SCHOOL:  Monroe Area High School

LEA:  Walton County

Mission:  With the assurance of a structured, respectful, and safe environment for learning, the mission of Monroe Area High School is to challenge and prepare students to pursue educational opportunities, personal discovery, and responsible citizenship.

Background:  Approximately 40 miles east of Atlanta and 30 miles west of Athens, and on the fringe of metropolitan suburbia, Monroe Area High School provides for the education of approximately 1100 students, grades nine through twelve. Located in the county seat of Walton County, Monroe, the seven year old state of the art building allows for continued pride throughout the rural Monroe community. The school serves as a center of the community with not only providing for the location of athletic events and extra-curricular activities, but allowing for state and local tests administrations (i.e. SAT, ACT, GACE), local pageants (Miss Walton County), Sunday church, and other community celebrations.

MAHS had been a Needs Improvement (NI) level 1 schools based its Adequately Yearly Progress (AYP) indicators for two different time periods since the advent of No Child Left Behind (NCLB). With this, MAHS has offered Supplemental Education Services (SES) of free tutoring the previous years and added school choice in 2011-2012.

With the Georgia DOE accountability waiver approved by the US DOE, the accountability mechanism has changed and MAHS is no longer on any state list for insufficient student progress.
1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Based on a wide variety of sources, Monroe Area High School has achieved in several strength areas and strives to improve the targeted need areas. The historic trend of the overall graduation rate and state assessments have been upward in nature for the school as a whole and among subgroups, such as the graduation rate increasing from 47% in 2003 to a high of 76.2% in 2011.

Overall, the data trends for assessment exhibit a mainly strengths for overall school results in some sub-groups. These indicators include GHSGT in English, Science, and Social Studies. The graduation rate has rebounded. The areas of concern are GHSGT in Math and the performance of the MAHS representative subgroups.

Other standardized testing instruments indicate mixed results for achievement levels at the course and subgroup levels. These include the End-of-Course-Test (EOCT), SAT Reasoning Test (SAT), Advanced Placement (AP) exams, Preliminary SAT (PSAT), and ACT. Altogether the picture shows potential to improve student achievement at the school, subgroup, and individual levels.

### Key Measuring Points Under AYP

<table>
<thead>
<tr>
<th>AYP</th>
<th>GHSGT-ELA</th>
<th>GHSGT-MA</th>
<th>GHSGT-SCI</th>
<th>GHSGT-SS</th>
<th>GHSWT</th>
<th>Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>89</td>
<td>76</td>
<td>91</td>
<td>85</td>
<td>89</td>
<td>61.8</td>
</tr>
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<td>2010</td>
<td>89</td>
<td>62</td>
<td>87</td>
<td>69</td>
<td>90</td>
<td>69.1</td>
</tr>
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<td>2011</td>
<td>89</td>
<td>82</td>
<td>90</td>
<td>67</td>
<td>94</td>
<td>76.2</td>
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<td>2012</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>93</td>
<td>72.1*</td>
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</table>

### CCRPI

<table>
<thead>
<tr>
<th>CCRPI</th>
<th>EOCT-MA I</th>
<th>EOCT-MA II</th>
<th>EOCT-9 Lit</th>
<th>EOCT-AML</th>
<th>EOCT-USH</th>
<th>EOCT-ECON</th>
<th>EOCT-BIO</th>
<th>GHSWT</th>
<th>Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>n/a</td>
<td>n/a</td>
<td>65</td>
<td>73</td>
<td>33</td>
<td>62</td>
<td>58</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>45</td>
<td>35</td>
<td>72</td>
<td>70</td>
<td>40</td>
<td>58</td>
<td>59</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>47</td>
<td>52</td>
<td>84</td>
<td>83</td>
<td>44</td>
<td>67</td>
<td>73</td>
<td>94</td>
<td>62.5*</td>
</tr>
<tr>
<td>2012</td>
<td>48</td>
<td>50</td>
<td>80</td>
<td>80</td>
<td>67</td>
<td>72</td>
<td>79</td>
<td>93</td>
<td>60</td>
</tr>
</tbody>
</table>

*Graduation rate formula changed from being based on student leave codes to cohorts.

