Webster County Schools

Strategic Plan

2020-2025

Updated: May 2024

Last Adopted July 13, 2021

Webster County and Webster County Schools

Webster County School System is located in Preston, Georgia. Webster County, created by Act of the Legislature December 16, 1853, and was originally named Kinchafoonee County. In 1856 legislature changed the name to Webster County in honor of Daniel Webster, New England orator and statesman. Webster County was Georgia's 104th county. According to the 2010 Census, the population of Webster County is 2,799. It is the 3rd lease populous County in Georgia and consists of the cities of: Preston and Webster.

The Webster County School System consists of grades Pre-kindergarten through 12th grade in one school building. The current school was built in 2003 as a Pre-kindergarten – 8th grade school. In 2009, the school board voted to transition Webster County high school students back to Webster County from Tri-County High School.

The first official graduating class from Webster County High School was held in 2010 with 26 graduates. After graduation, 19% attended technical college, 38% attended a 2-year college, 38% attended a 4-year university, and 5% enlisted in the military. Since then, Webster County School District strives to ensure all graduates (100%) have a career plan upon graduation. Webster County High was named a National Blue Ribbon School for Closing the Achievement Gap in 2013.

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School Enrollment

2021-2022

Elementary School – 131

Middle School – 65

High School – 67

Total Enrollment: 263

2022-2023

Elementary School – 131

Middle School – 72

High School – 70

Total Enrollment: 273

2023-2024

Elementary School – 133

Middle School – 65

High School – 72

Total Enrollment: 270

Ethic Distribution of Students

White: 42%

Multi-Racial: 3%

Hispanic/Latino 8%

Black – 46%

Free –Reduced Rate: 92.47%

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Beginning Learners **do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness.

Developing Learners **demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

Proficient Learners **demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared* for the next grade level or course and are on track for college and career readiness.

Distinguished Learners **demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness.

Student Achievement –Governor's Office of Student Achievement Data 2022-2023 GMAS Data

3rd Grade ELA   **MATH**

ELA Percent%	Academic Level	Math Percent %
23.5%	Beginning Learner	5.9%
41.2%	Developing Learner	64.7%
35.3%	Proficient Learner	23.5%
0	Distinguished Learner	5.9%

5th Grade ELA   **MATH**

ELA Percent%	Academic Level	Math Percent %
29.2%	Beginning Learner	16.7%
33.3%	Developing Learner	58.3%
33.3%	Proficient Learner	25%
4.2%	Distinguished Learner	0

8th Grade ELA   **MATH**

ELA Percent%	Academic Level	Math Percent %
25%	Beginning Learner	25%
45.8%	Developing Learner	58.3%
29.2%	Proficient Learner	16.7%
0	Distinguished Learner	0

American Literature (11th)   **Coordinate Algebra (9th)**

American Literature Percent%	Academic Level	Coordinate Algebra Percent %
29.4%	Beginning Learner	50%
47.1%	Developing Learner	37.5%
17.6%	Proficient Learner	12.5%
5.9%	Distinguished Learner	0

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Student Achievement –Governor's Office of Student Achievement Data 2021-2022 GMAS Data

3rd Grade ELA   **MATH**

ELA Percent%	Academic Level	Math Percent %
69.2	Beginning Learner	23.1
30.8	Developing Learner	53.8
0	Proficient Learner	23.1
0	Distinguished Learner	0

5th Grade ELA   **MATH**

ELA Percent%	Academic Level	Math Percent %
0	Beginning Learner	38.9
61.1	Developing Learner	55.6
22.2	Proficient Learner	0
11.1	Distinguished Learner	0

8th Grade ELA   **MATH**

ELA Percent%	Academic Level	Math Percent %
29.4	Beginning Learner	35.3
23.5	Developing Learner	47.1
41.2	Proficient Learner	17.6
0	Distinguished Learner	0

American Literature (11th)   **Coordinate Algebra   (9th)**

American Literature Percent%	Academic Level	Coordinate Algebra Percent %
5.9%	Beginning Learner	43.8%
58.8%	Developing Learner	43.8%
35.3%	Proficient Learner	6.3%
0	Distinguished Learner	6.3%

