



Georgia Department of Education
 Title I Schoolwide/School Improvement Plan
Lamar County High School for FY 2016

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Lamar County Comprehensive High School	District Name: Lamar County School System	
Principal Name: Matt Adams	School Year: 2015-2016	
School Mailing Address: 1 Trojan Way, Barnesville, GA 30204		
Telephone: 770-358-8641		
District Title I Director/Coordinator Name: Norma J. Greenwood		
District Title I Director/Coordinator Mailing Address: 100 Victory Lane Barnesville, GA 30204		
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Telephone: 770.358.5891		
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: 9.29.15	
Title I Director's Signature:	Date: 9.29.15	
Superintendent's Signature:	Date:	
Revision Date (matches Agenda & Sign-in sheets): Approved 5.11.15 by Faculty & Staff; School Council; Parents	Revision Date: (matches Agenda & Sign-in sheets):	Revision Date: (matches Agenda & Sign-in sheets):



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SWP Template Instructions

- All components of a Title I Schoolwide 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 first ten components in the template are 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.

Planning Committee Members

NAME	MEMBER’S SIGNATURE	POSITION/ROLE
Matt Adams		High School Principal
Catherine Brown		High School Assistant Principal
Todd Shipp		High School Assistant Principal
Tracy Sessions		Media Specialist
Lequesha Brooks		High School Counselor
Desmond Foster		High School Counselor
Kenny Roberts		High School CTAE Director/Co-Assessment Coordinator
Calvin Scandrett		Alternative Education Placement Coordinator
LeslieAnne Williams		High School Title I Liaison

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SWP/SIP Components

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) CHALLENGING ACADEMIC STANDARDS. Include:
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Response:

Our entire faculty is involved with the development of the school improvement plan, including analyzing specific actions, and evaluating continuing progress, and will carry out the school improvement plan. Teachers were involved by meeting within their respective departments as well as with administrative team members and support staff to analyze student achievement and school improvement data. During the school year, meetings take place before and/or after school and at designated times throughout the summer.

Participating individuals analyze a variety of instruments, procedures, and processes to obtain information for our needs assessment. These sources of data include historical achievement data from state-mandated assessments and teacher-made benchmarks, operational protocols, participation in open house and parent nights, curriculum/literacy/depth of knowledge standards, school climate surveys by parents/students/staff/stakeholders, teacher and leader surveys, instructional and learning plans, and teacher and student feedback. Teachers analyze assessment data, compare instructional and learning plans, and determine best classroom practices. In addition to aligning performance standards, they check for discrepancies between their own personal beliefs, actual practices, and student outcomes in order to identify possible causes and establish corrective actions.

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Together, the faculty determines and implements strategic actions based on their conclusions from data analysis: improving instructional monitoring practices, responding to achievement deficiencies, promoting a positive environment, promoting parent involvement, identifying low achieving students, and advancing operational protocols. To become more proficient in this area, many teachers need additional training regarding the use of data to increase student achievement. Additionally, teachers collaborate on teaching and learning plans that implement effective literacy and depth of knowledge strategies. Historical math data show that Coordinate Algebra is an area of high need and historical science data show that Physical Science is a high need. Moreover, historical English data show that 9th Grade Literature is an area of high need. Through cross-content data reviews, teachers have identified literacy skills in the areas of reading, writing, thinking, and speaking as high need areas. Additionally, supplemental learning materials, projectors, calculators, lab equipment, headphones, copiers, tables/chairs, and basic computer systems are needed to help low achieving students access the curriculum and strengthen their basic skills. Assessment data will be compared with FY2015 test scores and FY2016 test scores in these subjects, as well as pre- and post-test data.

In addition to the various student achievement data, faculty and administrators review organizational and operational frameworks designed to support and maintain a positive school environment. Representatives from various departments review course requests, teacher loads, class sizes, master schedules, duty assignments, and committee practices—committee appointments, communications, continuity, and procedures. These meetings take place

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during/after school or in the summer, which requires stipend pay or compensation time. Practices that effectively contribute to improved instruction, learning support, and educational opportunities are refined. Practices that are considered ineffective are discarded or changed to support sustainable continuous school improvement and monitoring.

Data regarding content knowledge and real-world skills are reviewed in order to improve student performance on standardized tests. Teachers submit nine-week assessments to their department chairs for review. In addition, they collect formative and/or summative data to share and/or compare in regularly scheduled meetings with Assistant Principal in charge of Curriculum. Gains have been made and are continuing to be made in this area. For school years 2011- 2012, 2012-2013, 2013-2014, and 2014-2015, we were named a Title 1 Rewards 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.

Using the student achievement data for all demographic groups, we have determined that our current programs, daily schedules, and continued efforts produce effective gains when implemented in stable curriculum environments and provide sufficient support in all curriculum areas.

