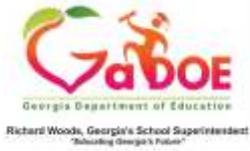




**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name: Chattooga High School</b>		<b>District Name: Chattooga</b>
<b>Principal Name: Jeff Martin</b>		<b>School Year: 2015 - 2016</b>
<b>School Mailing Address: 989 Hwy. 114 Summerville, Ga. 30747</b>		
<b>Telephone: (706) 857-2402</b>		
<b>District Title I Director/Coordinator Name: Mike Martin</b>		
<b>District Title I Director/Coordinator Mailing Address: 33 Middle School Rd. Summerville, Ga. 30747</b>		
<b>Email Address: <a href="mailto:mmartin@chattooga.k12.ga.us">mmartin@chattooga.k12.ga.us</a></b>		
<b>Telephone: (706) 857-3447</b>		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date: 9/1/2015</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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

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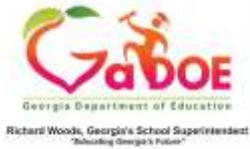
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**Georgia Department of Education  
Title I Schoolwide/School Improvement Plan**

Planning Committee Members

<b>NAME</b>	<b>MEMBER'S SIGNATURE</b>	<b>POSITION/ROLE</b>
<b>Jeff Martin</b>		<b>Principal</b>
<b>Charles Cooper</b>		<b>Assistant Principal/Testing</b>
<b>Emily Mobbs</b>		<b>CTAE Director</b>
<b>Barbara Wallace</b>		<b>Guidance Counselor</b>
<b>Barry Peppers</b>		<b>Assistant Principal/Crossroads</b>
<b>Shane Tucker</b>		<b>English Teacher/Student &amp; Teacher Data</b>
<b>Paula Arden</b>		<b>English Teacher Incentives/Student &amp; Teacher of the month</b>
<b>Renee Beasley</b>		<b>Math Teacher/Student Activities</b>
<b>Karen Appelbaum</b>		<b>English/History/Dual Enrollment Teacher Student Attendance</b>
<b>Julie Lambert</b>		<b>Science Teacher/ Student Incentives</b>
<b>Tina Ham</b>		<b>CTAE Business &amp; Computer Science Teacher-Failures</b>
<b>Robert Beach</b>		<b>SPED Teacher/Discipline</b>
<b>Samantha Stephens</b>		<b>Parent Coordinator</b>
<b>Christie Tudor</b>		<b>Parent</b>
<b>Lori Kellett</b>		<b>Parent</b>
<b>Terri Foley</b>		<b>Parent</b>
<b>Heather Eagle</b>		<b>Parent</b>



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

### 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).

#### *Response:*

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were:

- Parents
- Leadership Team
- Community members
- Administrative team
- School council
- Title 1 Director
- Parent Coordinator
- Faculty

The ways they were involved include:

- Ongoing review and evaluation of the Title 1 School Improvement Plan
- Development of School Improvement Plan
- Budgeting and Appropriation of Title 1 Funds
- Development of Title 1 Inventory Records

- B. We have used a variety of instruments, procedures, or processes to obtain this information including:

- Standardized tests results (Georgia Milestone, PSAT, SAT, and ACT)
- Benchmark tests
- Graduation rate
- Drop-out rate
- Attendance Records (staff & students)
- Discipline and Behavior reports
- Teacher and Staff Needs Assessments
- Georgia Parent Surveys
- AYP/CCRPI Scoring Reports
- SACS Report

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

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).

C. We have taken into account the needs of migrant children by assessing each student's individual situation. Based on previous transcripts, applicable course credit is awarded and students are placed in the most appropriate courses possible for their current status. Several programs and options are available to those students who have unique situations for example:

- Credit Recovery can be utilized if a student is behind grade level.
- Georgia Virtual High School can be utilized if a course is not available on campus.
- Chattooga Academy Learning Center can be an option if students are behind in course work, and require a seat-time waiver.
- English as a Second Language (ESOL) services are available for students with language barriers.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. End of Course Test data indicates the successes and areas requiring improvement within each subject area. A Four-year cumulative data for students meeting the standard on EOCTs is below:

Content Area	2011	2012	2013	2014	2015
9 <sup>th</sup> Grade Literature	71%	68%	76%	85%	Pending Release of Data
American Literature	80%	76%	78%	86%	
Math I/Coordinate Algebra	43%	44%	13%	21%	
Math II/Analytic Geometry	37%	26%	26%	14%	
Biology	50%	51%	58%	94%	
Physical Science	31%	71%	78%	86%	
US History	43%	47%	41%	54%	
Economics	71%	70%	61%	68%	

### Cohort Graduation Rate

YEAR	GRADUATION CLASS SIZE	TOTAL GRADUATED	GRADUATION RATE	STATE GRADUATION RATE
2013	170	124	72.9	71.8
2014	185	141	76.2	72.5
2015			TBA	

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

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).

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the Common Core Georgia Performance Standards (CCGPS) and the State student academic achievement standards including

- Economically disadvantaged students
- Students from Major racial and ethnic groups
- Students with disabilities
- Students with limited English proficiency



In order to change the community perceptions and improve student achievement, CHS is building a multifaceted program to reach each student and provide the necessary tools and teaching so that students will become productive members of the community. Blending the best practices from 3 different educational scientific research based models allows the faculty and staff the flexibility to provide the right learning environment for each student. Through the use of best practices, rigor, relevance and relationships will be the driving force behind all improvement initiatives. In order to satisfy the relationship factor, CHS will enhance its “Teachers as Advisors” Program to directly connect every student with a faculty mentor. The teachers as advisors will roll up each year with students to strengthen the mentor relationship.

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

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|--|
| <p>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).</p>   |
| <p>F. The data has helped us reach <u>conclusions</u> regarding achievement or other related data.</p> <ul style="list-style-type: none"> <li>• The major <u>strengths</u> we found in our program were:             <ol style="list-style-type: none"> <li>(1) An increase in graduation rate.</li> <li>(2) An increase in 6 of 8 EOCT during the last test administration.</li> <li>(3) An increase in both AP and Dual enrollment course offering. Current Dual enrollment offerings allow students to earn up to 32 college credits on campus.</li> <li>(4) CTAE, Fine Arts and Athletic programs give students a wide range of opportunities for individual growth.</li> <li>(5) Foster a nurturing and caring environment.</li> <li>(6) Academic content areas have common planning in the schedule.</li> <li>(7) Teachers as Advisors program.</li> </ol> </li> <li>• The major <u>needs</u> we discovered were:             <ol style="list-style-type: none"> <li>(1) Student achievement on Georgia Milestones.</li> <li>(2) Incorporation of Technology within the classroom.</li> <li>(3) Use of current student performance data to drive instruction.</li> <li>(4) Promote student attendance, motivation and engagement.</li> </ol> </li> <li>• The <u>needs we will address</u> are:             <ol style="list-style-type: none"> <li>(1) Monday Tutoring for Georgia Milestone testing.</li> <li>(2) Technology and software. Ixl, read180, Grad point for Credit Recovery.</li> <li>(3) Transition and Foundations course for at risk students in the ninth grade.</li> <li>(4) Incentive plan for student attendance and grades.</li> </ol> </li> </ul> <p>G. The measurable <u>goals/benchmarks</u> we have established to address the needs are:</p> <ul style="list-style-type: none"> <li>• To increase the level of student achievement on Georgia Milestone Tests in all subject areas. Actions and strategies for this goal include:             <ol style="list-style-type: none"> <li>(1) Utilize benchmark testing to collect data and use to target specific student needs to help tailor instruction.</li> <li>(2) Implement additional tutoring sessions on Mondays for EOCT remediation and preparation.</li> <li>(3) Provide professional development and training workshops for teachers as needed.</li> <li>(4) Continue the implementation of the READ 180 program for targeted students.</li> <li>(5) Continue the implementation of Reading Across the Curriculum</li> <li>(6) Incorporate rigorous reading comprehension lesson plans in ELA courses.</li> </ol> </li> </ul> |

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

2. Schoolwide reform strategies that:

*Response:*

- Math Support classes
- Reading Support Classes
- Acceleration classes
- Credit Recovery
- Remediation/Acceleration Support
- Required Writing Across the Curriculum
- Tutoring Sessions on Mondays (possible because of a 4-day school week)
- Transition and Foundation courses.
- Shared Leadership Team
  - Vision
  - Bridge
  - Curriculum
  - Data
  - Safety
- Teachers As Advisors

- 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).

