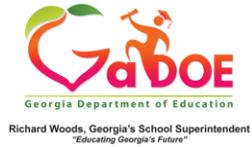


## Georgia Department of Education Title I Schoolwide/School Improvement Plan

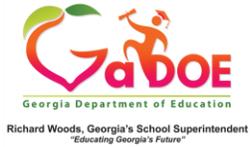
SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name:</b> Jones County High School	<b>District Name:</b> Jones	
<b>Principal Name:</b> Mary Frances Stewart, Interim Principal	<b>School Year:</b> 2015-16	
<b>School Mailing Address:</b> 339 Railroad Street, Gray, GA 31032		
<b>Telephone:</b> (478) 986-5444		
<b>District Title I Director/Coordinator Name:</b> Dr. Gail Wincey		
<b>District Title I Director/Coordinator Mailing Address:</b> 125 Stewart Avenue Gray, GA 30132		
<b>Email Address:</b> gwincey@jones.k12.ga.us		
<b>Telephone:</b> (478) 986-3032		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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

### SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Mary Frances Stewart		Interim Principal
Dr. Deondray Farlar		Assistant Principal
Dr. Dean Hintz		Assistant Principal
Dr. Tiffany Walker		Assistant Principal
Dr. Jeremy Dockery		Assistant Principal
Neal Spence		Assistant Principal
Laura Rackley		Assistant Principal
Bonnie Peters		Dropout Prevention
Stacey Williams		Graduation Coach
Jason Waters		Lead Science Teacher
Kandi Kemp		Lead Math Teacher
Kip Welch		Lead English Teacher
Dana Pettigrew		Instructional Coach
Faye Miller		Parent/School Council Member
Joy Carr		Parent/School Council Member
Renee Kitchens		Title I PIC

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

### SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

*Response:*

**A.** The Title I Schoolwide Program Plan for Jones County High School has been developed through the collaborative efforts of the school leadership team, graduation coach, school council, parent input through meetings, parent surveys, and student input through surveys. Data supplied through each of these entities indicated perceived and demonstrated needs which the team has addressed through the strategies outline in this schoolwide plan.

- Analyzing school-wide and subgroup data.
- Analyzing trend data.
- Examining the success of intervention programs.
- Examining the use of previous professional developments and their effect on student achievement.
- Submitting ideas for improvement.
- Providing feedback during the revision process.

**B.** As a team, we conducted a comprehensive needs assessment that reflected analysis of school performance, culture, and academic data. The following achievement data was used to acquire this information: Graduation rate, data review of EOCT scores, achievement data on core courses, and attendance data. We have used the following procedures and processes to obtain this information:

- Root cause analysis to seek the underlying causes for areas of improvement.
- Analysis of grades, attendance, and EOCT data.
- Brainstorming session among the school-wide planning committee and teacher leaders to develop needs assessment.

We have taken into account the needs of migrant children should those students be in attendance. We would follow the:

Migrant children are identified at the state level. Migrant students are evaluated



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

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

academically just as other students in the school to determine academic needs. They will benefit from all resources purchased with Title I funds. Additional services may include but are not limited to: ELL program, tutoring, summer school, credit or grade recovery; counseling.

C. We have reflected upon current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. There are significant achievement gaps between all students and economically disadvantaged students, students with disabilities, and African American students in core classes and on EOCT assessments. Jones County High School will have an added focus on narrowing the gaps in the areas of English, Math, Science, and Social Studies.

EOCT	2014 EOCT Data			
	Meets/ Exceeds			
	ALL	Black	SWD	ED
9ELA	90%	80%	59%	85%
AMER LIT	91%	83%	55%	86%
BIOLOGY	81%	66%	43%	70%
ECON	86%	72%	47%	82%
PHY SCI	92%	88%	56%	87%
ALG	44%	27%	11%	26%
GEOM	23%	10%	4%	13%

	2014 Attendance Data			
	All	Black	SWD	ED
Students absent 20 or more days	166	31	20	101
Students absent 10-19 days	412	75	20	194

	Number of Students Failing Core Classes 2014			
	ALL	Black	SWD	ED
<b>English</b>				
Main Campus	94	33	9	65
NGC	56	24	14	44
<b>Math</b>				
Main Campus	125	50	11	87
NGC	37	16	5	29
<b>Science</b>				
Main Campus	73	31	5	28
NGC	31	28	10	24
<b>Social Studies</b>				
Main Campus	56	25	12	43
NGC	14	4	8	12
<b>Foreign Language</b>				
	62	27	2	38

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

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**D.** From our disaggregation of data, 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 [Georgia Standards of Excellence (GSE)] including:

- Economically disadvantaged students (ED) - Economically disadvantaged students make up 43% of the student population.
- Students from identified racial and ethnic subgroups (Black) - African American students are the largest minority group who make up 29% of the student population.
- Students with disabilities (SWD)- Students identified with disabilities make up 12% of the student body.