### Graduation Rate for MAHS and groups

From the graduating class of 2003 with a 47% rate, the graduation rate has continued its upward trend for the whole student population and subgroups. Since 2007, the graduation rate has increase from 65.7% to 76.21% in 2011. Gender, ethnic, and students identified as Economically Disadvantaged Students (EDS) and Students with Disabilities (SWD) parallel the gains. Under AYP, the state Annual Measure Objective (AMO) rose every year by 5% with the goal of 100% in 2014. Now under CCRPI, the graduation rate increases each year to close have of the gap between the 2011 Georgia graduation rate and 100% through 2017.
**Student Demographics**

The demographics of MAHS have been relatively constant historically in terms of gender and ethnicity. The two main ethnic groups represented at MAHS are white and black. The percentage of Asian and Hispanic students have remained small and not meeting the AYP subgroup identification level, but will under CCRPI. The changes for EDS and SWD subgroups have been more profound to reflect economic changes and addressing the needs of DEES students; EDS up 12% and SWD down 3%. The total population of MAHS was reduced with the opening of a third high school in the county and demographics changed proportionally to students rezoned. Currently, there are approximately 1100 students (white: 55%; black: 36%) with a decrease in SWD (9%) and increase in EDS (61%). There are a dozen students classified as homeless this year; typically a few migrant or LEP annually.

MAHS is aligned the state for adopting and incorporating the Common Core Georgia Performance Standards (CCGPS) in ELA and Math, along with Content Literacy standards addressing other subject areas. Multiple training sessions involved in this process. The assessment items on the End of Course Test (EOCT) and Georgia High School Graduation Test (GHSGT), along with the instructional practices, have seen an increase in rigor as part of the Georgia Department of Education roll-out plan in each subject area. When examining the disaggregated data for specific populations more closely, the needs areas are more apparent for serving students from Economically Disadvantaged Students (EDS), Students with Disabilities (SWD), and Black Adequate Yearly Progress (AYP) subgroups. In most instances, these sub-groups lag behind the school average and are being addressed with targeted assistance and indirectly through school initiatives. This includes:

- academic assistance: after school tutoring/homework help at the departmental level, 21st Century Community Learning Centers (CCLC) tutorial and enrichment programs, Pyramid of Intervention/Response to Intervention (POI/RTI) program, Cane Camp bridge program, GHSGT skill support classes, remedial support classes in MA and ELA;
- credit recovery opportunities: 21st CCLC after school program;
- closer connections to students: advisement, at-risk student watch list.
- DEES and general education teachers are involved in co-teaching training with the school’s DEES specialist and Professional Learning Coach. The aim is to better integrate instructional duties and impact student achievement for all students.

The barriers to success faced by MAHS are multifaceted and overlapping. The majority of the students are identified as EDS, and this is typically an underreported demographic at the high school level. Since this economic reality and recent economic downturn reduces access to school events and activities, efforts have to be made to waive fees and augment with funding from elsewhere. Another barrier is tackling the learning gaps of students that are placed and promoted into the 9th grade. Steps are being taken to address this as part of the POI/RTI process, instructional training programs, and advisement program, such as:

- testing data – GHSWT, GHSGT, EOCT, PSAT
- credit matriculation
- surveys – SLC grant student and staff, conference day parent, Title I parent, Georgia Student Health Survey (Title IV), Learning for Life

The analysis of these sources of information is shared with parents and the community via the MAHS School Council, newsletters, cable access broadcasts, curriculum nights, website, and meetings throughout the community.

**School Reviews**

As a school not meeting AYP, the LEA requires a formal School Peer Review for MAHS. The School Peer Review conducted on October 4th, 2012 included members from the Curriculum & Instruction department and school based administrators instructional specialists. The results of the observation are aggregated for the school and each academic department. Several strength areas and opportunities for growth were identified.
**Strength Areas** | **Opportunities for Growth**
--- | ---
Positive changes in the school climate | Differentiation in classroom instruction
Co-teaching classrooms | Student work with standards-based commentary
Student Learning Maps | Flexible grouping
Appropriate use of technology | Summarization during and end of lesson
Focus on standards, vocabulary | Higher order thinking, performance tasks

**Technology**

As revealed in prior school peer reviews and continued emergence of technology in society and career options, MAHS continues to strive for appropriate student and teacher use of technology. The MAHS Curriculum-Instruction-Assessment (CIA) Team operates as the executive agent for the School Improvement Plan (SIP) and related longitudinal planning efforts as they meet and decide on school-level initiatives. The MAHS Technology Committee serves as a support piece to the SIP and general technology wellbeing of the school.

The ELOST approved by voters in 2011 has a provision for increasing and improving the technology available in schools. The primary facet in this is the WCSD eSMART initiative to provide each high school teacher and student a personal portable computing device. This adoption cycle will be the iPad 2. Teachers receive their iPad in fall 2012 to become familiar and gain proficiencies; students receive their iPad at the start of the 2013-2014 school year.

One means of student engagement and real-time formative assessment is the use CPS response system where students have clickers to respond to questions and polls which can be developed beforehand or on the spot. MAHS is pursuing updated online support and review material in the core content areas for students to master material and enrich their exposure, to include Math and Social Studies software and online material.

