



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Apalachee High School			District Name: BARROW COUNTY SCHOOL SYSTEM		
Principal Name: Glenn Wilson			School Year: 2014-2015		
School Mailing Address: 940 Haymon Morris Rd., Winder, GA 30680					
Telephone: 770-586-5111					
District Title One Director/Coordinator Name: DR. PAULA M. RUFUS					
District Title One Director/Coordinator Mailing Address: 179 WEST ATHENS STREET, WINDER, GA 30680					
Email Address: paula.rufus@barrow.k12.ga.us					
Telephone: 770-867-4527					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.) N/A					
Priority School <input 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: 9.9.13		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
Angela Boyd		Assistant Principal, Curriculum/Instruction
Brandon Holcomb		Social Studies Teacher Data Team Co-Leader
Colene Cannarella		Language Arts Instructional Lead Teacher Teacher and Learning Co- Leader
Dawnya Hill		CTAE Teacher Parent Involvement Team Co-Leader
Glenn Wilson		Principal
Jessica Rehberg		Language Arts Teacher Professional Development Team Leader
JoLynn Miller		CTAE Teacher RTI Team Co-Leader
Kelly Strunk		Science Teacher Advisement Team Co- Leader
Kim Harmelink		Science Instructional Lead Teacher Teaching and Learning Team Co-Leader
Kristen Fuller		Achievement Specialist
Laura Moreland		Special Education Teacher Professional Development Team Co-Leader
Luis Rodas		Science Teacher Technology Team Co- Leader
Maura Griffith		School-based Title I Coordinator Achievement Specialist Data Team Co-Leader



**Georgia Department of Education
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Melanie Hooks		Media Specialist Technology Team Co- Leader
Michael Parks		CTAE Teacher 9th Grade Transition Team Co-Leader
Steven Landry		Language Arts Teacher Literacy Team Co-Leader

DRAFT

SWP Components

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

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved consisted of professional community team leaders in the following areas: Teaching and Learning, Professional Development, Literacy, 9th Grade Transition, Parent Involvement, Advisement, Data, Technology, RTI, as well as the Title I Coordinator, school administrators, parents, community members and the School Governance Team. All teachers had an opportunity to participate in the revision process of this plan. Participation was encouraged through stakeholder surveys, meetings (Needs Assessment, CAT Chats, faculty, department, CATS team leaders, CATS team), email, phone calls and feedback forms.

B. We have used the following instruments, procedures, or processes to obtain this information. The Needs Assessment was developed using a methodical sequence of events ensuring that the information gathered was unbiased and accurate. Surveys to all stakeholders were the first step in the process. The surveys were developed by the aforementioned Title I team and/or the Barrow County Title I Director. The teacher and parent surveys were made available in February through the use of an online electronic survey program. In addition, parents without internet access were invited to come to the school to complete a survey on paper. Paper copies were also left at the front office and in the Parent Resource Center. Teachers and Administrators were asked to complete the survey through the use of school wide e-mail. Notification of the parent survey was sent home with students, emailed, posted on the school web-site, Twitter, Facebook and ParentLink. All advisors were asked to give the student survey to their students on March 26, 2014. The surveys were collected and results tabulated.

All stakeholders were invited to participate in needs assessment meeting on March 17th. Stakeholders were also given a second opportunity to review data and provide input until March 31st. CATS teams reviewed the provided data; team leaders then attended a session where input from all teams, as well as stakeholders, was considered. From this process, a list of possible needs was generated. The team looked at existing strategies and brainstormed possible actions to meet these needs and determined the desired results of the actions. A rough draft of the Needs Assessment summary was prepared and presented to the leadership team electronically for suggestions and revisions. Revisions were made and the Needs Assessment document was presented to the existing Title I team, parents and students through the website and e-mail, and the leadership team before being finalized for presentation to the county federal programs coordinator.

C. We have taken into account the needs of migrant children. Apalachee currently has one student who meets the requirements to be considered a migrant child. This student is graduating in May 2014. The following is the process that is used to identify migrant children. When students are initially registered at the county board office (PDC), an

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"Occupational Survey" form is given to them to complete. All families receive this form (noting that neither race nor ethnicity has any role in qualifying a family for the Migrant Education Program : Tile I - Part C). This form originates currently from the State in the sense that the required questions it contains ask for key information which are an indication of MEP eligibility status:

- (1) Moving at least from one School District to another during the previous 3 years if that move was to seek work in an approved agricultural or fishing industry;
- (2) Student has not received a diploma at the high school level from any school and is under 21
- (3) Family member moved to seek employment and obtained work in these qualifying fields of work; or sought and found work in another field and has a past (last two years) history of migrant work.

The form is collected and reviewed at the PDC by the county agent for migrant children, and if positive answers to the targeted questions are detected, this initiates the interview process, called "recruitment", and a Certificate of Eligibility is completed onsite for the family and then submitted to the Piedmont Regional Migrant Education Agency (Region 3) for review and approval.

A Comprehensive Needs Assessment interview takes place after eligibility for the MEP is verified, and the resulting plan of action (Implementation Plan) for each student is formulated and initiated.

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

The data included;

- State Technology Data for 2008-2013
- End of Course Test Data for 2007-2013
- SAT/ACT Data for Barrow County for 2008-2013
- GHS GT Data for 2007-2013
- Percentage of students who failed classes and the number of classes failed for 2008-2013
- Balanced Score Card data for 2013-2014
- School Improvement Plan for 2013-2014
- CCRPI Indicators
- Stakeholder surveys
- Graduation Rate Data
- QAT visits