**E.** The data and other observations have helped us reach the following conclusions:

- The major strengths we found in our 2014 EOCT were that 90% or higher achievement rates in the subject areas of 9<sup>th</sup> Grade Literature EOCT (90.2%), Physical Science EOCT (91.8%), American Literature EOCT (91.3%). Additionally, 88% of African American and 86.6% of Economically Disadvantaged students passed the Physical Science EOCT and 82% of Economically Disadvantaged students passed the Economics EOCT. The leading indicator of success has been a greater focus on student achievement through the increased capacity of teachers in the classroom.
- The major area needs that we discovered were among economically disadvantaged students, students with disabilities, and African American students.

We have a higher success rate of Economically Disadvantaged students on the EOCTs with the larger gaps of 10% or more on the Algebra, Geometry, and Biology EOCTs.

Students with disabilities have made meager, inconsistent, or no improvement on EOCTs in recent years, widening the achievement gap between SWD and regular program students. The achievement gap between general education students and students with disabilities on EOCTs is significant. (Refer to Table on page 5)

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The achievement gap between black students and white students is significant. (Refer to Table on page 5)

There is also an achievement gap with Economically Disadvantaged students in core classes. (Refer to Table on page 5)

- The needs we will address are intended to close the achievement gaps of the Economically Disadvantaged students, students with Disabilities, and our African American subgroups. We also seek to raise all subgroup performance on Math EOCT's. The specific academic needs of students that are to be addressed in the school-wide program plan are weaknesses in the area of higher order thinking skills and skills related to increasing knowledge transfer from short term to long term memory. Successfully identifying and working with students who are in danger of not being academically successful in core classes. We will also provide increased focus on mastery of standards for all students.
- The root cause(s) that we discovered for each of the needs are...  
We believe that student difficulty in the area of academic vocabulary is one of the root causes of student achievement outcomes. Students lacking many prerequisite skills needed to be successful in Core Academic courses at the high school level. Poor attendance for students already struggling academically exacerbates the situation. Consistent attendance is needed if academic achievement for a student is expected to improve. Teachers recognize that the content areas of greatest need are academic vocabulary intensive.

**RTI Interventions-** The process for implementing classroom interventions has been inconsistent and ineffective. Therefore, the RTI Task Force will create an effective implementation intervention plan, assess the degree to which the RTI process is implemented with fidelity, and identify the areas that need additional improvement. The RTI Task Force will include the RTI coordinator, graduation coach, instructional coach, and administration.

**Achievement Gaps** - We have significant achievement gaps between economically disadvantaged/ non-economically disadvantaged students, Black/White students and SWD/non-SWD. The root cause of each performance gap is a disparity in student performance and skill deficits, attendance, test-taking skills. We will reduce achievement gaps through planning collaboratively to establish uniform expectations for increasing rigor, homework and class work. Benchmark testing throughout the school will necessitate equitable opportunities for learning and consistently high expectations for all students. All administrators will monitor classrooms to ensure rigorous instruction and support for struggling students. At-risk students scheduled into math support classes on every grade level

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

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will receive more individualized instruction. Reading and Math initiatives will target small groups of carefully identified students who have reading and math deficiencies. Professional Learning on teaching students and poverty and teaching in a collaborative setting will also be added to our rich job-embedded professional learning schedule.

In order to address the needs of all students a Success Lab will be added for students to receive academic assistance before school each day. In addition, specifically targeted struggling students will be scheduled for study skill class to focus on instructional interventions and supports. A schoolwide focus on mastery of standards for all students will guide all professional learning and schoolwide initiatives.

**Reading Skills** - Significant numbers of students enter JCHS without basic reading skills necessary for success in high school courses. We will address this by continuing to embed literacy standards into content area and CTAE instruction. Additionally, targeted students will receive embedded literacy assistance through the study skills courses.

