indicators, Gordon County Schools has fared well. In 2014, 5 of the 6 elementary schools in the district exceeded state averages on overall scores. The district maintained scores that were at or above state average. The school that struggled in 2014 has implemented strategies to increase performance before scores were released and expects dramatically increased ratings for the 2014-15.

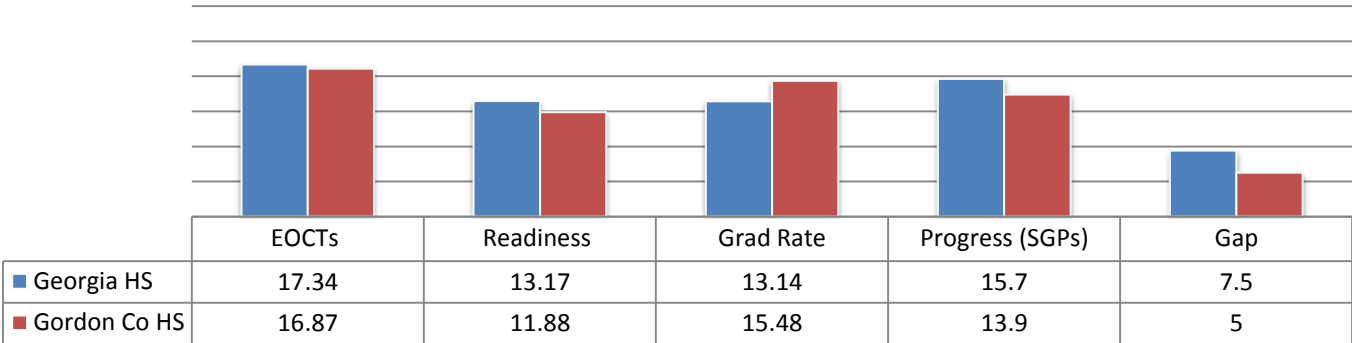
The middle schools in the district fared well on CCRPI when compared to state averages, exceeding or meeting in all categories scored.

2014 CCRPI Points Earned by Category Middle School



The high schools were split on their standings, with one of the schools scoring well above state average and the other scoring below the mark. This was seen as an opportunity for improvement and growth, and the leadership in both of those schools have implemented specific strategies to ensure continuous improvement and scores above state averages. Many of the strategies are imbedded in the system master plan, and many are school-based strategies for targeted improvement.

2014 CCRPI Points Earned by Category High School



Our Partnerships

The Gordon County School System is committed to **developing partnerships with post-secondary educational providers and local employers** to successfully respond to the current demand for skilled labor in today’s workforce. Employers in the Gordon County area are in great need for trained, skilled employees that are ready to enter the workforce and have the potential to learn additional skills and advance to other positions within the industry.

Industry*	Firms**	# of Employment	% of Employment	Weekly Wage
Agriculture, Forestry, Fishing & Hunting	54	324	0%	\$788
Construction	555	2,698	3%	\$711
Manufacturing	428	26,903	31%	\$793
Wholesale Trade	366	3,415	4%	\$853
Retail Trade	1,056	11,548	13%	\$427
Transportation & Warehousing	196	3,327	4%	\$626
Finance & Insurance	329	2,095	2%	\$817
Real Estate, Rental & Leasing	231	765	1%	\$537
Professional, Scientific & Technical Service	465	2,476	3%	\$803
Health Care & Social Assistance	486	9,991	11%	\$581
Accommodation & Food Services	488	6,846	8%	\$373
Government (Includes federal, state and local)	340	14,661	17%	\$673
Education Services	108	2,313	3%	\$573

*Source: Georgia Department of Labor, Workforce Statistics & Economic Research, 1st Quarter, 2012

**All figures are from the five county region which include Gordon, Bartow, Chattooga, Floyd and Polk Updated October 2012

Based upon current and anticipated labor market demands provided by the Georgia Department of Labor’s publication Georgia Workforce Trends – An Analysis of Long-term Employment Projections to 2020, produced by the Georgia Department of Labor’s Workforce Statistics and Economic Research (WS&ER) Division, employment is expected to grow to more than 4.6 million in 2020, an increase of 11.7 percent from 2010 employment levels. The gain amounts to over 483,000 new jobs for the state. The Gordon County School System currently provides CTAE Pathways for students in most of these top industries, with a renewed focus on our major manufacturing employment base that will offer jobs in high-skill, high-wage, and high demand areas that are as diverse as the manufacturing industry itself. Even though our major manufacturing industry is in flooring, we have many other manufacturing companies that have sustained growth in our community for years, even through the most recent recession.

2015-
2020

Gordon County Schools Becoming a Ford NGL Community

PLACEHOLDER

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. These initiatives have been embraced by both business and educational institutions throughout the United States.

Gordon County College and Career Academy 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. Gordon County College and Career Academy Board of Directors 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 Gordon County Schools' strategic plan.

Ford Next Generation Learning

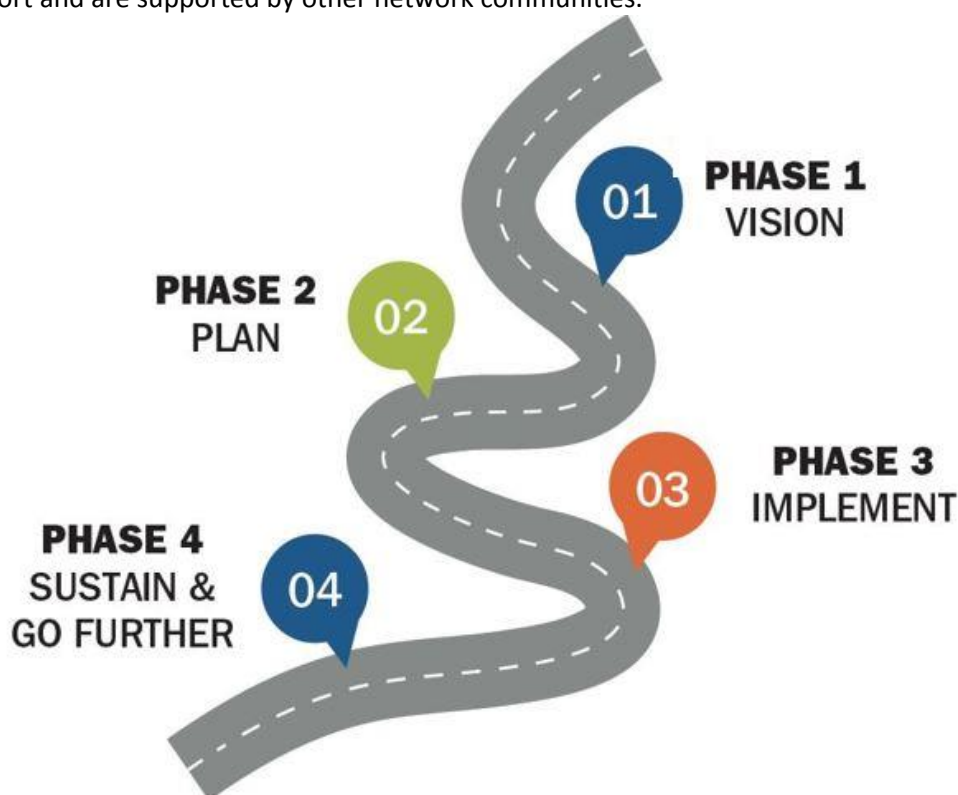
Becoming a Ford Next Generation Learning (NGL) Community allows local employers, educators, civic and community leaders to engage in conversations about collaborating, promoting, and sustaining educational programs that prepare the future workforce for Gordon County. Ford NGL blends the expertise of 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.



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, 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

The Purpose

The primary purpose of the Gordon 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 District's Ford NGL Master Plan reflects the following key goals for the District:

Goal I: All Gordon County Schools' students will increase academic achievement in Pre-K through 12th grade through the use of data-driven decision-making and instruction that ensures a rigorous, collaborative, engaging learning environment that is both safe and nurturing.

Goal II: Highly-qualified personnel with appropriate education and/or workforce experience will be attracted and retained and will be provided professional learning to create an educational environment to foster quality work for student engagement.

Goal III: Gordon County Schools' students who complete high school will be college and career ready.

The Plan

The Gordon 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. Gordon College and Career Academy serves as a dynamic resource in the Gordon 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 addition assistance and enrichment

The Gordon 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, Gordon County Schools provides broader education and training to 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 are 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 January 27, 2014, an **Executive Stakeholder Team Meeting** was held at the Gordon County campus of Georgia Northwestern Technical College. The objectives for this meeting were as follows:

- To develop strong familiarity with Gordon County's education vision, current assets and initiatives, and challenges;
- To develop understanding of the Ford Next Generation Learning (NGL) Community model; and
- 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 March 14, 2014, a meeting of the broader **Community Stakeholder Team** was held on the campus of Georgia Northwestern Technical College. 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 Gordon 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 Gordon County community.
- To determine the makeup of individual strand teams and any additional members to be included in the Community Stakeholder Team.

On May 12, 2014, a **Master Plan Writing Institute** was held at the Gordon County campus of Georgia Northwestern Technical College.

- 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 deepen the understanding of the Ford NGL Essential Practices and how they are used

- to develop a master plan to drive and sustain transformation;
- To develop an understanding of how to begin the writing of the master plan; and
- To work in strand team groups to begin writing the master plan.

Numerous strand meetings were held over the course of the next six months to review the essential practices, goals, and action steps to develop this five-year NGL Community Master Plan that will act as the Gordon County Schools district-wide strategic plan for 2015-2020.

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. Additionally, educators and community members worked together to develop a glossary of terms to clarify any ambiguous terms for the sake of the audience at large.

