



FAYETTE COUNTY SCHOOL IMPROVEMENT PLAN

School Name: Sandy Creek High School

School System: Fayette County

Name of Principal: Roy A. Rabold

School Year: 2009 - 2011

Title I: None Title: _____

Targeted Assistance: _____

School Mission and Beliefs: (or attach)

Our mission is to provide competent and innovative instruction and to offer our students a culturally and technologically rich curriculum that will produce citizens who are prepared for life in a rapidly changing world.

Beliefs

- All students have the right and the responsibility to learn.
- Students learn best in a safe and orderly environment.
- Students learn in different ways and should be provided with a variety of instructional approaches and assessment opportunities.
- Self-respect, pride in work, and ethical values are an integral part of education.
- Effective communication within the school, among the schools, the parents, and the community is essential to education.
- Teachers, staff administrators, parents, students, and community members share in the responsibility of providing a supportive environment within our school.
- On-going self-evaluation and continuous improvement are imperative for the development of confident, self-directed, lifelong learners.
- "Success is a Choice"

Academic Themes for the Year

- Relevance, Relationships, Reflection
- Restraint and taking the initiative
- Emphasize writing across the curriculum
- Emphasize Remediation
- Emphasize on going assessment
- Be role models for students
- Diversity Training and Understanding
- Strive for excellence

Community Profile/Demographics: (or attach)

African American – 48.9%
Caucasian – 39.2%
Hispanic – 7.7%
Multi-racial – 2.4%
Asian – 1.4%
Indian - .4%

Principal's Signature: _____

Date: _____

Director, School Improvement: _____

Date: _____

Superintendent's Signature: _____

Date: _____

School Improvement Plan FY 2009-2011

Action Plan for English/Language Arts

Measurable Goals:

- ❖ **Georgia High School Writing graduation Test:** Students will raise achievement in writing in grade 11 from 98% meeting or exceeding the standard at the end of the 2007-08 school year to 99% meeting or exceeding the standard at the end of the 2008-09 school year, at least 99% meeting or exceeding the standard in 2009-10 school year, and with 100% meeting or exceeding by the end of the 2010-11 school year measured by the GHSWT with a minimum of 95% participation less ELL and Special Education groups.
- ❖ **Georgia High School Graduation Test of Language Arts:** Students will raise achievement on the GHSGT from 97% meeting or exceeding the standard at the end of the 2007-08 school year to 98% meeting or exceeding the standard at the end of the 2008-09 school year, from 98% meeting or exceeding at the end of 2008-09 to 99% meeting or exceeding the standard at the end of the 2009-10, and with 100 % meeting or exceeding the standard by the end of the 2010-11 school years as measured by the GHSGT with a minimum of 95% participation less ELL and Special Education groups.
 - Students who exceed the minimum standard for proficiency will improve by 2% per year each year through 2011.
 - Student achievement will never fall below the state average even if the above goals are not met.
- ❖ **Georgia End of Course Test in 9th grade Language Arts:** Students will raise achievement on the 9th grade Georgia E.O.C.T. by 1% per year from 92% meeting or exceeding the standard at the end of 2007-08 to 95% meeting or exceeding by the end of 2011.
 - Students who exceed the minimum standard for proficiency will improve by 2% per year each year through 2011
 - Student achievement will never all below the state average even if the above goals are not met.
- ❖ **Georgia End of Course Test in American Literature and Composition:** Students will maintain the American Literature and Composition E.O.C.T. pass rate of 95% achieved a the end of the 2008-09 school year while increasing the number of students who exceed expectations on this test by 2% per year.
 - Student achievement will never all below the state average even if the above goals are not met.

