



**Curriculum and Instruction**

**Assessment**

**Professional Learning**

**2019-2020**

# Curriculum Standards

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*A system for aligning, facilitating, and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning*

## **Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction.**

- Lessons, instruction, and assessments are tightly aligned to the intended rigor of the standards.
- Formative assessments are embedded in all lessons to assess students' mastery of learning targets and to make appropriate adjustments to instruction.
- At least two common assessments are administered within a unit of study. The results will be analyzed for student understanding and instructional adjustments planned for students who struggled or excelled.

## **Standard 2: Builds curriculum documents and aligns resources with the required standards.**

- Ensure that content area team members understand the difference between curriculum and standards. Determine the essential components of the curriculum.
- Identify the curriculum documents in the school. Complete a content curriculum and assessment inventory for each course or grade to determine the priorities of curriculum development. Consider inventorying the following:
  - Curriculum maps that reflect local school calendar
  - Units aligned with grade-level or course-level standards
  - Unit assessments that model expectations of state assessments
  - Lessons aligned with grade-level or course-level standards
  - Differentiated tasks aligned to standards
- Use gaps indicated by the root cause analysis and local data to determine curriculum development priorities.
- Meet with district personnel to discuss curriculum needs, develop a realistic schedule and a budget for developing or revising the curriculum and assessments.
- Ensure that time is allotted for teachers to develop collaboratively and/or revise the components of curriculum (units, lessons, progress checks, key assessments, appropriate assignments, performance-based tasks, etc.).
- Select content area specialists to facilitate the curriculum development process.
- Evaluate the effectiveness of all instructional resources.

## **Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis.**

- The leadership team determines the content area(s) and the specific documents that will be analyzed to monitor the quality of the curriculum for a course or grade
- The leadership team works with the Curriculum Director to identify internal and external support (e.g., RESA specialist, GADOE specialist, district specialist, content area consultant, etc.) to assist with the analysis of curriculum documents and to determine criteria or a pre-established tool that will be used to review the quality of curriculum documents.
- The leadership team drafts a schedule for analysis of the curriculum documents and identifies team members to conduct the review.
- Findings from the analysis are shared with the curriculum director and leadership team. Based on the feedback received, the leadership team establishes expectations for curriculum development and next steps to support teachers.
- Use the 45 day action plan to implement, evaluation, refine curricular activities.

## **Assessment Standards**

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*The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions*

**Standard 1: Uses a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction.**

- A variety of assessments (diagnostic, interim, formative, summative, etc.) make up the school's balanced assessment system.
- Results from a variety of assessments are regularly analyzed to:
  - Inform instruction
  - Inform schoolwide plans
  - Provide feedback to students
- School leaders have written procedures and expectations for:
  - Gathering assessment data
  - Vetting the assessments for quality
  - Analyzing the assessment results
- Adjustments in teaching and collaborative planning take into account the results of assessments.

**Standard 2: Aligns assessments with the required curriculum standards.**

- Time is scheduled for teacher teams to analyze assessments and ensure that assessments are aligned to the standards.
- Assessment criteria or expectations have been established.
- Assessments have been collaboratively analyzed by teacher teams.
- Protocols are used to analyze assessments.
- Curriculum maps and pacing guides are provided in all subjects.

**Standard 3: Uses common assessments to monitor student progress, inform instruction, and improve teacher practices.**

- Schedules are established that allow time for teachers to develop and analyze common assessments collaboratively.
- Assessments designed collaboratively measure the content mastery and rigor of the standards being taught.
- Teachers use assessment results to develop targeted interventions to meet individual student learning needs.
- Teachers collaboratively analyze assessment results to monitor student progress, identify effective teaching strategies, and to make adjustments in instruction.

**Standard 4: Analyzes assessment results to provide feedback to students and to adjust instruction.**

- Teacher teams collaboratively analyze assessments.
- Instruction is adjusted based on the analysis of assessment results.
- Feedback is provided to students based on the analysis of assessment results.