Another part of this effort to enhance appropriate technology usage is the adoption of the Verneir platform to benefit students by their handheld computer for bringing in current and real-life technology to the Science classroom, including the use of varying sets of digital probes tailored for different courses. This platform enables students to experience the same level of exposure to integrated technology they are expected to encounter in their post-secondary option choice. At the college level students will collaborate with electronic lab equipment, and in the workplace environment technology is omnipresent. The use of Vernier equipment and associated support items postures our students to experience science at a new level, connects classwork to technology they are familiar with, prepares students for being able to cross multiple technologies and software, and to increase 21st century competencies.

**School Surveys**

The annual Title I parent survey (2011-2012) indicated most parents were aware of the Title I status of MAHS, opportunities to assist students, and that they are welcomed at MAHS. Parents also indicated they are informed via several means of communication and interested in a range of workshop topics to help them with their students. See appendix for full survey results.

The Smaller Learning Communities grant annual surveys (2008-2011) indicates students and staff are aware of the SLC grant in terms of structure for the 9th grade academy and Teachers-as-Advisors program. The responses to most of the survey questions reflect the overall upward trend in terms of satisfaction, comfort and familiarity of the SLC grant and its programs.
I am satisfied with the development of the mathematics skills of the students. 60 24 36-
I am satisfied with the academic performance of the students. 21 35 14+

**Do teachers differentiate instruction to meet diverse student needs?**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>YR1</th>
<th>YR2</th>
<th>Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Agree</td>
<td>% Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school vary the pace of learning for varying learner needs.</td>
<td>79</td>
<td>72</td>
<td>7-</td>
</tr>
<tr>
<td>Teachers at this school make accommodations for the needs of various learners by using support mechanisms.</td>
<td>88</td>
<td>87</td>
<td>1-</td>
</tr>
<tr>
<td>The assignments that teachers at this school give differ based on individual readiness, learning needs, and interest.</td>
<td>66</td>
<td>76</td>
<td>10+</td>
</tr>
</tbody>
</table>

**Attendance**

Regular attendance is very important for students to be successful at school. To help monitor student attendance closely, teachers and advisors track attendance and contact parents. As attendance concerns grow, the guidance counseling department and school attendance committee are notified. Attendance is also tied to exam exemptions, eligible for course credit, and school perks, such as parking permits. An attendance recovery program will be available to help students. The following chart shows the percent of students absent over the past several school years and shows the percentage of students missing 16 or more days and 6 to 15 days since 2008.

Discipline

To address the discipline issues at the classroom and school levels, MAHS has incorporated the Time-to-Teach principles in the Fall 2010-2011 with an outside trainer and continued into the subsequent school year. This program presents a strategy targeting level 1 offenses in the classroom to minimize disruptions to the learning environment and redirect students without confrontation. With teachers handling more discipline in the classroom, there is a positive impact on classroom control and student engagement. Additionally, the process to address tardies has been reworked to be better capture students assigned to afterschool administrative detention using the existing office referral process. For students sent to In-School Suspension (ISS), there is small bank of computers for students to remain engaged in the learning process by completing assignments and using tutorial programs. By remaining engaged, ISS students experience less of an academic impact for being removed from the learning environment.

<table>
<thead>
<tr>
<th>OSS</th>
<th>ISS</th>
<th>Expulsion</th>
<th>Alternative</th>
<th>Admin Prob</th>
<th>Referrals</th>
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<tr>
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<td>1368</td>
<td>9</td>
<td>24</td>
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<tr>
<td>2008-2009</td>
<td>855</td>
<td>1438</td>
<td>5</td>
<td>17</td>
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<td>2009-2010</td>
<td>355</td>
<td>1048</td>
<td>11</td>
<td>13</td>
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<tr>
<td>2010-2011</td>
<td>366</td>
<td>913</td>
<td>5</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>2011-2012</td>
<td>466</td>
<td>914</td>
<td>14</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>now</td>
<td>71</td>
<td>202</td>
<td>4</td>
<td>15</td>
<td>38</td>
</tr>
</tbody>
</table>

2. **Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.**

(a) **Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.**

The reform strategies are linked to SIP goals and are complementary in design. The anticipated results are not derived from a plan alone; they require details that must be coordinated and funded, progress monitored (i.e., observations, common assessments, mock GHSGT), evaluation, implementation redirected based on status, and
successes celebrated. On-going data points will be reviewed during progress reporting periods along with disaggregation of assessment data.