*Response:*

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are by blending the best practices from Learning Focused, America's Choice and International Center for Leadership in Education models in order to develop a learning/teaching environment relevant to 21<sup>st</sup> century students. These three education models provide effective instructional methods and practices that are based on scientific research. In order to address the needs of all students, particularly the economically disadvantaged population, special education population and the academically advanced, implementation of the best practices from these educational models will be monitored on a frequent basis. Data will be analyzed and differentiated instruction used to meet the various needs of students with the use of Performance Matters program.

The CHS stakeholders are developing a multi-year approach to reform. By implementing a



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

- 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).

small number of changes each year we will be able to give each process the best effort of every stakeholder and we will be able to better monitor the effectiveness of each process, keeping those that were effective and discarding those that are ineffective. Rigor, relevance and relationships will be the driving forces behind all improvement initiatives.

- 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:*

In order to provide opportunities for all students in the school to meet and/or exceed standards, research-based strategies and changes will be implemented. The implementation of the four day school week and the seven periods a day provides students with a schedule that meets instructional time requirements as well as provides additional time for remediation.

CHS will also continue to collaborate with a variety of external organizations to increase post-secondary college enrollment and technical school opportunities aimed at providing options to economically disadvantaged students who would otherwise fail to consider post-secondary pursuits due to lack of knowledge regarding financial assistance. Additionally, stakeholders will continue to improve the Career, Technical and Agriculture Education programs so students are prepared to enter directly into the workforce.

At-risk students will be scheduled for alternative academic programs that are developmentally appropriate and provide additional accommodations to meet the needs of lower-level students. Additionally, committees have been formed to maintain focus and ensure constant communication among faculty regarding the success of all students.

We will increase the amount and quality of learning time by . . . (Before/After school, summer school and Monday tutoring) During the 2015-2016 school year CHS will use Title 1 funds to purchase tutoring, remediation, school supplies, computer materials and computer software to support the ongoing academic improvement programs being implemented across the grade levels.

By continuing to apply the effective processes already in place and through the implementation of these innovations, CHS stakeholders expect to continue to see the positive changes in student attitude, expectation and achievement. Additionally, teachers are expecting more from themselves, their colleagues, and their students, and these expectations will continue to increase.

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Chattooga High School is committed to achieving higher student achievement and thus ensuring the belief that at CHS **“We expect Success!!** Any student who wishes to enroll in an honors class may do so. A few of the instructional methods used to increase the quality and amount of learning time include:

- Workshop Model Lesson Plan and delivery methods
- Increase the use of Technology in instruction.
- Monday Tutoring Sessions
- Bell to Bell instruction
- Minimize classroom interruptions
- Teachers with collaborative planning times among their content area

- 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:
  - 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; and

*Response:*

Students with special needs are primarily served via the inclusion model by regular classroom and special education teachers jointly and receive individualized consideration and support through the Response to Intervention (RTI) process. A RTI committee is comprised of a case manager and all professionals who deal with a particular student and who possess the expertise to contribute to the student’s further success in the classroom. This combination of classroom and Special Education teachers, counselors, parents and administrators will provide a balanced view of individual students who are at-risk and identify diverse options for ensuring success.

Students with special needs who are enrolled in CTAE courses are served through the Career Technical Instruction (CTI) program. The CTI coordinator is actively engaged in RTI committees and works to provide college and career guidance to all students including those identified in Special Education. With collaboration between counseling services and CTAE programs our goal is to provide college and career awareness and preparation at a higher level. With the GACHE grant, work-base learning, WIA and CTI the establishment of an onsite career center is in progress. The utilization of College 411 along with other programs available will enhance mentoring services to all students and provide guidance for future endeavors.

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

*Response:*

The follow up procedures to determine if the students' needs have been met are:

- Implementation of IEP through co-teaching. (in academic areas)
- Implementation of IEP through CTI program in CTAE courses.
- Increase graduates with completed career pathways.
- Show student growth on SLO's
- Increase student pass rate of end of pathway end assessments and earning industry credentialing certificates.