**Standard 5: Implements assessment practices that provide an accurate indication of student progress on the required standards.**

- Effective grading guidelines, that provide consistency in schoolwide grading practices, are written and communicated.
- Teachers demonstrate consistency in assigning grades.
- Specific schoolwide grading practices have been analyzed and revised as needed.
- Teachers engage in professional learning based on the results of the analysis (book study, action research, etc.).

## **Primary Assessments**

Formative and Summative Assessments

Universal Screenings

Georgia Milestones End of Grade Assessment (EOG)

Georgia Milestones End of Course Assessment (EOC)

End of Pathway (EOP)

ACCESS for ELs

GAA 2.0

GKIDS 2.0

Advanced Placement (AP)

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## District Assessment Calendar 2019-2020

Assessment	Start date	End Date	Grade Levels/Location
<b>Fall Assessments</b>			
<b>GKIDS 2.0</b>	07/08/2019	5/18/2020	Kindergarten
<b>GKIDS 2.0</b> Readiness Check	07/08/2019	10/18/2019	Kindergarten
August Mid-Month <b>EOC</b>	08/05/2019	8/23/2019	WCAC/WCHS
Keenville	08/08/2019	05/18/2020	Grades 1 and 2
September Mid-Month ( <b>EOC</b> )	09/9/2019	09/20/2019	WCHS/WCAC
<b>PSAT</b>	10/16/2019	10/16/2019	WCHS
October Mid-Month ( <b>EOC</b> )	10/07/2019	10/18/2019	WCHS/WCAC
November Mid-Month ( <b>EOC</b> )	11/4/2019	11/15/2019	WCHS/WCAC
EOC Winter Main	12/9/2019	12/19/2019	WCHS/WCAC
Fall Completers ( <b>EOPA</b> )	12/2/2019	12/6/2019	WCHS
<b>Spring Assessments</b>			
GA Milestones Secure Practice Test	9/13/2019	2/28/2020	WCES/WCMS/WCHS
<b>GAA 2.0</b>	3/23/2019	5/1/2020	WCES/WCMS/ WCHS
January Mid-Month EOC	1/13/2020	1/24/2020	WCHS/WCAC
Alternative <b>ACCESS</b> for EL 2.0	1/15/2020	3/06/2020	K-12
<b>ACCESS</b> for EL 2.0	1/15/2020	3/06/2020	K-12
<b>SAT</b> During the Day *	<b>TBD</b>	<b>TBD</b>	WCHS
February Mid-Month EOC	2/10/2020	2/21/2020	WCHS/WCAC
March Mid-Month EOC	3/09/2020	3/20/2020	WCHS/WCAC
<b>SPRING</b> Completers ( <b>EOPA</b> )	4/15/2020	4/21/2020	WCHS
GA Milestones ( <b>EOG</b> )	4/20/2020	4/30/2020	WCES/WCMS
GA Milestones ( <b>EOC</b> ) Spring	4/27/2020	5/15/2020	WCHS/WCMS
Advanced Placement ( <b>AP</b> ) Exams	5/04/2020	5/15/2020	WCHS
Ga Milestones Retest ( <b>EOG-R</b> )	5/11/2020	5/13/2020	WCES/WCMS
GA Milestones Summer EOC Window	6/15/2020	7/17/2020	WCHS

\*Tentative Assessment Window-Dates for this assessment will be finalized once GaDOE provides state testing window. Proposed dates are based on the 2018-2019 assessment window.

## District Assessment Coordinators

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## **Instructional Standards**

*Designing and implementing teaching-learning-assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards*

### **Standard 1: Provides an orderly, well-managed learning environment**

- Schoolwide behavior plan is accessible to all stakeholders.
- Discipline data are disaggregated to inform next steps.
- Schoolwide and classroom rules are posted.
- Faculty and student handbook contains rules and procedures.
- Course syllabus outlines rules and procedures.
- A process for identifying a need for revision of rules or procedures is utilized.