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
A 1.1 A 1.2 A 1.3 A 2.1	Early Writing Measure	1 st week of school each year	None	11 TH grade English Teachers	Essay rubric	Teacher evaluation; analysis of student products using state rubric
I 2.3	Differentiate instruction to best fit the needs of individual students. Use results from early writing measures	Weeks 2-6 of the school year	None	11 th grade English Teachers	Essay Rubric, student products	GHSWT writing rubrics and analysis of student products/scores
A 2.2 C 3.1	Route at-risk students to 7 th period classes for writing remediation	Weeks 2-6 of the school year	None	Registrar, English Department Chair, 11 th grade & 10 th grade English Teachers	Observation, previous performance with input from 10 th grade teachers, formative assessments	GHSWT writing rubrics and student scores
I 2.6	Identification of & remediation of first time testers who fail the Writing Test through 7 th period.	January - March	None	Registrar, English Department Chair, 11 th gr. English Teachers	Individual student score reports	Analysis of individual student score reports.

C 1.1 C 1.2 C 2.1 I 1.1 I 1.2	Continue to work to align curriculum with the Georgia Performance Standards through bi-monthly grade level meetings	August 2008 – May 2011	None	All English Teachers	Meeting Minutes/Lesson plans/Unit plans/assessments	E.O.C.T. and GHSGT test results and analysis of test data
A 1.1	Use PSAT data to assess student needs in comprehension, critical thinking, and written communication	Upon receipt of scores each year	None	10 th grade English Teachers	PSAT score reports	Analysis of test data
I 2.1	Use vocabulary instruction that reviews previously learned words, gives context to new words, and that reinforces vocabulary comprehension and growth.	May 2008 – August 2011	None	11 th grade English Teachers	All assessments: summative and formative	Analysis of assessment data
I 2.6	Identify students at-risk of failure on the GHSGT in LA; remediate through differentiation in the classroom and remediation through 7 th period	August – March each year	None	11 th grade English Teachers	Practice GHSGT exams.	Analysis of 9 week benchmark semester 1, semester 1 final exam and 3 rd benchmark given before the 2 nd week of February in semester 2.
A 1.4	Increase gains on the 9 th grade E.O.C.T.	August 2008 – May 2011	None	9 th grade English Teachers	E.O.C.T. practice exams; 9-wk benchmark, semester 1 benchmark, 9 wk benchmark semester 2	Analysis of 9 week benchmark semester 1, 9 week benchmark semester 2, and the E.O.C.T. score report.

A 1.4	Work to maintain current success and increase gains on the American Literature and Composition E.O.C.T.	August 2008 – May 2011	None	11 th Grade English Teachers	Test data	Analysis of test data
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School Improvement Plan FY 2009-2011

Action Plan for Reading

Measurable Goals:

Students will raise achievement in Reading in grades 9-10 by raising their SRI score by 50 Lexile points at the end of the SY2009, SY2010, and SY2011. The goal is to have the class average measuring 75% completing this achievement as measured by the SRI (Scholastic Reading Inventory) with a minimum of 95% participation for all subgroups.

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
A 1.2 A 2.1 A 2.2 A 2.3 I 2.1 I 2.2 I 2.7	Reading Instruction for student through the Read 180 classroom	Aug. – May 2009- 2011	1 conference per year at a cost of \$300 and 1 substitute @ \$55 per day for 2 days	Principal and Reading Specialist	READ 180 computerized test such as Scholastic Reading Inventory (pre and post tests)	Results and comparisons of pre and post tests.

School Improvement Plan FY 2009-2011

Action Plan for Mathematics

Measurable Goals:

Students will achieve a minimum of 75% pass rate on the Math 1 End of Course Test. Student will raise achievement in the Measurement and Geometry strand on the GHS GT in grade 11 from 86% meeting or exceeding the standard at the end of SY2008 to 88% meeting or exceeding the standard at the end of SY2009 as measured by the GHS GT with a minimum of 95% participation for all subgroups. Students will maintain Advanced Placement Student achievement at or above the national average.

