


System Quality Factors_HCSS

 System Quality Factors

Houston County Schools

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System Quality Factors

A. CLEAR DIRECTION

The capacity to define and clearly communicate to stakeholders the strategic direction and priorities that the system is committed to achieving.

Effective Practices/Conditions

1. The **governing authority** implements a collaborative process with the community to set the strategic direction for the system.

a. How embedded is this practice in the institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

b. Which descriptor best reflects the quality of the process?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

c. Which stakeholder groups had the opportunity to provide input or respond?

- Most stakeholder groups**
- Many stakeholder groups
- Some stakeholder groups
- Few stakeholder groups
- N/A

2. The **governing authority** embraces and shares the system's vision, mission and priorities.

a. What proportion of the governing authority meets this expectation?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

b. How frequently do they exhibit these behaviors?

- Almost always**
- Often
- Sometimes
- Seldom

- N/A

3. The **governing authority** commits to the path for improvement.

a. Which descriptor best reflects the commitment of the governing authority?

- Fully committed**
- Mostly committed
- Partially committed
- Not committed
- N/A

4. The **governing authority** demonstrates understanding of its roles and responsibilities.

a. What proportion of the governing authority understands their roles and responsibilities?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

b. How frequently do their actions reflect their understanding?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

5. **Leadership** ensures the system's vision, mission and priorities are clearly defined.

a. How embedded is this practice in the system's culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

6. **Leadership** engages stakeholders in the process of creating and revising the system's vision, mission and priorities.

a. Which descriptor best reflects the quality of the process?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

b. How embedded is this process in the system's culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

7. **System staff** embraces and communicates the system's vision, mission and priorities to all stakeholders.

a. What proportion of system staff meets this expectation?

- Most system staff
- Many system staff**
- Some system staff
- Few system staff
- N/A

b. Which descriptor best describes the quality of the communication process?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

c. What proportion of the system staff agrees with the vision, mission and priorities?

- Most system staff**
- Many system staff
- Some system staff
- Few system staff
- N/A

8. **Parents, families, and legal guardians** know and understand the direction and priorities of the system.

a. What proportion of parents, families, and legal guardians knows and understands the direction?

- Most parents, families or legal guardians
- Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

b. What proportion of parents, families, and legal guardians agrees with the direction and priorities?

- Most parents, families or legal guardians

- **Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

9. The **community** actively supports the system's vision, mission and priorities.

a. What proportion of the community agrees with the vision, mission and priorities?

- **Most of the community**
- Many of the community
- Some of the community
- Few of the community
- N/A

10. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

The mission of the Houston County School System is to produce high-achieving students. Our motto of “All Means All” and our evidence confirm that students know Houston County believes that they can and will succeed. Our vision is that our system will be world class. Our clear focus on student success drives all aspects of district decision-making from budgeting to implementation. Houston County goal alignment and strategic planning help guide the schools in their individual pursuit of continuous school improvement. The Houston County School System and its stakeholders are committed to our mission of producing high-achieving students. All our board members are certified by the Georgia School Board Association and participate regularly in professional learning to meet all training requirements. They meet monthly to ensure our policies and procedures serve as a guide for continuous improvement. Our mission along with our vision of being world class has led us to the “Houston County Way.” Preschool through twelfth grade students, parents, teachers, support staff, all levels of leadership, and community members are engaged and participate in defining, maintaining, and pursuing organizational effectiveness and improvement. Administrators from central office organize opportunities for schools to review data and reflect upon trends to ensure progress. This checks and balances process is embedded into the culture of our system, our schools, and our students. School leadership teams are guided through the improvement process with a variety of methods and resources; administrative meetings, professional learning communities, state and local formative and summative assessments, et al. System leaders conduct school visits, face-to-face meetings, and review artifacts to further monitor data and instructional practices. High expectations in professional practices is evident through retreats, monthly meetings, weekly bulletins, pacing guides, professional learning guidelines and opportunities, job descriptions, job recruitment fair, New Teacher Support Program, and our Leadership Development Program. The school year starts with an Opening Session of administrators, teachers, local and state legislators, and community stakeholders in one location. The session includes a year-in-review address by the superintendent, introduction of the top ten Teachers of the Year (TOTY), announcement of the district TOTY, system and student recognitions, and our system’s vision and focus for the upcoming year. This focus includes Literacy, Multi-tiered Systems of Support (MTSS), Professional Learning Communities (PLC), and Standards-based instruction (by student, by standard). The process for review of the Houston County School System strategic improvement plan is formalized and implemented on a regular basis at board retreats held twice a year, once in the fall and once in the spring. At these retreats, central office personnel present assessment data, system strengths, opportunities, and performance trends. These retreats provide a platform for board members to

offer input including thoughts, suggestions, and questions regarding the budget, planning, and direction of the system. During these retreats, the mission and vision statements are reviewed and communicated to ensure they reflect the purpose and direction of the school system. The district mission and vision statements are displayed in schools and school/system websites. In addition, they are shared at annual events such as New Teacher Orientation and Leadership Summit. Houston County policies and procedures outline the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision and communication of student success. Better Seeking Team members (school administrators and school teacher leaders) at each school assist with school improvement plans and review of the system strategic improvement plan. Schools are asked to gather input from their stakeholders (parents, teachers, students, and community members) regarding their school improvement plans and the system strategic improvement plan. A few examples of who and what data our schools might include in this process are Parent Teacher Organizations, school councils, student councils, Better Seeking Teams, and various surveys. Communication and participation with and by our stakeholders will be an area that we strengthen as we continue our improvement journey. The end of the year marks the beginning of strategic planning for the next year with the Leadership Summit in the beginning of June. Attendees include Better Seeking Teams, central office personnel, and board members. This one-day event includes over 500 participants and serves to unite, clarify, and support continuous improvement by engaging our system leaders. It is the springboard for the upcoming year and signifies our system unity in ensuring we are all working to support the system mission of producing high-achieving students.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

B. HEALTHY CULTURE

The shared values, beliefs, written and unwritten rules, assumptions, and behavior of the system's stakeholders that shape the social norms and create opportunities for everyone to be successful.

Effective Practices/Conditions

1. The **governing authority** participates in structures to maximize their collaboration and collegial learning.

a. What proportion of the governing authority participates in these structures?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

b. How embedded is the process?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

2. The **governing authority** develops and maintains trusting and positive relationships with each other and system staff.

a. What proportion of the governing authority exhibits this behavior among themselves?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

b. What proportion of governing authority exhibits this behavior with system staff?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority
- N/A

3. **Leadership** facilitates and supports structures for system staff to interact and collaborate.

a. What proportion of instructional staff participates in these structures?

- Most system staff**
- Many system staff
- Some system staff

- Few system staff
- N/A

b. How embedded is the practice of collaboration?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

4. **Leadership** develops and maintains trusting and positive relationships with staff.

a. What proportion of leadership maintains positive relationships?

- Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. Which descriptor best describes how many relationships are trusting and positive?

- Most relationships**
- Many relationships
- Some relationships
- Few relationships
- N/A

5. **System staff's** relationships with colleagues are respectful and collaborative.

a. What proportion of system staff maintains these types of relationships?

- Most of the system staff**
- Many of the system staff
- Some of the system staff
- Few of the system staff
- N/A

b. Which descriptor best describes how many relationships are respectful and collaborative?

- Most relationships**
- Many relationships
- Some relationships
- Few relationships
- N/A

6. **Parents, families, and legal guardians** of all backgrounds are welcomed through structures that encourage and facilitate their participation.

a. What proportion of parents, families or legal guardians is involved?

- Most parents, families or legal guardians**
- Many parents, families or legal guardians
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

b. How frequently do they exhibit this behavior?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

7. **Parents, families, and legal guardians** perceive the learning environment as safe for and supportive of their children.

a. What proportion of parents, families or legal guardians shares this perception?

- Most parents, families or legal guardians**
- Many parents, families or legal guardians
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

b. How frequently do parents, families or legal guardians believe this to be true?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

8. **Community** involvement is an integral part of the system's culture.

a. How embedded is this practice into the system's culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

9. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

The Houston County School System promotes and maintains a healthy culture by incorporating the high expectations outlined in the "Houston County Way" into all aspects of the educational

experiences of the stakeholders in Houston County. The “Houston County Way,” in part, encourages all stakeholders to “Base decisions on what is best for the child; strive for excellence in all that we do; and work hard with dedication and love for children.” To have a healthy culture that creates opportunities for success, everyone must have a clear understanding of the values of the organization. The adoption of those values lends to a cohesive culture in the school system. We recognize that our system is heavily influenced by the presence of Robins Air Force Base in our community and we are proud to acknowledge that many of our students, parents, and staff come to us from diverse backgrounds having worked and lived in many parts of the world. A healthy culture allows consistency in the values, beliefs, rules, assumptions, and behaviors among a diverse population of stakeholders that include people just moving into our system as well as families who have lived in our community and attended our schools for many years. The Board of Education (BOE) in Houston County models the components of the “Houston County Way” and makes all decisions keeping the mission and vision of our system in mind. Our community and staff support the vision of our BOE which is evident in the number of years of experience BOE members have serving our schools. We recognize that having a strong and cohesive Board of Education is one of our greatest strengths in promoting a healthy culture in our system. The trusting and supportive relationship of our BOE members is developed through long-range planning board retreats, school visits, Opening Session, Leadership Summit, and graduation ceremonies. Our Board of Education recognizes the value of consistently supporting our principals, teachers, school staff, and students with their presence and guidance. Our Board of Education has been recognized as an Exemplary School Board by the Georgia School Boards Association every year that this recognition has existed. This distinction has been awarded in part due to the long-range vision and training of BOE members. Our Board of Education also maintains a strong relationship with school staff. According to the AdvancEd Staff Survey, a very high percentage of school staff believe that their “school’s purpose statement is supported by the policies and practices adopted by the school board or governing body,” and most agree that “our school’s governing body or school board complies with all policies, procedures, laws, and regulations.” The Board of Education members conduct themselves according to the Code of Ethics. The assurance that the Board of Education is conducting itself in a manner that emulates the high expectations set for other stakeholders ensures that a strong and healthy culture is maintained throughout the system. Our system’s leadership supports a healthy culture by providing structures for system staff to collaborate. In the past two years, the leadership has supported the development of Professional Learning Communities throughout the system by encouraging attendance and allocating funds for consultants to provide training to teachers, principals, and Central Office personnel. Topics covered at these trainings include making PLCs work, looking closely at student data to inform decisions, applying Response to Interventions, and developing teacher leaders. Fostering collaboration among teachers allows them to become more confident in their practice, to direct student individualized learning through data analysis, and to promote positive relationships with parents who can be certain that their child is developing the skills and content knowledge to be successful. While the System Survey noted staff collaboration as an area of strength, we recognize that an opportunity for growth in our improvement journey lies in supporting new teachers in our system. The AdvancEd Staff Survey results show that teachers feel that the processes in place to support new staff members in their professional practice may not be adequate. The system currently offers support to these teachers prior to the beginning of the school year at New Teacher Orientation and throughout the year with the New Teacher Support Program. We believe that our system’s continued focus on PLC will offer further support to new teachers as they work closely with veteran teachers for the success of students. Multiple opportunities are provided to stakeholders to give feedback about culture, student achievement, professional learning, family engagement, and leadership through surveys such as the Title I parent surveys, Title II faculty and staff surveys, school climate surveys, AdvancED surveys, and family engagement surveys. These surveys help guide our direction for future family-engagement

