

# Title 1 School-wide Plan Stewart County High School 2014-2015

## 1. Comprehensive Needs Assessment

Stewart County High School conducts an annual needs assessment from frequent meetings, assessments and surveys with administrators, parents, students, teachers, and staff members. The annual needs assessment is conducted for the purpose of determining the needs of the school in relation to the qualifications of the teaching staff in providing students with a challenging State curriculum. In doing so, the school used the information gathered to assure that all students are provided access to the same content and academic standards and maintain an up-to-date action plan for improvement in both teacher quality and academic achievement. Raising student achievement in academic subjects is our ultimate goal.

- A. We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were members of the school's leadership team otherwise known as the Design Team along with input from our parents and community leaders. The plan will be implemented school-wide and monitored each semester by the Design Team.

NAME	POSITION/ROLE
<b>SaJuana Williams</b>	<b>Principal</b>
<b>Joseph Gardner</b>	<b>Assistant Principal/Sp. Ed. Director</b>
<b>Annette Johnston</b>	<b>ELA Teacher 9-12</b>
<b>Rhonda Jones</b>	<b>ELA Teacher 6-8</b>
<b>Paulette White</b>	<b>Mathematics Teacher 6-8</b>
<b>Dr. Vijay</b>	<b>Mathematics Teacher 9-12</b>
<b>Mr. Nair</b>	<b>Science Teacher 9-12</b>
<b>Dr. Custiodo</b>	<b>Spanish Teacher 6-12</b>
<b>Joan Jones</b>	<b>ELA Dept. Chair</b>
<b>Cherrie Ashford</b>	<b>Parent Coordinator</b>
<b>Donna Clark</b>	<b>Parent/Business Partner</b>
<b>A' Kimberly Jones</b>	<b>Parent</b>
<b>Katrina Dalton</b>	<b>Parent</b>
<b>Camilla Wright</b>	<b>Parent</b>

- B.** We have used the following instruments, procedures, or processes to obtain our data:

### **EOCT Data**

The following data represents the percentage of students meeting and exceeding the standards on the EOCT:

### **EOCT Scores for Stewart County High School**

<b>HS EOCT</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15 (Ga. Milestone)</b>
<b>Math I (Coor.Alg.)</b>	<b>60%</b>	<b>69%</b>	<b>32%</b>	<b>61%</b>	
<b>Math II (Analytical Geometry)</b>	<b>57%</b>	<b>54%</b>	<b>94%</b>	<b>11%</b>	
<b>9<sup>th</sup> Grade Lit.</b>	<b>81%</b>	<b>80%</b>	<b>87%</b>	<b>95%</b>	
<b>Amer. Lit.</b>	<b>93%</b>	<b>100%</b>	<b>93%</b>	<b>86%</b>	
<b>US Hist.</b>	<b>52%</b>	<b>61%</b>	<b>70%</b>	<b>53%</b>	
<b>Economics</b>	<b>22%</b>	<b>27%</b>	<b>67%</b>	<b>87%</b>	
<b>Biology</b>	<b>40%</b>	<b>93%</b>	<b>87%</b>	<b>76%</b>	
<b>Phy. Science</b>	<b>80%</b>	<b>84%</b>	<b>90%</b>	<b>95%</b>	

The Design Team followed the first two steps of our school improvement planning process (Collect & Analyze Data and Determine Root Causes) to develop our school-wide plan and establish our strengths, weaknesses, root causes and prioritized areas of need.

- C.** The Design Team along with parental input agrees that mathematics and history are areas of weakness in the high school. To address these weaknesses our students will participate in more computer based programs to enhance their performance in mathematics. The students will be given more formative assessment to address individual weaknesses. After school remediation will be required.
- D.** We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. SCHS will work diligently to better monitor our Response to Intervention (RTI) process for the 2014-2015 school year. Current

disaggregated data indicate that the areas of mathematics and history are major areas of weakness. The percentage of students not meeting the standard on the analytical geometry EOCT is 89% and students not meeting standards on the US History EOCT is 47%.

