

**SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN**

NAME OF SCHOOL/PRINCIPAL: East Laurens High School/Dr. OJ Hall
NAME OF DISTRICT/SUPERINTENDENT: Laurens County/Dr. Juli Alligood
<i>Comprehensive Support School</i> <i>Targeted Support School</i> <i>Schoolwide Title I School</i> <input checked="" type="checkbox"/> <i>Targeted Assistance Title I School</i> <i>Non-Title I School</i> <i>Opportunity School</i>

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Advancing Leadership | Transforming Schools**

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent Juni P. Allgood Date 9-16-16

Principal Supervisor _____ Date _____

Principal J. Hall Date 9-16-16

Title 1 Director [Signature] Date 9-16-16
 (Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Dr. OJ Hall	Principal	<u>[Signature]</u>
Mrs. Kelly Dean	Assistant Principal/Title One Coordinator	<u>[Signature]</u>
Dr. James Lawhorn	Assistant Principal	<u>[Signature]</u>
Mr. Jimmy Williams	Assistant Principal	<u>[Signature]</u>
Mrs. Janelle Butler	Instructional Coach	<u>[Signature]</u>
Mrs. Glenda Toler	Math Teacher/Department Chair	<u>[Signature]</u>
Mrs. Lara Lawrence	English Teacher/Department Chair	<u>[Signature]</u>
Mr. JT Dean	Science Teacher/Department Chair	<u>[Signature]</u>
Mrs. Cammie Dalley	School Counselor	<u>[Signature]</u>
Ms. Shannon Sheppard	Special Ed Teacher/Department Chair	<u>[Signature]</u>

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide was submitted on _____

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School NO (Yes or No) School Designated as a Focus School NO (Yes or No)

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Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>After a review and analysis of all data sources, reading skills, lexile levels, and comprehension are identified as a priority need for the targeted assistance students at East Laurens High School.</p>	<ul style="list-style-type: none"> *Student Achievement Data -Ga Milestone Results *School Improvement Plan – 45 day plans *CCRPI *SLDS *Surveys * STEEP *Lexile Levels 	<ul style="list-style-type: none"> *Administration *Teachers *Parents *Students *Stakeholders 	<ul style="list-style-type: none"> * Ga Milestone reports sent home with parent explanation letters * School Improvement Plans available for view on the school web site. *CCRPI released to local media, community and other stakeholders. *Parent Surveys *Parent Nights, Teacher Conferences, Report Cards, Web Pages, * Aspen Information Parent Access
<p>After a review and analysis of all data sources, math computation, application and understanding of math standards are identified as a priority need for the targeted assistance students at East Laurens High School.</p>	<ul style="list-style-type: none"> *Student Achievement Data -Ga Milestone Results *School Improvement Plan – 45 day plans *CCRPI *SLDS *Survey *STEEP *Demographics 	<ul style="list-style-type: none"> *Administration *Teachers *Parents *Students *Stakeholders 	<ul style="list-style-type: none"> * Ga Milestone reports sent home with parent explanation letters * School Improvement Plans available for view on the school web site. *CCRPI released to local media, community and other stakeholders. *Parent Surveys *Parent Nights, Teacher Conferences, Report Cards, Web Pages, * Aspen Information Parent Access