activities, our district professional learning, instruction and student support. Examples of this feedback include more hands-on activities for teacher PL and more math and reading focused family engagement sessions. Over half of our system's schools are Title I and they each offer a minimum of seven family engagement activities based on school goals and parent feedback. All schools offer several opportunities for parents to volunteer at school activities such as booster clubs, athletic events, fundraisers, and fine arts activities. Additionally, an opportunity for family and community input is offered each spring to gather feedback about goals and how to spend federal funds. Stakeholders have a gallery walkthrough to gather information about current federal programs, ask questions, and then offer input about areas of improvement or other considerations. This feedback is used as we compile our new needs assessment and create the next year's district improvement plan. Although we offer many opportunities for parental involvement and input during the year, some activities have a low turnout. An opportunity for improvement is having teachers ask families to come to school activities. Providing a more personalized approach to parent and family engagement is this year's plan with our family engagement coordinators. We want our families to always feel welcome and know that their input makes a difference. Additionally, our system is working to involve more parents and provide families with purposeful information and more convenient opportunities for engagement. To provide additional engagement opportunities for parents, we have begun offering parent workshops for our Spanish-speaking parents. Our bilingual parent liaison's goal is to build relationships, help non-English speaking parents feel welcome, and educate parents about how best to help and support their students academically. These sessions occur at a variety of schools during the school year to provide more opportunities for families to attend. Community involvement is another integral part of supporting our students, teachers, and families. We have a strong relationship with Robins Air Force Base, family outreach providers, contractors, civic clubs, and religious groups to help provide services for homeless families, supplies for both students and teachers, support our opening session celebration, support our retirement banquet, provide after-school tutorials, and serve as testing proctors. Our system also works with a variety of community services agencies such as Family Promise and Lions Club to aid families in need. Services include assistance in finding permanent housing and free medical care. Our system has a culture built upon a strong foundation of student learning. Evidence of our system being supportive of student learning includes our system's high scoring stakeholder survey questions related to students feeling that their teachers and administrators have high expectations of them, students feeling they are offered a high-quality education, and parents feeling that our schools provide a safe learning environment. To help promote a healthy culture and create a safe environment that empowers all learners to be successful and reach expected levels of achievement, we are in the process of making all Houston County schools PBIS schools. PBIS emphasizes school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. To address potentially aggressive behavior issues, we train select employees on prevention and de-escalation techniques through the Mindset Curriculum. Additionally, parents feel that schools have high expectations for students in all classes. As a system, our focus has always been on students' academic success and having high expectations. We will continue to focus our professional learning, fiscal efficacy, policies and procedures, operations, and curriculum towards the goal of producing high-achieving students.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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C. HIGH EXPECTATIONS

The system sets and commits to high expectations for student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement.

Effective Practices/Conditions

1. The **governing authority** holds itself accountable to high standards for ethics, governance and leadership.

a. How embedded is the process?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

2. The **governing authority's** actions, words and attitudes demonstrate the belief that all learners can meet high standards.

a. How frequently do they exhibit this behavior?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

3. **Leadership** is held to high standards for ethical and responsible actions.

a. What proportion of leadership agrees with this statement?

- Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. What proportion of system staff agrees with this statement?

- Most system staff**
- Many system staff
- Some system staff
- Few system staff
- N/A

4. **Leadership** sets high standards for teaching, learning and improvement.

a. How embedded is this practice in institutional culture?

- Fully embedded**
- Mostly embedded

- Partially embedded
- Not embedded
- N/A

5. Leadership's actions, words and attitudes demonstrate the belief that all learners can meet high standards.

a. What proportion of leadership demonstrates this belief?

- Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. What proportion of system staff agrees with this statement?

- Most system staff**
- Many system staff
- Some system staff
- Few system staff
- N/A

c. How frequently does leadership exhibit this behavior?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

6. System staff supports its institutions' efforts to help learners pursue challenging goals and success.

a. How embedded is the practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

7. Parents, families, and legal guardians are involved in setting high expectations for their children's learning and achievement.

a. How frequently are parents, families or legal guardians involved?

- Almost always
- Often**
- Sometimes

- Seldom
- N/A

b. What proportion of parents, families or legal guardians is involved?

- Most parents, families or legal guardians
- Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

8. The **community** holds the system accountable for high quality programs and initiatives that align with community needs and priorities.

a. How embedded is the practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

9. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

The Houston County School System sets and commits to high expectations for student-learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement. The Board of Education holds itself accountable to high standards for ethics, governance, and leadership. Feedback provided through survey results indicated this as well as the evidence of monthly Board of Education meetings where the superintendent works closely with school board members. This is also evident in the fact that the Board has earned state level recognition of “Exemplary,” “Distinguished,” and “Quality” School Board by the Georgia School Boards Association. Board meetings occur once a month with a work session held before a public open session. During the open session, time is included on the agenda to allow individuals to address the board. Individuals may also request to address the board privately during executive session regarding student, personnel, and attorney/client or land matters. This Board is dedicated to the citizens of Houston County, welcoming and relying upon open dialogue to assist them in making decisions and to assist in setting the course of education for Houston County. These actions and relationships between the board and the Superintendent’s Executive Cabinet ensure the mission and vision of Houston County is upheld to the highest standard. Our mission is to produce high-achieving students. Our vision is that our system will be world class. This is affirmed as one of the highest areas in the System Quality Factors. The governing authority is fully embedded in the process of being accountable for high standards of ethics, governance and leadership with one of the highest ratings from AdvancED staff survey results from all schools. Our schools’ governing body or school board complies with all policies, procedures, laws, and regulations. Board retreats are held twice a year with the Executive Cabinet to set long-range plans and collaborate to maintain open communication. This Board is committed to high expectations that impact student learning outcomes, teacher quality, and leadership effectiveness. Board members attend many events that are hosted by various content areas, such as Fine Arts performances, athletic events, academic competitions, reading to classes, and many community gatherings. Members of the board and the superintendent visit schools regularly throughout the

year to assist and develop relationships. Board members and the superintendent, school personnel, students, and parents enjoy this interaction and observation of the learning environments established for students in this school system. The board is able to see firsthand the implementation of decisions that directly impact students in the system. Board members regularly attend conferences and meetings to remain up-to-date on policies, laws, and ethics. This reflects the dedication and responsibility held by these members to ensure the Houston County School System maintains accountability to ensure high standards in governing and in leadership within the district, the state, and the nation. System leadership is held to high standards for ethical and responsible actions. Evidence of this rating is supported with documentation where the beliefs of the System are communicated in the form of the "Houston County Way" as well as AdvancED survey data. These beliefs are communicated via informational cards, staff meetings, leadership meetings, and trainings, and are also demonstrated by the actions of system and school leadership teams, teachers, and other staff. AdvancED staff survey results show that high expectations of system employees for student success, high academic standards, and supporting student learning are priorities in Houston County Schools. Both parent and student survey data for elementary, middle, and high school students show that parents believe high expectations are set for students in classes and their children know the expectations for learning in all classes. High expectations for teacher quality is evidenced by professional learning opportunities (LEADing Edge meetings - Learning-Energizing-Accountable-Disciplined) that occur on a regular basis each year and specifically addresses system and school level data. Leadership interacts as Professional Learning Communities (PLC) and is responsive in devising ways to redeliver and implement instructional practices and analyze data at the school level with teachers, which in turn impacts student outcome. School administrators are then able to provide feedback to teachers through Teacher Keys Evaluation System (TKES) and system level administrators are able to provide feedback to administrators through Leader Keys Evaluation System (LKES). These procedures also afford growth opportunities for teachers and leaders that will impact academic learning and achievement for all students. Our leadership team demonstrates the belief that all learners can meet high standards. This is evident in our regular student recognition at Board meetings, our leadership team's presence at instructional and extracurricular events, school improvement plans which include high standards for all students, and a student code of conduct to ensure the orderly process of education. One specific area to improve in the Houston County School System for meeting high expectations involve engaging parents, families, and legal guardians, as well as the community involvement. AdvancED student survey results from elementary, middle, and high school indicate the system must be responsive to students' perception of how teachers meet their needs and for the system to be more invested in the accountability for student learning outcomes. Student led parent conferences through Active Student Participation Inspires Real Engagement (ASPIRE) process is a positive example of how students learn to manage personal learning goals, track progress, and share information with parents and teachers. Although the system has school councils, Federal Programs parent nights, and many school-level parent involvement coordinators, we recognize the need to improve parent and community involvement in setting high expectations for student learning. Social media (Facebook, Twitter, Instagram, System webpage, etc.) may be a way of communicating and successfully reaching out to notify, inform, and interact with these groups of stakeholders. School webpages that are managed and kept up-to-date is another source of contact that will benefit community and school relationships. Community business partnerships with individual schools have always benefited teachers and students and is another option in forming closer relationships to improve in this area. It is important to gather feedback from these specific groups in order to guide the improvement process, possibly through periodic parent and community surveys released during the school year. These results may then be used in creating action plans to better meet the needs of students, parents, and community member relationships. Houston County's mission to produce high-achieving students refers to every student in our system, regardless of race, class, or gender. Because we are data driven, all the system goals are

developed to meet the needs of all students. Equity is assured through allocations based on student enrollment and program needs. The Houston County Board of Education also ensures equity of learning opportunities through the development of a viable and rigorous curriculum that includes appropriate instruction for all learners. An area of strength is the fact that Houston County has the 5th highest graduation rate for districts with 1,000 or more students in their graduation cohort. When comparing free and reduced lunch rates of the other four districts, Houston County has the highest graduation rate. In addition, our system has effectively closed the gap on graduation rates between black and white students. Three of our high schools have eliminated the gap entirely, and the other two have made great progress. All students in Houston County receive instruction according to the Georgia Standards of Excellence developed by the Georgia Department of Education. The Multi-Tiered System of Supports (MTSS) provides educators a more holistic view of students and ensures varied needs will be addressed. All teachers and administrators continue to receive training for instructional practices, formative assessment, and data disaggregation. System leaders work closely with school administrators and teachers in the implementation of standards-based instruction and effective professional learning communities. For example, teachers and administrators receive training at the Houston County Leadership Summit in June, school Better Seeking Teams, and monthly superintendent's meetings. These initiatives ensure all students will be provided challenging and engaging opportunities for learning. Critical thinking and creative thinking are encouraged for our system to continuously work toward removing obstacles to student achievement. Teachers promote critical and creative thinking for all students, but our gifted and accelerated students have additional opportunities in these areas. For example, we offer several AP courses in all content areas, we have a gifted program for grades one through twelve and accelerated Honors courses for non-gifted students. In addition, three schools have achieved STEM certification status and other schools are currently in progress. In working to enrich and expand learning opportunities for at-risk students to achieve while maintaining high expectations, Houston County has established several avenues to allow credit recovery throughout the school year. For example, the system utilizes online instruction such as Georgia Virtual School and Odysseyware for students who are off track for graduation. Students may receive initial credit or recover credit from a course they failed. The Houston County Board of Education has also created time within the school day for intensive, targeted remediation of instructional content with our most struggling students. Schools have implemented Academic Opportunity (AO) time to meet the needs of all students, based on data from common formative assessments, to align and differentiate instruction in order to remediate or extend learning opportunities. Houston County Schools is a participant in the Student Success Imagine the Possibilities initiative aimed at raising the graduation rate of students with disabilities. Through this grant, we identified barriers to graduation and implemented a plan to overcome barriers and provide optimal opportunities for student achievement. The Transition Academy is a program for students with disabilities who have completed graduation requirements but need additional support in transitioning from school to the work place. Students spend each day in the community at various job sites learning skills necessary for employment. Enrolled students can remain in the program until they age out of special education services. Recognizing that there is a need for the implementation of research-based instruction that supports teachers' in teaching social and emotional skills to Pre-K and 6th grade students as a part of their educational experience, Houston County applied for and was granted the Second Step Grant. During the 2018-19 academic year, each of the primary and (PK-5) elementary schools in the Houston County School District will implement the Second Step curriculum in Pre-K classrooms. Six of Houston County's middle schools will implement the curriculum with their 6th graders. Houston County School System commits to high expectations; actions described in System Quality Factors evidences the high regard given to all stakeholders in meeting diverse needs for student learning outcomes, teacher quality, leadership effectiveness, and parent and community engagement. Continued and ongoing efforts to be responsive to feedback and survey results allow us an opportunity to grow as a

system and will continue to drive our work in producing high-achieving students and to be a system that is world class.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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D. IMPACT OF INSTRUCTION

The capacity of all staff in the system to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.