### 3. Instruction by highly qualified professional staff

*Response:*

Instruction by Highly Qualified staff is a priority for both CHS and the Chattooga County School system. **For the 2015-2016 school year the CHS faculty is comprised of 100% highly qualified teachers as certified by the Georgia State Board of Education.**

The paraprofessionals at CHS have all taken a two year course and passed the GACE or its equivalent. These paraprofessionals will work with at-risk students on a daily basis to provide assistance in instruction, learning, and transition.

For the 2015-2016 school year, there will be 71 faculty and staff members at Chattooga High School (CHS). The administration at CHS is comprised of one principal, two assistant principals, one CTAE director and one full-time counselor. Other faculty and staff include:

- 47 Regular Faculty
- 2 Special Education Faculty
- 1 ESOL Teacher
- 4 full-time Admin Assistants
- 13 full-time Paraprofessionals
- 2 full time Custodians
- 1 part-time Nurse
- 1 full-time School Resource Officer

Each paraprofessional will be placed into identified areas of need that will increase the opportunities for students to meet/exceed state standards. Their duties will include providing instructional support under content area teacher's supervision, one-on-one tutoring, assisting with classroom management, supporting media staff, providing computer lab assistance, implementing IEP accommodations and modifications, and arranging parental involvement activities.

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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.

*Response:*

We have aligned professional development with the State's academic content and student academic achievement standards in order to enhance learning for all students. These opportunities will be targeted toward increasing the following goals:

- Student Achievement
- Motivation/Engagement
- Drop Out Rate
- Graduation Rate
- Attendance
- Use of Technology

Teachers will continue professional development toward implementing and teaching the Common Core Georgia Performance Standards (CCGPS) in every content area. Faculty and staff at CHS will be provided with numerous opportunities for professional development. The common planning will provide opportunities for collaboration among departments and subject areas. Minutes will be kept of the meetings and submitted to the Assistant Principal for Curriculum and Instruction on a monthly basis. On-site PLU opportunities will be provided for both teachers and paraprofessionals, mini technology planning sessions will be provided as needed, and the Assistant Principal for Curriculum and Instruction will provide development opportunities for the staff.

We have aligned professional development with the Common Core Georgia Performance Standards and are designed to increase the level of student academic achievement. Northwest Georgia RESA has been utilized as a source for providing professional development. Math teachers attended a 2-week training period during the previous summer and ELA teachers worked collaboratively with our middle school teachers to increase vertical alignment throughout grade levels. The Science Department is a part of a county wide Science vertical team. The Social Studies Department is also a part of a county wide vertical team. School-wide training and collaboration is an ongoing process for our faculty and staff.

All new teachers at CHS will receive introductory training along with a mentor teacher. All staff with Smart boards and Chrome book mobile carts will receive technology training on how to utilize these resources to improve instruction in the classroom. Each department that administers benchmark SLO tests will receive training on Performance Matters, including how to create answer sheets, scan, and analyze results.

We will devoted sufficient resources to carry out effectively the professional development



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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.

activities that address the root causes of academic problems. For example, we will participate in Northwest Georgia RESA, time for collaborative planning, technology support, TKES training, and money for substitutes when teachers are attending professional development sessions.

Several methods and assessments will be used throughout the year to monitor and adjust the determination of professional development provided to the faculty and staff. Teachers will learn how to analyze test data from Georgia Milestone and SLO in all areas to set department and individual goals. The data will be disaggregated and examined by domains and compared to other systems across the state. Each subject area will plan for instruction weekly and discuss student achievement on common assessments and how to use the results to improve instruction. These meetings will assist teachers in determining professional development needs within each department. The staff will also participate in on-line surveys to help identify professional development needs in technology and safety. Opportunities for professional development will be offered to staff from RESA, the state website, county technology department and from the administrators.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*Response:*

The district and school administration will continue to recruit and hire the most talented, qualified, and motivated teachers available. The school district will continue to participate in a variety of job fairs at local colleges and to utilize *Teach Georgia*, an online resource that helps join qualified staff with school districts that have open positions. Each new school year, the district holds new teacher orientation designed to familiarize new faculty to the district and schools. During pre-planning, each school will offer introductory training on technology in the classrooms such as *SMART* boards, student response systems, and textbook resources.

