Whitfield County Schools

Standards Overview

Our Core Business

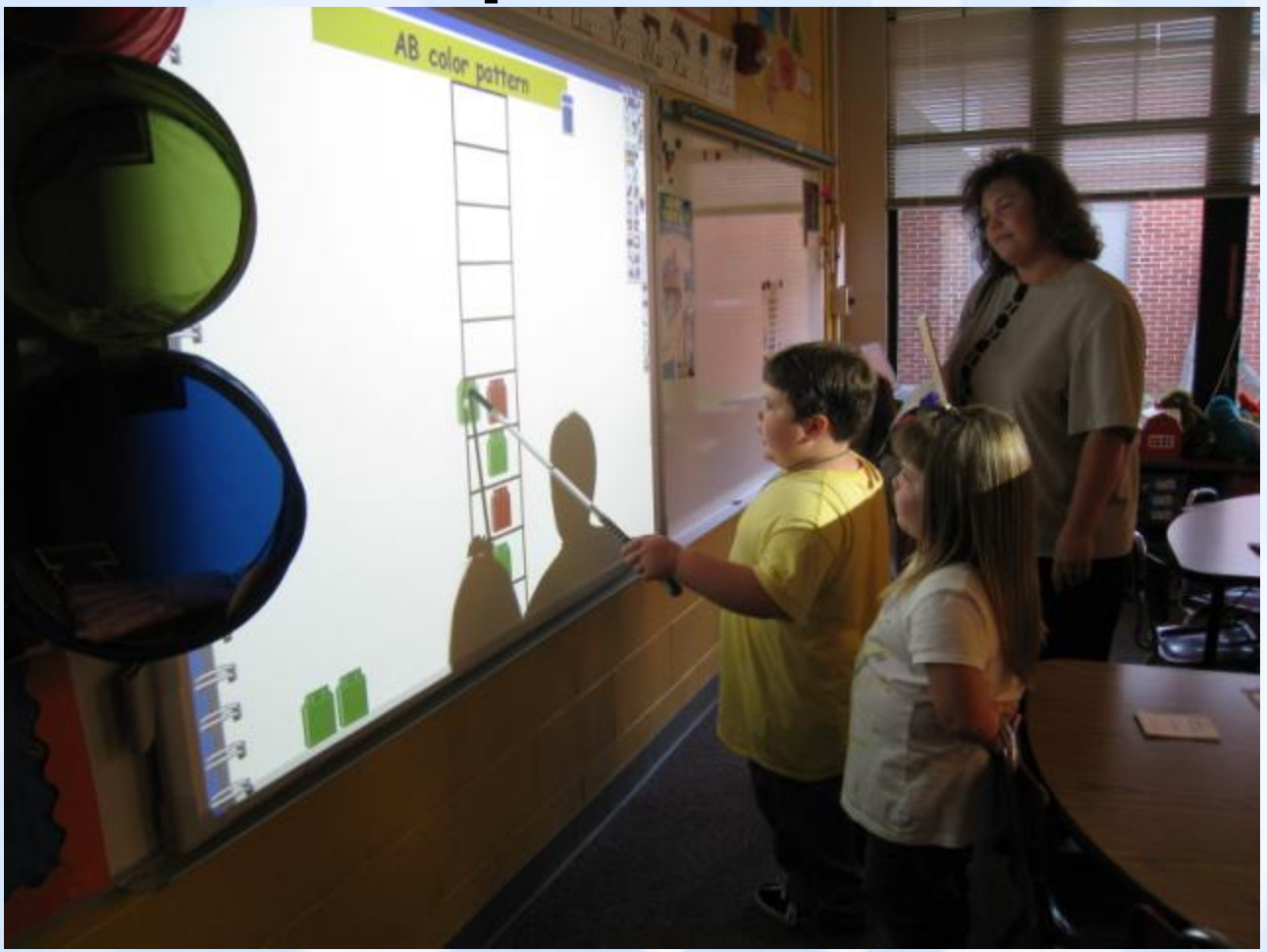
Is it true to our Vision?

Does it align with our Beliefs?

Will it help us achieve our Mission?

STANDARD ONE

Vision and Purpose



Vision and Purpose

VISION

We envision a responsive school district focused on students and that is valued and respected by the community.

Vision and Purpose

MISSION

Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment.

