

**Bibb County School District  
CONSOLIDATED SCHOOL IMPROVEMENT PLAN  
2011-2012**

The Consolidated School Improvement Plan (CSIP) contains and/or is aligned with the following guidelines and mandates:

<b>CSIP Component:</b>	<b>Required for:</b>
<b>Elementary and Secondary Education Act (ESEA )</b>	<ul style="list-style-type: none"> <li>◆ Federal and State mandate</li> <li>◆ Required for all Bibb County Schools</li> </ul>
<b>AdvancEd (SACS CASI)</b>	<ul style="list-style-type: none"> <li>◆ Required for District-wide Accreditation</li> </ul>
<b>Georgia Department of Education Annual School Improvement Plan</b>	<ul style="list-style-type: none"> <li>◆ Georgia DOE mandate</li> <li>◆ Required for all Bibb County School District Schools</li> </ul>
<b>AYP Addendum (check if applicable)</b> <input type="checkbox"/> NI School Improvement Focus Plan (NI-1 and NI-2) <input type="checkbox"/> Corrective Action Plan (NI-3 and NI-4) <input type="checkbox"/> Restructuring Plan (NI-5+)	<ul style="list-style-type: none"> <li>◆ NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.</li> </ul>
<b>Title I (Check if applicable)</b> <input type="checkbox"/> Title I Schoolwide Plan <input type="checkbox"/> Annual Addendum <input type="checkbox"/> Targeted Assistance Plan	<ul style="list-style-type: none"> <li>◆ Required for all Title I Bibb County School District Schools</li> <li>◆ New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</li> </ul>
<b>Bibb County School District Plan</b> Special Education Plan	<ul style="list-style-type: none"> <li>◆ Required for all Bibb County School District Schools</li> </ul>

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**Statement of Quality Assurance**

To ensure that school improvement stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal: Matt Adams	Date:
Deputy Assistant Superintendent:	Date:
Director of Special Programs:	Date:
Title I School Improvement Coordinator:	Date:
Superintendent: Dr. Romain Dallemand	Date:

**Establishing a CSIP Facilitator, Steering Committee, and Subcommittees**

The principal appoints a CSIP Facilitator and ensures that the Steering Committee (SC) is representative of all stakeholders. The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, the on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school's success in implementing the Consolidated School Improvement Plan.

**Integration of AdvancED (SACS CASI) and Georgia DOE School Standards**

The following standards are incorporated and adhered to in this CCSIP document:

	<b>AdvancED (SACS CASI) Accreditation Standards</b>	<b>Georgia School Standards</b>
1	Vision and Purpose	Sequenced and Organized School Curriculum
2	Governance and Leadership	Collaborative Planning for Curriculum Delivery
3	Teaching and Learning	Systematic Process for Monitoring/Evaluating Curriculum Implementation
4	Documenting and Using Results	Systematic Use of Data to Maximize Student Achievement
5	Resources and Support Systems	Comprehensive School-Based Assessment and Evaluation System
6	Stakeholder Communications and Relationships	Data Analysis
7	Commitment to Continuous Improvement	Instructional Alignment with GPS and District Expectations
8		Research-Based Instruction
9		High Expectations for All Learners
10		Shared Vision and Mission
11		Comprehensive School Improvement Planning Process
12		Collaborative Planning for Fiscal Management and Resource Distribution
13		Safe, Productive, and Inviting Learning Atmosphere
14		Active and Sustained Involvement of Student, Family, and Community
15		Organizational Structures and Process for Stakeholder Involvement
16		Stakeholder Needs Addressed through Services and Partnerships
17		Professional Learning Communities
18		Alignment of Professional Learning with School Goals and Best Practices
19		Professional Learning Content
20		Leadership Commitment to High Expectations
21		Leadership Management and Organization
22		Distributed Leadership and Planning
23		Shared Governance
24		School Culture Reflects and Reinforces Stakeholder Growth
25		Community of Teaching and Learning

