



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

**Georgia Department of Education  
 School Improvement Plan Template  
 A Guide to Support College and Career Ready Graduates**

<b>SCHOOL IMPROVEMENT PLAN</b>		
<b>School Name: Americus-Sumter High School</b>		<b>District Name: Sumter County</b>
<b>Principal Name: Kimothy Hadley</b>		<b>School Year: 2015-2016</b>
<b>Title I Schoolwide Program</b> <input checked="" type="checkbox"/>	<b>Title I Targeted Assistance</b> <input type="checkbox"/>	<b>Non-Title I School</b> <input type="checkbox"/>
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School (SIG)</b> <input type="checkbox"/>	<b>Priority (Graduation Rate)</b> <input type="checkbox"/>	<b>Priority (Achievement)</b> <input checked="" type="checkbox"/>
<b>Alert School (Achievement)</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
	Graduation Gap <input type="checkbox"/>	List High and Low Sub-Groups with Percentages
	Achievement Gap <input type="checkbox"/>	List High and Low Sub-Groups with Percentages
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>

Note: Double clicking on the gray squares brings up the option to mark the squares.

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### SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL?

#### SMART Goal #1: By the end of the 2015-16 school year:

The course pass rate for **U.S. History** will increase from 95% to 96% as measured by final grade distribution. Student scores in **U.S. History** will increase from 41% to 51% as measured by the Georgia Milestone. The percentage of **SWD** passing **U.S. History** will increase from 12% to 15% as measured by the Georgia Milestone. Student scores **Exceeding the Standard for U.S. History** will increase from 14% to 19% as measured by the Georgia Milestone.

**SMART Goal #2:** The course pass rate for **Economic** will increase from 98% to 99% as measured by final grade distribution. Student scores in **Economics** will increase from 76% to 79% as measured by the Georgia Milestone. The percentage of **SWD** passing **Economics** will increase from 30% to 32% as measured by the Georgia Milestone. Student scores **Exceeding the Standard for Economics** will increase from 38% to 40% as measured by the Georgia Milestone.

**SMART Goal #3** The course pass rate for **American Government** will increase from 95% to 96% as measured by final grade distribution. The percentage of **SWD** passing American Government will increase from 93% to 94% as measured by the final grade distribution.

**Math: By the end of the 2015-16 school year:** The course pass rate for **Analytic Geometry** will increase from 82% to 87% and **Advanced Algebra** from 89% to 91% as measured by final grade distributions. Student scores in **Analytic Geometry** will increase by 5 % points as measured by the Georgia Milestones. The percentage of **SWD** passing **Analytic Geometry** will increase by 1% as measured by the Georgia Milestones. Student scores Exceeding the Standard for **Analytic Geometry** will increase by 2% as measured by the Georgia Milestones.

#### Science Department

**SMART Goal #1:** The Course pass rate for physical science will increase from 83-88% as measured by final grade distribution.

**SMART Goal #2:** Student scores in physical science will increase 2% from the baseline. **SMART Goal #3:** Student scores for all SLO subjects will increase 2% from baseline as measured by SLO **SMART Goal #4:** The course pass rate for biology will increase 3% as measured by final grade distribution. **SMART Goal #5:** Student scores in biology will increase 2% from the baseline.

**English:** By the end of 2015-2016, the percentage of students passing the American Literature GA Milestones will increase by 2% from the previous year. By the end of 2015-2016, the percentage of **SWD** passing the American Literature GA Milestone will increase by 1% from the previous year. By the end of 2015-2016, the percentage of students scoring 3 or higher on the AP Language and Composition and AP Literature and Composition exams will increase by 1%. The lexiles of students will increase by 10% by the end

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of 2015-2016 from the baseline as measured by the American Literature GA Milestones. By the end of 2015-2016, student scores for English 10 and English 12 SLOs will increase by 2% from the baseline as measured by SLO.

### CTAE Department

**By the end of the 2015-16 school year:** The percentage of **12<sup>th</sup> grade Pathway Completers** will increase from 96.6% to 98% as measured by the local graduation requirements. **By the end of the 2015-16 school year:** The percentage of **12<sup>th</sup> grade students earning a CTAE industry recognized credential** will increase from 35% to 41% as measured by the End-of-Pathway Assessment.

**Graduation Rate:** The graduation rate for the 4-year cohort will increase from 83.7% for the FY 15 to 85% for the FY15 school year as calculated by the department of education.