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

*Response:*

Parent Involvement is an integral part of student success. This is an area that needs considerable improvement. There is a small group of dedicated parents but the need for more parent involvement is clear. CHS will encourage sustained levels of parent involvement through the following avenues and strategies:

- CHS Web-Site

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- School Council Committee
- Chattooga Smoke Signals
- Parental Involvement Check List
- News Letters
- Booster Clubs
- Guest Speakers
- Open House
- Parent Conferences
- IEP Meetings
- Home Visits
- Alumni Hall of Fame
- Alumni Night and Link on Web-Site
- Emails
- Agendas
- Progress Reports
- Extracurricular Activities
- Phone Contacts
- School Messenger
- Chaperones for Field Trips
- Fundraisers
- Involvement in Club Activities
- Business Partners
- Chattooga Shout Point

We have developed a parent involvement policy included in our appendices that provides a framework for parent involvement at Chattooga High School. Parents will be involved in the decision making process concerning the design, implementation, assessment and alteration of the school-wide program through surveys, committees, conferences, and/or meetings. Parents will be involved in an assessment to evaluate the school's effectiveness and plan any changes to continue the improvement process at the end of the year.

Chattooga High School will conduct an annual fall orientation meeting to inform parents of all the programs and activities available at our school. The School Improvement plan and the School-Wide Title I Program will be discussed, and parents will be informed of their rights under this program. Parents will be given an opportunity to serve on school committees. Additional meetings will be scheduled as needed. To ensure all parents have the opportunity to be involved, all school meeting times will be, when possible, varied to accommodate parents' needs. Parents will be:

- Provided with information on a timely basis through individual parent conferences, group conferences, meetings, workshops and/or printed materials.
- Given a description and explanation of the curriculum, academic assessments and proficiency levels that students are expected to meet.

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- Given opportunities for regular meetings to participate in decisions relating to the education of their children, if requested.
- Assured that if the educational plan is unsatisfactory to the parent their comments and concerns will be given to the LEA.
- Given information through handouts, the CHS website, the CHS marquee and the local paper and the local radio station (AM1180) when possible.
- Provided with information to help them better understand:
  - National education goals.
  - State content standards and student performance standards.
  - State and local assessment data

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 local elementary school programs.

*Response:*

In order to assist with the transition of students from middle school programs through high school and into post-secondary opportunities in a more efficient manner CHS has a variety of programs tailored to meet the needs of every student. Chattooga High School receives students from three feeder schools, Summerville Middle School, Menlo Elementary School and Lyerly Elementary School. In the spring of each school year the counselors from each school and from the CHS meet with all eighth-grade students to explain the academic requirements and registration procedures. Students are informed of the Georgia and Chattooga County graduation requirements at this meeting. They then receive sample student schedules, lists of available courses, and sample four-year plans for high school. Students are also introduced to clubs, sports, and other activities available to them. After this meeting, all eighth grade students are taken to CHS for a tour. They are able to become familiar with the floor plan and surroundings. This practice will continue to be part of the 2015-2016 School-Wide Plan.

During the summer, CHS will host a three day registration session. New students will register for classes and locate their classrooms. Meetings will be held for both students and parents so that questions may be answered and information relayed to all. Returning students will receive schedules and parking passes.

During the first month of school Chattooga High School will hold an Open House for all students and their families. During the open house, students and parents will meet the teachers, receive necessary paperwork and information, receive necessary, and be encouraged to provide input to the school's Title I program.

**New/Transfer Students**

When a new student enrolls during the school year, the counselor will meet with the student and

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his/her parents to explain school procedures and policies, the student schedule and any needed paperwork. The student will then be taken on a tour of the school to show him/her where his/her classes are and introduce the student to his/her teachers. A student mentor may also be assigned to the student in order to eliminate transition difficulties.

### **High School to Life**

Starting on the first day of school, all students will focus on completion of high school with the school motto, "Expect Success". Throughout the year, students will meet in advisement to develop relationships and get involved in school clubs. Research shows that drop-out prevention is most successful when students build relationships early in high school. The goal of the Advisement Program is to ensure a smooth transition to high school and build a teacher/mentor relationship to last the student's entire high school career. The Teachers as Advisors Committee will meet monthly and will plan lessons for students to help students reach the goal of graduation and to move toward a successful post-secondary career. These activities will include evaluating graduation credits, planning for next year's classes, preparing for PSAT, SAT and ACT, creating positive thinking and successful student behavior.

