



Accreditation Progress Report

Meriwether County School System

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TABLE OF CONTENTS

Introduction	1
Progress Assessment	
Improvement Priority 1	3
Goal 1: The system's instructional process is implemented to support student learning	8
Improvement Priority 2	12
Goal 1: Information regarding performance of the district, schools, and students will be communicated in a systematic and systemic process to all stakeholders	17
Improvement Priority 3	19
Goal 1: Align and communicate the purpose of the district to all stakeholders	22
Improvement Priority 4	23
Goal 1: Align and communicate the purpose of the district to all stakeholders	27
Improvement Priority 5	28
Goal 1: Create a systemic and systematic process to implement long-range plans to support the purpose and direction of the district	32

Introduction

The Accreditation Progress Report provides this institution the opportunity to engage in a structured continuous improvement process to review, analyze, reflect, and report on progress it has made subsequent to the External Review. Additionally, the process facilitates ongoing professional learning, collaboration, and cooperation among the institution's staff and key stakeholders in identifying and articulating progress made in the areas most in need of improvement.

As such, this Accreditation Progress Report is the summary of this institution's focused improvement efforts, actions, and activities that demonstrate how it has addressed Improvement Priorities resulting from an AdvancED External Review. AdvancED uses the report to assess the progress this institution is making in improving its impact on teaching and learning, leadership capacity, and use of resources.

This Accreditation Progress Report includes the analysis and response by AdvancED to the institution's self-reported progress. Based on the findings in this report AdvancED re-assesses this institution's accreditation status. This determination is communicated through a formal letter from AdvancED and includes next steps, if appropriate, in the process.

About AdvancED

AdvancED® provides accreditation and school improvement services that are supported by state-of-the-art educational technologies, policy and advocacy outreach, education research and innovation to education providers of all types to create a world of opportunities for every learner. AdvancED works with over 32,000 institutions in more than 70 countries serving over 20 million students. AdvancED is the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

Progress Assessment

DRAFT

Improvement Priority 1

Statement:

Design and implement a systemic and systematic monitoring process to ensure the district's instructional processes, higher order thinking skills and Learning Focused Schools strategies, are effectively and consistently implemented to improve student learning.

Description:

The district has invested in these two instructional processes to improve student learning. Teacher interviews and observations did not indicate that these two instructional systems are being implemented in all classrooms. A monitoring process, consistently implemented across all schools, will identify where additional support may be needed in the way of professional learning or other resources. Further discussion regarding these instructional systems will help to develop more teacher support and allow for analysis of data in regard to their effectiveness in increasing student learning.

Indicator 3.6

Teachers implement the system's instructional process in support of student learning.

Institution Response

Progress Status:

Implemented

Response:

The Meriwether School District has implemented plans over the past two years to create common units, pacing charts, benchmarks, pre-assessments, formative & summative assessments, and post-assessments. The first effort, two years ago, produced great results at the elementary levels (K-5). The middle and high schools were not successful at the time. In our second effort, the shared governance teams at the school and system levels have spent the past year preparing for a Summer Curriculum Leadership Academy to be held in June of 2015. This initiative will ensure that common units, pacing charts, benchmarks, pre-assessments, formative assessments will be created for all classes, kindergarten through twelfth grade, across the entire district. It is also the largest initiative that we have undertaken in order to support a consistent and viable process to effectively support the learning process.

Within months of the external review in 2013, the district hired two instructional specialists whose primary responsibility has been to ensure that instructional expectations remain consistent from school to school. They are charged with coaching teachers, monitoring the curriculum, and assisting in ensuring that there is fidelity across the district in the implementation of all instructional and curriculum initiatives.

In 2014 the district hired a school improvement specialist whose primary task has been to work in conjunction with central office, the various programs, and the schools to assist in refining of many of the processes that have created disconnect throughout the district. It is clearly understood that the actions of the district and the schools must be similar and synchronized in order to avoid the creation of barriers or differences across the district. The school improvement specialist has also assisted in conducting needs assessments, and developing processes and procedures to address gaps in professional learning and the instructional processes. The instructional specialists and school improvement specialist have become an integral part of the school improvement team. A major part of their roles is to remove those barriers that negatively impact the system's support of student learning.

The system has implemented several other programs that have also had an impact upon this improvement priority.

