



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Clarkston High School			District Name: DeKalb County		
Principal Name: Michelle E. Jones			School Year: 2013-2014		
School Mailing Address: 618 N. Indian Creek, Clarkston GA 30021					
Telephone: 678-676-5302					
District Title One Director/Coordinator Name: Dr. Morcease Beasley					
District Title One Director/Coordinator Mailing Address: 1770 Mountain Industrial Blvd, Stone Mountain, Ga 33083					
Email Address: morcease_j_beasley@fc.dekalb.k12.ga.us					
Telephone: 678-676-0329					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input checked="" type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) *must* be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Michelle Jones		Principal
Patricia Lemelle		Assistant Principal
Sandra Mack		OFP Coordinator
Teresa Brooks		Academic Data Coach
Jana Lott		Academic Data Coach
Ola Kakolesha		Academic Data Coach
Nyocka Addison		Math Department Chair
Theresa Masih		English Department Chair
Shani Hall		Science Department Chair
Michael Martin		Social Studies Department Chair
Sharon Fuller		Exceptional Education Department Chair
Gayle McNair		Head Counselor
Reginald Williams		English Department Co-Chair
Amy Jaret		English Teacher
Dione Hester		Mathematics Teacher
Antoinette Nelson		Professional Learning Liaison
Marleta Sigman		Data Clerk
Kourtney Mathis		Student
Jeremiah Cook		Student
Phat Chang		Student
Pythenia Gracia		Parent
Colis Sledge		Parent
G Blair		Community Representative
Denise Wright		Community in Schools



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SWP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. 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 . . . The ways they were involved include . . .

Michelle Jones (Principal), Patti Lemelle (Assistant Principal), Sandra Mack (OFP Coordinator), Gayle McNair (Head Counselor), Sharon Fuller (Exceptional Education Department Chair), Theresa Masih (English Department Chair), Nyocka Addison (Math Department Chair), Teresa Brooks (Lowest Achieving School RT3 Academic Coach – Math/Title I Facilitator), Shani Hall (Science Department Chair), Ola Kakolesha (Title I Academic Data Coach), Reginald Williams (English Teacher), Michael Martin (Social Studies Department Chair), Antoinette Nelson (Professional Learning Liaison), Jana Lott (Lowest Achieving School RT3 Academic Data Coach); Dione Hester (Math Teacher), Amy Jaret (English Teacher), Marleta Sigman (Title 1 Data Clerk), Pythenia Gracia(Parent), Colis Sledge (Parent) Kourtney Mathis (Student), Jeremiah Cook (Student), Phat Chang (Student), Denise Wright (Community Representative), G. Blair (Community Representative).

The principal, assistant principal, data clerk, and coaches collected school-wide testing data and presented it to the building leadership team for analysis.

The data was analyzed by the grade level and department teams. Feedback on the data was presented by each grade level and department team.

All members were involved in the overall analyzing of testing data, researching scientific based strategies, brainstorming, and developing a comprehensive plan based on data, surveys, and feedback.

B. We have used the following instruments, procedures, or processes to obtain this information . . .

Brainstorming Session

- The group met to conduct a needs assessment. A needs assessment is a systematic process used to evaluate the strengths and weaknesses of a school community. Formative, summative, demographic, and perception data were collected and examined to identify schoolwide issues and student achievement needs.

The Governor's Office of School Achievement School Report Card

- The Governor's Office of School Achievement (GOSA) School Report Card is an annual publication which reports school, system, and state test results, attendance, and graduation

* Required component of SWP as set forth in section 1114 of ESEA



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results. This data was used to compare school performance to district and state performance and identify achievement gaps within the testing domains.

The Student Longitudinal Data System (SLDS)

- The State Longitudinal Data System (SLDS) provides five years of historical student data regarding student enrollment, attendance, assessment test scores, and student grades. This information is used by “states, districts, schools, and teachers to make data driven decisions to improve student learning as well as facilitate research to increase student achievement and close achievement gaps.” Our group used this data to identify academic trends and commonalities to set goals for Title I Schoolwide and long term strategic planning.

End of Course Test (EOCT)

- The End of Course Test (EOCT) is a state mandated end of the course assessment designed to measure how well students have mastered the content and skill of the Common Core Georgia Performance Standards (CCGPS)/ Georgia Performance Standards (GPS). The data from the EOCT is used to identify the percentage of students who did not meet, meet, or exceed the course curriculum standards. Teachers utilize this information to group students based on their performance. These groups are used to determine intervention strategies for future teacher planning.

Criterion-Referenced Competency Test (CRCT)

- The CRCT is designed to measure how well students acquire the skills and knowledge described in the state mandated content standards in reading, English/language arts, mathematics, science and social studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the state standards, and to gauge the quality of education throughout Georgia.

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . .)

We do not have migrant or neglected students at this time; however, we do have homeless students. If we do receive migrant or neglected students, they will receive services for the programs for which they qualify. The counselors contact the DeKalb County School District social worker assigned to Clarkston High School once a child has been identified as homeless. This same protocol will take place if we receive students who are migrant or neglected.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

An analysis of Georgia EOCT and GHSGT data on currently enrolled students at Clarkston High School for the 2013-2014 school year revealed the following information:

Year	Total #	Black	Asian	Other	ELL	SWD	Economically
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	of Students						Disadvantaged
2013-2014	1559	961	478	120	602	144	1403

Georgia High School Writing Test (GHSWT)

	% Students Meets/Exceeds		
	2012 - 2013	2011 - 2012	2010 - 2011
11 th Grade (GHSWT)	84%	88%	84%

Comparing the 11th grade GHSWT data from 2011-2012 and 2012-2013, there was a 4% decrease on the writing assessment. The current 12th Grade student data revealed the following rating summary:

	Clarkston High School	DeKalb County School District	State of Georgia
Domain 1: Ideas	2.9	3.1	3.2
Domain 2: Organization	3.0	3.1	3.3
Domain 3: Style	2.8	3.1	3.3
Domain 4: Conventions	2.6	3.1	3.3

When comparing the domains, Domain 4 Conventions had the lowest rating summary, although Clarkston High School current 12th Grade students are below district and state summary ratings on all domains of the GHSWT.

	Clarkston	DeKalb County School District	State of Georgia
GHSWT 2012-2013 % Meets/Exceeds	84	91	95

- Clarkston HS current 12th grade students are lagging the district by 7% and the state by 11% on the GHSWT.