From teacher and student feedback, we know that grade-level reading comprehension, critical thinking skills, and basic vocabulary development hinder student progress. Unfortunately,

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students often start school with little reading exposure, inadequate vocabulary development, and limited critical thinking experiences beyond the 3rd level of application in Bloom's taxonomy. Because of this, many teachers need continued professional learning regarding collecting and analyzing data in order to adjust instructional strategies related to the four literacy skills—reading, thinking, writing, and speaking—for content acquisition. Teachers also need time to align curriculum standards as intended outcomes to their assessments, instruction, and grading practices. Since our students have limited exposure to listening, speaking, and writing using formal register—a barrier for students in reading text and standardized test questions—teachers need adequate release time in order to collaborate on methods of using standardized assessment language in their daily instruction. Funds need to be allocated to pay teachers for this time that is off their regular contract time to complete these duties.

These data also reflect the need for progress monitoring and interventions. We have opted to use the Renaissance STAR program for reading and math to help identify the lowest achieving students in the content areas and to implement Formative Instructional Practices assessments practices that inform the Pyramid of Intervention so that the instructional needs of the student may be met. The first progress monitoring and last progress monitoring will be compared to show student growth. A baseline will be created for each student. Moreover, Study Island software will be used to provide instructional interventions to the lowest performing students in the content area. A baseline will be set this year to determine via progress monitoring if this intervention is improving student skills.

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We have a need for strong inventory practices and knowing which novels and books are within specific lexile ranges; as a result, we use the Destiny software system.

Our school-wide improvement plan addresses the needs of all of our students, including immigrant, migrant, homeless, and EL students. Reading is addressed in all courses and our professional learning helps prepare teachers for the use of literacy strategies as a method of content acquisition. Vocabulary development and critical thinking are a part of teachers' instructional plans. Professional learning is designed to plan and monitor reading, vocabulary, and critical thinking initiatives and to remove barriers that hinder the effectiveness of the initiatives. These meetings also include analysis of assessments and the language of the assessments.

Furthermore, a CCRPI assessment review indicates that students are not demonstrating learning at the higher level of Bloom's Taxonomy. One cause has been the lower level of rigor evident in lesson plan development, instructional delivery, and student application. Professional learning addresses teachers improving rigor and depth of knowledge instruction in daily instruction. To create rigorous classroom environments, teachers within the same content area need time for vertical alignment to ensure that expectations increase as students move up in grade level. However, this will take time, and teachers have only one 50-minute daily planning period.

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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). For example, a new teacher may be well versed in teaching but not in classroom management while a veteran teacher may have strong classroom management skills but not know how to plan for student-centered learning, such as station teaching. The new teacher evaluation system (TKES) helps with individualizing teacher needs. However, implementing TKES without additional personnel is challenging.

Teachers also plan for increased learning time each week. Students not demonstrating proficiency on formative and summative assessments or course work are identified and scheduled for increased learning time in homogeneous groups. A final factor affecting academic achievement is maintaining a positive school climate. We strive to provide a positive school climate by building relationships with the students and providing engaging co- and extracurricular activities. Our class schedule allows students twice monthly to meet with both their teacher advisers as well as to attend club and organization meetings. Finally, our student government and leadership program maintains a voice in the management of the school. As such, we promote move-on-when-ready and work-based learning programs, maintain programs that allow students to earn certifications, and engage in college visits. Our protocols for disseminating information to middle school students and parents are designed to help students and parents become more aware and prepared for high school. For example, a ninth-grade transition day is scheduled in the summer to allow rising freshmen to engage in various

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orientation activities. Moreover, data from our most recent Climate Surveys indicate that we need a parent coordinator to increase parent participation in various school activities.

With the recent change in assessments to the new Georgia Milestones in the areas of 9th Grade Literature, American Literature, Physical Science, Biology, Coordinate Algebra, Analytic Geometry, U.S. History, and Economics, data are not available to analyze and compare at the time of this writing. Faculty members have, however, expressed several concerns.

Regarding math, the new curriculum's pre-requisite and requisite skills require higher reading, comprehension, and learning tasks at increased depths of subject knowledge and levels of literacy. 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 in addition to its understanding how the requirements fit into classroom and student learning practices. Students are likewise 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,

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both locally and state-wide. Moreover, 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 students. 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 learning gaps. For this time to be used, teachers will need substitutes.

Teachers need to 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. However, teachers do not need to be out of the classroom. Thus, 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 three in the past 12 years. And, although the requirements have also changed for grades K - 8, students have been and are allowed to move on to the high school regardless of their readiness for high school level work necessary to ensure that students gain the college and work-readiness skills needed for postsecondary opportunities. 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 remains unacceptable. Teachers will need access to certain supplies and professional learning books to strengthen their skills. Occasionally, teachers need to be provided with stipends when they work

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off-contract hours to review these data.