Effective Practices/Conditions

1. The **governing authority** is informed of and understands the impact of instruction on learner engagement, outcomes and overall success.

a. How embedded is the process in institution culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

2. **Leadership** monitors and evaluates the impact of instruction on learner engagement, outcomes and overall success.

a. How frequently does leadership monitor and evaluate learner engagement, outcomes and success?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

b. Which descriptor best reflects the quality of this practice?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

3. **System staff** implements actions that support teaching, learning and overall learner success.

a. What proportion of system staff engages in these actions?

- Most system staff**
- Many system staff
- Some system staff
- Few system staff
- N/A

b. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded

- Not embedded
- N/A

4. **Parents, families, and legal guardians** connect their children's learning experiences with engagement, outcomes, and overall learner success.

a. How frequently do parents, families or legal guardians ensure this connection?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

b. What proportion of parents, families or legal guardians makes this connection?

- Most parents, families or legal guardians
- Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

5. The **community's** perception of the system's quality of teaching and learning is positive.

a. What proportion of the community holds this perception?

- Most of the community**
- Many of the community
- Some of the community
- Few of the community
- N/A

6. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

Houston County Schools continuously strives to create an environment that empowers learners to be successful. There are several ways this environment has been created and continues to be fostered. During the 17-18 school year our system began to focus on initiatives including Multi-Tiered System of Supports (MTSS) to support learner success. MTSS is evidence-based, cohesive and proven to be successful in meeting the needs of ALL learners. MTSS integrates academic, behavior, and social-emotional instruction and interventions. Critical MTSS elements include: established essential standards; formative assessments; data-driven decisions; and multiple tiers of instruction and intervention, to include RTI and PBIS. Because of this integration, our system is committed to fully implementing Positive Behavioral Intervention and Supports (PBIS) district-wide over four years. The PBIS framework is a data-driven decision-making framework designed to establish an effective learning environment for all students and staff. Research shows many benefits of PBIS, to include fewer discipline issues and increased academic performance. PBIS helps to develop a learning culture where learners are self-directed and expected to set goals and monitor their progress. These goals help develop learners' positive attitudes, self-perceptions, and beliefs. To support fully implementing PBIS in all schools, the system has a PBIS coordinator who supports the schools with embedding these ideas into the culture of the system. Each PBIS school

also has a PBIS coach who supports the school PBIS team as they work to develop an individualized school-wide plan. We have a system-wide rollout plan that results in full implementation at all schools by 2020. MTSS provides a holistic view of each student, enabling educators to serve the whole child and to meet diversified needs. The MTSS approach delivers instruction and intervention in varying intensities based upon student need. As part of this journey, during the 2017-18 school year, select schools had the opportunity to implement MTSS in its totality, blending all the critical elements to help their students achieve. Five schools were chosen to become the models for our system as they lead the charge to implement MTSS best practices and develop the MTSS framework for our system. This effort is continuously guided by a system-level team and led by multi-disciplinary teams of school personnel. All system leadership were brought together during the 2017 Leadership Summit to help transcend these ideals and embed them in our culture. Systematic structures are in place to provide teachers and learners with a culture that supports continuous learning and improvement while celebrating success along the way. Professional learning communities (PLCs) have been adopted as a structure for substantive and sustained school improvement. Professional learning communities are the overarching umbrella under which the work we do to improve student and adult learning. Since our initial adoption in 2006, precipitating factors such as changes in personnel at the school and system level led to our discovery that PLCs were not pervasively nor consistently implemented within the school system. The formulation of the system Professional Learning Task Force (PL Task Force) was initiated to serve as the guiding coalition in the system implementation of the Renewal Requirements rule and in the “resetting” of PLC understanding and implementation within the system and schools. The Task Force consists of the Superintendent, members of Executive Cabinet, directors, coordinators, principals, and assistant principals of instruction. The PL Task Force meets on a regular basis to discuss our current reality based on feedback from system and school personnel, and then determine continued areas of support. Based on the identified areas of support determined during our system examination and current system and school feedback, Task Force members and school teams have received and continue to receive professional learning on various tenants of PLCs, school culture, common formative assessments, and Response to Intervention (RTI). To ensure our PLC work is kept at the forefront, professional learning centered around a PLC area of focus is guided by members of the Task Force during our LEADing Edge sessions, Assistant Principal of Instruction meetings, Assistant Principal of Discipline meetings, and Superintendent’s meetings. Curriculum Integration Specialists (CIS) and system content coordinators also provide professional learning opportunities to teachers to continue the work with their PLCs. Examples include vertical team meetings, collaboration meetings, professional learning workshops and training opportunities. As a PLC, educators regularly work collaboratively to improve both their students’ academic achievement and their own teaching skills. This year schools will continue work to identify essential standards and create common formative assessments. The essential standards and common assessments will be used to consistently measure student learning and achievement. After using the standards and assessments this year, we will revisit them to identify areas that need to be improved. As a response to the work of PLCs, deliberate conversations were had on how to ensure grading practices accurately reflect student learning and achievement. As a system, a grading policy was developed by a system grading committee. Through school-wide PLCs, teachers consistently use summative and formative data to monitor and adjust instruction to ensure learners’ needs are met. They also use various modes of assessment to determine individual student needs and progress. The TKES evaluation process includes analyzing and using student data to inform planning, make instructional decisions, and to provide remediation, enrichment, and acceleration to further student understanding. Leadership systematically monitors and evaluates the impact of instruction on learning engagement throughout this evaluation process. PLCs will systematically analyze and use the data from assessments to measure student progress, design appropriate interventions, and inform long and short-term instructional decisions. To support the work in schools, system personnel will receive

training to specifically meet the needs of schools in the area of common assessments. This training will provide a foundation for implementing a uniform process to design collaborative common assessments. System personnel continuously support schools by examining data, analyzing student growth, and determining next steps. We have supported this with the rollout of Measures of Academic Progress (MAP). MAP is a computer adaptive interim assessment that provides essential information about individual student's strengths and weaknesses. MAP is aligned to our Georgia Standards of Excellence and provides proficiency projections on the Georgia Milestones. Other benefits include: provides real-time data to help teachers individualize and focus classroom instruction; shows teachers what students know so far and what they are ready to learn next; measures student growth over time; provides extensive classroom and building reports; identifies students that need additional support early in the year; and provides a national norm-referenced score useful for identifying gifted students. Another predictive measure we have in place is Houston At-Risk Profiles (HARP), Houston County's predictive risk model. HARP identifies student risk across 21 individual risk indicators, displayed across six distinct domains. These domains (reading, writing, English language, math, behavior, and attendance) determine a student's readiness for grade-level instruction. Students identified as high risk across one or more domains demonstrate a need for intervention in those domains to be successful. To support schools in choosing research-based interventions, the system has created a digital resource library of effective interventions. Intervention Express houses both academic and behavior interventions to meet individual student needs. Data supports the culture of high expectations which is evidenced in the student survey results. Survey results indicate that the numerous and various programs in place are there to help students succeed and prepare for the next level. Survey results indicate that students are assessed in a variety of ways to determine their understanding of content. However, the need is present to adjust instruction and assessment to better meet the individual learning needs of students. One way to meet this need is to strengthen PLCs in each school. PLCs are being asked to collaboratively determine strategies that will ensure learning by student, by standard. Houston County Schools recognizes the need to help parents and families connect their children's learning experiences to overall learner success. Currently, parents are informed of regular progress reports, so they are aware of when students are graded. Efforts are also being made to regularly inform parents about how their child is being graded. Those efforts include academic conferences embedded into the school calendar. These conferences are designed for students and teachers to share with parents individual learning goals and progress. Building a conference day into the school calendar provides us with an avenue to have student-led conferences to connect student progress to specific learning goals. This process can be modeled after the Active Student Participation Inspires Real Engagement (APSIRE) program. This program enables students to actively participate in goal setting and monitoring of their IEP. During this process, students learn how to speak for themselves, learn about goals and objectives that form the basis of their education and why these goals and objectives are important for them, and ultimately, become more involved in their own education. We will continue to work with schools to implement this process with all students.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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E. RESOURCE MANAGEMENT

The ability of a system to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.

Effective Practices/Conditions

1. The **governing authority** ensures that resources are allocated to support learner success.
 - a. Which descriptor best reflects the practice of allocating resources?
 - Almost always fair and equitable**
 - Often fair and equitable
 - Sometimes fair and equitable
 - Seldom fair and equitable
 - N/A

2. The **governing authority** ensures that services and support align with the needs of learners.
 - a. What proportion of learners receives these resources?
 - Most learners**
 - Many learners
 - Some learners
 - Few learners
 - N/A

3. **Leadership** aligns the allocation of resources with the system's priorities for learning.
 - a. What proportion of system staff agrees with this statement?
 - Most system staff**
 - Many system staff
 - Some system staff
 - Few system staff
 - N/A

4. **Leadership** actively seeks resources (human, material and fiscal) to meet the needs of every learner.
 - a. What proportion of system staff agrees with this statement?
 - Most system staff**
 - Many system staff
 - Some system staff
 - Few system staff
 - N/A

 - b. How frequently does leadership exhibit this behavior?
 - Almost always**
 - Often
 - Sometimes
 - Seldom

- N/A

5. **System staff** has the resources to implement with high quality, the areas for which it is responsible.

a. What proportion of system staff has sufficient resources?

