Georgia Department of Education
Title I
Schoolwide/School Improvement Plan
(See also School's Balanced Scorecard for specific plan based on data)

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

School Name**: LAMAR COUNTY COMPREHENSIVE HIGH SCHOOL**
Approved by: School Council – 11/5/13 **Approved by: Community Stakeholders – 10/29/13** **Approved by: School Improvement Committee – 11/18/13** **Approved by: Faculty and Staff – 11/21/13**
School's 2013 Accountability status (please check): ____Other **_X_ Reward** ____Priority ____Focus ____Alert
School Mailing Address: **One Trojan Way** **Barnesville   GA 30204**
Principal's Name: Derick Austin
Principal's email address: daustin@lamar.k12.ga.us
LEA Name: Lamar County Schools
LEA Title One Director/Coordinator's Name: Norma J. Greenwood

LEA Title One Director/Coordinator's Signature: Norma Greenwood	**Date:**

LEA Title One Director/Coordinator's Mailing Address: Lamar County Schools 100 Victory Lane Barnesville, GA 30204
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SWP/SIP Template Instructions

Notes:

- All components of a Title I School-wide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.

- Please add your planning committee members on the next page.

- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).

- Please submit your School Improvement Plan as an addendum after the header page in this document.

Title I School-Wide/School Improvement Plan

Planning Committee Members:

NAME	POSITION/ROLE
Derick Austin	High School Principal
Laura Standard	High School Assistant Principal
Todd Shipp	High School Assistant Principal
Tracy Sessions	High School CTAE Director/Media Specialists
Jan Adams	High School Graduation Coach
Lequesha Brooks	High School Counselor
Desmond Foster	High School Counselor
Catherine Brown	High School Learning Support Specialist
Calvin Scandrett	Alternative Education Placement Coordinator

SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

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 . . . The ways they were involved were . . .*

   Our school-wide plan is developed with the participation of individuals who will carry out the comprehension school-wide improvement. This includes the involvement of the entire faculty in the development of the plan, strategic actions, and continuous review. Each teacher meets with their department and grade level colleagues, their department chairs, their administrative team members, and their support staff to review student achievement data and school improvement data in order to brainstorm causes of low performance and collaboratively develop strategic actions to address areas needing improvement for each student as well as groups of students who need additional instruction in the same key areas.   These meetings take place weekly throughout the school year and at appointed times during the summer. During the school year meetings take place during common planning periods, as well as before and after school. Participating individuals review and discuss all achievement data, curriculum standards, literacy and depth of knowledge standards, supporting documents such as universal screener data, and operational protocols with the objective of strategizing and implementing ways to increase student learning and achievement, improve monitoring protocols, respond to lack of achievement, continue to provide a positive school environment, and improve operational efficiencies.

B. *We have used the following instruments, procedures, or processes to obtain this information . . . (Be sure to use brainstorming as a strategy for Needs Assessment.)*

   In the collaborative meetings throughout the year we use the results of state mandated criterion referenced test as the basis for analyzing student academic achievement. Those tests are The Georgia High School Writing test and eight content specific Georgia End Of Course Tests. For the second school year, we have additional data generated from Renaissance STAR Reading and Math universal screening assessments and teacher designed THINKGATE computer generated formative assessments aligned to state and common core standards. Teachers align and compare assessment data, instructional and learning plans, and classroom practices with curriculum performance standards, sample assessment questions, and completed formative assessments.   Teachers look for misalignment between beliefs, actual practices, and results and brainstorm causes and possible corrective actions. Additionally, teachers collaborate on teaching and learning plans that implement effective literacy strategies and depth of knowledge strategies. This year, teachers will use a refined lesson plan template to

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hone in on areas needing improvement as well as participate in inter and intra team focus walks to the greatest extent possible to gather action research to complement the process.

In addition to the various student achievement data faculty and administration review organizational and operational frameworks designed to support and improve a positive school environment. Included in the reviews are course assignments, class loads, and demands, student-teacher-master schedules, committee assignments, duty assignments, committee communications and continuity, and committee practices and procedures as well as school practices and procedures. These meetings take place during and after school; often in the summer requiring stipend pay or compensation time for teachers. Practices that effectively contribute to improved instruction, learning support, and educational opportunities are refined. Practices that are considered ineffective are discarded or changed to better support sustainable continuous school improvement and monitoring.

C.   We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .) . . .

While analyzing student academic achievement and brainstorming root causes of low student achievement we look at each students familial environment including economically disadvantage students, second language students, migratory students, homeless students, and emancipated students. Faculty teams devise supports individualized for students. Examples of faculty teams are RTI, SST, Special Education, Grade Level Teams, Departments, ELL, Department Chairs, Administrative, Leadership, Guidance, and Parent Involvement. Designated lead LEA representatives and/or the Learning Support Specialist assist teams with brainstorming specific needs and strategies for each student and then facilitate provisioning and supervising the implementation of specific supports for students including the continuous oversight and monitoring to ensure plans are effecting positive results. In addition we have designated individuals at the school and system level to coordinate outside services with cooperating agencies to serve the overall wellness and academic needs of the student(s).

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. For example . . .

In our meetings we review all subjects and skills in order to promote continuous improvement of student academic performance as measured by state tests. Gains have been made and are continuing to be made in this area. For school year 2011- 2012 we were named a Title 1 Awards School for our Student Academic Gains. To receive this distinction, we had to show high levels of progress for all students during the past 3 years. Scores for 2012-2013 are

