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Media Release

FOR IMMEDIATE RELEASE

LaGrange, GA., January 20, 2023 – Every week until the end of the 2022-2023 school year, The Troup County School System will highlight a Professional Learning Community from a different school.

The goal of the Professional Learning Communities is to meet regularly and discuss standards-based approaches, common assessments, student work, student-level data, interventions, and instructional improvement strategies.

This week's highlight is **Callaway High School, written by Jason Graham, Principal of CHS.**

Spotlight - Mr. Jared Boggs and Ms. Carrie Burger

Mr. Boggs and Ms. Burger are teachers in our English department. They've both taught several courses, including Literature and Composition (9th grade), World Literature (10th grade), American Literature (11th grade), and Advanced Composition (12th grade). Most recently, they participated in a PLC for World Literature and found much success in the process. This semester they're teaching American Literature and aim to significantly increase the percentage of students performing at a proficient or distinguished level on the End of Course Assessment.

What do these teachers do in PLCs?

The most distinguishing characteristic of their PLC is a genuine excitement and collaborative spirit around sharing their ideas, strategies, successes, and struggles with each other. They have a formal meeting on a specific day each week, but they constantly talk about what's working, what's not working, and what adjustments they might implement. They've even been spotted planning together after school, in our gym, while watching our students play a basketball game!

Their work for each unit begins with "deconstructing" standards. This process provides clarity on exactly what the students are supposed to know and be able to do. The next crucial step is developing assessments **together** that will determine mastery of those standards. After the standards have been analyzed and the assessments created, they begin planning engaging activities to facilitate learning for all students. Every few days, they use a common formative assessment as a progress check, and at the end of the unit, they administer a common summative assessment. After every assessment, they look at the data, discuss it with their students, and plan a path forward for everyone. Some students may need more time or a different strategy from the teacher to truly understand a concept, while others may be ready to move on with more challenging work. This is where sharing ideas with each other is so important. It's a process that

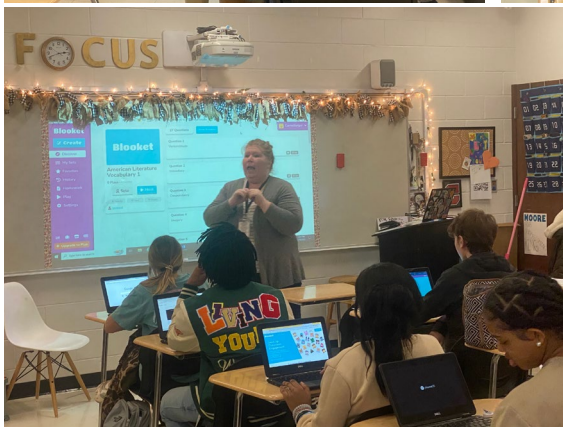
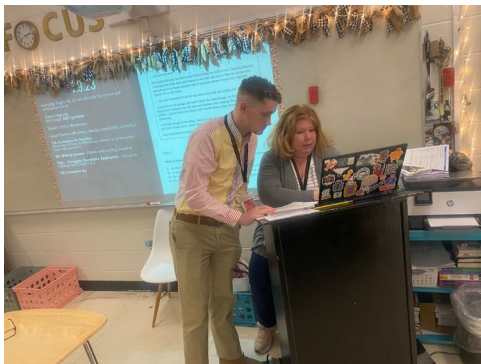
requires constant discussion and collaboration to ensure every student finds success on the path to becoming a proficient or distinguished learner by the end of the semester.

Is it working?

Mr. Boggs and Ms. Burger are constantly evaluating the effectiveness of their work. They want all of their students to perform at the highest level possible, and they know how to get results. Reflecting on a pivotal moment, Mr. Boggs said, "It all started with a district common assessment last year. What we were doing wasn't working. Our most advanced students didn't do well - it wasn't the kids. We adjusted our classroom assessments. From that point forward, every assessment was structured similar to what they would see on an End of Course Assessment". They embraced the PLC process, encouraged their students, and emphasized individual and class growth as the key to increasing overall achievement on their assessments. They also added some fun and excitement by creating competitions between their classes. As a result of their efforts, scores increased by nearly 20% for all students on their remaining assessments.

The most impactful outcome of their collaboration has been clarity. They've worked to ensure everything is aligned (standards, assessments, resources, lesson plans) and everyone is on the same page. They want all students striving to become proficient or distinguished learners on district and state assessments. Every student has set a goal for their individual performance, and classes have set goals to compete with each other. This has reinforced the value and meaning of every day at school, and created a healthy sense of urgency for our students.

Mr. Boggs and Ms. Burger are great examples of an effective PLC. They've created a genuine sense of pride, confidence, and enthusiasm for learning with our students. We're confident their efforts will continue to get results and help to fulfill our mission to be the "best school in the universe" where all students achieve success. Go Cavs!





About Troup County School System

Troup County School System is an accredited educational system with over 12,200 students in grades K-12. TCSS does offer a free Pre-K program at each elementary school. The system is comprised of eleven elementary schools, three middle schools, three high schools, one college and career academy, and one alternative learning center. Students within the school system are taught a rigorous and relevant curriculum that helps them make college and career choices beyond graduation. The system 2022 graduation rate is 85.9 percent. To learn more about Troup County School System, visit troup.org and the Troup County School System Facebook page.

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