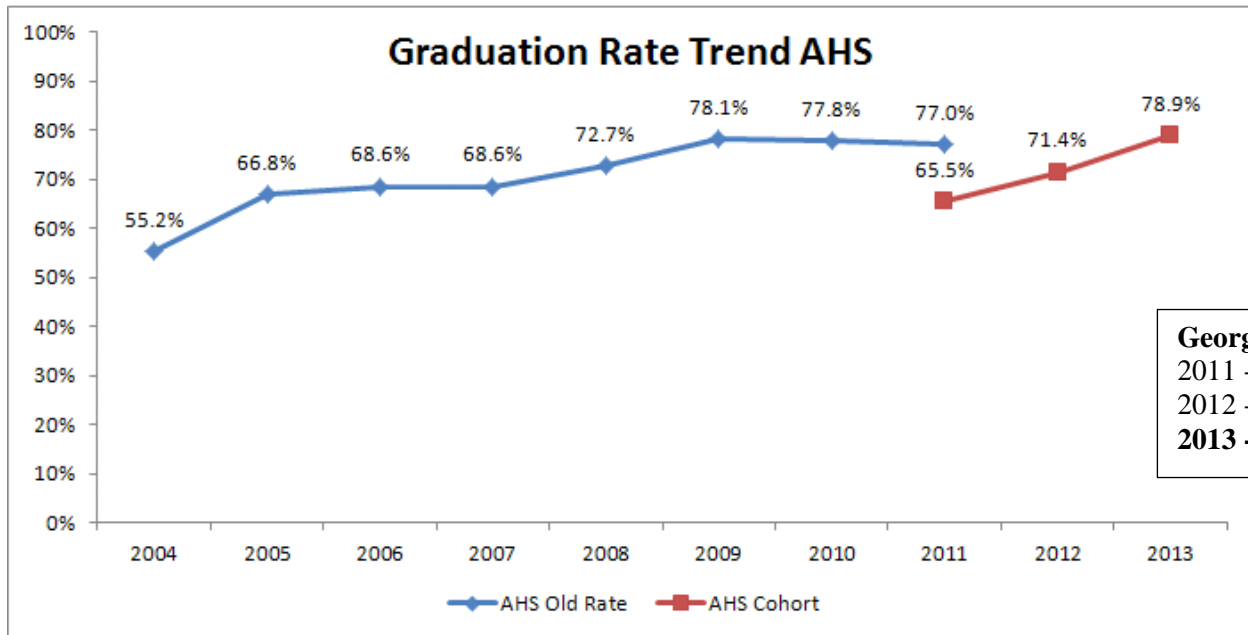
- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State**

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student academic achievement standard including; economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. The following data reflects standardized test scores, stakeholder survey data, technology data, QAT visits. The data listed in component 1.D not reflected has been stored in hard copy and electronically as part of the documentation for the Needs Assessment process.

Graduation Brief 2013 – 4 Year Cohort



Georgia
2011 - 67.4%
2012 - 69.4%
2013 - 71.5%

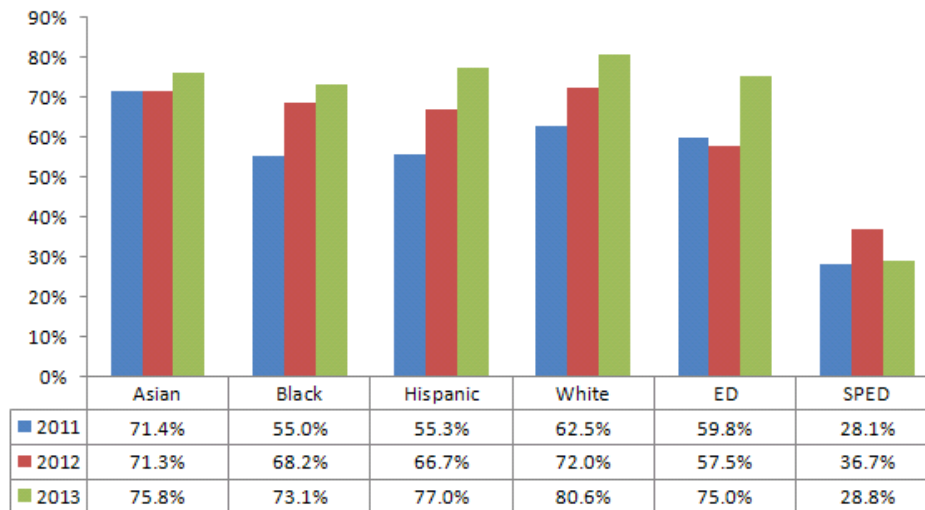
Old Graduation Rate includes students who graduate in 5 Years

New Cohort Model only includes students who graduate in 4 Years

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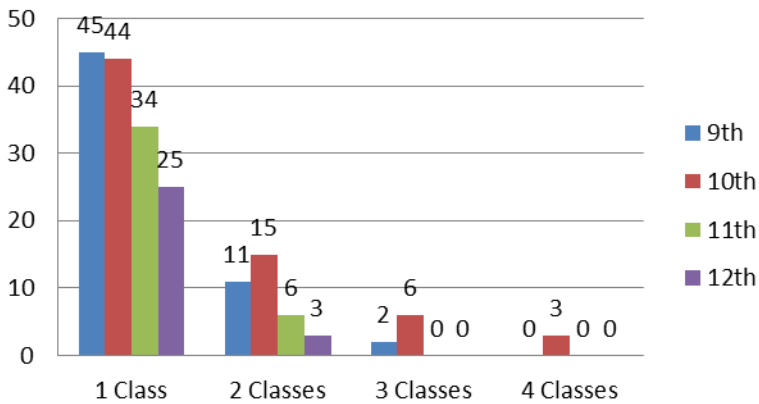
AHS 2013 4-Year Cohort Subgroups



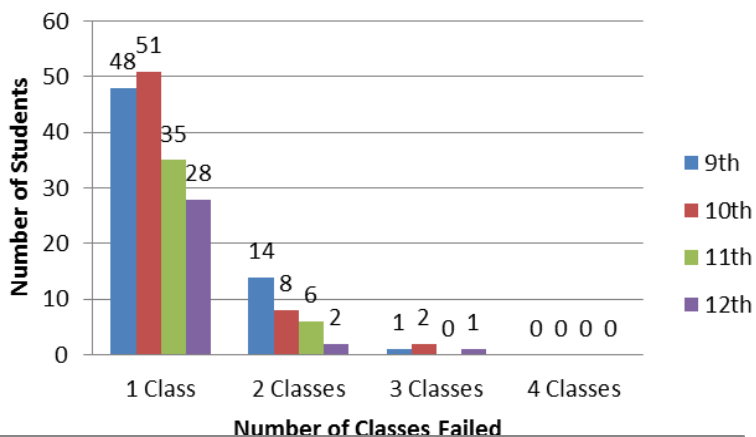
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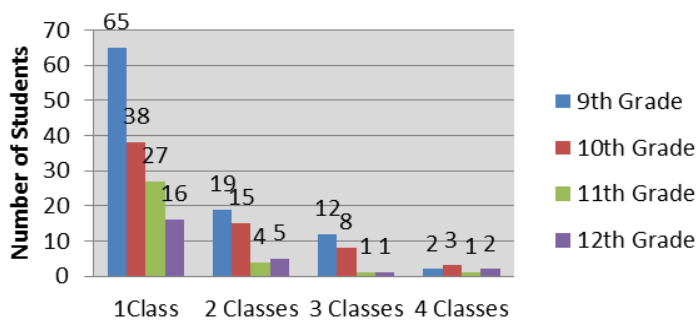
1st Semester Failures by Class 2013-14