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in but final determinations on school status is not expected until October, 2013. For school year 2012-3013 our academic achievement data as measured by GHSWT scores and EOCT scores continued to increase with 3 notable exceptions; the 9th grade, the Special Education Subgroup, and the Black Subgroup. No segregated data is readily discernible for economically disadvantaged as of this writing. All three 9th grade EOCT scores declined for SY 2012-2013. The Biology EOCT passing rate dropped 12%, the 9th G. English EOCT passing rate dropped 17%, and the Coordinate Algebra EOCT passing rate dropped 34%. The dramatic decline in 9th grade test scores is attributable to the new common core curriculum that was implemented in the 9th grade SY 2012-2013. The new curriculum with the pre-requisite and requisite skills requires reading, comprehension, and learning tasks at depths of subject knowledge and levels of literacy here-to-fore not implemented or scaffold with students. Neither students nor teachers had the requisite experience or scaffolding in previous years to be developmentally ready to accommodate, assimilate, and facilitate the new curriculum with reasonable levels of success. Teachers are spending enormous amounts of time learning and adapting the new curriculum and its requirements into classroom and student learning practices. Students too, are learning how to learn at the new levels required for mastery of the common core curriculum. Additional time is needed for teacher planning, collaboration, and research, as well as reflective assessment and adjustment of practices in order to reverse the sudden decline in achievement with the new curriculum. In addition to the need for time, teachers must have access to appropriate materials and methods as well as time to observe effective practices of colleagues, locally and state-wide. In addition, teachers need time to attend relevant workshops and professional learning, especially those workshops and learning focused on literacy, depth of knowledge, rigor, differentiation, engaging student instructional tasks, and accelerating student learning for the low performing student(s). Furthermore, time must be allocated for 8th grade and 9th grade teachers to collaborate on curriculum alignment and student readiness in order to identify the gaps between 8th grade and 9th grade achievement and assessment, identify the skills, policies, and zone of proximal growth present as well as lacking that are contributing to or inhibiting successful achievement in the 9th grade as compared to the 8th grade. However, teachers do not need to be out of the classroom. Their professional learning and planning should take place during off contract hours and teachers should be compensated for such. Last, stability in the curriculum must be achieved. The state curriculum, assessments, and graduation requirements for core subjects have been changed twice in the past 10 years. And, although the requirements have also changed for grades K - 8, students are allowed to move on to the high school regardless of their readiness for high school level work that is the pre-requisite for readiness for successful achievement on college and career preparation level work. The above reflections and strategies are equally pertinent for our low improvement with our special education sub-group and our black sub-group. Although both the special education sub group and the black sub group are improving over time, the improvement trajectory is not steep and is not acceptable. A gap of 10% to 50% remains between the scores of the white sub group and the black sub group and between the

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regular education sub group and the special education sub group on the various assessments used to gauge student academic achievement.

   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 standard including
   ➢ Economically disadvantaged students . . .
   ➢ Students from Major racial and ethnic groups . . .
   ➢ Students with disabilities . . .
   ➢ Students with limited English proficiency . . .

   Our school wide improvement plan is based on information for all students in the school in order to address the needs of all students and groups of students who are not yet achieving acceptable levels according to the State Academic Content Standards as measured by EOCT and the GHSWT.

In the area of English, students passing the 9th ELA EOCT, based on the new CC curriculum, declined 17 %. Conversely, students passing the 11th grade ELA EOCT, based on the 5th year of full GPS curriculum implementation and assessment, increased to 89% demonstrating a continued positive trend with the GPS. It is anticipated that just as scores reversed after the initial dip in the implementation year of GPS, the dip in scores with CC will reverse after the first year of implementation and will increase. The gap in 9th Grade ELA between regular education students and special education students is a staggering 72%. The 9th Grade ELA gap between white and black students is 30%. A continued vertical alignment focus from grades K-9 must be maintained to improve these scores. Although high school teachers have become adept at accelerating students over the course of the 4 years of high schools, students are entering high school with several years of accumulated deficits. Furthermore, extended learning outside of regular school hours must be explored as well as a review of IEP practices that do not consider additional time for learning versus the regular 4 years of high school. Conversely, at the 11th grade American Literature level, the gap between white students and black students has narrowed to 7% evidencing success with current high school practices. However, the gap between regular education students and special education students at the 11th grade level reversed its narrowing trend and widened to 62%. It should be noted that often the special education group at each grade level has an N size less than 10 so that the scores of 1 or 2 students skews the data.

The math subject area suffered the greatest decline in academic achievement due to the new math curriculum implemented in the 9th grade. The percentage of students passing the new 9th grade Coordinate Algebra dropped to 34% reversing a positive 3-year trend in the passing rate of the GPS math curriculum. However, the 10th grade GPS Math EOCT passing rate

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continued to increase over the past year by 14%. This trend lends further credence to the importance of the role of curriculum stability in student achievement and supporting low achieving students. The poor scores in Coordinate Algebra were amplified with the Special Education sub group and the black sub group. The gap between regular education students and special education students was 34% (no special education students passed the C. Algebra EOCT) and the gap between white students and black students was 35% in Coordinate Algebra. However, the gap continued to narrow between regular education, special education, white, and black in 10th grade GPS Math. Again, curriculum stability was a key factor.

In the area of science, again, 9th graders saw a decline with a drop in the passing rate of the Biology EOCT to 58%. That passing rate is down 12% from the previous year. Conversely, 10th grade students improved the passing rate on the GPS Physical Science EOCT to 84%, a 7% increase over the previous year. The gap between regular education students and special education students increased to 53% and the gap between white and black students was 30% on the Biology EOCT. On the other hand, the gap continued to narrow between regular education, special education, white, and black in 10th grade physical science.

In the area of social studies, 72% of all students passed the 11th grade U.S. History EOCT which is an increase of 7% over the previous year and a 21% increase over the scores two years earlier. Again, this trend of improvement demonstrates the impact of time and curriculum stability on student test scores and academic achievement. Furthermore, the trend continued of narrowing the gap between regular education, special education, white, and black.

Passing scores on the Georgia High School Writing Test (for juniors) increased to 94%, a 4% gain over last year. The gain in scores is consistent across all student sub groups. Furthermore, the gap between subgroups is the narrowest on the GHSWT as compared to the EOCTs (passing rate regular education students, 96%, passing rate special education students 63%, passing rate black students, 92%, and passing rate white students, 95%). Again, the scores demonstrate improvement in student achievement with a stable curriculum that is vertically aligned allowing time for both teachers and students to understand and develop the curriculum as well as make adjustments for individual learner needs as required. However, the writing test will also change in a year or two and become much more rigorous.

The above data suggests that the policy, procedures, and school improvement protocols in place at the high school are effectively accelerating a high percentage of students from not high school ready upon entry to acceptable levels of college and career readiness upon graduating from high school, discounting those students who leave high school before graduating.

