



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

School: Elbert County Comprehensive High School

Measureable Goal(s): *In the 2014-2015 school year, the student performance levels on the new Georgia Milestones End of Course (EOC) Assessment will increase in percentage of students meeting/exceeding in all areas as follows: (compared to previous scores on EOCTs)*

Course	Previous % Meets/Exceeds	% Meets/Exceeds GOAL
US History	71%	77%
Economics	77%	82%
Coordinate Algebra	39%	53%
Analytic Geometry	27%	State Goal
Biology	59%	80%
9 th Grade Literature	84%	88%
American Literature	88%	92%

COORDINATE ALGEBRA/ANALYTIC GEOMETRY ACTIONS, STRATEGIES, DATA POINTS, TIMELINE

School Keys Strands	Actions, Strategies, and Interventions	Data Points/Evidence	Person(s) Responsible	Implementation Timeline	Monitoring Timeline	Checklist for Monitoring
A, I	Continue to implement data teams in math to create common formative assessments, analyze student work and data results, share best practices, and adjust instruction as appropriate.	Data Team Log (eLearn); data as uploaded in log and All In Learning; walk-through data; new common formative assessments.	Math data teams made up of math teachers, administrator (when possible).	August - initial meeting. Teams will meet weekly on Tuesday during common planning.	Department Head, administrators, Superintendent, Associate Superintendent	
I	Instruction will focus DAILY on the 8 Standards for Mathematical Practices. Each unit, the course teachers will pick 2-3 standards on which to focus, integrating them into their content instruction.	Lesson plans/Smartboard files; documentation from meetings highlighting the Standard(s) of Practice for the unit.	Math teachers; department head	Prior to the beginning of each unit	API will ensure each math teacher has a poster with the 8 standards of mathematical practice (SOP). On math observations, administrator will ask teacher about the SOP for the unit and observe accordingly.	
A, I	Adjust and use Walch Supplemental material each unit to reinforce higher order thinking skills, <u>highlighting student exemplars</u> on each task	Copies of Walch material (paper or electronic); student exemplars	Math teachers	Each unit beginning with unit 1	Department Head will monitor implementation through both BDSG and data teams. Administrators will monitor observations and data teams as well.	
PL	Professional Development- Participate in professional learning to	PL forms; De-briefing meetings after	API, Principal, Teachers	ASAP - will have to be organized	Begin organization in August. Submit documents	



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

	improve cultural awareness and effectiveness of teachers in working with African American students and other racial/ethnic minority students.	observations; teacher evidence that strategies for working with African American students are being implemented.		by API and approved by system level personnel	such as Professional Leave Forms and substitutes as planned.	
PL	Professional Development - Teachers will engage in opportunities to enhance differentiation/RTI and other classroom strategies to increase success in math among all student groups.	PL forms; De-briefing meetings after observations	API, Principal, Teachers	ASAP - will have to be organized by API and approved by system level personnel	Begin organization in August. Submit documents such as Professional Leave Forms and substitutes as planned.	
I	Include the following strategies in daily math instruction: emphasis on test-taking skills, note-taking skills, and short daily review of previous skills already learned in the course. Also mandatory use of USA TestPrep and/or Study Island each unit for additional student practice, remediation, or student data	Smartboard slides/lesson plans; observations; USA TestPrep and/or Study Island reports	Math teachers will share the responsibility of adjusting lessons to meet these criteria	Immediately for Unit 1	Department Head	
L, PO	Buy and sell TI 30 XS Multiview calculators to any parents of students for Coordinate Algebra. These calculators alleviate the burden of weak arithmetic skills on the part of some students, and allow the students to focus on higher order thinking skills.	Pre-order forms; order forms	Department Head, Rhonda Driver	Immediately, API and Department Head will take pre-orders for calculators at Open House on August 4th from 4:00 - 7:00 PM	Ongoing	
SFCI	Use the PCC (Parent Communication Coordinators) and ECCHS Tech Team to <u>conduct training sessions</u> on Infinite Campus, eLearn, Remind, and Khan Academy to strengthen the partnership between students, teachers, school staff, and parents.	Agendas from PCC or Tech Team meetings; video tutorials on school website	PCC Coordinator (J Jourlmon) and Instructional Coach for Technology	Tutorials on school website (links to Facebook) - by late August; by October, the PCC will conduct a meeting - another could be held at January Open House	By 1st of September, API could screenshot the website for evidence of tutorials; agendas following PCC meetings and Open House would be collected by the Principal	
A, L, SC	Use of the PSAT results and other recruitment strategies to increase the number of students (<i>minority students especially</i>) taking AP courses (AP Stats)	PSAT scores; logs of student conferences	Graduation Coach; Counselor; Admin; teachers	PSAT – Oct 15, 2014. ASAP after scores are returned to school	By registration for 2015-2016	
I, A	Create a year-long 9 th grade math course for SPED students with Support classes with SPED teacher	Teacher schedules; Observations;	Principal; SPED teachers; Admin	Schedules completed in July- Course ongoing	Will monitor effectiveness throughout with data teams and finally EOC assessment	