- ❖ Specific academic areas within content (i.e. domain) and subgroups (i.e. Special Education and ELL) to address (based on analysis of AYP Report and School Student Performance Data over the last three years):
 1. Math Support Students
 2. Applied Geometry Students
 3. Advanced Placement Students

Factors affecting student achievement to address:

- ❖ Analysis of End of Course Strand Results
- ❖ 7th Period review of classes for all 3 tests
- ❖ Analysis of benchmarks listed below.

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
A 1.3 A 2.3 A 3.1 C 1.2	Stress test taking techniques with all students	Aug. 2008 – May 2009	Cost of copying extra review sheets and transparencies	Principal, Math Teachers, A.P. Test Coordinator	GHS GT, EOCT and AP Test results	1. 70 % pass the first semester exam in Math1 and Applied Geometry. 60% pass the practice test given at the end of the first semester in A.P. Statistics and A.P. Calculus. 2. 75% pass the practice test given in March (GHS GT) or April (all others) of 2009.

A 1.1 A 1.3 A 2.1 A 2.2 A 3.1	Include multiple choice questions on teacher tests to provide practice with testing format	Aug. 2008- May 2009	1 duty day per month for 3 teachers to plan curriculum. \$990 for substitutes	Same	Same	Same
A 1.3 A 2.2 A 3.1 C 3.1	Weekly GHS GT, EOCT, and AP practice beginning in August and concentrated practice beginning in February.	Aug. 2008- May 2009	5 teachers to attend math conferences. Conference cost of \$500 and substitute cost of \$500	Same	Same	Same

School Improvement Plan FY 2009-2011

Action Plan for Science

Measurable Goals:

2008 -09; Students will maintain achievement in GHSGT in Science in grade 11 at or above 90% meeting or exceeding the standard with a minimum of 95% participation for all subgroups. Students will raise achievement in EOCT Biology from 78% meeting or exceeding standards at the end of SY2008 to 85% meeting or exceeding standards at the end of SY2009 with a minimum of 95% participation for all subgroups.

2009-2010: Maintain GHSGT at 92% or above pass rate. EOCT pass rate to 88% with 95% participation

2010 – 2011: Maintain GHSGT at 93% or above pass rate. EOCT pass rate to 89% with 95% participation.

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I 2.6	Offer 7 th period GHSGT review. Target junior level students who are at-risk to attend review sessions. (students with low EOCT scores in Biology)	Jan -March each year	Copy costs for materials	4 biology teachers	7 th period assessments	GHSGT
A 2.2 A 2.3 A 3.1	Utilize computer lab before and after school USA Test Prep		none	Science teachers	USA Test Prep	GHSGT results

A 1.1 A 2.1	The following target improvement in EOCR: Use pre-test to prepare for Biology EOCR (USA test prep)	Jan 2008- Mar 2011 each year	Copy costs and cost of GATest.com	Science teachers	EOCR	EOCR Results
C 1.1 C 1.2	Review results of EOCR to determine which topics were the lowest scored to adjust teaching	Aug. 2008	USA Test Prep, Biology Coach books, Computer Lab			
C 2.1 A 1.1 A 1.2 A 1.3 A 2.2 A 2.3 A 3.1 I 1.2	Biology <ul style="list-style-type: none"> • Use midterm evaluation assessment to determine individual student reteaching prior to first semester final • Use midterm test item assessment to determine topics for reteaching • All unit tests will contain items from previous tests that were determined as in need of reinforcement • Unit test and final exam questions designed to closely reflect the structure of the released EOCR questions 	Aug. 2008- April 2009 and each year		Biology teachers	EOCR	EOCR
SC 1.1	To increase student participation and achievement in science fair: <ul style="list-style-type: none"> • Teachers will serve as mentors for students and the mentees will be assigned to the mentor teacher 7th period for the duration of the project 	Aug. 2008 – Dec. 2008 and each year	Cost of school bus and driver	Registrar and science teachers		Science Fair Results
		Aug. 2008 Aug. 2010-2011				