**Student Conduct:** At the end of FY14 the number of office discipline referrals will decrease by 10% from 1500 in FY16 to 1,350 or less as indicated by Infinite Campus Discipline reports.

**Attendance:** Student absences will decrease in grades 9-12 from 10% missing 6 or more days at the end of FY2014 to 10% of students missing 6 or more days at the end of FY15 as indicated by Infinite Campus.

**Counseling:** Identify strategies and interventions targeted at students with academic, attendance, and disciplinary issues to improve the graduation rate by 2% from 83.7% to 85%. Counselors will learn effective strategies to improve College and Career Readiness for all students.

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					Artifacts	Evidence
<b>Instruction</b> 1.1-1.9 <b>Curriculum</b> 1.1	1. Develop and implement a plan to increase students' understanding of content specific vocabulary by continuing to implement Thinking Maps and Coach Workbooks.	Fall 2015-ongoing		Teachers Instructional Coaches Administrators District Personel	Word Wall Student Work Thinking Maps	Students can explain how they use the word wall and show examples in their work.
<b>Assessment</b> 1.1,1.2,1.3, 1.5	2. Teachers will receive professional learning on the Georgia Milestone end of course assessment.	Fall 2015-ongoing		Teachers	Assessments	Teachers use of the professional learning assessment strategies helped improve student mastery of standards.
<b>Instruction</b> 1.2, 1.3, 1.4	3. Implementation of CCGPS/GPS Literacy Standards by having students read Up Front Magazine and a collection of historical fictional and Resource kits/books within the Social Studies classrooms based on the content area over a semester in their class.	Fall 2015-ongoing		Social Studies teachers including teachers of students with disabilities.	Social Studies teachers including teachers of students with disabilities.	Students will demonstrate an understanding of content on various assessments. Student's reflective writing. Students utilize reading strategies that support an understanding of content material read.

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<b>Instruction</b> 1.2, 1.3, 1.4	4. Class size reduction to provided research-based strategies and differentiated instruction to students.	Ongoing Fall 2015	QBE  Title I  School Improvement	Social Studies Teachers including teachers of students with disabilities, Instructional Coach Administrators	Direct and indirect observation by Instructional Coach and administrators, review of teacher lesson plans  Student' s Notes	Students will demonstrate an understanding of content on various assessments.  Student's reflective writing  Student utilize close reading strategies that support an understanding of all content material read
Instruction 1.1-1.9,  <b>Assessment</b> 1.1, 1.2, 1.3, 1.5	5.Integrate Math Mastery Data within all classes to provide immediate feedback on standard mastery.	Fall 2015-ongoing	Title I	Academic Coach  Chatt./Flint RESA  Math Consultant	Sign-in sheets  Agendas  Lesson plans  Planning for Results  Notebook	Teachers apply effective teaching strategies and methods learned to differentiate instruction.

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<b>School Culture</b> 1.2, 1.3, 1.4	6. Advisement Program (Teacher as Advisory Program)	Fall 2015-ongoing		Teachers/Advisors Counselors	Student road maps. Handbook (requirements for graduation) CTAE course guides Schedules Rosters	Students will know an able to explain their career pathway choice and how it's related to core academics and standards. Number of students taking an EOPA. (Students who complete their 3 <sup>rd</sup> Pathway class will be required to take an End of Pathway Assessment.)
<b>School Culture</b> 1.2, 1.3, 1.4	7. Teacher talks with students to make sure they have declared a pathway closely related to their career interest.	Fall 2015-ongoing		Teachers	Teacher documentation-lesson plans Career/Interest inventory	Interest Inventory results

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<b>School Culture</b> 1.2, 1.3, 1.4	8. Continue parent contacts to ensure they are knowledgeable about pathways.	Fall 2015-ongoing		Teachers	Parent Contact Log	Parent communication (Parent letter) Parents can explain their child's pathway of choice.
<b>Instruction</b> 1.2, 1.3, 1.4	9. Implement an Flexible Learning Program during the afterschool/Saturday tutorial and remedial classes for Students with Disabilities, English Language learner teachers, Flint Area Learning Center, and Ombudsman Academy to double dose those struggling learners	Fall 2015-ongoing	Title I  School Improvement	Admin. Instructional Coach SIP Specialist Teachers	Lesson plans Teacher observations/focus walks Peer observations Instructional Feedback Forms	Unit tests, Common assessments, Students' completed products, and the GA Milestone End of Course Assessment