1st Semester Class Failures 2013

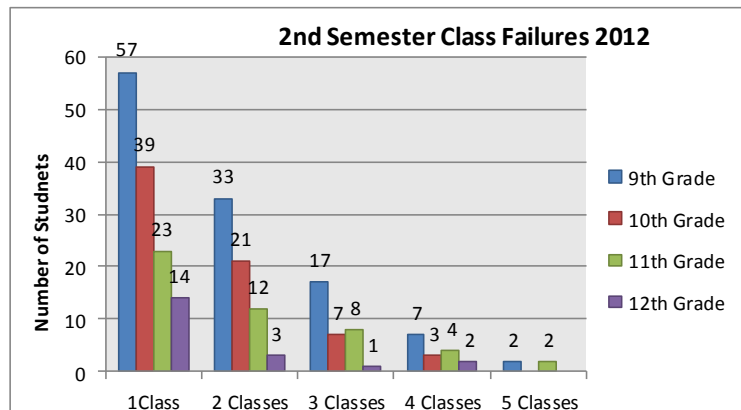
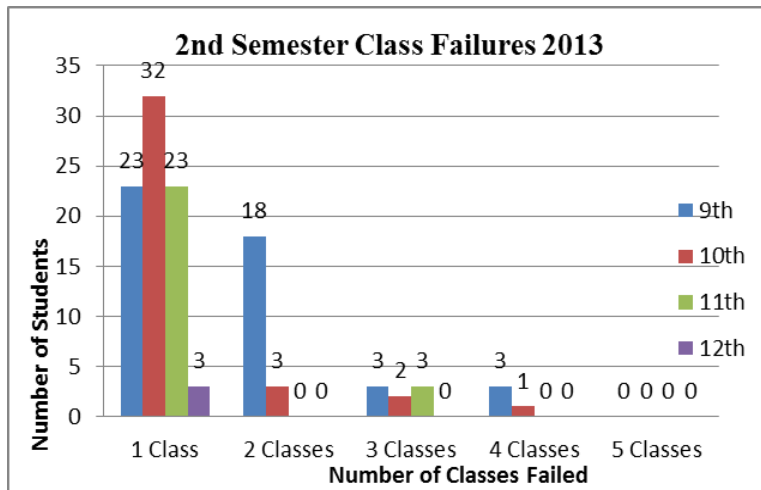


1st Semester Class Failures 2012



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Historical Scores EOCT & GHSWT

SUBJECT	EOCT	2009	2010	2011	2012	2013
9 LIT	AHS	73%	77%	79%	83%	83%
	Georgia	76%	80%	82%	83%	85%
AM LIT	AHS	87%	85%	90%	89%	92%
	Georgia	86%	86%	88%	89%	90%
PHY SCI	AHS	64%	71%	69%	73%	84%
	Georgia	66%	72%	75%	76%	81%
BIO	AHS	63%	69%	67%	75%	87%
	Georgia	64%	66%	69%	72%	74%
CCGPS ALG*	AHS		62%	52%	65%	32%
	Georgia		64%	61%	65%	37%
Geometry**	AHS		49%	58%	56%	73%
	Georgia		54%	57%	57%	75%
ECON	AHS	78%	77%	77%	85%	80%
	Georgia	70%	71%	73%	76%	78%
US HIST	AHS	57%	63%	69%	67%	75%
	Georgia	58%	60%	65%	68%	71%
GHSWT	AHS	91%	91%	96%	96%	96%
	Georgia	91%	91%	95%	93%	95%

*Prior to 2013 pass rates refer to GPS Algebra or Math 1

** Prior to 2013 pass rates refer to Math 2

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Pass Rate by Ethnicity/SPED/ED Status

Only subgroups with minimum 10 students included

Algebra	AHS	WBHS	Barrow	State	Geometry	AHS	WBHS	Barrow	State
Asian	54	56	54	72	Asian	90	87	89	95
Black	12	20	16	22	Black	47	62	53	61
Hispanic	37	36	36	29	Hispanic	75	71	71	70
White	33	36	33	49	White	77	70	72	85
SPED	06	05	06	09	SPED	50	42	44	45
ED	26	28	26	TBD	ED	68	68	67	TBD
9 Lit	AHS	WBHS	Barrow	State	Am Lit	AHS	WBHS	Barrow	State
Asian	91	85	88	89	Asian	96	97	96	92
Black	69	79	75	79	Black	89	84	85	86
Hispanic	83	90	87	82	Hispanic	88	89	89	88
White	86	89	87	92	White	93	93	93	95
SPED	50	52	52	52	SPED	72	68	70	60
ED	81	83	82	TBD	ED	88	90	89	TBD
U.S. History	AHS	WBHS	Barrow	State	Econ	AHS	WBHS	Barrow	State
Asian	91	90	89	83	Asian	71	83	78	89
Black	69	61	61	58	Black	78	74	75	67
Hispanic	75	78	74	66	Hispanic	70	82	73	70
White	77	79	77	81	White	84	88	85	87
SPED	51	62	55	40	SPED	55	65	57	43
ED	70	75	71	TBD	ED	78	79	77	TBD
Biology	AHS	WBHS	Barrow	State	Physical Science	AHS	WBHS	Barrow	State
Asian	94	90	92	85	Asian	100	95	92	89
Black	67	77	70	60	Black	76	77	74	70
Hispanic	86	85	84	69	Hispanic	89	89	89	78
White	90	91	90	85	White	84	89	85	90
SPED	78	64	67	40	SPED	72	45	61	53
ED	83	88	84	TBD	ED	84	86	83	TBD
+5% Greater than State Average					-5% Less than State Average				

GHSWT 2012/2013

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AHS	N	%Pass	%Exceeds
	326	96.0%	10.5%

SAT 2013

SAT	N	Reading	Math	Writing	Total	Classic
2011	98	497	491	479	1467	988
2012	142	481	479	465	1425	960
2013	157	478	456	457	1391	934

ACT 2013

ACT	N	English	Math	Reading	Science	Composite
2011	144	17.7	18.6	19.3	19.6	19.0
2012	129	18.2	19.1	19.9	19.6	19.3
2013	175	18.7	18.4	20.1	19.8	19.4

Walkthrough Summary

Area	AHS	Barrow: Total	Barrow: High
Student Engagement	95.8%	93.7%	94.4%
Rigor of Lesson	83.8%	73.8%	84.1%
Systematic Feedback	86.1%	87.3%	85.1%
Differentiation of Lesson	66.9%	60.9%	61.8%
Blooms \geq Applying	54.9%	59.0%	55.3%

