



Teaching & Learning

Quarter 1 Updates

November 19, 2024

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Early Childhood Literacy Updates

The requirements of three Georgia literacy laws went into effect this school year with specific mandates for districts and early childhood educators: SB 211, HB538, and SB48.

- **High-Quality Instructional Materials (HQIM):** Bookworms (PCSD since 2018)
- **Universal Literacy Screeners:** Acadience Reading (PCSD since 2020)
- **Science of Reading Training** for all K-3 teachers. K-5 PCSD - Georgia Literacy Academy (Lexia LETRS training since 2020).
- **Tiered Reading Intervention Plans:** Parent notification and individual plans for students with Significant Reading Deficiencies
- **Characteristics of Dyslexia:** Parent letters for students with characteristics of Dyslexia through the Tier 3 MTSS process

English Language Arts

Overview

- > Elementary ELA
 - > Secondary ELA
 - > L4GA Literacy Grant
 - > Get Paulding Reading
- > Literacy Interventions

English Language Arts

A screenshot of a document titled "PAULDING COUNTY SCHOOL DISTRICT TEACHING AND LEARNING Literacy Leadership 2024-2025". The document discusses the passage of Senate Bill 211 and House Bill 538, and mentions the Science of Reading Curriculum Implementation Plan. It also includes a section for "Elementary Instruction" based on leading Science of Reading research.

PAULDING COUNTY SCHOOL DISTRICT
TEACHING AND LEARNING
Literacy Leadership
2024-2025

The passage of Senate Bill 211 and House Bill 538, along with the earlier Senate Bill 48, reinforces and highlights the evidence-based literacy practices Paulding initiated in 2018 through L4GA funding.

An overview of Paulding's practices that are aligned with each component of the legislation is below.

1. Beginning in the 2024-2025 school year, HB538 mandates the use of state-approved, high-quality instructional materials aligned with the Science of Reading. Paulding's Science of Reading Curriculum Implementation Plan. Eleven elementary schools received L4GA funding to implement Bookworms, a state-approved, high-quality instructional materials (HQIM) curriculum, in Fall 2018. The remaining eight elementary schools were awarded L4GA funds and began implementation in Fall 2020.

Elementary Instruction
Based on leading Science of Reading research and best practices, the Bookworms curriculum is a reading and writing program with significant emphasis on grade-level reading, differentiated foundational skills instruction, and genre-based writing strategy. Additionally, the curriculum is designed to provide a high volume of reading for students. To maximize daily

If you are having trouble viewing the document, you may [download the document](#).





ATSI Schools: 2024-2026

What is Additional Targeted Support and Improvement (ATSI)

- **Identification:** Any Title 1 school in which any student group, on its own, would be identified as a CSI school (lowest 5% student group)
- **Exit Criteria:** A school may exit if no subgroup is performing in the lowest 5% of all schools in all CCRPI components AND the subgroup's current score is greater than the previous score for all components in which the subgroup is no longer in the lowest 5%.
- No funding provided beyond initial summer training

Title 1 schools, Special Education Student Groups

- Baggett Elementary
- Hutchens Elementary
- Dallas Elementary

Support Goal: Increase the percentage of SWD scoring proficient and above on the ELA & Math GA Milestones by 10 percentage points by May 2025.

Interventions and Supports

- Locally-Funded, Specially Designed Instruction Coach
 - Collaborative Planning
 - Specially Designed Instruction
 - Teacher Clarity
- Monthly district walkthroughs
- Quarterly state walkthroughs

School	ELA	Math
Baggett	1.8% to 11.8%	5.5% to 15.5%
Dallas	5.0% to 15.0%	1.3% to 11.3%
Hutchens	6.7% to 16.7%	6.7% to 16.7%



Annual Assessments & Resources

State and National Summative Assessments

Georgia Milestones Assessments

End of Grade (EOG) 3-8

End of Course (EOC) – Algebra CC, American Literature,
US History, Biology

GKIDS – Kindergarten students

Georgia Alternative Assessment (GAA)- ESEP

WIDA ACCESS – ELL students

Advanced Placement (AP) Exams

End of Pathway Assessments (EOPA) CTAE

PSAT, SAT, ACT, ASVAB

NAEP – National Assessment of Educational Progress

Local Formative Assessments & Screeners

DRC Beacon Early Years K-2 Math/ELA

DRC Beacon 3-8 Math/ELA

NWEA Map – L4GA schools, Algebra CC, 9-12
ELA, Gifted Screening

Acadience Reading (K-5)

WriteScore

You Science (7th and 10th)

Adopted Resource Assessments

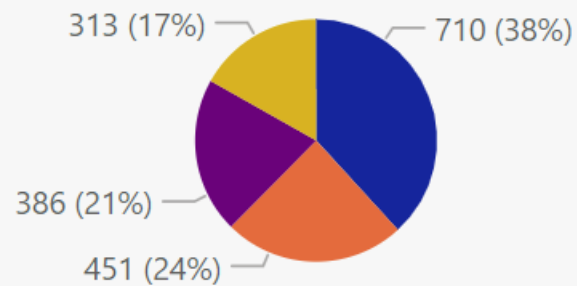
i.e., Illustrative Mathematics Unit Assessments