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<b>Instruction</b> 1.1-1.9 <b>Curriculum</b> 1.1 <b>Assessment</b> 1.1,1.2,1.3, 1.5	10. Use Thinking Maps and Write to Win strategies to help students understand EOPA vocabulary.	Fall 2015-ongoing		Teacher	Word Wall Lesson Plans Student Work Thinking Maps Write to win strategies. Technical Magazines	Students can explain how they use the word wall and show examples in their work.
<b>Instruction</b> 1.1-1.9 <b>Curriculum</b> 1.1	11. Match standards to EOPA blueprints.	Fall 2015-ongoing		Teacher	EOPA blueprints and standards correlation documentation.	Teachers can explain the standards from the EOPA that correlate with the Georgia standards.
<b>Instruction</b> 1.1-1.9 <b>Curriculum</b> 1.1	12. Implementation of GPS Literacy Standards by having students read technical magazines.	Fall 2015-ongoing		Teachers	Technical magazines Lesson Plans	Students will demonstrate an understanding of content on various assessments.

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<b>Instruction</b> 1.2, 1.3, 1.4 <b>Professional Learning</b> 1.2, 1.5, 1.6	13. Implement team teaching Teachers will receive professional learning on the five models of co-teaching to improve student achievement for students with disabilities	Fall 2015-ongoing		Teacher	Collaboration Team minutes Lesson Plans	Students can explain how classes are related.
<b>Instruction</b> 1.2, 1.3, 1.9	14. Use Georgia Virtual Learning School, USA testprep, and Edgenuity for students who are absent.	Fall 2015-ongoing		Teacher	Student work	Student print out and mastery of lesson through assessments.

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<b>Instruction</b> 1.2, 1.3, 1.4  <b>Professional Learning</b> 1.2, 1.5, 1.6	15. Use technology to enhance instruction and learning in all academic disciplines. Teachers added to decrease class size. Develop a Academic Lab for teachers and students. This includes Smart board professional learning and academic software (Carnegie Learning, Houghton Mifflin Harcourt, Turnitin).	Fall 2015-ongoing	QBE  Title I funds  School Improvement	Administration Department Heads Instructional Coach Teachers	Mock Writing Assessment Classroom Observation notes Focus walk results -Training on interactive boards and clickers  Learning update -Skills update -Lab Schedule -Student Work	Unit tests, Common assessments, Students' completed products, and the GA Milestone End of Course Assessment

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<b>School Culture</b> 1.1,1.2, 1.3,1.4	16. Clearly defined procedures and routines are developed by the staff addressing high, but attainable expectations for themselves and students.	Fall 2014-ongoing	N/A	Admin.  Leadership Team  Teachers	Rituals and Routines Posted  SCS Way 10 Steps for Success	Stakeholders articulate and communicate the process for developing the protocols and norms, procedures and routines.
<b>School Culture</b> 1.2, 1.3, 1.4	17. Recognize and provide rewards to students that are meeting incremental goals in their academic classes.	Ongoing Fall 2014	QBE  Title I  School Improvement	Social Studies Teachers including teachers of students with disabilities, Instructional Coach Administrators	Incentive Walls Classroom recognition Student work identified	Timely students work displayed with commentary. Certificate and photos provided to students.

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<b>Instruction</b> 1.2, 1.3, 1.4  <b>Professional Learning</b>  1.2,1.5,1.6	18. Professional training for incorporation of TEAMBoard, effective usage of HMH online resources, and other technology areas of need. RESA ETC training.	Fall 2015 - Ongoing	Title I  School Improvement	Administration  Instructional Coach  SIP Specialist  Media Specialist  Teachers	Sign In Sheets  Agendas  Lesson Plans  Focus Walk  Lab Schedule/sign in sheets  Instructional Feedback forms	Teachers use of the professional learning helped improve student mastery of standards.  Student achievement will increase as evidenced by final grade.
<b>Professional Learning</b>  1.2,1.5,1.6	19.Delegated calendar days at least once a 9 weeks for Panther Planning for general/co-teacher planning	Fall 2015 - Ongoing	Title I  School Improvement	Administration  Instructional Coach  SIP Specialist  Department Head  Teachers	Sign In Sheets  Agendas  Lesson Plans  Minutes  Focus Walk	Teachers use of the professional learning helped improve student mastery of standards.  Student achievement will increase as evidenced by final grade.