- E.** We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standards.
- Economically disadvantaged students currently makeup 90% of the student population
  - Students form major racial and ethnic groups represented at SCHS consist of 98% African- American and 3% White
  - Students with disabilities include 9.2% of SCHS population
- F.** The data assessments and the first two steps of the school improvement process have helped us reach conclusions regarding achievement. The data from each content area listed below illustrates the following strengths, root causes and prioritized areas of need:

### **English Language Arts**

#### ***Strengths***

- Increase in Georgia High School Writing Test (GHSWT) Scores
- Increase in number of students who met standards on English Language Arts-- Georgia High School Graduation Test (GHSGT)
- Students' ability to recognize conventions on the EOCT

#### ***Prioritized Areas of Need***

- Reading Comprehension/vocabulary
- Conventions
- Literary Analysis
- Rigor in reading to include: independent reading, ideas, and background knowledge

#### ***Root Causes***

- Students' lack of motivation
- Lack of background knowledge
- Instruction not meeting individual student needs (Differentiation)

### **Math**

#### ***Strengths***

- Sixty-one percent on the students passed the Coordinate Algebra EOCT

***Prioritized Areas of Need***

- Critical Thinking/Depth of Knowledge
- Building upon prior knowledge
- Provide real life experiences
- Mathematic vocabulary
- Use of technology

***Root Causes***

- Weak fundamental math skills
- Lack of requisite math skills and understanding of specific mathematic concepts
- Students difficulty understanding, using and applying math vocabulary
- Students lack of motivation

**Science**

***Strengths***

- Biology EOCT scores have increased over the past three years
- Physical Science EOCT scores are above the state average

***Prioritized Areas of Need***

- Academic enrichment
- Student accountability
- Basic reading and math skills
- Prerequisite skills

***Root Causes***

- Grading Practices (Student accountability)
- Lack of content relation to real world experiences
- Lack of prerequisite skills

**Social Studies**

***Strengths***

- Eighty-seven percent of the students passed the economics EOCT

***Prioritized Areas of Need***

- Ethnic and gender gaps
- Student ownership (grades)
- Analysis of student work
- Grade distributions/failure rates

***Root Causes***

- Grading Practices (Lack of student ownership)
- Lack of skills
- Formative assessments

**G.** The measurable goals we have established for the 2014-2015 school year:

**Measurable Goals:**

**The percentage of students in the ALL group meeting and exceeding standards on the Georgia Milestone 9<sup>th</sup> Grade Literature will be 71%( 22/31) for the 2014-2015 school year.**

**The percentage of students in the ALL group meeting and exceeding standards on the Georgia Milestone American Literature will be 81 %( 21/26) for the 2014-2015 school year.**

**The percentage of students in the ALL group meeting and exceeding standards on the Georgia Milestone Coordinate Algebra will be 53 %( 16/31) for the 2014-2015 school year.**

**The percentage of students in the ALL group meeting and exceeding standards on the Georgia Milestone Analytical Geometry will be 50 %( 15/30) for the 2014-2015 school year.**

**The percentage of students in the ALL group meeting and exceeding standards on the Georgia Milestone Biology will be 80 %( 24/31) for the 2014-2015 school year.**

**The percentage of students in the ALL group meeting and exceeding standards on the Georgia Milestone Physical Science will be 90 %( 27/31) for the 2014-2015 school year.**

**The percentage of students in the ALL group meeting and exceeding the standards on the Georgia Milestone US History will be 71%(25/34) for the 2014-2015 school year.**

**The percentage of students in the ALL group meeting and exceeding standards on the Georgia Milestone Economics will be 71 %( 15/21) for the 2014-2015 school year.**