The Participants

The Gordon County School System’s efforts to continue to enhance instruction, student achievement, and career preparation of through the Ford NGL Community program involved a significant investment of time and resources from local employers, educators, and civic and community leaders from throughout the county. Our community’s strong commitment and sense of pride in our local school system was evidenced by the high level of involvement from business, education, and local organizations in our area.

EXECUTIVE STAKEHOLDER TEAM

Jeff Gazaway, Community Coordinator	Plant Manger, Evco Plastics Gordon County Board of Commissioners College & Career Academy Board of Directors
Amy Parker, Community Coordinator	Gordon County Schools College & Career Academy CEO
Brian Cooksey	Director of Training and Operations, Shaw Industries College & Career Academy Board of Directors
Anne Cooper	Director of Global Human Resources, Mohawk Industries College & Career Academy Board of Directors
Bobby Hall	Gordon County Board of Education
Chris Johnson	Gordon County Board of Education
Jim Ledbetter	Attorney, Ledbetter Law
Pete McDonald	President, Georgia Northwestern Technical College College & Career Academy Board of Directors
Blake Poole	Consultant, Tennessee Dept. of Economic Development College & Career Academy Board of Directors
Jonathan Purser	Owner, Chick-fil-a of Calhoun
Susan Remillard	Superintendent, Gordon County Schools
David Repp	CFO, Mohawk Home 2014 Chair, Gordon County Chamber of Commerce
Jesse Vaughn	Attorney, Vaughn and Clements

Members of Strand 1: (Transforming Teaching and Learning)

Beth Herod, Co-Chair System Curriculum Specialist- English Language Arts and Social

Blake Poole, Co-Chair	Studies Gordon County Schools Business Development Consultant Tennessee Dept. of Economic and Community Development
Amy Beason	Sonoraville Elementary School
Juliana Breithaupt	Georgia Highlands College
Jeff Briggs	Mohawk Industries/Gordon County Chamber
Chris Carpenter	Ashworth Middle School/Red Bud Middle School
Ann Cross	Gordon County Schools
Jen Crump	Red Bud Elementary School
Melissa Gravley	Fairmount Elementary School
Johna Jenkins	Georgia Northwestern Technical College
Melanie Johnson	Tolbert Elementary School
Bud Owens	Floyd Medical Center Emergency Medical Services
Amber Nagle	Community Foundation of Northwest Georgia
David Repp	Mohawk Home, Mohawk Industries
	2014 Chairman-Gordon County Chamber of Commerce
Cathy Smith	Georgia Northwestern Technical College
Frank Stewart	Retired Educator/System Charter Governance Team
	Georgia Professional Standards Commission
Katherine Vaughan	Red Bud Elementary School

Members of Strand 2: *(Transforming the Secondary School Experience)*

Patricia Boswell, co-chair	Director of School Improvement, Gordon County Schools
Brian Cooksey, co-chair	Director Operations Training and Development, Shaw Industries
Devin Bevel	Shaw Industries
Ben Brazell	Gordon County College and Career Academy
Craig Callahan	Shaw Industries
Betty Caylor	Mohawk Industries
Doug Clark	Gordon Central High School
Russell Davis	Mohawk Industries
Shannon Diamond	Ombudsmen Alternative Program
Bobby Hall	Gordon County Board of Education
Krista Hall	Gordon Central High School
Sarah Harrison	Northwest Georgia Regional Commission
Chris Johnson	Gordon County Board of Education
Kathy Johnson	Gordon County Chamber of Commerce
Ray Payne	Red Bud Middle /Gordon County College and Career Academy
John Rainwater	Gordon Central High School
Jonathan Parker	Georgia Northwestern Technical College
Coleman Tincher	Shaw Industries
Trace Vaughn	Sonoraville High School
David Weaver	Red Bud Middle School

Members of Strand 3: *(Transforming Business and Civic Engagement)*

Jesse Vaughn, co-chair	Attorney, Vaughn and Clements
Dia Johnson, co-chair	Teacher, Sonoraville High School
Carol Abrams	Georgia Northwestern Technical College
David Apple	Georgia Tech Center for Innovation
Tom Bojo	Georgia Northwestern Technical College

Kristy Brown	Greater Community Bank
Greg Bowman	Gordon County Extension Service/University of Georgia
Mike Cavin	Mohawk Industries
Anne Cooper	Mohawk Industries
Katelyn Day	Shaw Industries
Kent Dunlap	Shaw Industries
Jennifer Hayes	Red Bud Middle School
Jamey Hunt	Riverview Baptist Church
Sheila Johnson	Gordon County College and Career Academy
Amy Jordon	Gordon Hospital
Blake Lawson	Ashworth Middle School
Jim Ledbetter	Ledbetter Law Firm/Gordon County Government
Alice Mashburn	Gordon County College and Career Academy
Julie Meadows	Northwest Georgia Regional Commission
Linda McEntyre	Mohawk Industries
Laura Olmstead	University of Georgia
Bruce Potts	Sonoraville High School
Priscilla Powers	Sonoraville High School/Belwood Elementary School
Charles Prater	Prater Ford
Kelly Price	Shaw Industries
Susan Remillard	Gordon County Schools
Shari Turley	Swain Elementary School

The Tactical Plan

The tactical plan was developed using the Ford NGL self-assessment, the essential practices developed by Ford NGL, Gordon County Schools' system goals, Georgia's state accountability measure (CCRPI), and the Teacher Keys Evaluation System (TKES) (Appendix B). Each strand gathered data to inform the self-assessment process and utilized the essential practices and system goals to develop strategies that would meet the needs identified through the self-assessment process. The organizational structure of the plan document is built around the system's goals, and correlating essential practices are noted under each CCRPI Indicators, as well as TKES Standards were used correlated to appropriate measures, when possible. This process will ensure that a SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound) goal was set and that data will be available from which to measure each of them.

Strand Overviews

Strand One: Transforming Teaching and Learning

Self-assessment Summary

The rating scale categories include: Exploring Implementation (0%-25% of possible points), Accelerating Implementation (25%-65% of possible points), Proficient Implementation (65%-85% of possible points), and Distinguished Implementation (85%-100% of possible points)

Strand 1: Transforming Teaching and Learning			
Essential Practice:	Strand Description:	Rating:	Current Level of Implementation:
1.1	Teaching Pillars – Educators employ teaching strategies that develop students' knowledge and skills for college and readiness.	14 out of 21 points	67% Proficient
1.2	Learning Pillars – Students develop essential knowledge and skills for college and career readiness.	14 out of 21 points	67% Proficient
1.3	Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars	7 out of 21 points	33% Accelerating

Highlights

The major outline of strand one action plan centers around the goals of teacher externships, problem based learning and professional development. Externship opportunities extended to teachers will provide experiences that serve as inspiration for investigations of significant issues and problems that can be aligned to the state standards. Externships will help bridge an understanding among the teachers. Problem based learning will be an avenue to teach standards that bring real world scenarios to the student, while providing the business partners with college and career ready students.

Teacher Externships- Support from an active employer guidance advisory committee comprised of leaders from business, civic, and educational sectors that will steer the overall reaching goal of developing teacher externship opportunities for professional development and to help provide inspiration for real world performance based learning projects into the classroom will be needed.

The goals of the employer guidance advisory committee will include:

1. Establish externship positions within the local business partners with the support of the Calhoun Chamber of Commerce.
2. Send teacher leaders into the industries for training and then use the teacher leaders to redeliver the information to other teachers in their department and/or school.
3. Collaborate with Teacher Communities to create benchmarks to evaluate the success and usefulness of programs designed and to adjust and improve program design based on need. Evaluate program growth based on benchmark-business feedback quantified

and modifications to plan are adjusted to remedy any issues.

Inquiry Based Learning- Teacher communities focused on the redelivery of externship experiences and the collaboration required to develop real world learning projects to be incorporated within the classroom will be required. Teachers must see inquiry based learning as a means to teaching standards as opposed to distractions. Successful implementation of inquiry based learning will include the following:

1. Provide learning communities for faculty discussion, collaboration, and development of inquiry based learning projects.
2. Provide time for the teacher communities to meet with advisory committee to create benchmark to evaluate success, usefulness of program designed to adjust and improve program design based on need.

Professional Learning- It is critical for the success of the externships and performance based learning objectives for the development and sharing of best practices disseminated by teachers to support classroom implementation of problem based learning. Administrators will develop and facilitate orientation/training for faculty promoting understanding of the use of inquiry based learning in the classroom. Additional training meetings for faculty promoting specific methodology of inquiry based learning will include:

1. Inquiry based tasks
2. Performance tasks
3. Real world scenarios such as case studies, project analysis design
4. Engineer solutions to real world scenarios

Emphasis on teamwork and collaboration skills utilized during the process as well as the importance of the written and oral component of the project demonstrating student reflection. Support teachers and students working with open-ended problems and issues that require student to identify problems, clarify, and analyze situations, explore solutions, and evaluate results.

Innovation and Flexibility- Schools will encourage innovation and flexibility by encouraging project based and inquiry based instruction. The schools will promote collaborative discussion among teachers and students to showcase the innovative practice gleaned from industry and education.

1. Professional development opportunities to collaborate creative and innovative lessons
2. Peer observations throughout system
3. Showcase through competitions and exhibits (Examples: art, technology, robotics, PTA, and CTAE Student Competitions)

Internal and External Awareness- To fully utilize and capitalize on externship experiences and the unique opportunities provided by the CCA to connect student learning to specific career paths, an awareness of the program needs to be shared with the Gordon County community. This should include but not be limited to: students, parents, business partners, home schools, and other educational institutions.

1. Provide additional career focused opportunity days to build upon internships, job shadowing, etc. presented to Gordon County Students. CCA students provide a career fair for the sophomores at the home schools- showcasing the career specific performance based or inquiry based learning projects accomplished during the school year.
2. Provide a Parent Involvement Day at the CCA. CCA students provide a career fair for their parents- showcasing the career specific performance based or inquiry based projects accomplished during the school year.

