

Liberty County School System

SACS CASI

District Accreditation Summary Report

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Overview of the District's Preparation and Organization To Conduct the Guided Self-Study

Section 1: Overview of the District's Preparation and Organization To Conduct the Guided Self-Study

The Liberty County School System has been in a continuous improvement mode for several years, but the system began its journey toward district accreditation in 2004. A team of system employees attended a SACS CASI District Accreditation Workshop in Baxley, Georgia, on October 29, 2004. Upon returning to the district, representatives met with the superintendent and system leadership team to discuss options for accreditation. The possibility of pursuing district accreditation was then discussed with school level leaders and a consensus to pursue district accreditation was reached. A recommendation to pursue district accreditation was presented to the members of the Liberty County Board of Education in an open meeting on January 11, 2005, and board members unanimously approved the recommendation.

District level training occurred on January 15, 2005. Mr. Terry Cullifer, State SACS CASI Director, presented the training to system and school leaders and members of school councils. After the training, system level administrators worked with the school leadership teams to review what procedures needed to be implemented to pursue district accreditation. Part of this process involved each school's analysis of its school improvement plan for alignment with the system's comprehensive plan and conducting its own self-study. Each school involved representative stakeholders as part of the school improvement process. Stakeholder surveys were administered in April 2005 and results were analyzed.

At the end of the school year when test data was received, the leadership teams and teachers reviewed achievement results for the 2004-2005 school year and analyzed areas of need for the upcoming year. Each school also revised its continuous improvement plan in preparation for the 2005-2006 school year. Georgia Standards for School Performance, federal and state guidelines for school improvement, SACS CASI *The Next Generation of Accreditation*, and the Georgia Comprehensive School Improvement Process were reviewed as part of the self-study process. Copies of the NSSE publications *Accreditation for Quality School Systems: A Practitioner's Guide* and *System-wide Improvement: Focusing on Student Learning* were provided to each school and the central office to serve as the guides to the overall self-study process. Additionally, Marzano's *Schools That Work*, Thompson's *Learning Focused Schools*, and Wiggins and McTighe's *Understanding by Design* served as resources for school improvement initiatives.

During May and June 2005 the system leadership team worked with board members to revise and update the system goals for continuous improvement and the system's mission and beliefs. These documents were disseminated for review and all discussions occurred in open meetings. On June 14, 2005, the school board approved the revised goals, mission, and belief statements.

After board approval of the new guiding statements, committees were created to develop the district accreditation documents. The committees were comprised of 54 stakeholders including system leaders, school employees, parents, and community members. One committee gathered and analyzed demographics to create the system profile. A second committee used survey results, achievement data, and system goals to create a plan for continuous improvement. A third committee reviewed and analyzed the ten accreditation standards and developed a summary of district compliance with each standard. A fourth committee developed a summary of methods the district employs and will expand to provide quality assurance in the continuous improvement process.

Work continued during the fall of 2005. The internal facilitator continued to attend district accreditation workshops and the national SACS CASI conference while working with committees on documenting and monitoring the process. Committee members and leadership teams reviewed documents and data to determine continued alignment with the district plan. The documents for district accreditation were finalized.

On January 10, 2006, the final drafts of all documents were shared with board members for review and additional discussion in preparation for the Quality Review Team visit. Documents were discussed with administrators, school staff, committee members, and other stakeholders to gain consensus. The final check included another review of individual school plans to ensure congruency with the system plan.

During the self-study process numerous activities allowed the system to review various aspects of the improvement process. In addition to recognizing additional areas of support that the central office staff can provide to the schools in the improvement effort, we were able to identify areas for improvement from the system level. These areas include enhancing the level of special education services, expanding gifted instruction options, providing more stakeholder involvement, extending professional learning opportunities, and supporting a greater variety of learning experiences for our students. We also recognize that we must work continually on improving student performance, expanding opportunities for technology implementation, increasing the high school completion rate, improving attendance, and reducing discipline problems.



Analysis of Accreditation Standards

Section 2: Analysis of Accreditation Standards

Standard 1 Beliefs and Mission

Vision and mission statements had previously been developed for our school system. These statements were reviewed again by our Board members. The Board determined that these statements were still relevant for our district goals. For this reason, the vision and mission statements were utilized for our district accreditation process. At the work sessions on May 17, 2005, and May 24, 2005, the Board reviewed belief statements and goals. Revisions of the goal statements and belief statements were finalized at the June 14 Board meeting. Mission, belief, and goal statements were then shared with stakeholders during the orientation process. These statements were used to direct the work of committees for district accreditation. Mission and belief statements are listed on the school system web site, posted at each school, and are also distributed to new teachers at their orientation. Section 3 contains a listing of our vision, mission, and goals.

Standard 2 Governance and Leadership

The Liberty County School System operates under the policies and guidelines set forth by the State Board of Education and enforced by the Liberty County Board of Education, Superintendent, and other central office staff. Each school within the system operates under the leadership of a Principal. The principal, along with his/her administrative team, provides instructional leadership and support to teachers so they may work effectively with all students within the system. The Principal and Administrative Team, which includes a site-based curriculum coordinator at each school, are empowered to implement, review, and recommend revisions of policies and procedures that will ensure the successful daily operation of each school.

The Board of Education also provides adequate training and orientation to assist in the leadership endeavor. Through the technology department initiatives, staff members are provided the opportunity to participate in technology training sessions that focus on the creation of new learning environments that are dependent upon access to technology tools in classrooms. This access to technology tools is primary to educators developing technology competencies and is supported by the local board of education. Liberty County's ELITE Program focuses on the best practices of teaching using technology as a tool to improve student achievement and school improvement effectively. The ELITE Program provides training that focuses on specific roles and responsibilities such as administrators, classroom teachers, and special areas. Special technology training sessions have also been provided for the local board members.

Policies are reviewed periodically by staff and recommendations are made for revisions as appropriate. The law firm of Harben and Hartley is employed to monitor various aspects of the policy manual and to ensure that policies align with state and federal laws and regulations. Currently, the law firm is reviewing all policies in the Liberty County School System Policy

Manual to determine if any revisions need to be made and to make appropriate recommendations to the Board of Education for consideration of policy revisions.

The schools within the system receive community support from local businesses, military units, and organizations through their Partnerships in Education. The school system provides adequate measures to protect its financial stability and administrative operations by maintaining necessary resources.

Standard 3 Curriculum

Liberty County Schools offer a balanced and interdisciplinary curriculum that is supported by research-based practices. The Liberty County School System is on the cutting edge of innovative change in the area of curriculum. In the past, the Georgia Quality Core Curriculum was used. Beginning with the 2005-2006 school term, the new Georgia Performance Standards will be implemented according to the approved timeline. Teachers and administrators have been properly trained for the implementation of the new curriculum.

Elementary instructional binders provide information on content area curricula as well as procedures regarding grading and teaching practices. Annual revisions ensure that teachers new to the profession or the system have a ready resource. Plans are underway to develop similar resources at the middle and high school levels.

During the summer of 2005, groups of teachers representing each school developed Georgia Performance Standards (GPS) Instructional Frameworks for each content area and grade level. As the GPS rollout continues, the frameworks will be revised annually and additional content area frameworks will be developed.

In addition to the regular education and special needs classes, an enrichment curriculum is provided for elementary and middle school students who have exceeded the requirements for their grade level. There is also a gifted program for those students who have met the requirements through additional testing. Currently the gifted program students are served at specified locations, but eventually the school system plans to provide gifted services at each school. Remediation is also provided for the students of Liberty County in the areas of Reading, Math and Language Arts. At the high school level, students are able to pursue a college preparatory diploma, a technical/ career diploma, or a combination of the two, with advanced placement and honors courses and remediation in the core courses available to serve students of differing academic levels. All summative and formative testing data are disaggregated to assist teachers in differentiating instruction to meet the needs of individual students. While training in using differentiated instruction has been provided as requested by schools, additional training and follow-up on implementation of strategies for differentiated instruction need to be provided.

Liberty County Schools are also moving forward in the wake of modern technology. Technology is being integrated into the curriculum at every grade level. A Model Technology Classroom project has been implemented throughout the school system. The project is an on-site based professional development program in which teachers are provided training, equipment, support,

and direction for developing and implementing higher levels of technology teaching strategies. The focus is on standards based curriculum and assessment that positively impact student achievement. Several schools within the system have implemented the model technology classroom project. For this project the model classroom is equipped with technological items ranging from Smart Boards to flex cameras and scanners. These items are used to assist teachers as well as the students in the teaching and learning process. The technology initiatives are supported with certified instructional technology specialists that work out of the technology department. Liberty County Schools continue to examine and implement research-based strategies to revise instruction that supports student learning through professional learning communities and each school's individual improvement plan.

Standard 4 Instructional Design

The goal of our instructional design is to increase student achievement. All instructional activities are directly aligned with our mission, vision, and beliefs. Our staff continually analyzes assessment data to enhance student learning. Active learning with an emphasis on higher-order thinking skills development is promoted and expected in each classroom. Instructional programs are built on current research-based best practices, including instructional strategies to remediate and enrich the diverse learning styles.

Strategies are developed to address weaknesses in the curriculum using learning communities that allow the sharing of information and materials and professional development to enhance student learning. Instructional time is protected from disruptions and paperwork. A technology support team composed of nine technical support staff members is in place and provides timely support to all teachers as they integrate technology into instruction.

The media specialists in Liberty County have established system level media professional learning goals that support their media programs. To obtain these goals the media specialists participated in a 20-hour course entitled "Best Practices for Media Programs." This course focuses on collaboration with classroom teachers and allows the media specialists to stay aware of timely topics that can strengthen their media programs. Seven of the fifteen media specialists have also participated in ELITE for media specialists. This is a 50 hour course that focuses on encouraging collaboration between media specialists and teachers to integrate technology effectively into the K-12 curriculum.

Teacher mentoring continues to be a weakness to be addressed in our system. To address this concern, MAST: Mentoring Achievement of Students through Teachers is a program scheduled to begin this spring. An individual at each school site will be selected to serve as a mentor-trainer and will oversee the school's mentoring program.

Standard 5 Assessment, Measurement, and Effectiveness Results

Teachers use research-based assessment strategies to measure student learning within Liberty County through pre-assessment skills inventories and standardized assessments such as the Iowa Test of Basic Skills, the Criterion-Referenced Competency Test, Writing Assessments, the End-of-Course Tests, and the Georgia High School Graduation Tests, as well as ongoing classroom assessments devised by departments or individual teachers. The school system plans to create uniform benchmark assessments by subject and grade level to provide more effective monitoring of student performance throughout the school year.

Data from these assessments are disaggregated, discussed in individual school site learning communities, and used to assist with the development of strategies that will target areas of academic weakness. Stakeholders are informed of student performance in a variety of forums such as newsletters, newspaper articles, parent-teacher conferences, and parent open house meetings hosted at individual school sites. Elementary and middle school Parent Involvement Facilitators at each site hold parent workshops on testing and how to provide academic support for students.

Additionally, each school and the board office display test scores, awards, and other information on “data walls” in a prominent location. The system purchased iRM, Interactive Results Manager, which allows further disaggregating of the state criterion-referenced test score results.

The technology department is in the process of assessing the technology integration training programs in collaboration with a consulting group, METIRI. The focus of this assessment is to determine how technology integration is impacting student achievement. Data collected from this assessment will be disaggregated and disseminated to stakeholders.

Standard 6 Resources

The Liberty County School System employs highly qualified staff that are supported by the financial resources necessary to fulfill the vision, mission, and goals of the system. The annual budget of the Liberty County Board of Education is prepared according to Georgia law. The financial, human, physical, and material resources within our system are utilized to support student learning and to optimize academic achievement. State and local financial resources are distributed to individual schools based on the school’s FTE count. Typically, federal monies are allocated based upon the school’s poverty measure. Other federal funds are allocated based upon system and school needs. Utilization of site-based budgeting allows building administrators the necessary flexibility to administer their individual allocations within the established guidelines of the school district.

School-site bookkeepers adhere to the accounting procedures and practices established by the Liberty County Board of Education as outlined in the system’s School Activity Accounting Internal Control Handbook. Schools operate under a fund accounting system that is audited annually by an independent auditor as well as by the State of Georgia. The building principals are responsible for their accounts, and central office staff closely monitors the activities in these

accounts. The Board of Education provides additional examination of these accounts through the review of quarterly activity summaries.

The Liberty County School System strives to maintain appropriate, quality staffing in compliance with state and federal requirements to meet the vision, mission, and goals of our system. The Superintendent and other system-level administrative and supervisory staff members meet and/or exceed the requirements for Georgia certification.

Salary schedules for certified employees are developed based upon the current Georgia salary scale with an additional local supplement. Classified employees are paid from standardized scales based upon competitive market salaries, years of experience, and review of scales in school systems of similar size. These scales are distributed to each school and are posted on the system's website. An ongoing salary study is designed to establish a higher level of equity among staff.

A well-established employee evaluation and assessment program is in place for certified as well as classified employees. The program is confidential and addresses needs of employees on an individual basis. New hires are provided an orientation and training session shortly after their employment. Expansion of the teacher mentoring program at each school will better ensure appropriate support for teachers new to the school each year.

Standard 7 Student Services

Each school within the Liberty County School System provides support services for students that are aligned with the vision, beliefs, mission, and expectations for student learning set forth by the Board of Education. These support services are coordinated among the school, home, and community and include emergency and security plans that ensure the safety of the students and school staff.

All schools in the Liberty County School System have Georgia Emergency Management Agency (GEMA) state approved safety plans. These plans are revisited throughout the year and updated as needed. Additionally, each of our high schools and two of our middle schools have School Resource Officers (SRO) housed at the school site. Our school system works very closely with local law enforcement, Liberty Emergency Management Agency (LEMA), and GEMA in an effort to keep our schools as safe as possible.

Other student support services include Health, Counseling, Nutrition, Transportation, Co-Curricular, and Disciplinary Assistance. Each of our schools has a full-time school nurse that addresses student health and nutrition concerns with parents and teachers. Parent Involvement Facilitators at each elementary and middle school make frequent parent contacts, particularly for those students who need additional academic assistance. At the elementary level, the facilitators make home visits to show parents ways they can assist their children to improve their achievement.

The school system also develops and implements written guidelines for student conduct and attendance that are communicated to students, parents, and staff. These guidelines are published in the student code of conduct book that each student receives upon enrollment in the Liberty County School annually. An alternative program at the middle and high school levels, contracted with a private provider, continues the educational careers of students who are removed from the regular school and reduces the number of potential dropouts.

Adequately maintained student records are kept in accordance with State and Federal regulations as well. Records are maintained at the school and system levels.