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>
CSIP Facilitator/Chair	Stacey Bennett	
School Administrators	Matt Adams	
School Counselor	Angy Madray	
Special Education Representative	Colleen Etheridge	
Parent/Community Representative	Ruth DuCharme	
Data Team Representative	Stacey Bennett	
Media Specialist	Sue Fox	
Professional Learning Liaison	Suzanne Spaid	
Classroom Teacher(s)/ Department Chair(s)	Susan Little Keith Rouse Julie Willis Melinda Powell Kevin Adams Latavia Coleman	
CSIP Writing and Editing Chair	Stacey Bennett Suzanne Spaid	

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Description of Role</b>
CSIP Facilitator/Chair	Review plan and monitor progress in plan development/Represents the School Leadership Team in the School Improvement Process
School Administrator	Communicate implementation of plan to Title I School Improvement Coordinators and stakeholders
School Counselor	Serve as liaison between parent and School Improvement implementation in the school guidance focus
Special Education Representative	Serve as liaison between general education and Special Education to ensure the needs of Students with Disabilities are met
Parent/Community Representative	Serve as voice for the parents and share their views on School Improvement
Data Team Representative	Present data from a variety of sources on School Improvement
Media Specialist	Provide information as to current resources available and work to ensure additional resources are procured to support School Improvement
Professional Learning Liaison	Coordinate professional learning process to support School Improvement Plan implementation
Classroom Teacher(s)/Department Chair(s)	Assist in identification of classroom practices that support School Improvement goals and student learning
CSIP Writing and Editing Chair	Consolidate information to write the plan and maintain the history of the process
Other	Title I School Improvement Specialist - ensure the transfer of information from the 2010-2011 plans to the CSIP in an accurate and appropriate manner.

## I. Developing a Comprehensive Needs Assessment (ESEA Mandate)

- 1. School Profile:** See appendix for a copies of the Georgia DOE Report Card, AYP results, survey results, GAPSS analysis results, I5 data, and other test scores as appropriate.
- 2. Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include information about when, where, and how the team met\*.**

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Matt Adams, Stacey Bennett, Susan Little, Latavia Coleman, Keith Rouse, Angy Madray, Julie Willis, Melinda Powell, and Kevin Adams. The ways they were involved were participants at the Georgia Department of Education Summer Leadership Academy at Callaway Gardens where they were trained on the School Improvement Process which included the analyzing of data, looking at root causes, prioritizing needs in order to develop, implement and monitor our School Improvement Plan.

The review team members, who are leaders in the school, were selected based on the stakeholder group which they represent: teachers and department chairs, learning coaches, technology support, parents and community partners. Each team member is charged with the responsibility of reviewing the current schoolwide plan, analyzing school data, and making changes based on identified needs and areas of concern.

- 3. List the types of data analyzed and placed in the appendix.**

School Report Card 2010-2011

AYP Report 2010-2011

Georgia High School Graduation Tests Results

End-of-Course Tests Results

CRCT Results for Howard Middle School 2010-2011

SAT Results 2010-2011

ACT Results 2010-2011

PSAT Results 2010-2011

Discipline – Schoolwide Discipline Plan

Attendance Plan

School Safety Plan

GAPSS Analysis Report

- 4. Identify the subgroups for which assessment results are disaggregated regardless of whether or not the subgroup is large enough to constitute a group that affects AYP.**

The subgroups for which assessments results were analyzed were Asian, Black, White, Students with Disabilities /SWD and Economically disadvantaged /ED students.

\*All needs assessments are required to include stakeholder perception results and GAPSS analysis results (through a Georgia DOE Review, an OSI Review, or a Self-Assessment) in addition to test data. Conclusions based on data will be presented in the Leadership and Governance section.

