



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Camden County High School/Dr. John Tucker

NAME OF DISTRICT/SUPERINTENDENT:

Camden County Schools/Dr. William C. Hardin

- Comprehensive Support School Targeted Support School Schoolwide Title 1 School
- Targeted Assistance Title 1 School Non-Title 1 School Opportunity School

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

Revision Date: August 15, 2016
Adoption Date: September 12, 2016

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

| Name | Position/Role | Signature |
|-----------------|---|-----------|
| Dr. John Tucker | Principal | On file |
| Joanne Fry | Faculty: Title I Intervention Specialist | |
| Dawn Terrell | Faculty: Teacher/ Parent | |
| Rika Dow | Faculty: Instructional Specialist/ Parent | |
| Shelly Bohner | Parent/Community Members | |
| Emily Bohner | Parent/Community Members | |
| Chris Bohner | Parent/Community Members | |
| Kim Tyre | Parent/Community Members | |
| Heather Crew | Parent/Community Members | |
| Lori Murphy | Parent/Community Members | |
| Linda Cook | Parent/Community Members | |
| Marla DeBoer | Parent/Community Members | |
| | | |

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide was submitted on _____ N/A _____.

Please indicate the programs that are consolidated in this plan: _____ N/A _____

School Designated as a Priority School No (Yes or No) School Designated as a Focus School No (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18) (TA 2, 3, 5)

| Prioritized Needs | Data Source | Participants Involved | Communication to Parents and Stakeholders |
|---|---|--|--|
| <p>ELA-Writing Action Plan Goal: To increase the percentage of students in the proficient and distinguished levels (3-4) by 3% on the FY17 EOC for 9th Grade Literature and American Literature.</p> | <p>EOC Benchmark Assessments</p> | <p>-Administration -Faculty -Parents/Community Members</p> | <p>-Progress Letter -School Website -Title I Stakeholder & Annual meetings -School Council</p> |
| <p>Math: Action Plan Goal: To increase the percentage of students in the proficient and distinguished levels (3-4) by 3% on the FY17 EOC for Coordinate Algebra and Analytic Geometry.</p> | <p>EOC Unit Mastery Assessments</p> | <p>-Administration -Faculty -Parents/Community Members</p> | <p>-Progress Letter -School Website -Title I Stakeholder & Annual meetings -School Council</p> |
| <p>Science Action Plan Goal: To increase the percentage of students in the proficient and distinguished levels (3-4) by 3% on the FY17 EOC for Physical Science and Biology.</p> | <p>EOC Unit Mastery Assessments</p> | <p>-Administration -Faculty -Parents/Community Members</p> | <p>-Progress Letter -School Website -Title I Stakeholder & Annual meetings -School Council</p> |
| <p>Social Studies Action Plan Goal: To increase the percentage of students in the proficient and distinguished levels (3-4) by 3% on the FY17 EOC for US History and Economics.</p> | <p>EOC Unit Mastery Assessments</p> | <p>-Administration -Faculty -Parents/Community Members</p> | <p>-Progress Letter -School Website -Title I Stakeholder & Annual meetings -School Council</p> |

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

To increase the percentage of students in the proficient and distinguished levels (3-4) by 3% on the FY17 EOC for 9th Grade Literature and American Literature.

| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2) | Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8) | Evaluation of Implementation and Impact on Student Learning (TA 7, 8) | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources (TA 6) |
|--|---|--|---|---|--|---|
| | | | Artifacts | Evidence | | |
| <p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction</p> <p>Assessment Standard 2: Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> | All | <p>Strategies-Administer Georgia Assessment Center assesslets three times yearly and provide professional learning on data analysis and scoring.</p> <p>-Use contract services to provide remediation to students who are performing below grade level in writing and reading comprehension.</p> <p>-Engage in vertical collaboration to analyze data, identify gaps, and plan for vertical alignment of standards and instruction.</p> <p>- Provide ROAR word attack tutoring for students with demonstrated deficiency</p> <p>-Meet the school supply needs of homeless students (folders, paper, notebooks)</p> <p>-Educate parents on using resources to extend learning at home.</p> | <p>Benchmark data</p> <p>Data from GAC assesslets</p> <p>Scores on EOC retests</p> <p>ROAR pre/post results</p> | <p>School Leaders Demonstrate: Knowledge and understanding of student proficiency skills in Language Arts</p> <p>Teachers Demonstrate: Knowledge and understanding of how writing is scored on EOC.</p> <p>Students Demonstrate: Increase in writing proficiency and word attack skills</p> <p>Parents Demonstrate: Knowledge and understanding of state Language Arts standards.</p> | <p>-Assesslet administration schedule</p> <p>-Contract services schedule</p> <p>-PL training documentation: sign-in sheets, training materials</p> <p>-Benchmark data</p> <p>- PLC documentation form, handouts</p> <p>-Technology program usage/student reports</p> | <p>Cost of Assesslet administration - \$11,000 (Title I funds)</p> <p>Contracted Services cost (Title I funds and Instructional Extension funds)</p> <p>Colored paper for sending info home to parents (Title I funds)</p> <p>\$100 School Supplies (Title I funds)</p> <p>Title I funds-25% of Title I Intervention Specialist's salary.</p> |

