


---

**Content Section Submission** [Print this plan](#)**General Information****State:** GA**System Name:** Turner County**System Type:** Traditional**Fiscal Year:** 2016**Title II-A Coordinator:** Joy Gentry**Email Address:** jgentry@turner.k12.ga.us**RESA:** Coastal Plains RESA**Student Enrollment:** < 3,000**Student Minority Percentage:** 50% - 75%**Student Poverty Percentage:** > 75%

## I. Introduction

### System Name: Turner County | Fiscal Year : 2016

#### I.1 Describe the LEA

The Turner County School System is a rural system in south Georgia serving approximately 1438 students in grades pre-k – 12. The system poverty is 96% economically disadvantaged. The student population is 56% Black, 35% White, 6% Hispanic, 1% Asian and 2% Multiracial. There is one elementary school, one middle school, one high school and one special services school. There are 127 certified personnel and 108 classified system personnel.

#### I.2 Provide LEA Equity Belief Statement

The mission of the Turner County School System is to ensure equitable opportunities for all children, including poor and minority students to programs of instruction and access to highly qualified, effective teachers. The Turner County School System believes that all students are unique learners and should be provided differentiated instruction to meet state standards.

---

## II. Annual Needs Assessment Including Required Equity Components

**Section Rating: Adequate**

- II.1** Provide a summary of how the needs assessment is conducted.
- The needs assessment is an annual process culminated with the year ending stakeholder meeting which includes administrators, board members, community stakeholders, teachers, parents and paraprofessionals. The focus of this process is based on student data including progress monitoring, standardized tests and sub-group evaluations. This data along with parent, teacher, administrator and paraprofessional surveys provides a realistic picture of progress made and areas for continued concentration. This data along with student test scores, parent involvement surveys and other data sources will be analyzed at the systemwide data review in June to assist with forming school improvement goals. All stakeholders are involved in the determination and ranking of prioritized needs.
- II.2** Identify data sources used
- Data sources include test data (progress monitoring, grade level benchmarks and standardized tests), class size data, attendance records, a summary of professional learning data, HiQ data for teachers and paraprofessionals, retention and recruitment efforts, TKES data, survey data, and system improvement plans.
- II.3** Briefly summarize findings for:
- a.** HiQ status of teachers 100% HiQ for all teachers.
  - b.** HiQ status of paraprofessionals 100% HiQ for all paraprofessionals.
  - c.** Teacher experience Data indicates the average years of teacher experience for all schools is 12.7%. The experience continuity ratio is 84% with 26.09% having high level experience, 65.22% having mid level experience and 8.7% having low level experience. All principals work closely with Human Resources to ensure that highly qualified teachers and paraprofessionals are hired. If necessary teachers are moved with-in schools to ensure that no student is with an inexperienced teacher two consecutive years.
  - d.** Teacher training to meet diverse student needs Turner County School System is a Learning Focused/Best Practices trained system. Teachers new to the system are required to attend Coastal Plains RESA classes on classroom Best Practices. Many teachers have co-teaching training. Title II-A funds are used to provide Gifted Endorsement for selected teachers. Teachers are trained in ESOL techniques and some teachers acquire ESOL certification through the Title III Consortium. All schools have access to differentiation training thru conferences, CPRESA and/or PD360.
  - e.** Class Size Title II-A funds are used to provide two teachers at the middle school. All classes are below the state recommended average class size and equitable in class size.
  - f.** Retention The retention rate for all schools is 78.1%. All schools were above the state average in attrition except for the elementary school which

was at 11.63% to the state's 16.49%. This was due to a number of circumstances. Several teachers left due to promotions both inside and outside the school system. Several teachers were transferred within the system to respond to changing needs at other schools and some teachers retired. All hired replacements were highly qualified. We will monitor the efforts to retain highly qualified teachers.

#### **g. Recruitment**

Recruitment in the past few years has not been an issue due to state budget cuts. We have had vacancies in several areas, but the most difficult ones to fill are in Mathematics and Science. It is more difficult to recruit teachers in these areas because of a statewide shortage of teachers in these critical areas. When we do hire teachers Turner County utilizes Teach Georgia, visits local colleges, utilizes local media and post job openings on the system website.