**Math Skills** - Significant numbers of students enter JCHS without basic computational skills necessary for success in high school courses. Students entering high school not prepared to take Coordinate Algebra will be enrolled in the Fundamentals of Algebra course. We will address Math needs through the RTI process with interventions embedded into the Math Support classes. Students identified through GRASP scores and EOCT scores as having difficulties in math will participate in year-long math support courses that provide nearly double the number of hours of additional instruction.

**Attendance** - While progress has been made in increasing attendance rates, attendance needs to be improved. The Attendance Support Team monitors student attendance and encourages students who do not meet attendance goals to improve attendance. We will improve attendance rates by offering incentives such as exam exemption and quarterly celebrations for students with perfect attendance and good grades. The Better Seeking Team will examine school attendance practices identified as having a positive effect in encouraging students to school regularly and meet attendance goals.

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

- To continue to close the achievement gap between the different populations, JCHS will improve core academic instruction of the Georgia Performance Standards and Georgia Standards of Excellence to meet the following targets on End of Course Tests for 2015-16 for first time test takers:



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### TARGETS – EOCT

\*Transition from EOCT to Georgia Milestone Assessment in 2014-15 school year.

<b>ALL STUDENTS</b>			
9 <sup>th</sup> Grade Lit -2014 – 90% (Actual) -2015 – 93% -2016 – 95%	GPS Algebra -2014 – 43% (Actual) -2015 – 50% -2016 – 55%	Physical Science -2014 – 92% (Actual) -2015 – 93% -2016 – 95%	US History -2014 – 59% (Actual) -2015 – 75% -2016 – 80%
American Lit -2014 – 91% (Actual) -2015 – 93% -2016 – 95%	Anal. Geometry -2014 – 23% (Actual/Baseline) -2015 – 40% -2016 – 50%	Biology -2014 – 81% (Actual) -2015 – 83% -2016 – 85%	-Economics -2014 – 85% (Actual) -2015 – 88% -2016 – 90%

	<b><u>BLACK</u></b>		<b><u>SWD</u></b>		<b><u>ED</u></b>	
	<u>2014</u>	<u>2016</u>	<u>2014</u>	<u>2016</u>	<u>2014</u>	<u>2016</u>
<b>9ELA</b>	<u>80%</u>	<u>85%</u>	<u>59%</u>	<u>64%</u>	<u>85%</u>	<u>90%</u>
<b>AMER LIT</b>	<u>83%</u>	<u>88%</u>	<u>55%</u>	<u>60%</u>	<u>86%</u>	<u>91%</u>
<b>USHISTORY</b>	<u>73% (2013)</u>	<u>68%</u>	<u>44% (2013)</u>	<u>49%</u>	<u>62% (2013)</u>	<u>67%</u>
<b>ECON</b>	<u>72%</u>	<u>77%</u>	<u>47%</u>	<u>52%</u>	<u>82%</u>	<u>87%</u>
<b>BIOLOGY</b>	<u>66%</u>	<u>71%</u>	<u>43%</u>	<u>48%</u>	<u>70%</u>	<u>75%</u>
<b>PHY SCI</b>	<u>88%</u>	<u>93%</u>	<u>56%</u>	<u>61%</u>	<u>87%</u>	<u>92%</u>
<b>ALG</b>	<u>27%</u>	<u>32%</u>	<u>11%</u>	<u>16%</u>	<u>26%</u>	<u>31%</u>
<b>GEOM</b>	<u>10%</u>	<u>15%</u>	<u>4%</u>	<u>9%</u>	<u>13%</u>	<u>18%</u>

- To improve academic achievement to increase Graduation Rate in 2016:

<b>Graduation Rate</b>			
	2014	2015	2016
ALL	72% (actual)	75%	80%
BLACK	68% (actual)	70%	75%
SWD	32% (actual)	40%	45%
ED	61% (actual)	63%	68%

- To decrease the percentage of students who have 10 or more absences from a baseline of 25% in 2015 to 20% in 2016. Decrease the percentage of subgroups by:

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

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

<b>Attendance Data</b>				
	Absent more than 10 days		Absent more than 20 days	
	2015	2016	2015	2016
ALL	25%	20%	10%	8%
BLACK	16%	10%	6%	4%
SWD	25%	18%	10%	8%
ED	27%	23%	14%	10%

2. Schoolwide reform strategies that:

*Response:* Jones County High School is committed to ensuring a high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet Georgia's Performance Standards of Excellence. Programs and services are available and provided to all students, with particular emphasis on students who demonstrate "at-risk" academic concerns. In order to continue to close the achievement gap, Jones County High School will undertake the following:

- Co-teaching during all core subjects to assist students with disabilities and "at-risk" students.
- Using [usatestprep.com](http://usatestprep.com) to help prepare students for EOCT and SAT/ACT

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

2.	Schoolwide reform strategies that:
	<ul style="list-style-type: none"> <li>• Improving RTI Interventions in the Classroom</li> <li>• Provide Summer credit recovery programs to ensure on track graduation</li> <li>• Open Campus using Edgenuity and teacher instruction for graduation recovery</li> <li>• Provide effective Differentiated Instruction to meet the needs of all students</li> <li>• Rising 9<sup>th</sup> graders summer transition programs</li> <li>• Utilize Peer tutors in high needs areas to provide assistance and instructional supports</li> <li>• Common Formative Assessments</li> <li>• Training and resources for study skills curriculum</li> <li>• Job-embedded Professional Learning</li> <li>• Teaching for mastery of the standard</li> <li>• Improving collaborative co-teaching through targeted professional learning</li> <li>• Addition of General Ed Study Skills for targeted/ monitored at-risk students</li> <li>• Addition of a full-time instructional coach</li> <li>• At Risk Task Force to strategically track and monitor struggling students</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).</li> </ul>
	<p><i>Response:</i> The ways in which we will address the needs of all children in the school particularly the needs of students with the greatest deficiencies on the State's academic content and student academic achievement standard include:</p> <ul style="list-style-type: none"> <li>• Mastery of Standards for all students</li> <li>• Rising 9<sup>th</sup> graders summer transition programs</li> <li>• Dually certified content/PEC teachers for Resource classes</li> <li>• Focus on Data Analysis</li> <li>• Differentiated Instruction</li> <li>• Math support classes</li> <li>• Professional Learning on teaching Economically Disadvantaged</li> <li>• Professional Learning in the Collaborative setting</li> <li>• Implementation of a Success Lab to provide instructional support for students before the school day begins</li> </ul> <p>The use of formative assessments helps students and teachers monitor student performance and assess the level of mastery toward the standards. This practice encourages critical thinking and increases academic vocabulary usage in their writing as well as the use of more learned vocabulary terms in discourse. The same model will be used to increase critical</p>

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

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

reading opportunities across the curriculum.

Collaborative planning teams will meet weekly to review and analyze data from common assessments, benchmark assessments, and other performance tasks. During this collaborative time, teachers of like courses will discuss the types of formative assessments being used as well as the student results of this highly effective research based strategy. Teachers will analyze student work in groups to discover commonalities among students' grades and missed items on these assessments. This collaboration will identify student misconceptions and suggest next steps toward mastery of the standards. The collaborative teams may also serve as professional learning for teachers by encouraging common expectations in all courses and among teachers as they study results of common assessments that are dependent upon common assignments and quizzes. The instructional support team (instructional coach, instructional lead, assistant principal over curriculum, and department administrator) will provide support for the teachers through job-embedded professional learning opportunities as the needs arise from observational data. Teachers analyzing student data and instructional strategies to address student needs will drive the professional learning opportunities made available through the instructional coach. Such opportunities will take place during planning time or other creatively scheduled times. The consistency within courses and teachers through collaboration will increase teacher expectations and encourage a wider range of instructional strategies and activities. Additional advantages with collaboration may result in content and management ideas for teachers with less experience. Finally, the act of collaborating will allow teams of teachers to address gaps seen within whole groups of students as well as those of individuals in comparison to the group and subgroups of our population.

A newly formed At Risk Task Force has been created to identify and monitor at risk students. This task force will analyze data between economically disadvantage students and non-economically disadvantaged to determine ways to decrease gaps.

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - Focus on mastery of standards.
  - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
  - include strategies for meeting the educational needs of historically underserved populations

*Response:*

Mastery of Standards

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

Differentiated Instruction  
Response to Intervention (Instruction)

Following are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies.

DuFour, Richard, Rebecca DuFour, Robert Eaker, and Gayle Karhanek. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: Solution Tree.

Marzano, Robert, Debra Pickering, and Jane Pollock. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Upper Saddle River, NJ: McREL.

Reeves, Douglas. (2010). *Transforming Professional development into Student Results*. Alexandria, VA: ASCD.

Schargel, Franklin P. (2005). *Best Practices to Help At-risk Learners*. Larchmont, NY: Eye On Education.