- Most system staff**
- Many system staff
- Some system staff
- Few system staff
- N/A

b. With what frequency does system staff apply these resources?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

6. **Parents, families, and legal guardians** support the system by contributing time, resources, or other types of involvement.

a. With what frequency do parents, families or legal guardians contribute?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

7. The **community's** assets are leveraged by the system to improve outcomes and drive learner success.

a. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

8. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

The Houston County School System demonstrates tremendous strength in planning, securing, and allocating resources to meet the needs of every learner. Stakeholder groups reflected a generally unified response to surveys assessing resource management within the school system. With few exceptions, each school year starts with positions filled by professionally qualified staff. Desirable working conditions and above average salary schedules and local supplements support effective

recruitment and retention of professionally qualified staff. Classrooms are supported with supplies and materials through efficient budgeting and allocation, as well as through parent and community donations. School and system staff, as well as community partners, frequently seek and regularly obtain additional grant resources to support learner needs. Financial and organizational systems are in place to ensure fair and equitable allocation of resources to schools and operational departments. Executive-level leaders collaborate on decisions to provide additional support resources to those schools or departments as needs arise. Proper, multi-level checks and balances help prevent fraud and abuse of resources. The Board of Education (BOE) governing authority works very cohesively to ensure the resources are allocated to support learner success. They analyze information provided by the superintendent to make budgetary and policy decisions that will prioritize student learning. Examples include technology purchases and upgrades, vehicle purchases, textbook adoptions, and human resource allotments. The vast majority of BOE decisions are unanimous since they are based on data that describe instructional or organizational needs to support student achievement. The Board recently voted to reduce the local millage rate (two years in a row) which translated into taxpayer savings. The System millage rate is in the bottom 13 in the state. In 2018, the Houston County Board of Education was named an Exemplary School Board for the third year by the Georgia School Boards Association. The Board of Education approves plans for services and supports to ensure sustainability in meeting the needs of the learners. Directors present plans for delivery of services and supports to the BOE, through the superintendent, for approval annually. Some of these plans are the Local Career Technology, Agricultural Education Plans, Technology Plans, Human Resource Projections, Transportation Plans, Facilities Plans, School Nutrition Program Plans, Federal Program Improvement Plans, and System Strategic Plans. System leadership constructs allotment plans for human resources, equipment, materials, technology, and support services based on priorities for student learning. School level leaders manage the allocation of resources within their buildings. Decisions regarding instructional offerings are made based on formative and summative data which help determine areas of need. Increased use of a data analytics platform which aggregates a wealth of data in addition to summative assessment information would increase the efficiency of decision-making regarding resource allocation aligned with priorities. Strengthening communication to classroom staff about how to access and use such data would help facilitate a better understanding of why resources are allocated in specific ways. System leadership works together each year to host a job recruitment fair for hiring and retaining the best and brightest educators possible. Local salary schedules and supplements are above the state average which helps the system recruit and retain highly qualified educators to meet the needs of a diverse student population. System staff are committed to continuing to think of creative and innovative ways to recruit and retain a highly qualified workforce. Continued efforts to cultivate a future educational workforce include agreements with local colleges and universities, new teacher support programs, and ongoing professional development. The Business and Finance Operations department has maintained annual financial audits for over 15 with Unqualified Opinions without findings or material misstatements. The department has also earned the Award of Distinction for Excellent Financial Reporting from the Georgia Department of Audits and Accounts for each of the five years that the award has been in existence. The Houston County Schools Nutrition Services department won the USDA Best Practices State Award for Fiscal Management. A variety of grants are pursued continually to acquire additional resources to support the priorities for learning. Currently, major grants support needs in language arts, math, science, Pre-K, all CTAE programs, and social emotional learning. Other grants also support more specific needs. Although many grants are in place, staff realize the need to continue to pursue financial resources that can expand and enhance learning experiences for students. System staff are equipped with updated computer work stations and other technology resources to effectively support learning. Earned CTAE funds are isolated for use at the high school levels to acquire needed equipment and resources. Middle school CTAE programs are supported through Perkins funding. Our System Local Maintenance of

Effort is leveraged to purchase equipment, technology, and programs to support learning. Software programs such as MUNIS, Infinite Campus, TieNet, Odysseyware, EduLog, Absence Management, PD Express, Tableau, Windows 365 and Office Suites, and others are in place to maintain a high level of organizational and instructional effectiveness. Schools also implement a variety of instructional programs to support the specific needs of their student populations. Some programs in place include Fountas and Pinnell LLI Kits, iStation, WriteScore, Achieve3000, BrainPop and Quaver Music Curriculum. Schools have strategically used funding to acquire sets of Chromebooks to support digital programs in addition to testing needs. The system technology department effectively navigated the consumer market to determine that schools could afford more Chromebooks than other devices to accomplish the same desired goals for learning. Local schools have the autonomy to use federal Title funds for instructional support personnel. Some examples would be instructional coaches or intervention specialists which can help reduce teacher to pupil ratio. The System also allocates federal funds to provide instructional content coaches in language arts, mathematics, science and social studies. In planning for resource implementation, InterventionExpress.com is a locally-designed digital warehouse of research-based interventions that can be used to support student achievement. Documentation of real-time effectiveness of specific interventions is in progress on this site. The Stop the Bleed (STB) initiative focuses on training citizens in the event they are witness to an emergency bleeding situation. The Georgia General Assembly approved funding to train and equip all Georgia Public Schools with bleeding control kits. A minimum of 10 staff members in each Houston County school have been trained to control life threatening bleeding and provide immediate care to the injured while awaiting the arrival of professional responders. Parents and families are very involved in supporting student athletics, fine arts, livestock shows, and other school sponsored events. Special events at schools are well-attended by parents and families. Parents provide an abundance of supplies based on teacher wish lists. Parent and teacher organizations are involved in supporting positive climates by organizing parent donations for special events and festivities throughout the school year. A significant amount of funding is Federal Impact Aid program. The Robins Air Force Base provides a school liaison to help recruit and organize military volunteers in the schools. Many local businesses and industries donate financial support and/or merchandise and services to Teacher of The Year candidates and for the Teacher Retirement Banquet. These efforts are reflective of the positive and supportive culture that exists across the community that permeates throughout the school system. Ultimately, learners are benefactors of such a culture. Recent collaborative efforts between the Houston County Sheriff's department and other local law enforcement entities and the school system have resulted in additional resource officers to support a safe environment for learners. The school system engages in partnership with CGTC for purposes of dual enrollment for high school students and for special education preschool services. These programs result in expanded opportunities for learners.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. EFFICACY OF ENGAGEMENT

The ability of the system to engage learners and other stakeholders in an effective and efficient manner to achieve its goals.

Effective Practices/Conditions

1. The **governing authority** ensures system leadership engages stakeholders effectively and efficiently to achieve its goals.

a. How embedded is this practice in the system's culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

b. What proportion of stakeholders is engaged?

- Most stakeholders
- Many stakeholders**
- Some stakeholders
- Few stakeholders
- N/A

c. Which descriptor best reflects the quality of engagement?

- Excellent quality**
- Good quality
- Fair quality
- Poor quality
- N/A

2. **Leadership** engages stakeholders to drive improvement.

a. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

b. What proportion of stakeholders is engaged?

- Most stakeholders
- Many stakeholders**
- Some stakeholders
- Few stakeholders
- N/A

c. Which descriptor best reflects the quality of engagement?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

3. **Leadership** demonstrates how communicating to and collecting feedback from stakeholders impacts change in the system.

a. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

b. Which descriptor best reflects the quality of this practice?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

4. **Leadership** focuses on learner engagement as a driving force for improving outcomes and learner success.

a. How embedded is this practice in the system's culture?

- Fully embedded**
- Mostly embedded
- Partially embedded
- Not embedded
- N/A

5. **System staff** actively engages learners in positive and productive ways within their respective areas of responsibility.

a. How frequently does staff exhibit this behavior?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

6. **Parents, families, and legal guardians** take part in activities that gather their perceptions, opinions, and feedback.

a. How frequently do parents, families or legal guardians participate?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

b. What proportion of parents, families or legal guardians participates?

- Most parents, families or legal guardians
- Many parents, families or legal guardians**
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

7. **Community representatives** (businesses, civic, etc.) are actively engaged by the system to support learner success.

a. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

8. **COMMENTS/INSIGHTS/SUMMARY**

a. As appropriate, please provide comments, insights and/or summary related to this factor.

The mission of Houston County School System is to produce high-achieving students. Our system understands that high achievement benefits not only the students and the schools that they attend, but also the entire community. Our Board was recognized by the Georgia School Board Association (GSBA) as "Quality" in 2013, "Distinguished" in 2014, and "Exemplary," in 2015, 2016, and 2018 (GSBA suspended the award during 2017). Direct stakeholder input guides board actions and policies in Houston County. Our certified and classified employee handbooks guide the mission, vision, goals, employee behaviors and expectations. Transparency is key to the Board's close interactions with stakeholders. HCBE's many engagement policies address issues like how to conduct Board meetings, advisory councils, better seeking teams, school councils, hearings, and project planning. Information is disseminated through a variety of means, including eBoard, where Board meeting agendas, documents, and votes are posted. The Board meetings are streamed live from the hcbe.net site, recorded, and archived for future viewing. The website communicates our Board's legislative priorities, PTO Family School Partnerships, Student Safety Plans, Study Help Links, Technology Tips for Students and Parents. The System Website Statistics show that this one mode of communication over the last year has handled nearly 1.6 million sessions and more than five million page views. Our website has a "bounce rate" of 21%, meaning that roughly 80% of the people who visit the site interact with more than just one page of the site; visitors click beyond the surface level. In addition to the more conventional press releases to news media outlets, the award-winning Community and School Affairs department keeps stakeholders informed and engaged on Facebook, Twitter, Instagram, and YouTube. Thus, military personnel stationed overseas, for example, can stream student graduation ceremonies in real