#### **II.4 List Prioritized Needs**

The Needs Assessment shows a consensus in the system's top 5 prioritized needs. 1.) Differentiated Instruction 2.) Uses of Assessment 3.) Math Content 4.) Instructional Strategies (maximizing Instructional Time) 5.) Parent/Community Involvement

---

### III. Equity of Stakeholder Involvement

Section Rating: Target

**III.1** Identify Stakeholder groups (internal and external)

**III.2** Describe how internal and external stakeholders are involved in the planning process to:

- a. Accomplish annual needs assessment** Surveys are conducted with all administrators, teachers, paraprofessionals and parents to generate planning data for the next school year. This data is brought to the System Data Review in June where it is analyzed to assist with forming goals and prioritizing needs. During the school year, school administrators meet with their respective leadership teams to discuss student achievement and how to best meet the needs of all students. Monthly system administrative meetings are held to focus on student data and program success. Focus groups are held to analyze data and get input into school and system performance. Parent meetings are held throughout the year to inform parents and solicit suggestions and input for school improvement and planning. Representatives from Moultrie Tech have planning sessions with the high school principal, teachers and superintendent to develop strategies that merge the technical college courses with the high school courses. Space is provided in the high school for Moultrie Tech teachers and Carnegie units are awarded to our students for completion of their course work. In May of each year, all stakeholders are invited to attend the stakeholder meeting this includes parents, teachers, paraprofessionals, system personnel, business and community leaders and representatives from Moultrie Tech and ABAC. Principals give summaries of their school data, surveys are reviewed. The Needs Assessment is finalized with a list of prioritized needs at the Data Review.
- b. Prioritize needs** Internal stakeholders include teachers, students, paraprofessionals, administrators, board members, system personnel. External stakeholders include parents, community/business leaders, PTO officers, RESA members, and local colleges and tech schools. Data from surveys and principal reviews are presented to the Data Team. A list of needs is established and a priority is assigned which will be included in the Title IIA Equity Plan.
- c. Identify actions or strategies contributed to equity plan.** The Annual Stakeholder's Meeting to present annual data from all system programs is conducted. At the meeting are both internal and external groups that are invited to participate in the planning and review process. The planning process continues which includes: student achievement and strategies to improve test scores, ideas to improve teacher morale, overall school climate, student attendance and parental and community support and involvement. The Data Team reviews the annual data and determines their plan of action. The superintendent and Title II director participate in the Data Review. Plans will be shared with the school board.



## IV. Highly Qualified Teacher Equity

Section Rating: Target

**IV.1** Provide the teacher HiQ Percentage for the current year

100%

**IV.2** Provide the paraprofessional HiQ Percentage for the current year

100 %

**IV.3** Describe how a remediation plan is developed for non-HiQ teachers, non-HiQ paraprofessionals, and core academic teachers who do not hold a clear renewable certificate.

Funds are used to pay for teacher testing, professional learning, tuition, and tutors to help meet the goals of the remediation plan. For the past four years all teachers are HiQ and hold a clear renewable certificate. If we do have teachers/paraprofessionals who are not HiQ or do not hold a Clear Renewable Certificate remediation plans are developed before these teachers/paraprofessionals are hired or at the time of a change in job assignment where the teacher is teaching a class in which he/she is no longer highly qualified. The remediation plans include the steps that will be necessary to become HiQ either TAPP, OYSP, passing the GACE or college courses. The remediation plans are signed by the teacher/paraprofessional, the principal and the Title II director. All teachers and paraprofessionals not HiQ are monitored routinely by building administrators and the Title II coordinator. These teachers are instructed to notify their principal of any setbacks or problems in attaining their certification. At the beginning of each school year and at quarterly intervals they must show evidence of progress. For the past three years all teachers are HiQ and hold a clear renewable certificate.

**IV.4** Describe the monitoring process to ensure each non-HiQ teacher, non-HiQ paraprofessional, and core academic teacher who does not hold a clear renewable certificate is implementing the remediation plan and making progress toward HiQ status or clear renewable certification.

All teachers and paraprofessionals not holding a clear renewable certificate are monitored routinely by building administrators and the Title II coordinator. The remediation plans include the steps necessary to obtain a clear renewable certificate by either the TAPP, OYSP or completion of college coursework. These teachers are instructed to notify their principal of any setbacks or problems in attaining their certification. At the beginning of each school year and at quarterly intervals they must show evidence of progress. For the past two years all teachers are HiQ and hold a clear renewable certificate.

**IV.5** Describe how LEA monitors HiQ assignment of teachers based on student demographics and diverse needs of students.

Prior to the beginning of each school year, principals, assistant principals, school counselors and the Student System Information Manager review all student schedules concentrating on areas of academic concern based on test data and student academic achievement. Because of our small size we often only have one teacher per subject area in each grade but our RTI program and FLEX scheduling allows us to provide acceleration and extra help for our low achieving students. Our Needs Assessment has shown that the two areas of greatest concern: the economically disadvantaged and students with disabilities require additional seat

time. We are able to accomplish this by utilizing teachers in different grades based on a teacher's strength and experience.