<p>A 1.4 I 1.3</p>	<p>Design/organize a Science Research Club Establish community partners in research</p> <p>Expand Research Club to a Research Class</p> <p>Staff Development:</p> <ul style="list-style-type: none"> Develop workshops to increase teacher skill in using new techniques to aid teaching GPS standards 		<p>5 substitutes @ \$55 per day for teachers to attend science workshops at GSTA Feb. 2009</p> <p>Biology teachers to attend NABT conference in Dec. 2009- 3substitutes needed for 2 days @ \$55 per day Conference registration \$400</p> <p>2 science teachers needed to attend the NSTA regional conference in Nov. 2009 – registration \$500</p>	<p>A.P. in charge of Staff Develop</p>		
<p>I 2.3</p>	<p>Chemistry, Physics, A.P. Classes</p> <p>Increase the use of Technology; Teacher will provide opportunities of Tech based lessons, learning/use of Microsoft Office</p>	<p>2008-09 Improve and resolve hardware and software problems in Lab 407. 2009-2011 Upgrade Microsoft Word as necessary.</p>	<p>2008-09 Purchase headsets for computers &560</p> <p>Technology upgrades to be determined</p>	<p>All science teachers</p>	<p>Student projects, Lab reports using Microsoft Office (Word, Excel, and PowerPoint)</p>	<p>Results of GHSGT/EOCT scores</p>

		Upgrade available GHSGT/EOCT software				
	Reestablish the A.P. Physics Class	2009-2010	Cost of training A.P. Physics Teacher	All science teachers	Number of student enrolled in A.P. Physics	A.P. Test Scores
	Reestablish the A.P. Environmental Science Class	2009-2010	Cost of training A.P. Environmental Science Teacher	All science teachers	Number of students enrolled in A.P. Physics	A.P. Test Scores
	Increase the number of students participating in the Science area of GHP.	Increase by 5% per year beginning in 2008	None	All science teachers	Number of students selected by school	Number of students selected to county/state level

School Improvement Plan FY 2009-2011

Action Plan for Social Studies

Measurable Goals:

Students will raise achievement in all areas of the GHSGT in grade 11 from 95% meeting or exceeding the standard at the end of SY2008 to 97% meeting or exceeding the standard at the end of SY2011 as measured by the GHSGT with a minimum of 95% participation for all subgroups.

Students will raise achievement in the areas of the E.O.C.T. exams in U.S. History from 73% meeting or exceeding standards at the end of the SY2008 to 86% by the SY 2011; and in economics from 82% meeting or exceeding standards at the end of the SY 2008 to 91% by the SY2011.

Specific Academic Areas within Content (i.e. domain) and Subgroups (i.e. Special Education, LEP, etc.) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years):

1. U.S. History students
2. Low ability students/remedial

Factors Affecting Student Achievement to Address (example: analysis of What Works in School Setting)

1. 7th period
2. Students will demonstrate the use of critical writing.
3. Students will demonstrate the use of critical reading
4. Students will demonstrate the use of map and globe skills
5. Students will reflect on and evaluate their learning

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
C 1.2	Introduction of critical readings, problem solving, map and globe exercises, and information processing activities to increase the overall pass rate on the GHSGT.	Aug. 2008 – May 2011	None	Principal and Social Studies Teachers	Analysis of GHSGT scores	Analysis of test results in U.S. History at the 9 th week, final examination on scores at the eighteenth week, test results at twenty-seventh week and the GHSGT date at the end of the academic year
A 1.1 A 1.3 A 2.3 C 1.3	Teach the state standards for U.S. History and Economics to prepare for the E.O.C.T.	Aug. 2008 – May 2011	None	Principal and social studies teachers	E.O.C.T. scores	Analysis of test data in Economics for week nine and E.O.C.T. results at the end of the semester

School Improvement Plan FY 2009-2011

Action Plan for Vocational

Measurable Goals:

Students will raise achievement in core employability & life skills in all classes in grades 9-12 from 80% meeting or exceeding standard at the end of SY2008 to 85% meeting or exceeding standard at the end of SY2011 as measured by the teachers with a minimum of 95% participation for all subgroups. Students on Career Pathways beginning the 2008-09 school year will achieve a 75% pass rate and increase by 5% each year until 2011.