SMART GOAL #2 To increase the percentage of students in the proficient and distinguished levels (3-4) from by 3% on the FY17 EOC for Coordinate Algebra and Analytic Geometry.

| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2) | Action /Strategies Include description of SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8) | Evaluation of Implementation and Impact on Student Learning (TA 7, 8) | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources (TA 6) |
|-------------------------------------|---|--|--|---|---|--|
| | | | Artifacts | Evidence | | |
| Same as above | All | <p>Strategies</p> <ul style="list-style-type: none"> -Use technology (online resources/programs) for acceleration, remediation, and targeting of skills -Use contract services to provide remediation to students who are demonstrating deficiencies in mathematics content knowledge -Use FEV Tutor online live tutoring program to provide individual targeted support for struggling students - Professional Learning provided by Instructional Specialist to support improving classroom instruction, formative assessment, analysis of data, identifying gaps, aligning standards and instruction. -Meet the school supply needs of homeless students (folders, paper, notebooks) -Educate parents on using resources to extend learning at home. | <p>Benchmark data</p> <p>Scores on EOC retests</p> | <p>School Leaders Demonstrate:</p> <p>Knowledge and understanding of student proficiency skills in Mathematics</p> <p>Teachers Demonstrate:</p> <p>Knowledge and understanding of mathematics standards alignment with instruction</p> <p>Students Demonstrate:</p> <p>Demonstrate: Increase in problem solving skills</p> <p>Parents Demonstrate:</p> <p>Knowledge and understanding of state Mathematics standards.</p> | <p>-Contract services schedule</p> <p>-PL training documentation: sign-in sheets, training materials</p> <p>-Benchmark data</p> <p>-Collaboration sign-in sheets, schedule, PLC documentation form, handouts</p> <p>-Technology program usage/student reports</p> <p>-FEV tutor reports</p> | <p>Contracted Services cost (Title I funds and Instructional Extension funds)</p> <p>FEV tutor contract for online hours.</p> <p>Colored paper for sending info home to parents (Title I funds)</p> <p>\$100 School Supplies (Title I funds)</p> <p>Salary and benefits for Title I Specialist (Title I funds)</p> <p>Title I funds-25% of Title I Intervention Specialist's salary.</p> |

SMART GOAL #3 Science Action Plan Goal: To increase the percentage of students in the proficient and distinguished levels (3-4) from by 3% on the FY17 EOC for Physical Science and Biology.

| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2) | Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8) | Evaluation of Implementation and Impact on Student Learning (TA 7, 8) | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources (TA 6) |
|-------------------------------------|---|--|--|--|---|--|
| | | | Artifacts | Evidence | | |
| Same as above | All | <p>Strategies</p> <ul style="list-style-type: none"> -Use technology (online resources/programs) for acceleration, remediation, and targeting of skills -Use contract services to provide remediation to students who are demonstrating deficiencies in science content knowledge -Engage in collaboration to analyze data, identify gaps, and plan for alignment of standards and instruction -Meet the school supply needs of homeless students (folders, paper, notebooks) -Educate parents on using resources to extend learning at home. | <p>Benchmark data</p> <p>Scores on EOC retests</p> | <p>School Leaders Demonstrate: Knowledge and understanding of student proficiency skills in Science</p> <p>Teachers Demonstrate: Knowledge and understanding of science standards alignment with instruction</p> <p>Students Demonstrate: Demonstrate: Increase in ability to use core ideas to engage in scientific exploration</p> <p>Parents Demonstrate: Knowledge and understanding of state science standards.</p> | <p>-Contract services schedule</p> <p>-PL training documentation: sign-in sheets, training materials</p> <p>-Benchmark data</p> <p>-Collaboration sign-in sheets, schedule, PLC documentation form, handouts</p> <p>-Technology program usage/student reports</p> | <p>Contracted Services cost (Title I funds and Instructional Extension funds)</p> <p>Colored paper for sending info home to parents (Title I funds)</p> <p>\$100 School Supplies (Title I funds)</p> <p>Title I funds-25% of Title I Intervention Specialist's salary.</p> |