8th Grade Writing Assessment/ MGWA

	Freedom/Clarkston	Dekalb County School District	State of Georgia
8 th Grade 2012-2013 % Meets/Exceeds	64	74	82

- The current 9th grade student data shows that students are below the district by 10% and below the state by 18% on the Middle Grades Writing Assessment.

End-of-Course Tests (EOCT)

	% Passing		
	2012 - 2013	2011 - 2012	2010 - 2011

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Lit/Comp 9	58	45	38
American Lit/Comp	77	79	67
CCGPS Coordinate Algebra	23	N/A	N/A
CCGPS Analytic Geometry	N/A	N/A	N/A
Biology	49	33	35
Physical Science	53	35	64
US History	60	46	55
Economics	75	63	76

Comparing the EOCT data from 2011-2012 and 2012-2013, the data revealed the following:

- 13% increase in 9th Grade Lit
- 2% decrease in American Lit
- 16% increase in Biology
- 18% increase in Physical Science
- 14% increase in US History
- 12% increase in Economics
- There is not any comparison data for Mathematics due to the change to CCGPS.

When comparing the percent passing rates, the scores have improved in 9th Grade Lit, Biology, Physical Science, US History, and Economics, although the passing percentages are still below district and state percentages.

EOCT % Passing							
	9 th Grade Lit	American Lit	CCGPS Coord Alg	Biology	Physical Science	US History	Econ
Clarkston	58	77	23	49	53	60	75
DeKalb	77	86	26	63	67	70	78
State	86	91	37	74	82	72	78

- 28% below the state and 19% below the district for percentage of students meeting/exceeding the standards in 9th Grade Lit
- 14% below the state and 19% below the district for percentage of students meeting/exceeding the standards in American Lit
- 14% below the state and 3% below the district for percentage of students meeting/exceeding the standards in CCGPS Coordinate Algebra
- 25% below the state and 14% below the district for percentage of students meeting/exceeding the standards in Biology

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- 29% below the state and 14% below the district for percentage of students meeting/exceeding the standards in Physical Science
- 12% below the state and 10% below the district for percentage of students meeting/exceeding the standards in US History
- 3% below the state and district for percentage of students meeting/exceeding the standards in Economics

Criterion-Referenced Competency Test (CRCT)

	% Passing		
	2012-2013	2011-2012	2010-2011
ELA	78	76	79
Reading	84	76	84
Math	54	56	60
Science	44	43	39
Social Studies	60	57	66

Comparing the CRCT data from 2011-2012 and 2012-2013, the data revealed the following for the current 9th Grade students.

- 2% increase in ELA
- 8% increase in Reading
- 2% decrease in Math
- 1% increase in Science
- 3% increase in Social Studies

	CRCT % Passing				
	ELA	Reading	Math	Science	Social Studies
Freedom	78	84	54	44	60
DeKalb	88	92	69	57	62
State	94	97	83	74	78

When comparing the percent passing rates on the CRCT for the current 9th Grade students, the scores have improved in ELA, Reading, Science, and Social Studies, although the passing percentages are still below district and state percentages for students meeting/exceeding the standards in all core content.

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- 10% below the District and 16% below the state for students meeting/exceeding the standards in ELA
- 8% below the District and 13 % below the state for students meeting/exceeding the standards in Reading
- 15% below the District and 29% below the state for students meeting/exceeding the standards in Mathematics
- 13% below the District and 30% below the state for students meeting/exceeding the standards in Science
- 2% below the District and 16% below the state for students meeting/exceeding the standards in Social Studies

E. This plan is based on the student demographics of the school according to all students and the following subgroups:

- Students with Disabilities – 9.2%
- Economically Disadvantaged – 90%
- Black – 61.6%
- Asian – 30.1%
- ELL – 38.6%

F. The data has helped us reach conclusions regarding achievement or other related data.

➤ The major strengths we found in our program were....

Based on the 2012-2013 data:

- 58% of the current 10th Grade students met/exceeded the standards on the 9th Grade Literature EOCT, a 13% increase from the previous year
- 49% of the current 10th Grade students met/exceeded the standards on the Biology EOCT, a 16% increase from the previous year
- 53% of the current 11th Grade students met/exceeded the standards on the Physical Science EOCT, a 18% increase from the previous year
- 60% of the current 12th Grade students met/exceeded the standards on the US History EOCT, a 14% increase from the previous year

Successes from the aforementioned data are mainly due to increased focus on literacy in all core content, the use of Thinking Maps, and common planning for teachers to develop curriculum lessons and units aligned with the standards. The collaborative teams communicate the learning goals and outcomes with next steps for student mastery of standards. The school environment and climate are conducive to learning. Teachers maximize instruction for effective learning.

➤ The major needs we discovered were....

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Currently our GHSWT, EOCT, and CRCT scores show that we are still well below the district and state percentage of students meeting/exceeding the standards in English Language Arts, mathematics, science, Social Studies, and writing.

Student needs in English Language Arts:

- Reading unfamiliar passages for understanding
- Using context clues to understand meanings of new words
- Reading with fluency
- Reading long passages
- Writing conventions
- Conveying ideas in writing

Student needs in Mathematics:

- Weak Algebra skills
- Basic math computation skills
- Problem solving and reasoning skills
- Data Interpretation
- Weak Spatial Skills – Geometry
- Number Sense

Student needs in Science:

- Reading skills necessary to understand key concepts
- Language accessibility
- Familiarity with science vocabulary
- Prior knowledge in science

Student needs in Social Studies:

- Prior knowledge in US History
- Reading skills
- Prerequisite classes for economics
- Weak verbal skills
- Information retention

➤ The needs we will address are....

English Language Arts:

- Reading unfamiliar passages for understanding
- Using context clues to understand meanings of new words

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- Reading with fluency
- Reading long passages
- Writing conventions
- Conveying ideas in writing

Mathematics:

- Weak Algebra skills
- Basic math computation skills
- Problem solving and reasoning skills
- Data Interpretation
- Weak Spatial Skills – Geometry
- Number Sense

Science:

- Reading skills necessary to understand key concepts
- Familiarity with science vocabulary
- Prior knowledge in science

Social Studies:

- Prior knowledge in US History
- Reading skills
- Weak verbal skills

- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be...

Specific academic needs will be met through Increased Learning Time During the Day, Saturday School, before school/after school tutorial, and support classes during the day (Reading Enrichment using Read 180, Math Support using Math Navigator, Contemporary Literature using Ramp Up to Literacy, Lit/Comp 9 using Literacy Navigator, Additional Support Books from American Book Company and Triumph Learning).