Teacher-Developed District Assessments

i.e., Mastery Connect – Science/Social Studies

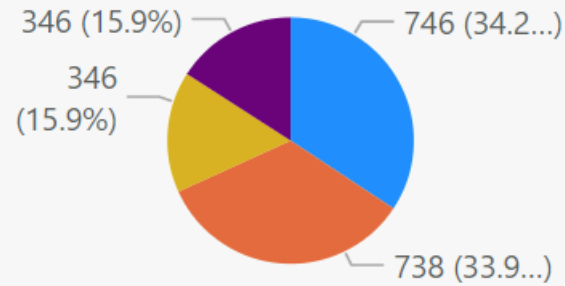
Kindergarten

Reading Composite Status



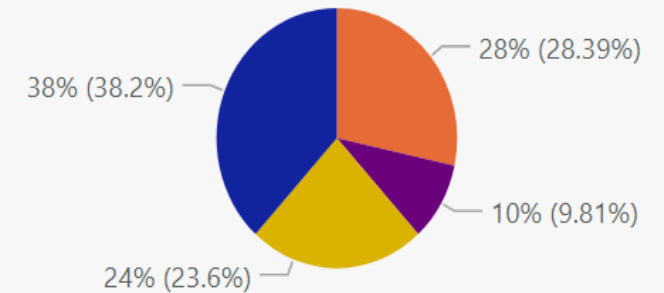
1st Grade

Reading Composite Status



3rd Grade

Reading Composite Status



K-3 students **Well Below Benchmark** received Tiered Reading Intervention Plans, ensuring targeted, evidence-based support and progress monitoring.

Legend

Orange - Well Below Benchmark
Purple - Below Benchmark
Gold - At Benchmark
Blue - Above Benchmark

Beginning
of Year

3rd-8th Grades

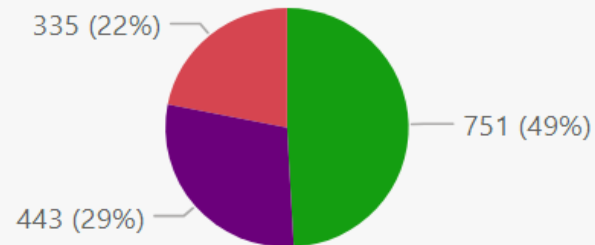
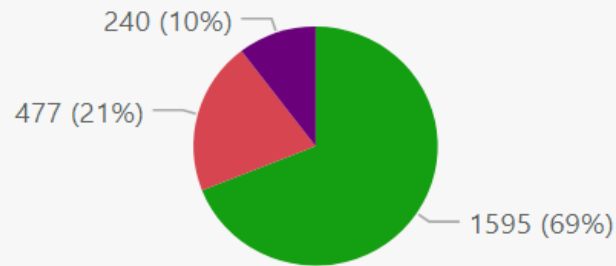
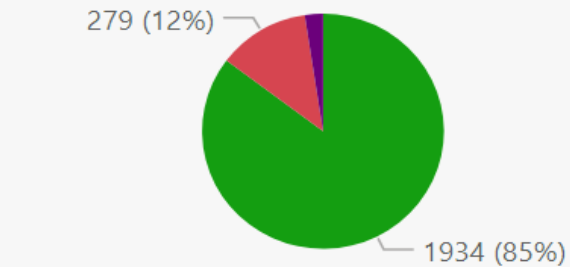


3rd

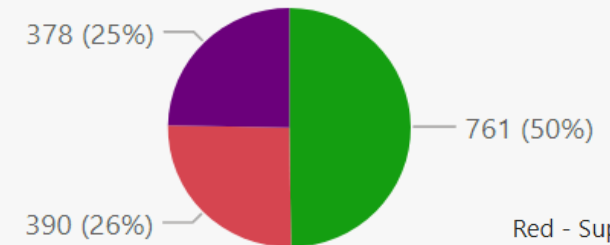
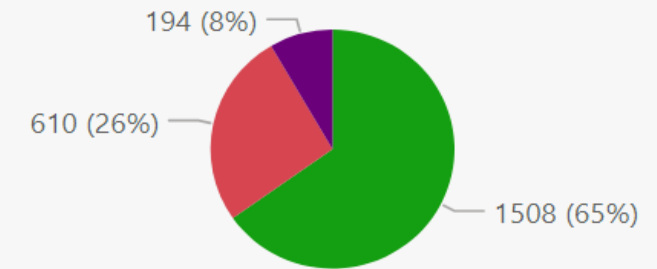
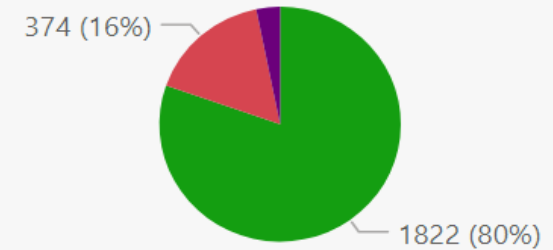
5th