The CTAE and associated clubs will be utilized to help students find their niche for the future and receive the training to help students succeed. Flexible scheduling, credit recovery, and alternative options will offer opportunities for students to complete Carnegie units and recover credits to finish requirements for high school.

The counselor will furnish students with exposure to post-secondary opportunities to increase the likelihood of college completion. Advanced Placement and Dual Enrollment classes will allow for accumulation of post-secondary credits before high school graduation. Targeted programs for assistance in transition will be as follows: CTI, Work-base Learning, WIA, JGG and IEP transition plans.

- |    |   |
|----|---|
| 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. |
|----|---|

*Response:*

Vertical alignment of curriculum and measures to improve the overall instructional program at Chattooga High School will be accomplished by engaging teachers, counselors, students, parents, and administrators in on-going, relevant conversations regarding achievement as well as both formative and summative assessments.

Teachers will meet with the administrative team, independently by subject areas each week, and monthly by departments to plan common assessments, review data, brainstorm solutions, and share planning information. Strategies will be outlined for implementation of data driven instruction. Discussions and analysis of data based upon pre and post benchmark assessments will ensure that benchmark tests are used effectively and that instruction remains data driven. The Principal, Assistant Principals, teachers, and other staff members will meet and discuss

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

findings regarding various assessments. The findings will be used to refine the school improvement plan. The Leadership Team, Student Council, and School Council will also actively engage in assessing achievement data to further investigate innovations, new and improved strategies and best practices to further accelerate efforts toward excellence.

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.

*Response:*

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include strategies to quickly identify and support struggling students. First, SLDS will be used to identify and target struggling students before school begins. These students will be placed in math support, reading support and study skills class. Second, teachers and parents will receive information from students' semester grade reports, 4½ week progress reports, 9 week and semester report cards, teacher anecdotal records, ESOL student IEP progress reports, and ESOL student psychological testing information. Third, teachers and parents will analyze data from assessments such as the EOC, SLO, quarterly benchmarks, and formative or summative classroom assessments. Finally, identification of emergent struggling students will be made on an ongoing basis by teachers, counselors, administration, parents, and staff members. When a student shows signs of struggling in any content area, his/her parents will be notified, a conference will be scheduled, and strategies for supporting the student will be discussed.

Measures to ensure that student weaknesses are identified on a timely basis:

- 4½ week progress reports sent home to parents
- 9 week report cards sent home to parents
- Advisement Program: teacher advisors monitor student progress with report cards, attendance, Carnegie units toward graduation and standardized test scores.
- Parent/Teacher Conferences
- SLO and Benchmark testing
- Daily formative and unit summative testing.

Teachers and staff attend professional development activities designed to help effectively teach the CCGPS, to differentiate instruction for diverse student learning styles, to modify instruction for students with disabilities, and to identify struggling students through data analysis. The Assistant Principal for curriculum & instruction and department heads will assist teachers with lesson plans, finding needed resources, planning professional development opportunities,

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analysis of student assessment data, and subject level planning. Parent-Teacher conferences are used to discuss student progress, areas of strength and weakness, strategies for increasing achievement, resources for parents to use at home, explain assessment data, and provide information on community resources available.

Parents and community members will be provided with data information through the school principal, School Council, and media avenues. This will allow all stakeholders and potential stakeholders access to student achievement information and give them the opportunity to help make further improvements. Teachers and parents may request conferences at any time.

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:*

- A. Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
  - a. Achievement Series, 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), Registration/Fees/Dues for Professional Development, Travel Reimbursement for Professional Development, Salary for Curriculum/Instruction Facilitator
- B. Title I, Part C: Education of Migrant Children
  - a. Supplies/materials for supporting the Migrant population
- C. Title II A: Teacher and Principal Training and Recruiting Fund
  - a. 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.
- D. Title IIIA: English Language Acquisition, Enhancement, & Academic Achievement
  - a. 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.
- E. Title IV, Part A: Safe & Drug-Free Schools and Communities
  - a. Provides funds for nursing staff, training, and supplies
- F. Title V, Part A: Innovative Programs
  - a. Provides funds for Science supplies for teachers as well as materials for learning communities.
- G. IDEA Part B
  - a. Achievement Series, Professional Development for Math, RTI, Differentiated Instruction, Behavior Intervention Specialist, Social Worker, Grad Point

