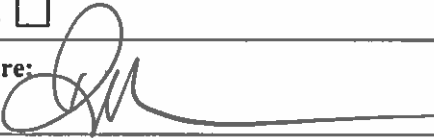




Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Echols County High School	District Name: Echols	
Principal Name: David Rosser	School Year: 2016 - 2017	
School Mailing Address: 190 Hwy 94 East Statenville, GA 31648		
Telephone: 229-559-5437		
District Title I Director/Coordinator Name: Rebecca Hill		
District Title I Director/Coordinator Mailing Address: 190 Hwy 94 East Statenville, GA 31648		
Email Address: rebecca.hill@echols.k12.ga.us		
Telephone: 229-559-5437		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature: 	Date: 9/13/16	
Title I Director's Signature: 	Date: 9/13/16	
Superintendent's Signature: 	Date:	
Revision Date: 3/2/2016	Revision Date: 4/6/2016	Revision Date: 5/25/2016
Final Revision : 9/9/2016		



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
David Rosser		Principal
Karen Black		HS Counselor
Vince Hamm		Lead HS Teacher/Math Dept.
Freddy Sublett		English Department
Jeff Guilliams		Social Studies Department
Matt Lukens		Science Department
Denise Clayton		Science Department
Carol Isgro		CTAE
Karen Stone		CTAE WBL
Kristi Combass		Special Education

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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

-
- Reduce class size.
- Professional Learning on differentiated learning strategies in subject specific areas.
- Professional learning on core academic areas in state standards with an emphasis on writing
- Continued LKES/TKES training
- Professional learning for assessment uses and strategies
- HiQ 100% for all teachers and paraprofessionals

From Test Results:

- Professional Learning and training for core areas in state standards
- Professional learning for common core curriculum alignment
- Provide training increase teacher effectiveness in content areas (Math, Reading, Language Arts, Science & Social Studies) and writing.
- Provide Professional Learning activities by RESA, Professional Learning Online, TKES Professional Development Modules, redelivery from peers and/or private consultants to increase teacher effectiveness.
- Provide Professional Learning activities by RESA, Professional Learning Online, TKES Professional Development Modules, redelivery from peers and/or private consultants to meet the diverse needs of students.
- Implement FIPs (Formal Instructional Practices) into schools.
- Conduct workshop on Assessment Uses and Trainings.
- Continue state aligned unit development for academic core and career/technical teachers.
- Professional learning activities will be geared toward the needs of teachers and their growth plans as indicated by TKES to improve instruction for ECHS diverse student population.
- Consultants will be utilized to provide guidance, as well as instruction, to the teachers in all academic content areas.
- A focus on data analysis to improve and drive instruction and provide a guide for the school staff development.
- Teachers may be hired or shifted to lower class size.
- To increase academic achievement, an instructional focus on core content areas will be enhanced through the use of technology.
- Student achievement among ECHS' diverse student population will be improved by providing additional resources for students in core content areas so that identified at-risk students will have adequate access to student texts, workbooks and supplemental materials.

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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

- Encourage increasing MOWR opportunities
- Migrant student data is monitored throughout the year.
- Limited English Proficient (LEP) students receive instruction from an ESOL certified teachers in a pull-out model, push-in model or in a regular classroom with teacher who has ESOL endorsement.
- Special services are available for SWD from a special education teacher, paraprofessional or other professional (i.e. physical therapy, speech, etc.) if dictated by the student's IEP.
- ECHS utilizes an inclusion model for most SWD. Some SWD, as well as, severe and profound are served in a resource room.
- ECHS conducts a 20 day summer school that targets our all 9-12 students who are not on track for graduation or failed an EOC. Students are eligible to attend the 20 day summer school program to recover credit or review and retest.
- Gifted Program is available to challenge students who qualify.
- Various software programs are available for supplemental instruction, remediation and acceleration in content areas.
- Dual enrollment classes provided by Wiregrass Georgia Technical College, Georgia Military and Valdosta State University to ensure that students could have access to electives that count towards graduation.
- Advanced Placement classes are offered.
- Online classes are available.
- Hungry at Home Program for low socioeconomic students to take food home for weekends.
- Community Eligibility Provision provides free breakfast and lunch for all students.
- Student Council elected yearly.
- Extracurricular activities such as clubs and sports are available.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

Response: Yes, the focus on each item listed in 2(a) is raising student achievement for ALL ECHS students.

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- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

- *Response:* Georgia Milestones' EOC test results indicate a student's mastery level of state standards.
- Teacher-made tests and rubrics are utilized at the discretion of the classroom teacher.
- W-APT and/or ACCESS are administered to ELL students who are eligible for the ESOL program.
- SWD may be assessed with the GAA.
- National Assessment of Educational Progress (NAEP) if applicable.
- Accuplacer is administered to select students and students who want to enroll in dual enrollment options.
- ACT and SAT is administered locally for interested students.
- SLO's test results indicate student growth for selected courses at low, expected, and high.