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I 2.3	Career Exploration Career Goals Self Awareness Guest Speakers Resume Preparation Projects, Tests, Exams	August 2008 – May 2009	Local Funds, Perkins Money, Summer and Winter conferences 7 substitutes @ \$60 per day for 4 days = \$1680	Teachers, Career Technology Admin.	Lesson Plans Observations Tests	Observations, Test Assignments/Projects: Oral, Written, and Group
C 1.1 C 1.2	Implement new programs in the department to attract students to new careers in Web Design and Public Safety	Aut.2008 – May 2011	Dual Credit/Griffin Tech personnel Hope Grant	Department Chair and the Registrar	Course Development	Expand student career choices

C 1.1 C 1.2	Pathway Course sequence in Career/Tech areas.	Aug. 2008 – May 2011	No Cost	Department Chair and Registrar	Course offerings	Number of students enrolled in Career/Technology classes
	Increase student Skills USA participation in all Career/Tech Courses	Aug. 2008 – May 2011	Organization dues, competition fees, travel expenses Skills USA	Career/Tech Teachers	Student membership in Skills USA	Participation in Skills USA contest
I 1.3 I 2.7 PL 1.1	Provide staff development for all Career/Tech teachers on integrating academics and technology	Aug. 2008 – May 2011	County office professional development, specific areas of training professional areas	Career/Tech teachers and Asst. Prin.	Staff development offerings	Cutting edge techniques in Industry practices producing quality products and projects.

School Improvement Plan FY 2009-2011

Action Plan for Organizational Setting

Measurable Goals:						
<ol style="list-style-type: none"> 1. Instructional time is maximized to reinforce the academic success of all learners. 2. A safe, productive, and orderly learning environment is established, implemented, and maintained to 3. An appropriate physical plant is maintained. 4. Fiscal management and resource selection, distribution and use reinforce the academic success of all learners. 5. Instructional time is maximized 						
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
PO 4.2 C 3.1	1. Eliminate classroom disruptions such as announcements and assemblies. Use of the 7 th period for instructional and remedial time.	Aug. 2009- May 2011	None	Principal and Registrar	Use of 7 th period and calendar	Student academic results GHS GT retakers EOCT identified students
PO 4.1	2. Maintain a safe and orderly environment. Visit students in ISS and use Character Education	Aug. 2008 – May 2011	None	Principal and assistant principals	Discipline referrals	Discipline referral numbers ISS instruction and Character Education
PO 4.1 PO 4.3	3. Maintain a safe and orderly facility	Aug. 2007 – May 2008	Maintenance costs	Principal, assistant principal in charge of the facilities and county maintenance department	Visual inspection	Visual inspection

<p>A 1.3 I 2.7</p>	<p>4. Continue to maximize the use of technology in our classrooms and labs. Expansion of the use of our Apps server for students and teachers. Usage of MyGradebook.com. Teachers using power points and putting lessons on the server.</p>	<p>Aug. 2008 – May 2011</p>	<p>Cost of computers</p>	<p>Principal, assistant principals, technology coordinator & county technology department</p>	<p>Use of technology</p>	<p>Use of technology Teacher Staff Development LCD projectors in all classrooms</p>
<p>PO 4.2 A 2.2</p>	<p>5. Eliminate classroom disruptions such as announcements and assemblies. 6. Use of the 7th period for instructional and remedial time.</p>	<p>above</p>	<p>above</p>	<p>above</p>	<p>above</p>	<p>above</p>

School Improvement Plan FY 2009-2011

Action Plan for Student, Family, Community Communication/Support

Measurable Goals:

1. Communication between the school, parents, and community is reciprocal, meaningful, on-going, and effective.
2. Parents are encouraged to take an active role in their child’s learning and provide active support for and assistance to the school in a variety of ways.

