



# **School Improvement Plan**

Math GHS GT  
2010-2011



# SCHOOL IMPROVEMENT PLAN – Revision September 3, 2011

## Cover Page

School Name: Long County High School System: Long

Name of Principal: Scotty W. Hattaway School Year: 2010-2011

Title I: School-Wide Program: \_\_\_\_\_ Targeted Assistance: \_\_\_\_\_

Needs Improvement Status: Status: NI NI-AYP Year: 0 1 2 3 4 5 6 7

### Sanctions Implementing (Select all that apply):

\_\_\_\_\_ **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2006.)

\_\_\_\_\_ **School Choice**

\_\_\_\_\_ **Supplemental Services**

\_\_\_\_\_ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2006.)

\_\_\_\_\_ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2007.)

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title I Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## School Improvement Plan 2010-2011

System and School Name: Long County High Math Department

School Year: 2010-2011

**Measurable Goals:**

- Increase the percent of students scoring a 516 or higher for AYP on the mathematics portion of the Georgia High School Graduation Test (QCC version) for the class of 2012 to 81.2% (or at least a 10% gain) for socio-economic, white, and black sub groups of students.
- Meet the Georgia AMO of 81.2% (or at least a 10% gain) of students scoring 200 or higher for AYP on the mathematics portion of the Georgia High School Graduation Test (GPS version) for the class of 2012 for socio-economic, white, and black sub groups of students.
- Meet or exceed RESA and State averages on the Geometry, Algebra, and Data Analysis strands on the mathematics portion of the Georgia High School Graduation Test for the class of 2012.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
	<p>Analyze data from a diagnostic GHS GT</p> <ul style="list-style-type: none"> <li>• Areas of deficiency will be identified.</li> <li>• Remediation during Tide Time, Support classes, and Study Skills classes will be designed to target areas of weakness in the geometry, algebra, and data analysis strands of the GHS GT.</li> </ul>	<p>October/ November 2010- March 2011</p>	<p>Test, scratch paper, proctors, Scantrons (\$400) calculators, and pencils</p>	<p>Math Department / Instructional Coach/ Curriculum Director</p>	<p>Diagnostic GHS GT</p>	<p>Use results from the diagnostic GHS GT to conduct reviews</p>

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
	<p>Identify and target “bubble students” (students with a score of 500-515) based on characteristics from last year’s first-time test takers and provide additional reviews for these students</p> <ul style="list-style-type: none"> <li>Math teachers and co-teachers will provide reviews during class (4<sup>th</sup> period Money Management class) and during Tide Time (5<sup>th</sup> period Tide Time days using a rotation schedule among math teachers).</li> <li>Teachers will use USA Test Prep, Georgia Department of Education Content Descriptors and Study Guides, Coach Books, Georgia OAS, CPS, Study Island, and SmartView during review sessions as resources for these reviews.</li> </ul>	September 2010-March 2011	Collaborative meetings, problem of the day transparencies (\$200), Symposium, Smart Boards, SmartView (\$1000) scientific calculators, Document Reader, Cameras, MP3 Players, Laptops, Rolling Cart of Laptops, AirLiner wireless slates, CPS, for collaborative meetings and instruction/review, review books(\$2000)	Math Department	Georgia High School Graduation Practice Test  GHS GT	Compare diagnostic GHS GT results to practice test results and GHS GT results

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
	Review during and after school with an emphasis on the geometry, algebra, and data analysis strands.	September 2010-March 2011	GHS GT review books, review materials from the Georgia Department of Education website, collaboration, calculators, problem of the day transparencies, Symposium, AirLiner wireless slate, 1 teacher to provide remediation after school for GHS GT (\$1000)	Math Department	Georgia High School Graduation Practice Test  GHS GT	Compare diagnostic GHS GT results to practice test results and GHS GT results
	Provide incentives for those students who Pass Plus the GHS GT	May 2011	Test Scores, Rewards (\$500)	Math Department	GHS GT	GHS GT results