Writing to Win: Implemented in grades K - 12. This is a system wide effort to improve the writing skills across the district. The process is supported with regular PL opportunities, data reviews, monitoring, and discussions. The district is preparing for year two of implementation.

The district has been implementing the Learning Focused Strategies as a lesson design for many years. Two of our schools went through the process of being required to implement the Georgia Department of Education's Instructional Frameworks. We have learned that these two models are basically identical, minus some of the terminology and a few basic nuances. With that, we are still supporting LFS across the district, but are working to convert the district to all schools using GADOE's Instructional Frameworks. Using the GADOE Instructional Frameworks will enable the district to get more support from GADOE and the Regional Education Service Agencies (RESA) at a much less expensive rate.

The district has participated in the development of Student Learning Objectives (SLOs) since becoming a RTTT district. This has allows for the calculations used to determine the success of the district and the schools to be based upon all classes taught rather than simply using the results from only the subjects of reading and math. The process involves both a pre and post assessment that is used as a measure across the school district.

Odysseyware is a software program used for credit recovery and as an online course program for our high school students across the district. This allows for a uniform process of instruction, evaluation, and monitoring.

USA Test Prep is a software program used at both high schools to assist the students in preparation for the assessments that the students.

A to Z Learning has been implemented to have a consistent measure of reading comprehension and fluency across the district. Each of the three elementary schools used a different measure at the time of the SACS review two years ago.

One of the primary reasons that the Meriwether County School District made the decision to act as a participating district in the Race to the Top Grant (RTTT) was to better understand and to participate in the development of the new tools that would be created that would have a great impact upon all of the districts across the State of Georgia. Some of the primary tools that were updated or created through the grant were:

Teacher Keys Effectiveness System (TKES)

Leader Keys Effectiveness System (LKES)
The Student Longitudinal Data System (SLDS)
Teacher Resource Link (TRL)
The Georgia Milestones Assessment Program
The updated version of the Online Assessment System (OAS)
The Refinement of the Georgia Standards of Excellence (GSE)
The College and Career Readiness Performance Index (CCRPI)

The system and schools have participated in the development of the TKES & LKES since their inception. TKES & LKES has helped the Meriwether County School System tremendously by providing a process for ensuring that teachers across the district are being evaluated using a consistent tool that focuses on the instructional process. After the development of the TKES moved into the application phase, Meriwether County has participated in inter-rater reliability training on these evaluation tools. This training is specifically focused upon ensuring that all administrators have the same expectations as it relates to classroom instruction in an academically challenging environment. There are also opportunities throughout the process, for the staff members being evaluated to participate in and gain a common understanding of the standards required to be considered to be performing effectively within their respective roles.

The use of the TKES and LKES at all levels are easily monitored at the teacher, administrator, school, district, and State levels in order to measure the performance of the staff members in effectively implementing, delivering, and assessing the learning of the students. The district has implemented a timeline to pace and monitor the implementation of the TKES process across the district.

The SLDS is an incredible tool that allows for data analysis and measurement. The TRL is a resource database that allows for the sharing of effective units, assessments, lessons, benchmarks, etc across the school, district, and State levels.

The Georgia Milestone Assessments are the new statewide assessments required for students across the state. We are assessing our students at a much higher level of rigor than in previous years. The Online Assessment System has been restructured to support students throughout the year in being able to have a format that will emulate that of the Georgia Milestones.

Attachments:

TKES Handbook
Thinking Maps Information
SLO Data Sheet
SLDS Usage Data
Writing to Win Goals and Proposal

SLDS Test Results Historical Report

Instructional Leaders' Curriculum Academy

Example of a Learning Framework

DOE Instructional Framework Document Example

Reviewer Response

Status:

Accept

Response:

AdvancED commends the system for a well-detailed response. After a review of the system's response and supporting documentation, AdvancED concurs that the Required Action has been completed.

Diagnostic/Evaluation Criteria

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The system's instructional process is implemented to support student learning.	Objectives: 1 Strategies: 5 Activities: 7	Organizational	\$900000

Goal 1: The system's instructional process is implemented to support student learning.

Measurable Objective 1:

collaborate to implement an instructional process to support student learning by 06/30/2015 as measured by monitoring consistent implementation and increased academic performance..