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The graduation rate is another critical piece of data for the high school. The graduation rate for the school as a whole appears to be constant at approximately 80%. High schools have transitioned from the Lever Method to the Cohort Method for calculating graduation rates and only the 2011 rate has been finalized at 80%. However, it appears that our graduation rate is holding constant and the 2012 rate as well as the 2013 graduation rates are at or near 80%. According to student interviews, the primary reason students leave Lamar County high school prior to graduating is to obtain full-time employment. The desire for money now trumps finishing their education and the belief that a high school diploma will lead to higher wages. However, this is not true for our black subgroup which is out pacing our white sub group on the graduation rate. Our special education group continues to lag both groups in not meeting all requirements for a high school diploma. The new test rules and regulations that went into effect 2 years ago will help with this gap beginning with the graduating class of 2015.

We know that factors affecting achievement and graduation are; changes to required curriculum, below grade level student proficiency upon entry to high school freshman year, high student absentee rate, little or no parental involvement, low reading and vocabulary skills, below grade level cognitive development and critical thinking skills, inadequate instructional rigor, misalignment of standards and instructional delivery, little vertical alignment between grade levels, inadequate student attention to school work and review outside of the school day, and a lack of perceived relevancy between school work and the real world by the student, and in some cases, the parents.

> F. The data has helped us reach <u>conclusions</u> regarding achievement or other related data.
> - ➤ The major <u>strengths</u> we found in our program were . . .
>   (Be specific. Example: Not just Reading – Indicate Fluency, Comprehension, etc.)
> - ➤ The major <u>needs</u> we discovered were . . .
> - ➤ The <u>needs we will address</u> are . . .
> - ➤ The <u>specific academic needs</u> of those students that are to be addressed in the school-wide program plan will be . . .
> - ➤ The ROOTCAUSE/s that we discovered for each of the needs were . . .
>   (How did you get in this situation? What are some causes?)

We have used the data to reach conclusions regarding student achievement across all groups of students. The data suggests that our programs, schedules, and efforts produce effective gains when implemented in stable curriculum environments and provide sufficient support in all areas of the curriculum including content knowledge and content skills. The narrowing of the gap after 9th grade supports this conclusion. During our data analysis sessions and in conversations with students we know that reading comprehension, cognition levels, and vocabulary development continues to be a critical need. The root causes are many students starting school with little to no reading exposure and vocabulary development as well as

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students limited exposure to critical thinking experience beyond the 3rd level of application in Bloom's taxonomy. Concurrently, limited teacher experience with teaching high school students with such needs contributes to a lack of student achievement. Teachers need continued professional learning regarding how to use the four literacy skills of reading, thinking, writing, and speaking as the primary instructional strategies for content acquisition. A misalignment between curriculum standards and classroom instruction is also evident. Teachers need to continue to address this and will do so during in-house meetings using a redesigned lesson plan template. However, this will take a great deal of time. Furthermore, teachers need continued professional learning studying the language of the assessments to align and incorporate same within the daily instruction and lessons. Our students have limited exposure to listening, speaking, and writing that is executed in formal register. Such is a barrier for students in reading text and standardized test questions.

Our school-wide improvement plan and professional learning plan address these needs. The modeling and use of formal register and the teaching of formal register is apparent through-out student-teacher interaction. Reading is addressed in all courses and our Literacy Lamar Initiative helps prepare teachers for the use of literacy strategies as a method of content acquisition. In addition reading classes are provided for critical need students. Vocabulary development is a part of every teacher's instructional plan for each day as is critical thinking. Both strategies are discussed in collaborative meetings and documented in lesson plans and informal observations. In addition, a new lesson plan template is in use this year to help teachers focus their instructional attention to weak areas such as reading, vocabulary development, and critical thinking. Weekly professional learning meetings with the Learning Support Specialist and weekly department meetings are designed to plan and monitor reading, vocabulary, and critical thinking initiatives and to remove barriers and improve the effectiveness of the initiatives.   These weekly meetings also include analysis of assessments and the language of the assessments.

Furthermore, a systematic review of CCRPI assessments indicates that our students are not demonstrating learning and understanding at the higher level of Bloom's Taxonomy. One cause of this is the lower level of rigor in lesson plan development, instructional delivery, and student application. Our school-wide professional learning plan and new lesson plan template addresses teachers improving rigor and depth of knowledge instruction in day to day instruction and learning plans. However, this will take time and teachers only have one 50 minute planning period daily.

Our school-wide professional learning plan addresses skills and knowledge teachers need to serve students with diverse backgrounds and knowledge and is differentiated for each teacher's need as well as each department's need(s). Teachers meet weekly to participate in professional learning targeted to their needs and raising the academic achievement of students. An example is a new teacher may be well versed in teaching but not classroom management while a veteran teacher may not experience classroom management issues but does not know how to plan for student center learning such as station teaching. The new teacher evaluation

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system will help with individualizing teacher needs. However, implementing the new teacher evaluation system without additional personnel will prove challenging.

In weekly meetings, teachers also discuss curriculum alignment, rigor, and formative assessments to gauge and adapt instruction and learning at higher levels of rigor and thinking. Teachers also plan for extended learning time during their weekly meeting. Our weekly hybrid schedule provides for student extended learning time. Students not demonstrating proficiency on formative and summative assessments or course work are identified and scheduled for extended learning time in homogeneous groups. Students not demonstrating success after 3 - 5 weeks of extended learning time are scheduled for pull out extended learning time during non-core classes for additional learning support or before school tutoring, after school tutoring, and extended year classes in the summer for students.

We also added additional computer classes for all freshman last year and both freshman and sophomores this year. These computer classes are academic based classes to teach students how to use technology to support their high school learning processes as well as prepare for post high school opportunities. This has been a successful cross-curricular venture and we plan to continue to roll it up to the next grade level until all 4 grade levels are in a computer academic class each year that supports all of their core curricular classes.