Title I push-in teachers (2 Part-time ELA, 2 Part-time math, 1 Part-time science, 2 Part-time Social Studies) will supplement instruction in ELA, math, science, and Social Studies by reteaching, reinforcing, and remediating the standards for small groups of students who did not meet the standards in his/her assigned core content classroom. The Title I push-in teacher will be responsible for assigning grades for academic progress for each student in the small group.

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The Title I academic data coach (1 Full Time ELA) will provide assistance to all ELA teachers by:

- providing professional learning on data analysis to make timely and appropriate decisions about curriculum, assessment, and instruction;
- providing assistance in blending ELA content knowledge and differentiated instructional strategies;
- supporting with materials and strategies to address the instructional needs of the students;
- designing collaborative, standards-based, job-embedded professional learning on instructional strategies and pedagogy
- providing professional learning on disaggregating, interpreting, and using assessment results to drive instruction in ELA classrooms

➤ The root cause(s) that we discovered for each of the needs were:

- Students enter Clarkston High School with major achievement gaps in all core content areas (weak computation skills, inability to use writing conventions correctly, and lack of science and Social Studies prior knowledge).
- There is low parental involvement in student core content education.
- There is a lack of resources to support core content instruction at home (money, general supplies, computer with Internet access).
- There have been several math curriculum changes in Georgia over the past few years.
- There is a lack of real world application of skills taught.
- There is a lack of opportunities to develop critical thinking.

G. The measurable goals/benchmarks we have established to address the needs are . . .

- Increase the number of all, Black, Asian, ELL, and economically disadvantaged students meeting or exceeding the standard on the Lit 9 and American Lit/Comp EOCTs by 10% for SY 2013-2014.
- Increase the number of all, Black, Asian, ELL, and economically disadvantaged students meeting or exceeding the standard on CCGPS Coordinate Algebra EOCT by 10% in SY 2013-2014.
- Increase the number of all, Black, Asian, ELL, and economically disadvantaged students meeting or exceeding the standard on Physical Science and Biology EOCTs by 10% in SY 2013-2014.
- Increase the number of all, Black, Asian, ELL, and economically disadvantaged students meeting or exceeding the standard on US History and Economics EOCTs by 10% in SY 2013-2014 for first time test takers.
- Increase the number of first time test takers on the GHSWT by 5% in SY 2013-2014.
- Increase the graduation rate of students by 10% in SY 2013-2014.

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- | |
|---|
| <p>*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.</p> |
| <ul style="list-style-type: none">• Implement CCGPS Analytic Geometry curriculum and achieve a 70% pass rate on the EOCT. |

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*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the state's academic content and student academic achievement standard are:

- Differentiated instruction
- Standards – based instruction
- Thinking Maps
- Grouping
 - SIOP
 - Preferred Co-teaching Models
 - Flexible Grouping Strategies
- Technology (Equipment/Software)
 - Calculators
 - iPads
 - Laptops
 - Document Cameras
 - Activ Expressions
 - Activ Boards
 - Brain Pop
 - USAtestprep
 - Edmodo
 - Boardworks
 - Read 180
 - Study Island
 - Universal Screener (STAR Math and STAR Reading)
- Common Planning
- Pearson Products
 - Ramp – Up to Literacy
 - Math Navigator
 - Literacy Navigator
 - iLit – Internet Literacy
- Increased Learning Time
 - Increased Learning Time (ILT) During Day
 - Before/After School Tutorial
 - Saturday School
- Use of manipulatives
- Professional development

In addition to the identified strategies, the following will be implemented as funding allows:

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<p>*2. Schoolwide reform strategies that are scientifically-researched based.</p>
<p>2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.</p>
<ul style="list-style-type: none">• Title I ELA, Math, Science, and Social Studies Supplemental Push-in Teachers• Title I Data Clerk• Title 1 Academic Data Coach - ELA• Teacher Keys Effectiveness System (TKES)• Increased Learning Time• Professional Development
<p><u>Title I Supplemental Push-in Teachers</u></p> <ul style="list-style-type: none">• Assists in integrating the core academic intervention programs and services as it relates to the appropriate core content course• Ensures the delivery of core academic intervention program and services as it relates to ELA, Math, Science, and Social Studies to improve student achievement• Assists with the implementation of core academic intervention programs for at-risk students• Reteaches, reinforces, and remediates core content for small groups of students who did not meet the standards in his/her assigned core content classroom• Assigns grades for academic progress for each student in the small group
<p><u>Academic Data Coach</u></p> <ul style="list-style-type: none">➤ Provides professional learning on data analysis to make timely and appropriate decisions about curriculum, assessment, and instruction;➤ Provides assistance in blending ELA content knowledge and differentiated instructional strategies;➤ Supports with materials and strategies to address the instructional needs of the students;➤ Designs collaborative, standards-based, job-embedded professional learning on instructional strategies and pedagogy➤ Provides professional learning on disaggregating, interpreting, and using assessment results to drive instruction in ELA classrooms
<p><u>Title I Data Clerk</u></p> <ul style="list-style-type: none">• Compiles, sorts, and verifies accuracy of student data to be entered or scanned• Maintains an effective and efficient management system by developing structures for reporting summative and formative data• Disseminates core content results of academic data to appropriate personnel by generating data reports• Communicates with teachers to resolve questions, inconsistencies or missing data• Supports data team to ensure critical data reports are generated and displayed for teachers in a timely manner.
<p><u>The New Teacher Keys Effectiveness System (TKES)</u> Consists of multiple components, including the Teacher Assessment on Performance Standards</p>

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*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

(TAPS), Surveys of Instructional Practice, and Measures of Student Growth and Academic Achievement. The overall goal of TKES is to support continuous growth and development of each other.

Increased Learning Time

Research has proven that increasing students' time-on-tasks boosts academic performances, enhances social development, and expands access to engaging learning experiences. Increased learning time will be data-driven, feature high-quality teaching and curriculum, and balance academic content with hands-on-activities.

Professional Development

- Common Core State Standards training through PL Workshops (Substitutes for release time)
- Professional Learning Communities
- Workshops/In-services
- Have collaborative groups with the teachers for content development and analyzing student work/data facilitated by the academic data coaches.

Common Core Standards will be used as the expectation for learning. However, student needs will be assessed prior to instruction. Classroom instruction will be tailored to the students' level of understanding.