Standard 8 Staff and Stakeholder Communications and Relationships

Stakeholder communication within the Liberty County School System is accomplished in a variety of fashions at individual school sites. Surveys are sent home to parents and other stakeholders soliciting input on school improvement goals. All of the schools communicate through a principal's monthly newsletter, school council meetings, and the local newspaper about areas of importance to stakeholders. Schools also host such events as spring flings, fall festivals, parent and teacher conference opportunities, family supper nights, and parent and children fun learning days. School system and individual school websites provide important information for stakeholders and are easily accessible.

In addition, each elementary and middle school site has a Parent Involvement Facilitator who visits with parents during and after school hours to assist with helping children and parents succeed in the school environment. These coordinators often lend materials and resources to parents throughout the school year. Each elementary school has a parent resource center with materials for parents to check out. A county-wide parent resource center houses additional resources. At several schools and at the resource center, parents can also sign out technology with software aimed at improving their children's chances for success during the academic school year.

Standard 9 Physical Facilities

The Liberty County School System utilizes its resources to provide quality facilities, sites, and equipment to ensure that educational programs and services are fully implemented throughout the system and in individual schools. Facilities are maintained in compliance with all local, state, and federal regulations. Facilities are closely monitored at each site level to make certain that a safe, healthy environment exists for all occupants, and each school maintains a school safety plan developed collaboratively with stakeholders and approved by the Georgia Emergency Management Agency (GEMA).

Maintenance requests are submitted to a centralized department which oversees all operations concerns. Additional support is provided by a centralized crew which maintains grounds' upkeep and beautification for the system. This centralized method for operations and grounds ensures that quality work is performed in a timely manner, utilizing our human, physical, and

financial resources to their fullest potential. Routine preventive maintenance is scheduled, but immediate action is taken when problems arise in order to minimize risk to students and staff. An ongoing plan is in place on a rotating annual basis to provide upkeep of major projects such as painting and carpeting in our facilities. The rotation schedule for facilities maintenance and projects needs to be written and shared with school administrators. All upkeep is performed to support the instructional activities and programs within the system.

Standard 10 Continuous Process of Educational Improvement

Educational improvement focused on student performance is an ongoing process in the Liberty County School System. Individual schools develop professional learning goals that align to their school improvement plans. These goals are based on analysis of all data available at that school's level of education – CRCT, GHSGT, graduation rates, etc. – and are developed by an in-house professional learning team representing all stakeholders. In addition, plans are approved at the system level by a representative team. Professional learning must meet an identified school improvement need, have a measurable effect on student achievement, and include a plan for implementation and monitoring of progress. As new student data becomes available, it is analyzed and posted on the school's data wall, and plans are evaluated and adjusted as needed to promote success. Student achievement data drives the improvement process.

Liberty County Schools maintain school improvement plans that guide their continuous improvement efforts. With the implementation of district accreditation, the schools now have plans that align with the system plan and ensure unity and continuity in the improvement process. Since plans are reviewed throughout the year and updated/revised annually, the schools and the school system work collaboratively to ensure continuous educational improvement.



Summary Description of the School System and Its School Improvement Planning Process

Section 3: Summary Description of the School System and Its School Improvement Planning Process

The Liberty County School System's plan for continuous improvement is predicated on a portrait of the students and their families, the staff, the system, and the community. Liberty County is located in a semi-rural portion of the state. It lies in juxtaposition to Fort Stewart, the largest military installation east of the Mississippi. Fort Stewart and the Liberty County Board of Education are the two largest employers in the county.

Student Achievement: *Quality of the Work of Students*

System and school level decisions are based on the continuous examination of data. The Liberty County School System maintains a current comprehensive school improvement plan. This plan includes elements of individual school improvement plans. These plans focus on the analysis of data and using assessment to improve student performance.

A focus on curriculum alignment is reflected in the comprehensive school improvement plan. Schools within the Liberty County School System align instruction by disaggregating data from both norm-and criterion-referenced tests that include the Criterion Reference Competency Test (CRCT), Iowa Test of Basic Skills (ITBS), Georgia Kindergarten Assessment Program (GKAP-R), Fifth Grade Writing Assessment, Middle Grades Writing Assessment, High School Writing Test, End of Course Tests (EOCT), the Georgia High School Graduation Test (GHS GT), Advanced Placement Exams, and Scholastic Aptitude Test (PSAT, SAT). Close monitoring of student progress on these assessments reveals areas of progress and areas in need of improvement.

Reading and language arts achievement on the CRCT has shown steady improvement over the last four years. Ninety-eight percent of students passed the English/Language Arts portion of the GHS GT and verbal scores on the SAT hover close to the state average. Teachers at the elementary level also use the Scholastic Reading Inventory (SRI), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to monitor student progress in reading.

Student writing is formally assessed at fifth, eighth, and tenth grades. Fifth grade students have shown a marked increase in the percent of students scoring in the highest two writing stages. Eighth grade students have increased more gradually over the past four years, but have made a steady gain on the Middle Grades Writing Assessment. In 2005, more than ninety percent of those assessed passed the Georgia High School Writing Test.

Mathematics achievement on the CRCT has shown improvement in first through third grades, but begins to decline in fourth grade. The mathematics portion of the GHS GT has shown a gradual increase over the past four years, but mathematics scores on the SAT remain significantly below the state average.

Analysis of existing test data at all grade levels has resulted in a system wide focus on both mathematics and science. Liberty County schools are moving forward with the implementation of Georgia's new curriculum. Training on Georgia Performance Standards during the 2005-2006 school year will provide professional learning in best practices for both of these subject areas.

In addition to norm- and criterion-referenced tests, teachers employ a variety of assessment techniques in their classes, including teacher-made tests, projects, and performance-based portfolios. Other data is examined as well when making system and school level decisions. Data that is reviewed includes, but is not limited to, promotion and retention statistics, drop-out rates, and graduation rates.

Instructional and Organizational Effectiveness: *Quality of the Work of the School System on Behalf of Student Learning*

The schools within the Liberty County School System offer a balanced and interdisciplinary curriculum that is supported by research-based practices. Instruction focuses on the Quality Core Curriculum Objectives and the Georgia Performance Standards. Teachers review student records to guide them in preparing a variety of human, natural, technological and material resources to enhance instruction and learning. Instructional strategies are aligned with the diverse needs of the students.

Focused teaching strategies implemented throughout the system stem from training provided to teachers on the six dimensions of reading, the six elements of a math lesson, and strategies for successful written communication, and the seamless integration of technology across the curriculum. Teachers are also offered training on differentiated instruction. Elementary and middle grade teachers are provided with instructional guides compiled by a county wide curriculum team. The instructional guides are intended to set teachers up for success. They include state adopted curriculum, pacing guides, progress monitoring information, alignment to locally adopted textbooks, student work samples, and information on federal programs.

Enrichment and remedial activities are provided to students on a continuous basis. Emphasis is placed on active learning supported by the incorporation of higher order thinking skills and research-based strategies that foster a performance-based approach to learning. Students requiring enrichment may qualify for participation in classes for gifted and talented. There are Advanced Placement and College Prep classes offered at the secondary level. Middle and secondary students have the opportunity to participate in school clubs such as the Y-Club, FCCLA, and Yearbook. The middle and secondary schools also offer extra curricular activities in the areas of football, basketball, track, cheerleading, dance and a variety of band and chorus activities.

Teachers, students, and parents are offered support beyond the confines of the classroom. The Student Support Team (SST) process provides structured procedures for parents and teachers when assisting students struggling with school success either academically, emotionally, or behaviorally. Each elementary and middle school has a Family Involvement Facilitator who works with 25 identified families in need. Elementary students identified as struggling in either reading, language arts, or mathematics can qualify for remediation in a small group setting through the Early Intervention Program (EIP). An extended day program is also offered to elementary and middle school students who need additional support with reading, language arts, or mathematics. Identified elementary school students have the opportunity to attend a summer program for remediation (not promotion). Through an alternative setting, the Liberty County Board of Education, partnering with Ombudsman Educational Services, Ltd., provides an effective alternative to the traditional classroom that helps at-risk students develop their inherent

talents and achieve their potential. The Ombudsman Program is performance-based, allowing all students to work at their own pace and in many cases accelerate their own learning.

Liberty County's secondary schools offer students the opportunity to pursue a college preparatory diploma or a technical/career education diploma, or a combination of the two. The two high schools operate under a 4 x 4 block schedule, allowing students to earn eight units per year. This schedule allows students to focus on four classes at one time. The middle and secondary schools offer career related, computer based and fine arts programs. The technical, career, and agricultural education curriculum is based upon the state's performance standards which have been reviewed and validated by experts in business and industry as well as by representatives from secondary and postsecondary education. The school system collaborates with Savannah Technical Institute, which provides students with even more learning opportunities.

A strong system operates smoothly and is built on a foundation of strong, highly qualified staff members. The system makes a strong effort to recruit and hire good candidates at every level. Central office personnel travel to beyond the confines of the state of Georgia to recruit highly qualified teachers. Once hired, a teacher attends system and school level orientation. Strong support is offered to novice and veteran teachers through the process of teacher collaboration in learning teams.

The system relies on research when planning instructional practices. School-based curriculum coordinators work together to align instructional practices across the system and work at the individual schools to coordinate professional learning with needs identified at the school and within the system. System level textbook adoption committees are trained in the use of research-based procedures when selecting upcoming textbooks in all subject areas. Committees meet to examine both vertical and horizontal alignment of curriculum.

Professional learning opportunities provide teachers with tools to support best practices in instruction. The function of the Liberty County Professional Learning Plan is to serve as a vehicle for enhancing the skills of certificated and non-certified personnel with the goal of increasing student achievement. High quality, well designed and goal- focused training experiences which include support for implementation are proven to positively impact the skill levels of teachers and administrators.

The system continually reviews teacher performance to maintain quality. Administrators are trained in the Georgia Teacher Evaluation Program (GTEP). Central office personnel and board members visit school sites to review school practices. Positive practices are recognized through Teacher of the Year ceremonies, the system website, Board Recognition Nights, and through stories highlighted in the local newspaper.

Additional student services include counseling, support of English language learners (ELL), support for exceptional learners, and a strong media/technology program. The Special Education Program provides services to students of varying levels. Students receive services based on their Individual Education Plan (IEP). Special Education services are available to students in grades K-12. Special Education provides a broad range of services for educational assessment including: a) Preschool Special Education Assessment, b) Elementary, Middle and Secondary Student Support Teams, and c) Psycho-Educational Assessment. Many students with disabilities have special needs that must be addressed in order to enable them to benefit from special education. In order to meet these needs, the Liberty County School System provides a full array of services.

Technology is one of the threads that weaves each of these programs seamlessly together. The technology services are extensive at all levels. Each spring each certified staff member within the system completes the Level of Technology Implementation (LoTi) survey. Data collected from the survey is used to evaluate technology integration and to identify areas where improvement is needed. Teachers focus on using technology as a tool in the classroom. A system-level support system is provided to teachers as they integrate technology into the instruction. The school system's instructional technology team provides training to assist schools in the establishment of model technology classrooms. The focus of the model technology classrooms is to create learning environments in which technology is used as a tool to provide higher order, project based, real life teaching and learning strategies. This activity supports the Georgia Performance Standards currently being implemented.

Employees at the system and school level ensure that the budget is well-planned, well-managed, and well-monitored. All expenditures are correlated to system or school level goals identified in the comprehensive school improvement plan. Careful budgeting allows the system to provide support services that are extensive. Food service, transportation services, and facilities management focus on the needs of the students served. Each of these services has been flexible in responding to the needs of our system's rapidly expanding population.

Stakeholders' Perspective: *Perceptions of Students, Teachers, Parents, and Community Members about the Quality of the School System*

The relationship between schools and the communities that support them is built on solid communication and must be strong on both sides. Each school within the system has a school council. Membership is made up of teachers, parents, and community representatives. Each council meets quarterly to focus on instructional practices. The Liberty County Board of Education meets twice each month. Time is allotted at each meeting for parents who want to address the Board. Liberty County schools communicate to stakeholders through parent newsletters, the local newspaper, system level and school web sites, regularly scheduled parent involvement meetings, weekly progress reports, report cards, and "data walls," which display school test scores.

The community is supportive and provides resources that enhance the curriculum through jobs to our students through CBE, DCE, and Culinary Arts Internships. They also support our schools through scholarship opportunities and they support our students through the sharing of their time and experience. Our school system also collaborates with a military liaison. Fort Stewart, the local military base, hosts a College Fair for our students and also provides summer employment for students. They freely share their resources with the school system thereby extending and enriching our curriculum.

Stakeholder surveys were administered in April 2005. A summary of responses is provided in Appendix B at the end of this section.

School System, Student, and Community Characteristics: *Contextual Information and Descriptive Data*

The Liberty County School System is a benchmark for the community. Its portrait is composed of student and community demographic data, individual school characteristics, and stakeholder perspectives. The system has eight elementary schools, three middle schools, two high schools, a PreK center, and a Psychoeducational Center.

According to the most recent U.S. Census figures, Liberty County's population was 61,749 with an expected growth rate of .2%. At this projected rate, Liberty County's population will increase to over 67,000 by 2007. Liberty County has a diverse population. Caucasians make up 46.6% of the population, African Americans make up 42.8%, and the remaining 10.5% fall into other ethnic categories. Enrollment for the county is currently close to 11,000 students.

The percent of adults possessing at least a high school diploma in Liberty County (86.8%) is higher than the state average (78.6%). Yet fifteen percent of Liberty County's population lives at or below the poverty level. This is significantly higher than the state of Georgia poverty level of 12.3%. Liberty County's average per capita income of \$16,980 is dramatically lower than both the average for the state of Georgia and the average for the United States. Georgia's average per capita income is \$28,523 and the average for United States citizens is \$30,413. The unemployment rate in the county is also higher than that of the rest of the state. Georgia has an unemployment rate of 5.1%, while Liberty County hovers around 6.3%. Countywide, 51.7% of our student population is eligible to receive free or reduced price school meals.

Fort Stewart, the nation's third largest military base, lies adjacent to Liberty County and houses the 3rd Infantry Division. Military dependents make up a large percentage of the student body. Enrollment figures fluctuate daily due to the arrival and departure of military families. Transience is a significant factor in assessing student performance within the county's schools. The number of transient students makes it difficult to establish trends.

Transience is also a factor impacting faculties within the system. Chart A below illustrates this fact.