A final factor affecting academic achievement is a positive school climate. We strive to provide a positive school climate by building relationships with the students and providing co and extracurricular activities that are engaging to students. Our class schedule provides for students meeting with advisers twice monthly as well as student clubs and organizations meeting twice monthly. Our hybrid schedule allows time for class assemblies and other activities without detracting from class instruction time. Our hybrid schedule also facilitates a student break once a week. We are continuing our PBIS program (positive behavior intervention system) with students this year which has minimized out of class discipline consequence time. Finally, we have a student government program that has a strong voice in the management of the school. As such, we have increased our tours of colleges, our communication and awareness processes for move-on-when-ready programs, our work based learning programs, and our protocols for disseminating information to middle school students and parents in order to help students and parents be more aware and better prepared for high school.

   G. The measurable <u>goals/benchmarks</u> we have established to address the needs are . . .

The measurable goals we have established to identify the academic needs of our students are student test scores on all eight End of Course Tests, the Georgia High School Writing Test, graduation rate, four week standard formative and summative data, universal reading and math screening data used 3 times annually, teacher retention and attendance data, student attendance data, and parent involvement data. Eighth grade CRCT scores and Ninth grade universal

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screener scores serve as the foundation data for students entering high school their freshman year.

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

2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
A Response: 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 academic achievement standard are . . . (Strategies to be used.) We plan to stay the course with our current initiatives described previously. Formative and summative assessments are used every 4 ½ weeks in all areas to provide data that is used to adjust instruction and learning. Teachers, working with the content department chairs and our Instructional Support Specialist plan appropriate and differentiated instruction and extended learning to meet the needs of the students. The instructional extension time occurs weekly and is be driven by formative and summative data, course grades, teacher request, student request, and parent request. The next level of extended learning is driven by data from the first level. A committee of teachers, counselors, and administration meet every other week to review data for students not meeting goals and adjust the student's learning plan accordingly. Teachers include in their daily instructional plans vocabulary development and critical thinking strategies. This year, teachers will continue to increase their use of literacy strategies in the classroom as designed by the Literacy Committee. Students not demonstrating success with support during class and instructional extension time are scheduled for before and after school tutoring as well as pull out time during the school day. The next tier of intervention is scheduling students for extended learning time during the summer as well as support and/or remedial classes in reading, math, English, science, social studies, and writing. We will continue to provide credit recovery opportunities and our alternative setting for students needing such. Our student centered culture and government will expand based on the needs of students. Our advisement program will be enhanced as teachers improve their understanding of high school and post secondary opportunities available to students. Our advisement and course information communication will be expanded to middle school students and parents to strengthen student understanding and awareness of opportunities prior to entering high school as well as supports available during high school.

2(a). School-wide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

2(b).   Are based upon effective means of raising student achievement.
Response: Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. .   (Cite Research to support selected strategies.)   Our chosen response strategies are derived from literature and research on best practices. Literature used as a basis for our improvement includes: Southern Regional Education Board *Literacy Across the Curriculum* and *High Schools That Work,* Marzano's *Classroom Instruction That Works,* Wiggins & McTighe's *Understanding by Design,* ASCD's *Closing the Achievement Gap,* Martin-Knight *Becoming a Better Teacher,* DuFour etal *Whatever It Takes,* Schmoker's *The Result Fieldbook,* Action Research includes: Site visits to and review of Newton County Charter Career Academy Discussions with and review of Mary Pearsons High School Participation in *Model Schools Conference* Participation in *CCRPI Conferences* Participation in *Advanced Education Review and Response Protocols School-Wide Assessment* Participation in and implementation of DOE webinars on curriculum, assessment, depth of knowledge, rigor, and task alignment. **Last, the improvement in our student achievement data suggests that our current strategies are working for our students when the curriculum and the staff are stable and allowed time to internalize and adjust the curriculum and that we should stay the course**.

2(c).   Use effective instructional methods that increase the quality and amount of learning time.
Response: We will <u>increase</u> the amount and <u>quality</u> of learning time by . . . (Before/After school, summer school, Saturday school, block scheduling)   Teachers use effective and varied instructional and learning including utilizing 'bell to bell' instructional time, beginning with a warm-up activity that reviews or previews

2(c). Use effective instructional methods that increase the quality and amount of learning time.
information, and closing with summary techniques that incorporate one of the four literacy elements of reading, writing, thinking, and/or speaking. Teaching and learning strategies include direct instruction, cooperative group learning, flex grouping, station teaching and learning, graphic organizers, experiential learning, independent learning, reading for meaning, close reading practices, written response, and interactive instruction. Teachers are at various skill levels with the variety of effective instructional techniques. Discussion designed to improve teacher instructional skill levels takes place in collaborative professional learning settings weekly as well as content and skills specifics workshops. Teachers also observe other teachers to learn and improve skills. Furthermore, our hybrid schedule provides time for extended learning during the school day. A carefully planned duty roster provides time for extended learning before and after school. Attention to the master schedule is also used to provide teachers' common planning time, limit the number of teacher course preparations, increase the number of student support and remedial classes needed, increase co-taught classes for students with IEPs, and keep class sizes as small as possible, especially math classes.   Teachers must be given as much time as possible to provide student feedback. Large class sizes and/or multiple course preparations limits this valuable learning strategy. In addition, academic skills are emphasized during advisement periods and elective classes such as the SAT prep class and the computer class. Skills taught and reviewed include note taking, reading, study tips, student efficacy and responsibility, goal setting, etc.

2(d). 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).
Response: Addressing the needs of all children, particularly targeted populations, begins anew each year with planning of the master schedule and determining the course and class requirements necessary for our students. The master schedule takes into account class size, teacher equity, class balance by gender, ethnicity, ability level, the number of support and remedial classes needed, the number of co-taught classes needed, credit recovery classes needed, the number teacher preparations, and the like. The 9th grade Chair and Guidance Counselor review the records of all incoming 9th graders to assess where students are and what classes and support systems would best serve the students as they being their high school years. Guidance counselors and teachers review all student schedules to ensure students are enrolled in appropriate classes and receiving appropriate support classes and services. Teachers prepare and students participate in pre-assessments - including universal screeners - and periodic formative assessments to determine how well students are learning the required curriculum. Students not performing to acceptable levels receive differentiated instruction within class and if needed extended learning outside of class but within the school day. Targeted populations such as economically disadvantaged are given extra scrutiny to ensure

their needs are addressed. Qualifying students (under IDEA) receive assistance in study skills classes and if appropriate, resource classes as well as co-taught classes. Students qualifying for ELL services participate in one class daily to support them in their English Language acquisition. Students needing alternative educational settings are provided such on campus during the school day with the alternative educational center. Students who are off track have several opportunities for credit recovery in a traditional classroom setting or in a computer based class. Our graduation coach closely monitors off track students, students in credit recovery, and students at risk of falling into those categories and provides appropriate support and guidance.