8th

Reading Performance Level



Writing Skills Performance Level

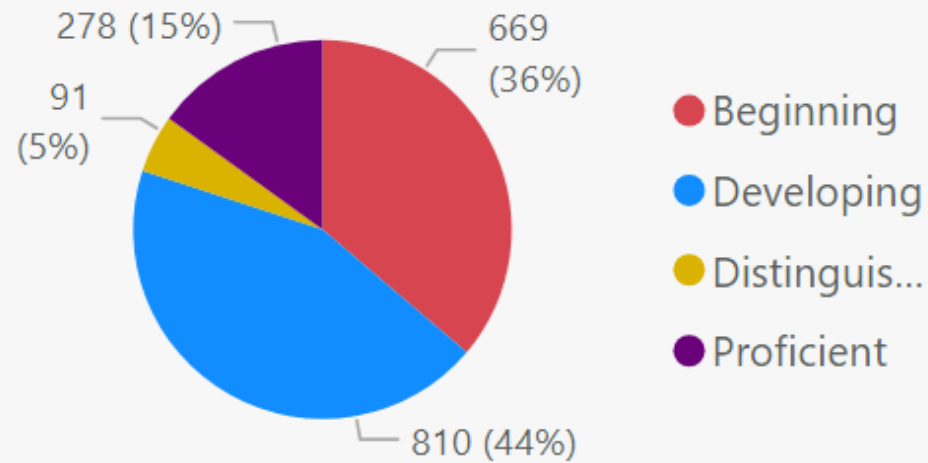


Red - Support Needed
Green - Near Target
Purple - Prepared

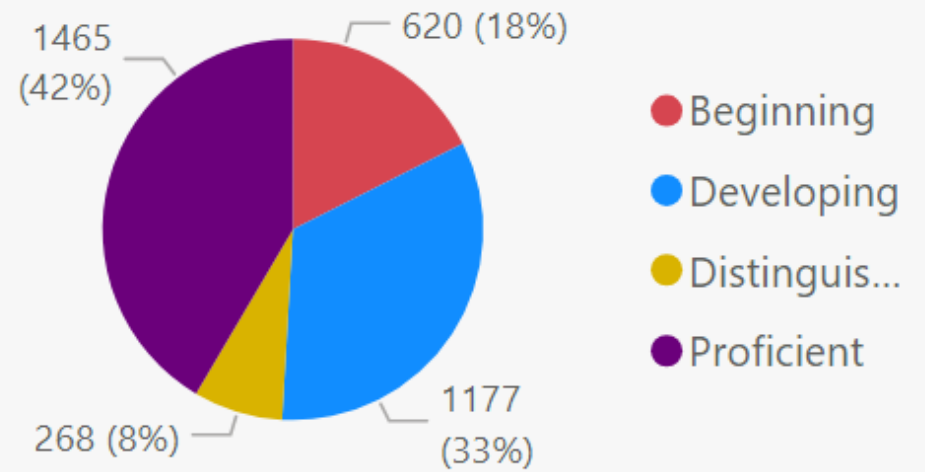
Beginning
of Year

Algebra and 9-12 ELA

Algebra I

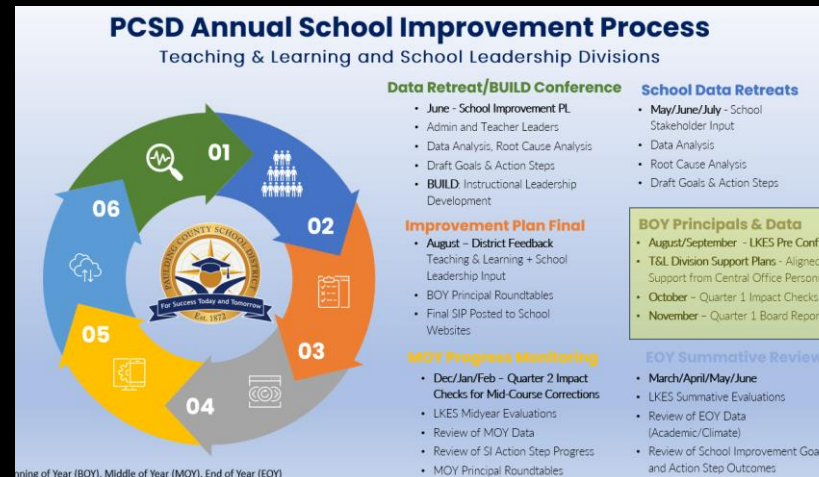


Projected ELA GA Milestone





Quarter 1 Impact Checks



PCSD ADVANCED AND INNOVATIVE PROGRAMS FRAMEWORK



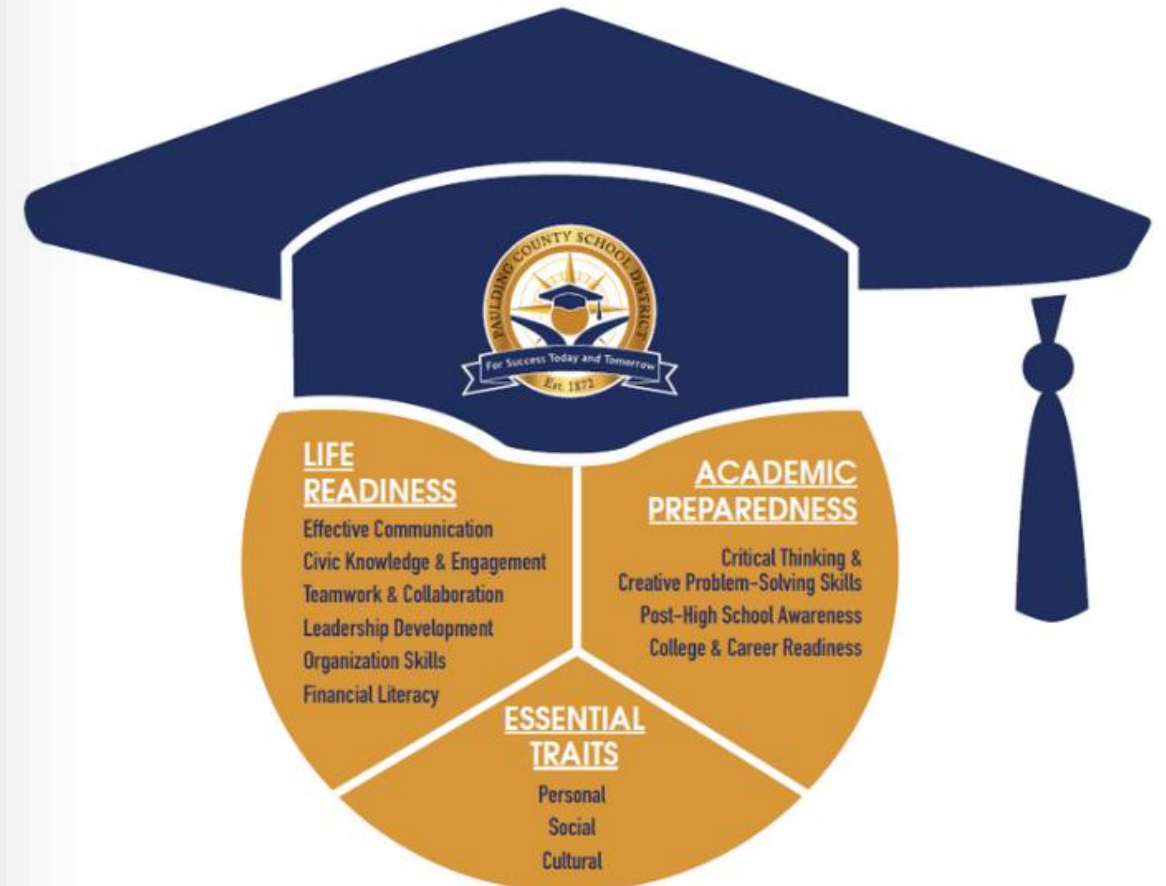
GET READY LEAVE READY



Growth and Success for ALL

- We aim to prepare future-ready graduates for college, careers, military service, and life.