**Georgia High School Writing Test scores for the first time passing will increase from 92% in 2014 to 95% in 2015.**

**Process Goal(s):**

**Student absences will decrease in grades 9-12 from \_\_\_\_\_ missing 12 or more days at the end of the FY 2014 to \_\_\_\_\_ of students missing 12 or more days at the end of the FY15 as indicated by PowerSchool.**

## **2. School wide reform strategies that are scientifically-researched based.**

**A. The ways in which we will address the needs of all children in the school, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student achievement standard, are**

- Teachers will implement CCGPS/GPS and standards-based classroom structures and procedures to include, but not limited to: rituals and routines, common instructional framework, and analyzing student work.
- Develop and implement a school wide instructional plan to increase students' understanding of content specific vocabulary.
- Teachers will implement research-based reading strategies.
- Teachers will implement formative assessment strategies to improve and monitor student mastery of standards.
- Teachers and students will use the latest technology so that the learning is more interactive. Professional learning will be provided by our Lead Technology Coach so teachers will know how to use the instructional technology to make a positive impact on student learning.

**B. The following are examples of research-based instructional practices or strategies that we will use as an effective means of raising student achievement:**

- Teachers will group their students in a variety of ways. For example, whole group, small group, cooperative learning pairs or groups, individual, interest-based, skills-based, knowledge-based, etc.

**C. We will increase the amount and quality of learning time by:**

- Utilizing specialized personnel to track and provide support to at-risk students
- Offering after-school and other safety nets as part of the school's schedule and provide support for the identified needs of students as indicated by summative and formative assessments
- Provide safety nets and interventions for identified students such as tutorials & computer lab rotations before, during, and after school to include but not limited to some Monday School.

**D. We will address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA) by:**

- Utilizing specialized personnel to track and provide support to at-risk students (based on student achievement, attendance, and discipline).
  - Implement a comprehensive Student Support Program called C.A.B.to support and address the academic, social, and emotional needs of individual students.
- E. Any educational field trip taken at SCMS will be aligned to the comprehensive needs assessment found in our school wide plan.

### **3. Instruction by highly qualified professional staff.**

The staff of SCHS is comprised of competent, well-trained teachers and paraprofessionals. Our goal is to ensure that the students of SCHS receive instruction from highly qualified teachers.

A variety of in-service activities are offered to all staff members:

- a. In-service programs offered by Chattahoochee-Flint RESA in all areas of the curriculum.
- b. In-service programs are offered through the local staff development office concerning curriculum areas, teaching strategies, positive discipline, and many other courses.
- c. Teachers share new ideas and methods of teaching with other staff members
- d. Paraprofessional training and substitute teacher training are required to keep paraprofessionals and substitute teachers knowledgeable.

Continuous professional improvement is encouraged for all staff members through participation and attendance in workshops, conferences, in-service training, and staff development. Other professional development opportunities made available to staff include enrollment in college courses and workshops. Paraprofessionals are given release time to attend in-service training.

**A. Strategies to attract highly qualified teachers to high-needs schools.**

A. The following strategies are currently used to attract highly qualified teachers.

Strategies to Attract Highly Qualified Teachers Include:

- Have current staff members contact their peers in other locations to solicit possible candidates for teaching at Stewart County High School.
- The system offers a signing bonus in areas of critical need.
- Teachers who meet and/or exceed system expectations for student achievement and graduation are given a retention bonus.
- All teachers with less than 3 years of experience are assigned a mentor and they are given intensive support through training and coaching by school leaders and RESA consultants.
- Possible quality candidates will be sent information about the school and encouraged to visit the school's website which includes all facets of the school's operations.
- When candidates are interviewed and desirable, the school's interview team will send a card of acknowledgement and support.
- Teacher candidates will be informed of the teacher induction and mentor program upon being hired by the school system.
- Teacher candidates will be encouraged to visit classrooms and talk with staff members.
- Inform candidates of ways staff is supported and recognized throughout the year.
- Positions are posted on the Teach Georgia website and the Candler County employment opportunity webpage.

