

Title I Plan (Comprehensive Needs Assessment)

2015-16

1. Comprehensive Needs Assessment

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

- A.** The ASHS Leadership Team has developed our school-wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement plan. Those persons involved were the following:

| | |
|--|--|
| Kimothy Hadley-Principal | Rosemery Jones-Assistant Principal |
| Todd Vickery-Assistant Principal | William Bell-Assistant Principal |
| Sharon Jackson-CTAE Director | Mohanlal Gugulothu-Math Academic Coach |
| Uvonda Mitchell-ELA Academic Coach | Jerry Sanders-SS Academic Coach |
| Marnie Dutcher- Sc. Academic Coach | Cheryl Fletcher-Media Specialist |
| Kimberly Merritt-Counselor | Sandra Wolcott-Counselor |
| Cynthia Demott-ELA Dept. Chair | Phoenecia Cummings-Math Dept. Chair |
| Pushpa Rajan-Science Dept. Chair | Calandra Parker-Social Studies Dept. Chair |
| Alicia Green-CTAE Dept. Chair | Tracy Wilson-Exceptional Ed. Dept. Chair |
| Michael Hoffpauir-CRA/Fine Arts/Health/P.E. Department Chair | |

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

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

End of Course Test (EOCT)

The following trend data for the past three years is presented as percentages of students who meet/exceed the standard on EOCT:

| Content Area | 2014-2015 | 2013-2014 | 2012-2013 |
|---|------------------------|-------------------------|-------------------------|
| | % Meet/Exceed | % Meet/Exceed | % Meet/Exceed |
| English Language Arts | | | |
| *9th Grade Literature | | Too Few to Score | Too Few to Score |
| American Literature | | 79% | 80% |
| Mathematics | | | |
| *Coordinate Algebra | | 0% | 0% |
| Analytic Geometry | | 17% | 35% |
| Science | | | |
| *Biology | | 27% | 34% |
| Physical Science | | 67% | 75% |
| Social Studies | | | |
| **U.S. History | Transition year | 41% | 47% |
| Economics | | 74% | 77% |

*Indicates a repeater course from 9th Grade.

**Indicates baseline scores for course grade level transition.

ASHS uses high stakes student assessments to conduct the comprehensive annual and on-going needs assessment to determine the academic needs of all students and plan for school improvement. Of the eight subject area assessments, students score highest in Physical Science, American Literature, 9th Grade Literature, and Economics.

Coordinate Algebra, Analytic Geometry, Biology, and US History are the assessments in which ASHS students experience the most difficulty. 9th Grade Literature, Coordinate Algebra, and Biology are courses taught at the 9th Grade Academy and grades/scores in these courses at ASHS are for students who are recovering those credits. Coordinate Algebra and Biology at ASHS reflect only a small percentage of students.

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In addition, during the 2011-12 school year the U.S. History course was moved from an 11th grade course to a 10th grade course. The EOCT scores for that year reflect scores for both 10th grade and 11th grade students combined. Scores prior to 2011-12 reflect only 11th grade students. During the 2014-15 school year, the U.S. History course was moved from a 10th grade course to an 11th grade course. The only students attempting the U.S. History Georgia Milestones Test were students recovering credit for U.S. History during the 2014-15 school year.

C. We have taken into account the needs of migrant children by utilizing a migrant advocate funded with Title I-C Migrant Education funds to serve students. In addition, the migrant advocate works closely with the students, administrators, teachers, staff and parents to improve student achievement. Our migrant students attend academic classes and teachers utilize the WIDA standards to assist the students in their learning. English as a Second Language class is offered to our migrant students whose primary language is not English. The ESOL teacher ensures that the students receive the accommodations needed to have an equal learning opportunity.

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. The following data was analyzed for 2013-14 since GA Milestones results for the 2014-15 school year will not be available until Fall 2015:

English Language Arts

- 79% of all students met or exceeded standards on the American Literature EOCT
- 80% of all students passed American Literature at the end of the course

Mathematics

- 35% of all students met or exceeded standards on the Analytic Geometry EOCT
- 17% of all students passed Analytic Geometry at the end of the course

Science

- 27% of all students met or exceeded standards on the Biology EOCT
- 86% of all students passed the Biology course
- 67% of all students met or exceeded standards on the Physical Science EOCT
- 90% of all students passed the Physical Science course

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Social Studies

- 41% of all students met or exceeded standards on the U.S. History EOCT
 - 95% of all students passed the U.S. History course
 - 74% of all students met or exceeded standards on the Economics EOCT
 - 91% of all students passed the Economics course
- E.** We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standards.
- Economically disadvantaged students who did not meet standards in Math, Science and Social Studies
 - Students from the Black subgroup who scored low in Math, Science and Social Studies
 - Students with disabilities who did not meet standards in English Language Arts, Math, Science and Social Studies
 - English Language Learners who did not meet standards in Writing and English Language Arts
- F.** The data from assessments and the first two steps of the school improvement process has helped us reach conclusions regarding achievement. The data from each content area listed below illustrates the following strengths, root causes and prioritized areas of need:

English Language Arts

Strengths

- Increase in Georgia High School Writing Test (GHSWT) Scores Fall 2014.
- Students' ability to recognize conventions on the Georgia Milestone Test.