**IV.6** Describe how Title II-A or other appropriate funds support the remediation of plans. **Not applicable for 2016**

---



## V. Teacher Experience and Effectiveness Equity

**Section Rating: Adequate**

- V.1** Describe how the LEA assesses teacher effectiveness  
 Teachers are observed and evaluated throughout the school year by principals, assistant principals, peer teachers, and central office personnel. These evaluations and observations consist of administrative walkthroughs both as informal and formal TKES observations. Student improvement on Progress Monitoring, formative assessments, and standardized tests are tools used to evaluate a teacher's effectiveness.
- V.2** Describe how the LEA plans to address any identified inequities in teacher experience across schools and classrooms in the system and within its schools and programs.  
 Principals utilize a spreadsheet containing teachers' experience and student achievement data to inform student scheduling and make adjustments if inequities in experience are found. Emphasis is placed on making certain no student has an inexperienced teacher two years in a row. Principals work very closely with the school registrar to ensure teachers are placed in the appropriate area of certification, and students are placed in the appropriate class. All student schedules are visually checked by school counselors to make sure each student is in the appropriate class.
- V.3** Describe how the LEA plans to address any identified inequities in teacher effectiveness within its schools and programs.  
 Professional Development Plans (PDP) are used to increase effectiveness with low performing teachers. If a teacher is determined to have a weakness, a plan is developed to provide support and help the teacher improve. This support may consist of professional learning opportunities and peer teacher observations and feedback. A mentoring program, as well as PD360, is utilized to model good teaching. Grade level meetings provide a dialogue on effective teaching practices. If a teacher fails to show improvement, they are placed on a PDP that is supervised by a building administrator and reviewed by system level personnel. If, after continued observations, they conclude a teacher is not making progress they may be assigned a different role other than classroom teacher such as an RTI provider where they can work one on one or reassigned to an area of their strength. Ultimately, if a teacher shows no improvement they can be nonrenewed.
- V.4** Describe the procedure to ensure that no student will receive an inexperienced, ineffective teacher two years in a row.  
 Principals utilize a spreadsheet containing teacher's experience. All student schedules are reviewed by the building principal and school counselor. Any student who may have an inexperienced teacher two years in a row is reassigned.
-

## VI. Class Size Equity

**Section Rating: Target**

**VI.1** Describe how the LEA plans to address identified inequities in class sizes across schools in the system and within its schools. The LEA along with the building principals and school counselors monitor class size during the first few weeks of school. If inequities exist, students and/ or teachers are reassigned to make sure all classes are equitable. Title IIA funds provides two teachers at the middle school for class size reduction.

---

## VII. Teacher Preparation and Ability to Meet Diverse Needs of Students

**Section Rating : Adequate**

**VII.1** Describe the process the system uses to assess teacher ability to differentiate instruction based on diverse needs of their student population.

Historically, administrators have used the observation portion of PD 360 to perform informal walkthroughs which provides immediate feedback and GTEP for formal assessments. We have transitioned to the TKES/LKES evaluations and have implemented this systemwide in FY15. Administrators and Central Office staff will be monitoring these performance evaluations. A student's improvement in his/her respective subgroups is also used as a basis to assess the teacher's ability to differentiation instruction. The central office is notified if a teacher shows a weakness in differentiation. Peer teacher observations, formal and informal observations and differentiated instruction professional learning are strategies used to improve teacher's ability to differentiate.

---

## VIII. Retention of Highly Qualified, Effective Teachers

**Section Rating : Adequate**

**VIII.1** Describe the teacher retention program that includes specific plans for schools and/or programs that have been identified with retention needs.

Retention of our workforce in Turner County has not previously been an issue, although in FY14 some schools experienced elevated teacher turnover. Budget cuts and reduced state funding have resulted in some teachers who leave the system not being replaced. Fortunately, we are committed to making sure that all teachers hired are highly qualified. Veteran teachers, who possess multiple certifications and endorsements, are given the option of transferring internally to teach in an area of their interest. New teachers are paired with a successful veteran teacher as a mentor who works with them in areas of school and system procedures and policies. The principal of each school has bimonthly meetings with new teachers to address questions and concerns. In addition the central office conducts meetings with new teachers to help with paperwork and system policies.