The culture at Stewart County High School is characterized as a place of trust, collegiality, and collective responsibility for student learning. Teachers celebrate student success and place a high priority on supporting student learning. Whenever personnel leave the system, they are asked to complete exit interview questions to enhance the system's recruitment and retention efforts and to assess the overall quality of the work culture.



#### **4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

Stewart County High School understands the importance of quality professional development that improves teacher content knowledge and pedagogy as well as increases student achievement. The school's administrative staff will attend all professional learning activities, not only to sharpen their own instructional and management skills, but to demonstrate the importance of all instructional staff learning new skills and techniques necessary to educate diverse populations. The leadership staff regularly attends administrative meetings with the Superintendent. Paraprofessionals and other staff members are also included in trainings appropriate for their job duties. Parents are equal partners with the school, and professional learning provided by the Family Community Specialist and Title I Parent Involvement Coordinator will be a vital resource for increasing parental understanding of standards-based teaching and learning and the importance of being actively involved with the school.

Stewart County High School has aligned professional learning with the State's academic content standards (CCGPS) and student academic achievement standards (EOCT). High impact, research-based professional learning activities are implemented with the expectation that they will have substantial, measurable, and positive impact on academic achievement. Attendees will embrace the context for professional learning that improves results for students by designing and engaging in cycles of inquiry, reflection, analysis, and action. Resources are sufficient to carry out effective professional learning activities that address the root causes of academic and institutional needs.

The Stewart County School District has the capacity to use Title I-Part A, Title II-A, Title IV, and Title VI-B funds to provide adequate resources and related support to focus on target areas as determined by the most recent GAPSS findings (February 2010). Teachers will be provided appropriate resources, as well as intensive training on the effective use of specified resources for the primary purpose of increasing the graduation rate. Securing external and internal agencies to train teachers and top-quality instructors to guide teachers in the best use of research-based strategies for raising the graduation rate will be a top priority. Resources will be aligned with target areas to include technology, equipment, and supplies.

Teachers who attend off-campus staff development activities are expected to redeliver to the faculty, to subject area staff or to grade level staff. Science, Math, Language Arts and Social Studies teachers participate in ongoing CCGPS redelivery as we institute the Georgia Standards.

In order for the school improvement plan (SIP) to be implemented effectively, key school staff will work on off-contract days to monitor student progress and guide curriculum, unit and assessment planning.

A. Parents are provided various workshops related to parental involvement, EOCT preparation, Parent conferences, Parent Survey for feedback on needs, Pamphlets, and Brochures.

B. We have aligned professional development with the State's academic content and student academic achievement standards. Study Groups are designed to enable each participant to learn about and to implement strategies and methods which promote student learning and raise academic achievement. Strategies are research-based and proven to motivate students and to improve achievement across the curriculum. Teachers are observed and evaluated as they incorporate these strategies in their instructional practices. Administrators, Coaches and teacher peers offer feedback on effectiveness and areas needing improvement.

C. The comprehensive list of programmatic funding sources from state and federal levels, as described in the Georgia Department of Education Consolidated Application for Stewart County High School, outlines the coordination of funding allotments with the school improvement plan. Instructional funds are primarily dedicated to improving reading and math achievement. Technology funds specifically focus on the integration of technology in the classroom as a support mechanism for reading and math instruction. The staff works diligently to pool funds and support full implementation of the school's instructional plan.

SCHS receives an annual staff development budget from state and local sources. Funding in this budget is dedicated to support school reform efforts. Staff development is the school focuses on raising student achievement, classroom management and technology.