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 student groups who have yet to achieve acceptable levels according to the State Academic Content Standards as measured by required standardized testing. Students and teachers alike are concerned with how the Georgia Milestones assessments are aligned to the Common Core Curriculum standards and how they compare to previous assessments, especially since teachers have used primarily data from EOCT scores to inform instruction. Instead of waiting for the released results of one standardized assessment, teachers need time and appropriate resources for collecting and analyzing data on a regular basis. Students were required to write for the first time this past year as part of the 9th Literature and American Literature Georgia Milestones. The school should receive the results during the first semester of this school year. At that time, ELA teachers will need time to analyze the data and to revise instructional strategies based on the analysis. In addition, other faculty members will need professional learning in order to understand how these data should be used to promote Writing across the Curriculum and how to prepare students for constructed responses in future Georgia Milestones Assessments in other subject areas.

Once the Milestone assessment data are received, content teachers will work to identify students in the lowest achieving quartile and create remediation plans for those students during Increased Learning Time. Not only will this help these students to be more successful but also it will help

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us understand our achievement gap and achievement increase as scored on the CCRPI. One of the resources we will use to assist these students is the Reading Plus software program, which will be used primarily with ELA teachers during ILT. We will also purchase two class sets of durable headphones so that students can work individually. The software will be placed on computers in mobile and stationary computer labs and headphones will be maintained in the media center to be checked out. Another resource planned to help low achieving students be more successful is adding a class set of electronic devices (currently expected to be HP Stream Pro series) for direct instruction, remediation, formative and summative assessment, and data analysis. These devices will be housed in the media center for core content teachers to check out as needed.

A continued vertical alignment focus from grades K-9 must be maintained to improve assessment 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.

The graduation rate is another critical piece of data for the high school. The graduation rate for 2013-2014 is 89.2%; we were within the top 14 schools in the state. This in an increase from 77.2% and is a gain of 12%. While we are thrilled with this success, we are concerned about the

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sustainability of the graduation rate.

We know that factors affecting achievement and graduation are: changes to required curriculum, below grade-level student proficiency upon entry to high school, 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, inadequate vertical alignment between grade levels, inadequate student attention to school work and learning, and a lack of perceived relevancy between school work and the real world by the student, and in some cases, the parents.

Data involving formative and summative assessments, teacher retention, teacher and student attendance, parent involvement, and the graduation rate are used as measurable goals to identify the academic needs of our students. When the student test scores on all eight End of Course Georgia Milestones become available, administrators, guidance counselors, and teachers will use the data to make adjustments regarding current instructional strategies as well as to plan for future course and teacher assignments. Furthermore, the eighth-grade End of Grade Georgia Milestones scores will serve as the foundation data next year for rising ninth-grade students entering high school for the first time.

As mentioned above from several data sources, our school has low parent involvement; it is imperative that we take appropriate steps to rectify this situation. We will employ a parent

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 - Who participated and will carry out the comprehensive schoolwide/school improvement program plan? Those persons involved were . . . The ways they were involved were . . .
 - What instruments, procedures, or processes to obtain this information for the needs assessment?
 - What data has helped reach the conclusions in the needs assessment regarding achievement or other related data?
 - What are the concentrated areas of improvement? How do they align with the needs assessment?
 - What will be planned for 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?
 - What will be in place for migrant students based on their needs? What would be follow should those students be in attendance?
 - What are the measurable goals/benchmarks established to address the needs?
 - What are the strategies that will be put in place to address the needs? How are they aligned to the needs assessment?
 - What strategies will be funded by Title I? In what grades? How will they be used to help low-achieving students in reading, ELA (Reading & Writing), Math, Science, and Social Studies? What is the rationale?

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liaison for one period per day. Primary objectives are to ensure parents have access to the school, teachers, federal and state requirements of the school, and the curriculum. The parent liaison will work with parents to understand the many aspects of their students' education and the educational process and opportunities at our school.