Vision and Purpose

BELIEF ONE

We believe in our school district having an innovative unified focus resulting in it being responsive to the needs of students, parents, and the community at large

Vision and Purpose

BELIEF TWO

We believe that our core business is providing students with engaging, challenging, and meaningful work.

Vision and Purpose

BELIEF THREE

We believe that the role of teacher is leader and designer of engaging, challenging and meaningful learning experiences for students.

Vision and Purpose

BELIEF FOUR

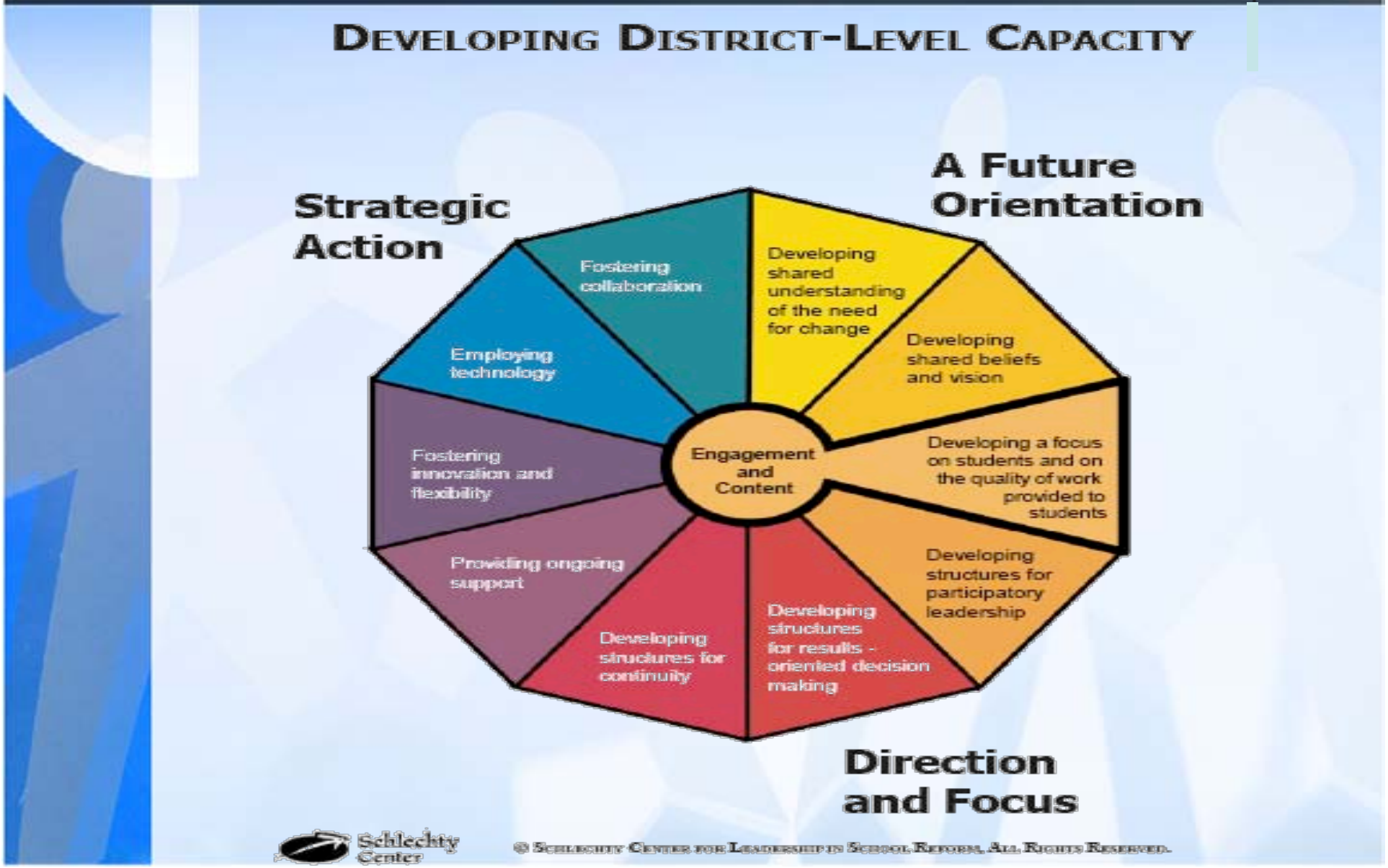
We believe that all of our personnel, parents, and other community members are vital to the education of our students whose attention and commitment must be earned.