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
C 1.3 C 3.1 PL 1.1 L 3.1 L 4.1 L 4.2	Communication with Faculty <ul style="list-style-type: none"> • Monthly faculty meetings • Principal meet with faculty once a month during planning times • Weekly department chair meetings • Bi-weekly administrative meetings • Monthly school improvement team meetings • Weekly Monday morning message from the principal • Principal eats lunch with each department once per semester • Sandy Creek Homepage calendar of events on teachers computers • Teacher of the Week 	August 2008 – May 2011	None	Principal, administra tors and dept. chairs	Teacher feedback	Teacher feedback on end of year administrative evaluation Positive school environment Communication among staff

SFC 1.1	<p>Communication with parents:</p> <ul style="list-style-type: none"> • Publish a minimum of 6 newsletters per year • Continue the use of invitation postcards for special nights • Continue Open House • Continue mailing of report cards • Continue the use of Email • Contact parents on attendance • Sending news articles to the local newspapers • 100% Usage of MyGradebook.com • Meeting with Booster Clubs • School Council Meetings • PTSO Meetings • Student of the Week communication • Good news cards • School Web Site 	Aug. 2008 – May 2011	Paper and printing	Principal, assistant principals, counselors and teachers	<p>Parental feedback</p> <p>School Web Site</p> <p>Phone call log to parents</p>	Newsletters and parental feedback
SFC 1.1	<p>Parental involvement:</p> <ul style="list-style-type: none"> • PTSO • SST/RTI meetings • IEP meetings • Graduation coach meetings • Counselor meetings • Open House • Patriot Success Night • Junior Night • College Night • Probe Fair • Four Year Plan • Junior Audit 	Aug. 2008 – May 2011	None	Principal, assistant principals, counselors and teachers	Parental feedback	Parental feedback

School Improvement Plan FY 2009-2011

Action Plan for Participation Rate

Measurable Goals:

- 1. A minimum of 95% of all students in all subgroups will participate in the CRCT.**

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
	Continue to maintain a minimum of 95% participation rate on the GHS GT to meet AYP standards. Check that eligible students are taking the GHS GT.	March 2009 – March 2011	None	Principal, testing coordinator and counselors	Number of students tested	AYP report

School Improvement Plan FY 2009-2011

Action Plan for Graduation Rate

Measurable Goals: 1. Students graduating from high school within four years will increase from a rate of % at the end of SY2007 to a rate of % at the end of SY2008						
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
A 1.1 A 2.2 C 3.1	Monitor and check on at-risk students Credit Recovery Programs/GVS Go Program	Aug. 2008 – May 2011	None	Graduation Coach and counselors	Grade checks and transcript checks GO Program	Graduation rate Success of Credit Recovery Success of GO Program
C 3.1 A 2.3	Continue to stress <ul style="list-style-type: none"> • Reading • Writing across the curriculum • Decreasing 9th grade failure rates • Discipline intervention strategies • Character Education 	Aug. 2008 – May 2011	None	Principal, assistant principals and faculty	Reading 180 9 th grade failure rates Discipline Referrals	Failure rates and number of discipline referrals Counselors in ISS

**School Improvement Plan
2009 - 2011
Action Plan for Academic Focus**

**Annual, Measurable Objective(s):
A. Use of instructional time:**

GSS Strands	Actions, Strategies, and Interventions	Timeline	Professional Development Resources/Est.Cost	Person(s) Responsible	Means of Evaluation	Documentation of Results
PO 4.2	Eliminate unnecessary classroom disruptions	Aug. 2008 – May 2011	None	Administration and guidance	Records of interruptions	Observing records
C 3.1	Drop in observations to observe use of instructional time in the classroom	Aug. 2008 – May 2011	Observation cards that are returned to teachers	Administration	Regular and drop in observations records	Evaluations and drop in observation cards
A 2.2 I 2.1 I 2.2 I 2.7	Collaborative ELL Program Content Mastery Lab to assist special education students and ELL students	Aug. 2008 – May 2011	Materials for the lab	Principal, LEA, And ELL teachers	Records of visits by students to lab	Record evaluation