Strand Two: Transforming the Secondary School Experience

Self-assessment Summary

The rating scale categories include: Exploring Implementation (0%-25% of possible points), Accelerating Implementation (25%-65% of possible points), Proficient Implementation (65%-85% of possible points), and Distinguished Implementation (85%-100% of possible points)

Strand 2: Transforming Secondary School Experience			
Essential Practice:	Strand Description:	Rating:	Current Level of Implementation:
2.1	Develop a timeline for phasing in high-quality academies in order to reach a significant portion of students.	7.5 out of 12 points	63% Accelerating
2.2	Recognize and prioritize professional development and form communities of practice committed to shared learning to support the school's academies and transform everyone's practice.	11.5 out of 21 points	55% Accelerating
2.3	Student leaders have flexible use of resources.	5 out of 12 points	41% Accelerating
2.4	Adults and students are accountable for results.	5.5 out of 9 points	61% Accelerating
2.5	School District supports and sets expectations for high school redesign.	5 out of 15 points	33% Accelerating
2.6	School district and post-secondary institutions work collaboratively for the benefit of academy students.	4 out of 15 points	27% Accelerating

Highlights

The major focus of Strand 2 concerned the cooperation, collaboration, and partnership among students, their families, the Gordon County Schools' (GCS) professional community, local business and industry partners, and post-secondary institutions. By partnering together, these groups can ensure students are prepared for both college & career readiness in the highly competitive, global economy.

The team focused on developing a plan of action to address the key strategic goals of Gordon County Schools. As part of this process, strand 2's committee focused on the Essential Practices outlined in the Ford Next Generation Learning document and connected those practices to the GCS goals. The desired outcome was to develop a plan that supports an innovative, focused and more personal K-12 experience for the students within Gordon County Schools.

As part of this plan, additional professional learning opportunities will be available to teachers, including:

1. Hands-on experiences within local businesses and industry through teacher externships, tours, collaborative projects, etc. These experiences, when transferred to the classroom, will help ensure students understand local career opportunities, the technical and soft skills necessary for success in those careers.
2. Best practice teaching techniques that can enhance the learning experience, including differentiated instruction, data-driven instructional decision-making, technical writing and Lexile levels, vocabulary instruction, etc.

Additionally, students will have increased access to the following:

1. Work-based learning, job shadowing, internships, industry-related experiences, etc.
2. Attendance incentives sponsored by business and community organizations
3. Advanced academic credit such as high school credit for middle school students and college credit for high school students

4. Tutoring and credit recovery opportunities

Students, local business & industry, and the community will reap the benefits of this work which in turn will have a significant impact on the continued growth of the local economy and community.

Strand Three: Transforming Business and Civic Engagement

Self-assessment Summary

The rating scale categories include: Exploring Implementation (0%-25% of possible points), Accelerating Implementation (25%-65% of possible points), Proficient Implementation (65%-85% of possible points), and Distinguished Implementation (85%-100% of possible points)

Strand 3: Transforming Business and Civic Engagement			
Essential Practice:	Strand Description:	Rating:	Current Level of Implementation:
3.1	Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation.	11 out of 24 points	46% Accelerating
3.2	Senior business, education, and civic leaders support, sustain, and advocate for the goals outlined in the community master plan.	5 out of 9 points	56% Accelerating
3.3	Industry councils are formed for each prioritized career pathway to develop and support academies in these pathways.	2 out of 12 points	17% Exploring
3.4	Community aligns employer and civic support through dedicated staff who facilitate industry council meetings (see Essential Practice 3.3) and coordinate support for academies in their respective pathways.	8 out of 15 points	53% Accelerating
3.5	Parents, guardians, and key family members are actively engaged on behalf of student success.	4 out of 12 points	33% Accelerating
3.6	The broader community is aware and actively engaged in the transformational process.	2 out of 15 points	13% Accelerating
3.7	Stakeholders are mutually accountable and develop skills for effective implementation of the master plan.	7 out of 21 points	33% Accelerating
3.8	Business and civic leaders promote the benefits of postsecondary education and/or technical training for students.	5 out of 12 points	42% Accelerating

Highlights

The Strand 3 team focused on the integration of business and community support into the transformation of the PreK-12th grade school experience in Gordon County. These efforts to add corporate relevance to our school's curriculum were the focus of the strand's work. The outcome of the work led to a culmination of strategies that support the work of both strands one and two to ensure business and community partners are supportive and engaged in the opportunities designed by the other two strand teams. The work of this team will establish several new entities that will oversee the involvement of business and industry, as well as postsecondary partners, in the overall master plan implementation:

1. Industry Councils: Industry Councils (IC) provide standards to Georgia Northwestern Technical College (GNTC), Georgia Highlands College, and other participating post-secondary institutions, and Gordon County Schools (GCS) Pathway Courses to create ongoing curriculum used by Gordon County Schools and dual enrollment programs for GCS students.
2. Senior Community Leadership Committee (SCLC): The SCLC will be made up of senior community and business leaders who will meet bi-annually to review implementation status of the master plan. They will appoint mid-level employees of their companies to serve on industry councils and recruit from other business and community partners to serve as well.
3. Master Plan Implementation Team- collect and summarize Master Plan data into a “dashboard” 60 days prior to each biannual SCLC meeting.
4. Business and Community Relations Coordinator- coordinate all interaction of business and community with schools in the district, plan marketing events, host informational meetings for both community and schools, coordinate biannual SCLC meetings and IC meetings.

Additionally, strand 3’s tactical plan addressed securing funding to support the implementation of these entities, as well as scholarships for both advanced technical preparation to include tuition for both college and training programs, as well as for tools or other items need to pursue such training.

Implementation

The following tactical plan format outlines the goals and strategies, as well as the data and timeline for implementation and groups involved in each. Following Board approval of the Gordon County Schools Master Plan, the Superintendent, Director of Finance, and Director of Communications will present the goals, strategies, and actions to members of each school’s faculty in the State of the System address. The correlation between the strategic plan and the budget for FY16 forward will be highlighted. During the presentations, the plan will be outlined- including goals, timeline for each, and people or groups involved in implementation. The plan will then be presented to school governance teams at each location, as well as discussed during an upcoming system governance team meeting at the district level. Additionally, the plan will be outlined for business and industry following the designation ceremony at the heavily attended Chamber of Commerce Booster Breakfasts. For those who wish to view the plan in its entirety, it will be posted on the district website.

The Superintendent’s Cabinet will begin the implementation process through spring and summer 2015 leadership meetings with school administrators in preparation for the 2015-16 school year. The College and Career Academy Board of Directors, along with members of the Board of Education, and the Ford NGL Executive Stakeholders Committee will act as the initial Senior Community Leaders Committee and will hold its first meeting in the summer of 2015 to determine who will serve on the SCLC going forward. This initial committee will make nominations for the SCLC, set the objectives for the committee, and determine frequency and timelines for subsequent meetings.

The Master Plan will serve as the district’s PreK-12 strategic plan, and will guide the preparation for 2015-16 System Charter Renewal process, as well as the AdvancEd External Review visit scheduled March 2016.

Goal I: All Gordon County Schools' students will increase academic achievement in Pre-K through 12th grade through the use of data-driven decision-making and instruction that ensures a rigorous, collaborative, engaging learning environment that is both safe and nurturing.

Strand 1- Transforming Teaching and Learning
Supporting Essential Practices: 1.1- Teaching Pillars; 1.2- Learning Pillars

Ford NGL Indicators of Success	Strategy (Tactic)	CCRPI Indicator or other MEASURE	Baseline Score (2014-15)	15-16 Goal	16-17 Goal	17-18 Goal	18-19 Goal	19-20 Goal	Person(s)/ Group(s) Involved
1.1.2 Develop teaching practices to promote inquiry-based teaching experiences	Teachers will organize and implement inquiry-based teaching practices to promote student-learning experiences that foster innovation and critical thinking strategies for all students K-12.	Georgia Milestones Assessments as reflected in 2015 CCRPI Indicators: Elementary: 1-4 Middle: 1-4 High: 1-8	AVAILABLE IN December 2015	The % of students who meet or exceed on the Georgia Milestones Assessment in each area will increase by a minimum of 1% over baseline score	The % of students who meet or exceed on the Georgia Milestones Assessment in each area will increase by a minimum of 1% over 15-16 performance	The % of students who meet or exceed on the Georgia Milestones Assessment in each area will increase by a minimum of 1% over 16-17 performance	The % of students who meet or exceed on the Georgia Milestones Assessment in each area will increase by a minimum of 1% over 17-18 performance	The % of students who meet or exceed on the Georgia Milestones Assessment in each area will increase by a minimum of 1% over 18-19 performance	PreK-12 Teachers Instructional Coaches School Administrators System Administrators
1.1.4 Develop teaching practices to promote active learning practices in a collaborative environment	Teachers and students will participate in academic activities that promote active and collaborative learning.	TKES standard 3: Instructional Strategies 7: Positive Learning Environment	AVAILABLE MAY 2015	The % of teachers scoring a Level III or higher on summative evaluations will increase by 10% over baseline performance	The % of teachers scoring a Level III or higher on summative evaluations will increase by 10% over 15-16 performance	The % of teachers scoring a Level III or higher on summative evaluations will increase by 10% over 16-17 performance	The % of teachers scoring a Level III or higher on summative evaluations will increase by 10% over 17-18 performance	The % of teachers scoring a Level III or higher on summative evaluations will increase by 10% over 18-19 performance	PreK-12 Teachers Instructional Coaches School Administrators System Administrators Students