These same assessments assist in diagnosis, teaching, and learning in the classroom. In order to make instruction data driven, teachers have access to SLDS data as well as other data. Assessment data may be used to determine revisions needed to projects. Differentiation, for all students, including economically disadvantaged, minority, migrant, SWD, ESOL, homeless and EIP will be utilized in all projects to enable all students served under applicable federal programs to meet Georgia student academic achievement standards.

3. Instruction by highly qualified professional staff

Response: The Echols County School System seeks to recruit highly qualified personnel who will positively contribute to the school system's commitment to ensure that all students receive excellent educational experiences. For the FY16 school year, ECHS teachers were 100% highly qualified.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response: All teachers have participated in professional learning activities and strategies geared to meet the diverse needs of students. All teachers of core subjects participated in common core unit building sessions. ECS consults with RESA to deliver Professional Learning in some cases. TKES/LEKS Professional Learning Modules provided professional learning to all faculty and staff based on classroom evaluation needs identified through TKES. Differentiating instruction, co-teaching, standards-based

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6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response: A Parent Involvement Plan includes activities to involve parents more in their child's school and activities to increase communication between the home and school. ECHS uses a variety of techniques to involve and inform parents of student progress and the value of parental input in their child's education.

The following activities are the means that ECHS uses to increase parental involvement, provide information, and promote a healthy home to school relationship:

- Parent Portal on the school website so that parents are able to review their student's performance and attendance regularly
- Parent/teacher conferences when a child is not performing up to par
- Notes, emails, and phone calls.
- Open House at the beginning of the year
- Crisis call system to access and to distribute information, and to inform parents of attendance issues
- PAC meetings and informational meetings with translator to inform discuss and make suggestions for school improvement with migrant parents ELL parents and students.
- Migrant CNA annual meeting
- Financial Aid workshop
- 9th grade orientation for parents of 8th graders
- Advanced Placement Course and MOWR Meetings
- Post-secondary Planning with area colleges and technical colleges
- ECPC (Echols County Parent Connect) Committee open to all parents
- Fall Festival
- Local newspaper (*Echols Echo*) articles containing school information
- Monthly school newspaper, *PAWPRESS*
- PTSA meets quarterly
- Teacher records of phone calls and face-to-face discussions
- Teacher created webpage (School Website)
- Thank-you notes to parents and volunteers
- Translator contracted to translate English to Spanish
- Classroom volunteer program
- Listening Assistive Devices for English/Spanish translation
- Honor's Day
- Special grade level presentations (i.e. plays, musicals and concerts)
- Sports for girls and boys include soccer, golf, cross country, baseball, softball and basketball



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- School nurse
- Hungry at Home
- Special Education teachers and paraprofessionals serve SWD with various models
- W.I.N. Groups
- Teacher tutoring before and after school

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

- Classroom observation by psychologist
- Classroom observation by speech teacher
- Rtl interventions
- Eye/Ear/Dental screenings
- Acute medical assistance
- Collaborative Planning
- Data analysis
- Progress reports/ report cards
- Conferences with parents, student or other teachers
- Attendance Support Team

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- Conference notes

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

Response:

Teachers and support staff members are thoroughly trained in the collaboration and analysis of data. On a regular basis teachers review multiple assessment types to identify weak areas. They work as a grade group to plan intervention strategies and produce pre/post tests and rubrics. Each student is monitored for progress. On state mandated assessments longitudinal data may be analyzed on SLDS.

As a grade-level team, administrators and/or teachers meet to analyze data and determine areas for focus. Intervention plans are put in place and students who are identified as at-risk may be referred a support program. These support programs include RTI, EIP, counselor or Behavioral Health, speech, special education or remedial.

Grade level teachers are provided updated graduation cohort lists in order to identify students who are at risk for dropping out.

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

Response: The State of Georgia has certified that the Georgia Milestones' EOC test are state-wide tests and their validity & reliability have been established at the state-level. In addition to individual reports, the state assessment results are disaggregated at the state level based provided that there are 10 or more students in each subgroup. Data may be available on SLDS for subgroups. ECHS data must usually be disaggregated at the local level for minority groups.

Assessments beginning at the classroom level are ongoing and analyzed regularly either by the classroom teacher or in the grade-level meetings. Numerous of assessments are analyzed to determine areas of strengths and weaknesses for individual students, classes and grades. The results of this analysis are used to guide instruction and the intervention process.

Data is collected from:

- EOC's
- SLO's
- Teacher-made tests and rubrics
- W-APT and/or ACCESS for ELL students
- GAA for SWD
- National Assessment of Educational Progress (NAEP) if applicable
- ACT & SAT
- Pathway Assessments

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Notifications concerning meetings are placed in the local newspaper, flyers are sent home with students, and phone calls are made.

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

Response: ECHS school wide Plan is posted on the system website, at the Echols County Board of Education Office and in the Federal Program Director's Office. Made available to parents and the public at each of the ECPC meetings. Newsletters and information concerning this plan are available to the public.

18. 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: ECHS contracts with a person who converts all written information (newsletters, announcements, policies, handbooks, etc.) into Spanish for our Hispanic parents. Additionally, Google Translator and Trans Act may be used by the staff to communicate to parents during conferences

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

Response: The plan developed by ECHS is subject to the school improvement provisions of 1116.