Strategy 1:

Developing tools for the implementation of the district wide curriculum initiative - The district will conduct a professional learning and planning opportunity to develop planning tools, assessments, and units to ensure consistency in the implementation of the curriculum across all grade levels and schools.

Activity - Summer Curriculum Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The activities in the Summer Curriculum Leadership Academy will include: K-12 content alignment, prioritizing standards, creating district-wide curriculum pacing guides, creating district-wide common assessments for each unit, and creating district-wide benchmarking tools. For information, please see the attachment for the Instructional Leaders Curriculum Academy.</p> <p>Schools: All Schools</p>	Professional Learning, Other	08/01/2014	06/30/2015	\$150000	Title II Part A	Assistant Superintendent of School Improvement Instructional Support Specialists School Improvement Specialists Special Education Director Principals Assistant Principals Academic Coaches Teacher Representatives from each school
Activity - Hire staff to ensure the success of the system wide instructional process.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Accreditation Progress Report

Meriwether County School System

Hire district personnel to develop, support, and monitor a systemic and systematic process for improved instruction across the district. These staff members serve the entire school district (working out of the central office). There are two instructional specialists (funded through Title I - A). The district has also acquired a school improvement specialist (funded through the general fund). Schools: All Schools	Professional Learning, Academic Support Program, Other, Policy and Process	07/01/2013	07/01/2014	\$275000	Other	superintendent, assistant superintendents, and finance director.
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Strategy 2:

Implement research based programs to support the system's instructional process - The system will implement several research-based initiatives to create a consistent instructional process to impact all student learning across the district.

Activity - Monitor the Implementation of Writing to Win Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and fidelity checks. Schools: All Schools	Professional Learning, Other	07/07/2014	06/30/2016	\$100000	Title II Part A	Assistant Superintendent of School Improvement, School Improvement Specialist, Instructional Specialists, Principals, Assistant Principals, and Instructional Coaches

Activity - Implement programs to enhance a consistent level of instructional support across the district.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The system is implementing the use of several programs to provide a systemic and systematic process across all schools and grade levels. Odysseyware - This is used to provide for online courses, credit recovery, remediation, and extension in both high schools. USA Test Prep - This is utilized at the high school level to assist in preparation for assessments. A to Z Learning - This program is utilized by the elementary schools to have a single tool in order to gain a consistent measure of students' reading level, comprehension, and fluency across the district. Schools: All Schools	Tutoring, Academic Support Program, Other, Direct Instruction	08/01/2014	06/30/2016	\$100000	Other	assistant superintendent of school improvement, instructional specialists, school improvement specialist, principals, assistant principals, teachers

Strategy 3:

Implimentation of the Teacher Keys Effectiveness Measure (TKES) and the Leader Keys Effectiveness Measure (LKES) - These two effectiveness measures allow for a systemic and systematic process for every teacher, administrator, school, the district, and the State Department of Education to have access to data in order to measure the performance of the staff members in effectively implementing, delivering, and assessing the learning of the students.

Activity - Monitor the implementation of TKES and LKES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The systemic and systematic evaluation of the effectiveness of the instruction provided to students is now being implemented through the TKES and LKES. This process allows for participation of the staff members being evaluated, information is sought from stakeholders in the form of surveys, formal and informal observations are conducted, and the students' performance on assessments are all taken into consideration when using this new system.</p> <p>Administrators across the system, along with RESA and GADOE staff, regularly participate in inter-rater reliability to provide consistency across the district in all grade levels.</p> <p>Schools: All Schools</p>	Professional Learning, Other, Direct Instruction	08/01/2012	06/30/2016	\$0	Race to the Top	superintenden t, assistant superintenden ts, instructional specialists, school improvement specialist, special education director, principals, and assistant principals.

Strategy 4:

Develop and implement the use of Student Learning Objectives (SLOs) for the measurement of effectiveness of all non-standardized tested classes in grades PK through 12. - With guidelines established by GADOE, each district now uses SLOs to measure the effectiveness of all subjects taught throughout the district to that are not assessed through the standardized testing process. These new assessments are developed within the school district. The process includes a pre assessment and post assessment in order to establish a measurement of growth. Each class, across the district, takes its respective SLO. This creates a systemic and systematic process in which comparable data, lessons, and assessments are utilized.