- Utilize the 7-steps of teaching and learning for student content mastery.
- Continue to implement the instructional framework (opening, work session, closing)
- Provide standards-based instruction.
- Use the preferred co-teaching models in instructional delivery.
- Organize content by using Thinking Maps.
- Use SIOP strategies for ELL students
- Develop classroom profiles for students based on multiple intelligences and formative assessment data.
- Analyze student data to plan for instructional delivery and safety nets to support student learning.
- Use more levels 3 and 4 depth of knowledge during instructional delivery.
- Use Marzano's high yield strategies and the Educator's Toolbox strategies during instructional delivery.
- Use differentiated instructional strategies in all classes daily.
- Develop plans for remediation and offer redo opportunities for students to master the standards.
- Model and implement best practices.
- Adjust content, process, product, and learning environment as needed
- Differentiation of instruction based on skill level, exceptionality, or learning style

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*2. Schoolwide reform strategies that are scientifically-researched based.
2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
<ul style="list-style-type: none">● Student choice● Stations● Individualized activities using iPads, desktop computers, and laptop computers● Flexible grouping <p>Appropriate support and follow-up is planned monthly by the leadership team and in collaborative teacher meetings. Additional support may include content and grade level meetings on instruction, data, and assessments to guide differentiated instruction. Appropriate support can include facilitating work groups, demonstration lessons, teacher observations, and Webinar sessions.</p>

2(b). Are based upon effective means of raising student achievement.
<p><i>Response:</i> Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)....</p> <p>The ways in which we will address the needs of all children in the school particularly the needs of the students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are: Differentiated Instruction, Thinking Maps, Standards-based Instruction, Grouping Strategies, Technology, Common Planning, Pearson products, professional development, Use of Manipulatives, and integrating writing into all content areas.</p> <p>In all core subject areas the following strategies will be utilized for students:</p> <ul style="list-style-type: none">● Differentiated Instruction <i>Tomlinson, C.A. and McTighe, J. (2006). <u>Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids</u>. Association for Supervision and Curriculum Development. Differentiation of instruction can be supported by the research of Carol Ann Tomlinson, she states, 'there is ample evidence that students are more successful in school and find it more satisfying if they are taught in ways that are more responsive to their readiness levels, interests, and learning profiles' (ERIC Digest, Carol Ann Tomlinson, 2003-2004)</i>● Standards-Based Instruction <i>Standards-based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their educational goals, including specific concepts, order, or instructional materials (Krueger & Sutton, 2001)</i>● Thinking Maps <i>Jenson, Eric (2004). <u>Brain Compatible Strategies</u>. Hyerle, David and Yeager, Chris (2007). <u>A Language for Learning: Thinking Maps Trainer's Guide</u>. Marzano, Robert (2001).</i>

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Classroom Instruction that Works. Studies show that 84% of all information that comes to the brain is visual and 36,000 visual messages per hour are registered by the eyes. Marzano emphasizes non-linguistic representation on student achievement and the research about dual coding theory in his book *Classroom Instruction that Works* (2001). Therefore by using Thinking Maps during direct instruction students benefit from dual coding (Hyerle, D. et al, 2007). Marzano's research findings emphasize the importance of student creating their own visuals instead of using ready-made graphics (2001).

- **Grouping Strategies**

In order to maximize achievement, grouping strategies allow for students of varying abilities to learn based on needs. This allows less teacher focus and more student focus in the classroom. Balancing between whole group and small group instruction allows students to learn new information, discuss it, and process it (Fisher & Frey, 2008)

- **Technology**

*Accessibility features in common technology applications can help struggling students make important connections – to the content, among ideas, among their own sensory modes of learning, and between their digital competencies and the curriculum. These technologies, however, will not automatically create success straight out of the box. Educators need to strategically integrate these features into sound pedagogy to help struggling learners achieve both academic and technological success. (Silver-Pacuilla and Fleischman, *Helping Struggling Students, Educational Leadership*, February 2006, Volume 63, Number 5, pp 84-85).*

- **Common Planning**

Common Planning has long been cited in school reform literature as a primary vehicle for teachers' ongoing professional development and for securing strong implementation of organizational, curricular, and instructional reforms (Desimone, 2002). The provision of Common Planning time has been identified as a core principle of successful resource allocation in high-performing high schools in part because it helps build an active professional learning community among staff (Miles and Darling –Hammond, 1998)

- **Pearson Products**

As part of the Response-to-Intervention (RTI) plan, the provision of Tier 2 and Tier 3 instructional support is needed. Pearson was chosen as the model to use for these interventions based on the products ability to:

- *Create a standards-based system with assessments that monitor progress and inform instruction*
- *Align instruction to standards and focusing teaching on moving students from where they are to where they need to be*

- **Increased Learning Time**

To better understand how time can be used to maximize effect for at-risk students, the National Center on Time & Learning analyzed the practices of 30 high-performing, high-poverty expanded-time schools (both district and charter) and discovered eight categories of practice that

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acted to optimize the impact of more time, including individualizing learning for students, building a culture of high expectations and continually analyzing student data.

- Use of Manipulatives

In order for mathematics to engage students interactively and entertaining for the purpose of learning, teachers must involve students physically in hands-on experiences. Although some research states that students learned the material no matter which way it was taught; there were definite differences in student enjoyment (Rust, A Study of the Benefits of Math Manipulatives Versus Standard Curriculum in the Comprehension of Mathematics Concepts, 1999). Student enjoyment in school is directly related to their overall academic success because it has been proven that students will retain the information if it is enjoyable to them.... Using manipulative aids and devices make the classroom a more interesting and engaging place for both teachers and students. (McClung, 1998)

- Professional Development

Michael Garet and colleagues surveyed a nationally representative sample of teachers who, in the late 1990s, participated in the Eisenhower Professional Development Program, which emphasized mathematics and science. The study found that teachers were more likely to change their instructional practices and gain greater subject knowledge and improved teaching skills when their professional development linked directly to their daily experiences and aligned with standards and assessments.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

We will increase the amount and quality of learning time by.... Increased Learning Time during the school day. ILT will be used to focus on increasing literacy in the core content areas through reading, writing, listening, and speaking. Increased Learning Time outside of the school day will be provided in the areas of English Language Arts (ELA), Mathematics, Science, and Social Studies through the before/after school and Saturday School programs. Students not meeting standards will be grouped according to assessment results and assigned instructional activities to meet their learning targets during the before/after school tutorial and Saturday programs. The following increased learning time programs will be available:

- Tutorial (Focus is Level 3 students; however, all students can attend.)
- Saturday School (Focus is Level 1 and Level 2 students; however, all students can attend.)