## **5. Strategies to increase parental involvement.**

Parents have been involved in the planning, review, and improvement of the comprehensive Title I school wide plan. They have served on committees with school personnel to review descriptions of the eighteen criteria required for the plan, have evaluated the effectiveness of the FY 2013-14 school wide plan, and

made suggestions for improvement. Copies of the plan will be available at the annual Title I meeting for parental approval and parental workshops for perusal. Parents will play a vital role in the implementation of the plan by providing feedback through an annual survey, evaluations of workshops and parental meetings, and through their volunteering efforts to assist the school. Stewart County High School will develop a Parent Involvement Action Plan for the 2014-2015 school year to provide parents opportunities to play an active part in the educational process of their child while enrolled at the school. The school has identified six focal areas for achieving its goal. Those areas are: (1) communication, (2) parenting, (3) student learning, (4) volunteering, (5) decision-making and advocacy and (6) collaborating with the community. 33

### **Communication**

Communication between home and the school should be regular, two-way, and meaningful. The school utilizes various forms of communication throughout the year to assure this happens. A family compact is signed at the beginning of the school year between the student, parent, and teacher which defines goals, expectations, and shared responsibilities of each partner for student learning. School calendars, various flyers, the Student and Parent Handbook, and sundry parent notices are sent to homes via traditional means (e.g., printed copies) as well as through the school's website and the local newspaper, The Stewart Webster Journal, to inform parents about upcoming school events. Parent conferences, phone calls, emails, Expectation Reports, progress reports, and quarterly report cards provide dual communications about individual students' academic performance and behavior. The annual Opening Ceremony, bi-monthly Parent Conversations, and various parental workshops are used to further effective and efficient communication.

### **Parenting Skills**

Parenting skills will be promoted and supported within the school through a variety of resources. Based upon parental input, we will offer parental workshops to provide assistance in using on-line resources at home, such as OAS (Georgia's Online Assessment System) and USA Test Prep, internet sites designed to provide EOCT practice opportunities. Other workshops will involve helping parents understand how their child can use the web-based program, Study Island, at home to practice core math and reading skills. Other sessions will assist parents in setting up and using email and monitoring their child's use of Face Book and other internet sites. Various topical issues such as safety, abuse, and bullying awareness will also be highlighted.

## **Student Learning**

Student learning is a top priority for both the school and parents. Therefore, the school diligently seeks parental assistance at home in order to help students accomplish their learning goals.

Parents are urged to assist students with test preparation, academic skills building, homework, and various content-related projects. When parents assist with student learning, they have the opportunity to share in the learning process with their child and to follow up on events that happen at the school and in the classroom. Many resources are provided for parents by the school and through internet websites.

## **Volunteering**

Stewart County High School strongly believes that parental involvement is very important in a child's education. Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance. By interacting with teachers, administrators, and other parents on a regular basis, parents gain a firsthand understanding of their child's daily activities.

Additionally, volunteers serve as public relations agents for the school by sharing with the community the good things the school is doing, as well as troubleshooting misconceptions or misunderstandings that may be prevalent. When a parent is involved and comes to school on a regular basis, it shows the child that school and home are connected, and that school is a part of the whole family's life.

## **Decision-Making and Advocacy**

Another priority for increasing parental involvement in the school is to structure a process whereby parents are directly involved in decision-making and advocacy. Because parents are full partners in the educational issues that affect children and families, participating in school improvement processes, such as the Title I School Wide planning and implementation, parent involvement planning, parent conferencing, and stakeholders' meetings are used to facilitate discussions and make the best decisions for school related issues.

## **Collaborating With Community**

School-community partnerships interconnect many resources and strategies to enhance Stewart County High School's support all children and their families. The partnerships with local community agencies and businesses yield many benefits for both the school and the community in general. For example some of these benefits are: sharing resources, collaborative fund raising, volunteer assistance, information sharing, recognition and public relations, shared responsibility for planning, implementing, and evaluating programs and services, and building a greater, more cohesive sense of community.