Chart A: Staffing trends

Year	Certified Staff Hired	Certified Staff Lost
2000	153	114
2001	164	125
2002	143	116
2003	160	121
2004	143	144

Continuous attention to recruitment is necessary to maintain a certified staff of approximately 880 and a classified staff of 742. An examination of the racial composition of the county's employee population reveals that 68.9% of the certified staff is Caucasian and 30.5% is African American. The remaining 0.6% is a split among Hispanic, Asian, and Native American. Maintaining a staff of highly qualified employees is a priority for Liberty County administrators. More than half of the county's certified employees have an advanced degree (55.1%) and 50.5% of the certified employees have more than 10 years of teaching experience. Under the guidelines

of the No Child Left Behind Act (NCLB), 91.1% of the certified teachers in Title I schools are highly qualified and 93.5% of the paraprofessionals are ranked as highly qualified. The percent of certified teachers at non-Title I schools that meet the criteria to be considered highly qualified is slightly lower at 81.9%.

Summary of the School Improvement Planning Process

As detailed in Section 1 of this document, the guided self-study has evolved over a period of 12-14 months. The process included representatives from all stakeholder groups involved at various times in various ways.

The initial self-study began with a review of the system's previous five year strategic plan and the schools' SACS school improvement plans. Central office leadership provided direction for all components of the self-study.

Each school's leadership team and school improvement team studied the plans and made revisions based on goals already accomplished and goals yet to be accomplished. Teams worked with the curriculum directors to analyze and mine data to determine areas of deficiency in student achievement and to provide direction for instructional planning. Administrators and curriculum coordinators ensured the implementation of the school improvement plans; central office leadership monitored the implementation and evaluation process.

In the spring of 2005, the school improvement and leadership teams began work on revising school improvement plans. At that time the board of education members began work to establish new goals and to revise the mission and belief statements for the system. As these goals evolved and were presented to the school improvement teams, school plans were reviewed for continued alignment with the system goals. Surveys of stakeholder perspectives were administered in preparation for committee work and school district planning. Updates on student achievement data were analyzed as data was made available from the state department.

Simultaneously, system-level committees comprised of central office leadership, school administrators, teachers, parents, and community members, began working on the four areas required for district accreditation. All committees met together and individually to complete the various components. Members remained informed through e-mails and continued committee meetings as work progressed and consensus was gained. Central office staff monitored the progress of each committee.

Once the committee work was completed, central office leaders reviewed and refined the committees' documents. When the documents were completed, the plan was shared with all stakeholder groups to gain consensus.

LIBERTY COUNTY SCHOOL SYSTEM CONTINUOUS IMPROVEMENT PLAN

VISION

All children will receive a high quality education through the opportunity to build the knowledge and skills to be successful, contributing members of a global society.

MISSION

The mission of the Liberty County School System is to provide all students an education which promotes academic excellence, good citizenship, and a love of learning. This mission, which will be accomplished through the joint effort of the school, the student, the home, and the community, will meet the needs of an ever-changing global society.

BELIEF STATEMENTS

1. We believe that every child should be provided the opportunity to receive an education that meets individual needs while exercising the right and responsibility to learn in a safe learning environment.
2. We believe that all employees should model the system's organizational beliefs and hold high expectations for student success.
3. We believe that education includes the development of citizenship, personal responsibility, and respect for self and others.
4. We believe that all individuals should be treated with respect and a sense of fairness.
5. We believe that all staff should participate in results-driven professional learning which is aligned with the system's and schools' goals for improvement.
6. We believe that technology will improve student achievement and increase the school system's productivity and efficiency.
7. In order to serve a mobile population, we believe that schools must be sensitive to the needs of the community and to the changing needs of the learners as they develop educational priorities for student achievement.
8. Because education is a joint effort and responsibility among the school, the home, and the community, we support and encourage parent and community participation in the school system.
9. We believe that local control and individual school flexibility are essential in implementing strategies to meet goals for school improvement, increase student achievement, and follow state and federal requirements.

Action Plan

Goal 1 – Increase achievement levels for Liberty County School System students to insure their international competitiveness and adaptability to an ever changing technological society. Defined target areas for student improvement during the next five years include the following assessment goals:

- **College Admission Testing (SAT and ACT)**
The mean SAT scores for LCSS students will meet or exceed the state average.
The mean ACT scores for LCSS students will meet or exceed the national average.
- **Criterion Referenced Testing**
 - The percentage of first time test takers passing the Georgia High School Graduation Tests (GHSGT) will increase in:
 - English Language Arts 1% per year with 93% being the baseline percentage in 2005.
 - Mathematics 1% per year with 90% being the baseline percentage in 2005.
 - Social Studies 2% per year with 77% being the baseline percentage in 2005.
 - Science 3% per year with 59% being the baseline percentage in 2005.The percentage of students who pass the GHSGT in Writing will increase 1% per year with 93% being the baseline in 2005.
 - The percentage of students scoring on or above target on the 8th grade writing assessment will increase 1% per year with 88% being the baseline in 2005 .
The percentage of students scoring at or above the experimenting level on the 5th grade writing assessment will increase 1% per year with 89% being the baseline in 2005.
 - The percentage of student meeting and exceeding on End of Course Tests will increase in:
 - Algebra I will increase 2% per year with 79% being the baseline percentage in 2005.
 - Geometry will increase 2% per year with 70% being the baseline percentage in 2005.
 - Ninth grade literature and composition will increase 1% per year with 83% being the baseline percentage in 2005.
 - American literature and composition will increase 1% per year with 95% being the baseline percentage in 2005.
 - Biology will increase 1% per year with 82% being the baseline in 2005.
 - Physical science will increase 2% per year with 66% being the baseline in 2005.
 - US History will increase 2% per year with 74% being the baseline in 2005.
 - Economics will increase 3% per year with 49% being the baseline in 2005.
 - The percentage of students who “did not meet standard” on the Georgia’s Criterion Referenced Competency Tests (CRCT) will decrease in all sub groups and the percentage who exceed the standard will increase in all subgroups on the CRCT.
 - Appendix A
- **Norm-Referenced Testing**
 - For students in grades 3, 5, and 8, the national percentile rank of the average score will increase for two points per year in Reading, Math, Science, and Social Studies.
 - Appendix A
- **School Completion Rate**
 - The percentage of students who graduate with a high school diploma within the standard number of years (four) will increase by 2%.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
<p>1.1 Provide teachers with essential tools to maintain and update performance standards, identify and prioritize critical course content, and address individual differences in the way students learn.</p> <ul style="list-style-type: none"> Develop and implement a comprehensive assessment program, including benchmark testing, to accurately predict student progress toward meeting local, state, and national standards as well as post-secondary progress. Teaching materials, textbooks and instruction will be aligned yearly with Georgia Performance Standards (GPS), Quality Core Curriculum (QCC), as well as best practices and student assessment methodology of the Georgia Assessment programs. Support will be provided to allow students with disabilities to receive an increase in the time for instruction in regular education settings through inclusion and collaborative options or models and professional learning will be provided in differentiation of instruction. Support will be provided to increase the number of students participating in virtual learning. The Gifted Program for K-12 will be restructured to maximize instruction for these students. A reassessment of the District's methodology for the application of resources, in conjunction with SST services, will be conducted with the goal of applying additional resources to students who have academic deficits. Learning and instruction using GPS will be reviewed yearly to assure appropriate implementation and rigor. Support will be provided to create a test coordinator at each high school Disaggregated data will be provided for all subgroups, as well as post-secondary options. 	Ongoing	Student achievement results GPS Instructional Frameworks Professional Learning Communities (PLC) Documentation	Federal, State, and/or Local Funding District Directors FDRESA DOE	Assistant Superintendent for Curriculum
	Ongoing	Student achievement results GPS and QCC Frameworks PLC and Textbook Adoption Documentation	District Directors	Assistant Superintendent for Curriculum
	Ongoing	Student achievement results Attendance; PLC documentation	District Directors; SST	Executive Director of Division for Exception Learning
	Ongoing	Documentation of student participation; drop out rates; Student achievement results	Virtual School Facilitators; Guidance counselors	Director of Special Programs
	Ongoing	Documentation of data analysis and PLC; Implementation Plan	District Directors; FDRESA	District Director of Gifted
	Ongoing	Resource allocation plan for academically deficient students; SST documentation	District Directors	Assistant Superintendent for Curriculum
	Ongoing	Student achievement results; PLC documentation; teacher evaluations	GPS training and implementation; District Directors	Director of Professional Learning
	2005-2006 School year	Needs assessment results	Local funding	Assistant Superintendent for Curriculum
	Ongoing	Analysis results	AYP report; student achievement results	Assistant Superintendent for Curriculum

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
<p>1.1 Cont., Provide teachers with essential tools to maintain and update performance standards, identify and prioritize critical course content, and address individual differences in the way students learn.</p> <ul style="list-style-type: none"> Each school will maintain and update yearly, a comprehensive School Improvement Plan (SIP) that focuses on student achievement strengths and weaknesses. Work with all stakeholders to decrease tardies and absences (SASI – Phone Link). After school programs. Provide support to develop action plans for schools to meet Adequate Yearly Progress (AYP) criteria for all subgroups. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Student achievement results; GPS Instructional Frameworks; Professional Learning Communities Documentation; School Improvement Plans</p> <p>Attendance records</p> <p>Student achievement results</p> <p>Student achievement results; School Improvement Facilitators</p>	<p>District Directors; GPS training</p> <p>School social worker</p> <p>District Directors</p> <p>District Directors; School Improvement Facilitators</p>	<p>Director of Professional Learning; Principals</p> <p>Director of Special Programs</p> <p>Director of Title Programs</p> <p>Assistant Superintendent for Curriculum</p>

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
<p>1.2 Develop and implement a comprehensive student assessment program that accurately estimates the progress of LCSS students in meeting national, state and local standards as well as determining the degree to which they are successful in meeting their postsecondary school goals.</p> <ul style="list-style-type: none"> All available resources will be utilized in disaggregation of assessment data for all subgroups recognized by NCLB legislation. A district-wide protocol for students in grades 9-11 to take the Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarships Qualifying Test (NMSQT) and the utilization of item analysis to evaluate and improve instructional methodology will be established. Secure and implement a Data Warehouse to analyze trends; evaluate programs; and assist teachers, administrators, School Councils and School Leadership Teams in identifying ways to increase student achievement will be developed. 	<p>Ongoing</p>	<p>Comparison charts of test results</p>	<p>Federal, State and Local Funds</p> <p>District and Site Testing Coordinators</p>	<p>Assistant Superintendent for Student Achievement</p>

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
<p>1.3 Each school will continue to complete an annual revision of the School Improvement Plan.</p> <ul style="list-style-type: none"> • School and community profile • School mission and beliefs • Comprehensive needs assessment based on Effective Schools Research • Measurable objectives with CRCT or GHSQT/EOCT as the baseline to reflect Annual Yearly Progress (AYP) criteria • Action plan to meet measurable objectives, including steps for all schools to meet AYP criteria for all subgroups, regardless of the size of the subgroups • Implementation plan and documentation of results • School-based Plans: <ul style="list-style-type: none"> ○ SACS/CASI Action Plan of Commendations and Recommendations ○ Student Support Team ○ Remediation ○ Technology ○ Safety and Security ○ Character Education ○ Homework ○ Attendance and Truancy Prevention ○ Title I (if applicable) ○ Waiver request (if applicable) ○ Corrective Action Plan (if applicable) 	Annually	<p>School improvement plan checklist completed by the Director of Professional Learning and PL Committee. Documentation will be submitted to the Superintendent.</p> <p>Progress toward meeting objectives reported in following year's plan.</p>	<p>Federal, State, and Local Funding</p> <p>District Directors; FDRESA; SACS/CASI; Principals</p>	<p>Assistant Superintendent for Student Achievement</p> <p>Director for Professional Learning and Curriculum and Instruction</p>

Goal 2 – Provide a safe and secure environment for learning and teaching.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
2.1 Maintain a General Directives Manual for internal use by school resource officers that establishes high standards of performance.	Ongoing	DARE Advisory Board	Federal, State and Local Funds	Executive Director of Special Programs
2.2 Work with local and state criminal justice agencies to acquire information necessary for ongoing investigations, crime trends and court related dispositions of students adjudicated.	Ongoing	DARE Advisory Board	Federal, State and Local Funds Site Resource Officers, Site Administrators, and Local Juvenile Justice Support	Executive Director of Special Programs
2.3 Work with local school faculty and staff to identify problems, issues and concerns related to the school and identify effective strategies to ensure a safe, secure and drug free environment.	Ongoing	GEMA Approved Safety Plans	Federal, State and Local Funds Site Leadership Teams	Executive Director of Special Programs
2.4 Work with local PTAs, faculty and other family/youth related organizations to cultivate resources and establish relationships that will support initiatives related to conflict resolution, peer mediations, anger management and other areas within the system.	Ongoing	Locally Developed Report	Federal, State and Local Funds Site Guidance Counselors	Executive Director of Special Programs
2.5 Prepare an annual report that captures the types of calls and incidents being handled by the police department, incidents reported to the State and administration actions taken to insure safety of students and staff.	Monthly Report	DARE Advisory Board Locally Developed Report	Federal, State and Local Funds Site Administrators Site Resource Officers Local Juvenile Justice Support	Executive Director of Special Programs
2.6 Provide quality, safe transportation for all students.	Ongoing	By performing monthly safety inspections on the school buses as required by DOE. Also, continuing training of bus driver throughout the year.	Federal, State and Local Funds Local Transportation Trainers Georgia State Patrol	Director of Transportation
2.7 Provide well qualified, highly-skilled drivers through a comprehensive training program, graduated salary schedule and other incentives.	Ongoing	Initial training program. Monthly safety meeting. Annual DOE Training.	Federal, State and Local Funds Local Transportation Trainers Georgia State Patrol	Director of Transportation
2.8 Provide well-trained bus technicians using the latest computer diagnostics equipment incorporating extensive professional learning and career incentive programs.	Ongoing	Annual DOE training. Hands on training with engine/bus manufacturers.	Federal, State and Local Funds Local Transportation Trainers Georgia State Patrol	Director of Transportation
2.9 Maintain fuel islands located in the East and West sections of the county and provide additional secured parking areas to increase productivity and efficiency.	Ongoing	Inspection Reports	Federal, State and Local Funds	Director of Transportation