Quality of learning will be increased by grouping students according to assessment results and assigned instructional activities to meet their learning targets during before/after school tutorial and Saturday programs. Quality of learning will also be increased by technology (Laptop Carts, Apple iPad Carts, Activ Boards, Activ Expressions, Calculators (Graphing, Scientific, and Texas Instrument Navigator Systems) and resource materials (Boardworks, instructional frameworks, GHSGT/EOCT test prep materials, instructional materials/supplies, Pearson products, Study Island, USAtestprep) to be used with students.

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2(d). Address the needs of all children, 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 Elementary and Secondary Education Act of 1965 (ESEA).

Response:

The targeted population of students for Title 1 services is the students who do not meet standards on the EOCT, GHSGT, and GHSWT or come to us below grade level as 9th Grade students in core content. The needs of students will be continuously monitored through teacher made tests, observations, DeKalb County School District benchmark tests, Student Learning Objectives (SLO). In addition, the EOCT, GHSGT, and GHSWT will be used to determine if the core instructional needs have been met. The students' needs to be addressed are as follows:

- ELA – Reading, Literacy and Informational, Speaking and Listening, Writing, and Language.
- Mathematics – Algebra to include Numbers and Quantities, Geometry, and Statistics
- Science -
 - Biology – Cells, Organisms, Genetics, Ecology, and Evolution
 - Physical Science – Atomic and Nuclear Theory and the Periodic Table; Chemical Reactions and Properties of Matter; Energy, Force, and Motion, and Waves; Electricity and Magnetism
- Social Studies –
 - US History - Colonization through Constitution; New Republic through Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and Modern Era
 - Economics – Fundamental Economic Concepts, Microeconomics, Macroeconomics, International Economics, and Personal Finance
- Writing – Ideas, Conventions, Style, Organization

Specific core academic needs will be met through Increased Learning Time During the Day, Saturday School, before school/after school tutorial, support classes during the day (Reading Enrichment using Read 180, Math Support using Math Navigator, Contemporary Literature using Ramp Up to Literacy, Lit/Comp 9 using Literacy Navigator), individualized instruction, flexible grouping, supplemental books from American Book Company or Triumph Learning and Title I personnel (Supplemental Push-in Teachers and academic data coach).

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response: N/A

*3. Instruction by highly qualified professional staff.

Response:

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***3. Instruction by highly qualified professional staff.**

Clarkston High School's staff is 99% Highly Qualified. All teachers (102 out of 103) have met the guidelines for certification in their respective field of employment. In order to ensure certification compliance, expiration dates on all certificates are monitored annually and kept on file within the local school. In collaboration with the local school administration and human resource department, teachers are thoroughly informed of their proper responsibilities for maintaining certification as highly qualified educators as set forth by Georgia Professional Standards Commission Board. Each educator has met the certification requirements in their specific content area. Additionally, Clarkston ensures professional development board hours are submitted annually to make certain that certification remains current.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

Clarkston offers a comprehensive interdisciplinary curriculum that provides rigor and high expectations for exceptional student achievement. Potential teacher candidates are drawn to Clarkston due to its diverse population of student body and faculty, opportunities for personal growth, opportunities to be vested in Clarkston High School (clubs/organizations/sports), the readily available technology, and the supportive staff. Teachers are also assigned a mentor teacher and provided professional learning based on the GAPSS review. Additional core content support is provided by the academic data coaches, attending conferences, and district core content training.

Highly Qualified teachers' resumes are reviewed for employment at Clarkston through the Paperless Applicant Tracking System (PATS) by the administrators and members of the Building Leadership Team. When pursuing a candidate, we pre-screen applicants at the district's job fair, which is held annually. Additionally, we offer school tours and an opportunity to meet the building leaders. Vacant positions are posted in collaboration with the Human Resources department. Each position highlights qualifications and the experience needed to obtain the Highly Qualified position. If necessary, teachers with provisional certificates are monitored to successfully complete and master Georgia Assessments for Certification of Educators (GACE) in order to obtain full certification. Administrators and members of the Leadership Team make-up the interview panel to screen and identify Highly Qualified teacher candidates.

***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

Response:

We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example . . .

- A. Professional development is provided every Wednesday during the day and after school to enhance instructional strategies for all core content teachers.

Professional Development activities will include:

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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

- Differentiated Instruction
- Effective Openings – Activating Prior Knowledge
- Effective Closings
- Maximizing Work Periods
- Standards-Based Classroom
- Rituals and Routines
- Thinking Maps
- Grouping Strategies – Cooperative and Flexible
- RTI
- Marzano’s Nine High Yield Strategies
- Boardworks
- Technology
- How to Use Data to Drive Instruction
- CCRPI
- Leading, Lagging, and Latent Outcomes
- PUSH – Planning Until Something Happens
- TKES

B. We have aligned professional development with the State’s academic content and student academic achievement standards

- CCGPS (Common Core Georgia Performance Standards)
- TKES/LKES (Teacher/Leader Keys)
- SLO (Student Learning Objectives)
- CCRPI (College and Career Readiness Performance Learning)
- CIAPL (Curriculum, Instruction, Assessment, and Professional Learning)
- PD360 (Professional Development)

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example... (money, time, resources, instructional coaches)

- Consultants for core content and instructional strategies (Title I)
 - MRESA – Physical Sciences – 1 day workshop
 - MRESA – Life Sciences – Biology and Anatomy – 1 day workshop
 - MRESA – Chemistry – 1 day workshop
 - MRESA – CCGPS Coordinate Algebra – 1 day workshop
 - MRESA – CCGPS Analytic Geometry – 1 day workshop
 - MRESA – GPS Math 3 – 1 day workshop
 - MRESA – GPS Math 4 and other – 1 day workshop
 - MRESA – American Government – 1 day workshop
 - MRESA – World History – 1 day workshop
 - MRESA – US History – 1 day workshop

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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