B. Setting and enforcing expectations for student behavior:

C 2.1 I 2.7	Multiple in-service activities will be conducted to provide training on proper computer lab usage and security and to insure uniform usage procedures. Patriot Ambassador Program	Aug. 2008 thru May 2011	Computer lab to conduct training lead by tech coordinator and qualified faculty members.	Teachers and Administrators	Technology coordinator will monitor number of improper downloads or acts that violate acceptable use policy; more effective operation of labs.	Numbers of referrals dealing with improper computer usage.
SC1.4	Establishing relationships among identified behavior problem students and administrators and counselors	Aug. 2008 – May 2011	None	Principal and administrators	Evaluating discipline records of repeat offenders	Discipline records of repeat offenders and Behavior Plans
SC1.4	To continue the character education program	Aug. 2007 – May 2008	Character education conference and materials. 2 substitutes @\$55 per day = \$110	Administration and teachers	Number of discipline referrals	Total discipline referrals
PO 4.1	School wide assemblies at the beginning of the school year, mid year, and new student video	First week of school each year	None	Administration	Number of office referrals Video	Total of discipline referrals
	To continue the use of the student warning system from teacher referrals for new students and Saturday School	Aug. 2008 – May 2011	None	Teachers, Counselors and administrators	Number of discipline referrals of new students	Total of discipline referrals of new students

Annual, Measurable Objectives(s)

C. Academic goals for the year 2008 - 2011

A1.1 C1.2	The continued use of horizontal and vertical teaming to improve instruction	August 2008 – May 2011	3 substitutes @ \$55 per day = \$165	Principal and Dept. chairs	Improved failure rates and test scores	Failure rates and test scores
A2.2 C1.2 C2.1	Continue to write across the curriculum with rubric scoring	Aug. 2008 – May 2011	None	Teachers	GHS GT scores in Writing	GHS GT scores in Writing
A3.1	Strive for a 80% evaluation of students based on the J-Curve	Aug. 2008 – May 2011	None	Principal and teachers	Evaluating Teacher Mark Exception Reports	Results of the Teacher Mark Exception Reports
	Continue with the Reading 180 program with success	Aug. 2008 – May 2011	None	Principal and Reading Teacher	Student progress Student progress	Results on student test scores
	Continue to collaborative teach ELL classes in English and math with new additions of science	Aug. 2008 – May 2011	None	ESOL Teachers		Results on state tests and student test scores and course grades
L2.1	Administrative conferences to stay abreast of current trends.	Nov. 2008 – May 2011	Conference costs, travel & accommodations. \$1500	Principal and assistant principals	School wide success	School wide success
PL 2.2 L3.3	Monthly staff development for teachers on varied topics	Aug 2008 - May 2011	Speaker costs \$1000	Principal	Classroom observation	Feedback from teachers
		Aug. 2008 – May 2011	10 duty days per year @ 10 substitutes @ \$60 per day for	Principal, assistant principal and two trained	Classroom observations and discipline referrals	Classroom observation forms and discipline referrals

P.L. 1.1	Diversity Training for the entire staff in incremental stages:		10 days = \$600 Copying materials	teachers as well as Gary Howard		
P.L. 1.4	1 st year concentration in the following areas of "Principles for Building a Learning Community 3,5,and 6:					
C 3.1	Continue to Stress Vocabulary across the curriculum	Aug. 2008 – May 2011	None	Teachers	Word Walls	Test Scores
I 2.3	Use of differentiated instruction throughout the school and departments	Aug. 2008 – May 2011	None	Administration and teachers	Observations	Observations