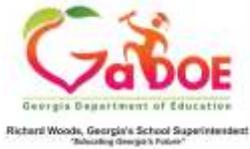


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<p align="center">(credit recovery) ESS Transition Coordinator, Para-pros, Diagnostician</p> <p>H. Carl Perkins</p> <p style="padding-left: 20px;">a. CTAE – Career, Technical and Agricultural Education</p> <p>I. State funds</p> <p style="padding-left: 20px;">a. Instructional Supplies, Parental Involvement, Technology (hardware, software, licensing, and support), Improvement of Instruction, Professional Development</p> <p>J. Local Funds</p> <p style="padding-left: 20px;">a. Instructional Supplies, Parental Involvement, Technology (hardware, software, licensing, and support), Improvement of Instruction, Professional Development</p> <p>K. Other</p> <p style="padding-left: 20px;">a. Partners in Education (business partners provide incentives and volunteers)</p> <p style="padding-left: 20px;">b. Department of Human Resources</p> <p style="padding-left: 20px;">c. Student Resource Officer Program</p> <p style="padding-left: 20px;">d. United Way of Northwest Georgia</p> <p style="padding-left: 20px;">e. School Nutrition Program</p>
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<b>11. Description of how individual student assessment results and interpretation will be provided to parents.</b>
<p><i>Response:</i></p> <p>Student assessment results will be provided to parents when they are received from the Georgia Department of Education and analyzed by CHS. One copy will be placed in the student’s permanent record, and one copy will be sent home to the parents. An explanation of the scores will be provided by the state of Georgia with the report. The administration, faculty, staff, and School Council will also provide assistance to students and parents in translating the results of the data and targeting student needs. Data will be analyzed and converted into charts and graphs and placed in the data room at CHS for all stakeholders to view.</p> <p>The student information system (ICampus) allows access to individual student data by the student, her/his parents, and CHS Staff via the internet in order to monitor student progress. The available data includes individual assignments, class averages and attendance.</p>

<b>12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.</b>
<p><i>Response:</i></p> <p>All data used by Chattooga High School is provided by the Georgia Department of Education. The state required tests for Georgia are statistically sound. When tests results are returned from the Georgia State Department of Education they are disaggregated for all students and for each</p>



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sub-group within the school and then reported to all stakeholders. On-line survey analysis systems, computer generated benchmark, attendance, and discipline results are analyzed by multiple teams ranging from central office personnel, administrators, leadership team members, teachers, parents, and community members.

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

*Response:*

Each standardized test is analyzed and disaggregated to the extent that teachers can pinpoint domain weaknesses and adjust instruction accordingly. Test results are discussed among the faculty to make decisions regarding the improvement process. Trends and patterns through multi-year analysis are observed from the data. Test security is of utmost priority. Proctor training is held to ensure full understanding of testing procedures.

14. Provisions for public reporting of disaggregated data.

*Response:*

State data results are published statewide and released by the Georgia Department of Education. Locally, the CCRPI score is published through various media outlets.

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

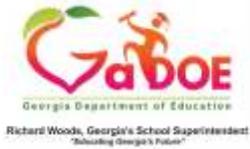
*Response:*

The Chattooga High School, School Improvement Plan is reviewed and updated annually.

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).

*Response:*

Chattooga High School's School-Wide Plan will be updated each year to reflect the needs of the school and will be based on comprehensive needs assessment and evaluation of the current plan by all stakeholders.



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<b>17. Plan available to the LEA, parents, and the public.</b>
<p><i>Response:</i></p> <p>Locations the plan is available include:</p> <ul style="list-style-type: none"><li>• School Administration Office</li><li>• School Web-site</li><li>• Chattooga County Board of Education</li></ul> <p>Copies are Available Upon Request</p>
<b>18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.</b>
<p><i>Response:</i></p> <p>Provisions will be made for translating this report into any language required for the stakeholders of this community.</p>
<b>19. Plan is subject to the school improvement provisions of Section 1116.</b>
<p><i>Response:</i></p> <p>The above plan is subject to the school improvement provisions of section 1116 and follows the Elementary and Secondary Education Act of 1965. The school adheres to standards for accreditation from Southern Associations of Colleges and Schools which require review of data, development and implementation of an action plan to address areas of identified needs, and using effective strategies to monitor continued school improvement efforts.</p>