- MRESA – Economics – 1 day workshop
- MRESA – Composition and Writing – 2 - 1 day workshops
- MRESA – Literature – 2 - 1 day workshops
- MRESA – Vocabulary Building – 1 day – during planning periods
- MRESA – Reading Comprehension – 1 day – during planning periods
- Texas Instruments for Science and Math – Summer 2014 – All Science and Math Teachers
- Math, Literacy, Social Studies, and Science Conferences (Title I)
 - National Council Teachers of Mathematics – April 2014 – New Orleans – 3 teachers (1- Coordinate Algebra, 1 – Analytic Geometry, 1 - 11th/12th Grade Math Teacher)
 - Georgia Council for Teachers of English – February 2014 – Calloway Gardens, Georgia – 3 English teachers (1 – Lit/Comp 9, 1 – World Lit, 1 American Lit or British Literature)
 - National Council for the Social Studies – November 2013 - St. Louis, Missouri – 3 Social Studies teachers – 1 – American Gov/World Geo Teacher, 1 World History, 1 – 11th/12 Grade Social Studies Course Teacher
 - National Science Teachers Association – December 2013 – Denver – 3 Science teachers – 1-Biology, 1-Physical Science, 1-Chemistry
 - International Reading Association – Literacy and Reading Conference – May 2013 – New Orleans, Louisiana – 4 Teachers – one from each core content
 - Thinking Maps – Savannah, GA – June 10-12 and July 23-24 – 4 Teachers
- Substitutes for teachers who are attending professional learning with the consultants and conferences (Title I)
- Professional learning materials/supplies for on-site workshops (Title I)
- Professional learning stipends for teachers during off contract hours (Title I)
- On-site weekly professional learning provided by academic data coaches (Title I/Race to the Top) based on the GaDOE GAPSS Review and focus walk data

D. We have included teachers in professional development activities regarding the use of academic assessments... to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways...

We will provide professional development opportunities that will allow teachers to inform instruction through training regarding

- Instructional Data Management System (IDMS) Training
- State Longitudinal Data System
- Understanding and Interpreting EOCT, GHSWT, and ACCESS performance profile information

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***5. Strategies to increase parental involvement.**

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by. . .

Parents will be involved in planning meetings and scheduled Title 1 meetings. They will be invited to these meetings via mailed newsletter, flyers sent home with students, website, marquee, and calling post calls. As necessary, interpreters will be provided and flyers will be sent home in the language spoken at home.

- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by...

The parent involvement plan will be distributed to parents via parent teacher conferences, students will bring home in backpacks, and provided to parents when they visit the school. The parent involvement plan can also be viewed on the school website and copies are available in the main office of the school. As necessary, the parent involvement plan will be provided to parents in their home language.

- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by...

The Title 1 parent meeting will be promoted by advertising on the marquee, sending out a newsletter, placing it on the school's website, using Remind101, and a calling post message in the language appropriately identified as the student's home language. The use of translation services to will be used to translate the newsletter into the top languages of the school.

To accommodate all stakeholders, multiple meetings will be held at different times. One will be during the day and the remaining meetings will be in the evening hours.

At the annual Title 1 meeting, all stakeholders will receive information about the Title 1 program in the school.

- D. We will offer a flexible number of meetings, such as meetings in the morning or evening,

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and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...

In order to meet the needs of the parents and provide parents with information, we will offer 6 Title 1 meetings throughout the school year at different times. One of the meetings will be the Annual Title 1 Meeting to explain what the Title 1 program will entail at Clarkston High School. The remaining meetings will include a Testing Meeting, Math Meeting, English Meeting, Science Meeting, and Social Studies Meeting. Each meeting will provide parents with information to aid them with helping their students in core content areas at home.

- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by ...

Holding Title 1 Parent Meetings to discuss Testing, English, Math, Science, and Social Studies. These meetings will give parents the opportunity to learn how they can assist their students in all core content areas and with testing in these areas.

- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by...

Parents will be invited to give feedback through a Title 1 survey which is online and sent home with students. This feedback will be used to develop the school-parent compact.

- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by...

Title 1 meetings will include a Testing Meeting, Math Meeting, English Meeting, Science Meeting, and Social Studies Meeting. Each meeting will provide parents with information to aid them with helping their students in core content areas at home. These meetings will provide parents with the information necessary to understand core content standards, academic assessments, and how to monitor their child's progress and provide support to

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their child.

- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by...

A parent center with set hours will be available to parents to obtain materials to help their child's achievement.

- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by ...

Through professional learning conducted throughout the year, the faculty will receive the training necessary to help them communicate and work with parents in a more effective manner.

- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by ... orientation and parent resource center and community outreach person

- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by... interpretation and translation and user friendly

- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by...

*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

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Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year . . .

Middle School to High School Transition

Vertical teaming meetings are scheduled with Freedom Middle School and Clarkston High School to help to prepare students to transition from the 8th grade to the 9th grade. Activities designed to assist this transition for students are prepared and conducted. The 9th Grade Academy teachers and students visit the feeder school and share information about the upcoming school year with prospective freshmen students. The middle school visits the high school twice a year. Two parent meetings are held – one at the high school and one at the middle school. Every student has the opportunity to visit the high school where they receive a tour of the building after a brief welcome from administrators. The Summer Bridge Program provides a parent and student orientation to familiarize students with the high school and the expectations. Also, parents receive information regarding curriculum, scheduling, and have the opportunity to have pertinent questions addressed. Once 9th graders have begun the school year, many measures are taken to ensure student success in their academic classes. Students are a part of the Ninth Grade Academy (NGA) Smaller Learning Community where there is an NGA administrator and counselor to help to *equip the students with the academic and social skills necessary to aid in their transition from middle school to high school*. All NGA core teachers have common planning to disaggregate data and use results to strategically plan for students success via teacher professional learning, implementation of Best Practices, field trips, interdisciplinary units, student recognition, communication with stakeholders, parent/teacher/student conferences, analyzing student work, increasing student retention rates, decreasing student dropout rates, and peer coaching. REP, Read 180, and support classes are offered to students based on CRCT scores.

English Language Learners Transition

Our school enjoys a culturally diverse environment. As a result, provisions are made to help English Language Learners transition culturally and academically. Students new to the country come to us from the DeKalb International Center still needing sheltered support. ESOL classes are offered to students who are identified as English Language Learners. Students are tested upon enrollment and placed in developmental classes. Sheltered English is yearlong with support provided through ESOL II, III, or IV.

ELL plans are developed for ELL students. Standards based instruction prepares students for EOCT and GHSCT in various academic areas. Students receive differentiated instruction in the classroom to include cooperative learning, hands-on activities, computer lab activities, and projects. Additional support and preparation is provided in extended day tutorials and Saturday School. By ensuring that students are adequately prepared for end-of-course assessments we can better our students' opportunity for successful transition out of high-school and into their post-secondary learning institutions.