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
	Encourage juniors with a motivational speech prior to taking the GHSGT	March 2011	Speaker, motivational items (pencils, notes, etc. with motivational phrases, stress balls) (\$1000)	Math Department	GHSGT	GHSGT results
	<p>Use a variety of teaching strategies for junior level math classes</p> <ul style="list-style-type: none"> <li>• These strategies include the use of graphic organizers, performance/learning tasks, Smart activities/games, USA Test Prep, Coach Books, Georgia OAS, and CPS. Math teachers will use a variety of teaching strategies daily during class instruction and during Tide Time.</li> <li>• Math teachers will observe other teachers in the department to gain a better understanding of effective teaching strategies and “best teaching practices.” Teachers will use an evaluation instrument to identify strengths which may be incorporated into their own instruction.</li> </ul>	August 2010- March 2011	<p>Georgia Math Conference, Teachers Teaching with Technology (T<sup>3</sup>) Conference (\$2500), 6 Elements for Effective Math Lessons, graphing and scientific calculators (with teacher overhead ViewScreens), Smart Boards, SmartView Software (\$300), FATHOM software, Document Reader, Cameras, MP3 Players, Laptops, Rolling Cart of Laptops, Symposium and AirLiner wireless slate, problem of the day transparencies</p>	Math Department / Instructional Coach	GHSGT	GHSGT results



# **School Improvement Plan**

Math EOCT  
2010-2011



# SCHOOL IMPROVEMENT PLAN

## Cover Page

School Name: Long County High School System: Long

Name of Principal: Scotty W. Hattaway School Year: 2010-2011

Title I: School-Wide Program: \_\_\_\_\_ Targeted Assistance: \_\_\_\_\_

Needs Improvement Status: Status: NI NI-AYP Year: 0 1 2 3 4 5 6 7

**Sanctions Implementing (Select all that apply):**

\_\_\_\_\_ **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2006.)

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Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title I Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## School Improvement Plan 2010-2011

**System and School Name:** Long County High Math Department **School Year:** 2010-2011

<b>Measurable Goals:</b>						
<b>Meet or exceed the state average of students passing the new Mathematics I &amp; Mathematics II End-of-Course for the 2010-2011 school year.</b>						
<b>GSS Strands</b>	<b>Actions, Strategies, and Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>	
					<b>Artifacts</b>	<b>Evidence of Impact on Student Learning</b>
	Analyze data from posttests (nine weeks exams)	October 2010- May 2011	Posttests, test generator software, assessment teacher resource books, scratch paper, calculators with engraver (\$100), pencils, Remote Control Response Systems (\$3000) and Scantrons (\$400)	Math Department / Instructional Coach	Posttest	Item analysis comparisons by problems and by students.
	Provide incentives for those students that exceed proficiency	May 2011/ August 2011	Test Scores, Rewards (\$500)	Math Department	EOCT	EOCT results

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
	Encourage students with a motivational speech prior to taking the EOCT	May 2011	Speaker, Motivational Items (pencils, notes, etc. with motivational phrases, stress balls) (\$1000)	Math Department	EOCT	EOCT results
	<p>Provide reviews during and after school for all students enrolled in Math I and Math II EOCT classes</p> <ul style="list-style-type: none"> <li>Remediation during Tide Time, Support classes, Study Skills classes, and Math I/Math II classes will be designed to target all domains of the EOCT.</li> <li>Teachers will use USA Test Prep, Georgia Department of Education released tests and Study Guides, Coach Books, Georgia OAS, CPS, American Book Company workbooks, Study Island, and SmartView during review sessions as resources for these reviews.</li> </ul>	August 2010-May 2011	Problem of the day transparencies/book (EOCT and SAT) (\$200), Sympodium and AirLiner wireless slate for instruction/review, review books (\$2000), teacher to provide remediation after school for EOCT (\$1000)	Math Department	End-of-Course Practice Test EOCT	Comparison of posttest results to End-of-Course practice tests results and EOCT results.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
	<p>Use a variety of teaching strategies for EOCT classes</p> <ul style="list-style-type: none"> <li>• These strategies include the use of graphic organizers, performance/learning tasks, Smart activities/games, USA Test Prep, Coach Books, Georgia OAS, and CPS. Math teachers will use a variety of teaching strategies daily during class instruction and during Tide Time.</li> <li>• Math teachers will observe other teachers in the department to gain a better understanding of effective teaching strategies and “best teaching practices.” Teachers will use an evaluation instrument to identify strengths which may be incorporated into their own instruction.</li> </ul>	<p>August 2010- May 2011</p>	<p>Georgia Math Conference (\$2500), 6 Elements for Effective Math Lessons, graphing and scientific calculators (with teacher overhead ViewScreens) (\$6000), Projectors, Smart Boards (\$3500), SmartView software, Document Reader (\$350), Laptops (\$1500), Rolling Carts of Laptops, MP3 Players (\$1200), Cameras (\$500), FATHOM, Symposium and AirLiner wireless slate, problem of the day transparencies (EOCT and SAT), Miras with workbooks (\$350), Patty Paper Sheets &amp; Workbooks (\$100), Protractors (\$30), VersaTiles, Compasses (\$100), Whiteboard Drawing Instruments (\$150), Rulers (\$50), Graph Paper (\$30), Timers (\$20), and Wall Post-Its for Student Work (\$300)</p>	<p>Math Department</p>	<p>EOCT</p>	<p>EOCT results</p>