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Student Achievement –Governor's Office of Student Achievement Data 2020-2021 GMAS Data

3rd Grade ELA   **MATH**

Percent%	Academic Level	Percent%
52.4	Beginning Learner	33.3
23.8	Developing Learner	38.1
23.8	Proficient Learner	28.6
0	Distinguished Learner	0

5th Grade ELA   **MATH**

Percent%	Academic Level	Percent%
31.6	Beginning Learner	52.6
36.8	Developing Learner	15.8
31.6	Proficient Learner	21.1
0	Distinguished Learner	10.5

8th Grade ELA   **MATH**

Percent%	Academic Level	Percent%
30	Beginning Learner	35.0
40	Developing Learner	35.0
26	Proficient Learner	20
0	Distinguished Learner	10

American Literature (11th)   **Coordinate Algebra   (9th)**

American Literature Percent%	Academic Level	Coordinate Algebra Percent %
28.6%	Beginning Learner	42.9%
28.6%	Developing Learner	42.9%
42.9%	Proficient Learner	14.3%
0	Distinguished Learner	0

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Graduation Rate:

Academic Year	Graduation Rate
2018-2019	**100%**
2019-2020	**91.3%**
2020-2021	**Too few students to count**
2021-2022	**100%**
2022-2023	**100%**
2023-2024	**NOT RELEASED**

Input for Improvement

This plan was developed through the input of the school's leadership team, school board member, and community input meetings. Community input meetings were held as well as survey input was used.

Based on those input meetings the following areas were identified for improvement: student achievement and accountability. Student achievement included: 1. Improve student achievement in literacy (reading and ELA), 2. Improve student achievement in

Data used to develop the plan:

- **Georgia Student Health Survey**
- **District Personnel Survey**
- **Parent Surveys**
- **CCRPI Data**
- **TKES Data**
- **Georgia Milestones Assessment Data**
- **Leadership Team Input Meeting**
- **Board of Education Input Meeting**
- **Community Input Meeting**
- **AdvancedEd Report (March 2019)**

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<h1 align="center">Vision:</h1>

The Webster County School System will partner with the community to create a learning environment to meet all needs of all students with a focus on developing honor, dignity, respect, determination and knowledge within us all.

<h1 align="center">Mission:</h1>

The mission of the Webster County School System will be to provide education, thus empowering individuals to become caring, competent, responsible citizens who value education as a life-long process.

<h1 align="center">Core Beliefs:</h1>

The administration, faculty, and staff of the Webster County School System believe:

- The family is the primary influence in a student's life, and the establishment of a strong home-school partnership is the basis for our children's success.
- All educational stakeholders, including students, should respect themselves and others, to understand and appreciate the diversity and interdependence of all people.
- High standards of excellence are expected from faculty, staff, and students.
- Students should have a safe, orderly, nurturing, and comfortable environment that is conducive to learning.
- All of our children should be taught a rigorous, relevant curriculum where assessment drives instruction.
- Data-driven, Georgia Performance Standards-based instruction taught by highly qualified educators result in student success.
- Up-to-date technology provides information for teaching and learning so that our students will be successful in the world of today and tomorrow.
- We can instill a desire to continue learning in our children so they can reach their full potential and become productive, responsible citizens.
- All decisions made for our children should be based on the deep commitment of always putting children first.

<h1 align="center">Motto:</h1>

<h2 align="center">"One Community, One School, One Family"</h2>

Updated: May 2024

<div align="right">Last Adopted July 13, 2021</div>

<u>PRIORITIES</u>

1.   Ensure safe, secure and positive school climate.

2.   Improve language and literacy for all students.

3.   Improve math proficiency.

4.   Improve literacy proficiency.

5.   Retain and recruit personnel who exhibit the vision, mission, core beliefs, and motto of the Webster County School District.

6.   Collaborate and communicate with all stakeholders (teachers, parents, students, community, board members, etc) to create an environment of transparency and trust (implementing and adhering to policy updates, strategic plan, district goals, etc).

7.   Collaborate with stakeholders to adopt a local budget that includes sufficient fiscal resources to support the district's goals.