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ELA ACTIONS, STRATEGIES, DATA POINTS, TIMELINE

School Keys Strands	Actions, Strategies, and Interventions	Data Points/Evidence	Person(s) Responsible	Implementation Timeline	Monitoring Timeline	Checklist for Monitoring
I, A, PO	Language Arts teachers will implement instruction on information-based writing and develop a centralized rubric to be scaffold by grade level. The basic rubric will be shared with all teachers in each content area.	Walk-through/observation, lesson plans, rubric, student exemplars	Data teams/teachers will provide resources for rubric development and best practices of instruction.	LA data teams will meet weekly during common planning time.	Administrators, Superintendent, Associate Superintendent beginning in August 2014 and continue until the following year.	
A, PO,I	Utilize data teams in Language Arts to analyze common formative assessments, student work, and data results, share best practices, and adjust instruction as appropriate.	Data Team Log (elearn); data as uploaded in log and All In Learning, walk through data, common formative assessments.	LA data teams made up of LA teachers and administrators (when possible)	LA data teams will meet weekly during common planning time.	Administrators, Superintendent, Associate Superintendent beginning in August 2014 and continue until the following year.	
PL	Professional Development- Participate in professional learning to improve cultural awareness and effectiveness of teachers in working with African American students and other racial/ethnic minority students.	PL forms; De-briefing meetings after observations; teacher evidence that strategies for working with African American students are being implemented.	Teachers	ASAP - will have to be organized by API and approved by system level personnel	Begin organization in August. Submit documents such as Professional Leave Forms and substitutes as planned.	
PL	Professional Development - Teachers will engage in opportunities to enhance differentiation/RTI and other classroom strategies to increase success in language arts among all	PL forms; De-briefing meetings after observations	Teachers	ASAP - will have to be organized by API and approved by system level personnel	Begin organization in August. Submit documents such as Professional Leave Forms and substitutes as planned.	



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

	student groups.					
PL	Professional Development – Teachers will engage in opportunities to enhance student writing skills across the curriculum. Use of the writing rubric will be included.	Writing rubric; PL agendas, sign in sheets, writing samples in other areas for which effective feedback has been given.	Admin – PL scheduling; ELA teachers – Rubric; Teachers – implementing and using writing strategies.	In August, administrators will look for PL opportunities. By August 28, ELA teachers will have rubric.	At the September SILT meeting, ELA department chair will share rubric and how to use it in other areas. PL updates will be discussed and continued as needed.	
I, SFCI	Teachers will use technology to enhance learning rather than to guide learning, making sure the instruction focuses on mastery of the standards.	Observations/walk throughs; TKES preconference and mid-year conferences	Teachers, graduation/9th grade coaches, Administration completing observations	Technology will continue to be used to access the standards/support instruction in an ongoing manner.	Observations will begin immediately. The mid-year conference for TKES would be a good time to discuss teacher focus standards. Observations will be ongoing throughout the year.	
I	Focus on Literacy Standards in instruction daily.	Lesson plans, departmental meeting logs	LA teachers/data teams, department heads	Throughout school year 2014-2015	Lesson plans, TKES observations	
I	LA teachers will implement strategies that include writing; critical vocabulary and high frequency words; and content specific reading including current events.	Assessment Tasks, Primary source reading, Writing prompts	LA Teachers, Department Head	Begin immediately during pre-planning.	Department Head	
A, L, SC	Use of the PSAT results and other recruitment strategies to increase the number of students (<i>minority students especially</i>) taking AP courses (AP Lang and AP Lit).	PSAT scores; logs of student conferences	Graduation Coach; Counselor; Admin; teachers	PSAT – Oct 15, 2014. ASAP after scores are returned to school	By registration for 2015-2016	