# **School Improvement Plan**

Social Studies  
2010-2011



# SCHOOL IMPROVEMENT PLAN

## Cover Page

School Name: Long County High School

School System: Long County Schools

Name of Principal: Scotty W. Hattaway

School Year: 2010-2011

Title I: School-Wide Program: x

Targeted Assistance: \_\_\_\_\_

Needs Improvement Status:      Status: NI      NI-AYP      Year: 0      1      2      3      4      5      6      7

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Date: \_\_\_\_\_

Title I Director's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## School Improvement Plan Social Studies 2010-2011

System and School Name: Long County High School

School Year: 2010-2011

### Measurable Goals:

During the 2010-2011 school year, the percentage of students passing the EOCT will increase to the following: Economics from 60% to 72%  
US History from 22% to 50%

- To increase the mean number correct in the domains of “ Colonization through the Constitution” and “Establishment as a World Power” in US History
- To decrease the amount of black students not meeting from 81% to 50%
- To decrease the amount of white students not meeting from 73% to 50%
- To decrease the amount of multi-racial students and SWD students not meeting from 80% to 50%
- To increase the mean number correct in all domains of Economics.

To increase the first time pass rate on the GHSGT from 59% to 80% for 2010-2011

- To increase the American Government /Civics domain from 52% to 64%
- To increase the US History to 1865 domain from 49% to 63%
- To increase the US History from 1865 domain from 59% to 68%
- To increase the World History domain from 54% to 63%
- To increase the Geography domain from 62% to 71%

Overall Goal: To meet or exceed the State and RESA average on all state mandated tests.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
	<ul style="list-style-type: none"> <li>• Nine weeks exams will consist of old GHSGT and EOCT questions so that students are used to questions in the high-stakes testing format</li> <li>• Incorporate teaching study skills <ul style="list-style-type: none"> <li>• Use of graphic organizers</li> </ul> </li> <li>• Teach how to read test questions with use of handouts <ul style="list-style-type: none"> <li>• Teach how to read textbooks</li> </ul> </li> <li>• Teach students to organize learning according to GPS</li> <li>• Pass out GPS at the start of each unit</li> <li>• Bellringer of old EOCT/GHSGT questions with use of Coach books that break the GPS into specific strands</li> </ul>	August 2010-Ongoing	Supplemental materials/supplies \$1500	Students; Social Studies Teachers; Academic Coach; D.O.E.; Principal; Assistant Principal	Observations Unit Plans	Pre-Post Test Data for Economics and US History  GHSGT Social Studies Pass Rate (increased in each domain)  EOCT Pass Rate
	Administer Pre-Post Tests in Economics and US History	August 2010-May 2011	Scantrons	Academic Coach; Teachers; Principal; Assistant Principal	Tests	Test Data and Graphs

	<b>Conduct bi-weekly collaborative meetings to plan common instruction, analysis of student work and share teaching strategies.</b>	<b>August 2010-May 2011</b>		<b>Teachers; Academic Coach; Principal; Assistant Principal</b>	<b>Unit Plans Minutes Agendas</b>	<b>Test Data</b>
	<p><b>Teachers will differentiate instruction to accommodate all students in learning.</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will incorporate technology through the use of PowerPoint's, videos, and audio in order to accommodate visual and auditory learners</b></li> <li>• <b>Teachers will offer test remediation during tide time to special education students and/or test retakes for students who perform poorly to students needing additional instruction in order to learn concepts taught</b></li> </ul>	<b>August 2010-ongoing</b>	<p><b>Training on use of technology \$500</b></p> <p><b>Test Remediation/ Retake</b></p>	<p><b>Teachers, instructional coach</b></p> <p><b>Teachers</b></p> <p><b>Teachers</b></p>	<b>Units, analysis of student work</b>	<p><b>Analysis of student work, test scores on high stakes tests and unit tests (How are you going to analyze this? What does it tell you?)</b></p> <p><b>Passing rate of students from one grade to the next</b></p>
	<p><b>Provide reviews during school for EOCT classes and GHSGT</b></p> <ul style="list-style-type: none"> <li>• <b>Review using USA Test Prep</b></li> <li>• <b>Review using Coach books</b></li> <li>• <b>Review using videos</b></li> </ul>	<b>August 2010-May 2011</b>	<b>Review Books and resources \$1500</b>	<b>Social Studies Department</b>	<b>EOCT Practice Test  EOCT</b>	<b>Comparison of pretest results to EOCT practice test results and EOCT results and comparison of GHSGT</b>



