



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Long County High School			District Name: Long		
Principal Name: Scotty Hattaway			School Year: 2015		
School Mailing Address: 1844 Georgia Highway 57					
Telephone: (912) 545-2135					
District Title One Director/Coordinator Name: Kathy Simmons					
District Title One Director/Coordinator Mailing Address: P O Box 428, Ludowici, GA 31316					
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Telephone: (912) 545-2367					
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"/>					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature: Kathy Simmons				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	



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SWP Template Instructions

Notes:

- All components of a Title I School wide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members:

NAME	SIGNATURE	POSITION/ROLE
Scotty W. Hattaway		Principal
Sherry Lester		Assistant Principal
Michael Taylor		Assistant Principal
Karen Swindell		CTAE Director/Athletic Director
Amanda Crews		Instructional Coach



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SWP Components

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

Components

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

Various school stakeholders (staff, parents, business partners, and students) convened to develop our school-wide achievement plan. These individuals assisted with the development and implementation of the plan.

E-mails were used to view and finalize the plan. The following list indicates the individuals who were involved in the development of the plan:

Scotty W. Hattaway – Principal
Sherry Lester – Assistant Principal
Michael Taylor – Assistant Principal
Karen Swindell – CTAE Director/Athletic Director
Amanda Crews – Instructional Coach
Christie Nevil – Math Department Head
Christi Crews – Social Studies Department Head
Sabrina Caines – English Department Head
Dr. Patricia Krumnow – Science Department Head
Ricardo Toledo – Fine Arts Department Head
Destiny Walker – Special Education Department Head

All school data (LCHS targets/test scores, school improvement results, CRCT test data for incoming 9th grade students, graduation rates, attendance and school goals) were taken into consideration to complete the balanced scorecard. The balanced scorecard addresses the comprehensive needs assessment of the entire school.

The needs include the following:

- Increase the academic success on the End of Course Tests in 9th Grade Literature, Coordinate Algebra, Biology, Analytical Geometry, Physical Science, American Literature, U. S. History, and Economics
- Increase the number of student enrollment and success in higher level classes by 5%
- Decrease the number of students absent 10 or more days
- Increase parental and community involvement and communication
- Implement Best Practices



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

The plan includes a timeline for implementing the actions, strategies and interventions for improving student achievement. Additionally, the plan includes the estimated costs for funding sources, individuals responsible, and resources needed to implement the actions, strategies, and interventions.

The academic performance of all students, current and new to the school is considered in establishing our goals. We have taken into account the needs of migrant children. When needs arise we will contact the district migrant liaison and follow the prescribed procedures. The Title I Plan is aligned to the school's vision, mission and core beliefs.

We have analyzed our current achievement data to strategically target resources to assist all students with improvement in the various subjects and teaching and learning. Our plan took into consideration the needs of all student groups in our school (economically disadvantaged students, various ethnic groups, students with disabilities and students with limited English proficiency). District CCRPI results, as well as, other related data assisted us in reaching conclusions regarding student achievement.

The major strengths we found in our program were the number of students scoring at or above our districts' targets for the EOCTs.

All data is reported to the school by the principal and is shared with the leadership team. The Department Heads in turn share the data with staff. This data includes the results of all standardized tests administered by the state and by all other nationally recognized organizations, such as the College Board. These tests include: SAT, ACT, all sections of the GHSGT, GHSWT, Advance Placement Tests, and all eight areas of the EOCT.

The information will guide how instruction is delivered to accommodate students' instructional needs and remediate to eliminate any deficiencies. On grade level students receive rigorous instruction, enrichment, and tutorial services. The Department Heads display the assessment data, attendance data, discipline data, and other pertinent communications to facilitate the focus on the team and to ensure that student achievement is the core of the work.

The method of addressing student achievement requires that the teachers implement standards based classrooms to illustrate quality instruction. Additionally, teachers are required to outline the course framework and curriculum maps which are aligned with the CCGPS and GPS. Teachers are provided the instructional planning time to implement strategies that include, but are not limited to: small group instruction, higher level Blooms Revised Taxonomy planning, critical thinking strategies, quality student work and higher impact scoring rubrics.