Updated: May 2024

GOALS AS ALIGNED TO DISTRICT IMPROVEMENT PLAN

Goal Area 1:   **Student Achievement**

Performance Objective: **Improve student achievement in math.**

Initiative: **Increase the percentage of proficient and higher learners by a minimum of 3% while decreasing the number of beginning learners by 3% as measured by EOG and EOC test results.**

Action Step	Person Responsible	Resources	Means of Evaluation	Additional Comments/Next Steps
1. Provide technology to support classroom instruction, intervention, and remediation through instructional programs.	Administrators Curriculum Director Teachers	IXL, Moby Max, Beacon, Star Math, Math Seeds, USA Test Prep, Freckle	Weekly data reports, teacher usage, student data, SMART goals, Beginning, Middle, End of year Data Reports	Incorporated Reading Enrichment/Remediation and Math Remediation in grades 6-12
2. Progress monitor to gauge student progress.	Administrators Teachers Data Team	Formal and informal assessments	Weekly progress monitoring sheets, MTSS data sheets	
3. Provide Professional Development for math and math interventions and remediation.	Administrators	Professional Development workshops, Local RESA office, GA DOE workshops SLDS	Data analysis, weekly progress, sign sheets/agendas from professional development, TKES	

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Goal Area 2: Student Achievement

Performance Objective: Improve student achievement in literacy (reading and ELA).

Initiative: Increase the percentage of proficient and higher learners by a minimum of 3% while decreasing the number of beginning learners by 3% as measured by EOG and EOC test results.

Action Step	Person Responsible	Resources	Means of Evaluation	Additional Comments/Next Steps
1. Provide technology to support classroom instruction, intervention, and remediation through instructional programs.	Administrators Curriculum Director Teachers	IXL, Moby Max, mClass, Beacon, Star Reading, DIBELS, Reading Eggs, USA Test Prep	Weekly data reports, teacher usage, student data, SMART goals, Beginning, Middle, End of year Data Reports	
2. Progress monitor to gauge student progress.	Administrators Teachers Data Team	Formal and informal assessments	Weekly progress monitoring sheets, MTSS data sheets	

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Goal Area 3:　　　　　　　　**Accountability**

Performance Objective:　　　**Improve schools' and district's CCRPI scores.**

Initiative:　　　　　　　　**Increase GAMS scores in grades 3-5 in all areas, improve student mastery of grade level skills, provide specific remediation and interventions for at risk students in all grades.**

Action Step	Person Responsible	Resources	Means of Evaluation	Additional Comments/Next Steps
1. Provide professional learning in differentiated instruction to address struggling learners.	Administrators Curriculum Director Teachers	IXL, Reading Eggs, Math Seeds, DIBELS, Amplify, Moby Max, STEM activities, Beyond the Core activities	SMART goals, Weekly student data, TKES, observations, lesson plans, data analysis by Data Team, walkthroughs	
2. Monitor for quality instruction to see evidence of increased rigor, quality lessons.	Administrators Teachers Data Team	Lesson plans, TKES evaluation, Data Reports, Local RESA	Weekly progress monitoring sheets, TKES, weekly data reports	**GLIMPSE**
3. Provide well rounded educational opportunities for all students.	Administrators Teachers	RESA, Columbus State University Theatre Department, STEAM/Reading Night, Calhoun Produce, Museum of Aviation, Space, and Science Center, virtual field trips, Springer Opera House, 4-H, Webster County Paramedic Program, Family Connections, Webster County Collaborative Gardens, etc.	Assessments, observations, data sheets, data team meeting minute, TKES, Lesson Plans, walkthroughs	

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Action Step	Person Responsible	Resources	Means of Evaluation	Additional Comments/Next Steps
4. Recruitment and retention of teachers for career advancement by funding GACE to support career advancement focusing on multiple career paths, teachers expanding content areas, service areas, and leadership opportunities.	Administrators	Local RESA, Georgia Southwestern State University, Columbus State University	Data collections, PSC certifications, enrollment in professional development	
5. Implementation of Positive Behavior Interventions and Support Program (PBIS).	PBIS Team Teachers Administrators	PBIS data system, Local RESA, GA DOE, School Climate Specialists	PBIS Team and program guidelines, number of discipline referrals	

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