Numbers refer to percentage of classrooms where rater chose “mostly” or “extremely”

Technology Data 2012-2013

Reflects number of students per technology item

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	#Students per Student Response Devices	#Students per Instructional Interactive Whiteboards	#Students per Modern Instructional Computers	
Barrow	8.6	26.49	2.89	Barrow
Clarke	4.22	14.94	1.37	Clarke
Gwinnett	4.31	32.09	2.89	Gwinnett
Forsyth	89.93	15.22	1.85	Forsyth
Walton	63.75	27.55	2.93	Walton
State	2.34	24.01	2.03	State
AHS	6.61	50.9	2.89	AHS

Source:

<http://www.gadoe.org/Technology-Services/Instructional-Technology/Pages/Dashboard.aspx>

Survey Data

Teacher Survey

Teachers were asked to complete a survey provided by Barrow County School System. There were a total of 46 respondents out of 115 teachers, for a completion rate of 40%.

Responses to consider:

Questions 3: Which group(s) of students in your school is/are not performing to your expectation? (top replies)

- Economically Disadvantaged - 60%
- Special Education - 53.3%

Question 4: In which content area(s) (if any) do you believe that targeted professional learning would enhance your capacity as a teacher? (top replies)

- Mathematics - 39.5%
- Writing - 34.9%
- Reading - 23.3%

Question 6: Which other topics for professional learning would most enhance your skill as a teacher? (top replies)

- Student Engagement - 45.7%
- Teaching Strategies - 34.8%
- Managing student behavior/PBIS - 28.3%

Question 7. In the area of instructional technology, how prepared do you feel to utilize or implement the following in the classroom?

Replies of 'Not Prepared' (# Teachers)

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- Web 2.0 tools/Voicethread, Glogster, Wordle, Animoto, PollEverywhere, Prezi (20)
- Wikispaces (18)
- Social bookmarking/curating - Diigo, Pinterest, Listly, LiveBinders, Evernote (18)
- Blended learning - flipped classroom, Moodle, Edmodo (14)
- Blogging (14)
- BYOT (13)
- Interactive whiteboard (12)
- iPads (11)
- Social networking for education - Twitter, Google+ (11)
- Google Apps (6)

Note:

In previous years, the teacher survey was in a different format. In 2013, teachers rated the following areas as most important: “Increasing reading fluency and comprehension”, “Continuing opportunities for remediation before, after and during school (Unit recovery, credit recovery, tutorials for testing, etc.)” and “Increasing freshmen success”.

Parent Survey

Parents were invited in numerous ways to participate in the 2014 Spring Parent Survey that was created by Barrow County School System. Apalachee had 116 parents participate in the survey.

Responses to indicate areas where parents are pleased

Combined responses of “always” or “sometimes”:

Question 2: My school creates an environment that helps my child learn. (98.3%)

Question 5: The staff at my child’s school is responsive and helpful when we discuss my child’s academic progress. (97.4%)

Question 3: The school provides meaningful ways for me to be actively involved in my child’s academic progress. (91.3%)

Responses to consider regarding areas of improvement

Combined responses of ‘rarely’ or ‘never’:

Question 13: The school communicates with me about ways that I can help my child's learning at home. (34.8%)

Question 9: I am satisfied with the services provided by the school to help me support my child academically. (27.8% disagree)

Question 6: Teachers regularly inform me about my child's academic progress in ELA, math, science and social studies (20.9%)

Question 8: I feel informed when it comes to making decisions about my child's education. (19.1%)

Question 7: My school provides me the opportunity to be involved in my child's learning

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(17.5%)

Questions 21: I would like parent engagement funds to be used to provide the following trainings/programs at my school. (top replies)

- Improving my child's math skills 53.90%
- Developing homework and student habits 40.90%
- Using technology 36.50%

Question 14: The best ways for the school to communicate with me are: (top replies)

- Email - 93%
- Phone call - 64.30%
- Parent Portal online - 47%
- Parent-Teacher conferences - 45.20%

Question 15: The best time for me to attend parent involvement activities, events, programs, or meetings is:

- Weekday evenings - 73%
- Weekday afternoons - 12.20%
- Weekday mornings - 11.30%

Note: In previous years, the parent survey allowed for questions specifically related to Apalachee High School. This year, the survey was standard for all Barrow County Schools. In 2013, parents indicated that the following priorities were most important: “**Helping more students graduate**”, “**Improving math performance**” and “**Helping students to increase reading ability.**”

Student Survey

Need this add results

Note: In previous years, students had participated in a survey that asked them to rank items in order of importance. In 2013, the following top priorities were ranked as most important: “**Making sure more students graduate**”, “**Improving math performance**” and “**Helping students increase their reading and writing skills**”.

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

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

- Graduation Rate increase from 71.4% in 2012 to 78.9% in 2013 and is higher than the

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- state average (71.5%).
- Named Highest Progress School – top 10% of Title I schools
- Named AP Honor School (AP STEM School, AP STEM Achievement School)
- The number of students participating in academic dual enrollment more than double from 2012-13 to 2013-14.
- Ongoing remediation before school, during school and after school
- Strong Teachers as Advisors program
- Growth of social media (Facebook and Twitter) as a communication tool
- GHSWT has a 96% pass rate for all students
- EOCT pass rates for 2013 saw the following increases: American Literature (3%), Biology (12%), Physical Science (11%) and US History (8%)
- EOCT pass rates for 2013 are above state average in the following subjects: American Literature, US History, Economics, Biology and Physical Science.
- EOCT pass rates for 2013 for Special Education students are above state average in the following areas: GPS Geometry (5%), American Literature (12%), US History (4%), Economics (12%), Biology (38%) and Physical Science 19%).
- Parents provided positive feedback about the environment in place that helps their child learn, staff responsiveness and helpfulness and receiving meaningful ways to be involved in academic progress.

The major needs we discovered were:

- Further improve parent involvement/engagement
- Increase exceeds rate on GHSWT
- Increase pass rate on EOCTs for all students
- Increase exceeds rate on EOCTs
- Continue to increase graduation rate for all students
- All subgroups improved graduation rate with the exception of Special Ed. That subgroup saw a decline of 7.9%.
- Increase SWD pass rates on EOCTs - lowest pass rate of all subgroups on 6 of 8 EOCTs.
- Improve ELL growth: data shows 16.1% regressed and 22.6% maintained.
- Address the achievement gaps:
 - Reading - SpEd/Non-SpEd = 31.4%
 - Reading – Black/White = 9.9%
 - Math – SpEd/Non = 29.0%
 - Math – Black/White = 9.9%
- Increase student attendance
- Implementation of PBIS
- Increase math skills of all students
- Increase literacy skills of all students
- Increase use of technology in classrooms
- High failure rate in freshmen classes

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We will address the needs above in our schoolwide plan with specific academic focus on EOCT success rates and graduation rate.