**II. School Mission and Vision**

	<b>Bibb County School District</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p><b>Vision</b> Achievement and Performance for... Every child Every classroom Every school</p>	<p>Achievement and Performance for Every Student...in Every Classroom</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<p><b>Mission</b> Our Mission is to provide a high quality education for all Bibb County students in a safe and comfortable environment, and to make use of all human and technological resources in preparing graduates for post-high school objectives. In addition, the Bibb System wishes to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.</p>	<p>Inspiring learners to grow in knowledge and integrity to meet the challenges of a changing world.</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Highly qualified workforce</li> <li>• Positive culture and climate</li> <li>• Communication and Information</li> <li>• Student Achievement</li> <li>• Value and promote parent involvement</li> <li>• Regard quality public education as essential</li> <li>• Honor universal human rights and Contribute to the common good of our community</li> <li>• Hold high expectations for ALL</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highly Qualified Workforce</li> <li><input type="checkbox"/> Positive Culture and Climate</li> <li><input type="checkbox"/> Communication and Information</li> <li><input type="checkbox"/> Student Achievement</li> </ul>

### III. Leadership and Governance

#### **1. Describe the school's strengths.**

Howard High School's strengths include high scores on the GHSGTs and EOCTs the past three years. Howard High School has a comprehensive GHSGT remediation plan (Husky Period) for first time test takers that occurs for the 8 weeks before the test administration. Incorporating 21<sup>st</sup> century technology in all subject areas is another strength; this is documented on teacher evaluations and on focus walks. As we strive to compete in a global economy, diversity represents a distinct advantage in an educational environment.

Additional strengths high standardized test scores in English Language Arts, a safe and orderly school, a highly qualified staff, and a diverse student population.

Howard High School has several dynamic teams of administrators and teachers that oversee the following topics: Better Seeking Team (Instructional Effectiveness), Leadership (Organizational Effectiveness), Community, School Spirit, Culture/Climate (Faculty), Culture/Climate (Students), Character Education, Discipline, Safety, and SWAT Team. Every faculty member serves on one or more of the dynamic teams.

CTAE department has earned Industry Certification in Marketing and Graphic Design. This certification offers students a wide variety of business and technical electives. There are 7 different Career and Technical Education Pathways from which Howard High School students may choose.

#### **2. What evidence do you have to support this perception?**

GHSGT and EOCT reports support our perception of high scores. Infinite Campus Discipline reports showed a dramatic decrease in discipline referrals compared to last year. 100% of our staff is highly qualified as well as all newly hired teachers for our upcoming school year.

#### **3. Describe the current governance structure/decision-making process of the school (include teachers and other stakeholder groups)**

The Better Seeking Team or instructional effectiveness team empowers staff and holds them accountable for results, developing a plan for implementation of best practices. Teachers and students assume leadership roles outside of the classroom, actively participate in the school improvement process, and take ownership of resulting setbacks and successes. The instructional leadership team reflects a diversity of perspectives; the principal taps into staff members' areas of expertise and interests to strengthen school programs.

#### **4. Describe how the school leadership makes instructional decisions regarding staffing, creating a master schedule, selecting instructional initiatives, and providing professional learning opportunities.**

Howard High School teachers believe that in order for schools to change student learning outcomes at scale, Howard High must become a learning organization that uses data in ongoing and responsive ways.

This belief structure will mobilize teams within the building to employ and assess targeted changes in effective instructional practices.

The administration along with the Better Seeking Team will identify student learning needs, target those needs through instruction, develop professional learning plans that increase the capacity for instructional improvement, increasing the quality of instruction through continuing practice-feedback cycles, and constantly assessing and revising of plans based on the deliberate examination of student work, student data, and classroom practice.

- 5. Briefly describe how the leadership communicates and enlists the assistance of central office personnel to ensure that SACS standards are met in the areas of non-instructional support (facilities, finance, transportation, nutrition, and health).**

Monthly meetings are held at the Board of Education with principals and the Director of Teaching and Learning to address the building needs of each principal. In these meetings, principals can request the assistance of district level facilities teams. The addition of athletic facilities funded through the SPLOST from the school district will help to increase student involvement and school culture and climate.