Strand 2- Redesigning the Classroom Experience
Supporting Essential Practices: 2.1- Timeline for phasing in pathways and % of high school students served; 2.2- School Leadership prioritizes Professional Development and forms Communities of Performance; 2.3-School leaders use available resources to maximize potential of the academy model; 2.4- District and Academy leaders regularly evaluate pathway implantation to achieve continual improvement; 2.5-District supports and sets expectations for career pathway implementation; 2.6- District and postsecondary institutions work collaboratively

Ford NGL Indicators of Success	Strategy (Tactic)	CCRPI Indicator or other MEASUREMENT	Baseline Score (2014-15)	15-16 Goal	16-17 Goal	17-18 Goal	18-19 Goal	19-20 Goal	Person(s)/ Group(s) Involved
2.1.1 - Ensure rigorous academic expectations exist	Conduct Ford NGL self- assessment surveys of GCS	Baseline survey/self-assessment of all GCS teachers to be	Based upon baseline survey data, 61% of all GCS	N/A	66%	N/A	71%	N/A	CTAE Director or designee will ensure survey conducted.

that prepare students for college and career readiness.	faculty & staff every 2 years by end of school year to ensure relevant & rigorous academic and CTAE standards are taught.	conducted 14-15 School Year	staff indicated rigorous academic and CTAE standards were being taught in all classrooms.						System educators & staff to complete surveys.
2.6.1 – Collaboration with post-secondary partners to promote opportunities for students.	Increased dual enrollment opportunities	CCRPI High School Indicator # 12	AVAILABLE IN December 2015	Increase performance score on CCRPI Indicator #12 by a minimum of 5% over baseline score	Increase performance score on CCRPI Indicator #12 by a minimum of 5% over 15-16 score	Increase performance score on CCRPI Indicator #12 by a minimum of 5% over 16-17 score	Increase performance score on CCRPI Indicator #12 by a minimum of 5% over 17-18 score	Increase performance score on CCRPI Indicator #12 by a minimum of 5% over 18-19 score	Graduation Coaches/ Counselors Post-secondary partners CTAE Director
	Increase # of students who graduate high school program ready as indicated by college placement exam scores	CCRPI High School Indicators#11, 12, & 15 Middle School Indicators #10 & 11 Elementary School Indicators #11 & 12	AVAILABLE IN December 2015	Increase performance score on CCRPI High School Indicators #11, 12, & 15 Middle School Indicators #10 & 11, and Elementary School Indicators#11 & 12 by a minimum of 5% over baseline score	Increase performance score on CCRPI High School Indicators #11, 12, & 15 Middle School Indicators #10 & 11, and Elementary School Indicators#11 & 12 by a minimum of 5% over 15-16 score	Increase performance score on CCRPI High School Indicators #11, 12, & 15 Middle School Indicators #10 & 11, and Elementary School Indicators#11 & 12 by a minimum of 5% over 16-17 score	Increase performance score on CCRPI High School Indicators #11, 12, & 15 Middle School Indicators #10 & 11, and Elementary School Indicators#11 & 12 by a minimum of 5% over 17-18 score	Increase performance score on CCRPI High School Indicators #11, 12, & 15 Middle School Indicators #10 & 11, and Elementary School Indicators#11 & 12 by a minimum of 5% over 18-19 score	Graduation Coaches/ Counselors Post-secondary partners CTAE Director
Strand 3- Business and Community Engagement: None determined by the committee									

Goal II: Highly-qualified personnel with appropriate education and/or workforce experience will be attracted and retained and will be provided professional learning to create an educational environment to foster quality work for student engagement.

**Strand 1- Transforming Teaching and Learning
Supporting Essential Practices: 1.3- On-going Professional Development**

Ford NGL Indicators of Success	Strategy (Tactic)	CCRPI Indicator or other MEASUREMENT	Baseline Score (2014-15)	15-16 Goal	16-17 Goal	17-18 Goal	18-19 Goal	19-20 Goal	Person(s)/Group(s) Involved
1.3.3 - Engagement of teachers in active learning experiences that model the Teaching and Learning Pillars	Teachers of all disciplines will participate in professional development that focuses on instructional strategies, such as inquiry-based teaching, Close reading, vocabulary instruction, reading stamina and fluency, constructed response and mathematical practice standards, that engage students in innovative learning experiences and focuses on increasing Lexile levels for all students K-12.	Teacher Survey Results: % of teachers who indicated yes on teacher survey question Did you participate in one or more professional learning sessions on one or more of the following topics? Inquiry-based teaching Close reading Vocabulary Instruction Reading Stamina Fluency Mathematical Practice Standards Increasing Lexile levels Constructed Response	AVAILABLE MAY 2015	% of teachers who indicated yes on teacher survey question will increase by 5% over baseline performance	% of teachers who indicated yes on teacher survey question will increase by 5% over 15-16	% of teachers who indicated yes on teacher survey question will increase by 5% over 16-17	% of teachers who indicated yes on teacher survey question will increase by 5% over 17-18	% of teachers who indicated yes on teacher survey question will increase by 5% over 18-19	PreK-12 Teachers Instructional Coaches School Administrators System Curriculum Administrators
	Teachers will implement strategies gained in professional learning sessions focused on increasing Lexile levels for all students K12	CCRPI Indicators: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	AVAILABLE IN December 2015	Performance on the following CCRPI Indicators will increase by 5% over baseline data: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	Performance on the following CCRPI Indicators will increase by 5% over 15-16 data: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	Performance on the following CCRPI Indicators will increase by 5% over 16-17 data: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	Performance on the following CCRPI Indicators will increase by 5% over 17-18: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	Performance on the following CCRPI Indicators will increase by 5% over 18-19: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	PreK-12 Teachers Instructional Coaches School Administrators System Curriculum Administrators
1.3.4 Real world context provided by business and community partners	K-12 teachers receive real world/first hand exposure to application of classroom content in real world experiences through industry tours	Business and Industry tours for k-12 teachers Teacher Survey Results: Did you participate in one or more professional learning sessions on these topics? If so,	AVAILABLE MAY 2015	% of teachers who indicated yes on teacher survey question will increase by 5%	% of teachers who indicated yes on teacher	% of teachers who indicated yes on teacher	% of teachers who indicated yes on teacher	% of teachers who indicated yes on teacher	PreK-12 Teachers Business Partners School Administrators

		how did you implement in your classroom?		over baseline performance	survey question will increase by 5% over 15-16	survey question will increase by 5% over 16-17	survey question will increase by 5% over 17-18	survey question will increase by 5% over 18-19	
	K-12 teachers receive real world/first hand exposure to application of classroom content in real world experiences through externships	Externships for teachers Teacher Survey Results: Did you participate in one or more professional learning sessions on these topics? If so, how did you implement in your classroom?	AVAILABLE MAY 2015	% of teachers who indicated yes on teacher survey question will increase by 5% over baseline performance	% of teachers who indicated yes on teacher survey question will increase by 5% over 15-16	% of teachers who indicated yes on teacher survey question will increase by 5% over 16-17	% of teachers who indicated yes on teacher survey question will increase by 5% over 17-18	% of teachers who indicated yes on teacher survey question will increase by 5% over 18-19	PreK-12 Teachers Business Partners School Administrators

Strand 2- Redesigning the Classroom Experience
Supporting Essential Practices: 2.2- School Leadership prioritizes Professional Development and forms Communities of Performance; 2.3-School leaders use available resources to maximize potential of the academy model; 2.5-District supports and sets expectations for career pathway implementation

Ford NGL Indicators of Success	Strategy (Tactic)	CCRPI Indicator or other MEASUREMENT	Baseline Score (2014-15)	15-16 Goal	16-17 Goal	17-18 Goal	18-19 Goal	19-20 Goal	Person(s)/Group(s) Involved
2.2.5 Ongoing, sustained, high quality professional development	K-12 teachers receive real world/first hand exposure to application of classroom content in real world experiences through industry tours	Business and Industry tours for k-12 teachers Teacher Survey Results: Did you participate in one or more professional learning sessions on these topics? If so, how did you implement in your classroom?	AVAILABLE MAY 2015	% of teachers who indicated yes on teacher survey question will increase by 5% over baseline performance	% of teachers who indicated yes on teacher survey question will increase by 5% over 15-16	% of teachers who indicated yes on teacher survey question will increase by 5% over 16-17	% of teachers who indicated yes on teacher survey question will increase by 5% over 17-18	% of teachers who indicated yes on teacher survey question will increase by 5% over 18-19	PreK-12 Teachers Business Partners School Administrators Business and Community Relations Staff
	K-12 teachers receive real world/first hand exposure to application of classroom content in real world experiences through externships	Externships for teachers Teacher Survey Results: Did you participate in one or more professional learning sessions on these topics? If so, how did you implement in your classroom?	AVAILABLE MAY 2015	% of teachers who indicated yes on teacher survey question will increase by 5% over baseline performance	% of teachers who indicated yes on teacher survey question will increase by 5% over 15-16	% of teachers who indicated yes on teacher survey question will increase by 5% over 16-17	% of teachers who indicated yes on teacher survey question will increase by 5% over 17-18	% of teachers who indicated yes on teacher survey question will increase by 5% over 18-19	PreK-12 Teachers Business Partners School Administrators Business and Community Relations Staff
	Teachers of all	Teacher Survey Results:	AVAILABLE	% of teachers	% of	% of	% of	% of	PreK-12 Teachers

	disciplines will participate in professional development that focuses on instructional strategies, such as inquiry-based teaching, Close reading, vocabulary instruction, reading stamina and fluency, and mathematical practice standards, that engage students in innovative learning experiences and focuses on increasing Lexile levels for all students K-12.	Did you participate in one or more professional learning sessions on one or more of the following topics? Inquiry-based teaching Close reading Vocabulary Instruction Reading Stamina Fluency Mathematical Practice Standards Increasing Lexile levels	MAY 2015	who indicated yes on teacher survey question will increase by 5% over baseline performance	teachers who indicated yes on teacher survey question will increase by 5% over 15-16	teachers who indicated yes on teacher survey question will increase by 5% over 16-17	teachers who indicated yes on teacher survey question will increase by 5% over 17-18	teachers who indicated yes on teacher survey question will increase by 5% over 18-19	Instructional Coaches School Administrators System Curriculum Administrators
	Teachers will implement strategies gained in professional learning sessions focused on increasing Lexile levels for all students K12	CCRPI Indicators: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	AVAILABLE IN December 2015	Performance on the following CCRPI Indicators will increase by 5% over baseline data: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	Performance on the following CCRPI Indicators will increase by 5% over 15-16 data: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	Performance on the following CCRPI Indicators will increase by 5% over 16-17 data: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	Performance on the following CCRPI Indicators will increase by 5% over 17-18 data: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	Performance on the following CCRPI Indicators will increase by 5% over 18-19 data: Elementary: 7, 8, & 12 Middle: 7 & 11 High: 14 & 15	PreK-12 Teachers Instructional Coaches School Administrators System Curriculum Administrators