All professional learning teams were given the task of analyzing root causes for the identified Needs/Goals. Some possible causes are as follows:

- Increased class sizes
- Lack of emphasis on SSR and other literacy strategies
- Lack of student attendance and/or motivation
- Students lacking prerequisite skills
- Students are ill-prepared for transition from middle to high school
- Education is not highly valued by many in the community
- Lack of parental involvement
- Lack of literacy skills, including reading fluency and/or comprehension
- Students fail to see the link between high school and future success
- Funding not available to train teachers on incorporating technology into learning
- Inadequate training for teachers on how to effectively differentiate to meet the needs of diverse student classes
- Inadequate training for teachers on how to utilize data in order to adjust instruction to meet student needs

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

Increase Academic Performance in all EOCT classes for all students

Targets:

- The percentage of students that are proficient on all EOCT's will increase by 3% each year until all students are proficient.
- The achievement gap for all subgroups will decrease by 3% each year until all students are proficient.

Increase graduation rate

Targets:

- The graduation rate will meet or exceed 82% by 2015, and continue to rise using the five year cohort model.
- Freshmen failure rate will decrease by 50%
- Percentages of all students meeting and/or exceeding proficiency standards on EOCTs will meet or exceed the state average.

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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.

○

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 as follows:

Increase Academic Performance in all EOCT classes for all students

Strategies:

- Implementation of PBIS
 - Schoolwide training during pre-planning for all faculty and staff
 - Implementation of PBIS in advisement
- Implementation of new BYOT policy to increase technological literacy in the classroom.
 - Professional development on how to effectively integrate technology
 - Promote the option of 'virtual instruction' using videotaped lessons and Khan Academy.
 - Increase use of TechCat Portal
- Increase parent involvement/engagement
 - (see Section 5 of this plan)
- Address SWD achievement gaps
 - Study skills teachers will utilize mathematics standards and benchmarks to optimize the remediation of students with disabilities.
- Increase literacy skills in all students

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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"> ○ Establishment of 9th grade academy will result in year-long language arts classes ○ Continue to identify rising 9th graders needing literacy remediation ○ Collect and utilize 8th grade ITBS scores to gain a snapshot of freshmen literacy skills • Professional development for all teachers on incorporating best practices with regards to literacy and the benefits and research of reading within content areas • Literacy committee will continue to promote active reading and writing within <u>all</u> classes • Continue and improve vertical alignment communication within the AHS cluster • Reading endorsements for teachers will be encouraged • Teacher book studies will continue • Classroom libraries will be encouraged • <i>A method of monitoring student reading will be researched, developed and implemented</i> • Increase math skills in all students <ul style="list-style-type: none"> ○ Establishment of 9th grade academy will result in year-long math classes for all freshmen ○ Continue remediation during and after school • A database with standardized scores will be made available to all teachers. • The ELT/advisement period will be reorganized, so that more targeted remediation and enrichment can take place. • Comprehensive professional development for <u>all</u> teachers on: <ul style="list-style-type: none"> ○ developing, implementing and monitoring of common assessments ○ analyzing data to adjust instruction ○ learning focused strategies • Curriculum specific professional development for teachers • The Achievement Specialists will work with unit and credit recovery, testing and remediation. <p>Increase Graduation Rate</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Implementation of PBIS <ul style="list-style-type: none"> ○ Schoolwide training during pre-planning for all faculty and staff ○ Implementation of PBIS in advisement • Improve attendance rate <ul style="list-style-type: none"> ○ PBIS ○ Identify failing students with high absence rate ○ Increase parent involvement (see Section 5) • Implementation of new BYOT policy to increase technological literacy in the

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

*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.
<p>classroom.</p> <ul style="list-style-type: none"> ○ Professional development on how to effectively integrate technology ○ Promote the option of 'virtual instruction' using videotaped lessons and Khan Academy. ○ Increase use of TechCat Portal <ul style="list-style-type: none"> • The Achievement Specialists will work with unit and credit recovery, testing and remediation. • Students will be placed in appropriate classes according to ability level. This will be accomplished by reviewing student records during the summer before school starts. • A promotional campaign linking CTAE pathways, course work, future careers and earnings with community need will be established. • A database with standardized scores will be made available to all teachers. • Use standardized test-taking programs (e.g. USATestPrep) to enhance student review for EOCTs and GHSGT • Guidance counselors will meet with all students at least once during the year • Continue and improve vertical alignment communication within the AHS cluster • Have review materials available in ISS for students who complete regular work, increase use of TechCat Portal for students in ISS • Teacher advisors will monitor a specific group of students from freshmen through senior year in order to help correctly place and identify student issues as they arise. • The advisement program will be utilized to stress the importance of graduation and the benefits thereof • Students failing one or more courses will meet with the Principal or a designated administrator after mid-term grades are issued and prior to final exams • Comprehensive professional development for <u>all</u> teachers on: <ul style="list-style-type: none"> ○ developing, implementing and monitoring of common assessments ○ analyzing data to adjust instruction ○ learning focused strategies ○ best practices with regards to literacy • Strategies to specifically increase passing rate of freshman in core academic classes <ul style="list-style-type: none"> ○ Implementation of 9th grade academy ○ Continue to ensure that students do not have 4 core academics in one semester ○ <i>9th graders meet with advisors and counselors to review class schedules prior to the first day of school</i> ○ When possible, teaming at-risk students in Math-Science and/or ELA-Social Studies ○ 9th grade transition team will develop and monitor a 9th grade success plan ○ Mentoring will be established; pairing at risk students with adults or upper classmen. The 9th grade transition team and mentor coordinator will work together.

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

*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.