Prioritized Areas of Need

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

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Root Causes

- Students' lack of motivation
- Lack of background knowledge
- Instruction not meeting individual student needs (Differentiation)
- Lack of consistent use of effective instructional strategies

Math

Strengths

- Sixty-seven percent of students can multiply binomials
- Students can add and subtract matrices
- Students score above sixty percent on the Data Analysis/Algebra domain of the EOCT.

Prioritized Areas of Need

- Critical Thinking/Depth of Knowledge
- Mathematic vocabulary
- Use of technology

Root Causes

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

Science

Strengths

- Fifty percent of students scored 50-100% in the Chemistry domain (Atomic and Nuclear Theory and Periodic Table) of the Physical Science EOCT
- Biology EOCT scores have increased over the past three years

Prioritized Areas of Need

- Academic enrichment
- Student accountability

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- Basic reading and math skills
- Prerequisite skills

Root Causes

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

Social Studies

Strengths

- Seventy-one percent of students score 50-100% in Personal Finance Economics domain of EOCT

Prioritized Areas of Need

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

Root Causes

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

Career, Technical and Agricultural Education (CTAE)

Strengths

- Students' End-of-Pathway scores in Early Childhood
- Students End-of-Pathway scores in Marketing
- Students participation in CTAE sponsored activities and clubs

Prioritized Areas of Need

- Reading comprehension/content vocabulary
- Advisement program
- Student discipline, attendance and pass/failure rates

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Root Causes

- Lack of prerequisite skills
- Lack of content vocabulary
- Lack of implementation of a comprehensive advisement program
- Change in vendors for End of Pathway Assessment

G. The measurable goals we have established to address the needs are as follows:

English Language Arts: By the end of the 2015-16 school year:

- The percentage of students passing the American Literature GA Milestones will increase by 2% from the previous year.
- The percentage of SWD passing the American Literature GA Milestone will increase by 1% from the previous year.
- 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% from the baseline as measured by the American Literature GA Milestones.
- Student scores for English 10 and English 12 SLOs will increase by 2% from the baseline as measured by SLO.

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.

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- 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: By the end of the 2015-16 school year:

- The Course pass rate for physical science will increase from 83-88% as measured by final grade distribution.
- Student scores in physical science will increase 2% from the baseline.
- Student scores for all SLO subjects will increase 2% from baseline as measured by SLO.
- The course pass rate for biology will increase 3% as measured by final grade distribution.
- Student scores in biology will increase 2% from the baseline.

Social Studies: 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.
- 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.

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- 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.
- 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.

CTAE/Fine Arts/P.E.: By the end of the 2015-16 school year:

- The percentage of 12th grade Pathway Completers will increase from 96.6% to 98% as measured by the local graduation requirements.
- The percentage of 12th grade students earning a CTAE industry recognized credential will increase from 35% to 41% as measured by the End-of-Pathway Assessment.

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

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

- Teachers will implement the Georgia Standards of Excellence and standards-based classroom structures and procedures to include, but not limited to: rituals and routines, common instructional framework, and analyzing student work.
- Develop and implement a school wide instructional plan to increase students' understanding of content specific vocabulary.
- Teachers will implement research-based reading strategies.
- Teachers will implement formative assessment strategies to improve and monitor student mastery of standards.

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

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- ASHS will utilize the 8 Step School Improvement Planning Process Model as well as the Southern Regional Education Board (SREB) High Schools That Work (HSTW) Model
- Teachers will implement the five models of co-teaching to improve student achievement for students with disabilities.
- Teachers will group their students in a variety of ways. For example, whole group, small group, cooperative learning pairs or groups, individual, interest-based, skills-based, knowledge-based, etc.

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

- Utilizing specialized personnel to track and provide support to at-risk students
- Implementing a Flexible Learning Program to address student achievement in math courses and Georgia Milestone Test.
- Offering after-school and other safety nets as part of the school's schedule and provide support for the identified needs of students as indicated by summative and formative assessments
- Provide safety nets and interventions for identified students such as tutorials & Math lab rotations before, during, and after school to include but not limited to Saturday School.
- Utilize a rotating schedule during Panther Period to provide an extended learning time for each class period and allowing Teachers as Advisors each Friday.