Students who have discipline issues within the regular school day have access to an alternative program to serve their educational needs. For all students, the curriculum and program offerings of the school are constantly reviewed and adjusted to serve the requirements of the state as well as the interests and needs of the students.

This school year, we will continue to coordinate activities from two grants - 21st Century and Jobs for Georgia Graduates - to extend and increase the delivery of needed instructional and career skills to students during the school day as well as outside the school day and school year.

The school's success with meeting the needs of students is measured by test scores, course completion rates, graduation rates, student attendance, student behavior patterns, teacher surveys and retention.

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*3. Instruction by highly qualified professional staff.

Response:

It is a primary goal of Lamar County Comprehensive High School to ensure that every student receives instruction in all classes from Highly Qualified Teachers (as defined by NCLB). The school principal, working in conjunction with the system personnel office assures that existing teachers and all new hires meet the highly qualified (HiQ) definition or have a personal development plan (PDP) to ensure that a non-highly qualified teacher has a plan in place to obtain HIQ status within an accelerated period of time. This plan is monitored and reviewed quarterly to check the progress of teachers working to obtain HiQ status.

Administrators at the school and central office level as well as the Learning Support Specialist consistently monitor and observe professional staff in instructional settings informally and formally to maintain a constant awareness of teacher instructional practices and student learning.

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*3(a). Strategies to attract highly qualified teachers to high-needs schools.

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

*3(a).   Strategies to attract highly qualified teachers to high-needs schools.
For school year 2013-2014 the school has 24 1/2 regular education teachers and 6 special education teachers in the core academic areas of English, Math, Science, Social Studies, and Reading. Of those 28 1/2 teachers, 1 CTAE teacher who teaches 3 math sections is not highly qualified and 2 of the special education teachers are not highly qualified for 1 resource class period – each – per day. The regular education math teacher is preparing to pass the GACE in high school mathematics to obtain Highly Qualified status as are the 2 special education teachers. Non-HiQ teachers have professional development plans and participate in programs to attain Hi-Q status. These teachers are also assigned to the Learning Support Specialist as a mentor at the school level and a system level mentor monitors their progress toward becoming Hi-Q. These teachers also collaborate continuously with departmental teachers to ensure instruction and learning is valid and reliable and of high quality. To the greatest extent possible, students with disabilities are served in co-taught classes with two teachers; one a highly qualified regular education content teacher and one a highly qualified special education teacher.

*4.   Professional development for staff to enable all children in the school
Response: A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the <u>root causes of our identified needs</u>. For example . . . (Be specific) The root causes of our identified needs are a changing curriculum and students entering high school well below grade level and with a wide range of ability levels. Teachers must have time and resources to internalize the new curriculum, analyze students' abilities and available data continuously, and plan appropriate-effective instruction that accelerates students' achievements with a wide variety of student ability levels. In weekly meetings teachers and administrators align data and practices with professional learning needs and teacher input is solicited for appropriate staff development. Teachers have identified the need for professional learning that addresses how to incorporate literacy strategies and differentiate lessons for students, how to serve economically disadvantage students, and how to empower students to embrace their responsibility for learning. In response, teachers use their planning periods during the week to collaborate on data, lesson plans, and methods of instructional and learning differentiation within each department. Teachers also participate in in-house and outside workshops to improve teacher effectiveness working with students with diverse backgrounds and diverse literacy skills including building and sustaining relationships with students and parents. RESA also provides a monthly workshop to teachers and paraprofessionals in co-taught classrooms to improve the effectiveness of instruction and learning for students receiving services under IDEA in regular education settings.

| *4. | Professional development for staff to enable all children in the school |

Teachers also attend workshops on classroom management and other topics as needed by individual teachers.

B. We have aligned professional development with the State's academic content and student academic achievement standards . . .

We participate in professional learning designed to help us improve the teacher-student relationship, foster positive classroom environments, use strategies that empower students and include them in the responsibility for their learning. We collaborate on appropriate levels of rigor and alignment of standards to instructional plans and practices as well as alignment to examples of strenuous assessment items. We also participate in professional learning designed to help us serve all students in the least restrictive environment. Our professional learning planned for the next 2 – 4 years includes:
   - Further development of understanding and implementing the Common Core Curriculum.
   - Further development and cross curricular planning between core academies and the College and Career Academy.
   - Continued implementation of PBIS and Educator's Handbook
   - Continued implementation of literacy standards, increased rigor, and cognitive development.
   - Continued refinement and enhancement of the Teacher As Advisor Program.
   - Continued refinement and enhancement of the RTI process.
   - Continued refinement and enhancement of the IDEA and IEP process.
   - Continued refinement and enhancement of the Co-teaching process.
   - Continued refinement and enhancement of the Teacher Collaboration process.
   - Improve and incorporate new knowledge of the Race to the Top initiative, CCRPI, Universal Design for Learning, Longitudinal Data System Use, Formative Instructional Practices, Use of the On-Line Assessment System, the new Teacher Evaluation System, Student Learning Objectives, the Individual Student Growth Model, and the recently announced Middle School College and Career Ready Index.

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

We have regained our learning support specialist position this year as well as retained, to the greatest extent possible, a master schedule to give department chairs a second class period with student assignment. However, due to competing demands in the math department (the need for lower class ratios and the need for additional support and remedial classes) this was not possible for the math department chair. To counter balance, the math department chair is

*4.   Professional development for staff to enable all children in the school

not used for extra duties and responsibilities such as test examiner, proctor, morning duty, etc. This extra period of time is devoted to department chairs acting as lead teachers in their content field. As lead teachers department chairs - in conjunction with the Learning Support Specialist, school improvement team and administration - facilitate and coordinate in-house professional learning and collaboration. Lead teachers, the Learning Support Specialist, the school improvement team, and teachers meet and plan during the school day, after the school day, and during off contract time.