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BIOLOGY ACTIONS, STRATEGIES, DATA POINTS, TIMELINE

School Keys Strands	Actions, Strategies, and Interventions	Data Points/Evidence	Person(s) Responsible	Implementation Timeline	Monitoring Timeline	Checklist for Monitoring
I	Teachers will use technology to enhance learning rather than to guide learning, making sure the instruction focuses on the mastery of the standards.	observations/walk-throughs; TKES pre-conference and mid-year conference	Teachers; Department Head; Administration completing observations	Discussions can begin to occur at pre-conference meetings for TKES and at TKES training sessions. This orientation must occur within the first month of school. Then, technology will continue to be used to access the standards in an ongoing manner.	Observations will begin immediately. The mid-year conference for TKES would be a good time to discuss teacher focus on the standards. Observations will be ongoing until Spring Break.	
A,I	Use data teams in science to create common formative assessments, analyze student work and data results, share best practices, and adjust instruction as appropriate.	Data Team Log (eLearn); data as uploaded in log and All In Learning; walk-through data; new common formative assessments;	Science data teams made up of science teachers, science instructional coach, and administrator (when possible).	Teams will meet weekly during common planning. Beginning immediately during Pre-planning.	Department Head, Administrators, Superintendent, Associate Superintendent	
I	Teachers will implement research-based best practices in their daily instruction as decided upon by data teams.	Data team log with the best-practice on which to focus highlighted; walk-through/ observation; lesson plans	Department Head will provide resources on research-based best practices for data teams.	In each cycle of the weekly data team process, research-based best practices will be implemented based on decisions by the team.	Department Head will lead each data team meeting. Principal and API will attend meetings as schedules allow. The time for focusing particular best practices will vary as the data team process is	



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

					practiced throughout the year.	
PL	Professional Development- Participate in professional learning to improve cultural awareness and effectiveness of teachers in working with African American students and other racial/ethnic minority students.	PL forms; De-briefing meetings after observations; teacher evidence that strategies for working with African American students are being implemented.	Teachers	ASAP - will have to be organized by API and approved by system level personnel	Begin organization in August. Submit documents such as Professional Leave Forms and substitutes as planned.	
PL	Professional Development - Teachers will engage in opportunities to enhance differentiation/RTI and other classroom strategies to increase success in biology among all student groups.	PL forms; De-briefing meetings after observations	Teachers	ASAP - will have to be organized by API and approved by system level personnel	Begin organization in August. Submit documents such as Professional Leave Forms and substitutes as planned.	
C	Align resources/technology to standards that include charts, graphs within all science subjects.	Units; Lesson plans; Department meetings	Teachers	As each unit is planned beginning in August	Department Head	
C, I	Biology teachers will implement strategies that include writing; critical vocabulary and high frequency words; and content specific reading including current events.	Assessment Tasks, Primary source reading, Writing prompts	Biology Teachers, Department Head	Begin immediately during pre-planning.	Department Head	
A, L, SC	Use of the PSAT results and other recruitment strategies to increase the number of students (<i>minority students especially</i>) taking AP courses (AP Biology & Physics in the future).	PSAT scores; logs of student conferences	Graduation Coach; Counselor; Admin; teachers	PSAT – Oct 15, 2014. ASAP after scores are returned to school	By registration for 2015-2016	



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

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US HISTORY, ECONOMICS ACTIONS, STRATEGIES, DATA POINTS, TIMELINE

School Keys Strands	Actions, Strategies, and Interventions	Data Points/Evidence	Person(s) Responsible	Implementation Timeline	Monitoring Timeline	Checklist for Monitoring
I	Teachers will use research-based practices and technology to guide learning and to ensure that instruction focuses on the mastery of the standards in all Social Studies courses.	observations/walk-throughs; TKES pre-conference and mid-year conference	Teachers; Administration completing observations	Discussions can begin to occur at pre-conference meetings for TKES and at TKES training sessions. This orientation must occur within the first month of school. Then, technology will continue to be used to access the standards in an ongoing manner.	Observations will begin immediately. The mid-year conference for TKES would be a good time to discuss teacher focus on the standards. Observations will be ongoing until Spring Break.	
A, I	Data teams will be implemented in all SS courses to create Formative and Summative Assessment, analyze student work, data results, share best practices, differentiation of instruction, and adjust instruction as appropriate.	Data Team Log (eLearn); data as uploaded in log and All In Learning; walk-through data; new common formative and summative assessments.	SS data teams made up of SS teachers, and administrator (when possible)	Data Teams will begin Fall Semester with weekly meetings on Wednesday.	Administrators, Superintendent, Associate Superintendent beginning in August 2014 and continue until the following year.	