Strand 3- Business and Community Engagement
Supporting Essential Practices: None determined by the committee

Goal III: Gordon County Schools' students who complete high school will be college and career ready

Strand 1- Transforming Teaching and Learning									
Supporting Essential Practices: 1.1- Teaching Pillars; 1.2 Learning Pillars; 1.3 Ongoing Professional Development									
Ford NGL Indicators of Success	Strategy (Tactic)	CCRPI Indicator or other MEASUREMENT	Baseline Score (2014-15)	15-16 Goal	16-17 Goal	17-18 Goal	18-19 Goal	19-20 Goal	Person(s)/Group(s) Involved in Implementation
1.2.1 Flexible use of knowledge and skills & 1.2.6 Creativity and innovation	Schools will encourage innovation and flexibility among teachers and staff members	CCRPI Indicators: ETB High School #9/Middle School #5/Elementary School #6	AVAILABLE IN December 2015	Performance on the following CCRPI Indicators will increase by 5% over baseline: ETB High School #9/Middle School #5/Elementary School #6	Performance on the following CCRPI Indicators will increase by 5% over 15-16 data: ETB High School #9/Middle School #5/Elementary School #6	Performance on the following CCRPI Indicators will increase by 5% over 16-17 data: ETB High School #9/Middle School #5/Elementary School #6	Performance on the following CCRPI Indicators will increase by 5% over 17-18: ETB High School #9/Middle School #5/Elementary School #6	Performance on the following CCRPI Indicators will increase by 5% over 18-19: ETB High School #9/Middle School #5/Elementary School #6	PreK-12 Teachers Business Partners School Administrators System Administrators
	Teachers will encourage innovation among students and will share best practices for project-based and inquiry-based instruction with colleagues, while showcasing student innovation through public outlets	Student participation in CTSO or other competitive events highlighting inquiry-based learning K-12	Available in June 2015	Student participation in competitive events will increase by 5% over baseline	Student participation in competitive events will increase by 5% over 15-16	Student participation in competitive events will increase by 5% over 16-17	Student participation in competitive events will increase by 5% over 17-18	Student participation in competitive events will increase by 5% over 18-19	PreK-12 Teachers Business Partners School Administrators System Administrators

Strand 2- Redesigning the Classroom Experience

Supporting Essential Practices: 2.1- Timeline for phasing in pathways and % of high school students served; 2.2- School Leadership prioritizes Professional Development and forms Communities of Performance; 2.3-School leaders use available resources to maximize potential of the academy model; 2.4- District and Academy leaders regularly evaluate pathway implantation to achieve continual improvement; 2.5-District supports and sets expectations for career pathway implementation; 2.6- District and postsecondary institutions work collaboratively

Ford NGL Indicators of Success	Tactic	CCRPI Indicator or other MEASUREMENT	Baseline Score (2014-15)	15-16 Goal	16-17 Goal	17-18 Goal	18-19 Goal	19-20 Goal	Person(s)/Group(s) Involved in Implementation
2.1.1 – Ensure rigorous academic expectations that prepare students for college and career readiness exist.	Establish a system-wide data analysis team to evaluate & analyze annual CCRPI data to identify trends across indicators that need to be improved. Data will be analyzed across high school, middle school, and elementary school levels.	<ul style="list-style-type: none"> o Roster of team members reported to Superintendent & Board of Education. o Meeting minutes from CCRPI review meetings. o Report of findings from committee distributed to groups responsible for community awareness. 	Establish team (yes/no)	2 meetings per year (1 meeting per semester)	2 meetings per year (1 meeting per semester)	2 meetings per year (1 meeting per semester)	2 meetings per year (1 meeting per semester)	2 meetings per year (1 meeting per semester)	Director of School Improvement Superintendent Identified Data Team Members
	With assistance from business and industry partners, design and implement a district-wide attendance incentive program for elementary school students, highlighting the importance of attendance to overall work ethic	CCRPI Indicator: Elementary School # 10- Percent of students missing fewer than 6 days of school	AVAILABLE IN December 2015	Performance on the following CCRPI Indicators will increase by 5% over baseline: Elementary School # 10	Performance on the following CCRPI Indicators will increase by 5% over 15-16 data: Elementary School # 10	Performance on the following CCRPI Indicators will increase by 5% over 16-17 data: Elementary School # 10	Performance on the following CCRPI Indicators will increase by 5% over 17-18: Elementary School # 10	Performance on the following CCRPI Indicators will increase by 5% over 18-19: Elementary School # 10	Student Services Team Business and Industry representatives Industry Councils
	Implement Georgia BEST Curriculum from the Georgia Department of Labor, a soft skills/employability skills curriculum, throughout all high schools and middle schools by:	% of middle and high school students earning Georgia BEST Certification CCRPI Indicators: Middle School #9- Percent of students missing fewer than 6 days of school	AVAILABLE IN December 2015	Develop schedule for implementing program	Curriculum is taught to all 8th and 9th grader	40% of cohort is on track toward certification by meeting	60% of cohort is on track toward certification by meeting	80% of cohort complete Georgia BEST Certification	Counselors CTAE Instructors Social Studies Teachers School and district administrators

	<p>1. Form collaborative district wide team to research the program and develop an implementation plan for GCS.</p> <p>2. Collaborate with business and industry to create a plan to facilitate.</p> <p>3. Training teachers that will implement the curriculum.</p> <p>3. Implement in phases.</p> <p>4. Evaluate annually and redesign as needed.</p>	High School # 16- Percent of students missing fewer than 6 days of school			s	at least of the 10 of the required points	at least of the 10 of the required points		
	<p>Pathway teams will be formed to allow for vertical and horizontal planning. These teams should include, at a minimum, pathway instructors and related core area instructors, with common planning time for these teams whenever possible.</p>	<p>Agendas and sign-in sheets for team meetings</p> <p>Lesson plans reflecting collaborative projects</p>	NONE	<p>Pathways identified, teams formed 2 meetings per year</p>	<p>4 meetings per year</p> <p>50% of pathways reflect collaborative project</p>	<p>Monthly meetings</p> <p>75% of pathway reflect collaborative projects</p>	<p>Weekly meetings of teams</p> <p>100% of pathway reflect collaborative projects</p>	<p>Common planning time for teams at each school, with collaborative projects in every unit of study</p>	<p>Student Services Team</p> <p>Counselors/Graduation Coaches Director</p> <p>CTAE Director</p> <p>Industry Councils</p> <p>Senior Community Leadership Committee</p> <p>Post-secondary instructors</p> <p>Select PreK-12 teachers</p> <p>Business and Community Relations Staff</p> <p>System Administrators</p> <p>School Administrators</p>
2.1.3 Accelerated Learning Opportunities	<p>Increase the number of high school students earning college credit.</p> <p>1. Provide parent information sessions during fall semester concerning benefits of dual enrollment/AP course offers</p> <p>2. Administer COMPASS to all GCCCA 10th students and increase overall number of students assessed.</p> <p>3. Clarify systematic</p>	<p>CCPRI High School Indicator #12</p> <p>Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses</p>	AVAILABLE DECEMBER 2015	<p>Performance on the following CCRPI Indicators will increase by 5% over baseline</p> <p>High School # 12</p>	<p>Performance on the following CCRPI Indicators will increase by 5% over 15-16 data</p>	<p>Performance on the following CCRPI Indicators will increase by 5% over 16-17 data</p> <p>High School # 12</p>	<p>Performance on the following CCRPI Indicators will increase by 5% over 17-18 High School # 12</p>	<p>Performance on the following CCRPI Indicators will increase by 5% over 18-19 High School # 12</p>	<p>Counselor</p> <p>Graduation Coach</p> <p>District and School Administrators</p> <p>Post-Secondary Dual Enrollment Coordinators</p>