**VIII.2** Describe how Title II-A or other appropriate funds are used to support retention efforts.

Retention of our workforce in Turner County has not previously been an issue, although in FY14 some schools experienced elevated teacher turnover. Budget cuts and reduced state funding have resulted in some teachers who leave the system not being replaced. Fortunately, we are committed to making sure that all teachers hired are highly qualified. Veteran teachers, who possess multiple certifications and endorsements, are given the option of transferring internally to teach in an area of their interest. New teachers are paired with a successful veteran teacher as a mentor who works with them in areas of school and system procedures and policies. The principal of each school has bimonthly meetings with new teachers to address questions and concerns. In addition the central office conducts meetings with new teachers to help with paperwork and system policies.

---

## **XI. Recruitment and Placement of Highly Qualified, Effective Teachers**

**Section Rating : Target**

**IX.1** Describe how the system plans for recruitment and placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and all content areas.

The Teach Georgia website is used to post all certified openings in Turner County. Principals have been directed to recommend only teachers for hire who are highly qualified, in the area of need for any teaching positions. All teachers hired in the past three years have been highly qualified. In some instances, we have sought to fill vacancies by having high-quality, currently-employed teachers add certifications or endorsements. Principals utilize a spreadsheet containing teacher's experience to inform student scheduling and make adjustments if inequities in experience are found. Emphasis is placed on making certain no student has an inexperienced teacher two years in a row. If recruitment is needed, principals and system staff have attended recruitment fairs. College graduation lists are used as a tool to identify available teachers for job openings. Advertising with Teach Georgia allows job openings to be listed throughout the state.

**IX.2** Describe how Title II-A or other appropriate funds are used to support recruitment efforts.

Not applicable for 2016

## X. Summary of Impact for the Fiscal year 2015 selected Equity Indicator(s)

**X.1** Prepare a brief Summary of Impact that describes the actions taken to reach "target" and the LEA's evidence of success in reaching "target".

Turner County School System is a 100% HiQ system based on HiQ data from the GaPSC website. Teacher preparation and meeting the diverse needs of our students is an ongoing process. Our teachers have been trained in all areas of diversification yet we continue to have gaps within subgroups most especially our SWD and other subgroups. Professional learning opportunities have been provided such as workshops, conferences and consultants have helped. We have seen some significant improvements in closing the gaps between subgroups. However, our data still shows that all subgroups are not achieving at the same levels, therefore we cannot yet be considered "target".

**X.2** Prepare a brief summary describing the LEA's Evidence of Success. What data SUPPORTS THE RATING OF "target"? Or if the LEA did not reach "target," what prevented the LEA from doing so?

Actions taken to meet this indicator of teacher effectiveness and a greater connection between parents and school include: Professional learning for the Common Core, differentiation, inclusion, coteaching, working with students with disabilities, increased awareness of our RTI program and a commitment to PBIS. We have fully implemented PBIS this year, and it has been successful in promoting positive behaviors that support improved classroom behavior and student achievement. We were able to close the gaps significantly according to the scoring on the CCRPI scorecard. The Elementary School's overall CCRPI score went from a 71.5 in 2013 to 74.2 in 2014. The middle school went from a 58.7 in 2013 to a 72.2 in 2014. The high school went from a 67.6 in 2013 to a 75 in 2014. The EOCT scores improved in all subjects but Geometry, Economics and Biology. The high school graduation rate was 94.9% in 2014. Increased teacher effectiveness was most apparent in the elementary school which was identified as a FOCUS school because of the improvement in the CCRPI score.

## **XI. Equity Indicator Selected for Fiscal year 2016 Focus**

Identify at least one equity indicator that will be a focus for movement to "target"

### **XI.1.A Equity Indicator 1: Teacher preparation and ability to meet diverse needs of students**

**XI.1.B** Provide a statement identifying the Actions/Strategies/Interventions or Programs for the selected equity indicator as a focus for next year.

Turner County School System will continue to focus on meeting the diverse needs of our students. We will continue to use student data as a basis for improving student achievement. Leadership teams will evaluate student data and provide instructional strategies for subgroups not meeting state standards. Professional learning that meets the needs of each school will be scheduled such as Flexible Scheduling, increasing Lexile levels systemwide, foundations of math, Focus on Instructional Frameworks and Reciprocal Teaching in Reading/Language Arts at the elementary school which is our only FOCUS school. We have fully implemented PBIS this year, and it has been successful in promoting positive behaviors that support improved classroom behaviors based on decreased office referrals. Based on TKES evaluation data and Title II-A survey data, Turner County Schools is planning to implement professional learning activities that address Math Content Area knowledge, increasing Lexile levels and Differentiated Instruction. Class-size reduction teachers will be employed to aid in implementation of Differentiated Instruction strategies that will allow teachers to better accommodate the individual learning needs of students. Professional Learning activities will be evaluated after completion to ensure teacher and leader effectiveness. We will seek creative solutions that will increase the percentage of stakeholders attending events and providing valuable input to our programs and evaluation and effectiveness of our programs.