# **School Improvement Plan**

English  
2010-2011



# SCHOOL IMPROVEMENT PLAN

## Cover Page

School Name: \_\_\_\_\_ Long County High School \_\_\_\_\_ School System: \_\_\_\_\_ Long County \_\_\_\_\_

Name of Principal: \_\_\_\_\_ Scotty W. Hattaway \_\_\_\_\_ School Year: \_\_\_\_\_ 2010-2011 \_\_\_\_\_

Title I: School-Wide Program: \_\_\_\_\_ Targeted Assistance: \_\_\_\_\_

Needs Improvement Status:      Status: NI      NI-AYP      Year:    0      1      2      3      4      5      6      7

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Title I Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**School Improvement Plan  
English Department  
2010-2011**

**System and School Name:** \_\_\_\_\_ Long County High School \_\_\_\_\_

**School Year:** \_\_2010-2011\_\_

**Measurable Goals:**

**To increase the pass rate on the GHSGT in the area of English/Language Arts from 84% to 94%**

- For the strand of literary analysis (currently the strand indicating lowest mastery), the pass rate will increase from 67% to 74%.
- For the strand of reading comprehension, the pass rate will increase from 81 % to 89.1 %.
- For the strand of reading comprehension, the pass rate will increase form 72% to 79.2 %.

**To increase the pass rate on the American Literature & Composition EOCT from 73% to 83%**

- The black subgroup will improve from 36% to 66% attaining the meets/exceeds level on the GHSGT.
- The SWD subgroup will improve from 43% to 50% attaining the meets/exceeds level on the GHSGT.

**To increase the pass rate on the Ninth Grade Literature/Composition EOCT from 85% to 93.5%**

**To increase the writing score from 86.1% to 94.71% on the GHSGWT**

**Overall Goal: To meet or exceed the State and RESA average on all state mandated tests.**

:	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning

<b>Assessment, Curriculum Instruction</b>	<p>Administer and analyze benchmark tests to determine areas of weakness in mastery of the state standards</p> <ul style="list-style-type: none"> <li>■ Skill-based questions will be created by the teachers to assess the standards taught each nine weeks</li> <li>■ Questions will be peer-reviewed and revised</li> <li>■ Instructional coach will add five (5) field-based questions to each benchmark test</li> </ul>	<p><b>Quarterly</b> Tests will be administered at the end of each nine weeks.</p>	<p>Scantron forms (~4 packs – ~ \$200)</p> <p>Online Assessment System (source for questions)</p>	<p>Teachers, instructional coach, curriculum director</p>	<p>Assessment, scores, and data analysis</p>	<p>Increase in scores on high-stakes tests—EOCT and GHSGT</p>
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Identify at-risk students and provide remediation during the school day.

- Teachers will use the results of the benchmark tests each nine weeks to identify students—especially targeted subgroups—who have not mastered the standards taught for that nine weeks.
- Each teacher will implement review/remediation for these at-risk students during the scheduled Tide Time throughout the school year.
- Additionally, students who are identified through the RTI process as in need of reading interventions/remediation will be pulled out by the co-teacher(s) during Tide Time for intensive tutoring and reading help.