### **Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes.**

- The school leadership team conducts observations to assess implementation of the attributes of academically-challenging classrooms and core shifts.

- Instruction, assignments, assessments, and completed student tasks maintain the level of rigor defined by the standards.
- Professional learning, provided to teachers, targets the identified needs for implementing the attributes of academically-challenging lessons.

**Standard 3: Implements research-based instructional strategies**

- A variety of instructional strategies and resources are used to teach content.
- Instructional strategies are aligned to student needs, the purpose of the learning, and are appropriate to the content area.
- Instructional strategies are embedded in the development of units and lessons, and addressed during collaborative planning.

**Standard 4: Enables students to attain higher levels of learning through differentiated instruction**

- Teachers analyze student work and assessment results to understand student needs.
- Teachers collaboratively developed lesson plans that consider student variance in content, process, and product.
- Teachers utilize a combination of instructional groupings (e.g., small group, whole group, individual study, etc.).
- Teachers use different methods by which students gain access to content.

**Standard 5: Engages students in setting learning targets aligned to curriculum standards**

- Learning targets are communicated to students at the appropriate time.
- Exemplars and models that apply success criteria are used during classroom instruction.
- Students use “I can” statements to communicate progress toward meeting the learning target.
- Lesson plans include the learning targets aligned to the standards.
- Classroom learning tools such as rubrics, checklists, anchor papers, and exemplars, are developed to support learning.
- The teachers use various strategies to share the learning target and the criteria for success.

**Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress**

- Positive constructive feedback is provided to students and includes guidance for next steps.
- Students use learning tools such as rubrics, checklists, and exemplars to improve their work.
- Students use data to monitor progress.
- Teachers collaboratively develop rubrics or success criteria to ensure consistency across classrooms and to guide the development of rubrics or success criteria established with students.

- Teachers model and teach metacognitive processes to actively involve students in monitoring their own learning.

**Standard 7: Integrates appropriate current technology into teaching and learning**

- Unit and lesson plans reflect the integration of technology to enrich learning.
- Student work reflects solutions to real-world problems through the use of technology.
- A variety of technology tools (handheld devices, tablets, etc.) are available for teacher and student use.
- Students and teachers use available technology appropriately to modify and enrich the learning environment.
- Schoolwide and classroom technology guidelines are accessible to students and parents.
- Schoolwide expectations for the use of technology are set for teachers and students.

**Standard 8: Provides feedback to students on their performance on the standards or learning targets**

- Students are given time to revise their work in class based on feedback.
- Written/verbal feedback is aligned to learning targets, and used by students to revise work.
- Teachers create opportunities for students to receive feedback in a variety of ways (e.g., student-teacher conferences, peer feedback, written feedback, etc.).

**Standard 9: Provides timely, systematic, data-driven interventions**

- Quality classroom assessments and school-wide assessments are used to inform student progress.
- Teachers use formative and common assessment data to provide just-in-time interventions when students experience challenges in learning.
- Teachers collaborate to determine effective strategies to support specific needs.
- Opportunities for interventions are communicated with students and parents.
- A schedule for monitoring the impact of interventions is developed collaboratively.
- Monthly School Improvement meetings with Director of Curriculum/Federal Programs

## **Grading System**

Grades are based on class participation, class work, homework, tests, quizzes, formative assessments, and any special project that the classroom teacher may assign. Teachers are urged to notify the parents in the event a student is in danger of not passing a course. All grade book assignments should be

The grading scale is as follows:

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- A - 90 - 100
  - B - 80 - 89
  - C - 70 - 79
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- F - below 70 = failing

Final Exams or an End of Course Milestones Test will be given at the end of the year and will count 20% of the final grade. The average of both semesters will count as 80% of the final semester grade.

Alternative grade weights may be approved by the appropriate district office personnel for performance-oriented classes, which includes fine arts, career and technical agricultural education, world languages, and lab based courses.