- Designed with district leaders, CTAE/PCCA, K-12 Principals, all school faculties, Wellstar Hospital, Greystone Power, Chattahoochee Tech, and approved by the PCSD Board of Education.
- Teams leveraged the most current research on high-demand employability skills.
- The Graduate Profile expands basic academic requirements to include employability skills, life skills, and essential traits.

PAULDING COUNTY SCHOOL DISTRICT GRADUATE PROFILE



PERFORMANCE OBJECTIVE
COLLEGE, CAREER, LIFE

BEGINNING WITH THE END IN MIND

ALIGNMENT OF EDUCATION AND WORKFORCE NEEDS

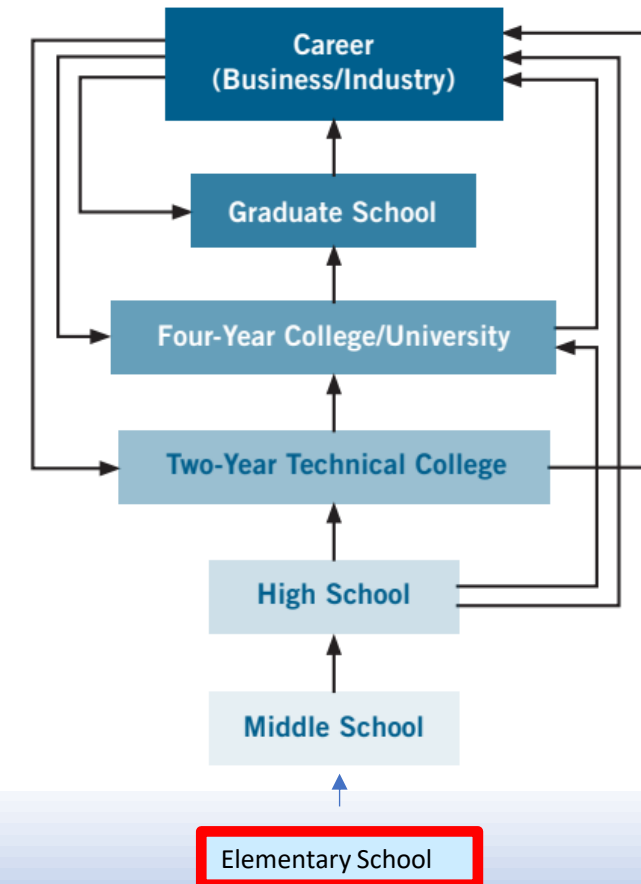
As Stephen Covey highlights in his book, *The 7 Habits of Highly Effective People*, you should “begin with the end in mind”