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<b>Instruction</b> 1.2, 1.3, 1.4	20. Use of SCOPE magazine to incorporate additional nonfiction into the curriculum and to provide additional cross-curricular connections to other academic areas	Fall 2015 - Ongoing	Title I  School Improvement	Administration  Instructional Coach  Teachers	Lesson Plans  Student Work/Notes  Informal Observations	Teachers and students can explain the connections between disciplines and can demonstrate reading strategies for comprehension of the texts.
<b>Instruction</b> 1.2, 1.3, 1.4  <b>Professional Learning</b>  1.2,1.5,1.6	21. Provide additional support materials for enrichment and remediation for preparation of the AP exams, including Practice books, SAT Practice books, and updated classroom textbooks.	Fall 2015 - Ongoing	Title I  School Improvement	Administration  Instructional Coach  Teachers	Lesson Plans  Student Work/Notes	Students can transpose learning strategies and demonstrate various reading strategies for a variety of texts.  Student achievement will increase as evidenced by final grade.

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					Artifacts	Evidence
<b>Professional Learning</b>  1.2,1.5,1.6	22. Professional learning and training for gifted and AP teachers through the use of additional training and conferences	Fall 2015 - Ongoing	Title I  School Improvement	Administration  Instructional Coach  Teachers	Sign In Sheets  Agendas  Lesson Plans  Instructional Feedback forms	Teachers use of the professional learning helped improve student mastery of standards.  Student achievement will increase as evidenced by final grade.
<b>Professional Learning</b>  1.2,1.5,1.6	23. Professional learning for reciprocal teaching and effective use of AR/Renaissance learning	Fall 2015 - Ongoing	Title I  School Improvement	Administration  Instructional Coach  Teachers	Sign In Sheets  Agendas  Lesson Plans  Focus Walk  Instructional Feedback forms	Teachers use of the professional learning helped improve student mastery of standards.

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					Artifacts	Evidence
<b>Instruction</b> 1.2, 1.3, 1.4	24. Implement Individual reading plan for students with incentives	Fall 2015 - Ongoing	Title I  School Improvement	Administration  Instructional Coach  Media Specialist  Department Head  Teachers	Lesson Plans  Student Work/Notes  Informal Observations	Students can transpose learning strategies and demonstrate various reading strategies for a variety of texts.
	25. Counselors will attend either the Georgia School Counselors' conference or the National Youth At-Risk Conference during the 2015-2016 school year. Counselors will learn effective strategies to improve College and Career Readiness for all students.	Fall 2015-ongoing	Title I  School Improvement	Counselor Administrators	Course pass/failure rate Discipline Referral total Attendance Rate	Improved students' academic, attendance, and disciplinary issues to improve the graduation rate by 2% from 83.7% to 85%.

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**Professional Learning Plan**

<b>Professional Learning Related to SMART Goals</b>	<b>Professional Learning Timeline, Cost, and Responsibility</b>			<b>Monitoring</b>	<b>Professional Learning Results</b>
	<i>Professional Learning Timeline</i>	<i>Estimated Cost, Funding Source, and/or Resource</i>	<i>Person(s) Responsible</i>	<i>How will this professional learning be monitored?</i>	<i>What evidence or artifacts will indicate an improvement in student achievement?</i>
Team Board/ Smart Board Training	Fall 2015-ongoing	Title I School Improvement	Media Center Specialist and teachers	Sign in sheets and observations	Students and teachers will utilize Team Boards and Smart Boards.
Edivate	Fall 2015- ongoing	Title I School Improvement	Academic Coaches and Teachers	Course completions by certificates	Students can explain the different strategies learned from the teachers
Pathway specific regional meetings	Fall 2015	Title I School Improvement	GA DOE	Sign in sheets/CTAERN	Teachers will be able to explain changes to the EOPA such as vendors, cut off scores, and number of test questions.
Edivation	Fall 2015- ongoing	School Improvement Title I	Academic Coaches and Teachers	Course completions by certificates	Students can explain the different strategies learned from the teachers
Teachers will participate in professional learning to help implement foundation of Science and Science Fair, Social Studies and Economic strategies into their classroom. Participate in RESA, SREB, GAEL, Plains High School, DOE, department meetings, Study Groups, and Workshops to provide professional and collaborative	Ongoing Fall 2015	QBE Title I School Improvement	Social Studies and Science Teachers including teachers of students with disabilities, Instructional Coach Administrators	Lesson plans Student's notes Instructional observations Administrators Instructional coaches	Teachers' demonstration of the professional learning within their classrooms. Certificate of course completion.