time. Available social media analytics show nearly 18,000 “likes” on HCBE Facebook over the last year, and HCBE Twitter showed more than 600,000 interactions over the same period. Our “13 Reasons Why Not, A Campaign of Hope and Resiliency” video series (which was released to counter popular culture’s glamorization of teen suicide) was viewed more than 100,000 times and liked or commented more than 8,000 times. The system currently uses a callout system to communicate with stakeholders by phone and email. Soon, HCBE will invest in an upgrade to the School Messaging System (SMS) that will enable increased communication. The Principal Survey measured stakeholders’ perceptions of school principals. Title I and Title II surveys provide significantly high numbers of stakeholder respondents’ perception data, used to catalyze change in the system. School Climate Surveys provide valuable information about stakeholder views. Special Education Parent Surveys similarly offer leadership input into the issues that impact these stakeholders. Students’ can goal-set in their own classes. For instance, they can use “I Can” statements to directly measure and affect their own learning. Elementary-aged students can set their own literacy goals throughout the school years using the Houston County Literacy Inventory (HCLI) in which they are able to choose their own literacy learning strategies. High School students and parents are provided advisement nights, in which they make decisions about the college and career paths. Active Student Participation Inspires Real Engagement (ASPIRE), helps special education students determine the trajectory of their own IEP’s by leading their own student conferences and goal setting. Similarly, PBIS, our Positive Behavior Management System, is just one aspect of our Multi-Tiered System of Supports, which empowers students as partners toward their own improvement, whether it be academic or behavioral. Our district also has a unique partnership with the Georgia Vocational Rehabilitation Agency to provide additional supports and services to students receiving special education services. We are currently implementing the Career Specialist Pilot Program which allows these students greater access to pre-employment transition services. Fine Arts classes offer participation opportunities in music, art, band, chorus, and theater. Science classes participate in the annual Science and Engineering Fair with winners progressing to state and international competitions. Language Arts provides reading and writing competitions. Social Studies provides the platform for World History Day and Social Studies Fair. Math encourages math competitions and math clubs. The Houston County Association for Gifted Children hosts several events during the year. PTO meetings and School Councils hold regular meetings at the schools. Much community and school engagement takes place in our sports programs with a variety of competitions and talent. The Sharks, Houston County’s Adaptive Sports Team, are champions. HCBE ensures that we meet the needs of the Military Child through partnerships with Robins Air Force Base (RAFB). The base assigns military liaisons to schools with high military family enrollments. A school liaison officer welcomes incoming families and assists with the transition for students who move to our system. RAFB also supports HCBE in other areas, for example, Team Robins 4 Teachers recently donated school supply items, valued at \$40,080.34. The Museum of Aviation, an extension of RAFB, provides summer camps and STEM-based field trip opportunities for our students (many at no cost), and professional learning opportunities for our teachers. The RAFB and the Museum of Aviation both hold seats on the Houston County STEM Committee, and actively aided in the achievement of “Georgia Department of Education STEM-Certified School” status. September is School Attendance Awareness Month. During the month, the Social Services Department hosts an annual Attendance Extravaganza for students at risk of poor attendance. Students and their families are invited to attend for lunch and fun activities aimed at encouraging regular school attendance. The Houston County School District has provided many professional learning opportunities to increase awareness and knowledge of mental health issues young people face. Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. Trauma 101 provides

participants with foundational knowledge about child trauma and child traumatic stress. Brain 101 provides participants with foundational knowledge about how adversity and trauma can impact brain development. Participants will also be introduced to brain architecture and early brain development in children. Houston County has entered into a partnership with the Georgia Apex Program to provide students with the opportunity to access mental health services in the school setting. Eleven of our schools will be part of the Apex program during 2018-19. Community members and business partners also contribute to our system's wellbeing. Community business sponsors provide generous funding for special events like the Opening Session, Teacher Retirement Banquet, and Teacher of the Year. A local church allows the use of its facility for our Opening Session. The Houston County Family Connection chapter assists with bringing together emergency management agencies and other business partners for Teen Maze, an effort to encourage healthy decision-making, specifically targeting our 8th grade students. We partner with Middle Georgia Regional Educational Service Agency (RESA) for teacher endorsement programs and professional learning classes. We also collaborate with local colleges and universities for Science Technology Engineering and Math (STEM) opportunities. Our work-based programs include Work-Based Learning, Youth Apprenticeship Program, Houston County Workforce Development, and Career Tech Student Organizations. Local businesses provide students with learning opportunities and our system then provides businesses with skilled workers. FireStarter FabLab is an outreach initiative designed to allow community access to a fully equipped makerspace. Through the FabLab, HCBE provides opportunities for the public to create/manufacture products with woodworking, metalworking, embroidery, painting, and vinyl-cutting machines. The results of the AdvancED surveys indicate that stakeholders believe that the quality of engagement is high. The surveys also suggest that improvement in district engagement could be made by including more stakeholders more often.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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G. IMPLEMENTATION CAPACITY

The ability of a system to consistently execute actions designed to improve organizational and instructional effectiveness.

Effective Practices/Conditions

1. The **governing authority** ensures policies and processes support the effective operation of the system.

a. How often does the governing authority exhibit this practice?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

b. Which descriptor best reflects the quality of the practice?

- Excellent quality**
- Good quality
- Fair quality
- Poor quality
- N/A

2. The **governing authority** allocates resources to strengthen the capacity of the system to improve teaching and learning.

a. How often does the governing authority exhibit this practice?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

b. Which descriptor best reflects the quality of the practice?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

3. The **governing authority** engages in professional development/training in support of their roles and responsibilities.

a. What proportion of the governing authority engages in this practice?

- Most of the governing authority**
- Many of the governing authority
- Some of the governing authority
- Few of the governing authority

- N/A

b. How frequently does the practice occur?

- Regularly and frequently**
- Regularly but not frequently
- Sometimes
- Rarely
- N/A

4. **Leadership** implements deliberate actions to strengthen the capacity of the system to improve organizational effectiveness.

a. How often does leadership exhibit these actions?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

b. Which descriptor best reflects the quality of these actions?

- Excellent quality**
- Good quality
- Fair quality
- Poor quality
- N/A

5. **Leadership** implements deliberate actions to strengthen the capacity of the system to improve teaching and learning.

a. How often does leadership exhibit these actions?

- Almost always**
- Often
- Sometimes
- Seldom
- N/A

b. Which descriptor best reflects the quality of these actions?

- Excellent quality**
- Good quality
- Fair quality
- Poor quality
- N/A

6. **Leadership** engages in professional development/training in support of its roles and responsibilities.

a. What proportion of leadership engages in this practice?

- Most of the leadership**
- Many of the leadership
- Some of the leadership
- Few of the leadership
- N/A

b. How frequently does the practice occur?

- Regularly and frequently**
- Regularly but not frequently
- Sometimes
- Rarely
- N/A

7. **System staff** implements deliberate actions that improve its respective areas of responsibility in support of learners' success.

a. How often does system staff exhibit these actions?

- Almost always
- Often**
- Sometimes
- Seldom
- N/A

b. Which descriptor best reflects the quality of these actions?

- Excellent quality
- Good quality**
- Fair quality
- Poor quality
- N/A

8. **System staff** engages in professional development/training in support of its roles and responsibilities.

a. What proportion of system staff engages in professional development/training?

- Most system staff**
- Many system staff
- Some system staff
- Few system staff
- N/A

b. How frequently does staff engage in professional development/training?

- Regularly and frequently**
- Regularly but not frequently

- Sometimes
- Rarely
- N/A

9. **Parents, families or legal guardians** are confident of the system's capacity to implement actions that result in improved learning outcomes for their children.

a. What proportion of parents, families or legal guardians has confidence in the system's capacity?

- Most parents, families or legal guardians**
- Many parents, families or legal guardians
- Some parents, families or legal guardians
- Few parents, families or legal guardians
- N/A

10. **Community representatives** (businesses, civic, etc.) provide support to build the capacity of the system to improve learner success.

a. How embedded is this practice in institutional culture?

- Fully embedded
- Mostly embedded**
- Partially embedded
- Not embedded
- N/A

11. COMMENTS/INSIGHTS/SUMMARY

a. As appropriate, please provide comments, insights and/or summary related to this factor.

The Houston County School System recognizes that progress monitoring is a vital part of continuous improvement efforts. Implementation of actions to improve organizational and instructional effectiveness are strongly supported by the work of the governing body to ensure policies and processes are in place as well as to allocate resources to build the capacity of our system to improve teaching and learning. Our school board members and our system superintendent attend training and conferences provided by the Georgia School Boards Association to stay informed of best professional practices in system operation. Additionally, central office personnel host board retreats during the year. During these retreats, system data are analyzed, and board members are part of the strategic planning process focused on system progress and system needs. Implementation capacity is also supported throughout our system by deliberate actions of leadership to improve both organizational effectiveness and teaching and learning. Professional development is the core of our improvement measures and begins each year with our annual system-wide Leadership Summit. At this event, we have time to determine our expectations and goals for the coming school year. School leadership teams, comprised of administrators and teachers, from each of our schools attend. As an example of the focused work of this event, the 2017 Leadership Summit and 2018 Leadership Summit both focused on Professional Learning Communities, a system-wide strategic effort of all our schools to bolster our work as a community of practice. The work of the Leadership Summit is the system-wide kickoff for leadership teams as they begin to review progress toward continuous improvement and set goals for the upcoming school year. As part of this review, survey data, standardized assessment results, and other accountability measures are analyzed to ensure that a focus remains on the goals of the system improvement plan. Ongoing processes to monitor continuous improvement

take place at both the system and school levels. System and school leaders have been trained on data literacy with data from sources such as the College and Career Readiness Performance Index (CCRPI), state assessment results, internal assessment results, and trend data that is both historical and predictive. Through data sources such as Beating the Odds, the Houston County At-Risk Profile (HARP), Tableau data visualizations, and the system student performance data document, our system and school leadership have a myriad of ways to determine the needs of individual students and make decisions to personalize support for each student in our system. Additionally, the use of the State Longitudinal Data System, the Student Growth Model, and the CCRPI have helped our schools maintain a consistent focus on using data to analyze the implementation of deliberate actions taken to produce high-achieving students. At the classroom level, we are also focusing our efforts as a system to increase the use of data. We have processes and procedures for collecting and analyzing data from our state assessments and local assessments, and support has been provided to help students, teachers, school leaders, and system leaders utilize the data for improvement efforts. The Georgia Milestones Assessment System is mandated by the State of Georgia as a comprehensive, summative assessment to provide a clear signal of student growth in English Language Arts, math, science, and social studies. To ensure monitoring of instructional growth and progress throughout the school year to inform instruction, we have a variety of formative assessments used throughout the system. The Houston County Literacy Inventory (HCLI) is used in elementary levels to track reading growth and inform teachers of high level instructional implications. The Measures of Academic Progress (MAP) assessment was used for the first time in 2017-2018 in 2nd, 4th and 6th grades to provide additional growth data in math and reading for these grade levels. Beginning in 2018, MAP Reading Fluency will also be available to schools to chart fluency growth. Ongoing professional learning focused on Professional Learning Communities will continue system-wide this year, with a heightened focus on Response to Intervention (RTI) and common formative assessments. System leaders will receive specific training on developing quality common formative assessments to provide support to Professional Learning Communities at the school level as they develop these assessments. As a next step we will be monitoring the effectiveness of PLCs through focused conversations, submitted documentation, and an analysis of student outcome data. Additionally, content specific collaboration and vertical team opportunities take place throughout the year to strengthen and refine system curriculum resources and ensure alignment with standards-based instruction and assessment. Focused collaborative meetings with system leaders, principals, assistant principals, and teacher leaders in content area groups are scheduled and ongoing throughout the year. During these meetings, strategic planning is ongoing as we monitor, analyze, and make decisions to ensure we are making progress toward our system and school goals. Implementation of our evaluation system is supported through ongoing training throughout the year for credentialed evaluators. Both the TKES and LKES evaluation measures provide a systematic process for educators to have both formative and summative evaluations throughout the year. Because of the clear indicators provided by TKES and LKES, our system and schools can plan and provide professional learning support directly connected to the individual, staff, and system goals identified. To meet our mission of producing high-achieving students and our vision of being world class, we must keep a laser like focus on continuous improvement. This focus is articulated through our system-wide efforts to build and strengthen professional learning communities and our system collective commitments. From the motto that "All Means All" to the commitment that we will help students "by student, by standard," we are working as a team to stay focused on our strategic plan for continuous improvement. Our efforts stretch across all departments, and stakeholders are engaged in our efforts through surveys, face-to-face informal and formal sessions, and community involvement opportunities. The results of our system, state, and AdvancED surveys all clearly document that our stakeholders understand and believe in our mission and vision and support our work to increase student achievement.