Resources from local, state, federal, grants, and other funds are used to fund administrative positions, additional teachers to reduce class size in math and science, an alternative learning center, credit recovery opportunities, a 9th grade academy, a college and career academy, and clerical supports. These funds also provide Professional Learning to help teachers and staff to meet the needs of all students, including migrant, immigrant, homeless, and EL students. Resources support the personnel, the instructional program, and the improvement initiatives. These include providing time for Administrators, 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 also used to provide

- (Fund 400) a school-level Parent Coordinator to coordinate parent communication between parents and school faculty; ensure implementation of the Federal requirements as related to parental involvement at the school including required audit reports and documents, Implements research-based parental involvement practices, reviews LEA's plan and compliance with parental involvement provisions of Title I part A, Title II Part

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A, Title III, Title IV, and Title V; provides technical assistance to parental involvement; data from parent, teacher, and student surveys and our climate rating indicate the need for the Parent Coordinator;

- (Fund 400) a math teacher for half the day to help keep math class enrollment at manageable sizes so that math teachers are able to provide attention to all students; historical math data indicate that Coordinate Algebra is an area of high need;
- (Fund 400) a science teacher for two periods of th day to help keep science class enrollment at manageable sizes so that the science teachers are able to provide attention to all students; historical science data indicate that Physical Science is an area of high need;
- (Fund 400) an English teacher for one period of the day to help keep English class enrollment at manageable sizes so that the English teachers are able to provide attention to all students; historical English data indicate that 9th Grade Literature is an area of high need;
- (Fund 400) professional learning funds for 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; data from our CCRPI, achievement data, and climate data identify professional learning opportunities that are needed to help students be more successful;
- (Fund 400) classroom instructional supplies and equipment including teacher and student

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consumables, technology such as computers, laptops, tablets, iPads, and hand held devices, as well as software such as Google Calendar linked to the school's website and to teacher/staff emails, Renaissance STAR math and reading (Fund 400), and Study Island (Fund 400), models, maps, and media; peer-reviewed strategies suggest that allowing students to work with the work helps to make learning concrete;

- (Fund 400) Computer-based and assisted instruction, remediation, acceleration, benchmarking, monitoring, and data reporting; achievement data support the need for additional instructional opportunities for low achieving students;
- (Fund 400) parent involvement announcements, resources and opportunities, including printing costs, communication costs, parent resources, meeting supplies and equipment, light; refreshments at meetings for parents; teacher, student and parent survey data suggest the need for continually improving and strengthening parent involvement;
- (Fund 400) off contract salaries for extended learning including contract services for during school day pull out, before/after school tutoring salaries, Saturday School, Summer Extended Year, and Summer Academies for math, science, English, and social studies initiatives; achievement data support the need for additional instructional opportunities for low achieving students;
- (Fund 400) salaries and stipends for off-contract teachers to analyze data and integrate findings; achievement data support the need for additional instructional opportunities for low achieving students;

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- (Fund 400) off contract salaries and teacher stipends for participating in in-house and outside professional learning workshops, such as content knowledge and classroom management; achievement data support the need for additional instructional opportunities for low achieving students;
- (Fund 400) substitute teachers to give teachers work release time to attend to workshops; data from our CCRPI, achievement data, and climate data identify professional learning opportunities that are needed to help students be more successful;
- (Fund 400) training for teachers to attain HiQ status, Teacher Leader Training, and Gifted or Advanced Placement Training to the extent allowable; data from our CCRPI, achievement data, and climate data identify professional learning opportunities that are needed to help students be more successful;
- (Fund 400) professional learning for teachers on Formative Instructional Practices and Pyramid of interventions; achievement data support the need for additional instructional opportunities for low achieving students;
- opportunities to integrate core content curriculum with electives and CTAE curriculum as well as STEM curriculum; data from our CCRPI, achievement data, and climate data identify professional learning opportunities that are needed to help students be more successful;
- (Fund 400) stipends for teachers to engage in vertical alignment across grades levels and with post-secondary schools; data from our CCRPI, achievement data, and climate data

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identify professional learning opportunities that are needed to help students be more successful; and

- (Fund 400) Destiny software system; we have a need for strong inventory practices and knowing which novels and books are within specific lexile ranges.

Funds are also used to comply with all requirements and regulations not expressly mentioned herein.

Research-based strategies are used in the classes with reduced class size to help students be successful in mastering standards. These strategies include but are not limited to use of rubrics, use of graphic organizers, peer tutors, flexible grouping, setting clear expectations, adjusting complexity of tasks, scaffolding, small group instruction, frontloading vocabulary, tiered lessons, curriculum compacting, enrichment centers, choice boards, cooperative learning opportunities, Think-Pair-Share, summarizing strategies, use of manipulatives, study guides, guided notes, wait time after asking a question, and modeling cognitive and meta-cognitive processing strategies.