---

### **XI.2.A Equity Indicator 2: Not Included**

---

## XII.Prioritized Needs and Impact of Spending for Fiscal year 2014 Focus

**XII.1.A** What were your prioritized needs in fiscal year 2014 (July 1, 2013 through September 30, 2014)?

1. **Class Size Reduction**
2. **Professional Learning for Teachers**
3. **Stakeholder Involvement**
4. **Professional Learning for Leaders**
5. **Differentiated Instruction**

**XII.2.A** In reflecting on the previous year, what are the most substantive changes your district plans to to your Title II-A program in the coming year?

Turner County School System will continue to focus on meeting the diverse needs of our students. We continue to use student data as a basis for improving student achievement. Leadership teams will evaluate student data and provide instructional strategies for subgroups not meeting state standards. Professional learning that meets the needs of each school will be scheduled such as Flexible Scheduling, increasing Lexile levels systemwide, foundations of math, Focus on Instructional Frameworks and Reciprocal Teaching in Reading/Language Arts at the elementary school which is our only FOCUS school. We fully implemented PBIS this year, and it has been successful in promoting positive behaviors that support improved classroom behaviors based on decreased office referrals. Based on TKES evaluation data and Title II-A survey data, Turner County Schools is planning to implement professional learning activities that address Math Content Area knowledge, increasing Lexile levels and Differentiated Instruction. Class size reduction teachers will be employed to aid in implementation of Differentiated Instruction strategies that will allow teachers to better accommodate the individual learning needs of students. Professional Learning activities will be evaluated after completion to ensure teacher and leader effectiveness. We will explore creative solutions that will increase the percentage of stakeholders attending events and providing valuable input to our programs and evaluation and effectiveness of our programs.

**XII.3.A** How did you spend your Title II-A dollars in Fiscal year 2014?

Impact	Rating	Student Learning	Demographic	Perception	Program
Needs Assessment	Good	Yes	Yes	Yes	Yes
Stakeholder Involvement	Average	Yes	Yes	Yes	Yes
Highly Qualified Status	Excellent	Yes	No	No	Yes
Assessing Teacher Effectiveness	Good	Yes	No	Yes	Yes
Assessing Leader Effectiveness	Good	Yes	No	Yes	Yes
Class Size Reduction	Excellent	Yes	Yes	No	Yes
Professional Learning for Teachers	Good	Yes	No	Yes	Yes
Professional Learning for Leaders	Average	Yes	No	Yes	Yes



Retention	Good	Yes	No	No	Y
Recruitment	Good	Yes	No	No	Y

---

#### **XII.4.A** Professional Learning for Teachers and/or Leaders – Topics Addressed

- a. **Assessment Uses**
  - b. **Differentiated Instruction/Universal Design for Learning**
- 

#### **XII.5.A** Professional Learning Delivery Models

- a. **Job-Embedded Professional Learning (Professional Learning Communities, Coaching, Action Research, Looking at Student Work, Book Study)**
  - b. **Faculty Meeting**
  - c. **Workshops**
- 

**XII.6.A** What professional learning model provided in Fiscal year 2014 had the greatest impact on your district's goals?

The professional learning model providing the greatest impact on our goals is job-embedded professional learning.

---

**XII.7.A** How does your district assess how professional learning is positively impacting teacher and/or leader behavior?

The Turner County School System utilizes student achievement data, classroom observations perception data from Teachers and Leaders to evaluate the professional learning we have provided.

---

**XII.8.A** How does your district assess how professional learning is positively impacting student achievement?

Administrators, teachers, and system staff analyze all student achievement data with emphasis on subgroups where professional learning was directed. Data that is compiled includes disaggregated formative summative assessment data, PBIS Data, Discipline Data, progress monitoring Data, CCRPI Data, 1 Evaluation and Observation Data and survey data.

---

**XII.9.A** How have these experiences helped to combat inequities within your district's schools and your district?

Through our CCRPI data and high stakes testing data analysis, we can see that the gaps between subgroups have narrowed this year. Administrators will continue to implement professional development differentiation and other instructional strategies to continue our progress.