Vision and Purpose

BELIEF FIVE

We believe that all of our students, personnel, and parents deserve a safe, inviting, non threatening learning environment where they are treated with dignity and respect.

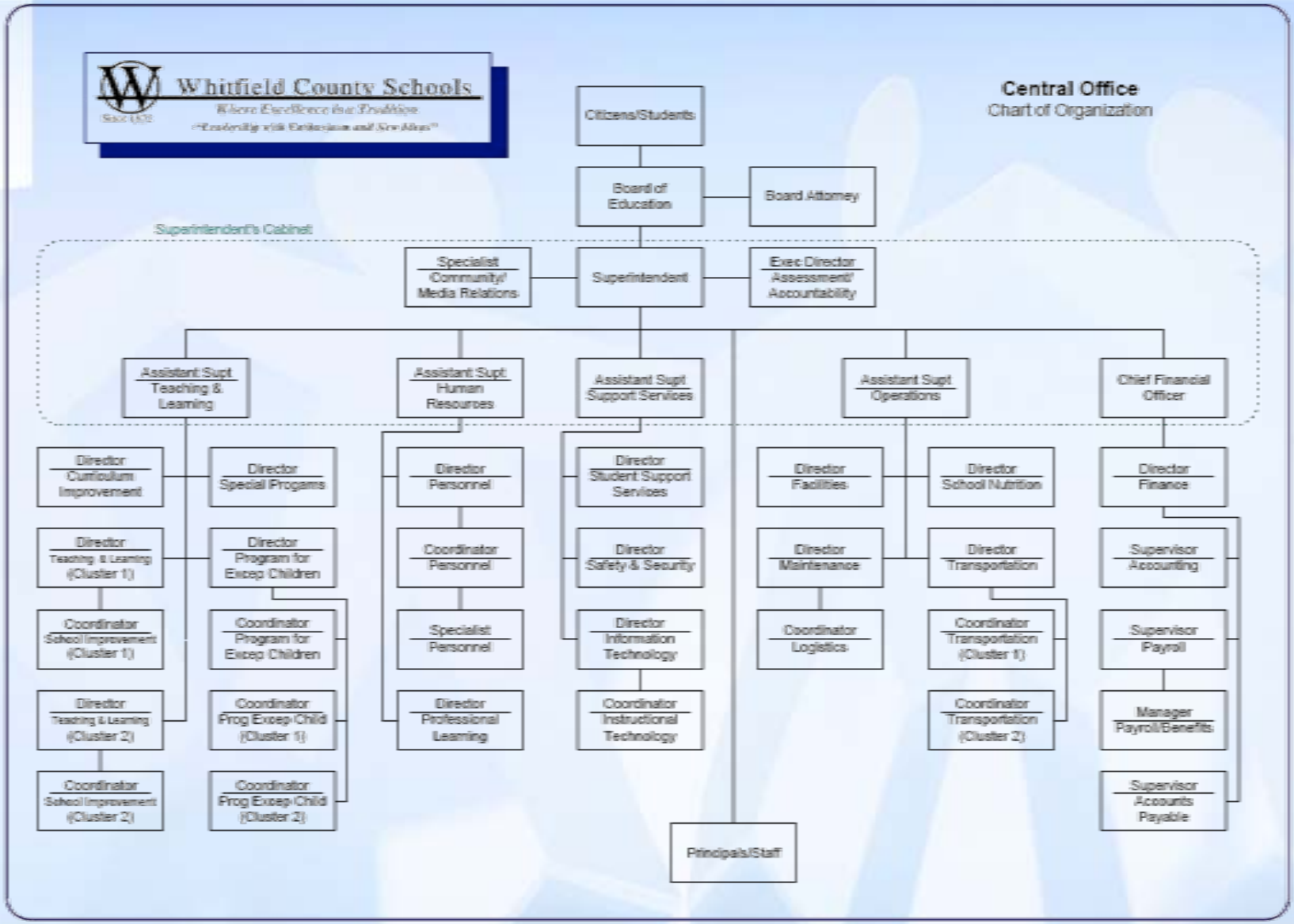
Vision and Purpose



STANDARD TWO

Governance and Leadership

Governance and Leadership



Governance and Leadership

Whitfield County Schools is committed to developing structures for participatory leadership and developing structures for continuity.

Governance and Leadership

All stakeholders are viewed as vital in the decision-making process in Whitfield County Schools.