LCHS Fund 400 Budget Aligned to Needs Assessment

Instruction Function Code 1000

Name of Activity	Content Area and Grade Level	Object Code	Specific need addressed – cut and paste what you	Estimated Cost	How will you evaluate this activity at the end of
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	(location)		have in your Needs Assessment		the year to show student achievement?
Renaissance Learning - STAR	Reading & Math Grades9-12 (location)	612	Software to assist in identifying the lowest performing students in the content areas and to implement FIP assessment practices that inform the Pyramid of Intervention so that the instructional needs of the student may be met.	1776 LCHS)	The first progress monitoring and last progress monitoring will be compared to show student growth. A baseline will be created for each student.
Study Island	Math, Reading	612	Study Island software to provide instructional interventions to the lowest performing students in the content areas	1693 (LCHS)	A baseline will be set this year to determine via progress monitoring if this intervention is improving student skills.
Salaries-Certified	Math: Shurling 50%, Science Long 29%, English Parrish 14%	110	To reduce class size for Coordinate Algebra, Physical Science, and 9 th Literature	33670.00	Assessment data will be compared with FY2015 test scores and FY2016 test scores in these subjects, as well as pre-and post-test data.
FICA		220		2576	
GHI		210		10579	
TRS		230		4805	
Workers' Comp		260		170	
Salary	Math, Science,	115	Extended Learning time beyond school day or contract time to work with lowest achieving students	9500.00	Benchmark or state-mandated test data, course grades in Foundations of Algebra, Coordinate Algebra, Physical Science, and 9 th Literature
FICA & TRS	Social Studies, English	200		2082.00	
Supplies	Math, Science, Social Studies, English	610	supplemental learning materials for the lowest performing students in reading, mathematics, social studies & science: (paper, paper clips, copying supplies, printer cartridges, easel pads, white board markers, interactive white Board supplies, dissecting specimens, meter sticks, manipulatives)	4000	Students will have access to more manipulatives within the classroom.
Expendable Equip	Math, Science, Social Studies, English	615	Supplemental equipment for science, math, ELA, Social Studies: (calculators, locking cabinet, lab equipment (balance beams, microscopes), headphones	7000.00	Students will have access to more manipulatives within the classroom.
Computer	Math, Science,	616	Supplemental computer	12000.00	Increased access to

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Equip	Social Studies, English		equipment for science, math, ELA, & Social Studies to increase student access to software used for remediation and strengthening of basic skills for lowest performing students and to maintain computer equipment to have the most current technologies -Items purchased with a per-unit cost of less than \$5000: monitors (\$130), printers (\$110), keyboards (\$35), interactive white boards (\$3,400), projectors (\$450), interactive whiteboard wands (\$75), pens (\$25), laptops/netbooks (\$850-\$1,200), and tablets (\$700)		software used for remediation and strengthening of basic skills in lowest achieving students; to maintain computer equipment to have the most current technologies.	
Professional Learning Function Code 2210						
Name of Activity	Content Area and Grade Level (location)	Object Code	Specific need addressed – cut and paste what you have in your Needs Assessment	Estimated Cost	How will you evaluate this activity at the end of the year to show student achievement?	
Substitutes & benefits	Math, Science, Social Studies, English	113	"to meet the PL needs identified in our needs assessment: <ul style="list-style-type: none"> for conferences, training sessions, Griffin RESA courses/workshops, and school-level professional learning communities related to improvement of teaching in the Core Academic content areas as defined in our 	300.00	Completion of Professional Learning Community courses conferences and/or workshops and redelivery of same.	
Stipends	Math, Science, Social Studies, English	116		200.00	Completion of Professional Learning Community courses and redelivery of same.	

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FICA	Math, Science, Social Studies, English	220	needs assessment: (*To improve academic performance of all students in reading, ELA, math, science, social studies; *To increase vocabulary and reading skills for all students across the content areas; *To increase the level of primary & elementary students in thinking beyond the text*);	40.00	
Travel	Math, Science, Social Studies, English	580	<ul style="list-style-type: none"> • for specific endorsements in reading, math, and science; 	2500.00	Completion of Professional Learning Community courses conferences and/or workshops and redelivery of same.
Registration	Math, Science, Social Studies, English	810	<ul style="list-style-type: none"> • and for strategic and data-driven professional learning and training for teachers', paras', & leaders' *to meet diverse needs of students* including research-based 	1123.00	Completion of Professional Learning Community courses conferences and/or workshops and redelivery of same.
PLC Course from our PL Course catalog	Math, Science, Social Studies, English	Supplies 610	<ul style="list-style-type: none"> models: FIP that inform the Pyramid of Intervention; • and any other professional learning activity that increases knowledge and expertise in the core content areas <p>These are provided to advance teachers', paras', leaders' understanding of effective SBR instructional strategies that are designed to substantially increase the core academic content-area knowledge and teaching skills of the employee so that student academic achievement is increased; and to advance teachers', paras', leaders' knowledge and skills necessary to help our students meet the challenging GSE; use specific strategies in technology and classroom</p>	1000	Completion of Professional Learning Community courses and redelivery of same.