The major needs we discovered were to increase support for our population for our students with special needs. Professional Development is needed to support teachers with embedding differentiated instruction and rigor in their daily instructional practices. Addressing these needs



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

will support the efforts to increase the number of students scoring Advanced Proficiency or Honors on the Georgia High School Graduation Tests and increase the number of students scoring 70 or above on End of Course Tests.

The needs we will address are the performance goals reflected in our school-based data. The specific academic needs of those students that are to be addressed in the school wide program are in all core areas. The root causes that we discovered for each of the needs were lack of on-going assessment to constantly target students' progress and use of differentiated instruction to meet the individual needs.

The measurable goals/benchmarks we have established to address the needs are outlined in the 45 day action plan.



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*2. School wide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

Response:

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

- Presently the school is on a seven period day schedule.
- Peer mentors- The school currently has peer mentors with our required Senior Projects which are a requirement for our twelfth grade students.
- Personal Adult Advocates- Advisors serve as advocates for students
- Guidance counselors also serve as a personal adult advocate for students
- Student progress is reviewed every nine weeks. During that time, assessments are analyzed by teachers.
- Local School Council

Students can participate in USA Test Prep during and after school. Academic enhancement and extra help are held after school if applicable. These opportunities are designed to provide extra academic support for students.

2(b). Are based upon effective means of raising student achievement.

Teachers have been trained in researched-based strategies to ensure success of each student. For example, teachers have participated in professional learning in district-wide professional training. This training is needs-based via classroom observations and self-assessments. The training is aligned with the effective practices to implement the GA Performance Standards and CCGPS.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

The school has after school tutorials, as well as enrichment opportunities that are embedded within the school day to support students who are having academic difficulty. The school operates on a seven period day schedule which maximizes learning time for students. The teachers implement bell-to-bell instruction to make good use of instructional time. Teachers begin class with a "Bell Ringer" activity and end with a closure activity for students. Research suggests that the first fifteen minutes and the last fifteen minutes of class are *prime time* for students to learn.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and



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Secondary Education Act of 1965 (ESEA).

The needs of all children, which include students with disabilities are addressed and monitored by teachers who regularly review student progress. Students with disabilities are targeted in the school's needs assessment. Examples of components of the needs assessment include an analysis of the graduation rate of students with disabilities who receive a regular education diploma. Frequent assessment, analysis and feedback are provided for this population of students.

All teachers must provide Standards Based Classroom learning as described in Tier I of the Response to Intervention (RTI) Pyramid. The goal of the Pyramid is to decrease the number of students needing intense interventions by assisting them at a lower tier.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the school wide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

NA – We do not take any field trips that are not competitive or necessary to meet the standards that are set forth by the GA DOE for our CTAE pathways and/or CTAE student organizations.

***3. Instruction by highly qualified professional staff.**

According to the Professional Standards Commission guidelines, 94.58 percent of the staff is highly qualified. Teachers who are not highly qualified are presently taking classes and meeting other criteria towards that goal. 100% of paraprofessionals are highly qualified.

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

Long County Schools posts current vacancies on the district's website. The HR Generalists screens the applicants; qualified applicants are placed in a pool from which we interview/recommend the best candidates.

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

Teachers, counselors, paraprofessionals, CTAE Director, Assistant Principal, Principal, pupil services personnel, parents, and other staff participate in staff development that addresses root causes of our identified needs which include student performance levels in all content areas, assessment, data analysis and teacher ability to differentiate instruction. All teachers and support



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

staff attend professional development locally and system-wide. The Department of Special Education Teachers and Paraprofessionals are receiving ongoing training in best practices for serving all students with learning disabilities. Professional Learning Communities have been established for all content areas and CTAE teachers.

The LCHS Leadership Team and Focus Groups meet once per month and teachers utilize common planning with their interdisciplinary teams to share best practices, develop lesson plans and thematic units, and to analyze assessments and data.

***5. Strategies to increase parental involvement.**

Long County High School, in collaboration with our Parental Involvement Coordinator, has developed a parent involvement policy that addresses our parental involvement needs and satisfies the requirements of the NCLB Act of 2001. This plan has been made available to the school staff, parents and the public. Copies of the plan have been placed in the Parent Involvement Coordinator's office, sent home to parents by their children, and disseminated at parent meetings.

Parents are involved in the planning, review, and improvement of the comprehensive school wide program plan by participation on school wide Title leadership meetings and Local School Council meetings.