#### IV. School Culture/Climate

- 1. Describe the methods utilized to ensure a school culture that is pervasively academic and demonstrates high expectations for teaching and learning. Consider such factors as maximization of instructional time, common planning time, job-embedded professional development, philosophy reflects belief that all students can and will learn, etc.**

In November of 2010, Howard High School was evaluated through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis). Through GAPSS Analysis, the status of a school on each of the standards was determined. The combined results of the GAPSS Analysis served to drive the development and implementation of school improvement initiatives, including high impact practices, in our school. Howard High School staff was engaged in analyzing their success in each of these eight strands:

- (1) Curriculum
- (2) Instruction
- (3) Assessment
- (4) Planning and Organization
- (5) Student, Family, and Community Support
- (6) Professional Learning
- (7) Leadership
- (8) School Culture

With the accountability requirements of No Child Left Behind (ESEA, 2001), Howard High School will evaluate instructional programs through data-driven, research-based practices. The Georgia Assessment of Performance on School Standards (GAPSS) Analysis is intended to provide a process of data collection and verification of a school's status and offer specific direction for school improvement. Howard's GAPSS analysis recommended an increase in collaboration among the faculty. Collaborative teams have been created in the following areas: departmental, EOCT, dynamic teams, and book studies. These teams

meet once a month based on a scheduled assigned by the administration. Team members report their minutes and discussions on templates created for each type of team.

All teachers have been given an instructional script for a ninety minute block of instruction and are in the emerging stage of using the Five Frameworks Lesson Plan. This script and lesson plan format helps teachers master the “time on task” policy to ensure maximum student learning and a minimum of classroom disruptions. Procedures are in place using Plasco to reduce the quantity of disruptions caused by tardy students. Programs such as SkillsTutor, Study Island, and Cognitive Tutor provide extra academic opportunities. Tutoring provided by teachers and the Student Enrichment Services provided by Title I funding are innovations that help ensure our school culture is academic. Over ten different teachers have agreed to host a student teacher which provides an additional teacher in each of those classrooms. This ratio provides more one-on-one tutoring for the students.

This year Howard High will continue implementing a Master Schedule that has common planning time for teachers who teach common courses. Each department is scheduled to have a common lunch time to promote and foster collegial and congenial relationship development among the teachers.

Schedule (coursework, teaming, and grade level)

- Data indicates increased enrollment in advanced/AP courses.
- Required enrollment in accelerated course or higher.
- Faculty collaborates through staff and department meetings/collaborative planning.
- During department meetings, teachers discuss instructional needs.

Teaching

- Teachers dialogue with students and parents to promote academic success.
- Teachers collaboratively plan with other teachers to ensure that instruction is delivered comprehensively from class to class based on the Georgia Performance Standards.
- Teachers implement techniques identified as “best practices” in the classroom.
- Teachers participate in required conferences and sessions for students with identifiable needs.

Lesson Plan Monitoring System

- Monitoring of lesson plans promotes accountability in the classroom.
- Monitoring of lesson plans encourages collaborative efforts among members of a department.
- Monitoring of lesson plans invites stakeholders to review the plans on the school’s website.
- Monitoring of lesson plans assures alignment to the Georgia Professional Standards.

Classroom Observations

- Walk-throughs using the Five Frameworks Observation Form and unscheduled observations encourage bell-to-bell instruction.
- Walk-throughs using the Five Frameworks Observation Form encourage high expectations for a standards-based classroom.
- Peer observation offer teachers feedback and new strategy ideas.
- Teachers are evaluated annually using the Georgia Teacher Evaluation Program. This instrument provides growth opportunities of teachers in best practices.

Professional Learning Plan

- Professional learning keeps the faculty abreast of changes in local, state, and national educational policies.
- Professional learning allows teachers opportunities to expand their knowledge base.
- Professional learning opportunities are planned based on analysis of school academic, behavior and attendance data.
- Professional Growth Plans are written by each teachers based on the data analysis from their individual classes.