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PLC Course from our PL Course catalog	Math, Science, Social Studies, English	642 books other than	management effectively; and improve instruction through the use of data driven teaching and methods for our diverse learners and those with special needs."	500	Completion of Professional Learning Community courses and redelivery of same.
Not Professional Learning Function Code 2210					
Name of Activity	Content Area and Grade Level (location)	Object Code	Specific need addressed – cut and paste what you have in your Needs Assessment	Cost	How will you evaluate this activity at the end of the year to show student achievement?
Teachers to adjust instruction for lowest achieving students	Math, Science, Social Studies, English	191-02	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, both locally and state-wide.	7800.00	Benchmark and state-mandated test data and progress monitoring data will be evaluated to show improvement in academic achievement.
FICA	Math, Science, Social Studies, English	220-02		1200.00	
Media Programs Function Code 2220					
Name of Activity	Content Area and Grade Level (location)	Object Code	Specific need addressed – cut and paste what you have in your Needs Assessment	Cost	How will you evaluate this activity at the end of the year to show student achievement?
Destiny	Reading, ELA, Math, Social Studies, Science (media center)	612	two-pronged tool in use at this school to maintain Title I inventory and assist in aligning novels and other literature to students' needs-license renewals - not purchased with state or local funds	\$2518.00	Resources will have Lexile scores for student use; An error free inventory
PI Function Code 2900					
Name of Activity	Content Area and Grade Level (location)	Object Code	Specific need addressed – cut and paste what you have in your Needs Assessment	Cost	How will you evaluate this activity at the end of the year to show student achievement?
School Level Parent Coordinator for 14% of the day	Math, Science, Social Studies, English	177, and benefits	data from parent, teacher, and student surveys and our climate rating indicate the need for the Parent Coordinator	13014.49 (Total for SLPC)	Increased parent participation in parent activities; parent surveys

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<p>2. School wide reform strategies that:</p> <p>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). CHALLENGING ACADEMIC STANDARDS - Standards under this paragraph shall include —</p> <ul style="list-style-type: none"> • challenging academic content standards in academic subjects that — <ul style="list-style-type: none"> ◆ specify what children are expected to know and be able to do; ◆ contain coherent and rigorous content; and ◆ encourage the teaching of advanced skills; and • challenging student academic achievement standards that — <ul style="list-style-type: none"> ◆ are aligned with the State's academic content standards; ◆ describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and ◆ describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement
<p><i>Response:</i></p> <p>Lamar County High School implements Formative Instructional Practices and the Pyramid of Interventions as our framework for school reform to improve learning outcomes of all of our students, including migrant, immigrant, homeless, and EL students. Within the classroom, Formative Instructional Practices inform the tiers within the Pyramid of Intervention, as do school-based identifiers. For students entering 9th grade, low achieving students are identified based upon their CRCT and End of Grade (when available) data. Students in 10th-12th grade who are low achieving are identified based upon this same historical data combined with End of Course (when available) data. The lowest achieving quartile of students in core content areas are identified and peer-reviewed instructional strategies are employed to improve their academic success.</p> <p>We plan to stay the course with our current initiatives described previously. Formative assessments are used daily in all classrooms. In each content area, summative data is collected and analyzed every nine weeks to adjust instruction and learning. Teachers evaluate and compare data during professional learning to plan differentiated instruction, including remediation needs and enrichment activities to meet the needs of all students.</p> <p>The instructional extension time occurs weekly and is driven by formative and summative data, course grades, teacher requests, student requests, and parent requests. The next level of extended learning is driven by data from the first level. 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. 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 increased 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</p>

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 - ◆ contain coherent and rigorous content; and
 - ◆ encourage the teaching of advanced skills; and
- challenging student academic achievement standards that —
 - ◆ are aligned with the State's academic content standards;
 - ◆ describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and
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advisement program will be enhanced as teachers improve their understanding of high school and post-secondary opportunities available to students. The communication regarding advisement and course information 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.

- 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:

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 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 specific workshops. Teachers also observe other teachers to learn and improve skills. Furthermore, our schedule provides time for extended learning during the school day and for extended learning before/after school. Attention to the master schedule is also used to increase

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<p>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 and science classes. Teachers must be given as much time as possible to provide student feedback. Large class sizes and/or multiple course preparations limit this valuable learning strategy. In addition, academic skills are emphasized during advisement periods and elective. Skills taught and reviewed include note taking, reading, study tips, student efficacy and responsibility, goal setting, etc.</p>
<ul style="list-style-type: none"> • Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include: <ul style="list-style-type: none"> • counseling, pupil services, and mentoring services; • college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and • the integration of vocational and technical education programs.
<p><i>Response:</i></p> <p>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, and the number teacher preparations. 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 begin 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. Assistant Principal reviews all course assignments to ensure that highly qualified teachers are teaching each subject each period. Teachers prepare and students participate in pre-assessments and periodic formative assessments to determine how well students are learning the required curriculum. Students not performing to acceptable levels</p>