Funds that are available are used to provide all faculty members opportunities to attend professional workshops in key areas that align to the SWP as well as opportunities for limited time out of the classroom or in addition to the classroom to analyze and plan for instruction and learning that is aligned to the SWP. Teachers who attend workshops outside the high school then redeliver the information to other members of the school. These key areas include classroom management, literacy, curriculum and assessment alignment, authentic task development, rigor, depth of knowledge, differentiation and acceleration, cognitive development, reading in the content area, using technology and software to enhance instruction, closing the achievement gap, and effective co-teaching. Associated costs are substitute teachers, registration fees, travel allowances, hourly pay or stipends, material copy costs including ink and paper as well as notebooks and other learning supplies.

D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

   We have included teachers in professional development activities regarding the use of academic assessments and how to use them to gauge student learning and adjust instruction to improve student learning. The professional learning planned for school year 2013 - 2014 is based on teacher analysis of data and surveys and is designed to enable teachers to respond to the individual needs of all students in their classes in order to improve learning, student achievement, and the overall instructional program. The professional learning includes Nine Essential Skills from the Love and Logic program, Literacy Strategies from Model Schools, Differentiated Instruction, Content Vocabulary Focus, Formative Benchmark construction using ThinkGate®, Universal Screener using Star Assessments®, as well as the Griffin Regional Educational Service Workshop on math instruction and the workshop on collaborative teaching. Furthermore, all departments this year continue to be immersed in understanding and implementing Common Core Curriculum and learning to use the CCRPI as an alignment tool for gauging effectiveness of teaching and learning. As mentioned previously, the faculty has also embarked on a 2 – 4 year course of improving and incorporating new knowledge of Race to the Top initiatives, CCRPI, Universal Design for Learning, Longitudinal Data System Use, Formative Instructional Practices, Use of the On-Line Assessment System,

*4.	Professional development for staff to enable all children in the school
	the new Teacher Evaluation System, Student Learning Objectives, the Individual Student Growth Model, and the recently announced Middle School College and Career Ready Index,.

*5.	Strategies to increase parental involvement.

Response:

   A. We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by . . .

       We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by seeking their opinion and input during orientations, open houses, parent nights, conferences, and at meetings such as the monthly school council meeting and the monthly evening workshops conducted by our Out-Reach counselor (currently funded by a grant). We also seek input via surveys. Furthermore, our system parent coordinator seeks input from parents and shares that input with us. We in turn incorporate that input to the greatest extent possible. In addition, we maintain an open door policy and welcome parent visits and collaborative dialog at times that are convenient parents. We recognize and support that parents are a student's most important advocate and welcome their knowledge, insight, and perspective on how well the school is or is not serving the needs of students,

   B. We have developed a parent involvement policy that
- includes strategies to increase parental involvement (such as family literacy services0
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

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

Response:

   A. Following are our plans for assisting preschool children in the transition from early childhood programs ⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚ dents entering middle school or high scho⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚ udents entering our school throughout t⬚⬚⬚⬚⬚⬚⬚

Section not applicable to high school

*7. Measures 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.

Response:
A. The ways that we include teachers in decisions regarding use of academic assessment are ...

   Teachers meet frequently to discuss and create formative and summative assessments as well as to discuss how to effectively respond to the results of assessment and ensure alignment with state tests using the on-line assessment program and the virtual school curriculum. Furthermore, teachers attend other meetings throughout the school year to provide input on various aspects of the overall program (scheduling for example and teacher assignment). Teachers also design extended learning to meet the needs of individual students using assessment data as their guide. Furthermore, teachers serve on all committees (such as Literacy, 504, RTI, etc.) to provide commentary, input, and feedback as well as provide continuity of communication and understanding between all members of the faculty. Teachers are also the backbone of vertical alignment meetings, grade level meetings, and cross curricular meetings designed to target areas needed improving in grades K-12.

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

Response:
   This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school-wide plan.

   The school uses local, state, federal, Perkins, and grant funds to implement the school plan. The various funding sources are coordinated to provide funding for the most critical needs identified and as stated in section 8.b of this document. All funds are used to complement each funding source and provide the most effective instructional setting and delivery possible.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:
   The faculty and staff of LCCHS are continuously seeking opportunities to utilize and coordinate resources both in the school system and with the community. The population of at-risk students is served through several programs including Title 1, state funds, system funds, and Carl D. Perkins Funds. Supplemental services provided to students and families include historically underserved populations of homeless and migratory students. Services are coordinated, supervised, and provided via system social worker, system parent involvement

coordinator, school level administrators, school counselors, graduation coach, grant provided out-reach counselor, school resource officer, school clerks, teachers, and County resources such as Emergency Shelter, Family Connections, Department of Family and Children Services, Juvenile Court Services, and after school providers. The student services department coordinates these county agency services to increase effectiveness. Homeless students are identified using the criteria in the McKinney Act. This is done by counselors upon registration or system social workers/counselors during the school year.

Title II funds are used to recruit, train, retain, and improve Highly Qualified teachers through Professional Development. Title I, Title II, State funds, and Carl Perkins Funds are used to pay for professional development as reflected in the school improvement plan. Title 1 funds are used to fund two teachers (math and alternative) deemed critical to the implementation of our school improvement plan as well as classroom instructional supplies and equipment, necessary professional learning costs, and extended learning for students outside the regular school day and year. Student test results are used to determine instructional needs and in turn identify needed strategies, activities, positions, and teacher training needs which are funded by the various agencies. All decisions on funding are driven by the school improvement goals.

Integrated funds also make it possible for LCCHS to provide technology access to students and teachers as well as a 9th grade academy to serve the transitional needs of incoming freshman. Furthermore, the integration of funds provide remediation services and before/after school tutoring, Saturday School, and extended year instructional opportunities for all students who do not meet expectations at the end of each year. This in turn helps prevent loss of credit and keeps students on track to graduate. Furthermore, funds are used to provide computer aided instruction which also helps students recover and/or accelerate credit and stay on track to graduate.

The integrated funds are also used to provide necessary classroom equipment, paper, ink, and consumables for student instructional tasks as well as resources for parents, and informational handouts for parent and community meetings, student handbooks, and professional development materials. Stakeholder awareness and participation are accomplished through the annual Title One Parent Meetings, monthly meetings of the School council, student council, content area departments, grade level departments, faculty meetings, parent nights, orientations, open house, registration programs, and the Teacher as Advisor Program.