Collaborative Special Education Classes to Mainstream Classes

To assist students in a collaborative special education setting to transition to regular education

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classes, special education teachers, regular-education teachers, parents, counselors, and the school psychologist meet to re-evaluate the consistency of goals being met with limited modifications. There is a re-evaluation of the student's individualized education plan (IEP) with feedback provided by all aforementioned individuals. In addition, Project ICE strategies and the preferred teaching models are used.

High School To Work; High School To College or Technical School

Students are provided opportunities while in high school to attend Cross Keys OEC Programs, Georgia Piedmont Technical College, and Georgia Perimeter. In addition, students tour the aforementioned as well as other colleges; colleges/universities visit the school weekly. Career/college fairs are held annually for students to ask questions about specific careers and colleges. Financial planning workshops are conducted for 9th through 12th Grade students.

*7. Measures 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.

Response:

A. The ways that we include teachers in decisions regarding use of academic assessment are

Teachers participate in content level, grade level, department level, building level, and vertical instructional meetings to plan, build continuity, and identify cross-grade level learning gaps.

Teachers use items such as previous EOCT/CRCT scores to determine possible strengths and weaknesses students have in core content prior to the student beginning the class. Pre-assessments are given at the beginning of each unit throughout the year to develop grouping strategies and to assess student needs. Based on these pre-assessments, teachers develop engaging lessons during collaborative planning to address both weaknesses and strengths of students on each standard to be mastered. Students are placed in flexible groups and given remediation, instruction, or enrichment based on these assessments to allow each student to meet and exceed on standards.

Teachers work in collaborative professional learning communities. In the PLCs teachers develop unit plans with daily lesson plans using various instructional strategies to address the individual needs of the students. Formal and authentic assessments are developed to determine if students have mastered the curriculum content. Rubrics are used as a guideline for assessing and evaluating student work and performance. Teachers assess student work using rubrics and assign a score accordingly; students can articulate the expectations of their work. Based on the analysis of the student work, teachers in professional learning communities can identify areas of strengths and those that need improvement to re-address the instruction. Classroom observations, displays of student work with analysis, teacher comments on student work, and rubrics are means of articulating classroom assessment results.

Progress will be monitored on an ongoing process. Students will do pre/post benchmark assessments, diagnostic ELA and mathematics GHSGT tests, chapter/unit tests, and quizzes. The teachers will monitor progress and determine areas that need improvement. English Language Arts, mathematics, science, and social studies teachers will deliver instruction centered on the domains of the GHSGT and the EOCT using the seven steps of teaching. There will be extension and remediation activities in the content area classrooms based on the results of pre/post benchmark assessments.

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Teachers are included in decisions regarding the use of assessments through professional learning communities' collaboration by course content. Teachers will analyze the effectiveness of the tasks/activities/strategies and student work to determine next steps for students to master core content. Class data will be analyzed as part of the protocol established for PLC meetings. Results will be posted in the data room and reviewed by the leadership team. The analysis will be used to provide targeted student instruction when re-teaching. The data will also help to determine the type of grouping needed.

*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling)...

Teachers participate in data talks and keep a data notebook to monitor student progress weekly. Class profiles are developed based on the weekly assessment that is analyzed. Remediation and enrichment strategies are discussed and employed in the classroom to improve student achievement. Teachers differentiate lesson plans based on the weekly assessment data to address student needs. Students of major concern are discussed during data talks and receive additional Tier B interventions to help them meet standards. The Tier B interventions are in the individual teacher's lesson plans.

Student progress is monitored on an ongoing process. Students will do pre/post tests and common benchmark assessments; teachers will use the seven steps of teaching and learning. Teachers will monitor progress and determine areas that need improvement for each student; feedback will be provided to the students based on the aforementioned. Teacher will deliver targeted instruction after the analysis of benchmark assessments. There will be extension and remediation activities in the content area classrooms based on the results of the post-test benchmark assessments.

Word walls, student work with teacher commentary and rubrics, data, and standards are posted in all classrooms. The three part lesson framework is used in all classes to develop a daily agenda for increasing student awareness of the instructional daily goals and standards.

Teachers must contact the parents of failing students every 4.5 weeks. Teachers are also encouraged to contact the parents of students who are struggling with content but who may not be failing. At this time parents are informed of the student's progress and the resources that are available to the student. At 4.5 weeks and 13.5 weeks the school schedules an evening for face-to-face teacher-parent/student conferences where the parent/students can see tangible evidence of the student's progress. At this time counselors, administrators, and teachers help publicize our resources for additional assistance in mastering the standards. In addition, teachers have student conferences to provide updates of student progress.

Meetings are scheduled with the parents of students in order to inform them of additional assistance available through the school and community. Departmental tutorials are held before and after school

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as well as Saturday school.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

Teachers attend professional learning on instructional strategies, assessments, core content, Common Core standards, and standards-based instruction. The academic data coaches provide weekly professional learning based on the GAPSS review to all teachers during common planning and faculty meetings to help them to identify students who are experiencing difficulties in core content. Assistance is provided to teachers by modeling, providing professional learning, and collaborating with the teachers. In addition, professional development is provided annually on Response to Intervention and Student Support Teams (SST). Content professional learning is provided during department meetings monthly. Professional learning is also provided on IDMS and SLDS to help with core content data analysis for individual students.

8(c). Parent-Teacher 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.

Response:

- Although parent teacher conferences can be scheduled at any time by the parent or the teacher, the district requires that parent teacher conferences be held twice per semester. During the parent teacher conferences parents and teachers discuss student academic progress in core content, and the core content teacher provides suggestions/strategies on how the parent can help the child at home with the core content.
- Title I parental involvement funds will be used to provide four core content parent nights for parents to learn strategies and obtain hands-on and Internet based resources to assist their child at home with core standards. Each of the content nights will allow parents to learn how to help their students and provide them with some activities to use at home as well as handouts with additional strategies.
- Extended day tutorials are available after school and on Saturdays. The tutorial schedules are posted on the school website and throughout the building. They are also available in the counseling office and in each core content classroom.
- 21st Century Grant staff come to Clarkston High School Monday through Thursday and provide tutorial to the ELL students in core content.

*9. Coordination and integration of federal, state, and local services and programs.