Ongoing –  
August 2010-  
May 2011

Benchmark Tests  
Data Analysis

Classroom  
Performance Systems  
(CPS) for review  
sessions

**Study Skills Sites:**  
<http://www.studygs.net>  
[www.usatestprep.com](http://www.usatestprep.com)

Computer-based  
reading remediation  
program (i.e.,  
AIMSWeb or A+  
Learning) to be used in  
pull-out program with  
co-teacher(s)

Teachers, co-  
teachers,  
instructional  
coach

Evaluations  
and/or  
observations  
of Tide Time  
review  
sessions

RTI  
documentation

Improvement in the overall scores on the EOCT and GHSGT and for the reading comprehension and literary analysis strands in particular, especially for the SWD subgroup

Curriculum, Instruction, Assessment	<p>Provide <i>intensive review for all juniors</i> in order to promote success on the GHSGT.</p> <ul style="list-style-type: none"> <li>■ In eleventh grade English classes, students will complete 5-10 test prep questions each week. An incentive program and competition utilizing learning “bucks” will be implemented to help motivate students to do their best.</li> <li>■ In February/early March, English teachers will plan and implement a GHSGT lock-in review session on a Friday evening or Saturday morning. Each strand of the test will be reviewed with games, and students may compete in teams for a cash prize.</li> </ul>	<p>Ongoing – August 2010- May 2011</p> <p>Late February/early March 2011</p>	<p><b>Learning “Bucks” Site:</b> Learning for Earnings (Educational incentive)</p> <p>Prizes that students may purchase with learning “bucks”</p> <p><b>Study Skills Sites:</b> <a href="http://www.studygs.net">http://www.studygs.net</a> <a href="http://www.usatestprep.com">www.usatestprep.com</a></p> <p>Supplies/prizes for the GHSGT lock-in</p> <p>Refreshments for the GHSGT lock-in</p>	<p>Teachers, Instructional Coach</p>	<p>Review questions and games</p> <p>Record of learning “bucks” earnings</p> <p>Agenda for the lock-in</p> <p>Attendance sign-in sheets for the lock-in</p>	<p>Improvement in student motivation to learn/morale</p> <p>Improvement in the overall scores on the GHSGT</p>
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Curriculum, Instruction, Assessment	<p>Teachers will require students to write at least one essay per nine weeks. Essays will be graded using a standard departmental rubric based on the 6+1 Traits of Writing.</p> <p><b>Writing portfolios</b> for all students will be maintained in the instructional coach's office. Each nine weeks, teachers must update the portfolios with the best sample of the required writing. The writing assignments to be filed for each grade level are as follows:</p> <ul style="list-style-type: none"> <li>■ <u>Ninth grade</u>: expository/technical, persuasive, persuasive post-test, research paper</li> <li>■ <u>Tenth grade</u>: expository/persuasive, research paper, two persuasive essays, mock persuasive writing test</li> <li>■ <u>Eleventh grade</u>: persuasive, expository, research paper, literary analysis</li> <li>■ <u>Twelfth grade</u>: all written components of the Senior Project: proposal, research paper, college application essay, resume, letter of introduction to judges, final reflective journal</li> </ul> <p>The writing portfolios will be reviewed at the end and beginning of each school year to help plan individualized writing instruction.</p>	August 2010- May 2011	<p>Rubrics</p> <p>Folders</p> <p>Labels</p> <p>Mock GHSGWT for tenth graders to be graded by an outside agency ( University system of Georgia)</p>	Teachers, Instructional Coach	<p>Writing portfolios</p> <p>Unit plans</p> <p>Rubrics</p> <p>Students' year-end writing evaluations</p>	<p>Increased teacher accountability ensures that writing will be taught throughout the year</p> <p>Improved scores on the GHSGWT</p> <p>Instruction tailored to meet the individual needs of the students through the use of the year-end evaluations and beginning-of-the-year review</p>
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<b>Curriculum, Instruction, Assessment</b>	<p>Teachers will require that students read a <i>minimum</i> of one novel per nine weeks at each grade level. The novels will be assigned based on reading levels.</p> <ul style="list-style-type: none"> <li>■ At each grade level, students will have available at least one high-interest, young adult novel as a required reading option. Such novels will motivate more non-readers to read and will help them improve as readers.</li> <li>■ For remedial or struggling readers, Scholastic magazines such as <i>Scope</i> or <i>Action</i> will be available to provide another high-interest reading option for struggling readers.</li> <li>■ At each grade level, teachers will incorporate at least some multicultural literature—either with selections from the anthology or as a novel study—as a way to provide relevant reading material for all students.</li> </ul>	<p>August 2010-May 2011</p>	<p>High-interest, young adult novels (~\$5,000)</p> <p>Multicultural novels (~\$2,500)</p> <p>Class subscriptions to Scholastic’s <i>Scope</i> or <i>Action</i> magazine (~\$500)</p>	<p>Teachers</p>	<p>Units, lesson plans</p>	<p>Improvement on the reading comprehension strands of the GHSGT and EOCT—particularly for the SWD and multicultural subgroups as well as struggling readers</p>
	<p>As a department, teachers will focus on the consistent implementation of differentiated instruction in order to accommodate all students. All English teachers will focus on the following two strategies:</p>	<p>August 2010- May 2011</p>	<p>Substitute coverage for individual teachers as they observe other teachers in the department or school</p>	<p>Teachers</p>	<p>Units, lesson plans</p> <p>Classroom observations</p>	<p>Improvement on the GHSGT and EOCT, particularly for the SWD subgroup</p> <p>Increase in the “exceeds” category across all subgroups on the GHSGT</p>

