

**Addendum to School Improvement Plan**  
**Title I School-wide Plan**  
**Long County High School**  
**Long County Schools**  
**FY 2010-2011**  
*Revised February 25, 2011*

The comprehensive plan for Long County High School addresses the required elements of the ESEA reauthorization.

**Components of a School-wide Plan**

**1. Comprehensive needs assessment of the whole school:**

Long County High School is a 9-12 building of approximately 650 students located in Southeastern Georgia. Long County High School is one of three Long County schools and the only high school in the county. The Long County district has a school population of over 2500 students and a community population of twenty thousand people. Demographically, the city of Ludowici is challenged economically with many families below the poverty index. Over sixty percent of the student population qualify for free or reduced lunch. Ethnically the district is approximately 30 percent minority with an increasing Hispanic population. Both the free/reduced status and ethnicity are well above state averages for the Long County district. Long County High School has a diverse population having 60 percent of our students qualifying for free and reduced lunch, 45 percent male, 55 percent female, 9 percent special education students, 1 percent English Language Learners, 11 percent Hispanic, 52 percent white, 33 percent black, and 4 percent other.

Long County High School complies fully with the district assessment plan approved the by Georgia Department of Education. Multiple assessments are used to provide evidence that the school and all children in it are making regular progress toward the district academic standards and achievement goals of the district and the school improvement plan. Academic achievement in grades 9-12 are assessed by the EOCT, GHSGT, and GHSWT in accordance with state requirements.

Students are assessed annually with locally-developed curriculum formative and summative assessments. Benchmark tests are given each nine week grading period to assess student progress and to guide instruction. Long County High School uses several programs to remediate and assess students including, but not limited to, USA Test Prep, Project Express, NovaNet, A+, and the Georgia Online Assessment System. A tremendous strength of the district is the written curriculum in all areas and grade levels. The curriculum is modified and enhanced both horizontally and vertically each year. Monthly vertical meetings are scheduled for each subject area. Starting in the summer of 2008, the curriculums were further aligned with the newly adopted Georgia Performance Standards and benchmarks. A need of the school's current educational program will be the monitoring and implementation of

differentiated instruction strategies utilized by all teachers. This training needs to be ongoing and emphasized by district leadership.

There is an annual survey given in the spring of the year to Title I teachers and parents to evaluate the progress/effectiveness of the Title I program. These results are utilized in the development of the Parent Involvement Policy and modifications/changes to this plan. Each year the school improvement committee convenes and makes recommendations about the focus of academic and program improvement within the school.

Data analysis and intentional instruction based on data from all state based testing will be used. The results from this data review will drive student instruction, along with skill deficit teaching through small groups, after school and during school remediation. Also, weekly content area meetings will be held to discuss and share successful teaching strategies.

## **2. School-wide reform strategies that are scientifically research based and:**

### **a. Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.**

There are heterogeneously grouped classrooms in all academic areas, grade levels, and elective areas. Classroom teachers provide differentiated and tiered instruction so all students are engaged, experience success, and increase expectations of themselves. Inclusion of special needs students into general education classrooms is included a minimum of 80 percent of the school day.

### **b. Are based on effective means of raising student achievement.**

The district has a mission statement and educational philosophy that challenges and addresses the staff to develop student talents and abilities, and to raise student expectations and achievements in maximizing an individual's potential.

School Improvement Team (SIT) members and the department teams have selected focused teaching strategies that are identified in research the work of Marzano, Schmoker and others. These strategies include:

- *Failure is Not An Option*
- Curriculum mapping and alignment
- Continuous data analysis
- Benchmark testing
- Valued assessments
- One-on-one tutoring/remediation
- Instructional support provided by Instructional Coordinators
- Hands on activities
- Differentiated Instruction

**c. Use effective instructional methods that increase the quality and amount of learning time.**

Long County High School has representation on the District team and maintains a building School Improvement Team and individual task force teams that develop school plans and implement the professional learning goals of the school and district. All professional learning is aligned directly to the district and school goals, and to best-practices that teachers will study, master, and deliver. Long County High School is driven by the data gathered in classrooms, schools, and the district as a whole in determining the focus of the improvement plans. Focus walks are done on a regular basis by the SIT and/or support personnel to ensure that teachers are following through with the prescribed strategies in reaching our goals to meet the needs of the school-wide program.

Long County High School assures that students gain optimum instructional time with teacher guidance by utilizing a collaborative departmental teams and utilizing co-teachers and inclusion paraprofessionals.

There are 2 instructional coaches within the school who provide instruction, model strategies in the classroom, and act as a resource for all teachers. Professional learning is scheduled and monitored by them, as well as administrators. These coaches also gather data, analyze data, and provide meaningful results to teachers, along with strategies for following on areas in need of improvement.