## **6. Plans for assisting preschool student in the transition from early childhood programs to local elementary school programs.**

The requirement for plans for assisting the transition of pre-school children is not applicable to high school. However, Stewart County High faculty sponsors a ninth grade orientation in late spring designed to help students and their parents' transition from the middle school into high school. The orientation consists of classroom visits, graduation requirements, extracurricular activities, and presentations/discussions.

## **7. Measure to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

Stewart County High School has embraced the Common Core Georgia Performance Standards curriculum, teachers provide instruction on units which support standards/frameworks and follow a year-long pacing guide. Teachers the use diagnostic assessments at the unit level so they can better gauge students' understanding of major content/concepts before instruction actually begins. Therefore, teachers work collaboratively as they prepare or revise and consistently use unit pretests and common post-assessments. During the teaching of instructional units, teachers administer formative assessment frequently. The guidance from the RESA professional learning consultant, the monitoring and feedback and the collaboration of teacher teams informs and differentiates the instructional process.

A Data Team consisting of the various disciplines (Study Groups) was organized and is responsible for: 1) collecting and charting data from diagnostic (pre-test) assessments; 2) determining the strengths and weaknesses of students' performance on the assessments; 3) establishing learning goals for students; 4) selecting instructional strategies, and 5) determining how results will be collected.

In order to build capacity and provide sustainability, teachers, as they are ready, become leaders of the collaborative study teams.

The staff meets regularly in teams to examine what achievement may look like in reading, writing, math, social studies, and science by following a well-established protocol for meeting and making decisions. To ensure standards are being met with rigor, teachers begin the process of examining student

work, determine any achievement gaps; calculate the percentage of students reading on grade level, and which students require intervention.

## **8. Activities to ensure that students who experience difficulty mastering standards shall be provided effective and timely assistance.**

Stewart County High School recognizes the urgency in responding to students who experience difficulty mastering standards. Three strategies are simultaneously implemented to address this area of concern: (1) Identifying students' difficulties in a timely manner; (2) Providing periodic training and support for teachers in identifying difficulties; (3) Conducting parent-teacher conferences detailing what the school will do to help the students, what parents can do to help, and additional resources available at the school or in the community to assist families.

### **1. Identifying students' difficulties in a timely manner:**

- Students who do not meet standards in the classroom are provided additional instruction during break and after-school tutorials.
- All students on the "bubble" will be required to participate in the 3 Monday Boot Camp Georgia Milestone sessions prior to the testing window.
- At-risk and students with disabilities will be accelerated five days prior to the first day of school if Title 1 funds are available.

### **2. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties:**

- Teachers will utilize the training received by educational consultant on building assessment literacy, developing common assessments, and using assessment data to differentiate instruction.
- The system's instructional technology specialist assists teachers in embedding technology into lessons.

### **3. Teacher-parent conferences that detail what the school will do to help the student:**

- The staff at Stewart County High School seeks to inform and reassure parents they are doing many things to help students. Some priority areas are as follows:
- Best practices for standard based teaching and learning will be consistently and pervasively used in all classrooms.
- All students will be taught a viable curriculum, the Common Core Georgia Performance Standards.



- A safe, bully-free environment will be maintained at all times which will be conducive to teaching and learning.
- Frequent progress monitoring will occur, and prompt intervention strategies will be implemented based on data.
- All school personnel welcome parents and will gladly meet with them to discuss issues relating to their child's education.

#### **4. Teacher-parent conferences that detail what the parent can do to help the student:**

The administration and instructional staff realize they cannot educate children without the active, on-going involvement of parents. Invaluable parental support is manifested when parents willingly resolve to assist the school by doing the following:

- Monitor academic and behavioral progress closely by paying special attention to homework assignments, Expectation Reports, progress reports, and report cards.
- Attend requested parent-teacher conferences.
- Access the Open Door policy at Stewart County High School and frequently communicate with the school.
- Send children to school regularly, on time, for the entire day, and schedule appointments after school when possible.
- Become actively involved in school by volunteering in classrooms and supporting school activities.