Activity - Develop, assess, and monitor the growth measures established in the SLOs.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This is a year long process for assessing the growth of the students in each class that does not have a standardized assessment assigned to it. It is used to measure the growth of the student and the effectiveness of the instruction provided.</p> <p>Schools: All Schools</p>	Professional Learning, Other, Direct Instruction	08/01/2013	06/30/2016	\$0	Race to the Top	superintenden t, assistant superintenden t of school improvement, instructional specialists, testing coordinators, principals, assistant principals, and teachers.

Strategy 5:

Hire district personnel - Hire district personnel to develop, support, and monitor a systemic and systematic process for improved instruction across the district. These staff members serve the entire school district (working out of the central office). There are two instructional specialists (funded through Title I - A). The district has also acquired a school improvement specialist (funded through the general fund).

Activity - Hire district personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Hire district personnel to develop, support, and monitor a systemic and systematic process for improved instruction across the district. These staff members serve the entire school district (working out of the central office). There are two instructional specialists (funded through Title I - A). The district has also acquired a school improvement specialist (funded through the general fund).</p> <p>Schools: All Schools</p>	Professional Learning, Behavioral Support Program, Academic Support Program, Other, Recruitment and Retention, Policy and Process	07/01/2013	07/01/2014	\$275000	Other	superintendent and assistant superintendents

Improvement Priority 2

Statement:

Design, implement, and evaluate systemic and systematic procedures to monitor and communicate information regarding student learning, school performance, and achievement of district and school improvement goals.

Description:

Data are used at the district and school level, however, through interviews with stakeholders, review of information on district website, review of district and school improvement plans, and review of DCT and BST minutes, it was not evident a monitoring process was in place as to when and how this data is used to make adjustments to improvement efforts. Continuous improvement is an on-going process that requires periodic analysis of data to determine if improvement efforts are effective in increasing student learning, school performance, program effectiveness, and achievement of district and school goals. This information needs to be communicated to stakeholders in clear, concise, understandable language so as to support improvement efforts.

Indicator 5.5

System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

Institution Response

Progress Status:

Implemented

Response:

The district has worked to impact this improvement priority in several different ways. Our Federal Programs require many of the aspects of properly addressing this area. Some of the chief initiatives born out of these grant requirements are:

Parents are informed by written notification that they have the right to participate and become involved in the decision making process at all Meriwether County

Schools. All parents are invited to participate and to provide input into school activities, the School Improvement Plan, and the District Level Comprehensive Improvement Plan. These processes are in place to ensure that parents are allowed to play an active role in improving student academic achievement.

Parent Involvement Activities---Planning, Revision, and Implementation Steps:

Provide Annual Notification to Parents: Each school conducts a meeting at the beginning of each year inviting them to participate in the planning process. Distribute to parents via mail, email, telephone, flyers, website, and newsletters.

Select Parents for Involvement in Committees--- Parents are invited to participate in all parental involvement activities. Distribute to all parents via mail, email, telephone, flyers, and newsletters.

Surveys are conducted annually at each school: These surveys serve as the means for parents to become involved in planning parental involvement activities. Surveys are conducted in the Fall and the Spring to assist in making the determination of the activities for the year. Distribute to parents via mail, email, telephone, flyers, website, and newsletters.

Evaluate Survey Results: We use this information to determine the specific needs of the parents. Distribute to parents via mail, email, telephone, flyers, website, and newsletters.

Conduct District Annual Survey: At the end of each year, the district conducts an annual survey that allows for parent input. This information is analyzed by school and allows for district input from parents.

School Councils, consisting of parents, community members, and staff members are required to meet at each school a total of four times a year.

The primary aspect of monitoring these activities require that documentation will include sign-in sheets, agendas, meeting minutes, and emails to and from parents.

The school district has purchased the "One Call Now" system which calls, text messages, and emails parents and stakeholders regarding important school goals and current school initiatives.

The system and schools maintain websites for each location. Much of the information on all of these sites is set and monitored at the district level to ensure that required information is posted correctly. A change to a new web site support vendor was made in order to allow for more flexibility in the format that might be used on each of the websites. Changing the format of the website came as a result of feedback from the community and parents participating in the Superintendent's Advisory Panel. They pointed out how difficult some of the areas of the sites were to navigate.

The system and the schools maintain a Facebook page to circulate information as well.

The local newspapers, The Manchester Star Mercury and The Meriwether Vindicator are used to disseminate information on a regular basis. Each year, the schools post articles in the annual "Progress Edition" to share information regarding the programs and student successes occurring throughout the year.