Extra-curricular activities

- Athletics are provided for almost every competitive sport.
- Students must maintain a certain academic score to participate in all athletic activities.
- Activities in extracurricular functions promote team work.
- Involvement in extracurricular activities builds character in all students.
- Each club or organization has a community service project in which they promote and volunteer hours of service.

**2. Describe how the school-wide discipline plan is developed and/or revised\*.**

Howard High has a school-wide discipline committee comprised of administrators and teachers who look at discipline data every semester and annually to determine a plan for each year and submit changes to promote appropriate student behaviors and consequences.

**3. Describe the methods utilized to address the social and emotional growth of each student.**

Howard High School has incorporated a holistic approach that is student-centered whereby activities and opportunities are created to meet the needs of the whole child. The student's social and emotional growth is supported through a team network consisting of teachers, counselors, resource personnel, parents and administrators. We strive to balance academic challenges with a range of support services and extracurricular activities for students.

Needs assessments and student progress are monitored on a systematic and continuous basis. The counseling department meets monthly with the administrative team to identify and plan alternative strategies and modifications for students experiencing academic, behavioral, social or emotional difficulties. The counseling team along with other resources offers support to the student, teachers and parents.

Individual and classroom guidance support is provided through the Guidance and Counseling Program at Howard High School. Skills and information are also introduced in small group and individual settings. Consultations between stakeholders are regularly conducted with the goal of helping students become caring, respectful, responsible people who solve problems non-violently, think critically, and make choices based on right and wrong. Additionally, our Teachers As Advisors (T.A.A) and Husky Period programs allow for student growth through example, study and practice. The Boys and Girls Clubs provide a variety of lectures to identified repeating ninth grade at-risk students on topics ranging from eating right to respecting authority during the Husky Period.

In seeking to produce broadly educated students proficient in demonstrating citizenship, respect, and personal responsibility, many opportunities exist which allows students to explore and develop their individual talents, skills and interests. The Student Council, Beta Club, Book Club, Math Club, Literary Club, Talent Show, Musical Programs, FCA, FBLA, DECA programs and Model UN programs are examples beyond the regular classroom in which students interact with one another in a multicultural and diverse environment. (See appendix for Club List)

\*See appendix for a copy of the club list.

#### V. Stakeholder Communication (ESEA Mandate)

**1. Describe the methods and media by which the CSIP will be communicated with school stakeholders, including staff members, student, parents, and community members. \***

The school will utilize a wide variety of ways to communicate the mission and goals of the school to the stakeholders. The Consolidated School Improvement Plan (CSIP) will be available on the school's website, in the media center and in the administrative offices. Portions of the plan will be included in each parent newsletter and Connect Ed messages.

\* Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

#### VI. Focusing Daily Lessons and Differentiating Instruction to Meet Student Needs (ESEA Mandate)

**1. Describe how administrators, teachers, and instructional support personnel ensure the use of a standards based curriculum delivery.**

Content area teachers begin to develop their plans for instruction by first looking at our state standards. These standards were developed so that teachers and students can have a clear understanding of what standards are to be met in order to demonstrate mastery. Teachers' instructional design and implementation reflect the areas of the curriculum that our state has deemed the most important concepts for our students to learn. The standards assist teachers in writing plans that will ultimately direct each student's learning. Hopefully, this student learning will ensure that each student will meet the standards of the Georgia High School Graduation Test and End-of-Course Tests. We design pacing guides and use strategies for success to ensure that we are meeting district expectations. Content area teachers implement common lesson plans that are GPS driven. Teachers post the standards, essential questions, and word wall in their classrooms. Teachers are in the emerging stage of implementing the Five Framework lesson planning.

**2. Describe how administrators, teachers, and instructional support personnel: plan for, implement, and monitor research-based instruction that is effective and appropriate to student needs.**

This is an area where we continue to work to improve our efforts. Bibb County made an effort to address this area by employing Performance Learning Coaches in each school to model research-based instructional approaches and collaborate with teachers to determine strategies appropriate for the specific needs of their learners. Finding the time to read, evaluate, discuss and implement the most meaningful findings is our first priority.