**d. Address the needs of all children in the school, 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 ESEA.**

In addition to strategies already mentioned, Long County High School collaborates with various community groups (Family Connections, Armed Forces, Doctors Hospital, Chamber of Commerce, Relay for Life, church organizations etc.) to build confidence among students who need extra support both academic and personal. Based on identified academic needs, students are selected to participate in remediation time and after school tutoring. There are evaluation tools present in each academic area to help in the modification of the structure and development remediation and tutoring. For the 2010-2011 year, a priority will be placed on mathematics. These tools along with achievement results will be used to determine whether the needs of each child are being met appropriately in an effort to keep students on track for graduation.

**e. Instruction by highly qualified professional staff including strategies to attract highly qualified teachers to high needs schools.**

The district is committed to seeking teachers who demonstrate excellence in their teaching pedagogy and their commitment in helping children reach their full potential. This is reflected in the district's and the school's mission statement. Principals are charged with the task of the rigorous selection of the best candidates for their schools, utilizing the district screening processes. Principals are also responsible for releasing/retaining teachers, depending on their effectiveness, or lack of. The system offers onsite daycare as a recruitment/retention tool, as well as the system has focused funds to help maintain the system's local teacher supplement during difficult economic times as a means of retaining teachers in a small rural system.

### **3. Professional development for staff to enable all children in the school to meet performance standards.**

Professional learning for all staff members is provided at various times during the year. Some of the professional learning activities planned target the entire faculty, where some are planned to target certain teachers in particular areas of need. These needs are identified through teacher observations, focus walks, student achievement throughout the year on benchmark and summative assessments. The professional development is provided through RESA, instructional coaches, or other sources depending on the needs. Professional learning is accomplished through professional instruction, modeling, attending targeted workshops, small professional learning communities, peer coaching, and web-based instruction, such as, PD 360.

Principals are part of a district administrative team that focuses and participates in studies on current relevant research regarding school reform and instructional practice.

Paraprofessionals are certified according to the Georgia requirements and continue to be part of the professional learning process. They may choose to participate in PL and recertification classes offered through district in areas such as Spanish as a second language and technology integration.

### **4. Strategies to increase parental involvement.**

Parental involvement at Long County High School is an area where improvement is needed. Plans to improve parental involvement include more communication with parents through more open houses about report cards, progress reports, the PowerParent portal, and online study and remediation sites. Communication through our website, parent meetings, and positive phone calls encourage parental involvement. Office workers provide a positive and welcoming experience when parents come in the office. A plan is in place to begin a more structured PTO.

Parents are an integral part of the school council. Both parents and teachers attend the council meetings where we partner to improve student involvement, parent awareness and brainstorming ideas to improve the partnership. This is also a platform

to share integral components of parent awareness. Parents also get to provide input on strengths and weakness they see in our school as well. Additional input is requested from parent groups and organizations as issues and concerns are identified.

**5. Plans for assisting middle school students (8th grade) in transitioning to the high school.**

Long County High School has 8th grade orientation each year in the evening for parents and students to come learn more about the high school and what is expected of them. Eighth and ninth grade teachers also collaborate to determine what students have learned and what students should know upon entering high school. The middle school intends to focus on teaching the first standards of the high school curriculum after the CRCT to prepare the students for what they will learn in the first few weeks of high school. A class is also offered in the summer to struggling students to give them a head start on the high school math curriculum. Counselors are also using the BRIDGE program to help students set goals.

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

Long County High School teachers are involved in assuring the ethical implementation of Georgia's assessment programs (EOCT, GHSGT, GHSWT). Before testing, teachers receive information about the test protocols and work out schedules and necessary accommodations within the building.

Teacher knowledge and interest in appropriate assessment procedures has increased with the implementation ESEA requirements and new state guidelines, and their active participation in the analysis and use of the data derived from assessment in making instructional decisions has increased as well.

Committees of teachers are actively involved in the development and revision of benchmark tests, growth goal-setting for each student and providing feedback about how assessment environments can be improved as well as identified gaps in the instructional units and curriculum maps.

**7. Coordination and integration of Federal, State, and local services and programs. (a) List of State and local education agency programs and other federal programs that will be included; (b) Description of how resources from Title I and other sources will be used; (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**

Funding from Title I, Title II and Title VIB are combined in the school-wide program to provide schools the opportunity to maximize funding to achieve school

improvement goals, while maintaining the integrity of each program (see school improvement plan). Funding priorities are determined during the school improvement plan development and are based on the identified needs of Long County High School.

The school-wide program funds supplemental materials and supplies, professional learning, and salaries for instructional coordinators and additional teachers/paraprofessionals not earned by the state FTE allocations.