	<ul style="list-style-type: none"><li>• Scaffolding/tiered assignments</li><li>• Flexible grouping</li></ul>					and EOCT
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<b>Professional Growth</b>	<p>Teachers will continue to hone their skills in incorporating effective ELA instructional strategies. Teachers will model and use strategies to enhance reading comprehension, vocabulary acquisition, and writing/grammar skills.</p> <ul style="list-style-type: none"> <li>■ Use of Daily Oral Language and Daily Grammar Practice</li> <li>■ Systematic study of Greek and Latin roots to improve vocabulary skills</li> <li>■ Teaching of vocabulary through context clues</li> <li>■ Use of research-based reading strategies before, during, and after reading (examples: anticipation/pre-reading guides, activating prior knowledge, use of graphic organizers, making text-to-text, text-to-self, and text-to-world connections, metacognition strategies, etc.)</li> </ul>	August 2010 – May 2011	<p>Substitute coverage for individual teachers as they observe other teachers in the department or school</p> <p>Collaborative time spent modeling or sharing strategies for the department</p> <p>PD360 – Online Professional Learning to be completed during collaborative meetings and/or after school</p> <p>Departmental book studies (~\$100)</p>	Teachers, Instructional Coach	<p>Units, lesson plans</p> <p>Collaborative minutes, sign-in sheets</p> <p>Peer observation forms</p>	<p>Increase in the reading comprehension and conventions/writing strands of the GHSGT</p> <p>Increase in EOCT scores</p>
	<p>Select teachers—identified by the instructional coach and/or principal—may need to attend at least one classroom management workshop/conference to enhance student learning in the classroom.</p>	August 2010 – May 2011	<p>Substitute coverage</p> <p>Registration fees</p>	Teachers, Instructional Coach, Principal	<p>Classroom observation forms</p>	<p>Improved test scores</p> <p>Student work samples</p>

<b>Professional Growth</b>	<p>As a department, teachers will focus on the consistent implementation of differentiated instruction. As needed throughout the year, English teachers will spend collaborative meeting time learning about differentiation strategies. Teachers may also observe other teachers in the department or school as they incorporate these strategies in their classrooms. All English teachers will focus on the following two strategies:</p> <ul style="list-style-type: none"> <li>• Scaffolding/tiered assignments</li> <li>• Flexible grouping</li> </ul>	<p>August 2010 – May 2011</p>	<p>Substitute coverage for individual teachers as they observe other teachers in the department or school</p> <p>Collaborative time spent modeling or sharing strategies for the department</p> <p>PD360 – Online Professional Learning to be completed during collaborative meetings and/or after school</p> <p>Learning Village Instructional Resources</p> <p>Departmental book studies (~\$100)</p>	<p>Teachers, Instructional Coach</p>	<p>Units, lesson plans</p> <p>Collaborative minutes, sign-in sheets</p> <p>Peer observation forms</p>	<p>Improvement on the GHSGT and EOCT, particularly for the SWD subgroup</p> <p>Increase in the “exceeds” category across all subgroups on the GHSGT and EOCT</p>
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# **School Improvement Plan**

**Science  
2010-2011**



# SCHOOL IMPROVEMENT PLAN

## Cover Page

**School Name:** \_\_\_\_\_ Long County High School \_\_\_\_\_ **School System:** \_\_\_\_\_ Long County \_\_\_\_\_

**Name of Principal:** Mr. Scotty Hattaway **School Year:** 2010-2011

**Title I: School-Wide Program:** X **Targeted Assistance:** \_\_\_\_\_

**Needs Improvement Status: Status:** NI NI-AYP **Year:** 0 1 2 3 4 5 6 7

**Sanctions Implementing (Select all that apply):**

**School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2006.)

**School Choice**

**Supplemental Services**

**Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2006.)

**Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2007.)

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title I Director's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Science Strategic Action Plan  
2010-2011**