Parent involvement opportunities are provided both during and after school hours. Parents are encouraged to visit the school regularly and made to feel welcome. Parent conferences are offered at convenient times before, during and after school for them to attend. The Parent Center is located adjacent to the school's lobby. Parents are able to meet with all supportive service personnel (Social Worker, School Nurse, Lead Teachers, Parental Involvement Coordinator, and Counselors). A bulletin board of key and upcoming events is posted for parents at the entrance to the Parental Involvement Coordinator's office. This board is maintained by Parental Involvement Coordinator. The board allows for ongoing communication to keep parents abreast of school activities.

The school's website and web calendar is updated weekly to keep parents informed about upcoming events.

The school has a Parental Involvement Coordinator that provides parents with various learning opportunities such as parenting skills and computer use. Parents can visit the center at any time during the day. The parent center contains a plethora of resources -- parenting pamphlets, newsletters, and computers.

- A. We have developed a parent involvement policy included in our appendices that
- includes strategies to increase parental involvement (such as family literacy services)
 - describes how the school will provide individual student academic assessment results,



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- including a interpretation of those results
- makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

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

The school provides transition opportunities for rising 9th grade students. Activities begin in the fall, prior to students entering high school with classroom visits and an orientation to high school in the spring. Parents are also given communication packets that contain information about our school programs. Counselors visit the feeder-schools during the school year to discuss the schools' program of study and high school requirements. In the spring, rising 9th grade students have an opportunity to register.

To assist students in higher grades, the school has a comprehensive college bound /career center, monitored by our counselors, who assists students with college applications, financial aid and general support to help students transition into postsecondary options. The college bound program also provides college tours and college fairs, as well as, college financial aid awareness seminars/workshops for students and parents.

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

Teachers use effective teaching practices to plan and teach the Georgia Performance Standards and CCGPS. Teachers use the Georgia Performance Standards, a scope and sequence, curriculum maps, and daily lesson plans to drive instruction and to implement on-going, common assessments in an effort to monitor students' progress. Teachers collaborate weekly and participate in interdisciplinary planning to discuss student performance and to plan accordingly.

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

Funding sources are listed below.

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

The school coordinates and integrates Federal, State, and local services and programs. Instructional support, tutors, technology, materials/supplies, and professional development opportunities are provided for students through federal programs. The School's general funds also provide human and material resources.



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8(b). Description of how resources from Title I and other sources will be used.	
Grant	<p><u>COMPONENT 8: COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES</u></p> <p>The Schoolwide Title I plan includes a coordination and integration of Federal, State, and local services and programs.</p> <p>School Year 2012-2013</p>
Title I, Part A: Improving Basic Programs Operated by Local Education Agencies	Benchmark Assessment Development, Math Consultant, Technology Equipment and Support, Parental Involvement (student agendas and Parent-Teacher Nights), During School Supplemental Instruction for Reading, Math and Science, Instructional Supplies (books), Improvement of Instruction (supplies), Expendable Equipment (new security cameras), Registration/Fees/Dues for Professional Development, Travel Reimbursement for Professional Development, Salary for Curriculum/Instruction Facilitator, SAT preparation materials
Title I, Part C: Education of Migrant Children	Supplies/materials for supporting the Migrant population.
Title II A: Teacher and Principal Training and Recruiting Fund	Provides funds for the reimbursement of certification tests, teacher recruitment activities, professional development to improve differentiated instruction, and evaluation training for administrators to improve instruction.
Title IIIA: English Language Acquisition, Enhancement, & Academic Achievement	Provides funds for interpreters, books, materials, and supplies to support the ELL student population. These funds also provide for the training of qualified ELL personnel. SAT preparation materials.
Title IV, Part A: Safe & Drug-Free Schools and Communities	Provides funds for nursing staff, training, and supplies.



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IDEA Part B	Professional Development for Math, RTI, Differentiated Instruction, Counselors, Social Worker, A+ (credit recovery)
Carl Perkins	CTAE – Career, Technical and Agricultural Education
State funds	Instructional Supplies, Parental Involvement, Technology (hardware, software, licensing, and support), Improvement of Instruction, Professional Development
Local Funds	Instructional Supplies, Parental Involvement, Technology (hardware, software, licensing, and support), Improvement of Instruction, Professional Development
Other	Partners in Education (business partners provide incentives and volunteers)

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Funds from the Carl D. Perkins Vocational and Applied Technology Act provide professional development and teaching material and supplies to implement the career pathways. These pathways are Forestry/Natural Resources, Agriculture Mechanics, Administrative/ Information Support, Nutrition and Food Science, and Therapeutic Services-Medical Services.