	procedures work colleges to enroll eligible student in dual enrollment and schedule courses				High School # 12					
	Teachers will provide student-centered academically-challenging environments that allow students to explore extended content	TKES Standard 8: Academically-challenging environment # of teachers scoring 4 on standard on summative assessment	AVAILABLE MAY 2015	Performance on TKES Standard 8 will increase by 5% over baseline	Performance on TKES Standard 8 will increase by 5% over 15-16 data	Performance on TKES Standard 8 will increase by 5% over 16-17 data	Performance on TKES Standard 8 will increase by 5% over 17-18	Performance on TKES Standard 8 will increase by 5% over 18-19	PreK-12 Teachers Students	
2.2.1 – Support from administrators, counselors, and graduation coaches related to career pathways for students	Develop talking points for all (elementary, middle, and high) administrators, counselors, and graduation coaches to publicly embrace the career pathways and the vision to develop essential workforce skills needed by local industry. Revise annually.	Create a survey to measure school leadership and instructional staff knowledge of pathway opportunities. Administer survey to determine baseline and then administer annually.	AVAILABLE MAY 2015	Increase 50% over baseline	100%	100%	100%	100%	CTAE Director Business and Community Relations Staff	
	Conduct annual workshops with all administrators counselors, and graduation coaches to explain importance of workforce education	Sign-in sheets and agendas for workshops	NONE	1 workshop conducted by system-level staff or designated appropriate training	2 workshops conducted by system-level staff or designated appropriate training	3 workshops conducted by system-level staff or designated appropriate training	4 workshops conducted by system-level staff or designated appropriate training	4 workshops conducted by system-level staff or designated appropriate training	CTAE Director Business and Community Relations Staff	
2.4.2	Each school will increase CCRPI scores by forming school-based data teams to analyze CCRPI data to inform teaching assignments and instructional decision-	Sign-in sheets and agendas for workshops Overall CCRPI Scores for each school and district	AVAILABLE DECEMBER 2015	Performance on the following CCRPI Indicators will increase	Performance on the following CCRPI Indicators will	Performance on the following CCRPI Indicators will	Performance on the following CCRPI Indicators will	Performance on the following CCRPI Indicators will	School Improvement Director School Administrators School Data Teams	

	making			by 5% over baseline	ors will increase by 5% over 15-16 data	increase by 5% over 16-17 data	increase by 5% over 17-18	increase by 5% over 18-19	
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Strand 3- Business and Community Engagement
Supporting Essential Practices: 3.1 - Community stakeholder partnership creates a 3-5 year master plan; 3.2 - Community stakeholder partnership supports, sustains, and advocates for the goals in the master plan; 3.3- Industry councils are formed for each career pathway; 3.8- Business and Civic leaders promote the benefits of postsecondary education and technical training for students

Ford NGL Indicators of Success	Strategy (Tactic)	CCRPI Indicator or other MEASUREMENT	Baseline Score (2014-15)	15-16 Goal	16-17 Goal	17-18 Goal	18-19 Goal	19-20 Goal	Person(s)/Group(s) Involved
3.3.1 The master plan reflects clear priorities for academies, using economic and workforce development projections for skilled employment and the state's organizational framework for career pathway programs	Complete, implement, and monitor NGL Master Plan as the K12 strategic plan for the district	Agendas and minutes from strategic planning meetings and data analysis sessions	AVAILABLE MAY 2015	2 meetings/year	2 meetings/year	2 meetings/year	2 meetings/year	2 meetings/year	Senior Community Leadership Committee Industry Councils System Administrators Board of Education Master Plan Implementation Team
3.3.2 Employers and educators within each prioritized career pathway form ongoing industry councils to assess projected pipeline issues, guide the expansion of academies in their pathway to meet workforce projections, and develop a sense of stewardship and support for their pathway academies	Establish district-wide program area industry advisory councils for each pathway available to high schools. Members of these councils should include a minimum of the following: All high school instructors who teach in the program area One postsecondary representative Two middle school instructors Two elementary instructors 2 employees of a related industry One administrator	Agendas and minutes from program area industry advisory council meetings (minimum of 2/year)	AVAILABLE FROM CTAE ONLY MAY 2015	Pathways identified and councils formed for each 2 meetings/year	Pathways revised as needed and councils reevaluated and altered as needed for each 2 meetings/year	Pathways revised as needed and councils reevaluated and altered as needed for each 2 meetings/year	Pathways revised as needed and councils reevaluated and altered as needed for each 2 meetings/year	Pathways revised as needed and councils reevaluated and altered as needed for each 2 meetings/year	CTAE Director Industry Councils Senior Community Leadership Committee Post-secondary instructors All pathway instructors Select PreK-12 teachers Business and Community Relations Staff System Administrators School Administrators

	Where applicable, program area industry advisory councils will develop and conduct training sessions for the identified End of Pathway assessment or industry recognized credential prior to each semester's planning session and provide remediation for those desiring a re-administration of the assessment	CCRPI Indicator High school # 10: Percent of graduates completing a CTAE pathway and earning a national industry recognized credential	AVAILABLE DECEMBER 2015	Performance on the following CCRPI Indicators will increase by 5% over baseline High school # 10:	Performance on the following CCRPI Indicators will increase by 5% over 15-16 data: High school # 10:	Performance on the following CCRPI Indicators will increase by 5% over 16-17 data: High school # 10:	Performance on the following CCRPI Indicators will increase by 5% over 17-18: High school # 10:	Performance on the following CCRPI Indicators will increase by 5% over 18-19: High school # 10:	CTAE Director Industry Councils Senior Community Leadership Committee Post-secondary instructors Select PreK-12 teachers Business and Community Relations Staff System Administrators School Administrators
3.4.1 Appropriate staff budgeting 3.4.5 Dedicated staff selection 3.8.1 Business and civic leaders coordination with post-secondary partners	Business and Industry and/or postsecondary partners will assist the district in securing funding and/or in-kind services to provide a liaison with community groups, business, industry, and postsecondary partners to organize and convene industry councils, oversee dual enrollment, organize and develop business and industry partnerships and volunteer and funding support	Job description for dedicated staff Additional staff position in place Performance on measures related to position as outlined in strategic plan	NO DEDICATED STAFF IN PLACE	Job description in place Responsibilities assigned to staff member Increase on 50% of identified measures in strategic plan	Job description in place-altered as needed Part-time dedicated staff in place Increase on 50% of identified measures in strategic plan	Job description in place-altered as needed Full-time dedicated staff in place Increase on 50% of identified measures in strategic plan	Job description in place-altered as needed Full-time dedicated staff in place Increase on 75% of identified measures in strategic plan	Job description in place-altered as needed Full-time dedicated staff in place Increase on 100% of identified measures in strategic plan	Board of Education Superintendent SCLC
3.5.3 Tutoring and Career Awareness Activities	Counselors at every level will complete career awareness activities with students, that may include but are not limited to: job shadowing, field trips, guest speakers, work-based learning opportunities, career-related capstones, career	CCRPI Indicators: High School ETB # 6: Percent of graduates completing a career-related work-based learning program or a career-related capstone project Middle School # 8; percent of students completing 2 or more state defined career related	AVAILABLE DECEMBER 2015	Performance on the following CCRPI Indicators will increase by 5% over baseline	Performance on the following CCRPI Indicators will increase by 5% over 15-16 data: High school # 10:	Performance on the following CCRPI Indicators will increase by 5% over 16-17 data: High school # 10:	Performance on the following CCRPI Indicators will increase by 5% over 17-18: High school # 10:	Performance on the following CCRPI Indicators will increase by 5% over 18-19: High school # 10:	Student Services Team Counselors/Graduation Coaches Director Business and Community Relations Staff CTAE Director Work-based Learning Coordinator

	interest inventories	assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8 Elementary School # 9; Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 career clusters			5% over 15-16 data	17 data	18	19	
3.8.2 School coordination with business and civic leaders	Business and industry will provide opportunities for students to experience real world application of curriculum. Work-based Learning Coordinator, Counselors and Graduation Coaches, with input from teachers and administrators, will develop a timeline and will coordinate with business and industry to provide, at a minimum, one of the following for each grade level each year and ensure redundancy is limited: Field trip to a business or industry, with a related classroom activity A guest speaker from business and industry, with a related classroom activity A work-based learning or career-related capstone experience	Timeline document submitted to Student Services Director CCRPI Indictors: High School ETB # 6: Percent of graduates completing a career-related work-based learning program or a career-related capstone project Elementary School # 9; Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 career clusters.	NO TIMELINE IN PLACE AVAILABLE DECEMBER 2015 AVAILABLE DECEMBER 2015	Timeline in place and implemented Performance on the following CCRPI Indicators will increase by 5% over baseline	Timeline review and implemented Performance on the following CCRPI Indicators will increase by 5% over 15-16 data	Timeline review and implemented Performance on the following CCRPI Indicators will increase by 5% over 16-17 data	Timeline review and implemented Performance on the following CCRPI Indicators will increase by 5% over 17-18	Timeline review and implemented Performance on the following CCRPI Indicators will increase by 5% over 18-19	Student Services Team Counselors/Graduation Coaches Director Business and Community Relations Staff CTAE Director Work-based Learning Coordinator
3.8.3 Establishment of scholarships, grants, fellowships, and other funding streams for successful pathway graduates	Representatives from each Industry Advisory Group will form a committee to establish guidelines and raise funds for grants and scholarships to support post-secondary training of pathway completers.	Guidelines for grants and scholarship application and distribution Funds available to support program Grants and scholarships awarded	NONE	Committee formed, application /guidelines in place. Funds secured Award 2 scholarships and/or grants	Award 4 scholarships and/or grants	Award 6 scholarships and/or grants	Award 8 scholarships and/or grants	Award 10 scholarships and/or grants	Industry Councils Senior Community Leadership Committee Business and Community Relations Staff System Administrators School Administrators

2015-
2020

Gordon County Schools Supporting Documents

PLACEHOLDER

APPENDIX A

GEORGIA'S 2015 COLLEGE AND CAREER READINESS
PERFORMANCE INDEX (CCRPI) INDICATORS



2015 College and Career Ready Performance Index, High School, Grades 9 - 12

CONTENT MASTERY

1. Percent of students scoring at proficient or higher on the Georgia Milestones Ninth Grade Literature (required participation rate \geq 95%)
2. Percent of students scoring at proficient or higher on the Georgia Milestones American Literature (required participation rate \geq 95%)
3. Percent of students scoring at proficient or higher on the Georgia Milestones Coordinate Algebra (required participation rate \geq 95%)
4. Percent of students scoring at proficient or higher on the Georgia Milestones Analytic Geometry (required participation rate \geq 95%)
5. Percent of students scoring at proficient or higher on the Georgia Milestones Physical Science (required participation rate \geq 95%)
6. Percent of students scoring at proficient or higher on the Georgia Milestones Biology (required participation rate \geq 95%)
7. Percent of students scoring at proficient or higher on the Georgia Milestones US History (required participation rate \geq 95%)
8. Percent of students scoring at proficient or higher on the Georgia Milestones Economics (required participation rate \geq 95%)

POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study
10. Percent of graduates completing a CTAE pathway and earning a national industry recognized credential (passing an end of pathway assessment) or an IB Career-Related Certificate
11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test
14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature
15. Percent of students scoring at the highest performance level on all Georgia Milestones
16. Percent of students missing fewer than 6 days of school

GRADUATION RATE

17. 4-Year Cohort Graduation Rate (%)
18. 5-Year Extended Cohort Graduation Rate (%)

Exceeding the Bar Indicators

In addition to the eighteen (18) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates earning credit in a physics course
2. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at proficient or higher on all required Georgia Milestones
3. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at proficient or higher on all required Georgia Milestones
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs
6. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)
7. Percent of graduates earning 3 or more high school credits in the same world language
8. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
9. School or LEA-defined **innovative practice** accompanied by data **supporting improved student achievement**: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
10. School or LEA **Research/Evidence-based Program/Practice** designed to facilitate a **personalized climate** in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

Percent of tested students scoring at a proficient level on a Soft Skills Assessment

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



2015 College and Career Ready Performance Index, Middle School, Grades 6 - 8

CONTENT MASTERY

1. Percent of students scoring at proficient or higher on the Georgia Milestones ELA (required participation rate \geq 95%)
2. Percent of students scoring at proficient or higher on the Georgia Milestones mathematics (required participation rate \geq 95%)
3. Percent of students scoring at proficient or higher on the Georgia Milestones science (required participation rate \geq 95%)
4. Percent of students scoring at proficient or higher on the Georgia Milestones social studies (required participation rate \geq 95%)

POST MIDDLE SCHOOL READINESS

5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
6. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
7. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones
8. Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8
9. Percent of students missing fewer than 6 days of school

PREDICTOR FOR HIGH SCHOOL GRADUATION

10. Percent of students in grade 8 passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at proficient or higher on all Georgia Milestones
11. Percent of students scoring at the highest performance level on all Georgia Milestones

Exceeding the Bar Indicators

In addition to the eleven (11) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)
2. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at proficient or higher on all required Georgia Milestones
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
5. School or LEA-defined **innovative practice** accompanied by data **supporting improved student achievement**: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
6. School or LEA **Research/Evidence-based Program/Practice** designed to facilitate a **personalized climate** in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

- School's average score on the Georgia Teacher Effectiveness Measurement
- School's average score on the Georgia Leader Effectiveness Measurement



2015 College and Career Ready Performance Index, Elementary School, Grades K - 5

CONTENT MASTERY

1. Percent of students scoring at proficient or higher on the Georgia Milestones ELA (required participation rate \geq 95%)
2. Percent of students scoring at proficient or higher on the Georgia Milestones mathematics (required participation rate \geq 95%)
3. Percent of students scoring at proficient or higher on the Georgia Milestones science (required participation rate \geq 95%)
4. Percent of students scoring at proficient or higher on the Georgia Milestones social studies (required participation rate \geq 95%)

POST ELEMENTARY SCHOOL READINESS

5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
6. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
7. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones
8. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones
9. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
10. Percent of students missing fewer than 6 days of school

PREDICTOR FOR HIGH SCHOOL GRADUATION

11. Percent of students in grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at proficient or higher on all Georgia Milestones
12. Percent of students scoring at the highest performance level on all Georgia Milestones

Exceeding the Bar Indicators

In addition to the twelve (12) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at proficient or higher on all Georgia Milestones
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
6. School or LEA-defined **innovative practice** accompanied by data **supporting improved student achievement**: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA **Research/Evidence-based Program/Practice** designed to facilitate a **personalized climate** in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

APPENDIX B

**GEORGIA'S TEACHER KEYES EFFECTIVENESS SYSTEM
(TKES) INDICATORS**

Georgia Department of Education Teacher Keys Effectiveness System

Domains and Performance Standards

Performance standards refer to the major duties performed by a teacher. There are ten performance standards that serve as the basis for the evaluation. Figure 3 shows the five domains and the associated standards that comprise the TAPS components of TKES.

Evaluators should always refer to the Performance Standards when rating a teacher.

Figure 3: TAPS Performance Standards

Planning
1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
2. Instructional Planning The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
Instructional Delivery
3. Instructional Strategies The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.
4. Differentiated Instruction The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
Assessment Of And For Learning
5. Assessment Strategies The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
6. Assessment Uses The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
Learning Environment
7. Positive Learning Environment The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
8. Academically Challenging Environment The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
Professionalism and Communication
9. Professionalism The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
10. Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Appendix: TAPS Performance Standards and Performance Appraisal Rubrics

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Addresses appropriate curriculum standards and integrates key content elements.
- Facilitates students’ use of higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates accurate, deep, and current knowledge of subject matter.
- Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
- Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 2: Instructional Planning

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Analyzes and uses student learning data to inform planning.
- Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
- Plans instruction effectively for content mastery, pacing, and transitions.
- Plans for instruction to meet the needs of all students.
- Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.

Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 3: Instructional Strategies

The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Engages students in active learning and maintains interest.
- Builds upon students' existing knowledge and skills.
- Reinforces learning goals consistently throughout the lesson.
- Uses a variety of research-based instructional strategies and resources.
- Effectively uses appropriate instructional technology to enhance student learning.
- Communicates and presents material clearly, and checks for understanding.
- Develops higher-order thinking through questioning and problem-solving activities.
- Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 4: Differentiated Instruction

The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- Provides remediation, enrichment, and acceleration to further student understanding of material.
- Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
- Demonstrates high learning expectations for all students commensurate with their developmental levels.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually facilitates each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.	The teacher inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 5: Assessment Strategies

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Aligns student assessment with the established curriculum and benchmarks.
- Involves students in setting learning goals and monitoring their own progress.
- Varies and modifies assessments to determine individual student needs and progress.
- Uses formal and informal assessments for diagnostic, formative, and summative purposes.
- Uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment techniques that are appropriate for the developmental level of students.
- Collaborates with others to develop common assessments, when appropriate.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 6: Assessment Uses

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- Shares accurate results of student progress with students, parents, and key school personnel.
- Provides constructive and frequent feedback to students on their progress toward their learning goals.
- Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 7: Positive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Responds to disruptions in a timely, appropriate manner.
- Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- Models caring, fairness, respect, and enthusiasm for learning.
- Promotes a climate of trust and teamwork within the classroom.
- Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- Actively listens and pays attention to students’ needs and responses.
- Creates a warm, attractive, inviting, and supportive classroom environment.
- Arranges the classroom materials and resources to facilitate group and individual activities.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 8: Academically Challenging Environment

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Maximizes instructional time.
- Conveys the message that mistakes should be embraced as a valuable part of learning.
- Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- Provides transitions that minimize loss of instructional time.
- Communicates high, but reasonable, expectations for student learning.
- Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- Encourages students to explore new ideas and take academic risks.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 9: Professionalism

The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Respects and maintains confidentiality.
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- Demonstrates flexibility in adapting to school change.
- Engages in activities outside the classroom intended for school and student enhancement

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

Across all levels, teachers are expected to abide by the Code of Ethics
(<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

**Georgia Department of Education
Teacher Keys Effectiveness System**

Performance Standard 10: Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- Adheres to school and district policies regarding communication of student information.
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- Uses modes of communication that are appropriate for a given situation.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. <i>(Teachers rated as Level IV continually seek ways to serve as role models or teacher leaders.)</i>	The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

APPENDIX C

GLOSSARY OF TERMS INCLUDED IN MASTER PLAN

Glossary of Terms

Academy- Ford Next Generation Learning defines an academy as having a well-defined structure within the high school, reflecting its status as a small learning community. For the purposes of the Gordon County Schools' plan, the term Academy was used synonymously with career pathway, not limiting the evaluation and planning to the Gordon County College and Career Academy facility.

ACCEL- a non-need based program offered for students that wish to take college level (academic-only, degree-level) coursework for credit toward both high school and college graduation requirements. The Accel Program became state funded instead of lottery funded beginning fall 2011 with funding returning for the local systems for their dual enrolled students. Students may attend part-time or full-time. (from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/CollegeCreditNow-DE.pdf>)

AP- Advanced Placement; enables students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school (from <https://apstudent.collegeboard.org>).

Articulated Credit- credit that students are awarded by both the high school and the postsecondary institution when they have successfully completed identified academic and career related courses leading to a diploma, certificate or degree. There are some selected statewide articulated course assessments and more will be added in the future. Through an articulation agreement, institutions agree to aid in a seamless transition without repetition of course work already mastered in high school. There are no costs for participation since the work is high school courses taught at the local high school, during their normal school day with their regular high school teachers. (from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/CollegeCreditNow-DE.pdf>)

CCRPI- College and Career Readiness Performance Index; Georgia Department of Education accountability measure for Georgia's public schools. The Index consists of indicators for each grade span; elementary, middle, and high (Appendix A). These indicators are a portion of the calculation method used to derive a school/system score. For more information about the calculation of CCRPI in its entirety, visit www.gadoe.org/CCRPI

Close Reading- developing a deep understanding and a precise interpretation of a literary passage that is based first and foremost on the words themselves.

COMPASS- an untimed, computerized test by ACT that helps colleges evaluate skills for placement into appropriate courses.