- System level design team
- School level design teams
- Inclusion of parents, students, and community in design of new schools
- Inclusion of parent and community on principal interview teams

STANDARD THREE

Teaching and Learning

Teaching and Learning

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Teaching and Learning

Georgia Performance Standards

Teaching and Learning

Engaging Work for Students

Teaching and Learning

Increase Online Learning Opportunities

Georgia Virtual School

moodle

HippoCampus

OAS
Georgia's Online Assessment System

Explorelearning

EducationCity.com
The Most Engaging Learning Resource for Children

STANDARD FOUR

Documenting and Using Results

Documenting and Using Results

Name_____

Language Arts 8 Pre and Post Assessment: Pronouns

ELA8C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:

a. Declines pronouns by gender and case, and demonstrates correct usage in sentences.

Kinds of Pronouns

Select the letter of the term that describes the underlined pronoun in each sentence.

a. personal pronoun
b. possessive pronoun
c. indefinite pronoun
d. reflexive pronoun
e. intensive pronoun
f. interrogative pronoun
g. demonstrative pronoun

_____1. Which is your coffee cup?

_____2. A bus driver gave me directions to Grover Falls.

_____3. The seamstress pricked herself with a sewing needle.

_____4. That gray van with a dented fender is ours.

_____5. Those look like spotted owls over there.

_____6. Anybody can come to the dance on Friday night.

_____7.Even Mom herself can't beat me at checkers.

Assessments are a valued tool to be employed collaboratively by all teachers and administrators to address curricular and instructional strengths and weaknesses.

Documenting and Using Results

The system is careful to communicate with stakeholders as to the various measures of student success.

Documenting and Using Results

The system employs all available resources to communicate system, school, and individual student assessment results.

Documenting and Using Results

System and school data rooms serve as central areas to interpret assessment results. Comparative data to comparable schools and systems are used to gauge results.

NHMS CRCT Similar School Comparison

2008	Whitfield	Georgia	Calhoun	Barrow	Hall	Habersham
Grade 6	New Hope	Georgia	Calhoun	Winder Barrow	West Hall	North Habersham
Reading	97	91	91	92	93	93
LA	91	87	87	84	82	90
Math	87	69	72	56	58	77
Science	75	66	72	66	61	78
Grade 7	New Hope	Georgia	Calhoun	Winder Barrow	West Hall	North Habersham
Reading	94	88	90	86	83	92
LA	95	90	95	89	83	93
Math	93	80	91	70	72	90
Science	84	75	82	72	71	87
Grade 8	New Hope	Georgia	Calhoun	Winder Barrow	West Hall	North Habersham
Reading	92	91	91	86	89	97
LA	92	89	89	84	88	97
Math	73	62	59	50	79	80
SS	65	59	76	50	57	76
Science	69	60	75	56	64	83
MGWA	New Hope	Georgia	Calhoun	Winder Barrow	West Hall	North Habersham
	73	80	75	68	78	86

STANDARD FIVE

Resources and Support Services

Resources and Support Systems

Human Resources

- Recruit, employ & mentor professional & support staff committed to designing quality work for students.

- Provide professional learning that develops competencies tailored to the district's vision, mission, & beliefs.

Resources and Support Systems

New Teacher Induction

Resources and Support Systems

Professional Learning

Resources and Support Systems

Financial Resources

- Allocations decisions based on system vision, mission and beliefs
- Administrators given flexibility within scheduling and budgets
- Long-range planning encouraged through allocation rollover election

Resources and Support Systems

Physical Resources

2006 ESPLOST (approximately $96 million)

- New 1200 Student High School
- New 600 Student Elementary School
- Antioch Elementary – Additions & Renovations
- Dug Gap Elementary – Additions & Renovations
- Eastside Elementary – Renovations
- Varnell Elementary – Renovations
- Eastbrook Middle – Additions & Renovations
- Northwest High – Renovations
- Southeast High – Renovations
- Career Academy – Gymnasium Addition
- Technology Upgrades – All Schools