Goal 3 – Improve performance of students, staff, and the organization through results-driven professional learning that is standards-based, job embedded, and collaborative.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
3.1 Provide system-wide standards-based professional learning in specific content and instructional strategies that is based on teacher identified needs related to essential teacher knowledge to assure that all students master critical course content objectives.	Annually	System-wide professional learning needs assessment, SAI, support for implementation of professional learning, and GTOL.	Federal, State, and Local Funding District Directors; FDRESA	Director of Professional Learning
3.2 Provide training for disaggregation and interpretation of data.	Ongoing	System student achievement data analysis and site student achievement data analysis in professional learning communities	Federal, State, and Local Funding District Directors; FDRESA; Principals	Assistant Superintendent of Curriculum
3.3 Enhance job-embedded, collaborative and contextual models of professional learning.	Ongoing	Professional learning communities documentation and observations.	Federal, State, and Local Funding District Directors; Principals; Curriculum Coordinators	Director of Professional Learning
3.4 Continue offering courses on the integration of technology and curriculum and provide training for certified staff to meet the PSC technology proficiency requirement.	Ongoing	LOTI	Federal, State, and Local Funding Technology Office	Executive Director of Technology/Media
3.5 Design and implement a professional learning program for new administrators and new teachers.	Ongoing	GTEP Training, GLISI, LEADS (local training for future administrators), and district-based mentoring	Federal, State, and Local Funding District Directors; FDRESA	Director of Professional Learning
3.6 Continue to enhance a training program for classified personnel.	Ongoing	System level professional learning documentation	Federal, State, and Local Funding District Director; FDRESA	Director of Professional Learning
3.7 Embed in local training cultural diversity for employees of the school district.	Ongoing	Agendas and course descriptions	Federal, State, and Local Funding District Directors	Director of Professional Learning
3.8 Emphasize writing across the curriculum through the implementation of GPS.	Ongoing	Agendas, course descriptions, and GPS training materials	Federal, State, and Local Funding District Director; DOE; FDRESA	Director of Professional Learning
3.9 Support the implementation of GPS according to the state timeline.	Ongoing	GPS documentation	Federal, State, and Local Funding GPS Framework; GPS trainers	Director of Professional Learning
3.10 Assure all SIP are researched-based models to improve student achievement.	Annually	Procedures list for developing SIPs	Federal, State, and Local Funding District Directors	Director of Professional Learning
3.11 Support the professional learning for collaborative models of instruction for students with disabilities.	Ongoing	GPS training, differentiation of instruction training, SRA corrective reading and Success Maker	Federal, State, and Local Funding District Directors; FDRESA; GLRS	Executive Director of Division for Exceptional Learning; Director of Professional Learning
3.12 Provide more opportunities for on-line professional learning.	Ongoing	SIA and Professional learning needs assessment	Federal, State, and Local Funding Technology office	Executive Director of Technology/Media

Goal 4 – Increase stakeholder involvement throughout the school system.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
4.1 Review and evaluate existing partnerships through school councils to determine benefits and how they affect student achievement.	Annually	School council minutes	Principals	Director of Special Programs
4.2 Expand, renew and manage existing partnerships and add new ones.	Annually	School council minutes	Principals	Director of Special Programs
4.3 Expand guidelines to institute a "communications loop" whereby pertinent school data, information and policy considerations are routinely disseminated through bi-weekly Principal's meetings and the intranet. <ul style="list-style-type: none"> • Enhance and expand Public Relations through the use of the local media. • Establish a system for Spanish translation of forms, letters and curriculum-related materials. 	Annually	State Department of Education website links on District and School websites and Principals' meeting agendas	Principals District Directors	Assistant Superintendent for Student Achievement
4.4 Disseminate school and school district information relative to educational programs/ opportunities to the community-at-large via Internet, written correspondence and interpersonal communication. <ul style="list-style-type: none"> • Establish a general information page for newcomers on the School District Web site. • Expansion/alignment of FAQ section on Website. 	Ongoing	District website and Schoolworksite (Lesson Plan Management website)	Technology office	Executive Director of Technology/Media
4.5 Expand facilitation of parental involvement initiatives to increase opportunities for school/parent communications.	Ongoing	Documentation from the Parent Involvement Coordinators	Principals District Directors	Director of Special Programs

Goal 5 – Integrate technology into the curriculum at all grade levels to enhance student learning and throughout the district to increase productivity and efficiency.

Action Steps	Timeline	Evaluation Measures	Resources	Person Responsible
5.1 Continue to optimize the networking infrastructure to support student learning and the district's technological needs.	End of fall and spring of each year.	Technology survey; SIP	Instructional Technology Specialists	Executive Director of Technology/Media
5.2 Enhance instructional and technical support to each school to help classroom teachers integrate technology successfully.	Daily review of trouble tickets. Annual Survey.	ELITE and Model Classroom evaluations	Instructional Technology Specialists	Executive Director of Technology/Media
5.3 Continue to integrate various forms of technology into classroom instruction as appropriate for each curriculum.	Spring of each year.	Technology survey; SIP	Instructional Technology Specialists	Executive Director of Technology/Media
5.4 Monitor the implementation of the online credit recovery delivery of courses policy.	Ongoing	Documentation of Graduation Rate	Curriculum and Instruction for High Schools; Counselors	Assistant Superintendent of Curriculum
5.5 Continue to align technology-based training initiatives directly with school improvement goals.	Every nine weeks.	Hardware surveys, LoTi survey of teachers, Classroom observations.	Instructional Technology Specialists	Executive Director of Technology/Media
5.6 Expand the utilization of the Georgia Learning Connection and other educational on-line web links for lesson plans, media resources, databases and curriculum-related activities.	Annually, Every nine weeks	LoTi, Electronic portfolios, Student surveys, Observations	Instructional Technology Specialists	Executive Director of Technology/Media
5.7 Develop procedures for measuring usage and effectiveness of existing or requested software and subscription services.	Ongoing	Documentation of software and subscription service evaluations	Instructional Technology Specialists	Executive Director of Technology/Media
5.8 Continue to provide access to remote/home access to students for specific curriculum through school websites and school work site (lesson plan website).	Annual Every nine weeks	Maintain a log of webpage counters and emails received through websites Monitor school websites	Instructional Technology Specialists	Executive Director of Technology/Media
5.9 Continue to provide support and information for assistive technology offerings through professional learning based on need.	Ongoing	Documentation of use and needs assessments	Division for Exceptional Learning	Executive Director of Division for Exceptional Learning
5.10 Replace administrator-to-teacher and teacher-to-administrator paper trails with electronic transmissions.	Annual	Observations, assessment of websites Annual survey of administrators and teachers to determine usage	Instructional Technology Specialists	Executive Director of Technology/Media
5.11 Maintain compliance with the Children's Internet Safety Act (CIPA) through policy and practice.	Annual	Hardware inventory, Maintain log of breaches of AUP	Instructional Technology Specialists Site Media Specialists	Executive Director of Technology/Media
5.12 Provide portability and easier access to technology tools and resources for non-regular classroom staff members.	Semi-annual (Fall/Spring)	Conduct a semi-annual equipment inventory.	Instructional Technology Specialist; Media Specialists	Executive Director of Technology/Media



Methods Employed to Provide Quality Assurance

Section 4: Methods Employed to Provide Quality Assurance

Liberty County is constantly working for continuous improvement, setting goals, and supporting its schools and teachers. Over the past five years the county has supported each school's individual comprehensive school improvement plan by looking at each school's test data and collaborating to provide professional development as well as encouragement through each process. Providing quality assurance is a fundamental element within the school improvement process.

Section 4, Methods Employed to Provide Quality Assurance, was developed on the basis of test data over the past five years as well as system support for schools. The group reviewed state on-line report cards for trends in test data in all content areas. System professional development opportunities and corrective actions were also reviewed to determine if assistance provided correlated with the schools' individual plans to impact student achievement. As this is the first year the county is compiling a system study for accreditation, no previous action plans were established for review. New schools' plans will correlate with the system plan to ensure progress and achievement gains.

A diverse range of assessment results was disaggregated to determine county-wide targeted areas of weakness. These assessments include: the CRCT (Criterion Referenced Competency Test), Fifth Grade Writing Assessment, Middle Grades Writing Assessment, Georgia High School Writing Test, Georgia High School Graduation Test, and the SAT (Scholastic Assessment Test). Each assessment will be analyzed every year for trends in data. County-wide test data will be examined to determine areas of strengths and weaknesses. Identified areas of weakness will be evaluated and then county support and professional development will be determined as needed. As county progress is monitored, the plan and implementation of the plan will be updated, revised as needed, and centered around research based strategies.

Students in grades one through eight are assessed using the CRCT. First and second grades are assessed in reading, language arts, and mathematics. Third through eighth grades are assessed in all content areas – reading, language arts, mathematics, science, and social studies. Reading and language arts achievement have shown a significant increase over the past four years. Mathematics scores have fluctuated each year with grades one through three illustrating considerable gains. Math scores began dropping in fourth grade decreasing each year through eighth grade. Science and social studies are tested in third through eighth grades with increasing percentages in each grade level over the past three years. Although gains have been made, the percentage levels are still within the middle seventies to lower eighties. Mathematics, science, and social studies are targeted content areas based on identified weaknesses. Students with disabilities have made a slow increase in percentages of students meeting the standard but the percentages remain below the projected goal. Additional support for students with disabilities has been created to address these needs.

The group focused primarily on CRCT targeted promotional grades for areas of improvement and weakness over the past four years – third, fifth, and eighth. Each of the gateway grade levels has shown gains over the years. With increasing gains made each year since 2002 (*majority of grades were not tested in 2001*), mathematics, science, and social studies remain the targeted areas of weakness in student achievement.

- Third grade made a seven percent increase in reading, six percent increase in language arts, a twelve percent increase in mathematics, an eight percent increase in science, and a ten percent increase in social studies.
- Fifth grade students in the county made a four percent increase in reading, an eight percent increase in language arts, twelve percent increase in mathematics, a three percent increase in science, and a nine percent increase in social studies.
- Eighth grade students showed a one percent increase in reading and science, a fourteen percent increase in language arts and mathematics, and a six percent increase in social studies.

The Fifth and Middle Grades Writing Assessments show percentage increases in both grade levels for the highest two stages - five and six. Since 2001 fifth grade students have made a twenty-one percent increase. By 2004 fifty percent of fifth graders were at stages five and six. Eighth grade students have made an eleven percent increase since 2001, rising from seventy-seven percent in 2001 to eighty-eight percent in 2005. The targeted percentage for the top two stages is eighty percent. The Georgia High School Writing Test has also shown a nine percent increase since 2002. By 2005 ninety-three percent of the students passed the assessment.

The GHS GT (Georgia High School Graduation Test) shows ninety-eight percent of the students passed English/language arts in 2005, with each year ranging within the nineties. Mathematics has made an eight percent increase over the years. Social studies and science are two areas of weakness declining over the past four years. In 2005 social studies showed eighty-three percent and science sixty-four percent of students passing.

The SAT average score for high school students has improved over the years. Verbal scores remain close to the average state scores while mathematics is significantly below the average state scores. Graduation rates are higher than the state percentage each year by nearly six percent.

Overall test data illustrates mathematics, science, and social studies are targeted areas of concern. Reading, language arts, and writing were targeted areas with county support and professional development. Achievement in these areas has shown significant improvement over the years.

Liberty County's goal is to provide quality assurance by practicing a clear and concise process that essentially becomes part of the daily actions of the district. Corrective actions and system sponsored professional learning are determined after performance data for students and staff has been analyzed. Research based intervention methods and trainings are utilized to maximize gains in student achievement. We strive to provide equal educational opportunities for all.

Liberty County also supports schools' individual efforts to increase academic achievement. System and school plans will be correlated to focus on the greatest areas of need revealed by the data. All plans will be revisited throughout the year and will be updated each spring and summer. Feedback on methods and programs will ensure positive outcomes on each endeavor. Based on AYP the system offers supplemental services and school choice as required by NCLB. Each school's comprehensive school improvement plan is based on individual needs of the school. All needs are determined after data analysis has been conducted. Action steps are planned for areas of weakness and resources are allocated to support each action. The required system technology plan addresses the implementation of instructional technology for improving student achievement. Every plan is reviewed by the central office for approval. Incorporating

these plans, the system sets forth its goals and the strategies necessary to meet these goals annually.

Many county and state sponsored programs are mandated to ensure students are provided with the necessary means to make achievement gains. The Early Intervention Program (EIP) is provided in kindergarten through fifth grades. Students not meeting standards in reading and mathematics are provided extra support in identified areas. Elementary and middle schools offer students the opportunity to attend an After School Program for additional reinforcement in reading and mathematics. The Parent Involvement Network, formerly called the Home School Connection began in 2002 – 2003 to bridge the gap between struggling students from twenty-five economically disadvantaged homes. Each elementary school has an assigned paraprofessional who visits homes supplying parents with resources and strategies for academic improvement. The Parent Involvement Faculty also schedules parent workshops and serves as liaison between the teacher and the home. Parent Resource Centers are located at each elementary and middle school, along with the Title I Resource Bus that is at each location one day a week. Both high schools assist freshmen with the transition of moving between middle and high schools with a program called Freshman Focus. Bradwell Institute also extends this program with Freshman Academy featuring smaller learning groups for students experiencing academic difficulty. Another high school initiative focuses on students performing at low levels on the GHSGT requiring remediation on targeted areas of need.

Professional learning communities are incorporated in most schools as a means for teachers to collaborate on improving student achievement. During these sessions teachers discuss upcoming Georgia Performance Standards, share effective strategies to enhance instruction and work to develop common assessments. Elementary schools are providing extended days for staff one day per week for professional learning communities to address effective practices and examine student work. This extended day is also used to provide professional learning to staff members.

Professional development is provided each year based on needs determined by student performance data as well as teacher evaluation information. Central office personnel work with each principal and the site-based school improvement committee to determine the appropriate professional learning needed to improve student performance. Throughout the summers of 2002 and 2003 the Title I programs offered training to all staff members focusing on all content areas as well as technology. Liberty County staff members were given the opportunity to choose classes that dealt with their schools' areas of need.

While reading was a targeted area, courses were provided to teachers and paraprofessionals. Training in *Research Based Reading* was provided at each elementary school and *WHIRL* (Weekend Happenings in Reading Language Strategies) was provided to teachers volunteering to take the course.

A group of assigned site-based curriculum coordinators and central office personnel attended Georgia Performance Standards training for K – 12 English/Language Arts, 6th grade Mathematics and 6th and 7th grade Sciences throughout the 2005 school year. The team attended training and designed redelivery for teachers specific to their content area. The training was centered around the *Understanding by Design* process by Wiggins and McTighe. All principals attended GPS Leadership training. Most principals have participated in The Georgia Leadership Institute and formed Better Seeking Teams to collaborate on strategies to enhance student learning.

Mathematics has been the system's focused area of weakness for the past three years. The system has provided numerous professional development opportunities pinpointing this concern. *WHAM* (Weekend Happenings About Mathematics) conducted by AIMS (Association of Instruction of Mathematics and Science) has been provided multiple times for teachers and paraprofessionals K - 8. The *Six Essential Elements of Effective Mathematics Lesson* has been provided each year for the past three years by the staff at FDRESA. Principals at all levels check for implementation of the strategies by conducting classroom observations which look for the six elements. The county also provides funding for schools to send teachers to the *Rock Eagle Mathematics Conference* each fall. Through AIMS a science focus was also provided to teachers and paraprofessionals entitled *FISH* (Fantastic Instructional Science Hunt).