2(b). Are based upon effective means of raising student achievement.
<p>A. Following (or in our appendices) are examples of the scientifically based research supporting our effective methods and instructional practices or strategies.</p> <p>9th Grade Teaming – Working to Reduce Ninth Grade Failure Rates in Urban School Lynell Gibson, 2006</p> <p>Literacy Strategies – Reading Reminders, Jim Burke 2000 Silent Sustained Reading: Becoming a Nation of Readers , Pilgreen, 2000</p> <p>Use of professional learning teams/ Common Assessments – Formative Feedback Systems and the New Instructional Leadership Richard Halverson, Reid B. Prichett, Jeffery G. Watson May 2007 The New Instructional Leadership: Creating Data-Driven \ Instructional Systems in Schools Richard Halverson, Reid Prichett, Jeffrey Grigg, Chris Thomas September 2005</p> <p>AR3 - Raising the Bar and Closing the Gap DuFour, DuFour, Eaker, & Karhanek, February 2010 How the World's Best Performing Schools Come Out on Top Barber, M. & Mourshed, M., September 2007</p> <p>PBIS - Positive Action http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=380 Caring School Community http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=72</p>

2(c). Use effective instructional methods that increase the quality and amount of learning time.
B. We will increase the amount and quality of learning time by utilizing several programs

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

2(c). Use effective instructional methods that increase the quality and amount of learning time.	<p>embedded in the school week to help ensure student success. There will be a time built into the school day each day which will allow for targeted remediation and enrichment. Teachers use this time to work with individuals or small groups who need remediation, have missing assignments, reading and/or enrichment. On Wednesday during that same block of time, students report to their advisors. The Teacher as Advisor program has one teacher who stays with a particular advisement group from the time students enter as freshmen, until their senior year. The advisor helps students review their four year plan, their career goals, and reviews transcripts to ensure students are on the correct path. Official advisement sessions are on alternate Wednesdays, with the other Wednesdays being designated as SSR (Silent, Sustained Reading) or club time.</p> <p>Students who fall behind academically in a specific class may participate in unit recovery or extension, which is an opportunity to recover skills missed in class before a failing grade is assigned. Students may do this through the Education 2020 program, which is offered during the day as well as before and after school, or with an individual teacher in specific subject areas. Spring semester students may also do extension or unit recovery during summer school. Students who have already been assigned a failing grade have the opportunity for credit recovery through the Education 2020 program before or after school, or during summer school. Students who fail an EOCT will have the opportunity for in house remediation scheduled during the regular school day, to be followed by one retake opportunity.</p>
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).	C. The Title I/School Improvement team will meet quarterly to assess data supporting progress towards target goals.
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.	NA
*3. Instruction by highly qualified professional staff.	The Director of Human Resources maintains the Certified Personal Information database that indicates 100% of the teachers at AHS are highly qualified. Barrow County Schools does not employ teachers that are not highly qualified. In the event that a long term

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

*3. Instruction by highly qualified professional staff.
substitute who is highly qualified cannot be employed during extended absences of the regular classroom teachers, a letter is sent to parents. Apalachee High School has 100% highly qualified staff.
*3(a). Strategies to attract highly qualified teachers to high-needs schools.
<p>A. The Barrow County School district cooperates with the teacher education programs of local universities to accept practicum students and student teachers. These future teachers gain valuable experience in all areas of the teaching profession. This partnership is one strategy for recruiting highly effective and highly qualified teachers. All vacancies are posted on the Barrow County Schools website and/or Teach Georgia, and all practices relating to recruitment and hiring adhere strictly to equal opportunity policies and regulations. Certification requirements and highly qualified status are checked by the school Principal and confirmed by central office staff.</p> <p>During the 2013-2014 school year, all teachers and paraprofessionals in Barrow County Schools were highly qualified. The county continues to recruit highly qualified individuals through print-based and digital media. Interested parties are able to apply online, through recruitment fairs and at the county office. The vision, <i>Boldly Committed to Student Success</i>, is used as a primary advertising strategy. New teachers and those new to the county participate in an induction program which includes a county orientation, a school based orientation and ongoing mentoring.</p> <p>In certified personnel positions Apalachee High School currently has:</p> <ul style="list-style-type: none"> • Associates degree – 1% • Bachelor's degrees – 29% • Master's degrees – 45% • Specialist degrees – 23% • Doctorate degree – 2% <p>The Apalachee High School instructional staff includes 115 certified and 31 classified employees.</p> <ul style="list-style-type: none"> • Four administrators • Three counselors • Two achievement specialists • One media center specialist • Sixteen ESOL certified instructors • Twenty five certified special education teachers • Eight paraprofessionals • Two ROTC instructors <p>For the 2014-2015 year, our goal is to continue to unify and enlist all teachers in working toward common goals. These goals include raising the achievement level of all students, with a focus on high needs areas such as math and reading and an emphasis on low</p>

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

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

achieving populations.

Title I funds will be used to prepare teachers on using best practice strategies in order to help our students achieve at the highest level possible.

- Professional development on best practices
- Using data to improve student success
- Teachers participate in peer observations in order to share possible learning and management strategies
- Funding substitutes so that teachers have time to participate in peer observations, relevant professional development and professional learning communities.
- The use of professional learning communities to involve all instructors in the school improvement process.

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

A. A comprehensive professional learning plan will be implemented during the 2013-2014 school year that addresses a variety of root causes. The professional development plan will consist of in-house professional development every two weeks during planning periods. All certified personnel will attend each of these sessions, unless a specific content area or support team is indicated. Additional professional development may be offered through the county or state to select groups. Professional development will include, but not be limited , to the following topics:

- Increasing Academic Performance in all EOCT classes
- Increasing Graduation Rate
- Increasing Literacy Skills in all Students

Goals	Professional Development Topics
A, B, C	Content Specific
A, B, C	Differentiation
A, B, C	Developing common assessments – formative, diagnostic, summative
A, B, C	Utilizing/Analyzing Data
A, B, C	CCGPS – content specific
A, B, C	Opening/Summarizing strategies
A, B, C	Literacy Strategies
A, B, C	SSR strategies
A, B, C	RTI (Response to Intervention)
A, B, C	PBIS (Positive Behavior Intervention Strategies)
A, B, C	Using technology in the classroom
A, B, C	Learning Focused Strategies

B. We have aligned professional development with the State's academic content and student

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

academic achievement standards. Math and ELA teachers will attend county based CCGPS training or redelivery sessions beginning in June and extending throughout the 2013-2014 school year. Science and Social Studies will attend CCGPS as they are introduced by the county/state and all core subject areas will work on them during CATs subject specific time.

- C. The majority of professional development will be teacher-led in the style of ‘train the trainer’. Funds from Title I and Title II may be used to bring in outside specialists or send groups to conferences in content specific or high needs areas. These teachers will redeliver strategies to appropriate personnel.

The 2013-2014 Professional Development plan includes a variety of methods to ensure all teachers have been included in professional development activities regarding the use of academic assessments; to enable them to improve the achievement of individual students and the overall instructional program. In addition to the CCGPS training provided by the county and/or state, all teachers will participate in collaborative teams designed to foster subject-specific assessment analysis in order to adjust instruction. Training on how to differentiate instruction, how to write common assessments (summative, formative and diagnostic), how to analyze data and adjust instruction accordingly has been written into the professional development plan and will be mandatory for all certified personnel.