COMMENTS
























Please enter your comments below.






ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.







ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 13 Reasons Why Not Campaign Overview	The 13 Reasons Why Not campaign evidence including the news release and online access statistics.	B.9.a, F.8.a
 60 Apps in 60 Minutes	Parent Engagement evidence – presentation to build the capacity of parents to use technology with their students to enhance learning.	F.8.a
 ASPIRE Sample Training Report Card Surveys Student Led IEP	Student-Led IEP sessions give students the opportunity to weigh in on their own progress as they manage their special needs. These documents are sample training and report cards as well as prompts to help students learn to advocate for their own success. These documents are for norming student/parent/teacher interactions.	C.9.a, D.6.a, F.8.a, G.11.a
 ASPIRE Student Post Survey	Survey administered to monitor implementation of ASPIRE	C.9.a, D.6.a, G.11.a
 ASPIRE Training HCBE Student Led IEP	Student-Led IEP sessions give students the opportunity to weigh in on their own progress as they manage their special needs. These documents are sample training and report cards as well as prompts to help students learn to advocate for their own success. This document was for training teachers.	C.9.a, D.6.a, F.8.a, G.11.a
 Academic Opportunity Time Example	This is an example of a high school schedule with Academic Opportunity Time included as part of the instructional day.	C.9.a
 Advanced Placement Parent Night, Information, and Interest Survey	These documents include sample AP course offerings, advisement information communicated to parents at AP Night, as well as information about college cost savings to parents. Students take surveys to determine their interest in AP courses.	C.9.a, F.8.a, G.11.a
 Beating the Odds Analysis Summary and Update	Beating the Odds is a statistical analysis that compares a school's actual performance on the College and Career Ready Performance Index (CCRPI) with the performance of schools with similar characteristics across the state. Schools that perform higher than similar schools are considered "Beating the Odds." It is important to note that schools that "Beat the Odds" may still have low CCRPI scores and/or gaps in performance.	C.9.a
 Board Meeting Agendas and Minutes Samples	Board Meeting Minutes/Agenda - unanimous voting record, recognition of elementary, middle, high students and teachers	A.10.a, B.9.a, C.9.a, E.8.a, F.8.a
 Board Member Informational Brochure	This brochure is published by our Community Relations Department and highlights each Board member, including pertinent information for the public such as district, years served, contact information, etc.	B.9.a, F.8.a
 Board Member School Visits	Board members regularly visit schools in the district. Informal visits are always welcomed. Scheduled visits are arranged by our Community Relations Department.	B.9.a, C.9.a, D.6.a, F.8.a, G.11.a
 Board Member Training Credits 2017	Our Board Members set a high standard of expectations for professional learning for all staff members by regularly attending Board Member training and typically exceed the number of hours required.	A.10.a, D.6.a, G.11.a
 Board Minutes Samples - Resource Procurement Evidence	Samples of minutes from three Board of Education meetings regarding resource procurement.	E.8.a, F.8.a
 Board Recognition - Quality School Board	Evidence of quality of Governing Authority of HCBE as recognized by the Georgia School Board Association. The criteria used to judge quality school boards are strategic planning, GA Vision Project, Assessment, BOE training, Superintendent actions, ethics, and fiscal responsibility. Houston County Board of Education has been recognized every year that this recognition has existed as "Distinguished" "Exemplary," or "Quality."	A.10.a, B.9.a, E.8.a, F.8.a
 Board Retreat FY18 Documents	Evidence of long range planning and collaboration by the Board of Education	A.10.a, B.9.a, C.9.a, F.8.a, G.11.a
 Brain 101 Training Description and Documentation	This course provides participants with foundational knowledge about how adversity and trauma can impact brain development.	B.9.a, G.11.a
 Bullying and Sexual Harassment Training and School Plans	Bullying and sexual harassment training and school plan documentation	C.9.a, G.11.a
 CIS Training Calendar FY18	Curriculum Integration Specialists (CIS) support administrators and teachers system-wide with the integration of technology and instruction.	D.6.a, E.8.a
 CLIP Amendment Overlay FY18	Our CLIP Amendment overlay lists the FY19 changes/updates to the attached FY18 CNA and FY18 DIP.	A.10.a, E.8.a, G.11.a
 CTAE Local Plan with Perkins and CTAE Grant allotments	The system CTAE allotments are derived from our FTE funds. In grades 9-12, students enrolled in CTAE programs earn dollars that are set aside for the schools to use specifically for those programs.	E.8.a
 CTAE Newsletter	CTAE newsletter highlighting academic and extracurricular accomplishments	F.8.a
 CTAE Soft Skills Evidence	Evidence of the strong work being done for CTAE soft skills.	F.8.a
 Certified Employee Handbook	The system Certified Employee Handbook outlines policies, procedures, and guidelines for certified employees.	A.10.a, F.8.a, G.11.a
 Classified Employee Handbook	The system Classified Employee Handbook outlines policies, procedures, and guidelines for classified employees.	A.10.a, F.8.a, G.11.a
 Community Organization MOUs	Examples of Memorandums of Understanding with a variety of community organizations	F.8.a
 Community Sponsors List	This is a list of community sponsors for our system.	E.8.a
















 Crisis Response Community resources	This is a list of resources for the community.	F.8.a
 Data Analysis School Meeting Sample Documentation	Coordinator of Accountability supports schools by conducting data analysis meetings to analyze data that is specific to each school.	A.10.a, D.6.a, G.11.a
 District FY18 Title I Survey Results	District FY18 Title I Survey Results	B.9.a, C.9.a, F.8.a
 District Partnerships with Community Organizations	This provides examples of our district partnership with community organizations.	A.10.a, B.9.a, E.8.a, F.8.a
 Dual Enrollment Parent Information Night	Dual Enrollment Parent Information Night	A.10.a, C.9.a, F.8.a
 ESOL Parent Night Documentation	Sign in sheets from parent capacity building workshops held for parents of English Learners	B.9.a, F.8.a
 ESOL Parent Night Sample Presentations	Two ESOL Parent Night sample presentations	B.9.a, C.9.a, F.8.a
 ESPLOST Evidence	Education Special Purpose Local Option Sales Tax (E-SPLOST) resolution, community presentations, Q&A brochure, and Ethics Brochure.	A.10.a, E.8.a, F.8.a, G.11.a
 ESPLOST Referendum	Education Special Purpose Local Option Sales Tax (E-SPLOST) referendum signed November 2015	A.10.a, F.8.a, G.11.a
 Employee Application Instructions	Instructions for application for employment	E.8.a
 Employment Application	The district has a systematic process for hiring employees.	E.8.a
 FY18 System Budget Part 1	The budget for the system contains teacher allotments, facilities funds as well as all other operation dollars. Due to file size, the budget is provided in four attachments (Part 1, Part 2, Part 3, and Part 4).	A.10.a, E.8.a, G.11.a
 FY18 System Budget Part 2	The budget for the system contains teacher allotments, facilities funds as well as all other operation dollars. Due to file size, the budget is provided in four attachments (Part 1, Part 2, Part 3, and Part 4).	A.10.a, E.8.a, G.11.a
 FY18 System Budget Part 3	The budget for the system contains teacher allotments, facilities funds as well as all other operation dollars. Due to file size, the budget is provided in four attachments (Part 1, Part 2, Part 3, and Part 4).	A.10.a, E.8.a, G.11.a
 FY18 System Budget Part 4	The budget for the system contains teacher allotments, facilities funds as well as all other operation dollars. Due to file size, the budget is provided in four attachments (Part 1, Part 2, Part 3, and Part 4).	A.10.a, E.8.a, G.11.a
 Family Engagement Coordinators 18-19	List of Title I funded Family Engagement Coordinators	C.9.a, F.8.a
 Family-School Partnership Program Brochure	Family School Partnership Program GADOE document – given at HCBE schools and on hcbe.net	F.8.a
 Financial Workshop Training Documentation	Yearly mandated training for all bookkeepers and those with budget management responsibilities	G.11.a
 Gifted Education - State Law	This listing includes GA law regarding Gifted Education, regulations, and programming standards for gifted education.	C.9.a
 Governing Authority Messages on System Website	Evidence of public nature of both the board officers and of the policies over which the board provides. Links to eBoard, where all policies are listed for public review.	A.10.a, F.8.a
 Health Inspection Results	School lunchroom inspections conducted by the health department	E.8.a, G.11.a
 High School Evening Advisement Document Samples	Evidence shows sample evening advisement (done at all of the HCBE high schools) that includes collaborative conferences with advisors, administration, students, and parents. Other stakeholders who attend are Georgia Student Finance officers, local community and technical college representatives, and AP teachers for advisement. This evidence shows training for, planning, and execution documents for this advisement for 10th, 11th, and 12th grades.	F.8.a
 High School Evening Advisement Parent Letter	High School Evening Advisement Parent Letter	F.8.a
 Houston At-Risk Profiles Interpretation and Reports Guide (HARP)	Houston At-Risk Profiles (HARP) is Houston County's predictive risk model. HARP identifies student risk across 21 individual risk indicators, displayed across 6 distinct domains.	A.10.a, D.6.a, G.11.a
 Houston County School District Comprehensive Needs Assessment FY18	Our district's Systems of Continuous Improvement focuses on the systems and structures that must be in place for sustained improvement of our students' outcomes. It also utilizes a problem-solving model to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts. Our Comprehensive Needs Assessment's purpose is to identify those areas in need of improvement.	A.10.a, E.8.a, G.11.a
 Houston County School District Improvement Plan FY18	Our District Improvement Plan allows us to identify our goals and steps necessary to make those improvements.	A.10.a, E.8.a, G.11.a
 Houston County Way	This Credo Card outlines the beliefs, mission, and vision of our system -- commonly referred to as "The Houston County Way."	A.10.a, B.9.a, C.9.a, F.8.a
 Houston County Workforce Development	Houston County, GA Development Authority is an organization whose principle mission is to offer today's businesses critical assets to achieve success. The success of Houston Development Authority has as a goal the collateral benefit of lifestyle improvement for those who reside in the county, and recognizes that the Houston County School system is key to this goal. HCBE and the Workforce development work closely to prepare students for the future that Houston County residents hope to see.	F.8.a