Searle, Margaret. (2013). *Causes & Cures in the Classroom: Getting to the Root of Academic and Behavior Problems*. Alexandria, VA: ASCD.

Tomlinson, Carol. (2010) *Leading and Managing A Differentiated Classroom*. Alexandria, VA: ASCD.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and

*Response:*

The master schedule at JCHS is built to incorporate accelerated classes, support classes, credit recovery classes, test prep support, study skills classes, self-contained classes, and inclusion classes. Student grades are analyzed with regard to subsequent course scheduling, and student transcripts are analyzed with regard to support classes, test prep support, and credit recovery classes. All ninth and tenth grade students are assessed with a GRASP universal screening. Ninth grade students are assessed three times a year and classes and interventions are scheduled according to GRASP results. Administrators, RTI coordinator, Graduation coach, and dropout prevention coach monitor at-risk student grades throughout

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

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and

the semester to intervene strategically with students, set goals, and monitor progress.

Administrators are instructional leaders at JCHS and are involved in assuring that student academic needs are met. They perform regular, formative evaluations through focus walks and provide teachers with written and verbal feedback. Lead teachers also serve as leaders for their department by promoting effective teaching strategies, sharing and implementing research based strategies and best practices.

At JCHS, we want to offer students a well-rounded education. All students are encouraged to complete a CTAE and/or Fine Arts pathway. Students are strongly encouraged to be actively involved in extra-curricular campus life by joining a CTSO, club, sport, band, or drama. We believe that extracurricular activities provide a channel for reinforcing the lessons learned in the classroom and offer students the opportunity to apply academic skills in a real-world context. Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out.

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

Address how the school will determine if such needs have been met; and Are consistent with, and are designed to implement, the state and local improvement plans, if any.

*Response:*

- An action plan will be created to ensure that the school reform strategies to be implemented will be carried out with fidelity. The School Improvement Team will use the PDCA model (Plan, Do, Check, Act) to monitor the process for continuous improvement.
- The School Improvement Team will monitor classroom performance of Economically Disadvantaged students. Classroom teachers will alert School Improvement Team when students are not meeting set targets.
- Graduation rates
- Monitor attendance records
- Examine Course Pass/Fail rates
- Examine SLO/ EOC Data
- Review Retention Rates
- Review academic performance of students placed in Study Skills classes

### 3. Instruction by highly qualified professional staff

*Response:*

Jones County High School's goal is to maintain 100% of its teachers and paraprofessionals as Highly-Qualified (HQ). All teachers at Jones County High School are certified by the Georgia Professional Standards Commission. All teachers are teaching within their certified content areas.

A statement to parents regarding the professional credentials of the teaching staff is available annually. Additionally all teachers are required to participate in job-embedded professional learning yearly. The professional learning calendar provides best practices in instructional strategies, integrating technology into instruction and improving teaching and learning. Measures are in place to retain these highly-qualified staff members. The school has maintained a retention rate of 90% in the past few years. The school's average number of years of teaching experience is 16 years.

Teacher placement is critical to provide equity across all departments and programs. The average class size for the school follows state guidelines to ensure continued equity in class sizes for all students. Class sizes shall be comparable, regardless of the demographics of the students, to ensure equal opportunity for all students. Class sizes are generally lower than the State average.

Teachers and paraprofessionals are provided with certification updates and requirements for certification renewal and maintaining HiQ status. Additionally, professional learning courses are offered locally, online, through Middle Georgia RESA, and through other institutions of higher learning, to assist teachers and paraprofessionals with maintaining their HiQ status.

Collaborative planning time is provided for content area teachers in order that they may