The high school science teachers have worked in professional learning communities to examine GHSGT and EOCT data. The information gathered from the analysis has enabled them to focus their instruction and tutoring sessions. Training has been offered to all teachers who teach science. *FISH* (Fantastic Instructional Science Hunt) was conducted by AIMS and offered to science teachers K-12.

It is the intent of the Liberty County School District to utilize methods to provide quality assurance by implementing a manageable process that effectively becomes a natural part of everyday happenings within the district. Monitoring and feedback will occur continuously to maximize gains in student achievement and teacher performance.

These tasks will be accomplished by implementing a district team for each school to serve as mentors and quality assurance teams. A mentor from the central office leadership team will be assigned to each school as part of the monitoring process. This mentor will work with the school principal and leadership team to ensure compliance with accreditation standards and successful implementation of the school improvement plan aligned with the district plan. The quality assurance teams will be comprised of a district level leader other than the school's mentor, an administrator from another school in the system, and at least two teachers from another school in the district. This review team will assess compliance with accreditation standards and successful implementation of the school improvement plan. This assessment will occur annually or on a rotating basis so all schools have at least three quality review assessments during a five year period. The mentor and quality review team will work with the school principal and leadership team to ensure continuous school improvement.

Monitoring:

- Test data will be analyzed to monitor instructional progress at all grade levels in the district. Principals will meet with teachers through professional learning communities to discuss data and then use the data to modify the instructional program to meet the needs of all students.
- Certified employees will be evaluated using the GTEP (Georgia Teacher Evaluation Program). Classified employees will be evaluated using the approved Liberty County evaluation instrument.
- Administrators and Curriculum Coordinators will meet with grade levels during professional learning communities to discuss effective teaching practices.
- Administrators will attend professional learning communities at the district level to discuss county-wide instructional strategies after studying research based materials.

- The district instructional leadership team will conduct a periodic walk-through at schools having informal staff interviews and observations. School administrators will conduct formal and informal observations providing feedback to the central office.
- The Liberty County School District 5-Year Plan and the individual schools' comprehensive improvement plans will be reviewed and updated annually.

Feedback:

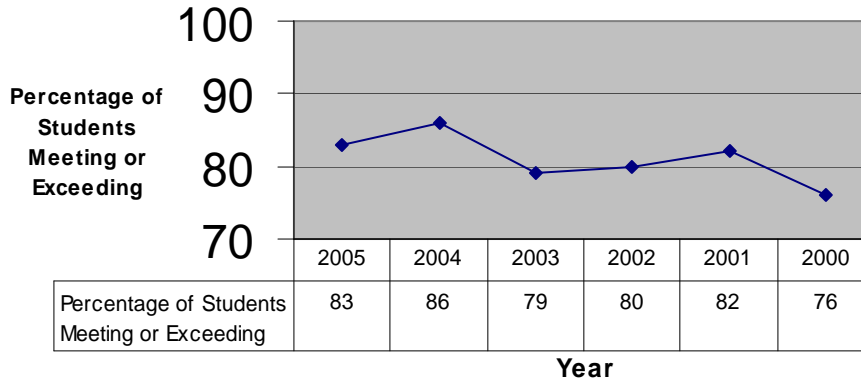
- School Council meetings will be held quarterly to discuss school procedures and programs. School improvement goals are also shared giving stakeholders the opportunity to voice their opinion.
- The Liberty County website will provide updated information to the public about the progress of the district.
- Presentations will be made annually to the Liberty County Board of Education to inform stakeholders of the accomplishments, progress, and revisions necessary to reach the goals established in the 5-year strategic plan.
- The Liberty County School District will document the work of students and teachers, celebrating small wins at board meetings.

APPENDICES

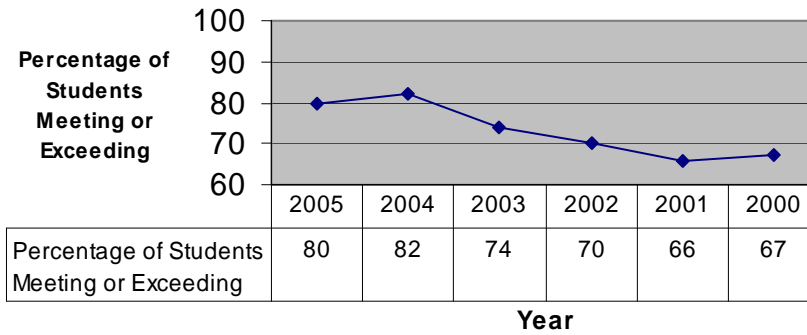


Appendix A
Liberty County School System
Assessment Data

Eight Grade Students Meeting or Exceeding Reading CRCT Standards



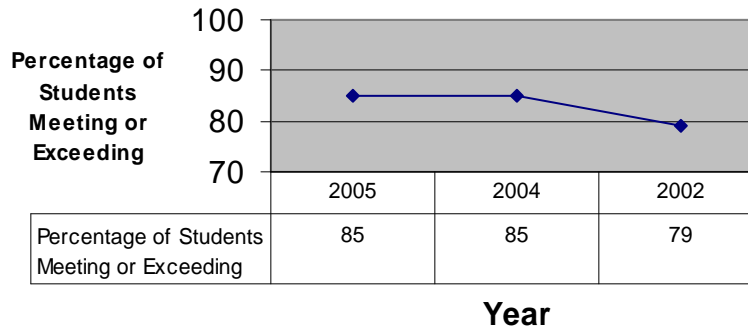
Grade Eight Students Meeting or Exceeding English /Language Arts CRCT Standards



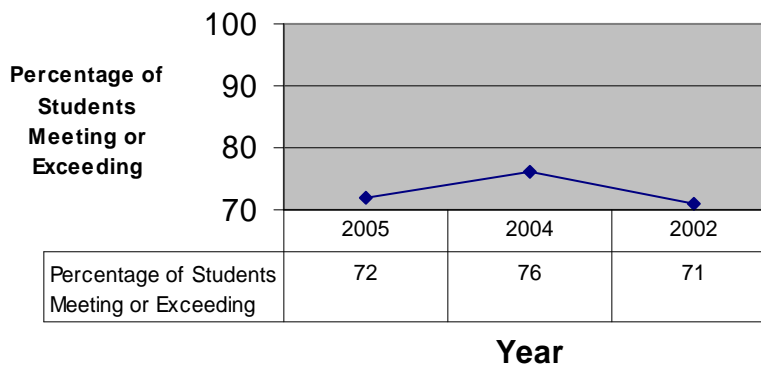
Grade Eight Students Meeting or Exceeding Math CRCT Standards



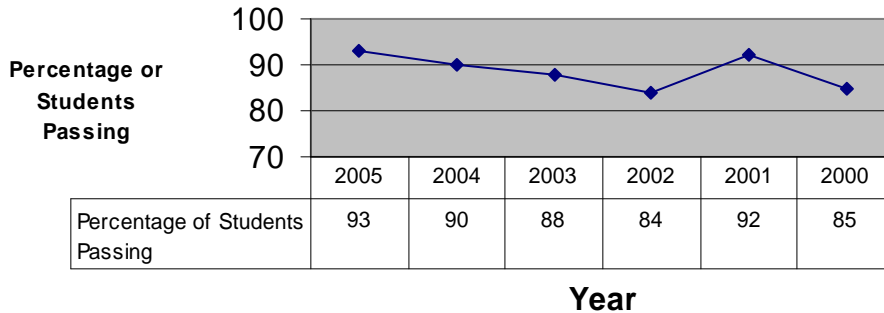
Grade Eight Students Meeting Or Exceeding Social Studies CRCT Standards



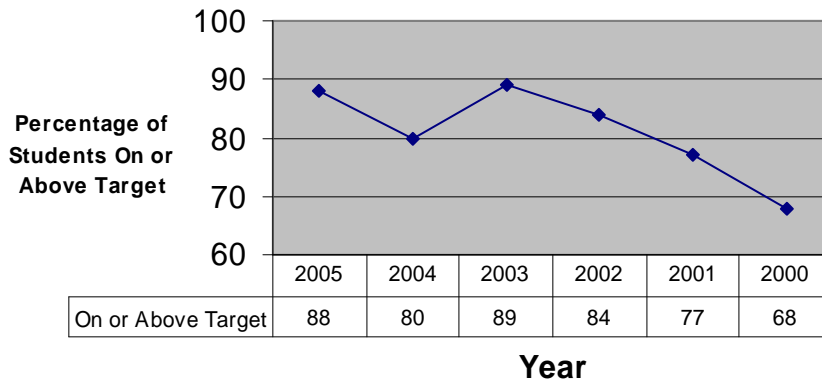
Grade Eight Students Meeting or Exceeding Science CRCT Standards



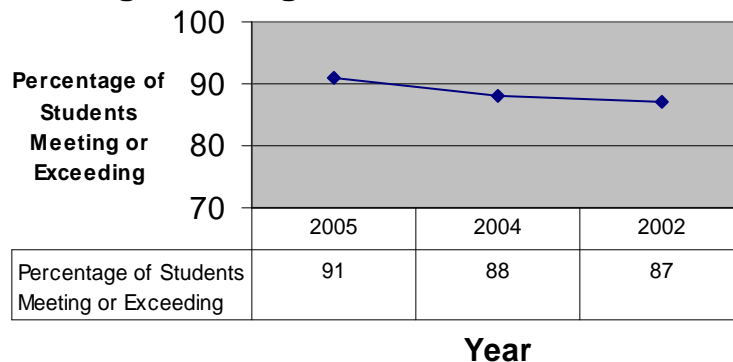
Students Passing the Georgia High School Writing Test



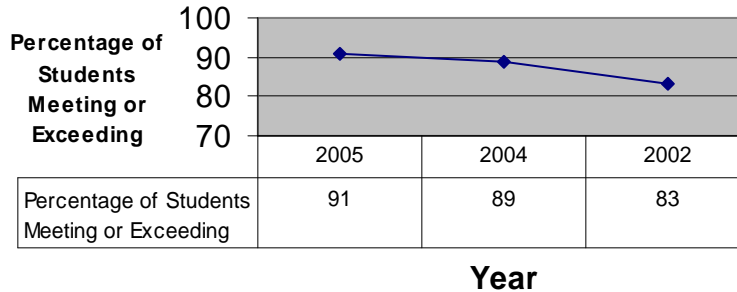
Grade Eight Writing Assessment



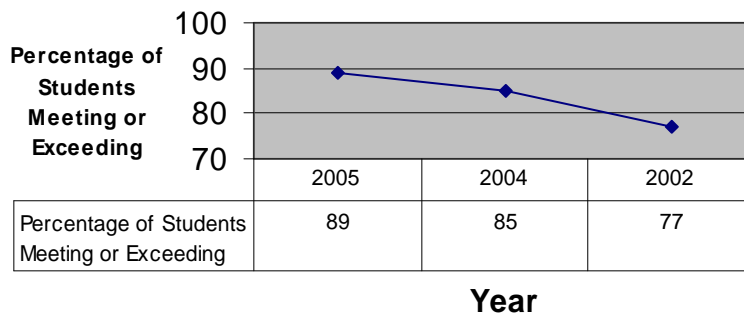
Grade Five Students Meeting or Exceeding Reading CRCT Standards



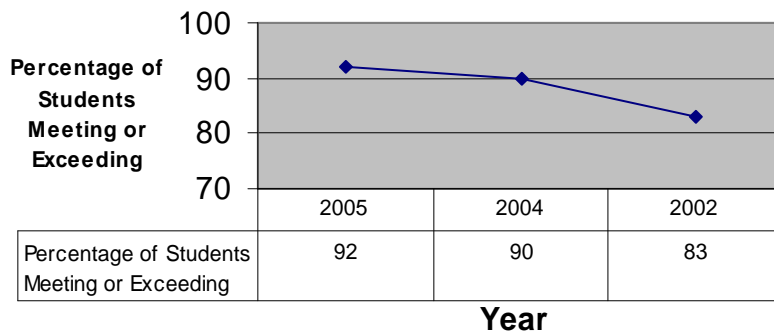
Grade Five Students Meeting or Exceeding English/LA CRCT Standards



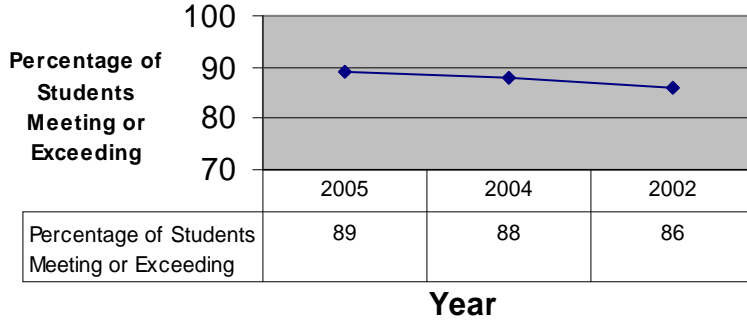
Grade Five Students Meeting or Exceeding Math CRCT Standards



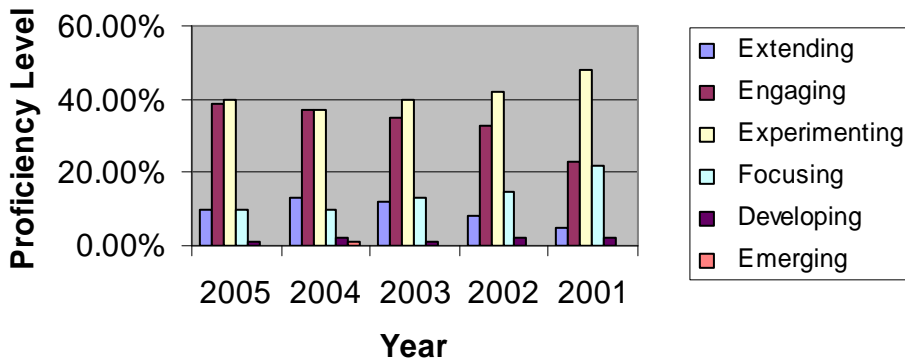
Grade Five Students Meeting or Exceeding Social Studies CRCT Standards