 Intervention Express	Intervention Express provides educators a comprehensive digital inventory of academic and behavior interventions. Our inventory features a collection of evidence-based interventions sorted into four broad categories to help teachers select appropriate interventions based on student need.	D.6.a, E.8.a, F.8.a
 K-5 Professional Learning Opportunities_FY18-19	Sample of professional learning opportunities across content areas for K-5 teachers	B.9.a, D.6.a
 LEADing Edge Sample Handouts and Sign-in Sheets	Handouts and Sign-in Sheets from administrator professional learning.	C.9.a, F.8.a
 LKES Handbook FY18	The Leader Keys Evaluation System (LKES) Handbook outlines evaluation procedures and guidelines to provide leaders with meaningful feedback and support so they can achieve the goal of increasing the effective teaching practices of teachers and increasing academic learning and achievement for all students.	A.10.a, C.9.a, D.6.a, G.11.a
 Leadership Development Program Example	This document provides an example of the work of the Houston County Leadership Development Program. Included are the overall program timeline, a sample agenda, and a sample sign in sheet.	A.10.a, C.9.a, F.8.a, G.11.a
 Leadership Summit FY18 Documentation	The HCBOE Leadership Summit is an event held annually where system teams and school leadership teams from each school come together to focus on the system mission, vision, and goals.	A.10.a, D.6.a, F.8.a, G.11.a
 MTSS Behavior Intervention Presentation	HCBE employs a multi-tiered system of supports – this is a training document that pulled many different (and before this, separate) interventions into a single system for continuity and to ensure that students' varied needs are addressed by people who are aware of ALL of their needs, not just those within the purview of the teacher or admin at the time.	D.6.a, F.8.a
 MTSS RTI Tienet Training	MTSS/RTI/Tienet Training	C.9.a, D.6.a
 Math Content Weebly Example	Example of math sites to engage parents and students who need math help from home.	F.8.a
 Math EOCT Weebly	This is GA Milestones review that is evidence that Leadership focuses on learner engagement and driving positive outcomes.	F.8.a
 Math Science Partnership Grant Award Notice	This email confirmation reflects evidence that Houston County BOE received the Math Science Partnership Grant from the GA DOE.	E.8.a
 Measures of Academic Progress (MAP) District Summary Report	This is the Spring 2017 aggregate district summary report for the administration of MAP.	D.6.a, G.11.a
 New Teacher Induction Overview	System induction plan overview for new teachers to Houston County	A.10.a, F.8.a, G.11.a
 New Teacher Orientation	Teachers new to Houston County attend two days of orientation before pre-planning.	A.10.a, F.8.a, G.11.a
 New Teacher Recruitment Fair	Evidence supporting the clear direction and resource management efforts of our district in recruiting new teachers.	A.10.a, E.8.a
 New Teacher Support Mentor Assignments FY18	New Teacher Support Mentor Assignments FY18	F.8.a
 New Teacher Support Program	The New Teacher Support Program is an extension of the New Teacher Orientation and is a requirement of all new hires. It consists of five sessions for elementary, middle, and high school teachers. Each session is two hours in length with opportunities to learn new information and share successes and experiences with fellow peers.	A.10.a, E.8.a, F.8.a, G.11.a
 News Release - Sharks Adaptive Sports Team	Sharks Houston County Adaptive Sports team - one example of a championship game - Sharks Win State Wheelchair Basketball Championship	F.8.a
 Opening Session Brochure (2018) and the Expanded Program (2017)	The 2018 Opening Session Brochure and the 2017 Expanded Program provides evidence of extensive community support, celebration of achievement, communication of clear direction, and efforts to ensure a healthy culture for all facets of our district.	A.10.a, B.9.a, C.9.a, F.8.a, G.11.a
 Opening Session Slides Celebrating Graduation Rate Achievement	These slides are from the 2018 Opening Session and celebrate the achievement of closing the graduation rate achievement gap between black and white students. In comparison of our system with systems with similar demographics, we have the highest graduation rate.	C.9.a
 PBIS Sample Training Documents	Positive Behavior Intervention System training documents, for improving outcomes of behavior interventions (a part of the MTSS).	D.6.a, F.8.a
 PBIS Training Documentation	PBIS Training Documentation	B.9.a, D.6.a
 PD Express User Manual	PD Express is a computer program that provides support for the system's professional learning programs. PD Express allows for course approval and tracks employee professional learning hours.	G.11.a
 Parent Brochure Example - Gifted Program	Parent Engagement evidence – Outreach to parents of gifted students.	C.9.a, F.8.a
 Parent Engagement Activity Samples and Surveys	This sample evidence shows how Leadership elicits parent involvement and shared decision-making processes and outcomes (as reported in parent surveys) as a subset of Title I Parent Involvement outreach. Agendas, School-Parent Compacts, Sample Activities, Parent and Stakeholder Input and engagement, and stakeholder feedback (which includes means of disseminating the information) are included.	C.9.a, F.8.a
 Parent Leader brochure	Parent Leader brochure from the GADOE seeking parents to take on leadership roles within the schools.	F.8.a
 Parent Letters in Native Languages - Samples	Samples of letters provided in Spanish	B.9.a, D.6.a, F.8.a

 Parent and Community Partnership District Initiatives	Parent and Community Partnership District Initiatives	C.9.a, F.8.a
 Personnel Allotment Guidelines	System Personnel Allotment Guidelines	A.10.a, E.8.a, G.11.a
 Personnel Attendance Report by School	System personnel attendance report by school	B.9.a
 Personnel Certification Records	Evidence of certified teachers that meet highly qualified status according to ESSA	G.11.a
 Personnel Retention Rates	Personnel retention rates	A.10.a, B.9.a, E.8.a
 Policy - Personnel Staffing Examples	Board policies related to personnel staffing	C.9.a, E.8.a, G.11.a
 Pre-K Grant Agreement 17-18	The system receives State funding from GA DECAL each year to operate 46 Pre-K classrooms in 20 schools. This is the 2017-2018 grant agreement.	E.8.a, F.8.a
 Pre-K Sample Parent and Family Involvement	These are sample Pre-K parent involvement documents which include grandparent involvement, parent conferences, meet and greets, and open houses.	C.9.a, F.8.a
 Prioritized Standards Samples	Results of system-wide collaboration to prioritize standards by content area	D.6.a, F.8.a
 Professional Development Participation Documentation Sample	This is a sample of documentation of professional learning participation from PD Express.	D.6.a, F.8.a, G.11.a
 Professional Learning Communities Overview	System PLC Implementation Overview	A.10.a, B.9.a, C.9.a, D.6.a, G.11.a
 Professional Learning Community Day School and System Samples	Samples of training documentation from school-wide and system-wide professional learning days.	B.9.a, C.9.a, D.6.a, F.8.a, G.11.a
 Professional Learning Community Norms Sample	This is a sample set of norms we apply at principal meetings. These norms were formed through collective input from principals and are reviewed at every meeting.	B.9.a, D.6.a, F.8.a, G.11.a
 Professional Learning Community Training Documentation for System and School Trainings	Sample documentation of Professional Learning Community Trainings at the system and school levels.	A.10.a, D.6.a, G.11.a
 Purchasing Card Agreement and Statement Samples	This Purchasing Card Agreement is an example of the financial controls in place that allow Pre-K teachers the flexibility to purchase classroom supplies and materials needed.	E.8.a
 RESA and System Partnership	Example of partnership with RESA, specifically with certification endorsement courses.	F.8.a
 Report Card Dates	System report card and progress report dates that are communicated on the system's website.	A.10.a, D.6.a, F.8.a, G.11.a
 STEM Goals	STEM Committee-developed goals	F.8.a
 Sample Agenda for Eggs and Issues	The Eggs & Issues breakfast series provides an opportunity for members of the Robins Regional Chamber of Commerce to network with local leaders and learn about what is going on in their community.	A.10.a, C.9.a, D.6.a, F.8.a, G.11.a
 School Climate Data Comparison Overview FY16-FY17	School Climate Data Comparison Overview FY16-FY17 The School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement.	A.10.a, B.9.a, C.9.a, F.8.a
 School Council Publication Samples (ES, MS, HS)	Evidence includes sample school council rosters, agendas, and minutes from School Council meetings.	A.10.a, B.9.a, C.9.a, F.8.a, G.11.a
 School Council System Training and Guidelines	The purpose of school councils is to "bring communities and schools closer together in a spirit of cooperation to solve difficult education problems, improve academic achievement, provide support for teachers and administrators, and bring parents into the school-based decision-making process." This file provides documentation of system-wide guidelines and support for effective school councils.	A.10.a, B.9.a, C.9.a, F.8.a, G.11.a
 School Improvement Plan Samples (ES, MS, HS)	Samples of School Improvement Plans (one elementary, one middle, and one high)	C.9.a, E.8.a
 School Improvement Plan System/School Collaboration Meetings	Evidence of partnership between central office leadership and school leadership with strategic planning alignment between school and system plans	D.6.a
 School Nutrition Manager Training Evidence	Agenda and sign in sheet sample from training provided for school nutrition managers in each school	G.11.a
 Sex Ed Grant MOU with CTB	The system entered into a grant agreement in the Spring of 2018 with Choosing The Best, LLC who is the provider of an abstinence-based curriculum to school districts through GA Title V funds and with the support of the Department of Health and Human Services, Administration for Children and Families and the GA Division of Family and Children Services. The grant is renewed each year and provides curriculum materials for an abstinence-based sex education program implemented in the middle and high schools along with professional development for the teachers. This is the 2017-2018 grant agreement.	E.8.a
 Special Education Vertical Team Meetings	Documentation of vertical team meetings for teachers of intellectually disabled students.	C.9.a, D.6.a
 Sportsmic	At a glance for start of football season, Sportsmic	F.8.a
 State Assessment Training Documentation	Mandatory training delivered to school testing coordinators and other administrators regarding testing security, policies, and procedures. Training is redelivered to school faculty involved in assessment administration.	G.11.a