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<p>2. School wide reform strategies that:</p>
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<p>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.</p> <p>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 state's requirements as well as the students' needs and interests.</p> <p>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.</p>
<ul style="list-style-type: none"> • Address how the school will determine if such needs have been met; and <ul style="list-style-type: none"> • Are consistent with, and are designed to implement, the state and local improvement plans, if any.
<p><i>Response:</i></p> <p>Data will be reviewed on Georgia Milestone Assessments in the fall to determine if all student populations achieved goals described above. These data will also inform changes to instruction for improvements in assessment scores at the end of the next school year. Discipline data will also be reviewed to determine equity of the disciplinary plan and that students' needs are</p>

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2. School wide reform strategies that:
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addressed.

3. Instruction by highly qualified professional staff
<i>Response:</i>
For school year 2015-2016 the school has 23 regular education teachers and 5 special education teachers in the core academic areas of English, Math, Science, Social Studies, and Reading. Of those 28 teachers, 1 special education teacher is not highly qualified for 2 resource class periods per day and is preparing to pass the GACE in high school mathematics to obtain Highly Qualified status. One other teacher, who is highly qualified in ELA, has been moved to be a special education co-teacher; the teacher plans to pass the GACE in Special Education General Curriculum to obtain Highly Qualified status. A self-contained teacher is non highly qualified for math, science, and English resource classes; the teacher plans to take the GACE in Special Education Adapted Curriculum in these areas to obtain highly qualified status. Non-HiQ teachers have professional development plans and participate in programs to attain Hi-Q status. These teachers are also assigned 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, reliable, and rigorous. 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. 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.(1119 TEACHER AND PROFESSIONAL QUALIFICATIONS AND MEASUREABLE OBJECTIVES)
<i>Response:</i>

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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. (1119 TEACHER AND PROFESSIONAL QUALIFICATIONS AND MEASUREABLE OBJECTIVES)

Teachers must have the necessary time and resources to internalize the new curriculum, analyze students' abilities and available data continuously, and plan appropriate-effective instruction that accelerates the learning of students at varying ability levels.

In professional learning meetings, teachers collaborate to align data and practices with their specific, varied learning needs. Responding to surveys regarding staff development, teachers identified a need for understanding 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. This includes receiving additional instruction in using data to increase their understanding of the teaching and learning process, including differentiation. Teachers also participate in in-house and outside workshops to improve their effectiveness with helping 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. Teachers also attend workshops on classroom management and other topics as needed by individual teachers.

We participate in professional learning designed to help us improve the teacher-student relationship, foster positive classroom environments, use strategies that empower students and help them accept 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 academics and the College and Career Academy.
- Continued implementation of PBIS
- 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.
- Improvement in incorporating new knowledge of the Race to the Top initiative, CCRPI, Universal Design for Learning, Longitudinal Data System Use, Formative

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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.(1119 TEACHER AND PROFESSIONAL QUALIFICATIONS AND MEASUREABLE OBJECTIVES)
	<p>Instructional Practices.</p> <ul style="list-style-type: none"> • 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.

5.	***Strategies to attract high-quality highly qualified teachers to high-need schools.
	<p><i>Response:</i></p> <p align="center">N/A</p>

6.	Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services. (1118: SHARED RESPONSIBILITY FOR HIGH STUDENT ACADEMIC ACHIEVEMENT, BUILDING CAPACITY; ACCESSIBILITY; TEACHER TRAINING ON PI; RESOURCE CENTERS/INFOMRATION AREAS)
	<p><i>Response:</i></p> <p>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 morning workshops conducted by our district's Out-Reach counselor. 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 dialogue 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 the school's performance.</p> <p>We have developed a parent involvement policy that</p> <ul style="list-style-type: none"> • includes strategies to increase parental involvement (such as family literacy service) • 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 via the internet, local newspaper, and newsletters

7.	Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to
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local elementary school programs.
<p><i>Response:</i></p> <p>Not applicable to high school.</p>

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
<p><i>Response:</i></p> <p>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. Based on teachers' data analysis and completed surveys, the professional learning planned for school year 2015 - 2016 is designed to assist teachers in responding to the individual needs of all students. The professional learning for this year will include the following topics:</p> <ul style="list-style-type: none"> • TKES—providing ongoing assistance following the first year of implementation; • Literacy Strategies and Formative Instructional Practices —improving student achievement and led by the school's Literacy Committee; • Differentiated Instruction—improving instructional practices and based on data collected in each nine-week period; • Content Vocabulary Focus—reaching learners on all levels, a school-wide initiative driven by the school's media specialist; • Benchmark construction—creating assessments that align to Common Core Standards and Student Learning Objectives with tools such as the On-Line Assessment System and using Universal Design for Learning; • Griffin Regional Educational Services—offering workshops on key topics such as collaborative teaching; • CCRPI—using the alignment tool for gauging effectiveness of teaching and learning; and • Longitudinal Data System and Individual Student Growth Model—understanding the data and resources provided in order to increase student achievement. <p>Teachers meet to discuss and create formative and summative assessments as well as to discuss how to respond effectively 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, such as scheduling 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 (e.g., 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.</p>