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

During the 2016-2017 school year, targeted assistance students at East Laurens High School will improve their reading/literacy skills as measured by an increase in the percentage of students scoring in the “proficient” level on the Ga Milestones literature assessments.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All appropriate English/Literature standards for High school English classes.	Targeted Assistance Students as identified in the Criteria Selection Spreadsheet	<p>Interventionist</p> <ul style="list-style-type: none"> -Utilize Read 180 Remediation program during the school day to help teach and target reading skills deficient. <p>Afterschool program</p> <ul style="list-style-type: none"> -After school program running three to four days weekly beginning in Oct. Providing skills and standards remediation. <p>Study Island Computer Curriculum</p> <ul style="list-style-type: none"> -Study Island will be used as a remediation program to help teach and practice reading skills and standards. <p>Updated and Appropriate Technology</p> <ul style="list-style-type: none"> -Chrome books will be used to help students access reading and literature computer programs and instruction. 	<p>Lesson Plans</p> <p>Classroom Observations</p> <p>Assessment Data</p> <p>Study Island Assessment Data</p> <p>Check in and check out of technology and documented in lesson plans.</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Monitoring and observation of instruction, afterschool program and use of technology. <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> *Quality remediation instruction and implementation of chosen curriculum programs *Plan for and instruct with technology to enhance learning <p>Students Demonstrate:</p> <ul style="list-style-type: none"> *Participation in intervention and afterschool programs *Use of available technology to assist in learning <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> Participation in parent involvement opportunities 	<p>Interventionist is observed, lesson plans evaluated and data analyzed to monitor impact on student achievement.</p> <p>After school program and instruction will be observed, data collected and test scores analyzed to monitor impact on student achievement.</p> <p>Use of technology to enhance and impact instruction for TAP students will be monitored through lesson plans and classroom observations.</p>	<p>Interventionist – Salary</p> <p>Afterschool program – teacher pay -transportation -supplies -snacks</p> <p>Study Island</p> <p>Chrome Books</p> <p>All funded with Title One \$</p>

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

During the 2016-2017 school year, target assistance students at East Laurens High School will improve their math skills as measured by an increase in the percentage of students scoring in the “proficient” levels on the GA Milestones math assessments.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
All appropriate Math standards for High school Math classes.	Targeted Assistance Students as identified in the Criteria Selection Spreadsheet	<p>Interventionist -Utilize Math 180 Remediation program during the school day to help teach and target math skills deficient.</p> <p>Afterschool program -After school program running three to four days weekly beginning in Oct. Providing skills and standards remediation.</p> <p>Study Island Computer Curriculum -Study Island will be used as a remediation program to help teach and practice math skills and standards.</p> <p>Updated and Appropriate Technology -Chrome books will be used to help students access math computer programs and instruction.</p>	<p>Lesson Plans</p> <p>Classroom Observations</p> <p>Assessment Data</p> <p>Study Island Assessment Data</p> <p>Check in and check out of technology and documented in lesson plans.</p>	<p>School Leaders Demonstrate: Monitoring and observation of instruction, afterschool program and use of technology.</p> <p>Teachers Demonstrate: *Quality remediation instruction and implementation of chosen curriculum programs *Plan for and instruct with technology to enhance learning</p> <p>Students Demonstrate: *Participation in intervention and afterschool programs *Use of available technology to assist in learning</p> <p>Parents Demonstrate: Participation in parent involvement opportunities</p>	<p>Interventionist is observed, lesson plans evaluated and data analyzed to monitor impact on student achievement.</p> <p>After school program and instruction will be observed, data collected and test scores analyzed to monitor impact on student achievement.</p> <p>Use of technology to enhance and impact instruction for TAP students will be monitored through lesson plans and classroom observations.</p>	<p>Interventionist – Salary</p> <p>Afterschool program – teacher pay -transportation -supplies -snacks</p> <p>Study Island</p> <p>Chrome Books</p> <p>All funded with Title One \$</p>

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)
 (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence School Leaders Demonstrate: Teachers Demonstrate: Students Demonstrate: Parents Demonstrate:		

Professional Learning Plan to Support School Improvement Plan
(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<i>None Needed for Smart Goal #1</i>					
<i>None Needed for Smart Goal #2</i>					

Highly Qualified Staff
(SWP 3, 5)

All course are taught by highly qualified staff. ____ NO __ (Yes or no)
If no, explain

Two math teachers are not currently highly qualified but are working towards full certification and being highly qualified. They will be taking the required GACE test in the next two to three months.

List efforts to recruit highly qualified teachers to your school.

Openings are listed and shared locally and with colleges in the area. Job fairs are help to recruit new teachers.

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Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 – <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) – <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) – <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>