 Stop the Bleed Training Documentation	This initiative focuses on training citizens in the event they witness an emergency bleeding situation.	B.9.a
 Strategic Waiver School System Documentation	Strategic Waiver School System (SWSS) documentation including the following: timeline, application, resolution, public hearing script, and waivers.	A.10.a, G.11.a
 Student Achievement News Release Examples	Examples of news releases with student achievement highlighted	D.6.a, F.8.a
 Student Code of Conduct Policy	Code of Conduct policy to ensure the orderly process of education and provide for the welfare and safety of all students who attend the schools within the district	A.10.a, C.9.a
 Student Performance Data Notebook	Student Performance Document, both at school and system level, that is updated regularly as new assessment data is reported.	F.8.a, G.11.a
 Student Services Staff Meeting	Sample meeting documents from the Student Services department	B.9.a, E.8.a, G.11.a
 Substitute Teacher Recruitment Fair	Evidence supporting the clear direction and resource management efforts of our district in recruiting substitute teachers.	A.10.a, E.8.a
 System Character Education Overview	Character Education overview	B.9.a
 System Code of Ethics	The Houston County Board of Education Code of Ethics policy outlines the manner in which BOE members will conduct themselves in regards to the governance structure, strategic planning, BOE and community relations, policy development, BOE meetings, personnel, financial governance, personal conduct as a member of the BOE, and conflicts of interest.	A.10.a, B.9.a
 System Facilities Plan	The system has a five year facilities plan that guides us through the process of increased enrollment and where school expansions need to occur. It is updated every year to meet the projected changes in enrollment.	E.8.a, G.11.a
 System Grading Policy	Policy detailing how grades are determined at each level – elementary, middle, and high.	D.6.a, G.11.a
 System Grievance Procedures	Evidence of Leadership's communication and feedback collection procedures are communicated to stakeholders, even in situations that are not positive ones. This shows that HCBE actively seeks out grievances as well as appreciation.	F.8.a
 System HR PL Task Force	The HR PL Task Force is a joint committee with system and school representatives that helps guide the direction of professional learning and new initiatives for the system.	F.8.a, G.11.a
 System Instructional Framework	Standards-based classroom instructional framework	A.10.a, C.9.a, D.6.a, G.11.a
 System Interpretation Calendar	Calendar of scheduled interpretation services to support Spanish speaking families.	B.9.a
 System Job Description Samples	Samples of system job descriptions including Superintendent, Assistant Superintendent, Coordinator, Principal, Assistant Principal, Teacher, Paraprofessional, and Administrative Assistant	A.10.a, D.6.a, G.11.a
 System Literacy Student Goal Setting Samples	The Houston County Literacy Inventory is a measure which allows students to track their progress as their literacy improves from one "Letter" to the next. The HCLI strongly correlates to a student's Lexile but has proven to be a much more robust and challenging measure of a student's reading skills. Part of the HCLI is student-led goal setting, in which students learn to recognize their current literacy inventory level, set goals for the future, and enact strategies for reaching their literacy goals. These documents show different grade levels' student self-tracking sheets.	C.9.a, F.8.a
 System MTSS Overview and Task Force Documentation	System MTSS Overview and Task Force Documentation	A.10.a, C.9.a, D.6.a, G.11.a
 System Math Goal Setting Samples	All math courses, from K-Algebra 2, have "I CAN" statements for students so that they know if they have learned the content found within a given unit. For 6th Grade – Algebra 2, students also have "I CAN Goal Setting" sheets, which give students an idea of the units' expectations before they even start the unit. Students are able to work through the sheet as they progress through the unit, marking off problems that they can do as a signal to them of readiness to conclude the unit.	F.8.a
 System Mentoring Program Documentation	Program where more experienced and effective teachers and administrators are paired with new or less effective teachers or administrators for the purpose of providing support and guidance.	E.8.a, G.11.a
 System Organizational Chart	This chart provides a visual organization of roles and responsibilities of specific system positions.	A.10.a, C.9.a, E.8.a, G.11.a
 System Pacing Guide Samples Grades 6-12	Samples of system-wide pacing guides	A.10.a, C.9.a, D.6.a, G.11.a
 System Pacing Guide Samples Grades K-5	Samples of system-wide pacing guides	A.10.a, C.9.a, D.6.a, G.11.a
 System Policy Revision Process and Examples	Regular review of policies and the initiation of changes based on changes in law or needs of the system.	F.8.a, G.11.a
 System Principal Survey Statistics 2017	Evidence that Governing Authority Surveyed of schools in HCBE to determine stakeholders' impressions of the leadership within that school.	A.10.a, F.8.a
 System Professional Learning Calendar	This calendar provides a quick reference for employees to access when planning and scheduling system-wide or large group professional learning.	D.6.a, G.11.a
 System Professional Learning Guidelines FY18	The System Professional Learning Handbook outlines system guidelines and expectations for professional learning.	A.10.a, G.11.a
 System Professional Learning Manual	The System Professional Learning Manual outlines procedures for origination of and participation in professional learning across the district.	A.10.a, G.11.a

 System Public Relations Brochure	The system public relations brochure is an overview for our community of the quality school system on which they rely to educate our students.	C.9.a, F.8.a
 System Safety Plan	This Houston County School System Safety Plan is a modification of the planning guide prepared by the Georgia Department of Education to assist local school systems and individual schools. The Houston County Board of Education has a Safety Committee that meets quarterly to proactively prepare for any emergency that might occur and impact our students. The committee is composed of representatives from all the law enforcement and safety agencies that serve Houston County, representatives from elementary, middle, and high schools and various central office staff members.	A.10.a, E.8.a, F.8.a, G.11.a
 System School Council Bylaws	This is the entire listing of School Council Bylaws as well as duties, accountability, community involvement, agreements, responsibilities, and authority of school councils for HCBE school councils.	A.10.a, C.9.a, F.8.a, G.11.a
 System Social Media Analytics	The school board communicates with the public through a variety of means, including several social networking, photo sharing, blogs, bookmarking, and Wikis. These guidelines were set forth by the Governing Authority and Leadership to guide stakeholder use of these communication devices to all stakeholders of HCBE. Analytics of social media activity are included.	C.9.a, F.8.a
 System Stakeholder Engagement Policies	Evidence that Governing Authority's policies are consistent with efficacy of engagement practices, including goals/objectives clearly stated, creation of committees of stakeholders, citizen advisory committees, school councils, dissemination of data/information to the public and gathering opinions and feedback from the public.	F.8.a
 System Student Accomplishments - Gifted and Fine Arts examples	These are public announcements via social media and HCBE press releases documenting accomplishments of Gifted and Fine Arts students, and asking the public to participate.	C.9.a, F.8.a
 System Support of Military Families	HCBE supports (and is supported) by Robins Air Force Base and is committed to quality education for our military and military-affiliated parents. HCBE works closely with RAFB through the Military School Liaison Officer to ensure that the needs that are unique to military children are served. HCBE links to RAFB (and vice-versa) to provide parents with information and advocacy for their students.	C.9.a, F.8.a
 System Testing Calendar	System calendar outlining windows for district-wide testing.	G.11.a
 System Three Year Technology Plan 2017-2020	The system technology plan is a guide to how the district will use technology to meet the system mission and vision. It includes an analysis of current use, communication, marketing, professional learning, and applicable policies.	E.8.a, G.11.a
 System Website	This is the link to our system website.	D.6.a, G.11.a
 System Website - Legislative Issues	HCBE is active in collaborations with and between our community and state. This evidence, from the system website, shows that HCBE prominently displays the legislative issues of which parents and community should be aware in the interest of high quality education in our community.	F.8.a
 System Website - PTA Family School Partnerships	Parent Engagement evidence – PTA website for HCBE showing PTA involvement, links to PTA at individual schools, and ways that PTA can influence.	C.9.a, F.8.a
 System Website - Student Safety Plans	Parent Engagement evidence – Safety protocol and emergency plans.	E.8.a, F.8.a
 System Website - Study Help Links	Online links to study helps for HCBE parents who are seeking help for their students.	C.9.a, F.8.a
 System Website -- Tech Tips for Parents	Technology-provided tech tips for parents (including free downloads of Microsoft Office for students at home). Gives parents ways to handle technology away from school for their students.	C.9.a, F.8.a
 System Website Statistics	System Website Statistics	C.9.a, F.8.a, G.11.a
 System-wide Instructional Collaboration Opportunities	Specific time set aside for teachers of like content areas within the school and across the system to meet for the purpose of idea exchange, professional learning, and planning. Sample of system-wide instructional collaboration opportunities in social studies.	C.9.a, F.8.a, G.11.a
 System-wide School Counselors Meeting Documents	System-wide School Counselors Meeting Documents	A.10.a, B.9.a, F.8.a, G.11.a
 TKES Contributing Professionals List	This document lists the contributing professionals in our district.	A.10.a, C.9.a, D.6.a, G.11.a
 TKES Evaluation Instrument Assignment List	This document provides support for the PLP and PLG tools.	A.10.a, C.9.a, D.6.a, G.11.a
 TKES Handbook	The Teacher Keys Evaluation System (TKES) Handbook outlines evaluation procedures and guidelines to provide teachers with meaningful feedback and support so they can achieve the goal of increasing academic learning and achievement for all students.	A.10.a, C.9.a, D.6.a, G.11.a
 TKES Implementation Year End Summary FY18	This document summarizes the monitoring of TKES implementation by school.	A.10.a, C.9.a, D.6.a, G.11.a
 TKES System Timeline FY18	This is the clearly articulated system timeline provided as a tool for administrators.	A.10.a, C.9.a, D.6.a, G.11.a
 TKES Training Support - PLP vs PLG	This document provides support for the PLP and PLG tools.	A.10.a, C.9.a, D.6.a, G.11.a
 Teaching and Learning Newsletter Examples	The Teaching and Learning Newsletter is a weekly publication that provides information and updates to all school administrators, central office administrators, and Board Members.	F.8.a, G.11.a
 Teen Maze Partner Agencies	The Houston County Teen Maze event is sponsored by Houston County Family Connection and is implemented as a significant collaborative effort among many community partners such as the city police departments, the sheriff's department,	B.9.a, E.8.a, F.8.a

	several fire departments, local hospitals, EMA, DEFACS, Central GA Technical College, and others. Teen Maze gives Houston County 8th graders the opportunity to experience life consequences of risky behaviors in a safe, controlled environment. Participants share experiences observing several mock settings like a vehicle accident, an emergency room scene, and a courtroom scene. They also maneuver through the Maze based on lottery-style drawn circumstances resulting from decisions made during dating situations and other life events that could result in various consequences.	
 Title 1 Shared Decision Making	Title 1 Shared Decision Making	A.10.a, F.8.a, G.11.a
 Title I Parent Satisfaction Survey	Title I Parent Satisfaction Survey	B.9.a, C.9.a, D.6.a, F.8.a
 Title I School Action Plan Samples FY18	Title I School Action Plan Samples FY18	A.10.a, E.8.a, F.8.a
 Title II Parent Survey Responses	Title II Parent Satisfaction Survey Results are evidence of HCBE reaching out to parents to gather feedback. These are also evidence (through mostly positive comments) of quality of communications and programs provided.	A.10.a, C.9.a, E.8.a, F.8.a, G.11.a
 Title II Staff Survey FY18	Title II Staff Survey FY18	B.9.a, C.9.a, E.8.a, F.8.a
 Training for Custodians FY19	Training provided to custodians on best practices, products, and their use.	E.8.a, G.11.a
 Transportation Department Training -- Part 1	Transportation In-service Training for bus drivers regarding beginning of the year procedures, CPR, and working with special needs students. Agendas and sign-in sheets included.	E.8.a, G.11.a
 Transportation Department Training -- Part 2	Transportation In-service Training for bus drivers including the following topics: Emergency Medical Data Collection, Incident Reporting, and Safety Review, Service awards, public relations, violence and weapons incident procedures, radio and camera use, and working with students with disabilities. Agenda and sign-in sheets included.	E.8.a, G.11.a
 Trauma 101 Training Documentation	This course provides participants with foundational knowledge about child trauma and child traumatic stress.	B.9.a, G.11.a
 Tribunal Policies and Training Examples	Policies, procedures, and training related to tribunals.	G.11.a
 Valedictorians and Salutatorians with Fine Arts Connections	This document shows the link between Fine Arts (FA) classes and student achievement: 8 of 10 in 2017 participated in FA courses and 9 of 10 in 2018 participated in FA courses.	C.9.a
 Warner Robins Community Transformation Plan	The Warner Robins Community Transformation Plan prepared by the Development Authority of the City of Warner Robins demonstrates the planning process and the community engagement for the city plan. This plan demonstrates the collaborative nature of different organizations within Houston County, with the largest role (Second only the RAFB) being that of Houston County Board of Education in improving the City of Warner Robins and the lives of all who live there.	F.8.a
 Work Based Learning Youth Apprenticeship Program Data Report	This document shows the Work-Based-Learning (WBL) placements made in a given year for each cluster, and the year-to-date student wages earned as a result in business and industry in Houston County.	F.8.a
 Work-Based Learning data reports	These are Work-Based Learning data reports that show how CTAE is meeting the needs of the community by providing Career, Technical, and Agricultural Education workers to local businesses, farms, and companies. The report enumerates enrollment in WBL courses, their number of hours in internships and clinical experiences.	F.8.a
 Youth Mental Health First Aid Training	Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent who is experiencing a mental health or addictions challenge or is in crisis. This course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.	B.9.a