Resources and Support Systems

ACTIVboards

All elementary & middle schools

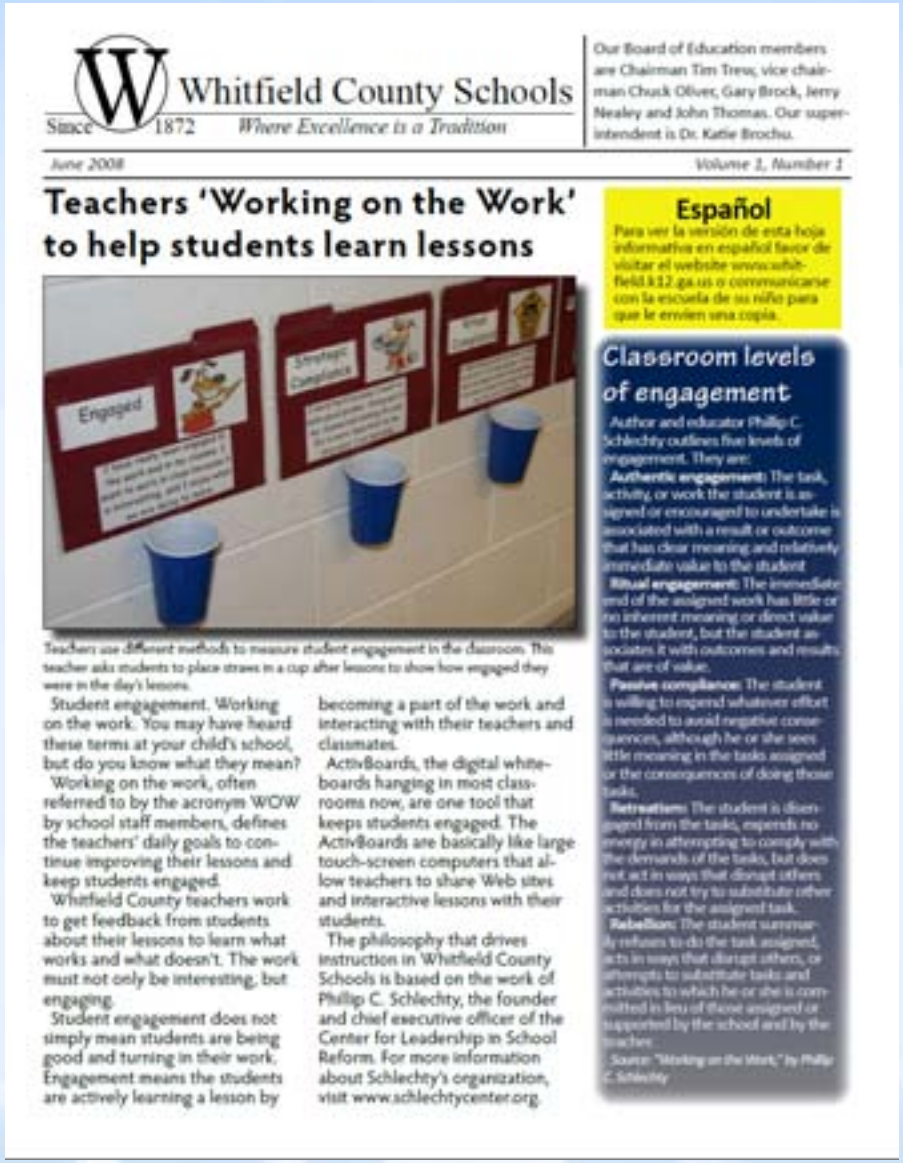
Resources and Support Systems

Additional computers in classrooms and labs

Resources and Support Systems

Support Systems

- School & county newsletters
- Nurse serves each school
- Health Fairs
- Counselors, social workers, graduation coaches, homeless liaison, parent involvement coordinators, outreach
- Door access, security cameras, ConnectED, staff ID badges
- Parent nights, extra-curricular activities, clubs, PTA/PTO's
- Live Scan Finger Print for all new hires
- ESOL, Reading Recovery, NovaNET
- Kids Club, Buddy Programs



Whitfield County Schools

Since 1872 *Where Excellence is a Tradition*

Our Board of Education members are Chairman Tim Tres; vice chairman Chuck Oliver, Gary Brock, Jerry Nealey and John Thomas. Our superintendent is Dr. Kattie Brochu.

June 2008 *Volume 1, Number 1*

Teachers 'Working on the Work' to help students learn lessons

Español

Para ver la versión de esta hoja informativa en español favor de visitar el website www.cuhitfield.k12.ga.us o communicarse con la escuela de su niño para que le envíen una copia.

Teachers use different methods to measure student engagement in the classroom. This teacher asks students to place straws in a cup after lessons to show how engaged they were in the day's lessons.

Student engagement. Working on the work. You may have heard these terms at your child's school, but do you know what they mean?