Classwork, test, quizzes, projects, and homework must be rigorous and standards-based as well as give opportunities for students to demonstrate progress toward content mastery. Standards based activities are included in classwork and assessments. Homework is an opportunity for extended practice and application of the content standards. Homework must be assigned at least once a week. Expectations for grading must be clearly communicated to students and parents.

Grade Weights-ES/MS		High School-EOC Courses & Non EOC	
Classwork	30%	Classwork	30%
Homework	10%	Tests/Projects	30%
Tests	30%	Quizzes/Homework	20%
Quizzes, Projects	15%	EOC/Final Exam	20%
EOY Final Exam	15%		

## Professional Learning Standards

*The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.*

**Standard 1: Aligns professional learning with needs identified through analysis of a variety of data.**

- Professional learning is provided to meet the needs of faculty and staff.
- Professional learning addresses

**Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance**

- Professional learning is embedded through collaboration of staff members working to improve student learning.
- Professional learning is provided to continuously build the repertoire of effective strategies in each content area.

**Standard 3: Defines expectations for implementing professional learning**

- District Comprehensive Professional Development Plan
- School Professional Development Plan

**Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff.**

- Job embedded Professional learning...PLCs, Content area meetings, etc.
- Workshops, Conference

**Standard 5: Allocates resources and establishes systems to support and sustain effective professional learning**

- Document and track educators' professional learning activities using the My Learning Plan online platform.
- SWGA RESA

**Standard 6: Monitors and evaluates the impact of professional learning on staff practices and student learning**

- Professional Learning Plans/Goals (TKES/LKES/Contributing Professionals)
- District/School Focus Walks/Learning Walks
- Peer observations
- District/School Improvement Plans
- Classroom observations (TKES/ LKES)

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## **Guidance for Professional Learning Activities**

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School-based and non-system-wide professional learning activities need to be based on the District/School Comprehensive and/or AdvancEd Improvement Plan, the needs assessment directly linked to improving student achievement.

**All professional learning activities should be documented in the My Learning Plan online platform. ([www.mylearningplan.com](http://www.mylearningplan.com))**

1. Adhere to your principal/building approval procedures to participate in professional learning.
2. Please document your professional learning activities in My Learning Plan prior to the date of the professional learning activity estimating the costs to be incurred.
3. The form is submitted to the school administrator and district professional learning coordinator online where final approval is granted.
4. Participants are responsible for registration fees and expenses. Reimbursement will occur once the activity is completed, expense form is submitted to the principal for approval and signature, and forwarded to the curriculum office for approval.

5. When traveling overnight, expense statements must be submitted within 10 business days. All expense statements submitted after 10 business days will not be paid, unless approved by the superintendent. Travel submitted after the year end cutoff date, will not be paid.
6. All professional learning activities shall be marked complete in My Learning Plan no later than 15 days after the activity.
7. Professional learning opportunities will be earned only in the following four categories:
  - Field(s) of Certification
  - School/System/Individual Improvement Plan
  - Annual Personnel Evaluation
  - State/Federal Requirements

### **Sources for Workshops and Professional Development Courses**

- GLRS
- RESA
- Colleges/Universities
- DOE Technology Centers
- GYSTC
- Instructional Software Programs
- LEA (local education agency)



# Worth County Schools

## 2019-2020 Contributing Professionals Goal Statement

*“To ensure a quality education for all students leading to graduation and productive citizenship.”*

As a part of this year’s evaluation, you will need to create an individualized goal statement and record this in your Contributing Professionals plan in the SLDS platform. Both PLP and PLG plans need to create individualized goal statements.

To help guide you on this process, we have provided a template with examples on how to create this goal statement. Please feel free to use some of the options below; however, you may also create your own statement in collaboration with your site administrator.

To identify your goals, you may use your evaluation from the previous year, school or district professional learning initiative.