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3.	<p><b>Instruction by highly qualified professional staff</b></p> <p>collaboratively review formative data, develop curriculum maps and frameworks which support the state standards and school curriculum. This in turn strengthens the delivery of the instruction provided to all students.</p> <p>New teachers are provided with mentor buddies .New teacher orientation which includes: an introduction to school and system policies and procedures; curriculum documents, and web resources relevant to their teaching assignment; and is conducted prior to pre-planning in order that the new teachers are available to participate in school and classroom activities during pre-planning.</p> <p>JCHS provides student support in the form of special education paraprofessionals, resource classes, co-teaching and collaborative experiences for selected teachers.</p>
4.	<p>In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.</p> <p><i>Response:</i></p> <p>Jones County High School develops a yearly job-embedded professional learning calendar that provides training on improving instruction and student achievement. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the academic needs of our students and professional needs of our teachers. When possible we rely on experts and leaders in our building to lead professional development. Administrators work in collaboration with their departments to provide ongoing training.</p> <p>School-level training is provided for teachers to learn how to use data to improve instruction. Part of this training has involved instructing teachers on how to develop and use benchmark assessments to improve student achievement. Our teachers have received on going training in differentiated instruction, and formative instructional practices, technology. All teachers have access to online professional development resources through PD360 and access to a professional learning library.</p> <p>We have aligned professional development with the State's academic content and student academic achievement standards and provided the professional support for our teachers to learn the required content and varied methods of delivery.</p> <p>Math teachers have participated and will continue to participate in local, regional, and state level professional learning related to the rollout of the math standards at the high school level. Additional content support will be provided as math instruction and math student achievement continue to be identified areas of need.</p> <p>Continued training/support for Response to Intervention and Differentiation strategies will be provided through professional learning opportunities.</p>

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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Future professional learning will include teaching socio-economically disadvantaged students, engaging male students, co-teaching, differentiated instruction and mastery of standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

*Response:* While we are the only high school in the district, Jones County High School seeks to recruit, attract and maintain high-quality teachers. Teachers are recruited from RESA and other high needs job fairs.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

*Response:*

Parents play a critical role in the development of their children's education. Therefore, we encourage all parents to become actively involved and supportive of school activities. Parental involvement has been shown to produce positive effects on students, teachers, administrators, and on the overall school/home learning environment. We have involved parents in the planning, review, and improvement of the school-wide plan, school-parent compact, and the parental involvement policy by soliciting their input through School Council, emails, surveys, and community meetings.

Jones County High School has implemented the following strategies to improve parent involvement:

- Build ties between parents and school by improving communication efforts through parent emails, call-outs, parent newsletter, and text messages.
- Provide parent tutorials on how to use Infinite Campus.
- Provide meaningful parent engagement opportunities for parents through parent workshops, parent days, curriculum night (aligned with well-attended events whenever possible)
- Educate teachers on how to reach out to parents, communicate with parents, and work with parents as partners.

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- Offer parents an opportunity to volunteer within the school.
- Provide a Title I parent resource corner which is available for parents to check out educational books, materials, and resources.
- Conduct family friendly school walk-throughs.
- Addressing in a timely manner parent concerns provided through survey feedback and emails.
- Schedule individual meetings/counseling sessions with the parent and student to discuss registration and graduation plan.
- Annually, school personnel work with parents to develop a parent involvement policy and a parent/student/teacher compact for JCHS. The plan and the compacts will be disseminated to all parents through written documents and via the school website.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

*Response:* N/A. While JCHS does not have a Pre K program, a transition camp for rising freshmen is conducted each summer through the GEARS grant. During this camp, rising freshmen are informed of school rules, regulations, and procedures. Fun activities are also planned such as a scavenger hunt to familiarize the students with the layout of the campus. And a guest motivational speaker is invited to speak to the camp participants. Parents of these rising freshmen are invited in the fall for a parent information meeting and a discussion about parental involvement opportunities.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

*Response:*

- The leadership team outlines and reviews the instructional program.
- Professional learning and professional learning visits (PLVs) help teachers in enhancing their performance in the classrooms.
- Weekly collaboration and common planning with content subject teachers analyze data, plan common assessments, benchmarks, and share instructional strategies. Data

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analysis is embedded into the collaborative planning sessions. Teachers work collaboratively to review common assessments and benchmark assessments providing an analysis of the instructional/content strands and their alignment to the performance standards.

- Student achievement data is used to develop target groups for inventions.
- School Leadership Team's process of updating the goals of the School Improvement Plan is an ongoing process. Goals are adjusted to reflect the change in student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Response:*

Jones County High School recognizes the importance of responding to students who experience difficulty mastering standards. Student progress is reviewed on an on-going basis so the Student's academic programs may be revised as needed to provide additional assistance to enable struggling children to meet Georgia's content standards and student performance standards. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance. Those activities include after school tutoring, Targeted tutoring, credit recovery programs, RTI, and Open Campus. Our administrative team reviews student records during the summer to ensure proper placement and scheduling of students. These reviews assist in determining specific scheduling for remediation, and assessing the students strengths and weaknesses.