The district ensures that representatives participate on several community wide organizations. (Ex. Meriwether Chamber of Commerce, Meriwether Interagency, and Partners in Education) These committees serve as places for information to be disseminated and received about the district and schools.

Tyler SIS (The student information system for the district) has a parent portal that is fully operational at this time. Parents are able to see pertinent information regarding academics, testing, discipline, and general announcements at all times.

The State and district monitor individual staff and school use of the SLDS

The CCRPI has evaluative components regarding many of the aspects supporting the elements of this improvement initiative.

Attachments:

Parent Survey Pros and Cons Example

Student Survey Example

Student Survey Results Example

Parent Survey Results

SLDS Assessment Result

District Level Improvement Plan

Parent Survey Pre K - 5 Example

Parent Survey Example

Parent Survey Pre K - 5 Example

Parent Survey Pre K - 5 Pros and Cons Example

Student Survey Results Example

Student Survey Example

Parent Survey Pros and Cons Example

Parent Portal Example

Parent Survey Results

CCRPI Example MHS

CCRPI Example MCSS
CCRPI Example MVES
CCRPI Example MMS
CCRPI Example UES
CCRPI Example STATE OF GA
CCRPI Example GHS
CCRPI Example GEWES
Newspaper Example 1
Newspaper Example 2
Newspaper Example 3
Newspaper Example 4
Newspaper Example 5
Newspaper Example 6

Reviewer Response

Status:

Accept

Response:

AdvancED commends the system for a detailed response. After a review of the system's response and supporting documentation, AdvancED concurs that the Required Action has been completed. The system is encouraged to sustain its effort over time.

Diagnostic/Evaluation Criteria

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Information regarding performance of the district, schools, and students will be communicated in a systematic and systemic process to all stakeholders.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$31200

Goal 1: Information regarding performance of the district, schools, and students will be communicated in a systematic and systemic process to all stakeholders.

Measurable Objective 1:

collaborate to provide information to our stakeholders in an effective and consistent manner. by 06/30/2015 as measured by monitoring consistent implementation and gaining feedback from all stakeholders..

Strategy 1:

Communication required of Federal Grants. - The required communications of the Federal grants have been highlighted and revisited. These include many different activities and are explained in detail in the district's response section. The district and schools have also taken on several other local initiatives to enhance this priority. These include: social media sites, new websites, a mass notification, use of the local media, participation in community organizations, and the sharing of information through parent portals. The use of these processes are monitored, data is gathered, and feedback is sought to determine the level of effectiveness.

Activity - Written Notification to Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Written notification is provided to parents that they are invited to participate in the development of the system level and school level improvement plans. Schools: All Schools	Community Engagement, Parent Involvement, Direct Instruction, Policy and Process	05/01/2014	06/30/2016	\$0	Other	Assistant Superintendent of School Improvement, Federal Programs Director, Parent Involvement Coordinators, and Principals.

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formal and informal surveys are conducted regularly throughout the year. This is done at both the district and the school level. This information is used to aid in the decision making process in many different areas. Schools: All Schools	Community Engagement, Other, Parent Involvement, Policy and Process	07/01/2013	06/30/2016	\$1000	General Fund	superintendent, assistant superintendents, federal programs director, program directors, coordinators, principals, assistant principals, and teachers.

Accreditation Progress Report

Meriwether County School System

Activity - Use of the mass notification system "One Call Now."	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This is a program that will notify stakeholders via phone call, e mail, and text message of information.</p> <p>Schools: All Schools</p>	Community Engagement, Other, Parent Involvement	07/01/2013	06/30/2016	\$30000	District Funding	superintendent, assistant superintendents, technology director, program directors, coordinators, principals, and assistant principals.
Activity - communication through new websites, social media sites, and the local media.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district and schools have employed the use of a new and more flexible website vendor. Each school has Facebook sites, and the schools and system share information to be published in the two community newspapers on a regular basis.</p> <p>Schools: All Schools</p>	Community Engagement, Other, Parent Involvement	07/01/2013	06/30/2016	\$200	General Fund	Superintendent, assistant superintendents, technology director, program directors, coordinators, website managers, principals, assistant principals, and teachers.
Activity - Participation in community organizations to gather and disseminate information.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district and schools have representation on several community wide organizations to ensure that information is communicated effectively in this area (i.e. Meriwether Chamber of Commerce, Meriwether Interagency, and the Partners in Education).</p> <p>Schools: All Schools</p>	Community Engagement, Other, Parent Involvement	07/01/2013	06/30/2016	\$0	Other	superintendent, assistant superintendents, program directors, coordinators, principals, and assistant principals

Improvement Priority 3

Statement:

Develop and implement a systemic and systematic process to review, revise, and communicate a system-wide purpose for student success that includes all stakeholder groups.