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

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. . .
 - inviting parents in a variety of ways to attend planning meetings during the needs assessment process
 - inviting parents in a variety of ways to participate in the review of the schoolwide plan and provide feedback/input
 - having Title I documents available for review year-round. Feedback forms will be available in the Parent Resource Center, front office and school website throughout the year for continual input
 - implementing the annual spring parent survey
- 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...
 - inviting parents in a variety of ways to attend planning meetings
 - inviting parents in a variety of ways to participate in the review of the parent involvement plan and provide feedback/input
 - having the parent involvement plan available for review year-round. Feedback forms will be available in the Parent Resource Center, front office and school website throughout the year for continual input
 - The Apalachee High School Parent Involvement Policy and Plan will be available at all parent related functions
- 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 in September of each year.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...
 - Staggering meeting times to allow more parents to attend
 - Offering contact information if parents need assistance in order to attend
- 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

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

to the education of their child, and respond to any such suggestions as soon as practicably possible, by ...

- Using survey results and stakeholder input, offer a variety of parent nights targeting increased awareness of how to be helpful to students, how to be more involved, and general life skills (such as resume writing and interview skills) for parents and students will be offered. These will be tailored to the needs of Apalachee High School parents.
- Hosting CAT Chats four times each year to discuss a variety of topics
- Requesting each parent and student to review and sign the school-parent compact that discusses expectations
- Advisors will schedule and meet with parents prior to the finalization of the registration process, allowing for more parental involvement in deciding the specific curriculum or academic goals for their student/students.
- Continuing to invite parents in a variety of ways about parent events
- Providing progress reports/report cards 4 times/semester
- Using the Language Line or interpreters if necessary
- Providing curriculum information on class syllabi and also on the school website
- Newsletters for parents will be published a minimum of four times throughout the year and sent home with students. The newsletters will also be published on the school website, in both English and Spanish. This will allow parents a better understanding of school activities, current and upcoming events.

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...

- inviting parents in a variety of ways to attend planning meetings
- inviting parents in a variety of ways to participate in the review of the the school-parent compact and provide feedback/input
- having the compact available for review year-round. Feedback forms will be available in the Parent Resource Center, front office and school website throughout the year for continual input
- The Apalachee High School School-Parent Compact will be available at all parent related functions

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...

- Holding parent-teacher conferences to discuss student achievement. Conferences can be requested to take place before school, after school, or during a teacher's planning period.
- Providing parents with frequent reports on their children's progress. (8 times/year)

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Teachers will also contact parents throughout the school year as needed to update student progress. Parents are encouraged to contact the school to request updates or use ParentPortal for online access to their child's progress.

- Providing parents reasonable access to staff. Parents are welcome to request a teacher conference at the school with one or more teachers, counselors, achievement specialists and/or administrators. Parents can request these meetings by contacting the Guidance Office. Faculty is also available during events such as Open House and Advisement Night. Parents may also contact teachers via phone or email if they have specific concerns or questions.
 - Providing parents with Parent Portal account information
- 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...
- Using survey results and stakeholder input, offer a variety of parent nights targeting increased awareness of how to be helpful to students, how to be more involved, and general life skills (such as resume writing and interview skills) for parents and students will be offered. These will be tailored to the needs of Apalachee High School parents.
 - Hosting CAT Chats four times each year to discuss a variety of topics
 - Providing helpful information in our quarterly PAWS for Parents newsletter
 - Using TechCat Portal to make class materials/resources available for parents and students
- 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 having professional learning on this topic during pre-planning.
- 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 ...
- Promoting our Parent Resource Center
 - Sharing notices from our district as requested
- 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...
- Using different methods of notification including PAWS for Parents newsletter, ParentLink phone calls, AHS website, school marquee, facebook and Twitter.

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- Translating important information to other languages when necessary

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...

- Providing translating services when requested
- Translating important information to Spanish when necessary
- Using the Language Line when needed

M. Other strategies to consider as suggested by AHS faculty

- Invite parents to attend tutoring with their child
- Create a checklist of what we need to ensure parents are aware of. Review the checklist at Parent Night
- Based on parent survey results, offer classes such as technology skills, math skills, EOCT information, study skills, etc
- Provide information to parents at Parent Night in a variety of methods (differentiation)
- Content area nights
- Incorporate more information about the teachers (on doors, scrolling announcements, school website) to make teachers more accessible and 'real'. ("About me" concept)
- Parent volunteer badge for parents who can help in the building
- Organize 'parent support nights' and team up with other high schools in the county
- Open House each semester for parents to come visit teachers after first progress report is distributed

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

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

Barrow County Schools offers a Pre-K program for over 300 students. In May, kindergarten teachers assist the Pre-K students in screening. In addition to the standard registration process, potential ELL students are screened to ensure that language acquisition needs are met early on.

Kindergarten registration flyers are posted around the community and in the local newspaper. Parent meetings are held in May prior to the start of kindergarten to help parent prepare their children for kindergarten.

Open house is held prior to the first day of school. Parents and children are able to meet

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their kindergarten teacher and visit the classroom and tour the school.

Transition from the middle school to the high school is also addressed by Barrow County Schools. During the month of May before the freshman year, the 9th grade teachers of gifted students have a parent meeting. Parents and students are encouraged to attend. CTAE, Fine Arts, Coaches, Counselors and Assistant Principals all have representatives visit with the upcoming freshmen to disseminate relevant information about the various programs. In addition, Apalachee High School also organizes tours for rising 9th graders and students are encouraged to attend Freshmen Survival Day held in July.

During the month of July, open house for each grade level is held. Parents and students are encouraged to attend. Students get their schedules, tour the building, purchase lockers, parking permits, yearbooks and meet with guidance counselors if needed.

***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.**

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

- Weekly academic collaboration
- Use of common assessments
- Professional development on grading practices, development and use of common assessments, using data to drive instruction
- Use of SLDS to review past student performance
- Use of Infinite Campus to track high school assessments

A structured system of utilizing professional learning communities (CATs) as support teams has been implemented that enhances teacher awareness and participation. Each liaison on a CATs support team works within his/her department to determine specific needs and goals, and how to address these needs. The Teaching and Learning team developed the Professional Development Plan based on teacher feedback from all subject areas, stakeholder surveys, targeting specific goals, and county/state requirements. Professional development for teachers on how to develop, interpret and use common assessments will aid teachers in assessing student/class comprehension and to adjust instruction accordingly throughout the semester in order to meet the needs of individual students and the overall instructional program.