Progress reports are issued twice during each grading period and report cards are issued every nine weeks. Administrators, graduation coach, RTI coordinator, and dropout prevention coordinator reviews achievement data and monitors students failing 3 or more classes at each grading period.

Title I will provide support for a Parent Title I Coordinator in working with attendance, parent involvement activities, and researching educational supportive instructional items to supplemental current materials.

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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

*Response:*

JCHS will implement the instructional support programs to increase student achievement in all core academic the areas with a specific focus on mastery of standards for all students in order to close achievement gaps noted in historical trend data.

Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan. The following programs and services will be integrated at JCHS:

Title I

Title II

Title III

Parent Involvement

Migrant Education

Education of Homeless Children, Youth and Student living in situation for Neglected Children

Summer School

ESY for Special Education students

English for Speakers of Other Languages (ESOL)

Special Education

Gifted Education

Response to Intervention (RtI)

Professional Development funding relating to district initiatives and our school's plan of improvement

Jones County's staffing allotments based on JCHS enrollment.

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Title I resources and other sources will be used to provide the following:

Instructional resources and supplies

Laptops, calculators, printers

Professional learning materials

Math manipulatives

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

*Response:* Student progress will be assessed periodically through the use of the state and locally mandated standards and student performance within the regular classroom as demonstrated on quarterly benchmarks assessments, mid-term progress reports and CCGPS/GPS-based report card evaluations.

Ongoing assessment of student achievement and communication of assessment results shall be available to parents through telephone calls, teacher web pages, notes sent home, the Infinite Campus portal, and email as they monitor student progress. Parent conferences are regularly scheduled through the counseling office and parents may request conferences at any time.

During annual Curriculum Night held in January, parents attend a session on how to interpret student growth on Georgia Milestone Assessments. In addition, the Parent Involvement Coordinator, who serves as the liaison between parents and the school, provides information to parents on assessment on a regular basis through email and parent newsletters.

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

*Response:* Teachers collect and disaggregate formative and summative assessments at the classroom level for individual students. We collect leading and lagging assessment data (benchmarks, predictor test, semester exams, Georgia Milestone Assessments, EOPA results) The school testing coordinator ensure that all state level testing data is collected according to state guidelines. The Georgia Department of Education disaggregates the data and provides documentation to the system and the school. System and school administrators review Georgia Milestone Assessments, EOPA data and

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develop plans/activities for school personnel to analyze the various data. At the school level, the administration, leadership team, and departmental teams study various data to identify trends so the student achievement can be more efficiently met.

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

*Response:*

Testing at Jones County High School is carefully administered to ensure valid and reliable results. We compare the results of our school assessments to state and national tests to check for validity and reliability. Our students take the Georgia Milestone Assessments in 8 subjects. We compare the results of these assessments against other schools in our RESA district to see if they are reliable and valid. We also compare our scores against the state averages.

14. Provisions for public reporting of disaggregated data.

*Response:*

Disaggregated test data is reported to the public in accordance with states guidelines. Data is made available to the public in a number of ways:

- The Georgia Department of Education website: [www.doe.k12.ga.us](http://www.doe.k12.ga.us)
- The Governor's Office of Student Accountability website: [www.gaosa.org](http://www.gaosa.org)
- Dodge County High School website: [jonescountyhighschool.org](http://jonescountyhighschool.org)
- Local newspaper, the *Jones County News*: [www.jcnews.com](http://www.jcnews.com)
- Jones County High School's newsletter, *Parent Connect parent newsletter*
- Jones County High School's School Council meetings
- Data is available at the Annual Title One Meeting held at each school.
- Hard copies can be obtained from each school or the system office

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

*Response:* All plans are revised yearly. Jones County High School has been designated a school wide Title I school. This plan serves to review and update requirements for continued school wide status.

16. 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:*

Stakeholders assist with development of the plan through participation in Title I sessions

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during administrative meetings at the system and school levels. Teachers and parents completed a school needs survey. School Council meetings and School Improvement Team meetings focused on the school's needs and priorities.

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

*Response:* A copy of Jones County High School's Schoolwide Plan is available at our Parent Resource Center and an electronic copy is available under the Title I tab on our school website. Additionally, the school wide plan is discussed at our annual Title I meeting and during School Council meetings.

18. 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:* Translation will be provided to fulfill this requirement as necessary, for the parents of students at Jones County High School.

19. Plan is subject to the school improvement provisions of Section 1116.

*Response:* Jones County High School will abide by the requirements of the School Improvement provisions of Title I Section 1116.