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

PI	Professional Learning - Participate in professional learning to improve cultural awareness and effectiveness of teachers in working with African American students and other racial/ethnic minority students.	PL forms; De-briefing meetings after observations; teacher evidence that strategies for working with African American students are being implemented.	Teachers	ASAP - will have to be organized by API and approved by system level personnel	Begin organization in August. Submit documents such as Professional Leave Forms and substitutes as planned.	
C, PI	Implement Literacy Standards in instruction daily through the use of Primary Source Documents. SS Department meetings should have a brief segment each time on a particular literacy standard, citing examples of how it is to be implemented in that unit.	Unit Pacing guides using PRIORITY standards as guide; departmental meeting logs	Formative and Summative Assessment	Teachers	Begin organization in August. Submit documents such as Professional Leave Forms and substitutes as planned.	
PL	Professional Learning - Teachers will engage in opportunities to enhance differentiation/RTI and other classroom strategies to increase success in Social Studies Courses among all student groups.	PL forms; De-briefing meetings after observations	Teachers	ASAP - will have to be organized by API and approved by system level personnel	Begin organization in August. Submit documents such as Professional Leave Forms and substitutes as planned.	
A, L, SC	Use of the PSAT results and other recruitment strategies to increase the number of students (<i>minority students especially</i>) taking AP courses (AP Amer. Gov't)	PSAT scores; logs of student conferences	Graduation Coach; Counselor; Admin; teachers	PSAT – Oct 15, 2014. ASAP after scores are returned to school	By registration for 2015-2016	



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

Measureable Goal(s): **By 2016, 90 percent or more of Elbert County high school students will graduate having mastered the skills that they need to succeed as 21st Century learners, workers, and citizens.**

School Keys Strands	Actions, Strategies, and Interventions	Data Points/Evidence	Person(s) Responsible	Implementation Timeline	Monitoring Timeline	Checklist for Monitoring
PO, PL, SC	Begin PBIS implementation	Consult / collaborate with schools successfully implementing PBIS. Posters, PL time, Infinite Campus reports, SWISS reports, and other documents created by the PBIS team for the January implementation.	AP – Discipline PBIS Teams - both system and school wide.	New Code of Conduct will be completed in June 2014, and new referral system in Infinite Campus and use of SWISS will begin in August. Other parts of PBIS such as a reward system will be implemented in January 2015.	AP Discipline and discipline secretary will monitor reports in SWISS and Infinite campus beginning in August and continue throughout the school year. Reports will be shared at monthly SILT meetings. A final evaluation of what was implemented will be completed by the PBIS team sometime between March and May.	
PO, SC, SFCI	Create a culture of caring and pride in our hallways and online by creating walls/space, and posts on Facebook and school website to celebrate academics, honoring employees and community members, and promoting Education.	Pictures and media promotions; communication logs in Infinite Campus, increased attendance and passing rate; decreased discipline rate; Teachers as Advisors curriculum	Administrators, Graduation Coach, Transition Coach, Teachers, Media Specialist	Discussions can begin during pre-planning with recognition bi-monthly.	Begin recognition week of August 25. Bi-monthly recognitions will follow.	
L, SFCI, SC	Monitor students performing below expected standards and advise concerning preventive assistance. Provide individual counseling to identify and resolve academic, behavioral, and attendance issues to ensure academic success.	Attendance reports; Progress Reports; Tutorial logs; Student and parent contact logs; Promotion Rate	Graduation Coach, Transition Coach, Teachers as Advisors, Teachers	Throughout school year 2014-2015	Monitoring will begin at first grade report. Regular checks (4 ½ weeks) will follow with at-risk students monitored more often. Documentation of contacts will be available at all times.	
C, SFCI	Continue to implement the state required advisory program utilizing GACollege 411	Percent of students completing required components of GACollege 411	Counseling Staff: Counselor, Graduation Coach, Transition Coach; Teachers As Advisors	GACollege 411 will be used during TEAM Time activities and by students on an individual basis.	GACollege 411 reports are available.	