—employment—

and work backward to understand the academic path, competencies, experiences, and credentials/degrees that students need to achieve that goal.

Georgia Alignment Toolkit: Resources for Connecting Education and Business. (2019).
GaDOE and Carl Vincent Institute of Government.

Figure 1 Career Pathway Pipeline





PCSD ADVANCED AND INNOVATIVE PROGRAMS FRAMEWORK

K-5

STEM/STEAM
Instruction,
Integration,
Exposure,
Development, &
Interest



6-8

STEM/STEAM
Instruction,
Exposure,
Development,
Interest, &
Individual Aptitude



CTAE

ALL 17 GaDOE
CTAE Career Clusters
Work-Based Learning



Career & Academic Academies

Specially-designed, immersive
Career & STEM Education



Fine Arts

Arts Integration + CTAE
STEAM Careers
Georgia Film Industry



Honors/Advanced Placement & World Language

Rigorous Instruction for the Top Career Skills
Advanced Placement for College Credit
Global Economic Skills



Post-Secondary Dual Enrollment & Partnerships

HOPE supported college credit (Certificates, 2-yr and 4-yr)
(ex., Chatt. Tech. Aviation, PCCA Dual Enrollment)



K-5 STEM INNOVATION IN TIER 1

Project Based Learning

- Designed around students' interests, grade-level standards, and problems or projects that are specific to the school or our community
- Use engineering design process to collaboratively create a solution to problem
- Community and Staff connection - STEM and specials teachers
- Connected to Curriculum

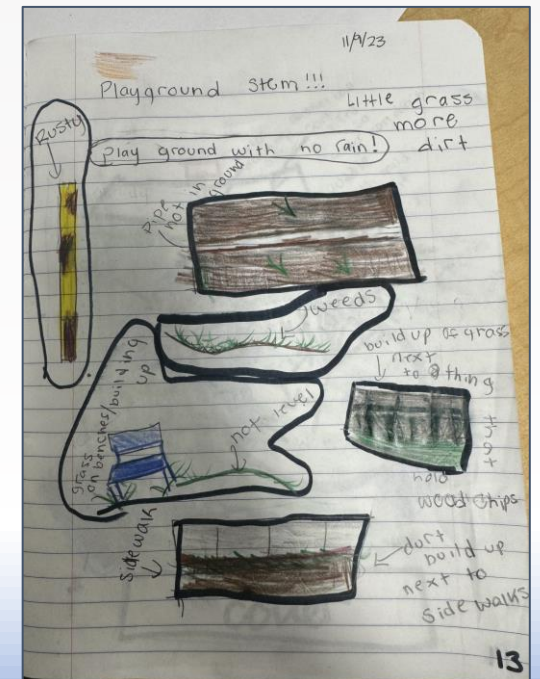
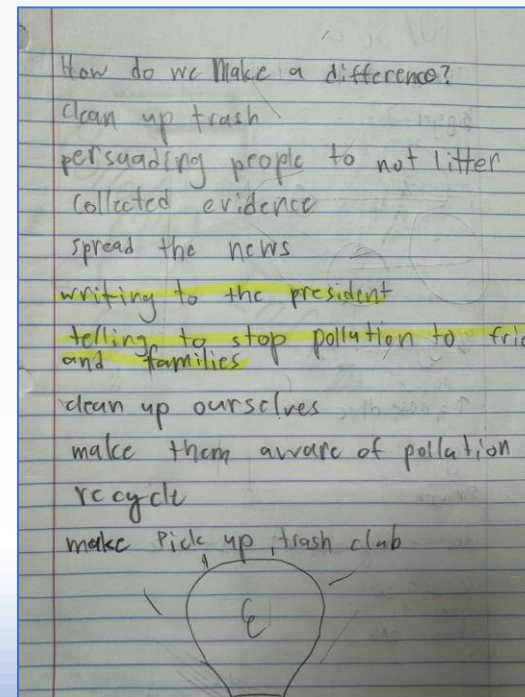


K – Planning and construction of a butterfly garden to observe life cycle

3rd – School pollution with a focus on lost and found



5th– Erosion and solutions for playground





PCSD K-12 STEM Continuum

Level 1 Exploratory

A school at the Exploratory level has a traditional school day with STEM-influenced Extra Curricular opportunities for students.