Support team leaders will receive goals aligned with SW-SIP. Documentation of attendance, agendas and minutes will be kept for each meeting. Team leaders will meet each month with administration to discuss progress of goals and collaborate. Instructional Lead Teachers will show documentation of support team information dissemination during department meetings during monthly leadership meetings, as well as progress on subject specific collaboration.

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*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.

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 additional assistance. Students are able to utilize the extension time period to obtain assistance in any area in which they are having difficulty. There are also programs available before and after school. Students have access to the following interventions upon request by any stakeholder:

- E2020 unit recovery
- Individual assistance by the classroom instructor
- "Tuesday Tutoring"
- Remediation for academics during elective classes
- E2020 credit recovery
- USAtestprep.com subscription
- EOCT review during the extension period
- GHSGT review during the extension period

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

A comprehensive professional learning plan that includes teacher training on the RTI process, developing common assessments, differentiation, and analyzing student generated data in order to adjust instruction will be continue during the 2014- 2015 school year.

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.

C. Teacher-parent conferences will be held as necessary to determine a course of action for struggling students. The school will utilize teachers, counselors and/or achievement specialists to help determine the best course of action. The parent will attend the conference, give input and provide transportation before or after school if necessary. If the student or parent feels that their needs have not been met then they may address this with the Assistant Principal of Instruction or the Principal.

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

The Barrow County School System does not consolidate its federal funds. Each federal program is operated separately. Students can receive services (remediation, acceleration or enrichment) from any combination of the following as determined through need and program guidelines:

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Title I, EIP, ESOL, Gifted Education, Special Education, Counseling, and/or Instructional Extension.

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

Title I-C funds are used to provide instructional support to Migrant students. Title II funds are used in the district for professional learning and class size reduction. Title III funds are used to provide supplemental supplies and services to our ELL students. State and federal special education funds (IDEA and VI-B) are used to pay for the excess costs of providing special education and related services to children with disabilities. CTAE funds (local, state, and federal) are used for salaries for CTAE teachers, supplies for CTAE instruction, and program improvement such as professional learning and equipment upgrades. The district receives funding through an EHCY grant that is used to provide supplemental instruction and supplies for identified homeless students.

9(b). Description of how resources from Title I and other sources will be used.

The Title I budget will be used to fund one full time Achievement Specialist and one part-time Achievement Specialist. If funding does not allow for the part-time Achievement Specialist, then one or two full time paraprofessionals may be utilized to assist Achievement Specialist. A stipend for the Title I coordinator will be provided and any additional funds may be used for supplies for the Achievement Specialist and/or other Title I funded personnel. Title I funds are also used to purchase technology and resources that can be used for academic achievement.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

The district Title I Coordinator works to ensure that all Title I programs in the district are integrated with, and do not conflict with, other federal programs and laws. This plan was developed in coordination with federal laws and programs including but not limited to the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and the National Community Service Act of 1990.

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

Parents will be informed of student progress a minimum of three times during the semester. This will be done using the current system of progress reports and report cards. Any administrator, achievement specialist, guidance counselor, teacher advisor, classroom teacher, Title I coordinator or parent liaison may also contact parents as the occasion demands.

Test results are sent home in a hard copy for parents to review. Some parents find reading and interpreting the results a daunting task. During Parent/Teacher Conferences or at any time upon

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parent request, teachers will assist parents in understanding the test data and what it means for their child. Language Line or interpreters are provided if needed to bridge a language barrier.

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

Teachers will administer state achievement assessments using secure, standardized procedures outlined by the school testing coordinator and the system test coordinator. Following administration, tests will be sent to the appropriate scoring agency which then secures all test data. Test data is obtained by the district testing coordinator via the secure Georgia Department of Education Portal. When data is received it is disaggregated by the system level testing coordinator and shared with school administrators who will promptly share this information with teachers. School administrators have been trained to utilize spreadsheet data and identify target students and groups. Teachers and achievement specialists will further disaggregate the data to identify individual student needs as well as needed program and instructional improvements.

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

The statistical validity and reliability of the instruments administered are maintained by the Georgia Department of Education. Teachers and staff are continually trained on test security and administration in order to ensure that testing results will be sound reflections of student learning. Test data is maintained in a database format as well as in spreadsheets in order to keep data shared between schools and the central office as consistent and secure as possible. At the local level, school testing coordinators, teachers, and staff will continue to be trained for each test to insure that the results are statistically valid and reliable. All administration, storage, and coding procedures as outlined in the testing manuals will be followed to insure test security and its proper administration. Test data will be handled in a confidential manner at the system and school levels.

13. Provisions for public reporting of disaggregated data.

For each major assessment, press releases will be prepared by the district office highlighting both the overall results of the testing as well as data disaggregated by subgroups. These press releases will be shared with local newspapers, radio stations, and other media outlets. In addition, the Barrow County Schools webpage will contain test scores and press releases available for public viewing. The State Report Card will be available to the public through the Georgia Department of Education DOE website. This report card will provide data from state mandated tests as well as school demographics.

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.

During the 2013-2014 school year, stakeholders of Apalachee High School reviewed, evaluated

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and revised the school wide Title I plan. This plan will be revisited each school year.

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).

When preparing the schoolwide Title I plan for the 2014-2015 school year, AHS engaged in a yearlong planning process that included involving stakeholders in review of test data, needs assessment, and selection of strategies. Surveys were issued to parents, students and teachers and the results were incorporated into component 1 of this plan. The leadership team, the Title I/SIP Team, the School Governance Team, and the CATs Support Team leaders all participated in the making of the needs assessment, based on the data. The rough draft of this plan was made available to all stakeholders at a planning meeting, on the school website and also in hard copy in the Parent Resource Center, front office, upon request for feedback and/or suggestions.

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

The school wide plan will be sent to all faculty and staff electronically, sent to parents who have a current e-mail address listed, published on the website, and housed in the Parent Resource Center. The plan will be available at all orientation meetings, parent meetings and open houses. Notification of the plan and how it can be accessed will be included in the first newsletter of each school year.

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.

Title I documents are available in English and Spanish when possible. Barrow County Schools employs a full time language specialist who provides translation for Title I and other documents as needed. If requested, a copy of the plan in other languages will be made accessible or school representatives can use the Language Line to answer questions related to the plan.

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

This plan is subject to the school improvement provisions of Section 1116 of NCLB. State academic assessments and other indicators are used to annually review the progress of the school wide plan to determine whether adequate yearly progress is being made.

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