Response:

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

9(a). List of state and local educational agency programs and other federal programs that will be

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included.
<p><i>Response:</i></p> <ul style="list-style-type: none"> • FTE Funds • Students with Disabilities Funds (IDEA) • SPLOST Funds • Title I, Part A • Title II, Part A • School Improvement 1003a • Carl D. Perkins Vocational and Applied Technology Funds • Race To The Top (RT3) • Professional Learning Funds • 21st Century Learning Grant

9(b). Description of how resources from Title I and other sources will be used.	
<i>Response:</i>	
FTE Funds	Instructional staff (teachers, paraprofessionals), consumable supplies, technology, expendable equipment, professional learning
Students with Disabilities Funds (IDEA)	Special ed teachers and paraprofessionals; Consumable supplies, technology, expendable equipment for special education students
SPLOST Funds	Technology; expendable equipment
Title I, Part A	Supplemental push-in instructional staff (teachers); supplemental personnel (academic data coaches; data clerk); supplemental consumable supplies; supplemental technology; supplemental expendable equipment; supplemental professional learning
Title II, Part A	Professional learning
School Improvement 1003(a)	Funds received based on priority status for credit recovery in math, professional learning data summit, GaDOE Summer Leadership Academy, Professional Learning Consultants
Carl D. Perkins Vocational and Applied Technology Funds	Funds for Engineering, Nursing, Family Consumer Science, and Business consumable supplies, technology, and expendable equipment
Race To The Top (RT3)	Increased Learning Time Extra Activity Pay; Incentives; Pearson Comprehensive School Improvement Model; Professional Learning Stipends; Personnel (Academic Data Coaches ELL and Math, School Improvement Liaison, Parent Support Liaison)
Professional Learning Funds	Professional learning Books/materials
21 st Century Learning Grant	Tutoring and enrichment for ELL students

9(c). Plan developed in coordination with other programs, including those under the School-to-

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Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

Clarkston HS has a Smaller Learning Communities Grant for professional learning, professional learning travel, site-based activities, substitutes, and materials. In addition, there are family consumer science, business, and engineering classes where students can choose a career pathway. Family Consumer Science, Nursing, Business, and Engineering use funding from the Carl D. Perkins Act to provide consumable supplies, technology, and expendable equipment for their classes.

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

Response:

Faculty will be trained through our data analysis training sessions and grade level meetings on how to adequately disaggregate pertinent test data. Data will also be obtained and the results will be interpreted to parents through a workshop. Lexile, Access, PSAT, and EOCT scores will be interpreted, reviewed, and discussed during the workshop to ensure parents' understanding of how to interpret their child's test scores.

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

Response: The Georgia Department of Education collects, disaggregates, and provides data for the End-of-Course Test, Georgia High School Writing Test, and the Criterion Referenced Competency Test. The teachers then review and interpret the data. The Schoolwide Longitudinal Data System is used to access student longitudinal EOCT, GHSWT, and CRCT data. The Information Data Management System is used to review and interpret benchmark and Student Learning Objective (SLO) core content data. Title I funds will be used for an Academic Data Coach to assist teachers with data analysis, and a Data Clerk will compile, sort, and verify core content data and disseminate results to core content teachers.

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

Response: The state of Georgia has verified the validity and reliability of the disaggregated data. Benchmarks follow DeKalb County School District protocols for validity and reliability.

Star Reading, and STAR Math

Renaissance Learning products and best classroom practices are supported by a body of evidence unrivaled among similar companies. More than 70% of the research on our products has been conducted independently or externally by university researchers, research firms, or school personnel.

* Required component of SWP as set forth in section 1114 of ESEA



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TYPE OF RESEARCH	INDEPENDENT RESEARCH		RENAISSANCE LEARNING INTERNAL RESEARCH	TOTALS
	GOVERNMENT/ UNIVERSITY/ RESEARCH FIRM	SCHOOL		
Experimental and Quasi-Experimental	63	4	5	72
Correlational and Case Studies	43	101	17	161
Product Foundation White Papers	2	n/a	22	24
Reliability and Validity Assessment Research	13	n/a	60	73
Independent Reviews	67	n/a	n/a	67
TOTALS	188	105	104	397

Total Independent Research Studies = 293
Total Peer Reviewed Studies - 47

*As of July 2013

Study designs include experimental and quasi-experimental as well as correlational, case study, and psychometric (reliability and validity) research. Many have been published in peer review journals, and thus upheld to the highest scrutiny.

13. Provisions for public reporting of disaggregated data.

Response: The Georgia Department of Education reports public disaggregated data on its website via the school report card. DeKalb County School District publishes test data on their website. Disaggregated data is available for Clarkston High School via the school's website, parent letters, and newsletters.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response: The plan was developed during a one-year period in the 2012-2013 school year and has been updated annually since that date.

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, parents and students (if secondary).

Response: The plan was developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, pupil service personnel, parents and students. The members of the Schoolwide Planning Committee are as follows:

Michelle Jones (Principal), Patti Lemelle (Assistant Principal), Sandra Mack (OFP Coordinator), Gayle McNair (Head Counselor), Sharon Fuller (Exceptional Education Department Chair), Theresa Masih (English Department Chair), Nyocka Addison (Math Department Chair), Teresa Brooks (Lowest Achieving School RT3 Academic Coach – Math/Title I Facilitator), Shani Hall

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(Science Department Chair), Ola Kakolesha (Title I Academic Data Coach), Reginald Williams (English Teacher), Michael Martin (Social Studies Department Chair), Antoinette Nelson (Professional Learning Liaison), Jana Lott (Lowest Achieving School RT3 Academic Data Coach); Dione Hester (Math Teacher), Amy Jaret (English Teacher), Marleta Sigman (Title 1 Data Clerk), Pythenia Gracia(Parent), Colis Sledge (Parent) Kourtney Mathis (Student), Jeremiah Cook (Student), Phat Chang (Student), Denise Wright (Community Representative), G. Blair (Community Representative).

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

Response:

The plan is available at the school in the principal's office and is available on the school website. If there are any questions about the Schoolwide Plan, please Mrs. Michelle Jones, Principal.

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.

Response:

Clarkston High School has a significant number of parents who speak a language other than English as their primary language. The predominant languages include Burmese and Nepali. The Schoolwide Plan will be translated in the predominant languages spoken at Clarkston for the parents. Because the other languages spoken by the parents are a small percentage, the translations for these languages will be done upon request.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response: The plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

* Required component of SWP as set forth in section 1114 of ESEA