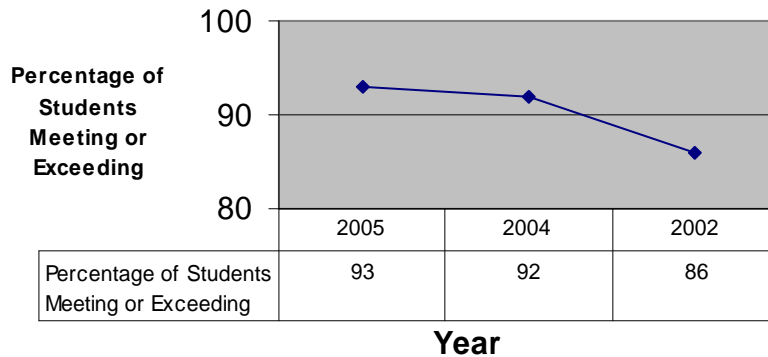
Grade Five Students Meeting or Exceeding Science CRCT Standards



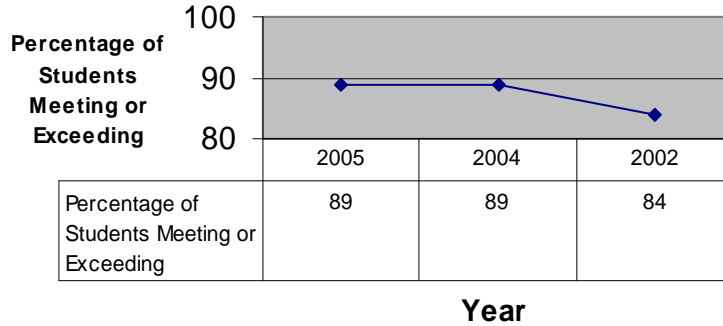
Grade Five Writing Assessment



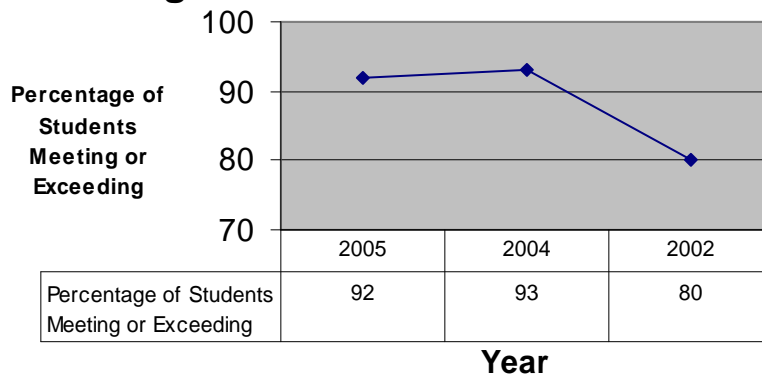
Grade Three Students Meeting or Exceeding Reading CRCT Standards



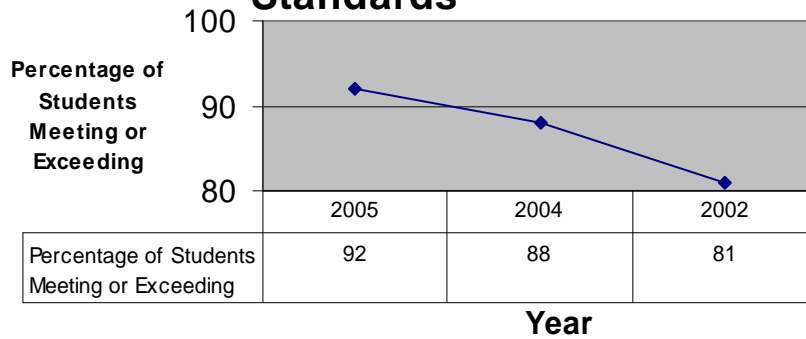
Grade Three Students Meeting or Exceeding English/LA CRCT Standards



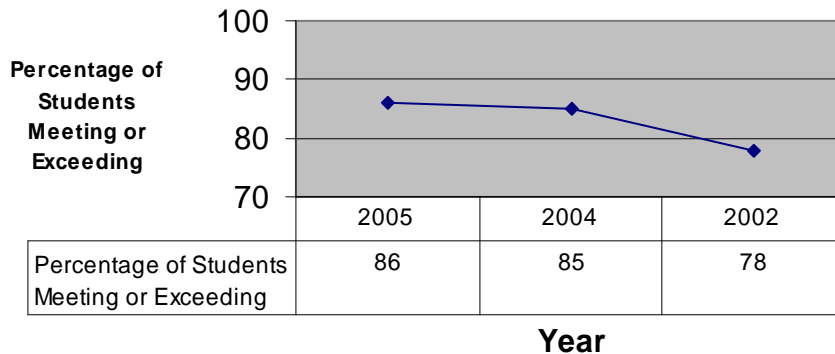
Grade Three Students Meeting or Exceeding Math CRCT Standards



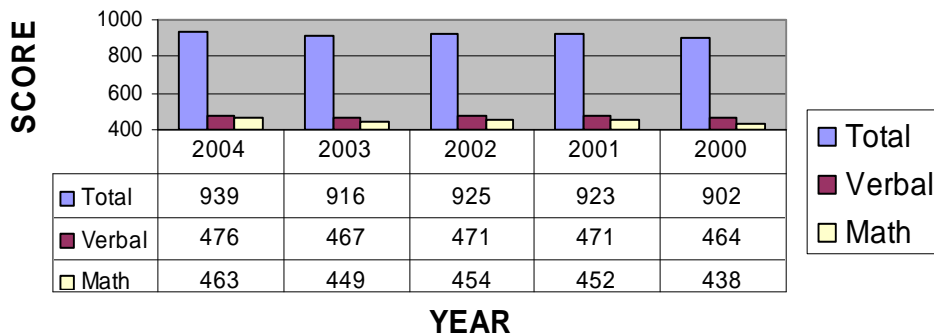
Grade Three Students Meeting or Exceeding Social Studies CRCT Standards



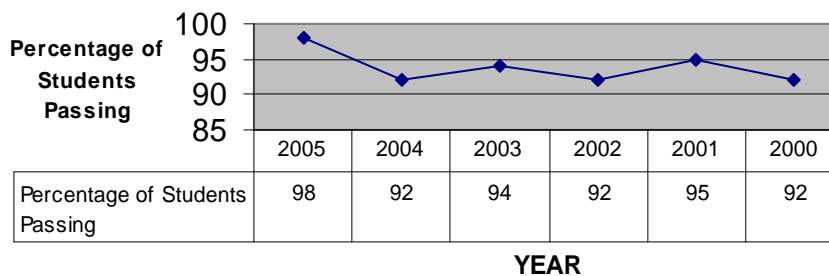
Grade Three Students Meeting or Exceeding Science CRCT Standards



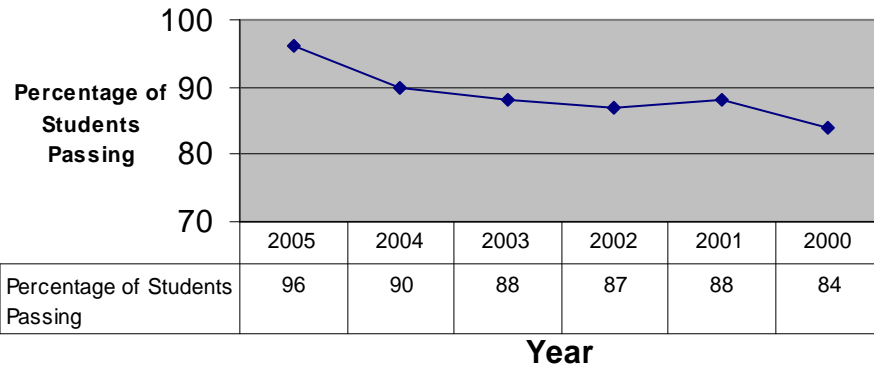
SAT Results 2000-2004 All Students



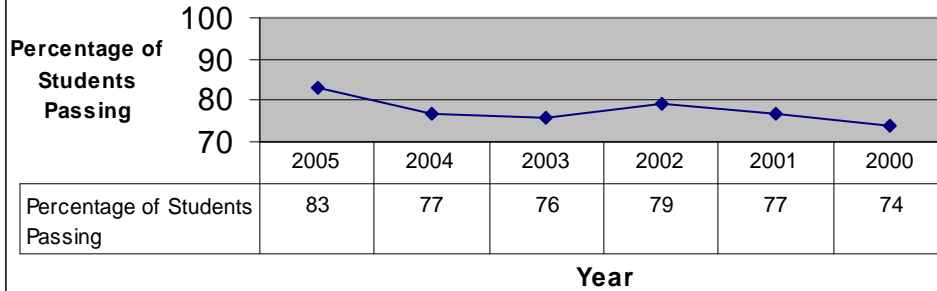
Students Passing the English/ Language Arts Portion of the GHSGT



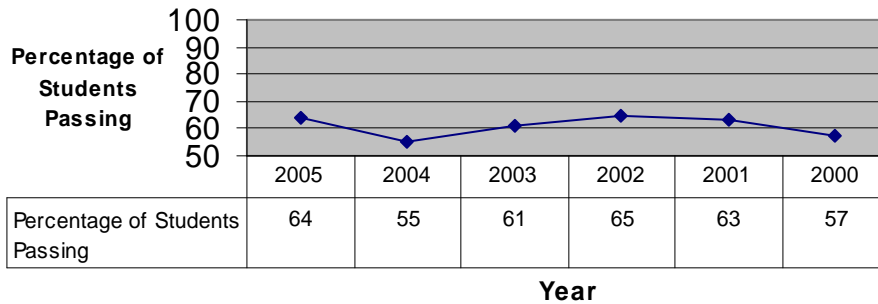
Students Passing the Math Portion of the GHSGT



Students Passing the Social Studies Portion of the GHSGT



Students Passing the Science Portion of the GHSGT



SAT Test Score Analysis							
Liberty County Schools for All Students							
<i>Subject</i>	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>	<i>6 Yr Trend</i>
Total	929	939	916	925	923	902	27
Verbal	467	476	467	471	471	464	3
Math	463	463	449	454	452	438	25
Number Tested	231	281	310	291	265	279	
Georgia High School Graduation Test Scores Analysis							
Liberty County Schools for all Students							
Main Administration - First Time Testtakers (11th graders)							
<i>Subject</i>	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>	<i>6 Yr Trend</i>
English/Language Arts							
Pass Plus	63%	61%	62%	49%	50%	47%	
Pass	30%	31%	32%	43%	45%	45%	
Fail	7%	8%	6%	8%	5%	8%	-1%
Number Tested	621	527	521	597	527	519	
Number Failing	44	42	31	48	26	42	
Math							
Pass Plus	45%	40%	40%	40%	38%	31%	
Pass	45%	50%	48%	47%	50%	53%	
Fail	10%	10%	12%	13%	12%	16%	-6%
Number Tested	624	530	529	595	526	515	
Number Failing	62	53	63	77	63	82	
Social Studies							
Pass Plus	29%	21%	27%	26%	23%	34%	
Pass	48%	56%	49%	53%	54%	40%	
Fail	23%	23%	24%	21%	23%	26%	-3%
Number Tested	629	527	531	595	526	514	
Number Failing	145	121	127	125	121	134	
Science							
Pass Plus	12%	9%	11%	8%	7%	11%	
Pass	47%	46%	49%	57%	56%	45%	
Fail	41%	45%	40%	35%	37%	44%	-3%
Number Tested	628	528	528	594	522	515	
Number Failing	257	238	211	208	193	227	
Georgia High School Writing Test Scores Analysis							
Liberty County Schools for all Students							
Main Administration - First Time Testtakers (11th graders)							
<i>High School Writing Test</i>	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>	<i>6 Yr Trend</i>
Pass	93%	90%	88%	84%	92%	85%	
Fail	7%	10%	12%	16%	8%	15%	-8%
Number Tested	630	576	593	627	561	547	
Number Failed	44	58	71	100	45	82	

Georgia End of Course Test Scores Analysis							
Liberty County Schools for all Students (Includes Algebra I for Middle and High Schools)							
	<i>Spr 2005</i>	<i>Win 2004</i>	<i>Spr 2004</i>				<i>Trend</i>
Algebra I							
Exceeds	43%	31%	42%				
Meets	26%	27%	28%				
Does Not Meet	31%	42%	31%				Even
Number Tested	716	273	721				
Number Not Meeting	222	115	224	0	0	0	
Geometry							
Exceeds	28%	NA	19%				
Meets	42%	NA	43%				
Does Not Meet	30%	NA	38%				-8%
Number Tested	307	NA	237				
Number Not Meeting	92	NA	90	0	0	0	
9th Grade Lit & Comp							
Exceeds	29%	21%	35%				
Meets	54%	59%	46%				
Does Not Meet	17%	20%	19%				-2%
Number Tested	492	456	503				
Number Not Meeting	84	91	96	0	0	0	
American Lit & Comp							
Exceeds	56%	47%	51%				
Meets	39%	46%	38%				
Does Not Meet	5%	8%	10%				-5%
Number Tested	450	443	401				
Number Not Meeting	23	35	40	0	0	0	
Biology							
Exceeds	40%	38%	33%				
Meets	42%	42%	46%				
Does Not Meet	18%	20%	21%				-3%
Number Tested	463	446	490				
Number Not Meeting	83	89	103	0	0	0	
Physical Science							
Exceeds	26%	26%	20%				
Meets	40%	38%	40%				
Does Not Meet	34%	36%	40%				-6%
Number Tested	586	556	573				
Number Not Meeting	199	200	229	0	0	0	
US History							
Exceeds	35%	31%	21%				
Meets	39%	36%	34%				
Does Not Meet	26%	34%	45%				-19%
Number Tested	427	378	396				
Number Not Meeting	111	129	178	0	0	0	
Economics/Bus./Free Ent.							
Exceeds	30%	30%	17%				
Meets	19%	23%	16%				
Does Not Meet	51%	47%	67%				-16%
Number Tested	299	271	308				
Number Not Meeting	152	127	206	0	0	0	