Exploratory Level Descriptors

- School has defined STEM as a Priority
- Defining STEM vision and culture
- Optional Stem opportunities are outside of the school day. STEM related clubs, competitions, fairs,

NEW
Cognia STEM Accreditation 2025:
McGarity, BHES, Shelton, HHS, PCHS

Level 2 Engagement

A School at the Engagement level has a traditional school day with STEM-influenced experiences for students that are in addition to the regular curriculum.

Engagement Level Descriptors

- Continue Level 1
- Refining STEM vision and culture
- STEM is isolated to one-time experiences that are part of the school day (ex. STEM challenges, STEM days, STEM Exploratory/specials/Connections classes)
- STEM extra-curricular activities are offered (see Level 1)
- At least one STEM, Science or Math family engagement opportunity is offered
- STEM is implemented in one or more grade levels (ES/MS) OR in only one content area (MS/HS)
- Use of technology is evident during classroom or extra-curricular STEM opportunities
- Collaboration with at Least 1 business, community member, or post-secondary partner is being developed

Level 3 Integration

A school at the Integration level has STEM-Infused experiences that are integrated into the regular curriculum in two or more content areas

Integration Level Descriptors

- Continue Levels 1/2
- Refining STEM vision and culture
- STEM integration includes at least two content areas working on interdisciplinary learning or Project-based learning
- STEM integration includes ties to CTAE pathway(s) and/or careers
- STEM extra-curricular activities are offered and a plan for growth/recruitment is established
- Continue to offer STEM, Science, or Math family engagement opportunities (can include PBL showcases)
- STEM is implemented in most grade levels (ES/MS) OR a STEM program has been established (MS/HS)
- Technology is used by students at least weekly as consumers and producers of digital content
- Consistent collaboration with at least 2 businesses, community members, of post-secondary partners
- Use of STEM journals developing

Level 4 Immersion

A school at the Immersion level has a total school/program experience in which the vision and culture or STEM are embedded within a cross-curricular, Project Based Learning focus across all content areas.

Immersion Level Descriptors

- Continue Levels 1/2/3
- Established Global STEM vision and culture
- Whole school/program approach to STEM education (including content areas and CTAE pathways)
- Interdisciplinary learning and project-based learning units are integrated throughout multiple content areas and aligned to Georgia Standards of Excellence
- Established multiple business, community, and post-secondary partnerships that are on-going and connected to classroom instruction.
- At least two STEM, Science, or Math family engagement opportunities are offered (can include PBL showcases)
- Most Students participate in STEM competitions, clubs, and/organizations
- Use of technology is universal throughout all classrooms and students are producers of digital content
- Universal use of STEM journals
- Consistent use of investigative research strategies.

East Paulding High School



Ag: Forestry/Wildlife Systems

Arch & Construction:
Architectural Drawing & Design

Arts, A/V, Comm: Audio Video
Tech & Film I **and Graphic Design**

Business Management & Admin:
Business & Technology

Education: Teaching as a
Profession

Gov & Public Admin: JROTC Air
Force

Health Science: **Therapeutic
Services - Allied Health &
Medicine and Sports Medicine**

Hospitality/Tourism: Culinary Arts
**and Sports & Entertainment
Marketing**

Human Services: Cosmetology

Informational Technology: Web
Development

Marketing: **Marketing &
Management**

Transportation, Distribution, &
Logistics: **General Automotive
Technology**

Hiram High School



Arts, A/V, Comm: Audio Video
Tech & Film I **and Graphic
Design**

Finance: Financial Services

Gov & Public Admin: JROTC
Army (Army Leadership)

Health Science: **Therapeutic
Services - Allied Health CMA
& Medicine and Sports
Medicine**

Human Services: Cosmetology

Information Technology: Cloud
Computing **and** Programming

Law, Public Safety, Corrections,
Security: Law Enforcement
Services/Criminal
Investigations

STEM: Engineering Drafting
& Design

Transportation, Distribution, &
Logistics: **General Automotive
Technology**

North Paulding High School



Ag: Plant and Landscape Systems

Architecture/Construction: **Carpentry**

Arts, A/V, Comm: Audio Video Tech &
Film I

Business Management & Admin:
Business & Technology

Education: Teaching as a Profession

Finance: Business Accounting **and**
Advanced Accounting

Gov & Public Admin: JROTC Army (Army
Leadership)

Health Science: **Therapeutic Services
Patient Care and Sports Medicine**

Hospitality/Tourism: **Culinary Arts and
Hospitality, Recreation and Tourism,
and Sports & Entertainment
Marketing**

Human Services: Cosmetology

Information Technology: Computer
Science **and** Game Design **and** Web &
Digital Design

Law, Public Safety, Corrections, Security:
Law Enforcement Services/ Criminal
Investigations

Transportation, Distribution, & Logistics:
General Automotive Technology

Paulding County High School



Ag: Food Animal Systems **and**
Agricultural Mechanics Systems

Business Management & Admin:
Business & Technology

Gov & Public Admin: JROTC Army
(Army Leadership)

Health Science: **Therapeutic
Services -Allied Health &
Medicine and Biotechnology
Research & Development and
Patient Care CNA and Sports
Medicine**