Description:

Interviews with staff and parents, a review of District Change Team (DCT) minutes, and survey results, indicated not all stakeholders were represented in the review and revision process. Parents and community members were unable to address the district purpose. While these groups indicated strong support for the schools, those interviewed did not have a sense of the purpose and direction of the district. Involving all internal and external stakeholder groups in the discussion regarding purpose, direction, and shared values and beliefs builds understanding of what the district and schools are trying to accomplish and further develops support for efforts to improve student learning as well as conditions for learning.

Indicator 1.1

The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

Institution Response

Progress Status:

Implemented

Response:

The system utilizes several different processes that are in place for reviewing, revising, and communicating a system wide purpose for student success that involves all stakeholder groups. This has always been done through the shared governance process of involving each schools' Better Seekers Team and the system's District Change Team. School Councils and Parent Advisory Committees at both the school and system levels have also been utilized.

In order to specifically address this Improvement Priority, the Superintendent's Advisory Panel was created during the Summer of 2013. This committee was formed

out of a model that was supported through the Special Education program at the Georgia Department of Education. The format allows for larger groups to identify specific targets and address them. This committee set out to focus specifically upon the task of the system wide purpose for student success. One of the most successful products that has been revised and created by this committee is the district and schools alignment of the Mission, Vision, and Values Statements.

While discussing this improvement priority and other needs, we decided to address the lack of continuity across our district by realigning the mission of each school to more closely reflect that of the system. As a result, the mission of each school was changed to more closely reflect that of the system. The vision and values were revised to become more understandable and concise. The purpose of our schools and district are certainly much more clear and aligned.

Attachments:

Superintendent's Advisory Panel Minutes - Example
Mission, Vision, and Values Statements for MCSS
Parent Involvement - Federal Programs - Example
Mission and Values Statements GMHS - Example

Reviewer Response**Status:**

Accept

Response:

After a review of the system's response and supporting documentation, AdvancED concurs that the Required Action has been completed.

Diagnostic/Evaluation Criteria

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Align and communicate the purpose of the district to all stakeholders.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Align and communicate the purpose of the district to all stakeholders.

Measurable Objective 1:

collaborate to review, revise, and communicate the purpose of the school system. by 04/30/2014 as measured by the successful completion of the revision of the district and schools' mission, vision, and value statements..

Strategy 1:

Creation of the Superintendent's Advisory Panel to examine the purpose of the school district. - This committee was created and given the specific charge to examine the need for an alignment and/or revision of the district's mission, vision, and value statements. (Specific information regarding this process may be found in the district's response section.)

Activity - Superintendent's Advisory Panel Meetings conducted	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent's Advisory Panel was composed of district and school level administrators, parents and business people from around Meriwether County. The committee met monthly for most of the 2013-2014 school year. The task was to align and/or edit the district and schools mission vision and value statement. This was done in an incremental fashion; examining each section, and working to articulate the system's true purpose. This committee will be reconvened to discuss further revisions, as well as to take on any other charges by the superintendent. Schools: All Schools	Community Engagement, Other, Parent Involvement	09/30/2013	04/28/2014	\$0	Other	superintendent, assistant superintendents, parent involvement coordinator, principals, parents, and community members.
Activity - Publish and advertise the revised mission, vision, and values statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the revisions were made by the SAP, the statements were posted on the district and school websites. They are posted in each facility. The mission statement is a part of the branding of our school district as well. Schools: All Schools	Community Engagement, Other, Parent Involvement	04/01/2014	06/30/2016	\$0	No Funding Required	superintendent, assistant superintendents, program directors, coordinators, specialists, principals, assistant principals, all certified staff, and all classified staff.

Improvement Priority 4

Statement:

Develop, implement, and evaluate a strategic and systematic process to involve both internal and external stakeholders in the decision making process.