3. **Explain the role of RTI/Student Support Team (SST) process in identifying students at risk and the process established to customize, monitor, and evaluate effective strategies used to address students academic barriers.**

SST is a process that occurs at the Tier 3 level on the Pyramid of Intervention as designed by the Georgia Department of Education. RTI assists in the identification of impediments to learning for all students, including those deemed “at risk.” RTI facilitates a process by which teaching strategies can be targeted and documented to help students achieve success in the areas of academic, social and emotional performance. RTI provides a team approach to problem solving for an individual student’s needs and documents strategies that have been tried and the results of those efforts and the student’s responses to intervention. RTI also serves to document the student’s progress, strengths and weaknesses, and the teacher’s concerns. The RTI process exhausts strategies to help the student at the regular education level and, where necessary, the RTI team makes referrals for further evaluation and to special education if the student is not making sufficient progress after other strategies have been tried and documented.

4. **Describe the procedures in place to identify and address the needs of students who have met expectations in order to facilitate their progress toward exceeding expectations.**

The procedures for moving these students to the next level are as follows:

- Teach with high expectations
- Plan for enrichment activities.
- Establish academic groups based on needs of students using subgroups for the standardized tests.
- Offer advanced content (Honors) classes in the academic areas/classes.

5. **Describe the school-wide policies, procedures and programs in place to address the needs of gifted, talented, and high achieving students through academic rigor (advanced academics). How does the school schedule and classroom instruction ensure academic rigor, promote student engagement, and increase student achievement for students with high ability levels?**

Teachers at Howard High School demonstrate high expectations by actively teaching requirements for student work products, posting and explaining examples of superior work, showing students how to achieve excellence, and following through to make sure that students create the work expected by national, state, and county standards.

We constantly encourage all our students to produce their personal best work, and we teach that our goal for them is not simply to prepare well for the next grade, but to be ready for college, graduate or professional school, and life. We teach that the work skills, social development, and educational knowledge developed in high school will become the foundation for all their future success.

In addition we ensure academic rigor and promote student engagement through the following:

- Scheduling of Advanced Placement (AP) and gifted classes
- Increasing the number of AP courses offered each year
- Offering workshops and tutorials
- Utilizing the full fifty/ninety minutes of instruction in year-round classes
- Providing rigorous assignments which demand higher level thinking skills
- Participating in joint enrollment programs

## VII. Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate)

### **1. Describe how and when students in need of additional assistance are identified.**

Through a process of testing, diagnosis, prescription and assessment, teachers identify which students are in need of assistance and the appropriate strategies for intervention. Because of its standards-based approach, all students are placed in the (RTI) program at the appropriate tier.

Strategies and processes used to assist students with academic difficulties are monitored through weekly teacher meetings, monthly department meetings, progress monitoring, informal and formal teacher observations, focus walks, and parent conferences.

### **2. Describe how and when data is reviewed to ensure that student progress is occurring.**

The teachers disaggregate and analyze data on state assessments, benchmarks, progress reports, and course grades. Data is collected and analyzed during faculty and department meetings throughout the year. During common planning time at department meetings where students' needs are discussed and strategies are developed aligned to the deficiencies which impact instructional practices. Rubrics, assessments, and instruction are planned and developed to utilize with the students in instructional settings.

Teachers are specifically involved analyzing the following assessments utilized to drive instructional decisions:

- End of Course Tests
- Georgia High School Graduation Test
- Diagnostic Testing in Content Areas for First Time Test Takers for English, Science, Social Studies, and Math for targeted assistance remediation.
- Credit Recovery Reports
- Pre and Post Testing in Math and Language Arts
- Benchmark Testing for Math and Language Arts
- NAEP Assessment from HSTW

### **3. List training opportunities provided to teachers in the identification of student difficulties, data analysis, and the appropriate assistance for identified difficulties.**

Professional learning opportunities aligned to specific deficiencies will be provided to all staff at Howard High School. Disaggregating data at the district and school levels will be used to identify specific academic weaknesses, drive curriculum decisions, and direct decisions regarding the types of high quality, sustained professional development offered to the school's staff.