SMART GOAL #4 Social Studies Action Plan Goal: To increase the percentage of students in the proficient and distinguished levels (3-4) from by 3% on the FY17 EOC for US History and Economics.

| Georgia School Performance Standard | Student Group (All or Subgroup, Parents, Teachers) (SWP 9) (TA 2) | Action /Strategies Include description of (SWP 2, 7, 9, 10) or (TA 1, 3, 5, 6, 7, 8) | Evaluation of Implementation and Impact on Student Learning (TA 7, 8) | | Monitoring Actions of Implementation | Estimated Cost, Funding Source, and/or Resources (TA 6) |
|-------------------------------------|---|---|--|--|---|--|
| | | | Artifacts | Evidence | | |
| Same as above | All | <p>Strategies</p> <ul style="list-style-type: none"> -Use technology (online resources/programs) for acceleration, remediation, and targeting of skills -Use contract services to provide remediation to students who are demonstrating deficiencies in US History and Economics content knowledge -Engage in collaboration to analyze data, identify gaps, and plan for alignment of standards and instruction -Meet the school supply needs of homeless students (folders, paper, notebooks) -Educate parents on using resources to extend learning at home. | <p>Benchmark data</p> <p>Scores on EOC retests</p> | <p>School Leaders Demonstrate: Knowledge and understanding of student proficiency skills in social studies</p> <p>Teachers Demonstrate: Knowledge and understanding of social studies standards alignment with instruction</p> <p>Students Demonstrate: Demonstrate: Increase in ability to use core ideas to understand concepts in US History and Economics</p> <p>Parents Demonstrate: Knowledge and understanding of state social studies standards.</p> | <p>-Contract services schedule</p> <p>-PL training documentation: sign-in sheets, training materials</p> <p>-Benchmark data</p> <p>-Collaboration sign-in sheets, schedule, PLC documentation form, handouts</p> <p>-Technology program usage/student reports</p> | <p>Contracted Services cost (Title I funds and Instructional Extension funds)</p> <p>Colored paper for sending info home to parents (Title I funds)</p> <p>\$100 School Supplies (Title I funds)</p> <p>Title I funds-25% of Title I Intervention Specialist's salary.</p> |

Professional Learning Plan to Support School Improvement Plan

(SWP 4) (TA 4)

| Professional Learning Strategy to Support Achievement of SMART Goals | Professional Learning Timeline | Person(s)/ Position Responsible | Monitoring Teacher Implementation of Professional Learning | Artifacts/Evidence of Impact on Student Learning | Estimated Cost, Funding Source, and/or Resources |
|---|---|---------------------------------|--|---|--|
| Assesslet scoring and data analysis/use | 3 times a year: November, February, April <i>(specific months TBD)</i> | Principal | -Lesson plan audits -Walk-throughs (observations) | -Assesslet Scores -Benchmark scores -EOC scores | \$3.50 per administration and cost of substitutes Title I Funds Georgia Assessment |
| PL provided by Instructional Specialist for Mathematics in the areas of improving instruction and formative assessments | Monthly | Math Instructional Specialist | -Lesson plan audits -Walk-throughs (observations) | Benchmark scores EOC scores | Salary and benefits for Title I Specialist (Title I funds) |

Highly Qualified Staff and Pre-K transition (SWP 3, 5, 7)

All courses are taught by highly qualified staff. Yes (Yes or no)
If no, explain

List efforts to recruit highly qualified teachers to your school.

Yes, we only hire highly qualified staff.

We advertise positions on Camden County Schools' website, TeachGeorgia and attend college recruiting fairs.

Plans for assisting preschool children in the transition from early childhood program. N/A

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>