Working on the work, often referred to by the acronym WOW by school staff members, defines the teachers' daily goals to continue improving their lessons and keep students engaged.

Whitfield County teachers work to get feedback from students about their lessons to learn what works and what doesn't. The work must not only be interesting, but engaging.

Student engagement does not simply mean students are being good and turning in their work. Engagement means the students are actively learning a lesson by becoming a part of the work and interacting with their teachers and classmates.

ActivBoards, the digital whiteboards hanging in most classrooms now, are one tool that keeps students engaged. The ActivBoards are basically like large touch-screen computers that allow teachers to share Web sites and interactive lessons with their students.

The philosophy that drives instruction in Whitfield County Schools is based on the work of Phillip C. Schlechty, the founder and chief executive officer of the Center for Leadership in School Reform. For more information about Schlechty's organization, visit www.schlechtycenter.org

Classroom levels of engagement

Author and educator Phillip C. Schlechty outlines five levels of engagement. They are:

Authentic engagement: The task, activity, or work the student is assigned or encouraged to undertake is associated with a result or outcome that has clear meaning and relatively immediate value to the student

Ritual engagement: The immediate end of the assigned work has little or no inherent meaning or direct value to the student, but the student associates it with outcomes and results that are of value.

Passive compliance: The student is willing to expend whatever effort is needed to avoid negative consequences, although he or she sees little meaning in the tasks assigned or the consequences of doing those tasks.

Retreatism: The student is disengaged from the tasks, expends no energy in attempting to comply with the demands of the tasks, but does not act in ways that disrupt others and does not try to substitute other activities for the assigned task.

Rebellion: The student summarily refuses to do the task assigned, acts in ways that disrupt others, or attempts to substitute tasks and activities to which he or she is committed in lieu of those assigned or supported by the school and by the teacher.

Source: "Working on the Work," by Phillip C. Schlechty

STANDARD SIX

Stakeholder Communications & Relationships

Stakeholder Communications & Relationships

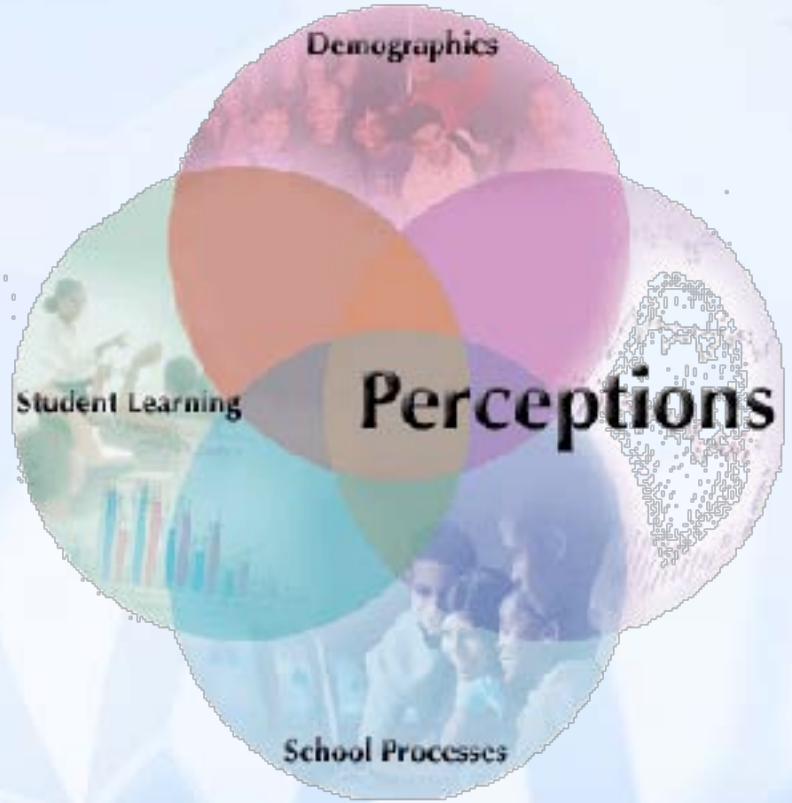
We value input from parents, students, staff, and the community.

Stakeholder Communications & Relationships

Technology enhances opportunities for stakeholders to communicate.