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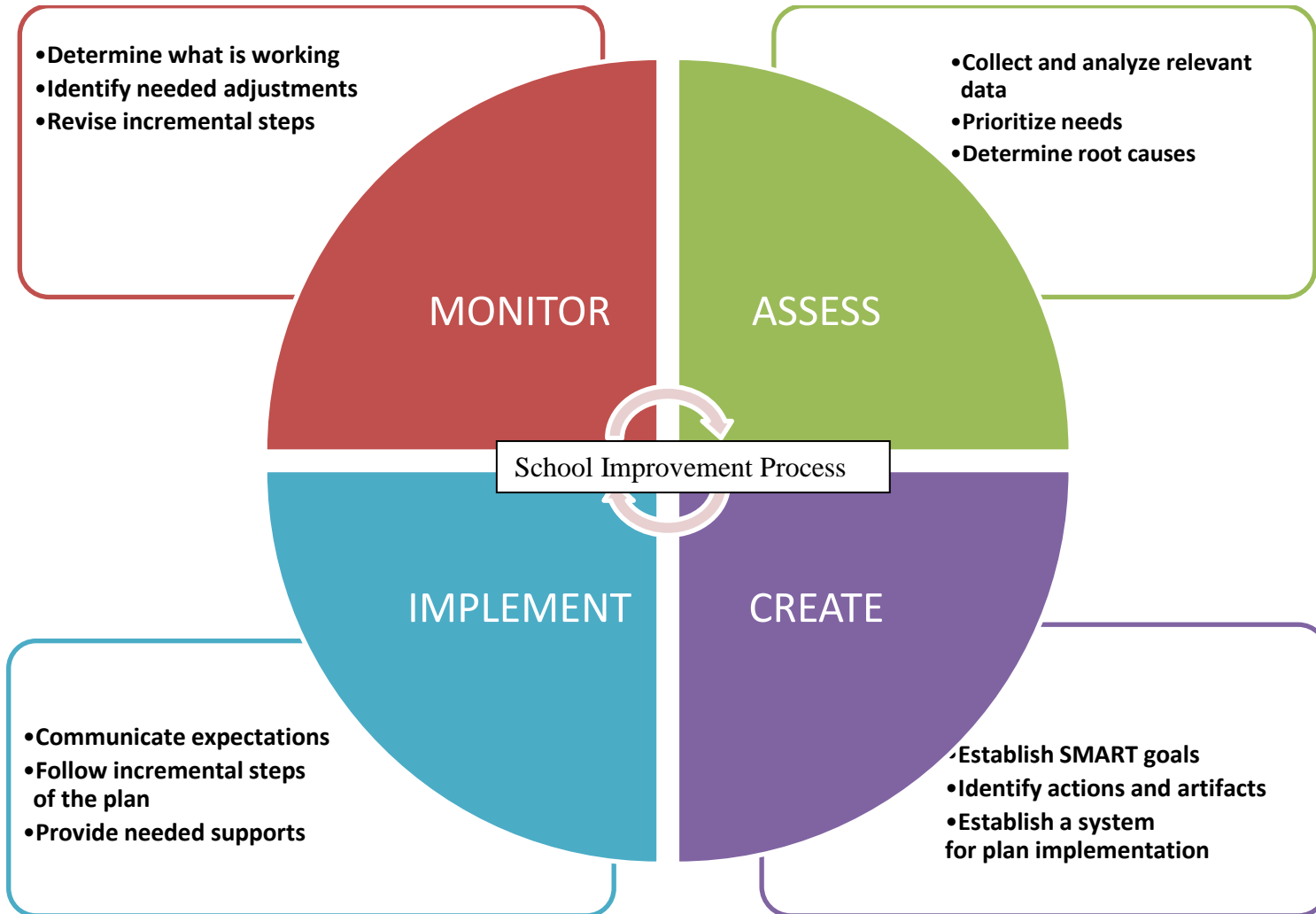
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learning on research-based best practices opportunities from the GA Department of Economics.					

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**Important Links**

- **Revised 2013 School Keys Standards** - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>
- **Title I** - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>
- **Flexible Learning Program** - [http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-\(FLP\).aspx](http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Flexible-Learning-Program-(FLP).aspx)
- **Indistar** – [www.indistar.org](http://www.indistar.org)
- **AEP Standards** - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/AEP/AEP%20Standards.pdf>
- **AEP Standards Crosswalk** - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/AEP/AEP%20Standards%20Crosswalk.pdf>

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