Howard High School recognizes that on-going professional development is imperative for teachers to be equipped with the knowledge and skills in order to reach all levels of learners. The professional development workshops at the school and system levels will be conducted to enhance teachers' expertise

and classroom effectiveness and management skills. The following professional development will be conducted during the 2011-12 school year:

- Research-Based Instructional Strategies
- Response to Intervention
- Content Based with a focus on Math
- Differentiation Instructional Strategies
- Standards Based Classroom
- Classroom Management
- Closing the Achievement Gap
- Math Exemplars Training
- Building Collaboration Teams
- Co-Teaching Model
- Thinking Maps

**4. Describe any academic or behavioral growth opportunities provided outside the regular classroom environment in order to assist students in identifying and reaching their goals.**

Supplemental instructional activities

- USA Test Prep Computer Program
- Cognitive Tutor for supplemental learning before school, after school or at home extend learning opportunities
- School Level Title I Coordinator to increase parent involvement and awareness of requirements and expectations of the four year plan for Math
- SES provided
- Purchase instructional materials/resources aligned to students' math deficiencies

**VIII. Support Services for Student Learning**

**1. Describe how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor.**

Howard High School will utilize 4 full-time counselors to provide support to all learners in all four grade levels. Individual counseling conferences are held in all grade levels. Students are assigned to counselors by grade level. Counselors provide counseling activities for every grade level geared toward career counseling, making college count, coping with life, etc. Students are encouraged to be a part of the mentoring program. The Teachers as Advisors (TAA) Program ensures that all students complete an accelerated program of study with an academic and career technical pathways focus. TAA will meet two times a month. (see the attached schedule in the appendix)

In addition to seeing students individually and in classroom guidance, the counselor introduces skills and information in small group settings. Components of the counseling program aid students in Learning to Live (Personal/Social Development), Learning to Learn (Educational Development) and Learning to Work (Career Development). Through these domains, activities and opportunities are created to meet the needs of all students. Responsive Services are provided to meet the immediate needs and concerns of students and parents. Regular collaboration with parents, teachers and community resources occurs to address

students' learning issues and to support classroom achievement. School Level Title I Coordinator notifies parents when students have excessive absences. Connect Ed program contacts parents in the evenings to notify parents of absences throughout the school day.

Parent-teacher meetings are scheduled and problem solving is facilitated and effectiveness of interventions is monitored in increasing student achievement. Excessive absenteeism and tardiness are also monitored to reduce the negative impact these factors have on academic performance.

**2. Describe how counselors, social workers, Prevention/Intervention specialists, and other student support personnel work with the district office and outside agencies to meet student needs.**

The social workers also coordinate with the juvenile court to uphold the Georgia Compulsory School Attendance Law. The administrator that coordinates the RtI/Student Support Team (SST) process receives referrals from teachers, administrators, counselors, and social workers. The RtI/SST process functions within the regular education program to identify and plan a support system for at-risk students. The RtI/SST administrator and the School Psychologist, with the aid of teachers, develop strategies to help the student achieve success. The administrator and teachers collect data to assess the effectiveness of the strategies employed and the student's response to intervention.

- Health issues are covered through health classes taught by the Physical Education and Health faculty. Issues of student pregnancy are handled by the counseling department which offers programs, services, and counseling for teenage parents.
- Two meals a day (breakfast and lunch) are provided at the school. Free and reduced lunch programs are also available for those in need.
- Safety on campus is monitored by every staff member, administrators and campus police.
- Transportation to and from school is provided by the county's buses.
- Students with special needs receive support through the Program of Exceptional Students Department. This department has programs for the severely and moderately disabled. It also has an interrelated program that supports students with learning disabilities, behavior disorders, mildly intellectual disorders, and health impairments.