Description:

The district has a decision making process in place that uses the DCT, BST at the school level, and grade/department level discussions. Through interviews with staff, parents, and community members, it was evident not all decisions went through this process, especially those that have impact on the work of the internal stakeholders. Having a formalized, documented process that clearly defines the scope of decisions to be made through the process allows for appropriate stakeholder involvement and develops understanding and support.

Indicator 2.5

Leadership engages stakeholders effectively in support of the system's purpose and direction.

Institution Response

Progress Status:

Implemented

Response:

There are processes in place for both the system and the school levels to engage stakeholders in support of the district's purpose and direction.

System Level: There are several different opportunities in place.

District Change Team: This is a committee that consists of the school principals, directors, support staff, assistant superintendents, and the superintendent. This is the district level component of the system's shared governance structure.

Better Seekers Teams: These are committees at each of the schools that works much like the structure of the DCT, but at the school level. It consists of the principal, assistant principal and selected teachers.

The Superintendent's Advisory Panel consists of both internal and external stakeholders from across the school district. Parents, business people, school principals, directors, assistant superintendents, and the superintendent collaborate to develop a shared understanding of the school system's purpose.

School Councils: This is a committee that functions at the school level. It consists of the principal, staff members, and business members, and parents.

Parent Involvement Committee meetings are held at both the system and school level.

Needs Assessments are conducted to gain information for school and district improvement planning.

Each of these committees works to disseminate to and receive information from the stakeholders within our district and schools. All of the administrators at both levels have been trained in the Georgia Leadership Institute for School Improvement, GLISI.

The GLISI model of governance creates a process for the development, implementation, and the evaluation of elements that are covered within its structure. It is also a part of the purpose for the existence of these committees.

Attachments:

DCT Minutes - Example 1

DCT Minutes Example 2

BST Minutes - Example 2

School Council Minutes - Example

SAP Minutes - Example

Equity Plan for FY 15

Reviewer Response

Status:

Accept

Response:

After a review of the system's response and supporting documentation, AdvancED concurs that the Required Action has been completed.

Diagnostic/Evaluation Criteria

DRAFT

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Align and communicate the purpose of the district to all stakeholders.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Align and communicate the purpose of the district to all stakeholders.

Measurable Objective 1:

collaborate to review, revise, and communicate the purpose of the school system. by 04/30/2014 as measured by the successful completion of the revision of the district and schools' mission, vision, and value statements..

Strategy 1:

Creation of the Superintendent's Advisory Panel to examine the purpose of the school district. - This committee was created and given the specific charge to examine the need for an alignment and/or revision of the district's mission, vision, and value statements. (Specific information regarding this process may be found in the district's response section.)

Activity - Superintendent's Advisory Panel Meetings conducted	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendent's Advisory Panel was composed of district and school level administrators, parents and business people from around Meriwether County. The committee met monthly for most of the 2013-2014 school year. The task was to align and/or edit the district and schools mission vision and value statement. This was done in an incremental fashion; examining each section, and working to articulate the system's true purpose. This committee will be reconvened to discuss further revisions, as well as to take on any other charges by the superintendent. Schools: All Schools	Community Engagement, Other, Parent Involvement	09/30/2013	04/28/2014	\$0	Other	superintendent, assistant superintendents, parent involvement coordinator, principals, parents, and community members.
Activity - Publish and advertise the revised mission, vision, and values statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the revisions were made by the SAP, the statements were posted on the district and school websites. They are posted in each facility. The mission statement is a part of the branding of our school district as well. Schools: All Schools	Community Engagement, Other, Parent Involvement	04/01/2014	06/30/2016	\$0	No Funding Required	superintendent, assistant superintendents, program directors, coordinators, specialists, principals, assistant principals, all certified staff, and all classified staff.

Improvement Priority 5

Statement:

Develop, implement, and evaluate a systemic long-range plan to provide, manage, and sustain resources to support the purpose and direction of the district.

Description:

Through interviews with staff at district and school levels and a review of artifacts, it was not evident that clear policy and procedures are in place by which all stakeholders participate in and define a long range plan for resources supportive of the direction of the district. With diminishing resources and budgetary cuts, it is imperative that the district have a long-range plan to identify and provide resources necessary to support the schools in their efforts in achieving district and school goals.