#### **5. Teacher-parent conferences that detail additional assistance available to the student at the school or in the community:**

The school seeks to inform parents about additional assistance available at the school and in the community. Some additional resources include:

- Study Island, USA Test Prep, and OAS, computer programs used at school, are web-based and can be accessed at home via the internet. Power School, an electronic grade book, also accessible via the internet, is available to parents for checking the academic status of their child.
- Teachers are available after school to assist students who need further instruction.
- Community resources include DFACS, Family Connections, Parks Memorial Library, Stewart County Health Department, and Columbus Technical College's dual enrollment opportunities.

## **9. Coordination and integration of Federal, State, and local services and programs.**

Stewart County School System integrates federal, state, and local services and programs. Stewart County High School receives federal funding through various Title programs which include Title I-Part A, Title II- Part A, Title II-Part D, Title IV-Part A, Title IV—Part B, and Title VI— Part B and IDEA. QBE (Quality Basic Education) funds are used to fund programs and staff as required by the State’s QBE statute (e.g., salaries, management and operations, professional learning, transportation). SPLOST (Special Local Option Sales Tax) funds were used to supplement QBE support until FY 2011-2012 when local voters rejected the passage of SPLOST funding. Stewart County High School uses Title I funds in a supplementary manner to provide intensive academic support services designed to improve student achievement in meeting state and federal standards in math and reading. Title I monies are used to pay salaries and benefits for supplementary Title I teachers. Other expenditures include the purchase the online services of USA Test Prep. Funds also support transportation for field trips and after school tutorials. In addition, parent involvement activities, including a system-wide Title I Parent Involvement Coordinator are funded through Title I.

Coordinated planning with other programs:

The Title I plan is developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

## **10. Description of how individual student assessment results and interpretation will be provided to parents.**

Stewart County High School continually provides assessment results to inform all parents of student achievement. Ongoing assessment of student achievement and communication about assessment are available to parents through progress reports, and report cards.

Class syllabus are given to parents at the Opening Ceremony, prior to the beginning of the school term explaining course expectations for academics, behavior and attendance. Our staff is encouraged to calls parents of students who are meeting standards. Progress reports are sent home every four and one-half weeks, and report cards go home every nine weeks. Teachers communicate directly with parents through telephone calls, teacher web pages, notes sent home, and email as they monitor student progress. Also, state provided brochures about



testing are sent home. Parent conferences are regularly scheduled, and parents may request conferences any time. Great effort is expended to draw students into the assessment process. Stewart County High School believes that informed students will further inform parents. Students are given a syllabus for each course that lists content standards and descriptors, course expectations, requirements, and evaluations. During the early part of second semester students attend orientation sessions to discuss content domains and percentages. SMART Goals are also discussed and students are encouraged to establish their own individual SMART goals.

## **11.Provisions for the collection and disaggregation of data on the achievement and assessment results of students.**

The system testing coordinator ensures that all state level testing data is collected according to state guidelines. The Georgia Department of Education and the Governor's Office of Student Accountability disaggregate the data and provide documentation to the system and the school. School administrators review the data with the teachers and develop plans based on the outcomes to increase student achievement.

Teachers, under the supervision of administrators and testing coordinator, analyze student data in several ways to ensure the establishment and continuation of the most appropriate curriculum for each grade level and each student. Data is viewed vertically to improve instruction and achievement on each grade level in each subject, while also ensuring that the student population continues to show gain on an individual basis. Trends of strengths and weaknesses are noted and addressed continually throughout the year using ongoing summative assessments, as well as formative assessments, such as benchmark tests, unit pre and posttests, and teacher made assessments.

Teachers collect progress reports, report cards, attendance, expectation report cards, and benchmark assessments data. Disaggregation of this data enables teachers to design and implement differentiated instruction and to help students set learning goals.