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

- Utilizing specialized personnel to track and provide support to at-risk students (based on student achievement, attendance, and discipline).
- Implement a comprehensive Student Advisory Program to support the implementation of Career Pathways and address the academic, social, and emotional needs of individual students.

E. ASHS will not take any field trips with federal funds.

3. Instruction by highly qualified professional staff.

The staff of Americus Sumter High School South is comprised of competent, well-trained teachers and paraprofessionals. Our goal is to ensure that the students of ASHS receive instruction from highly qualified teachers.

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

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

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

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

The state CPI report is used to monitor and ensure all staff members are highly qualified. Staff rosters with teacher and support staff certification is monitored for any deficiencies.

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

Professional Learning

ASHS is committed to comprehensive staff development and teacher training. Goals, objectives and assessments are based on needs as identified by the school system staff development committee. The system-wide staff development plan provides training opportunities for school improvement efforts for both certified and non-certified staff members.

ASHS will build leadership capacity and knowledge by providing school leaders with training through the state sponsored Summer Leadership Academy and the Southern Regional Education Board (SREB) - High Schools That Work Annual Conference. In addition, ASHS faculty will be provided professional development on effective teaching strategies, differentiation, and progress monitoring. Training will occur during the weekly study groups (Tuesdays - 90 minute sessions) held during collaborative planning. Study groups are designed for professional development activities for all certified staff with a specific emphasis on teachers.

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Teachers from the Math department will participate in the Georgia Council of Teacher Mathematics (GCTM) which is an affiliate with the National Council of Teachers of Mathematics. The Georgia Mathematics Conference promises to “Grow Student Potential in Mathematics” with an emphasis on the Mindset and Eight Effective Teaching Practices for Mathematics as outlined in the NCTM publication, Principles to Action: Ensuring Mathematical Success for All.

Additional job-embedded professional learning will occur during Panther Planning Days where substitutes will be provided while teachers analyze data from assessments and walkthroughs to plan for classroom instruction.

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

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

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

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

C. The comprehensive list of programmatic funding sources from state and federal levels, as described in the Georgia Department of Education Consolidated Application for Americus Sumter High School High South, outlines the coordination of funding allotments with the school improvement

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plan. Instructional funds are primarily dedicated to improving reading and math achievement. Technology funds specifically focus on the integration of technology in the classroom as a support mechanism for reading and Coordinate Algebra Instruction. The staff works diligently to pool funds and support full implementation of the school's instructional plan.

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

Equipment and Supplies

To strengthen student content vocabulary and writing skills, teachers will require the use of visual thesaurus software. Writing skills also need to be strengthened using the *Writing to Win* program and training will have to be provided. This will be implemented.

Resources

Thinking Maps have been proven to be very successful learning aids for students. When knowledge is grouped into easy to understand sets, student's brains latch on to the information easier. Teachers will use Thinking Maps to assist with student organizational skills, student engagement and assessment for understanding.

USATestprep, Inc. is recognized as a leader in online review for high school, middle school, and elementary school standardized testing. They have been helping students with high-stakes tests since 1998 and currently offer a multitude of review products and subject areas for subject area end-of-grade, end-of-course, graduation level, or college entrance assessments. USA Testprep programs are tailored to both individual state and/or Common Core standards.

Student performance is impacted by more than classroom instruction. Therefore, ASHS will provide students with Skills for a Lifetime, an academic advisement series designed to help students do the following:

- Build and maintain productive relationships with peers and adults
- Organize, manage time, and develop study skills
- Develop strong reading and writing skills
- Develop strong mathematical skills
- Set goals and make plans to reach them
- Access resources needed to achieve goals

5. Strategies to increase parental involvement.

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Parent Involvement

ASHS will involve parents and keep them informed of the progress of the school and their individual child and/or children. This will occur through means which include:

- Parent Teacher Conferences which will be held each grading period for parents and students to review the student's progress towards academic goals. Parents will receive reports on individual student progress each grading period and interventions will be provided and reviewed every 4 ½ weeks.
- Parents will be offered training on accessing and using the Parent Portal in the Infinite Campus student information system.
- Town Hall meetings will be held in various locations within the county by school administrators to share the progress of the school toward meeting SIP Goals. Parents will also be afforded an opportunity to provide suggestions for improvement that will be brought to the faculty and staff for possible inclusion in the development and/or revision of SIP actions, strategies and interventions.
- Parent Handbooks will be provided to parents with vital information about school policies, general operational procedures and student academic and graduation requirements.
- School will have a parent resource center to provide awareness and academic capacity building for parents. There is a direct correlation between family engagement with student achievement.