Indicator 4.4

The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

Institution Response

Progress Status:

Plan Created

Response:

We are developing a formalized long range planning team that will consist of representation from all areas of the stakeholders across the system including parents, students, community members, teachers, and central office personnel. This group will be charged with looking at all areas of the school system and the prioritization of the long-range goals. It will not be specific to school and system improvement, but will focus upon facilities, financial planning, infrastructure, and technology. The committee will meet quarterly. It was determined that it would be best to begin the work of this group with the arrival of the new school superintendent on June 1, 2015 since he will assume the responsibility of leading the school improvement and planning process for the district.

Since the review, however, the school district has used sustainability plans, the superintendent's advisory panel, and the improvement plans to engage in long term

planning for the district. Over the past two years, the superintendent has made two recommendations to the Board of Education to consider creating a strategic plan. The Board has declined to do so.

The school system has worked to develop long term planning through sustainability plans at the district level. Sustainability plans are used to build upon the initiatives that have been implemented through federal and state grants.

School Improvement Plans (SIP) and County Level Improvement Plan (CLIP) - The improvement plans at the system level and the school level are the one to three year plans that are developed, regularly visited, and revised to drive the short and long term planning across the district. We have instituted a SIP planning process that begins earlier, and has the added component of a district level team providing clear feedback to each school regarding their SIP. Each school receives feedback and acts upon it accordingly.

Superintendents Advisory Panel - This advisory panel is a dynamic team charged with specific goals. It meets at the discretion of the Superintendent. When implementing the work to address the concerns with the district's and schools' purpose; the panel met monthly for the better part of the school year. The goal is to convene this group quarterly, but the next meeting has been scheduled to take place after the arrival of the new superintendent. It does not seem prudent to begin the process of looking at long term initiatives and plans if we are not sure of the direction the new administration would like to pursue.

Examine policies in place to determine if revisions are required. These are revised after the Fall and Spring Legal Issues Conference, after the general assembly convenes, and when the the school board sees that a change needs to be considered.

Attachments:

SIP - GEWES

SIP - MMS

School Wide Plan - MHS

School Wide Plan - MHS

School Wide Plan - GMHS

SIP - MVES

SIP - MHS

System Level Improvement Plan

LEA Sustainability Plan - Example

Reviewer Response

Status:

Return

Response:

After a review of the system's response, AdvancED concurs that the Required Action has been addressed, but not yet completed. The system is strongly encouraged to sustain its efforts to complete the Required Action.

Diagnostic/Evaluation Criteria

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Create a systemic and systematic process to implement long-range plans to support the purpose and direction of the district.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Create a systemic and systematic process to implement long-range plans to support the purpose and direction of the district.

Measurable Objective 1:

collaborate to develop a consistent process to set long-range goals for the schools and the district. by 06/30/2016 as measured by monitoring consistent implementation, gaining feedback from all stakeholders, and creating sustainability to address the goals..

Strategy 1:

Refining the improvement planing process. - The improvement planning process has been refined across the district. The addition of a district level team providing clear feedback to each school regarding their School Improvement Plan. Each school receives feedback and acts upon it accordingly.

Activity - Improvement Plan Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year, stakeholders are invited to be review and analyze the school and district improvement plans. This process includes examining data, feedback, and budgets. The plans are submitted, and the review process takes place. This allows for there to be an assurance that the plans are aligned with the district's plan. Schools: All Schools	Other	06/30/2014	06/30/2016	\$0	No Funding Required	assistant superintendent of school improvement, school improvement specialist, special education director, federal programs coordinator, instuctional specialists, and principals.

Strategy 2:

charge a superintendent's advisory panel to address long term issues. - When a specific activity is conducted that requires stakeholder input in order to create, review, or implement; then the use of a dynamic team such as a superintendent's advisory panel will be created. This process was used to address the issues around examining the purpose of the district.

Activity - gather stakeholder feedback regarding long-term plans to support the purpose of the district.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accreditation Progress Report

Meriwether County School System

After the arrival of the new superintendent in June 2015, a superintendents advisory panel will be convened to address the issue of long term planning ideas. Schools: All Schools	Community Engagement, Other, Parent Involvement	07/01/2015	06/30/2016	\$0	No Funding Required	superintendent, assistant superintendents, program directors, specialists, coordinators, principals, and assistant principals.
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