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

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

Teachers give differentiated assessments during the lesson and post assessments to ensure that students who are experiencing difficulty master the standards.

- Enrichment periods are embedded within the school day every third, fifth, and seventh week to provide extra academic support.
- Teachers are required to assess students’ mastery of the GA Performance Standards and CCGPS.
- Credit Recovery-Students have the opportunity to participate in a Credit Recovery program during the school day.



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- Re-teaching-is utilized in weeks three, five, and seven of each nine weeks.

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

Teachers are trained on how to use the data from formative and summative assessments to identify deficiencies and provide appropriate assistance for identified deficiencies.

This training is a component of the weekly professional development activities (collaboratives) which takes place during common planning within the school day on Thursday of each week. Focus Groups are also utilized once per month to focus on this data analysis. Further assistance is also provided during one-on-one conferences.

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

Parents have the opportunity to conference with teachers on any day during the week. Parents, students and staff agree on actions to take in the parent compact via their signature in acknowledgment of those actions.

Parents are asked to encourage their child to report to school each day prepared to learn with the proper supplies, to monitor the students' daily homework, schedule conferences with teachers, encourage students to report to after school tutorials, encourage students to spend time studying, and to provide a comfortable work area in the home. Parents have up-to-date access to student grades through the PowerSchool Parent Portal.

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

The Principal, Assistant Principals, Instructional Coach, Department Heads, and teachers post test data and teachers hold conferences with parents to provide and interpret academic data based on student's areas of strengths and weaknesses as needed.

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

When the Georgia High School Graduation Tests and the End of Course Tests results are returned from the Georgia State Department of Education, the results are reported and disaggregated for all students and for each sub-group within the school. When the school receives the test results, a data meeting is held to communicate the information to teachers, support staff, students, and parents. Rising ninth grade CRCT data is also shared with teachers.

Teachers review the data to assist them with planning instruction for the upcoming school year. Teachers also identify what additional support students may need. Teachers also collect and



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disaggregate their individual daily formative assessment class data.

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

The Georgia High School Graduation Tests and the End of Course Tests validity and reliability have been established at the state level. The assessment results are disaggregated at the State level based on the data provided by the school system in Student Record.

13. Provisions for public reporting of disaggregated data.

Georgia High School Graduation Tests and End of Course test data is reported in the Long County Press and the Coastal Courier. The disaggregated test data will be reported to the public through the system and GADOE web site. School data will also be posted on the school's website and in the school's communication packet. This data is also communicated to School Council members annually.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school wide program.

The school-wide plan was initially developed in 1985 during a one year period. The plan is revised on an annual basis.



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15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

The school improvement plan was developed with the involvement of faculty and staff students, parents, and community members.

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

The Long County School District Administration is provided with a copy of the School-wide plan for review and the plan is on file at the district office. A summary of the plan is provided to parents during School Council meetings and parental involvement activities. Parents are informed through school/home communications in the form of letters, brochures, the school website, and the student handbook that the school operates a School-wide Title I Program. Long County High School works to maintain a constant flow of information from the school with the assistance of our System Parental Involvement Coordinator. The plan will be made available on the school's website; copies will be placed in the PIC Office, the main office, and the media center. Electronic copies of the plan will be sent to teachers and parents upon request.

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 ESOL staff will meet with non-English speaking parents to address the components of the Plan annually.

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

The plan is subject to the school improvement provisions of 1116. LCHS will work collaboratively with stakeholders to analyze the appropriate data to determine the strategies, programs, and funding needed to help students meet state standards. Once LCHS receives testing data and additional information pertaining to the specific needs of students, the leadership team will meet to analyze results and determine priorities. The data is also disaggregated by teachers during collaboratives and Focus Group meetings. The data is analyzed based on each subgroup's performance. LCHS will fund after school tutorials and provide supplemental resources as needed. We will also provide teacher tutors to provide after school tutorials.