CRCT Test Scores Analysis							
Liberty County Schools for All Students in the 7th Grade							
<i>Subject</i>	2005	2004	2003	2002	2001	2000	<i>6 Yr Trend</i>
Reading							
Exceeding Standards	43%	34%	NoTest	33%	NoTest	NoTest	
Meeting Standards	45%	55%	No Test	56%	No Test	No Test	
Not Meeting Standards	12%	11%	No Test	11%	No Test	No Test	1%
Number Tested	966	961	No Test	959	No Test	No Test	
Number Not meeting Standard	116	106	No Test	105	No Test	No Test	
English/Language Arts							
Exceeding Standards	20%	22%	No Test	16%	No Test	No Test	
Meeting Standards	64%	62%	No Test	67%	No Test	No Test	
Not Meeting Standards	15%	16%	No Test	17%	No Test	No Test	-2%
Number Tested	965	963	No Test	963	No Test	No Test	
Number Not meeting Standard	145	154	No Test	164	No Test	No Test	
Math							
Exceeding Standards	14%	14%	No Test	10%	No Test	No Test	
Meeting Standards	61%	63%	No Test	62%	No Test	No Test	
Not Meeting Standards	25%	23%	No Test	28%	No Test	No Test	-3%
Number Tested	962	961	No Test	963	No Test	No Test	
Number Not meeting Standard	241	221	No Test	270	No Test	No Test	
Social Studies							
Exceeding Standards	20%	18%	No Test	11%	No Test	No Test	
Meeting Standards	65%	64%	No Test	71%	No Test	No Test	
Not Meeting Standards	15%	18%	No Test	18%	No Test	No Test	-3%
Number Tested	962	955	No Test	954	No Test	No Test	
Number Not meeting Standard	144	172	No Test	172	No Test	No Test	
Science							
Exceeding Standards	10%	7%	No Test	12%	No Test	No Test	
Meeting Standards	76%	69%	No Test	71%	No Test	No Test	
Not Meeting Standards	15%	23%	No Test	18%	No Test	No Test	-3%
Number Tested	964	958	No Test	957	No Test	No Test	
Number Not meeting Standard	145	220	No Test	172	No Test	No Test	

CRCT Test Scores Analysis							
Liberty County Schools for All Students in the 6th Grade							
<i>Subject</i>	2005	2004	2003	2002	2001	2000	<i>6 Yr Trend</i>
Reading							
Exceeding Standards	44%	45%	40%	36%	25%	23%	
Meeting Standards	41%	39%	44%	48%	42%	43%	
Not Meeting Standards	15%	16%	16%	16%	34%	34%	-19%
Number Tested	851	864	871	874	857	875	
Number Not meeting Standard	128	138	140	140	291	298	
English/Language Arts							
Exceeding Standards	25%	23%	14%	15%	12%	11%	
Meeting Standards	52%	54%	56%	48%	47%	45%	
Not Meeting Standards	23%	22%	30%	36%	42%	44%	-21%
Number Tested	850	861	875	858	856	873	
Number Not meeting Standard	196	189	263	309	360	384	
Math							
Exceeding Standards	22%	22%	16%	13%	9%	10%	
Meeting Standards	55%	55%	55%	53%	55%	50%	
Not Meeting Standards	23%	23%	29%	34%	36%	40%	-17%
Number Tested	851	864	868	856	843	870	
Number Not meeting Standard	196	199	252	291	303	348	
Social Studies							
Exceeding Standards	12%	12%	No Test	9%	No Test	No Test	
Meeting Standards	70%	70%	No Test	70%	No Test	No Test	
Not Meeting Standards	18%	18%	No Test	21%	No Test	No Test	-3%
Number Tested	850	862	No Test	848	No Test	No Test	
Number Not meeting Standard	153	155	No Test	178	No Test	No Test	
Science							
Exceeding Standards	10%	12%	No Test	12%	No Test	No Test	
Meeting Standards	72%	72%	No Test	73%	No Test	No Test	
Not Meeting Standards	17%	16%	No Test	15%	No Test	No Test	2%
Number Tested	849	863	No Test	852	No Test	No Test	
Number Not meeting Standard	144	138	No Test	128	No Test	No Test	

CRCT Test Scores Analysis							
Liberty County Schools for All Students in the 4th Grade							
<i>Subject</i>	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>	<i>6 Yr Trend</i>
Reading							
Exceeding Standards	41%	37%	44%	36%	21%	23%	
Meeting Standards	46%	43%	41%	46%	49%	41%	
Not Meeting Standards	13%	21%	15%	19%	30%	36%	-23%
Number Tested	791	882	779	870	867	819	
Number Not meeting Standard	103	185	117	165	260	295	
English/Language Arts							
Exceeding Standards	26%	25%	20%	12%	8%	15%	
Meeting Standards	61%	61%	63%	67%	63%	57%	
Not Meeting Standards	13%	14%	17%	21%	28%	28%	-15%
Number Tested	792	883	780	870	860	818	
Number Not meeting Standard	103	124	133	183	241	229	
Math							
Exceeding Standards	14%	14%	18%	10%	6%	8%	
Meeting Standards	66%	62%	58%	53%	52%	51%	
Not Meeting Standards	21%	24%	24%	37%	42%	41%	-20%
Number Tested	792	883	780	869	857	813	
Number Not meeting Standard	166	212	187	322	360	333	
Social Studies							
Exceeding Standards	6%	6%	No Test	8%	No Test	No Test	
Meeting Standards	81%	80%	No Test	73%	No Test	No Test	
Not Meeting Standards	13%	14%	No Test	20%	No Test	No Test	-7%
Number Tested	791	883	No Test	863	No Test	No Test	
Number Not meeting Standard	103	124	No Test	173	No Test	No Test	
Science							
Exceeding Standards	10%	12%	No Test	8%	No Test	No Test	
Meeting Standards	78%	73%	No Test	72%	No Test	No Test	
Not Meeting Standards	10%	16%	No Test	20%	No Test	No Test	-10%
Number Tested	792	883	No Test	868	No Test	No Test	
Number Not meeting Standard	79	141	No Test	174	No Test	No Test	

CRCT Test Scores Analysis							
Liberty County Schools for All Students in the 3rd Grade							
<i>Subject</i>	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>	<i>6 Yr Trend</i>
Reading							
Exceeding Standards	46%	40%	No Test	37%	No Test	No Test	
Meeting Standards	47%	52%	No Test	49%	No Test	No Test	
Not Meeting Standards	7%	8%	No Test	14%	No Test	No Test	-7%
Number Tested	770	815	No Test	817	No Test	No Test	
Number Not meeting Standard	54	65	No Test	114	No Test	No Test	
English/Language Arts							
Exceeding Standards	29%	28%	No Test	25%	No Test	No Test	
Meeting Standards	60%	61%	No Test	59%	No Test	No Test	
Not Meeting Standards	11%	11%	No Test	16%	No Test	No Test	-5%
Number Tested	770	815	No Test	817	No Test	No Test	
Number Not meeting Standard	85	90	No Test	131	No Test	No Test	
Math							
Exceeding Standards	26%	26%	No Test	18%	No Test	No Test	
Meeting Standards	66%	67%	No Test	62%	No Test	No Test	
Not Meeting Standards	8%	7%	No Test	19%	No Test	No Test	-11%
Number Tested	770	815	No Test	818	No Test	No Test	
Number Not meeting Standard	62	57	No Test	155	No Test	No Test	
Social Studies							
Exceeding Standards	14%	19%	No Test	9%	No Test	No Test	
Meeting Standards	78%	69%	No Test	73%	No Test	No Test	
Not Meeting Standards	8%	12%	No Test	18%	No Test	No Test	-10%
Number Tested	770	814	No Test	809	No Test	No Test	
Number Not meeting Standard	62	98	No Test	146	No Test	No Test	
Science							
Exceeding Standards	11%	10%	No Test	7%	No Test	No Test	
Meeting Standards	75%	75%	No Test	71%	No Test	No Test	
Not Meeting Standards	14%	15%	No Test	22%	No Test	No Test	-8%
Number Tested	770	814	No Test	815	No Test	No Test	
Number Not meeting Standard	108	122	No Test	179	No Test	No Test	

CRCT Test Scores Analysis							
Liberty County Schools for All Students in the 2nd Grade							
<i>Subject</i>	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>	<i>6 Yr Trend</i>
Reading							
Exceeding Standards	46%	48%	No Test	42%	No Test	No Test	
Meeting Standards	43%	40%	No Test	45%	No Test	No Test	
Not Meeting Standards	11%	11%	No Test	13%	No Test	No Test	-2%
Number Tested	760	780	No Test	850	No Test	No Test	
Number Not meeting Standard	84	86	No Test	111	No Test	No Test	
English/Language Arts							
Exceeding Standards	37%	36%	No Test	25%	No Test	No Test	
Meeting Standards	55%	55%	No Test	62%	No Test	No Test	
Not Meeting Standards	8%	9%	No Test	13%	No Test	No Test	-5%
Number Tested	759	780	No Test	850	No Test	No Test	
Number Not meeting Standard	61	70	No Test	111	No Test	No Test	
Math							
Exceeding Standards	26%	27%	No Test	18%	No Test	No Test	
Meeting Standards	64%	63%	No Test	64%	No Test	No Test	
Not Meeting Standards	10%	10%	No Test	18%	No Test	No Test	-8%
Number Tested	759	779	No Test	850	No Test	No Test	
Number Not meeting Standard	76	78	No Test	153	No Test	No Test	
Social Studies							
Exceeding Standards	NA	NA	NA	NA	NA	NA	
Meeting Standards	NA	NA	NA	NA	NA	NA	
Not Meeting Standards	NA	NA	NA	NA	NA	NA	
Number Tested	NA	NA	NA	NA	NA	NA	
Number Not meeting Standard	NA	NA	NA	NA	NA	NA	
Science							
Exceeding Standards	NA	NA	NA	NA	NA	NA	
Meeting Standards	NA	NA	NA	NA	NA	NA	
Not Meeting Standards	NA	NA	NA	NA	NA	NA	
Number Tested	NA	NA	NA	NA	NA	NA	
Number Not meeting Standard	NA	NA	NA	NA	NA	NA	

CRCT Test Scores Analysis							
Liberty County Schools for All Students in the 1st Grade							
<i>Subject</i>	<i>2005</i>	<i>2004</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>	<i>6 Yr Trend</i>
Reading							
Exceeding Standards	42%	43%	No Test	43%	No Test	No Test	
Meeting Standards	51%	50%	No Test	44%	No Test	No Test	
Not Meeting Standards	7%	7%	No Test	13%	No Test	No Test	-6%
Number Tested	797	819	No Test	808	No Test	No Test	
Number Not meeting Standard	56	57	No Test	105	No Test	No Test	
English/Language Arts							
Exceeding Standards	36%	35%	No Test	26%	No Test	No Test	
Meeting Standards	52%	54%	No Test	58%	No Test	No Test	
Not Meeting Standards	12%	11%	No Test	15%	No Test	No Test	-3%
Number Tested	797	819	No Test	808	No Test	No Test	
Number Not meeting Standard	96	90	No Test	121	No Test	No Test	
Math							
Exceeding Standards	40%	35%	No Test	19%	No Test	No Test	
Meeting Standards	50%	58%	No Test	64%	No Test	No Test	
Not Meeting Standards	10%	7%	No Test	17%	No Test	No Test	-7%
Number Tested	797	819	No Test	808	No Test	No Test	
Number Not meeting Standard	80	57	No Test	137	No Test	No Test	
Social Studies							
Exceeding Standards	NA	NA	NA	NA	NA	NA	
Meeting Standards	NA	NA	NA	NA	NA	NA	
Not Meeting Standards	NA	NA	NA	NA	NA	NA	
Number Tested	NA	NA	NA	NA	NA	NA	
Number Not meeting Standard	NA	NA	NA	NA	NA	NA	
Science							
Exceeding Standards	NA	NA	NA	NA	NA	NA	
Meeting Standards	NA	NA	NA	NA	NA	NA	
Not Meeting Standards	NA	NA	NA	NA	NA	NA	
Number Tested	NA	NA	NA	NA	NA	NA	
Number Not meeting Standard	NA	NA	NA	NA	NA	NA	

Iowa Test of Basic Skills - ITBS	9/5	9/4	9/3	3/3		
National Percentile Rank	FY06	FY05	FY04	FY03		
	Fall	Fall	Fall	Spring		
Kindergarten	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	45%	48%	50%	No Test		
Word Analysis	42%	49%	43%	No Test		
Listening	53%	53%	54%	No Test		
Language Total	64%	62%	64%	No Test		
Math Total	63%	65%	64%	No Test		
Core Total	56%	56%	58%	No Test		
First Grade	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	57%	61%	55%	No Test		
Comprehension	72%	74%	77%	No Test		
Reading Total	71%	74%	79%	No Test		
Word Analysis	44%	50%	54%	No Test		
Listening	64%	66%	62%	No Test		
Language Total	67%	70%	70%	No Test		
Math Total	53%	57%	56%	No Test		
Core Total	60%	64%	62%	No Test		
Second Grade	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	51%	55%	58%	No Test		
Comprehension	58%	65%	63%	No Test		
Reading Total	55%	60%	61%	No Test		
Word Analysis	45%	53%	56%	No Test		
Listening	33%	35%	36%	No Test		
Language						
Spelling	64%	68%	66%	No Test		
Language Total	43%	49%	49%	No Test		
Math						
Concepts/Estimation	41%	47%	45%	No Test		
Probability and Data	43%	48%	45%	No Test		
Computation	51%	58%	54%	No Test		
Math Total	42%	49%	45%	No Test		
Core Total	48%	53%	53%	No Test		
Social Studies	44%	49%	49%	No Test		
Science	38%	45%	44%	No Test		
Sources of Info Total	54%	56%	55%	No Test		
Composite	42%	49%	49%	No Test		

Iowa Test of Basic Skills - ITBS	9/5	9/4	9/3	3/3		
National Percentile Rank	FY06	FY05	FY04	FY03		
	Fall	Fall	Fall	Spring		
Third Grade	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	46%	52%	48%	47%		
Comprehension	54%	61%	59%	58%		
Reading Total	50%	57%	54%	53%		
Language						
Spelling	71%	77%	70%	68%		
Capitalization	45%	55%	42%	59%		
Punctuation	45%	54%	47%	61%		
Useage & Exoression	49%	65%	58%	58%		
Language Total	51%	61%	52%	58%		
Math						
Concepts/Estimation	52%	53%	45%	51%		
Probability and Data	51%	61%	57%	57%		
Computation	50%	67%	62%	57%		
Math Total	51%	61%	55%	56%		
Core Total	51%	60%	53%	55%		
Social Studies	56%	64%	59%	57%		
Science	57%	61%	56%	57%		
Sources of Info						
Maps and Diagrams	62%	71%	65%	61%		
Reference Material	62%	70%	66%	60%		
Sources of Info Total	61%	70%	65%	60%		
Composite	56%	63%	58%	56%		
Grade 4	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	49%	50%	53%	No Test		
Comprehension	55%	60%	61%	No Test		
Reading Total	53%	58%	59%	No Test		
Language						
Spelling	69%	73%	73%	No Test		
Capitalization	49%	53%	55%	No Test		
Punctuation	50%	57%	60%	No Test		
Useage & Exoression	49%	61%	61%	No Test		
Language Total	51%	58%	59%	No Test		
Math						
Concepts/Estimation	56%	58%	54%	No Test		
Probability and Data	57%	65%	63%	No Test		
Computation	50%	57%	55%	No Test		
Math Total	56%	62%	60%	No Test		
Core Total	52%	59%	59%	No Test		
Social Studies	54%	61%	60%	No Test		
Science	55%	58%	58%	No Test		
Sources of Info						
Maps and Diagrams	60%	66%	64%	No Test		
Reference Material	64%	69%	69%	No Test		
Sources of Info Total	61%	67%	65%	No Test		
Composite	54%	61%	60%	No Test		