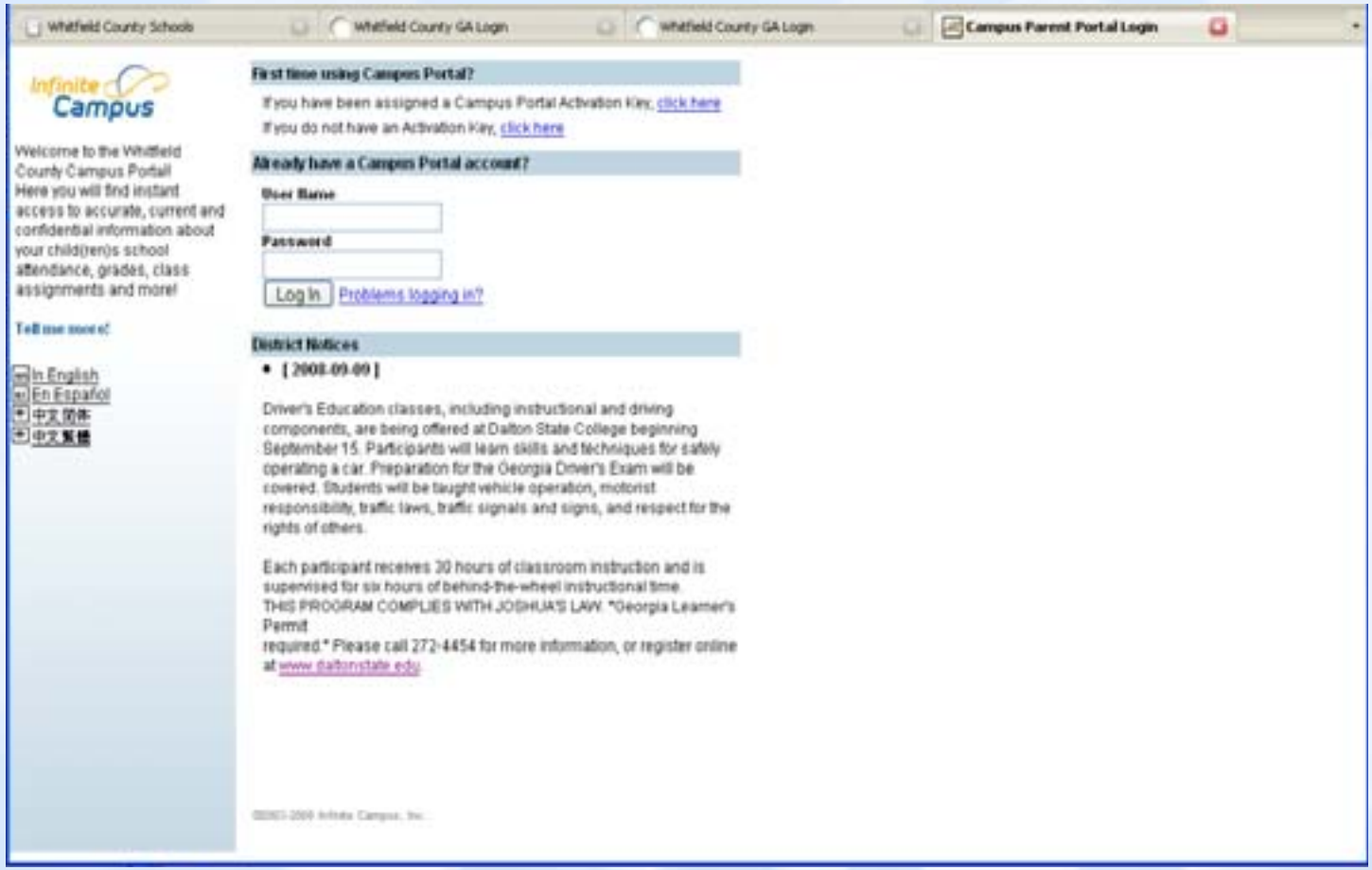
Stakeholder Communications & Relationships

Annual needs assessment through Bernhardt surveys online



Stakeholder Communications & Relationships

Parent Portal on Infinite Campus



Stakeholder Communications & Relationships

School & District websites

STANDARD SEVEN

Commitment to Continuous Improvement

Commitment to Continuous Improvement

Working on the Work Framework

Schlechty Center

for leadership in school reform

Commitment to Continuous Improvement

Working on the Work (WOW) Framework

- The WOW framework has been incorporated throughout the system to build leadership capacity in the district.

Commitment to Continuous Improvement

Teachers and staff are trained to perform as leaders, and administrators serve as leaders of these leaders.

Whitfield County Schools

Standards Overview