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9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (1111(b)(1) =MEETING CHALLENGING ACADEMIC STANDARDS)

Response:

Teachers use data from formative and summative assessments, as well as state-mandated assessments, to determine which students have not mastered state standards and which are the lowest achieving students. Data is reviewed for all students, including migrant, immigrant, homeless, and EL students. For students entering 9th grade, low achieving students are identified based upon their CRCT and End of Grade (when available) data. Students in 10th-12th grade who are low achieving are identified based upon this same historical data combined with End of Course (when available) data. The lowest achieving quartile of students in core content areas are identified and peer-reviewed instructional strategies are employed to improve their academic success. Based on this data, grades, and behavioral data, students are identified for Tiers of Intervention. Students in Tier 2 are provided additional research-based interventions within the classroom and within weekly Increased Learning Time. These interventions are evaluated approximately every 4-6 weeks to determine if the student is making progress or if another intervention needs to be employed. Students who are not making improvements in mastering standards after approximately 18 weeks of using research-based interventions are moved to Tier 3. In Tier 3, students receive more intense interventions in the classroom and in Increased Learning Time. Their progress is monitored every 4 weeks with Renaissance STAR math and reading, which also is used to help identify the lowest achieving students. Students who are not successful learners in Tier 3 are referred for testing to determine if they are eligible to receive special education services. Study Island is a software tool used as an intervention to help lowest achieving students improve in core content areas.

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, teachers as advisers are used to address the needs of struggling and/or at-risk students. Math support classes are provided at all grade levels. Students in the 12th grade are provided timely assistance via a review of current course grades, previous year's grades and assessment data as well as formative benchmark assessments administered in all courses. The data are also used to plan increased learning sessions (within the school day) once a week as well as to move students up or down in the Tiers of Intervention. Additional opportunities include before and after school tutoring, extended year course work in June, Saturday school, pull-out tutoring within the school day, and credit recovery classes via computer-based coursework in the regular school setting or in an alternative school setting during the day and summer months.

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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

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.

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

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 Georgia Milestone Assessments will be provided as soon as they arrive in the fall. Moving forward, these scores will be reported on student report cards. The Milestones individual student reports will be sent home via students as soon as they are received. Automated school call will alert parents when the scores are distributed. Individual score results will contain interpretation guides. Teachers, counselors, and administrators will also make themselves available to discuss the results of students' assessments with parents.

12. 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 periodic administration of formative and summative assessments. Teachers analyze student growth by disaggregating by standards the results of the nine-week assessments. Also, the results from annual criterion referenced tests are disseminated as soon as possible to teachers, students, and other stakeholders. Teacher committees also analyze data within weeks of receipt of scores. The results of data analysis are incorporated into professional learning meetings to help teachers adjust instructional strategies accordingly. The LEA incorporates scores into the system reporting processes and disseminates same via the local newspaper and the system's website.

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

Response:

Data from disaggregated assessments are deemed valid and reliable as the assessments are aligned to the state's curriculum. Under the supervision of the Assistant Principal and Department Heads, teachers create tests using assessment questions from the Georgia Online Formative Assessment System and the Georgia Virtual School curriculum that have been vetted and juried by assessment experts and aligned to national norms. In addition, standardized tests, such as the Georgia Milestones and Student Learning Objectives assessments, are administered as directed in the provided examiner manuals to ensure test security, standardization, and validity of results.

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14. Provisions for public reporting of disaggregated data.
<p><i>Response:</i></p> <p>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. Data are also maintained and updated by the LEA on the system's website and the school's website. Data are also made available to the community via community meetings, school parent nights, and in open forums such as BOE meetings, charter meetings, advisory board, and school councils.</p>

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program
<p><i>Response:</i></p> <p>The school wide improvement plan 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.</p>

16. 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).
<p><i>Response:</i></p> <p>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, and school advisory panels.</p>

17. Plan available to the LEA, parents, and the public.
<p><i>Response:</i></p> <p>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.</p>

18. Plan translated, to the extent feasible, into any language that a significant

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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 website information.

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

Response:

This school is subject to the school improvement provisions of Section 1116. At this time the school is not identified in the first year of school improvement status. This school is not in the corrective action status.