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

C, I, A, SC	Restructure Rescue and Recovery with an increased emphasis on tutoring/enrichment prior to summative assessments. Continue to offer Rescue and Recovery, however, as remediation for post-summative testing.	Departmental Rescue and Recovery Policy, Tutoring logs	API, Teachers	ASAP - will have to be organized by API and department heads (SILT)	Department Heads, Administrators, Counseling Staff	
C, I, PL	Implement a process to improve differentiation/UDL/RTI (focused on individual learning needs) during instruction through job-embedded professional development, and modeling with timely feedback.	TKES observations on standard #4; Agendas and sign in sheets from PL	Principal & API	Beginning in August	Each month, differentiation during instruction will be monitors via TKES observations. At mid-year conference in late November or early December, improvements to differentiated instruction will be discussed.	
SFCI	Implement Community Outreach Seminars and activities to inform parents about important school processes, changes, and resources.	Agendas from PCC and counseling department, Meeting agendas and sign-in sheets	Counselors, Graduation Coach, Administrators	August – Infinite Campus training Timeline to be completed by October.	Agendas and sign-in sheets could be collected by administration	
SFCI, PO,	Implement a mandatory school-parent meeting with parents or guardians of all 3 rd year cohort members. A follow-up meeting will take place in the senior year for all students lacking or in danger of lacking credits or a passing score on required state tests.	11 th Grade Parent Meeting Form to be kept on file for all juniors.	Counseling Staff: Counselor, Graduation Coach, Transition Coach, API, Special Education Department Head	The form will be finalized in August 2014. The meetings will begin to be scheduled in October of 2014 and run through May of 2015.	A meeting log will be available at all times in eLearn. The folders will be kept on file in the counseling office. API will check the log in December, February, April, and May to double-check that all junior parents have been notified of meeting.	
L, SFCI, SC	Create a protocol for informing teachers about students who lack requirements like GHSWT, credits, or students who have been placed in RTI tiers.	Written protocol; logs; observational data showing implementation of strategies to help students; lesson plans	Graduation Coach, Transition Coach/Testing Coordinator, counselor, API	The protocol needs to be in place by October 2014. The data will be ongoing.	By October 27, 2014, teachers of students needing GHSWT or GHSWT will be notified so remediation can begin.	



ELBERT COUNTY

2014-2015 SCHOOL IMPROVEMENT PLAN

Measureable Goal(s): *During the 2014-2015 school year, student graduation groups will increase the percentage of students completing a **CTAE pathway, advanced academic pathway, or fine arts pathway** from 70.8% to 75%.*

School Keys Strands	Actions, Strategies, and Interventions	Data Points/Evidence	Person(s) Responsible	Implementation Timeline	Monitoring Timeline	Checklist for Monitoring
S, F, C	Presentations by pathway representatives for ECMS students and parents on available pathways at ECCHS and steps to complete.	Brochures, fliers, and promotional materials; number of presentations and parents attending meetings and advisement sessions	Kim Fuller, CTAE Director, Stacey Almond, ECCHS Counselor, Lorie Stovall, ECMS Counselor, CTAE/AP/Fine Arts Pathway Instructors	Ongoing; October and March presentations to ECMS	November and March after presentations are completed.	
L, C	Promotion and explanation of pathways through meeting such as parent meetings and Team Time grade level meetings	Brochures, fliers, and promotional materials; number of presentations and parents attending meetings and advisement sessions	Kim Fuller, CTAE Director, Stacey Almond, ECCHS Counselor, Team Time Advisors	Ongoing	By September, CTAE coordinator will ensure Team Time curriculum has included pathway explanations	
A	Incentive of Pathway Completers to exempt local EOCT if they pass actual End of Pathway Certification/Assessment	Scores on EOPA; Credentials received	Kim Fuller, CTAE Director, EOPA Testing Coordinator, EOPA Instructors	End of semesters (December and May)	December 2014 and May 2015	
C	Access and maintain license to MicroSoft IT Academy for students in the Business Education Pathways	MicroSoft IT Academy scores and on-line practices and programs; certifications received	Kim Fuller, CTAE Director, Business Education Instructors, IT Staff	Ongoing	August 2014	
L, PO, C	Creation of more Pathway opportunities (recognition of Granite Technology by DOE) or completion through Dual Enrollment opportunities (At ECCHS: Health Occupations, Intro to Public Safety, Granite Technology courses with MonuCad embedded skill sets.)	Enrollment in courses and students becoming pathway completers	Kim Fuller, CTAE Director, new CTAE Pathway Instructors, Lorie Stovall and Jon Jarvis from ECMS	Registration in February/March; completers at end of year.	By the end of first semester 2014.	
SC; SFCI	Recognition of ALL Career Pathways (Fine Arts (Band, Visual Art, Dramatic Art, Chorus) & Advanced Academic	Promotion of all Career Pathways, recognition of Career Pathway Student of the Months, Validity of Data Collection to DOE	Kim Fuller, CTAE Director, Rhonda Driver, Graduation Coach, Troy Palmer, Student Data Specialist	On-going	April 2015.	