Iowa Test of Basic Skills - ITBS	9/5	9/4	9/3	3/3		
National Percentile Rank	FY06	FY05	FY04	FY03		
	Fall	Fall	Fall	Spring		
Grade 5	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	49%	54%	47%	49%		
Comprehension	53%	61%	56%	56%		
Reading Total	50%	58%	52%	53%		
Language						
Spelling	65%	70%	65%	69%		
Capitalization	51%	55%	48%	58%		
Punctuation	53%	60%	50%	59%		
Useage & Exoression	46%	60%	53%	55%		
Language Total	52%	60%	52%	59%		
Math						
Concepts/Estimation	53%	58%	50%	49%		
Probability and Data	51%	59%	52%	55%		
Computation	43%	54%	46%	61%		
Math Total	48%	58%	49%	54%		
Core Total	49%	58%	51%	56%		
Social Studies	52%	55%	51%	55%		
Science	55%	60%	53%	58%		
Sources of Info						
Maps and Diagrams	54%	60%	56%	56%		
Reference Material	60%	65%	60%	58%		
Sources of Info Total	56%	61%	57%	56%		
Composite	52%	59%	53%	56%		
Grade 6	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	45%	45%	No Test	No Test		
Comprehension	49%	50%	No Test	No Test		
Reading Total	47%	47%	No Test	No Test		
Language						
Spelling	58%	58%	No Test	No Test		
Capitalization	47%	48%	No Test	No Test		
Punctuation	52%	50%	No Test	No Test		
Useage & Exoression	44%	50%	No Test	No Test		
Language Total	49%	51%	No Test	No Test		
Math						
Concepts/Estimation	52%	52%	No Test	No Test		
Probability and Data	47%	54%	No Test	No Test		
Computation	60%	53%	No Test	No Test		
Math Total	53%	53%	No Test	No Test		
Core Total	49%	50%	No Test	No Test		
Social Studies	48%	49%	No Test	No Test		
Science	51%	50%	No Test	No Test		
Sources of Info						
Maps and Diagrams	51%	57%	No Test	No Test		
Reference Material	51%	52%	No Test	No Test		
Sources of Info Total	50%	54%	No Test	No Test		
Composite	50%	51%	No Test	No Test		

Iowa Test of Basic Skills - ITBS	9/5	9/4	9/3	3/3		
National Percentile Rank	FY06	FY05	FY04	FY03		
	Fall	Fall	Fall	Spring		
Grade 7	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	44%	46%	No Test	38%		
Comprehension	45%	49%	No Test	43%		
Reading Total	44%	47%	No Test	39%		
Language						
Spelling	55%	58%	No Test	56%		
Capitalization	44%	45%	No Test	42%		
Punctuation	48%	50%	No Test	45%		
Useage & Exoression	41%	51%	No Test	28%		
Language Total	45%	50%	No Test	39%		
Math						
Concepts/Estimation	50%	48%	No Test	41%		
Probability and Data	46%	50%	No Test	37%		
Computation	47%	45%	No Test	46%		
Math Total	47%	47%	No Test	41%		
Core Total	44%	47%	No Test	40%		
Social Studies	45%	48%	No Test	43%		
Science	50%	49%	No Test	42%		
Sources of Info						
Maps and Diagrams	48%	53%	No Test	38%		
Reference Material	45%	48%	No Test	57%		
Sources of Info Total	46%	50%	No Test	47%		
Composite	46%	49%	No Test	45%		
Grade 8	5/6	4/5	3/4	2/3		
Reading						
Vocabulary	43%	42%	42%	42%		
Comprehension	46%	48%	45%	50%		
Reading Total	45%	45%	43%	48%		
Language						
Spelling	57%	55%	52%	55%		
Capitalization	48%	43%	49%	49%		
Punctuation	51%	46%	49%	51%		
Useage & Exoression	47%	48%	44%	48%		
Language Total	49%	47%	47%	50%		
Math						
Concepts/Estimation	49%	47%	44%	48%		
Probability and Data	46%	47%	45%	47%		
Computation	45%	44%	41%	45%		
Math Total	46%	46%	43%	47%		
Core Total	46%	45%	44%	48%		
Social Studies	43%	45%	45%	48%		
Science	51%	47%	48%	50%		
Sources of Info						
Maps and Diagrams	46%	50%	51%	48%		
Reference Material	50%	49%	52%	55%		
Sources of Info Total	47%	49%	51%	52%		
Composite	47%	46%	46%	49%		



Appendix B

Liberty County School System Stakeholder Survey Summary Results

**Common Strengths Among Elementary and Middle Schools
Based on Stakeholder Surveys 2004-2005**

1. All groups indicated that the schools provide a clean, safe, and orderly environment for learning.
2. The parents, teachers, and community respondents agreed that the schools provide opportunities for parents to be actively involved in their students' education and that parent-teacher communication is promoted.
3. Both students and teachers agreed that teachers hold high expectations for student learning and expect students to do their best work. Additionally, students indicated that schoolwork and homework are meaningful and relative to instruction. This student perception correlates with the high expectations and instructional emphasis provided in the classrooms.

**Common Weaknesses Among Elementary and Middle Schools
Based on Stakeholder Surveys 2004-2005**

1. Both parent and community respondents indicated that the views of our community are not seriously considered when school decisions are made. Their responses also indicated an awareness of the teaching and administrative staff not reflecting the ratio of ethnic diversity in our community.
2. Parent and community respondents acknowledged a concern in school personnel not involving community services to help meet student needs.
3. Teacher and student responses addressed discipline and conveyed the perception that discipline is not consistently and fairly enforced at both the elementary school and middle school levels.
4. Teachers at both levels indicated a concern that parents do not take an active role in their children's education.
5. Teachers also responded with relatively low agreement that teachers play a meaningful role in the design and selection of professional learning opportunities to support their school improvement plans.

Elementary Schools SACS Surveys 2004-2005

Top three positive responses per group (percent strongly agree/agree)

Parent:

1. Our school provides a safe and orderly environment for learning. 99%
2. Our school provides a clean and pleasant environment for learning. 98%
3. Parents are kept informed about school policies and guidelines. 97.5%

Teacher:

1. Teachers hold high expectations for student learning. 99%
2. Our school provides students and teachers with a safe and orderly environment for learning and teaching. 98%
3. Technology is sufficiently available in my school to support instruction. 96%

Student K-2:

1. Does your teacher help you learn? 99% yes
2. Do you go to the library? 98% yes
3. Do you feel safe in your school? 97% yes

Student 3-5:

1. Teachers expect students to do their best work. 94%
2. Our school provides students and teachers with a safe and orderly environment for learning. 90%
3. Homework is meaningful and matches what we are taught in class. 89%

Community:

1. Our school provides a safe and orderly environment for learning. 100%
2. Our school provides a clean and pleasant environment for learning. 100%
3. Our school provides opportunities for parents to be actively involved. 96%

Elementary Schools SACS Surveys 2004-2005

Top three negative responses per group (percent strongly agree/agree)

Parent:

1. The views of our community are seriously considered when school decisions are made. 63%
2. The teaching and administrative staffs reflect the ratio of ethnic diversity in our community. 72%
3. School personnel involve community services to help meet student needs. 73%

Teacher:

1. Parents take an active role in their children's education. 51%
2. Teachers play a meaningful role in the design and selection of professional learning opportunities to support our school improvement plan. 74%
3. Discipline is consistent and fairly enforced by administration. 76%

Student K-2:

1. Are school rules fair? 87% yes
2. Can you talk to your principal? 87% yes
3. Do you use a computer in your classroom? 93% yes

Student 3-5:

1. Discipline policies are fair at my school. 59%
2. I have an opportunity to be included in extra-curricular activities. 66%
3. My parents feel welcomed in our school. 72%

Community:

1. The views of our community are seriously considered when school decisions are made. 80%
2. The teaching and administrative staffs reflect the ratio of ethnic diversity in our community. 82%
3. School personnel involve community services to help meet student needs. 84%

Middle Schools
SACS Surveys 2004-2005

Top three positive responses per group (percent strongly agree/agree)

Parent:

1. Our school provides a clean and pleasant environment for learning. 89%
2. Our school provides opportunities for parent to be actively involved. 84%
3. Parents are kept informed about school policies and guidelines. 84%

Teacher:

1. Technology is sufficiently available in my school to support instruction. 98%
2. Overall, I am satisfied with being a teacher. 96%
3. Our school actively promotes parent-teacher communication. 93%

Student 6-8:

1. Teachers expect students to do their best work. 87%
2. I have an opportunity to be included in extra-curricular activities. 80%
3. My schoolwork is challenging and requires my best effort. 76%

Community:

1. I am satisfied with our school. 100%
2. Our school provides opportunities for parents to be actively involved. 100%
3. Teachers and other staff members have high expectations for student learning. 100%

**Middle Schools
SACS Surveys 2004-2005**

Top three negative responses per group (percent strongly agree/agree)

Parent:

1. School personnel involve community services to help meet student needs. 53%
2. The views of our community are seriously considered when school decisions are made. 55%
3. The teaching and administrative staff reflect the ratio of ethnic diversity in our community. 63%

Teacher:

1. Parents take an active role in their children's education. 37%
2. Discipline is consistent and fairly enforced by administration. 57%
3. Teachers play a meaningful role in the design and selection of professional learning opportunities to support our school improvement plan. 60%

Student 6-8:

1. Discipline policies are fair at my school. 38%
2. My parents feel welcomed in our school. 54%
3. Our school provides students and teachers with a safe and orderly environment for learning. 66%

Community:

1. The views of our community are seriously considered when school decisions are made. 80%
2. Our school is doing a good job in math. 50% strongly agree; 40% agree
3. Our school is doing a good job in English/language arts. 50% strongly agree; 40% agree

**Common Strengths Between the High Schools
Based on Stakeholder Surveys 2004-2005**

1. Parents agreed that both high schools are providing opportunities for parents to be actively involved and to stay informed.
2. Parent, teacher, student, and community respondents generally agreed that students have access to a variety of resources to help them succeed, including technology and other instructional materials.
3. Students agreed that they are motivated or expected to do their best work.
4. Bradwell Institute parent survey results indicated the school is doing a good job in math while the Liberty County High School parent survey results indicated LCHS is doing a good job in teaching students the sciences.

**Common Weaknesses Between the High Schools
Based on Stakeholder Surveys 2004-2005**

1. Parent and community respondents indicated that they need more information about school programs and their views should be seriously considered when school decisions are made.
2. Teachers and students indicated weakness in the area of students being motivated to do their best work.

Bradwell Institute
SACS Surveys 2004-2005

Top three positive responses per group (percent strongly agree/agree)

Parent:

1. Our school is doing a good job in English/language arts. 80%
2. Our school provides opportunities for parents to be actively involved. 76%
3. Our school is doing a good job in math. 71%

Teacher:

1. The availability of teaching materials is adequate to support teaching. 96%
2. Teachers hold high expectations for student learning. 92%
3. Overall, I am satisfied with being a teacher. 92%

Student:

1. I have an opportunity to be included in extra-curricular activities. 90%
2. Teachers expect students to do their best work. 81%
3. In our school, students have access to resources to help them succeed in learning such as technology. 73%

Community:

1. Our school provides opportunities for parents to be actively involved. 100%
2. School personnel involve community services to help meet student needs. 100%
3. Our school provides a clean and pleasant environment for learning. 100%

Bradwell Institute
SACS Surveys 2004-2005

Top three negative responses per group (percent strongly agree/agree)

Parent:

1. The views of our community are seriously considered when school decisions are made. 42%
2. The teaching and administrative staffs reflect the ratio of ethnic diversity in our schools. 49%
3. School personnel involve community services to help meet student needs. 52%

Teacher:

1. Parents take an active role in their child's education. 14%
2. Discipline is consistent and fairly enforced by administration. 47%
3. Students are motivated to do their best work. 47%

Student:

1. Students are motivated to do their best work. 25%
2. Discipline policies are fair at my school. 28%
3. My parents feel welcomed in our school. 53%

Community:

1. Our school is doing a good job in math. 70%
2. Our school is doing a good job in English/language arts. 70%
3. The teaching and administrative staff reflect the ratio of ethnic diversity in our community. 80%

**Liberty County High School
SACS Surveys 2004-2005**

Top three positive responses per group (5=strongly agree; 1=strongly disagree)

Parent:

1. Progress reports and report cards concerning our students' progress are adequate. (4.3889)
2. Our school is doing a good job in teaching students the sciences. (4.3119)
3. Students have access to a variety of resources to help them succeed such as computers, other technology, media, etc. (4.0879)

Teacher:

1. Teachers give students sufficient help with their homework. (4.5231)
2. In our school, students have access to a variety of resources to help them succeed such as up-to-date technology, computers, and media. (4.4559)
3. When you need to talk to an administrator, you can do so with relative ease. (4.3582)

Student:

1. I am motivated to do my best work. (3.7104)
2. In addition to written tests, I am provided with a variety of ways to show my learning. (3.6968)
3. In our school, students have access to a variety of resources to help them succeed, such as up-to-date technology, computers, and media. (3.629)

Community:

1. In our school, students have access to a variety of resources to help them succeed such as up-to-date technology, computers, and media. (4.106)
2. Building facilities are adequate and well-maintained to support the instructional program. (4.087)
3. Transportation of students to and from school(s) is not a problem. (4.008)

**Liberty County High School
SACS Surveys 2004-2005**

Top three negative responses per group (5=strongly agree; 1=strongly disagree)

Parent:

1. Our students are motivated to do their best work. (3.3708)
2. The lunch program is appropriate for our students' needs. (3.1429)
3. Students' use of alcohol and/or drugs in our school is a serious problem. (3.0759)

Teacher:

1. Two answers tied: A. The professional learning programs in which you participate are helpful. B. Teaching supplies and equipment are available in adequate amounts to support good teaching. (3.5231)
2. I contact most of my students' parents. (3.4921)
3. Our students are motivated to do their best work. (3.1045)

Student:

1. The variety of activities is great enough so that everyone can find an activity that matches his/her interests. (2.9132)
2. Students see a relationship between what they are studying and their everyday lives. (2.895)
3. If I had a problem or suggestion for the principal, I could usually see him or her. (2.5678)

Community:

1. The community gets all the information it needs about the LCHS programs. (3.163)
2. On all issues, school boards give attention to community input. (2.952)
3. I am only interested in school programs when they increase taxes. (2.254)