CTAE- Career, Technical, and Agriculture Education (often referred to as simply CTE in states outside of Georgia); formerly referred to as Vocational Education

CTSO- Career and Technical Student Organizations; e.g., FBLA (Future Business Leaders of America), FFA (formerly known as Future Farmers of America), HOSA (Health Occupation Students of America), SkillsUSA

Dual HOPE Grant- a non-need based grant program for students seeking technical certificates or diplomas from the Technical College System of Georgia's institutions. Students may attend part-time or full-time. Beginning fall 2011, funding was returned to local systems for Dual HOPE Grant students. (from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/CollegeCreditNow-DE.pdf>)

Early College- a partnership between a designated local school system and University System of Georgia institution. There are currently several Early Colleges in Georgia. Students can earn a high school diploma and coursework toward an Associate's or Bachelor's degree. (from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/CollegeCreditNow-DE.pdf>)

ETB- Exceeding the Bar; points earned on the CCRPI for indicators that establish progress above and beyond the

minimum standards (Appendix A)

Externships- For the purposes of the Gordon County Schools' Master Plan, externships are defined as temporary jobs that give teachers and other educators a short-term work experience in a particular career field. When the externship ends, the educator returns to his/her full-time job to integrate workplace relevance gathered from the externship into the classroom setting.

Fluency- the ability to read with speed, accuracy, and proper expression

Gateway to College- located exclusively on a college campus and is site specific through local agreements between local school systems and colleges.

GCS- Gordon County Schools

Georgia BEST- Business Ethics Student Training (GeorgiaBEST). "Through GeorgiaBEST, the Georgia Department of Labor (GDOL) - working in conjunction with the State Department of Education, local schools, and home education programs - will present students who complete GeorgiaBEST with a Work Ethic Certification. This certification will serve as validation to employers that those students have successfully displayed strong work habits that will foster success in higher education and in the workplace." (from <http://www.dol.state.ga.us/georgiabest.htm>)

Inquiry-based Learning- "Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a 'need or want to know' premise. Inquiry is not so much seeking the right answer -- because often there is none -- but rather seeking appropriate resolutions to questions and issues. For educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life." (from thirteen.org/edonline/concept2class/inquiry)

Lexile- the numeric representation of an individual's reading ability

Mathematical Practice Standards- describe varieties of expertise that mathematics educators at all levels should seek to develop in their students

Move On When Ready- requires an eligible 11th or 12th grade student to be full-time and take ALL of his or her courses through an eligible postsecondary institution. Students receive secondary and college credit for completing graduation and high school diploma requirements (from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/CollegeCreditNow-DE.pdf>)

NGL- Next Generation Learning

Reading Stamina- a child's ability to focus and read independently for long periods of time without being distracted or distracting others.

TKES- Teacher Keys Effectiveness System; Georgia Department of Education evaluation system for classroom teachers. Scores are calculated using performance on a prescribed set of indicators (Appendix B) as observed by the evaluator and/or validated from student surveys or teacher documentation, in combination with other components which inform student achievement. For more information on the TKES system in its entirety, visit <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness>

APPENDIX D

SELECT LETTERS OF SUPPORT FROM KEY
BUSINESS AND INDUSTRY



GORDON COUNTY
CHAMBER OF COMMERCE

Where it all comes together

300 South Wall Street
Calhoun, GA 30701
www.gordonchamber.org

JIMMY PHILLIPS
President

Telephone 706-625-3200
800-887-3811
Fax 706-625-5062

September 13, 2013

Dr. Amy Parker
Gordon County College and Career Academy
1151 Highway 53 Spur, SW, Suite 314
Calhoun, GA 30701

RE: Grant Application-Ford Next Generation Learning

Dear Dr. Parker:

The Gordon County Chamber of Commerce is pleased to support the application of Gordon County College and Career Academy for the Ford Next Generation Learning Grant. We are excited to work with the county school leaders as they continue to expand their relationship with the business community. The funds realized from the grant would create new opportunities to improve an already strong relationship and keep our students on the road to success.

Currently, the Chamber works with the county school system to bridge the gap between education and business by participating in career days, student reality fairs and other student programs. Our leaders, staff and volunteers create, support and fund events that allow students to observe and experience a variety of business concerns. We look forward to any opportunities to expand that support.

Please be assured that the Gordon County Chamber of Commerce is prepared to work with county teachers and administrators in meaningful ways as they accomplish their goals for the students they serve.

Sincerely,



Kathy B. Johnson



Gordon County Board of Commissioners

Board of Commissioners

Becky Hood, Chairman
Chad Seward, Vice Chairman
Norris Sexton, Commissioner
Kevin Cunningham, Commissioner
Jeff Gazzaway, Commissioner

Randall G. Dowling, Administrator
rdowling@gordoncounty.org

Annette Berry, County Clerk
aberry@gordoncounty.org

September 13, 2013

Dr. Susan Remillard
Superintendent
Gordon County Schools
205 Warrior Path
Calhoun, GA 30701

Dear Dr. Remillard:

The Gordon County Board of Commissioners supports the Gordon County Schools College and Career Academy, benefitting Gordon County students. The proposed Academy will provide a much needed alternative for students to gain the skills to successfully enter today's job market. This program will provide the training and education for those seeking employment while employers in our community will gain access to a pool of qualified job applicants.

To help insure the success of this program, Gordon County Board of Commissioners and/or its staff, will deliver classroom presentations, recommend safety procedures for the program, participate in career related activities, serve as a Work-based Learning site, recognize Georgia Work Ready certificates, assist in determining nominations for scholarship programs, assist in identifying qualified individuals to serve on scholarship review committees, assist in developing criteria for competitive skill events, judge competitive skill events, and provide guest speakers for student awards banquets.

This Board is honored to be a part of an endeavor for the future educational and economic success of our county, its citizens, especially our students.

Sincerely,

Handwritten signature of Becky Hood in cursive.

Becky Hood
Chairman
Gordon County Board of Commissioners

P.O. Box 580 • 201 N. Wall Street • Calhoun, Georgia 30703-0580 • (706) 629-3795 • Fax (706) 629-9516
An Equal Opportunity Employer
www.gordoncounty.org



Re: Ford Next Generation Learning Strategic Planning

To Whom It May Concern:

As a large employer in Gordon County and throughout Northwest Georgia, Shaw Industries understands the importance of having a skilled workforce. Over the past few years, we have partnered with area school systems and post-secondary institutions to ensure that graduates have the skills required for the jobs of today and also the ability to adapt and grow for the jobs of tomorrow. Every job in our organization must be able to adapt to automation and technology, solve problems, communicate with others, and work collaboratively.

Shaw fully supports the efforts of Gordon County Schools and the Gordon County College & Career Academy to partner with Ford Next Generation Learning to develop a strategic plan for the school system. Having a strategic plan is vital to the success of any organization. Shaw is a proud partner of Gordon County Schools and will participate in the planning and implementation of the strategic plan to help achieve the desired results.

Sincerely,

A handwritten signature in black ink that reads "Brian E. Cooksey". The signature is written in a cursive style.

Brian Cooksey
Shaw Industries
Director, Operations Training & Development



September 13, 2013

To Whom It May Concern:

As a board member of the Gordon County College and Career Academy, I am honored to support GCCCA's application for a Ford Next Generation Learning grant to build a master plan for transforming the interaction between schools, businesses and the community.

Since its inception, GCCCA has worked diligently to train students for high skill, high demand jobs as a part of our community's focus on creating and sustaining a 21st century workforce. GCCCA conducted local and regional needs assessments through Georgia Northwestern Technical College and the Gordon County School system and has since developed programs in Networking and Programming; Logistics; Engineering, Drawing and Design; Graphic Arts; Robotics and Automation; Environmental and Alternative Energy Systems; and Marketing.

Support from an NGL grant would help GCCCA to continue building connections with community stakeholders and to develop the most effective integration of traditional learning with the acquisition of skills needed in the contemporary workplace.

As a relatively new institution, GCCCA is in an ideal position to leverage the NGL support into ongoing relationships with businesses, schools and the community at large. The grant would facilitate improvements in how students are taught and how local partners--businesses, faith-based organizations, government, etc.--can assist GCCCA in achieving goals that benefit our entire region.

An NGL grant would drive positive change in our community, and Mohawk would be proud to help advance those changes after the NGL master plan has been developed and launched.

Thank you for providing this opportunity and for your support of career-based education.

Sincerely,
MOHAWK INDUSTRIES, INC.

Phil Brown
Senior Vice-President - Human Resources



100 EVCO Drive · Calhoun, Georgia 30701 · 706-625-2300

Subject: Advocacy for Gordon County College and Career Academy

Evco Plastics was one of the first businesses to locate in Calhoun's South Industrial park in 1984. We are a custom injection molding company that provides molded parts to a wide array of industries ... lawn and garden, recreational vehicles, lighting and automotive just to name a few. We also have in house mold building capabilities with a machine shop and 5 tool makers on staff. With annual sales of 10 ~ 15 million dollars and a yearly payroll of 2 million dollars, we have a need for highly talented workers. In our industry, becoming lean is imperative. Doing more with less is how we intend to survive and grow our business. In order to do that, we must have qualified workers at every level of our organization who can grow and become the future leaders of our company. There are very few molding companies in the area and even fewer that build molds. Finding talent is very difficult. We have developed a "grow our own" approach. Finding the right people to join our team is difficult at times. We feel the support of the career academy is a part of the solution. Having high school graduates with a possible two year college degree in engineering or advanced manufacturing / automation would be tremendous. The discussion of a career academy in our county was a welcomed idea and fully supported by our company. The addition of the career academy will provide the workers necessary for our success as well as their success. Our most important and valuable asset at Evco Calhoun is our employees. If we can bring in better talent on the front end, the possibilities are limitless. We fully support and will continue to support the Gordon County College and Career Academy because the needs of our industry are ever changing and the best asset we can possess to meet that challenge is a strong and talented work force.

Respectfully,

Jeff Gazaway
Plant Manager
EVCO Plastics