Last, grants are applied for to the greatest extent possible to supplement funding requirements for students and programs. We received grant monies to fund the building and equipping of our Charter College and Career Academy which opened this school year. We are a partner in the Jobs For Georgia Graduate Program which provides targeted instruction and job skills to at-risk students. We are benefiting from the 21st Century Grant which is providing after school tutoring and summer learning programs to at risk students. And, we are working with our our local college developing a seamless instructional program from grades 8 – 13 to improve student readiness and success post high school. All of the above are intended to improve the appeal of school to the nature of the teenage learner and in turn reduce the

drop-out rate and increase the graduation rate; including the rate of students graduating from high school with credit(s) from post secondary schools.

8(b). Description of how resources from Title I and other sources will be used.

Response:

Resources from local, state, federal, grants, and other funds are used to fund administrative positions, a graduation coach, an additional guidance counselor, a learning support specialist, an out-reach counselor, additional teachers, an alternative learning center and facilitator, credit recovery opportunities, a 9th grade academy, a college and career academy, and clerical supports.   Resources support the personnel, the instructional program, and the improvement initiatives. These include providing time for Learning Support Specialist, Department Chairs, and teachers to analyze and develop formative and summative assessment of students and appropriate teacher learning to improve student achievement for all learners. Funds are used to provide a Parent Liaison to coordinate parent communication between parents and school faculty. Funds are used to provide an attendance period for one teacher and Attendance/Program Clerk as well as a graduation coach to manage attendance concerns with parents and attendance agencies as well as help support guidance with tracking students' progress toward graduation. Funds are used to provide a math teacher to help keep math class enrollment at manageable sizes so that math teachers are able to provide attention to all students. Funds are used to provide an educational professional to work with students using computer based instruction. Funds are used to employ a Learning Support Specialist to work directly with teachers on improving teaching and learning. Funds are used professional learning costs of administrators, faculty, and staff including costs of specialists, substitutes, registration fees, travel expenses, equipment, and supplies including paper, copy cost, books, ink, computer needs, and consumables for authentic student learning tasks. Funds are used for classroom instructional supplies and equipment including teacher and student consumables, technology such as computers, laptops, tablets, IPads, and hand held devices as well as software such as Calendar Wiz, OdysseyWare, USA Test Prep, and Study Island, models, maps, and media. Funds are used for computer based and assisted instruction, remediation, acceleration, benchmarking, monitoring, and data reporting. Funds are used for parent involvement including printing cost, communication costs, parent resources, meeting supplies and equipment, light refreshments at meetings, and student recognition programs and services. Funds are used for off contract salaries for extended learning including contract services for during school day pull out, before and after school tutoring salaries, Saturday School, Summer Extended Year, and Summer Academies for math, science, English, and social studies initiatives. Funds are used for salaries and stipends for off-contract teachers to review and analyze data and integrate findings into instructional plans. Funds are used for off contract salaries and teacher stipends for participating in in-house and outside professional learning workshops such as 9 Essential Skills, content knowledge, and classroom management. Funds

are used for substitute teachers to provide teachers work release time as well as time to attend to workshops. Funds are used for teachers to attain HiQ status, Master Teacher Certification, and Gifted or Advanced Placement Training to the extent allowable. Funds are used to integrate core content curriculum with electives and CTAE curriculum as well as STEM curriculum Funds are used for stipends for teachers to align curriculum across grades levels and with Post Secondary Schools. Funds are also used to comply with all requirements and regulations not expressly mentioned herein.

8(c). Plan 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.

Response:
The school wide improvement plan is developed with other school plans and programs including the College and Career Academy, the 9th Grade Academy, The Trojan Learning Center (alternative program), dual enrollment agreements with traditional colleges and technological colleges, various grants, Title II, and the Carl D. Perkins Vocational Program. Lead educators and/or administrators in all such programs are members of one or more committees that coordinate the integration of information, requirements, and fund availability in said programs to facilitate initiatives and school wide improvement plans and professional learning.

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*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:
  A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are . . . (Especially for those students who are struggling.)

We provide to students a variety of opportunities to ensure that students who experience difficulty mastering standards receive timely assistance. These opportunities include differentiated instruction in the regular classroom and small group re-teaching opportunities in the classroom. In the 9th grade academy cross teacher grouping is used to address the needs of struggling students. At all grade levels support classes in math and reading are provided. In the 9th and 10th grade students also receive support in their computer class. Students in the 12th grade are provided classes in focused instruction based on the results of standardized test. Timely assistance is indentified via a review of previous year's grades and assessment data, current course grades, universal screeners administered 3 times annually, and formative benchmark assessments administered every 4.5 weeks in all courses to identify students for extended learning sessions (within the school day) once a week as well as movement up or down in the Tiers of Intervention. Other activities to provide early assistance include before

and after school tutoring, Saturday school, pull-out tutoring within the school day, extended year course work in June, and credit recovery classes via computer based coursework in the regular school setting, in an alternative school setting during the day, as well as in the late afternoon, early evening, and summer months. A final review to ensure early alerts is the principal's review of assessment data as well as course grades every 9 weeks and conferences with teachers and committees regarding students not progressing.

9(a). Measures to ensure that students' difficulties are identified on a timely basis.

Response:

Student records are reviewed for all incoming 9th graders to identify potential needs prior to beginning their 9th grade year. For all students, the school administers universal screeners three times annually and curriculum standard aligned formative assessments every 4.5 weeks. Based on those assessments, course work grades, and teacher requests, students are scheduled for reading and math support classes and/or one or two extended learning sessions weekly with core content teachers as well as other support classes as required.

The school also has an Out-Reach Counselor and a Teacher as Advisor Committee. Each teacher advisor monitors a group of students in conjunction with the guidance office. The advisor maintains close contact with the teachers of their advisees. When extended learning is not enough support for a student the teacher and the advisor implement other strategies including parent conferences, alerting a student's coach or club advisor. If further attention is necessary, counseling and the Response to Intervention (RTI) committee conducts meetings and makes recommendations for the student. These meetings include the student, parents, teachers, and other support personnel such as guidance counselor, behavior intervention specialists, social workers, etc. The goal of such meetings being effectively supporting the student in order for the student to achieve academic success. Other practices include the Learning Support Specialist meeting with teachers to review strategies for students not progressing as well as the principal's review of student grades by teacher and course with follow-up teacher conferences to ensure students are receiving appropriate supports and interventions.