Partnership with outside agencies to work together on projects and activities that will enhance the quality of education for students while improving skills critical to success in life. Partners work together to choose activities that meet mutual goals. Examples of activities might include working together on a service project, participating in internships, mentoring and job shadow activities, providing volunteer tutors, sharing training sessions or making presentations at a partner's facility. Howard High School currently has partnerships with Department of Juvenile Justice, and Boys and Girls Club. Each partnership provides experiences valuable to students' overall success and holistic development.

IX. Strategies to Increase Parental Involvement (ESEA Mandate)

1. Describe the level of involvement of parents and community members in the development of the CSIP.

Parents and community members provide feedback and make suggestions via surveys and questionnaires provided during meetings and via email and mail. Parents are encouraged to participate in the following opportunities:

- Curriculum Night
- School web site
- Parent newsletter
- Parent email group (POP) sent twice a week
- Connect Ed.
- Parent Portal
- Active PTSO

We begin each school year with a Title I Parent Meeting that is completed by the first week of October. At this meeting, we explain our Title I Plan and federal requirements. Parents are given surveys to complete to solicit their input. We also have a School Level Title I Coordinator who encourages parents to volunteer for our Parent Committee. The Parent Committee is responsible for developing the Title I compact and Parent Involvement Policies.

X. Action Plans

<b>Special Education Action Plan (ESEA Mandate)</b>					
<b>Annual Measurable Objective:</b>					
Increase the high school graduation rate for students with disabilities to 81%.					
Increase the achievement of students with disabilities from 38.1% to 88% on the GHGST Mathematics.					
Increase the achievement of students with disabilities from 47.6% to 95% on the GHGST ELA.					
<b>Intervention</b>	<b>Professional Learning Needed</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline/ Positions Responsible</b>	<b>Means of Evaluation</b>	
				<b>Evidence of Monitoring Progress</b>	<b>Evidence of Impact</b>
Increase the achievement of students with disabilities by ensuring the effectiveness of collaborative classrooms. Teaching teams should plan together for effective instruction. <ul style="list-style-type: none"> <li>• Develop lessons collaboratively</li> </ul>	Teacher Collaboration  GPS Training Workshops	District Budget	August 2011-December 2011	Staff Development logs Staff meeting attendance log	IEP progress; GAA; GHSGT; EOCT

<p>that have clearly established goals based on the subject and/or grade level standards and elements in collaboration. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts.</p>					
<p>Special Education Teachers will be given the opportunity to attend staff development training in math, language arts, science and social studies.</p>	<p>Teacher Collaboration  GPS Training Workshops</p>	<p>District Budget</p>	<p>August 2011-December 2011</p>	<p>Staff Development logs Staff meeting attendance log</p>	<p>IEP progress; GAA; GHSGT; EOCT</p>
<p>Teachers will attend mandatory co-teaching training at the beginning of each school term.</p>	<p>Teacher Collaboration  GPS Training Workshops</p>	<p>District Budget</p>	<p>August 2011</p>	<p>Staff Development logs Staff meeting attendance log</p>	<p>IEP progress; GAA; GHSGT; EOCT</p>
<p>Implement strategies with the study skills classes; offer collaborative classes in core classes; provide General Education teachers with methods/strategies to improve student achievement in general</p>	<p>Teacher Collaboration</p>	<p>\$200</p>	<p>August 2011-December 2011</p>	<p>Staff Development logs Staff meeting attendance log</p>	<p>IEP progress; GAA; GHSGT; EOCT</p>

<p>population.</p>					
<p><b><u>Technology Integration:</u></b> Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p>	<p>Technology Training</p>	<p>None</p>	<p>Every School Year</p>	<p>Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects</p>	<p>EOCT GHS GT IEP Goals GAA</p>