The district continues a long history of community collaboration designed to maximize resources that promote student successes. Program directors, principals and school representatives serve on community organization committees such as the Family Connection Collaborative, Chamber of Commerce, church organizations, and Regional Library Board. The district administrative teams have representatives from all departments and schools. Centralized coordination enables unified hiring procedures, training, purchasing, payroll, and training services. The School Resource Officer supports the district and works collaboratively with the county and city police departments. A system resource officer has been working in the schools and works collaboratively with the DFACS and DFF. This staff member works with parents and students with family court hearings, Department of Human Services, and counseling. The Migrant Student Support Specialist serves as a liaison between the school system and the migrant community and is supported by Title IC funding. A state funded school nutrition program provides breakfast and lunch meals and resources within Long County High School.

**8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include: (a) measures to ensure that students' difficulties are identified on a timely basis; (b) periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties; (c) 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.**

Long County High School teachers, along with Instructional Coaches, monitor student academic progress toward meeting standards, benchmarks and objective mastery. The school knows which students are likely to need support, and teachers provide it with extra classroom assistance before or after school, referral for support classes, credit recovery, and tutoring services during or after school.

The co-teaching/inclusion arrangement offers the students in the classroom the opportunity to work with 2 educators, either two teachers or a teacher and a paraprofessional, in the classroom, allowing for a reduced teacher-student ratio.

The implementation of GPS entails many components, including the use of pacing calendars, benchmark testing for mastery learning, and curriculum maps which detail

the instruction that should go on in a lesson that will result in mastery for every student in the class.

Formative and summative multiple assessments provide numerous data points and sources so interactions between teacher and student are solution-focused and clearly emphasize student success.

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

Progress reports are sent home to parents every 4 ½ weeks and report cards every 9 weeks. Annual assessment results are provided to parents by each advisement teacher and counselors during parental involvement activities by grade level or on a one-on-one basis. As students experience difficulty, benchmark assessment, classroom assessment and progress monitoring data is provided to parents during the parent conferences if students are identified in the RTI process. Regular classroom progress is accessible to parents through Power School. Students also carry an agenda to keep up with daily activities and home work assignments. Parent/teacher conferences are on-going throughout the year to communicate with parents the formative and summative test results as well as individual classroom progress.

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

Classroom teachers and support staff are trained and participate in the collaborative data team process. Teachers review assessments, both summative and formative, to pinpoint specific weaknesses as a grade level and content area. Benchmark test data is collected by the instructional coaches and specific skills and areas are pinpointed and collaboration done with the teachers on strategies and interventions to be used to produce mastery of those skills. In addition teachers participate in workshops in order to create rigor in the benchmark assessment and therefore monitor effectiveness of the assessment. Benchmark test data is collected and analyzed to determine the effectiveness of the strategies and daily progress is monitored by content teachers. Progress monitoring data is tracked on each student identified as at-risk and progress is monitored to increase success or provide additional interventions. Teachers implement interventions and strategies through differentiated instruction. Long County High School anticipates using the new longitudinal data system to track students and their achievement, looking at AYP reports and benchmark data.

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

Long County High School analyzes tests results from numerous assessments each year to identify specific strengths and growth areas in student performance. This information is used to direct teaching strategies and guide instruction as well as

facilitate the revision of instructional units. Data is collected from EOCT, ACCESS, GHSGT, GHSWT, local benchmark assessments and GAA.

**13. Provisions for public reporting of disaggregated data.**

Long County High School teachers and administrators realize the importance of communicating data to all stakeholders. As a result, all stakeholders have access to necessary data by utilizing the following: Data Walls posted in the school, school councils, front office, school websites, school brochures, community visits/presentations, and presentations at BOE meetings.

**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 Title I School-wide plan which is a part of our School Improvement Plan, is developed, reviewed, and revised at the beginning of each academic year or as needed by a team of teachers, administrators, parents, and students if applicable.

**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, and parents.**

Long County High School's School Improvement Plan with Title I School-wide Addendum was developed in conjunction with all stakeholders in mind. District office program directors provide technical support as needed. School team members include the principal, assistant principals, instructional coordinators, a teacher from each department, special education teacher, paraprofessional, and media specialist. Annually, a school council meeting is devoted to obtaining parental input from school council members.

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

Our Title I School-wide plan/School Improvement Plan, is available to all stakeholders upon request. In addition, the plan is posted on the website and is available in the main office onsite at the school.

**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.**

To the extent feasible, all literature and correspondence sent home is translated locally in Spanish. Copies are on file at each site and district Title I Office. For those documents that are not available in Spanish, the Spanish teacher and the Migrant Student Support Specialist provide translations for parents and students.

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

Long County High School is a school-wide Title I school. Long County High School did not make AYP in 2010; however, LCHS is NOT in “needs improvement” status.