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

The requirement for plans for assisting the transition of pre-school children is not applicable to high school. However, Americus Sumter High School faculty sponsors a ninth grade orientation in late spring designed to help students and their parents transition from the Ninth Grade Academy to ASHS. The orientation consists of classroom visits, graduation requirements, extracurricular activities, and presentations/discussions.

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

Teachers are an integral part of all instructional decisions at Americus Sumter High School. The leadership team of ASHS is committed to training teachers to read and interpret data from students' assessments. Knowing how to interpret student's scores is essential to planning appropriate instruction. When test results are returned to the school, administrators meet with individual teachers, grades, groups, and the entire faculty to discuss these results. Charts and graphs are used to show student performance. Teachers are required to analyze the results of individual students and their classes as a whole. These procedures allow teachers to see their teaching strength as well as areas in which they need to improve or concentrate more heavily on for the next year.

The ways that we include teachers in decisions regarding use of academic assessments include discussions at faculty meetings and utilizing department chairs to address assessments in department meetings and then sharing teacher responses and input in Leadership Team meetings.

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

- 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, and additional assistance. Those activities are:
- After-school tutorials through the PASS program and individual teachers
 - EOCT/Georgia Milestone Blitzes
 - Flexible Learning Program (FLP)
 - Credit Recovery Academy (CRA)
 - Panther Period
- B. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties will occur during Study Groups (job-embedded professional learning) and on Professional Learning days set by the school system.
- C. Parent-Teacher conferences that detail what the school will do to help the student and what the parents can do to help the student will be held when the parent or school requests a conference. The school will also inform parents and students of any additional assistance available at the school or in the community.

9. Coordination and integration of federal, state, and local services and programs:

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

ASHS receives an annual staff development budget from state and local sources. Funding in this budget is dedicated to support school reform efforts. Staff development is the school focuses on raising student achievement, classroom management and technology. Portions from the following resources are distributed among the schools in the system:

Title I monies fund additional teachers, paraprofessional and staff development focused on improving reading and math achievement.

Title IIA funding provides high quality and continuous teacher professional development in math, science, and technology.

Title IID funds the school based technology assistance. Title IID also funds acquisition of printers, computer software, and computers for teacher InTech trained.

Title IV funds additional teacher for class size reduction, purchases of hardware and software, and maintenance of technologies.

Title VI-B Special Education monies have been assigned to hire additional staff to provide co-teaching in more regular education classrooms. Assistive technology is prescribed for students with special needs.

Migrant Education funding provides home/school liaisons to migrant families and one-on-one tutoring for these students. Computers and software are available for instructional support.

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

Individual student assessment results and interpretation will be valid, provided to parents, collected and disaggregated, and provided to the public.

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Individual student assessment results and interpretation will be provided to parents in the following ways: Infinite Campus' Parent Portal, individual student reports, the Weekly Courier, and parent-teacher conferences.

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

The student Performance Team is comprised of the administrators, an instructional coach, a media specialist, and the counselors. This team meets bi-weekly to discuss student performance. The SPT analyzes data and makes recommendations to the leadership team and the staff.

A DATA room has been established to post all assessment data. Teachers meet weekly with the instructional coach in the Data room. Data is posted regarding test scores, attendance information, reading progress, and other pertinent information.

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

The student Performance Team is comprised of the administrators, an instructional coach, media specialist, and counselors. This team meets bi-weekly to discuss student performance. The SPT analyzes data and makes recommendations to the leadership team and the staff.

A DATA room has been established to post all assessment data. Teachers meet weekly with the instructional coach in the Data room. Data is posted regarding test scores, attendance information, reading progress, and other pertinent information.

13. Provisions for public reporting of disaggregated data.

A DATA room has been established to post all assessment data. Teachers meet weekly with the instructional coaches in the Data room. Data is posted regarding test scores, attendance information, reading progress, and other pertinent information. Other provisions: inclusion in the local newspaper, posting on the school and system web pages, discussion at Town Hall meetings and Parent Advisory meetings, and any other venue that lends itself to reporting.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117,

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determines that less time is needed to develop and implement the school-wide plan.

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

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

Stake holders are involved in the development of the school wide plan by completing surveys and making suggestions to change the plan.

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

The plan will be available to the LEA, parents, and the public via the school website, the school system website, and hard copies available in the front office.

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.

The plan is already translated into the language that a significant percentage of parents speak- English-, but to meet the needs of our Spanish speaking parents, the plan will be translated to Spanish with the help of the migrant advocate and high school Spanish teachers.

18. The plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Please see approved School Improvement Grant Budget and Justification