Hospitality/Tourism: Culinary Arts

Human Services: Cosmetology

Informational Technology:
Web Development

Law, Public Safety, Corrections,
Security: Law Enforcement
Services/Criminal Investigations

Marketing: Marketing
Communications & Promotions

Transportation, Distribution, and
Logistics: General Automotive
Technology **and** Collision Repair
– Painting & Refinishing

South Paulding High School



Architecture/Construction:
Carpentry

Arts, A/V, Comm: Audio Video
Tech & Film I

Business Management & Admin:
Business & Technology

Education: Teaching as a
Profession

Gov & Public Admin: JROTC Army
(Army Leadership)

Health Science: **Therapeutic
Services Patient Care**

Hospitality/Tourism: Culinary Arts

Human Services: Cosmetology

Law, Public Safety, Corrections,
Security: Law Enforcement
Services/Criminal Investigations

Marketing: Marketing &
Management

STEM: Engineering & Technology

Transportation, Distribution, and
Logistics: **General Automotive
Technology**



College
& Career
Development

ACADEMIES

PCCA Paulding College & Career Academy Work-based/Career Intensive

Health Science: Therapeutic Services
Patient Care CNA & PCT and CMA

Energy and Power: Generation,
Transmission, and Distribution

Information Technology: Cybersecurity

Manufacturing: Mechatronics

HACS Academy of Computer Science

Intensive Academic Course
Sequence
+
Computer Science
Information Technology
Cloud Computing **and**
Programming

Paulding Virtual Academy (PVA)

Unique Virtual Instruction
+
Business and Technology
Financial Services
Nutrition and Food Science
Information Technology:
Web and Digital Design

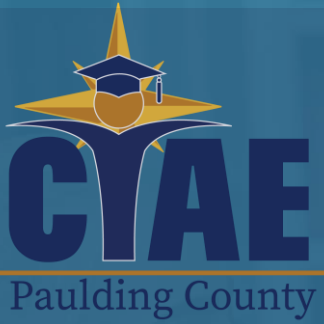
Academy of Science, Research & Medicine

Intensive Academic Course
Sequence
+
Health Science: **Biotechnology
Research & Development**

Health Science: Allied Health
& Medicine

AIM Academy of Engineering & Technology

Intensive Academic Course
Sequence
+
STEM Engineering &
Technology



Pathway Completers

2023-2024 – **1,762**

2022-2023 – **1,783**

Students Earning Industry Credential (Passing EOPA)

2023-2024 – **1,285 (73%)**
(State Target – 52.96%)

2022-2023 – **1,289 (72%)**
(State Actual - 54.96%)

Work-Based Learning

730 Work-Based Learning Students

351,000 Hours Worked

\$3,810,500 Earned in Wages

Economic Impact of **\$15,242,000**

365 Business Partners mentoring WBL Students

CTSO Membership

2023-2024 – **2,933**

2022-2023 – **2,959**

2021-2022 – **2,115**

CTSO State-Level Competitors

2023-2024 – **298**

2022-2023 – **227**

CTAE Programs (24-25)

82 High School Pathways

20 Middle School Pathways

CTAE Seat Enrollment 2024

High School – **13,090**

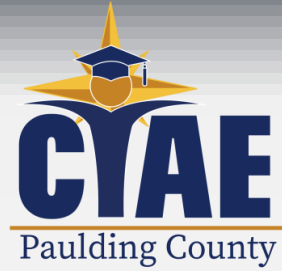
Virtual Academy - **776**

Middle School – **4,974**





Academic & Career Academy Enrollment



Paulding College and Career Academy

- 2024-2025 Enrollment: *442 seats*
- 2023-2024 Enrollment: *393 seats*



PCHS Academy of Science, Research & Medicine

- 2024-2025 Enrollment: *64 students*
- 2023-2024 Enrollment: *58 students*



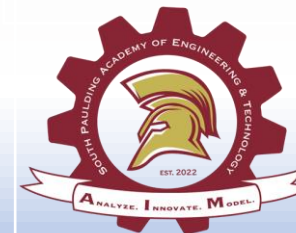
Hiram HACS Academy of Computer Science

- 2024-2025 Enrollment: *29 students*
- 2023-2024 Enrollment: *25 students*



SPHS AIM Academy of Engineering & Technology

- 2024-2025 Enrollment: *41 students*
- 2023-2024 Enrollment: *39 students*



FY25 career and academic academy enrollment increased by 12% districtwide.