Achievement, attendance, and behavioral data will be displayed in the data room. Results are posted in homerooms so that students can take ownership of their academic and social progress. The Counselor and administrator will make presentations about disaggregated data to the faculty and staff at each grade level and by each subject. Teachers and students hold periodic celebrations to recognize accomplishments such as honor roll and perfect attendance.

## **12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.**

The state mandated assessments meet reliability and validity requirements, and are therefore, statistically sound and research based. Stewart County High School has given the End of Course Test (EOCT) and the Eleventh Grade Writing Test. Annual results are compared to previous results to identify trends and patterns in the performance data. All test administration protocol established by the Georgia Department of Education is followed.

## **13. Provisions for public reporting of disaggregated data.**

Stewart County High School communicates the assessment data to the students and parents in a timely manner. In addition, further public reporting of the data is endeavored through various means. The following list references methods the school uses to report test data to all stakeholders and the public in general.

- Individual student results are sent home to parents as soon as possible after the school receives disaggregated data from the Georgia Department of Education. Thorough explanations and parent friendly language are always used in reporting test data to parents. Teachers and administrators are available if further analysis or explanation is necessary.

- An annual Title I meeting is held to inform all stakeholders and other interested parties of state mandated test results.

- Bi- monthly Knight's Parent Conversation meetings and trainings are utilized to share academic performance of the school.

School Council meetings are held quarterly to share school performance

- The support of Family Connections assists in maintaining a strong relationship between school and community.

- Information about school events is sent to the local area newspaper, The Stewart Webster Journal, for weekly publication.

During the annual Stakeholder's Luncheon, disaggregated data is shared and discussed.

**14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the school-wide plan.**

The school wide title one plan is developed/reviewed annually with the assistance of the design team and stakeholder input is solicited. The plan is reviewed to make the necessary adjustments for each academic school year.

**15. The plan was developed with the involvement of the community and those individuals who will carry out the plan including teachers, principals, other school staff, parents, and students.**

The Stewart County High School Title I School Wide Plan is normally developed by stakeholders. Committees composed of administrators, teachers, staff, and parents meet to address each of the required eighteen components of the plan. The development of the plan involves input from different stakeholders. Community partners and parents provide contributions from the community. The principal, teachers, and other staff members are responsible for implementing the content of the plan within the school. Faculty and Study Group meetings provide for understanding of, fidelity to, and full implementation of the plan. The Title I planning committee reviews and approves the school wide plan. Copies are provided to all staff members, the School Council, and Board of Education. Copies are also available in the offices of the principal and Title I Director for parent and public perusal.

**16. Plan available to the LEA, parents, and the public.**

The Stewart County High School Title I School Wide Plan is available to parents and other stakeholders upon request. A copy of the plan is easily accessible, being placed in the office of the principal, Title I Director, Parent Involvement Coordinator, and Superintendent. Copies of the SWP are available to parents and other stakeholders at the annual Title I meeting and upon request. In addition, the local newspaper, The Stewart Webster Journal, publishes pertinent information about the school and its programs.

**17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.**

Stewart County High School respects all primary languages spoken in students' homes; however, at this time there are no homes that require translations. All written communication is clearly stated and parent-friendly, with limited or no use of acronyms or other "professional" terminology that would be difficult for parents to understand.

In the event that students, with a need for translation in the home, enroll at Stewart County High School, the administration will ensure that the proper communication is made. The Southern Pines Migrant Education Agency, upon request, will provide Spanish speaking interpreters for migrant families. If interpreters are needed for languages other than Spanish, school personnel will search community resources. Moreover, the Transact program, provided to school systems by the Georgia Department of Education, is available for translation purposes.

**18. Plan is subject to the school improvement provisions of Section 1116.**

Stewart County High School will abide by the requirements of the School Improvement provisions of Title I Section 1116. The Title I Director and other system and school level personnel will make every effort to provide the school with the necessary information and assistance in making school improvement.