Please note that Rule 505-2-.36 for Certificate Renewal states “To be acceptable for certificate renewal, the PLP or PLG must be directly associated with the annual personnel evaluation and in addition, may be related” to details listed in Rule 505-2-.36.

Example: My goal is to \_\_\_\_\_, \_\_\_\_\_, by attending and participating in \_\_\_\_\_.  
(Prof. Learning) (Goal) (Standard)

My goal is **to obtain and utilize strategies to improve student achievement in all content areas, Academically Challenging Environment and Professional Knowledge**, by attending and participating in the **collaborative planning, data teams and PLCs**.

### Goals

### Standards

### Professional Learning

1. Obtain and utilize strategies to improve student achievement in all content areas

1. Academically Challenging Environment and Professional Knowledge

Data Teams, collaborative planning, and PLCs

2. Effectively reach and teach the wounded/at risk student

2. Positive Learning Environment and Professional Knowledge

2. PBIS Conference/Meetings

3. Improve course completions and student academic achievement to increase the grad rate

3. Instructional Planning/Strategies

3. Content PLCs/RESA

4. Improve communication in my department

4. Communication and Professionalism

4. Content Area Collaborative Meetings/planning



## SCHOOL LEVEL PROFESSIONAL DEVELOPMENT PLAN OF ACTIVITIES 2019-2020

School: \_\_\_\_\_

*Professional Development needs were determined using one or more of the following data sources:*

- Analysis of student performance data (ex...GA Milestones, CCRPI, etc.)
- School/District Improvement Plan
- TKES observations
- Instructional strategies identified by principal
- Other: \_\_\_\_\_

*The following major topics of emphasis were identified as areas of concentration for the school term*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Professional Learning Goal(s)** *Identify annual goals of the school (SMART goals)*

Goal	Identified Group	Rationale/Sources of Evidence

**Professional Learning Activities:**

Initial Activities	Follow-Up Activities (as appropriate)

**Resources:** *What materials and resources will be essential for implementation of the school level plan?*

Resources	Other Considerations

**Progress Summary/Monitoring:** *Clearly define the evidence that will demonstrate effective professional development, educator growth, and improvement in student achievement.*

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## MISSION

The mission of the Department of Curriculum and Instruction of the Worth County School District is to promote systemic effectiveness through ongoing, collaborative planning and assessment efforts in order to guide and facilitate faculty, staff, and students in continuous improvement.

## VISION

The vision of the Department of Curriculum and Instruction of the Worth County School District is to build teacher/leader capacity and efficacy towards continuous improvement

## COLLABORATIVE PLANNING/PLG and PLP TIMELINE

<b>Date</b>	<b>Actions</b>
<b>August 31</b>	All collaborative planning team schedules 2019-2019 school term.
	The Principal communicates the expectations for collaborative planning for the 2019-2020 school year.
<b>August 31</b>	All Mission and Vision statements for each department or grade level will be due by the end of the first month of school
<b>August 31</b>	All norms and templates for each collaborative planning team will be due by.
<b>September 7</b>	All SMART goals for each collaborative planning team will be due. (PLG/PLP)
<b>September 18</b>	Collaboration Matters: District School Improvement Updates (All Schools)
<b>September 28</b>	All assessment calendars for each collaborative team will be submitted.
<b>September 28</b>	Baseline Assessment Data for NON Tested Subjects
<b>Sept-Nov</b>	Conduct observations/monitor the collaborative planning process
<b>November 20</b>	Collaboration Matters: District School Improvement Updates (All Schools)
<b>Dec-Jan</b>	Mid-Year Conference (PLG/PLP)
<b>Jan-April</b>	Conduct observations/monitor the collaborative planning process
<b>Jan 23</b>	Collaboration Matters: District School Improvement Updates (All Schools)
<b>March 20</b>	Collaboration Matters: District School Improvement Updates (All Schools)
<b>May 10</b>	Assessment Data for NON Tested Subjects
<b>May 17</b>	PLG/PLP Summative Goal Determination in SLDS Platform