**Long County High School**

**Measurable Goals:**

**In Physical Science, our students will( maintain or) improve EOCT performance from 72% meets and exceeds standards to 79.2%.**

**In Biology, our students will improve EOCT performance from 54% basic or better proficiency to at least 60%.**

- Increase the percentage of advanced and honors proficiency by 5%
- Decrease the percentage of black subgroup not meeting proficiency from 53% to 47.7 %
- Decrease the percentage of multi-racial subgroup not meeting proficiency from 44% to 39. 6%

**On Science HSGT, our students will maintain at least 90% pass rate for 1<sup>st</sup> time test takers**

- Increase meets and exceeds expectations for the domain of Cells and Heredity by 10% raising it from 68% to 74. 8%
- Increase meets and exceeds expectations for the domain of Forces, Waves, and Electricity by 10% raising it from 66% to 72.6%
- Increase meets and exceeds expectations for the domain of Ecology by 10% raising it from 69% to 75.9%

**Overall Goal: To meet or exceed the state and RESA average on all state mandated tests.**

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding sources, and Resources	Person Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
	Develop department-wide Diagnostic/ benchmark tests in each area	End of each 9 weeks	Coach Pre Test Coach Books—HSGT and EOCT (\$1500)	Science Department/ Instructional coaches/	Benchmark tests	Item analysis comparison by problems and by individual

	<p>Use benchmark data for biology and physical science to identify juniors at risk on the HSGT</p> <p>Conduct collaborative meetings to plan common instruction, analysis of student work and share teaching strategies.</p> <p>Provide remediation during Tide Time for identified students</p> <ul style="list-style-type: none"> <li>• Review using USA Test Prep</li> <li>• Review using Coach books</li> <li>• Review using Video streaming</li> </ul>	<p>August 2010-May 2011</p>	<p>Scantrons (\$ 500)</p> <p>GHGST practice test</p>	<p><b>Principal; Assistant principal</b></p>		<p><b>student</b></p>
	<p>Increase students' reading of science-related books of high interest</p> <p>Design standardized performance tasks which cover the GPS Characteristics of Science found in all science courses.</p>	<p><b>Quarterly reading groups</b></p>	<p>The Science of Superheroes</p> <p>The Science of Supervillians</p> <p>The Physics of Superheroes</p> <p>Taking Sides:</p>	<p><b>Science Department</b></p>	<p><b>Science Comic books</b></p>	<p><b>Performance task products such as Projects and lab journals etc.</b></p>

	Increase parental participation in student achievement by offering workshops, seminars, and weekly “Science Study Tips”. This will be student created and facilitated.		Environmental Issues  Taking Sides: Clashing Views on Bioethical Issues			
	<p>Teachers will incorporate technology through the use of PowerPoint, videos, and audio in order to differentiate instruction in the classroom.</p> <p>Ensure a viable inventory that allows the continuous assessment of students using the performance tasks. These performance tasks will have a common scoring guide for all subjects so that data can be accurately analyzed.</p> <p>This will include a complete software based inventory to help guide planning and expenditures.</p>	<p><b>Dept. will evaluate</b></p> <p><b>PASCO Workshop Sept 22 Room B12</b></p>	<p><b>Training on use of technology \$ 500</b></p> <ul style="list-style-type: none"> <li>• <b>Current Inventory</b></li> <li>• <b>Purchase Consumables</b></li> <li>• <b>Materials for “boxed” performance tasks</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Lab Inventory Software (\$ 600)</b></li> <li>• <b>PASCO Scientific will be supplying a set of 10 Sparks</b></li> </ul>	<b>Science Department</b>	<b>Units, student work samples</b>	<b>Analysis of student work, test scores on high stakes tests and unit tests</b>

	<p>Obtain equipment and conduct research between student groups/classes to determine the most effective system for the next step in our department's growth – Electronic Data Collection Equipment.</p>		<p><b>for the department to evaluate with students</b></p> <ul style="list-style-type: none"> <li>• <b>SPARK vue</b></li> <li>• <b>Data Collection tools for each science area</b></li> </ul>			
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