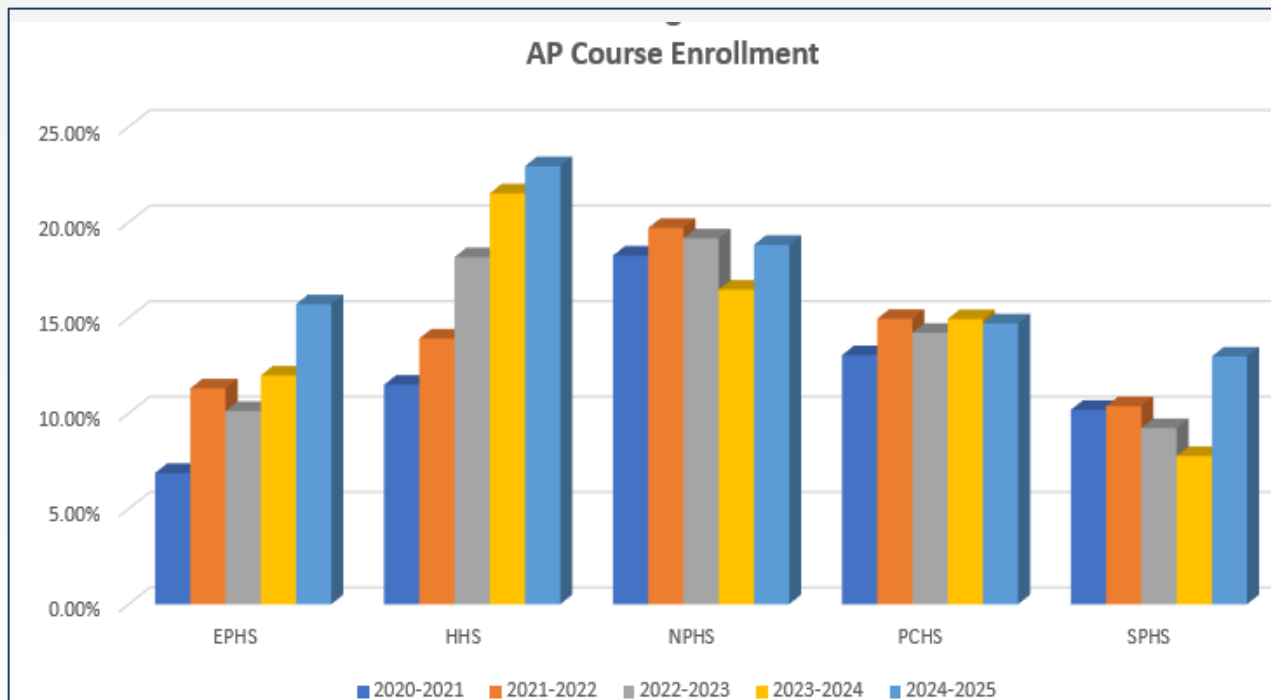
**FY24 – 515
FY25 - 576**



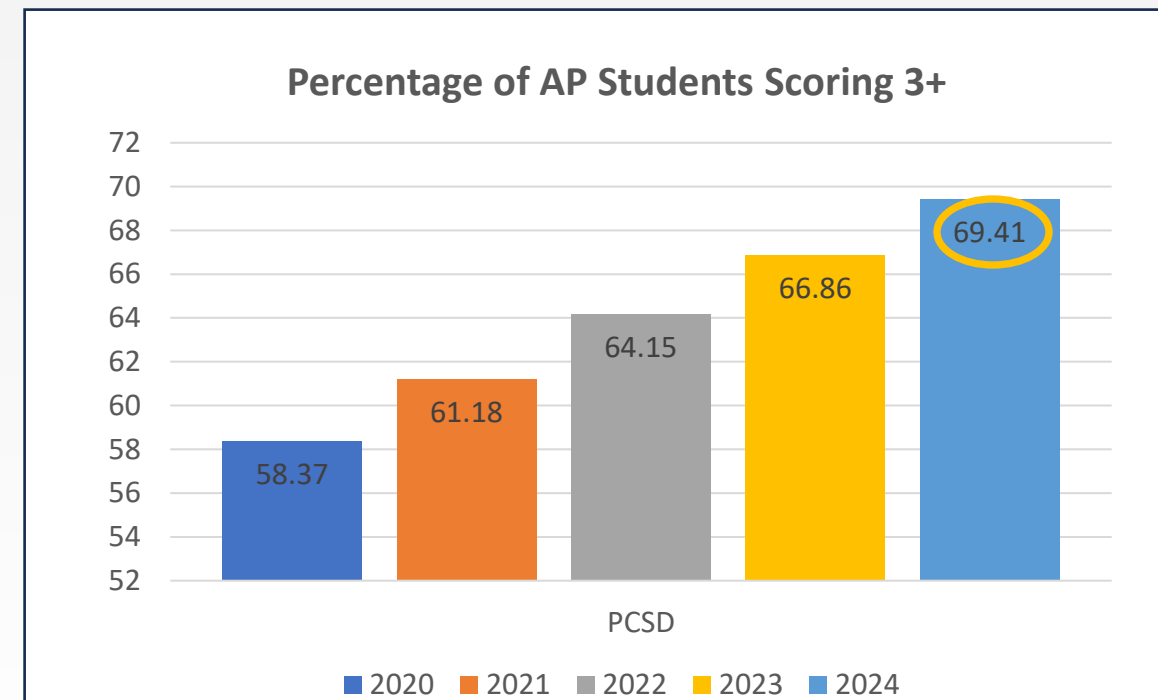
Increases in Advanced Placement



Enrollment



Achievement



Access

PCSD	FY23	FY25
AP Courses Offered	25	31



Thank you!

Teaching & Learning