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

The school administers curriculum standard aligned formative assessments every 4.5 weeks. Teachers collaboratively review and discuss the assessments. This dialog acts as action research which is inherently inductive and deductive teacher learning. As teachers collaborate on assessment results and root causes, identification of student needs and solutions are strategized an implemented. When strategies within the regular instruction period are not producing desired results, continued collaboration with the Learning Support Specialist and others, including parent conferences, are scheduled to plan appropriate supports. If further

attention is necessary, counseling and the Response to Intervention (RTI) committee conducts meetings and makes recommendations for the student. These meetings include the student, parents, teachers, and other support personnel such as guidance counselor, behavior intervention specialists, social workers, etc. The goal of such meetings being effectively supporting the student in order for the student to achieve academic success in the regular classroom.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or n the community.

Response
The school conducts four parent nights per year. This is in addition to parent open house prior to the opening of school and parent orientation for incoming 9th graders. During these opportunities the structure of classrooms, student support, and extended learning programs are explained to parents. Recommendations for parents such as providing a student work area, checking grades, discussing school work are discussed at every opportunity and are in the parent involvement plan and compact. In addition, teacher advisors, counselors, and administrators contact parents and schedule meetings for students who are not meeting proficiency requirements on standards. In those meetings the roles and responsibilities of student, teacher, and parent are discussed and agreed to. Furthermore, all teachers send a course syllabus to parents at the beginning of the year outlining the requirements of the course, the expectations of the student, and suggesting methods of how the parent may support their son or daughter. Teacher syllabi encourage parents to contact teachers at any time to discuss the progress of their son or daughter and include contact information. Parents also have 24 hour access to student grades via the Internet as well as 24 hour access to the school calendar via the Internet. Parents also have teacher e-mail addresses and are ensured a response within 48 hours. The school and the local Sheriff's office provide a full-time certified deputy as a school resource officer to assist students and parents as needed. In addition, parents receive a school and system handbook that lists sources of assistance and encourages them to take advantage of all the services and opportunities offered or facilitated by the school. The school utilizes Educator Handbook (Internet Based Program) for the tracking of parent communication as well as student behavior. The school also uses a computer based tardy program for monitoring students' school and class tardies to provide data to students and parents. Last, it is stressed to students, repeatedly in advisement meetings and class assemblies to contact their advisor, a counselor, the out-reach counselor, or an administrator if they feel they need assistance for any reason. The school's slogan, *Every Kid, Every Chance, Every Day*, echoes this sentiment.

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

Response: Individual student assessment results are available to parents via the parent portal access to the teacher's electronic grade book. Parents are also made aware via the automated

school call when students receive their individual assessment reports. The results of End of Course Tests (EOCT) are reported on student report cards. The EOCT individual student reports are sent home via students as soon as received. Automated school call alerts parents when these scores are distributed. Individual score results contain interpretation guides. Teachers, counselors, and administrators also make themselves available to discuss the results of students' assessments with parents.

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

Response:
The school wide improvement plan provides for the administration of universal screeners 3 times annually and formative and summative assessments at 4.5 week intervals during the school year. The results of these assessments are scored, disaggregated by standards, and reported to teachers within days as facilitated by the Learning Suppport Specialist. Results from annual criterion referenced tests are disseminated to teachers, students, and stakeholders as soon as feasible upon receipt. Teacher committees are convened to review and analyze data within weeks of receipt of scores. The LSS and department chairs incorporate analysis of data into weekly professionally learning and helps teachers adjust learning accordingly. The LEA incorporates scores into the system reporting processes and disseminates same via the local newspaper and the system website.

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

Response: : Data from disaggregated assessments is deemed valid and reliable as the assessments are created by respected assessment organizations contracted by the state to create assessments aligned to the state's curriculum. The assessments used by purchased software programs ensures that assessment questions are vetted and juried by assessment experts and aligned to national norms. The assessments are administered as directed in state and provided assessment manuals to ensure test security, standardization, and validity of results.

13. Provisions for public reporting of disaggregated data.

Response:
Data is reported to the public when available annually as well as upon request. The System LEA is the lead provider of the data to public sources such the local community newspaper. The data is also maintained and updated by the LEA on the system's web site and the school's web site. Data is also made available to the community via community meetings, parent nights at the school, and in open forums such as BOE meetings, charter meetings, advisory board, and school councils.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
Response: The school wide improvement is continuously reviewed and updated in meetings with various stakeholders throughout the school year. The written plan is submitted annually to the LEA within the first two months of school. Written updates are forwarded to the LEA and are available in the main office of the school, the media center, the parent resource room at the school, as well as the school's website. The parent resource room is open during regular school hours, parent night events, and by appointment if needed before or after school hours.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
Response: The school wide improvement plan is continuously reviewed and updated in meetings with teachers, community members, parents, school council members, students, committees, the LEA, cooperating post secondary schools and agencies, school advisory panels, and student government.

16. Plan available to the LEA, parents, and the public.
Response: The school wide improvement plan is available to, and delivered upon request to the LEA, parents, and the public. The school plan is available for viewing in the main office of the school as well as the media center, and parent resource room of the school. The plan is also available on the school's website. The parent resource room is open during regular school hours, parent night events, and by appointment if needed before and after school hours.

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.
Response: The school wide improvement plan will, upon request, be translated into the primary language for parents and community stakeholders to the greatest extent feasible in written form and/or orally if a translator can be located. The school website uses automatic service available to instantly translate all web site information.

18. Plan is subject to the school improvement provisions of Section 1116.
Response: The school wide improvement plan is written to improve student achievement in all academic areas and for all students, particularly low achieving students. Furthermore, the SWP is written to create a professional learning culture that respects school and teacher accountability

for student achievement. As such, the plan incorporates and is subject to the provisions of Section 1116 of Title 1.