(b) Are based upon effective means of raising student achievement.
Through an array of scientifically researched based curriculum, instruction, assessments and strategies, all students of Monroe Area High School have the opportunity to demonstrate achievement at the “meet” or “exceed” levels of proficiency. The MAHS School Improvement Plan is streamlined to focus on four key areas; graduation rate, ELA/Writing achievement, MA achievement, and attendance. The graduation rate fell behind the state’s AYP AMOs and a gap does exist between MAHS and Georgia average and target. There is a higher incident rate being a non-completer among students who have difficulty finding academic success, therefore MAHS has to identify which initiatives will be best suited for support students. Several MAHS initiatives are aligned to impact this SIP goal of increasing the graduation rate improvement annually each academic year overall and among the main sub-groups:

- Monitoring program for placed students
- Summer bridge program for rising 9th graders – Cane Camp in July
- Pyramid of Intervention (POI) / Response to Intervention (RTI) teams
- Professional Development on differentiation and engagement – Learning-Focused Schools (LFS) strategies, classroom management, collaboration, differentiation, technology
- Testing support – study skills courses, intersession reviews, Saturday reviews, computer based reviews (USA Test Prep, A+); SAT, GHSWT, GHSGT, EOCT, AP exams
- Increase student enrollment for Move on when ready (MOWR) and dual enrollment at nearby colleges, such as Athens Tech, Georgia Perimeter, Gainesville State, the University of Georgia
- Emphasis on MS/HS and HS/PSO transitions – Student develop a 6-year plan when arriving from the middle school that extends to two years into their post-secondary option (PSO); Bridge Bill compliance; Teacher-as-Advisors (TAA) program, College Crew student organization, on-campus recruiter visits, College & Career Coach, DEES transition specialist
- Parent and community involvement – curriculum nights, AP parent nights, DEES parent workshops, grade level parent meetings, college and financial parent meetings, Title I planning meetings, School Council meetings, Community In Schools (CIS) partnership, PSO/transition panel,
- After school student support – credit recovery, tutoring for core academic subjects, enrichment
- Saturday programs – attendance recovery, academic support, AP exam preparation, Community in Schools (CIS) parent support programs

(c) Use effective instructional methods that increase the quality and amount of learning time.
MAHS strives to maintain gains and improve to parallel the rising CCRPI targets. Core academic areas share common strategies, such as:

- Use of instructional support staff funded from traditional sources, SLC grant
- Continue to implement, enhance, and monitor LFS strategies – content literacy, vocabulary, advanced graphic organizers, language of the standards, teacher and peer commentary, differentiation
- Universal screeners for target groups of students – Academy of Reading
- Software support: READ180 Level C from Scholastic, Academy of Reading
- Support courses for grades 9-11: Remedial Education Program (REP), Writer’s Workshop, Communication Skills
- Preparation for high stakes testing – EOCTs, GHSWT, GHSGT
- Collaboration – horizontal (course level) and vertical (department and MS/HS levels)

To support students more in the first and second level Math and ELA courses during the day and after school, they have an adult tutors assigned to them funded via Title I, SLC, and 21st CCLC funds. Student tutors work in the classroom provided additional support and 1-on-1 assistance; they are enrolled in the school’s Work Based Learning (WBL) program and hired with funds from SLC grant. FASTT Math and Fraction Nation tutorial software from Scholastic is available to students needing support, along with Academy of Math.
(d) Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

To address the needs of children of target populations in 2.d, the DEES department has a fulltime DEES Specialist support person to lead the department, chair Individual Education Plan meetings, coordinate reevaluations, supervise DEES teachers and paraprofessionals, address scheduling, mitigate in student specific situations, ensure students are in the least restrictive environment (LRE) and with IEP being followed, allocate resources and services, communicate with LEA and parents, records custodianship, assignments of SPIN paras, and conduct co-teaching training with school’s Professional Learning Coach. Additionally, there is a part-time transition specialist. For other target populations, LEP students are served with an ESOL endorsed teacher, homeless students have services coordinated by LEA’s Director of Student Services, and there no migrant students identified for 2012-2013.

With attention and funding focused on MAHS students who struggle, it is important to highlight the students achieving academically in rigorous coursework. The School Improvement Plan (SIP) goals relating to academic areas include efforts to support non-traditional AP students, to increase access to advanced content courses, to provide PD opportunities for staff members, and to increase number of AP/Honor students. Actions for this include:

- Vertical alignment to prepare students for the rigor and promote the program
- Gifted endorsement and AP training
- Promotion of advanced content course – curriculum fairs, parent nights, advisement topics, student-led recruiting, parent contacts, target underserved populations
- Student and data driven scheduling with AP Potential and other student information, deconflict course overlaps that serve the same group of students
- Link to advisement and career planning

(e) Must include documentation to support that any educational fieldtrip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

With the advent of a 160-day school calendar several years ago, MAHS limits the amount of time students are removed from the classroom. This importance placed on the premium of classroom instruction does carry the cost of curtailing experiences beyond the school walls. No Title I funds will be used to support fieldtrips. The fieldtrips that do occur fall into two main categories:

1. **Required** – this includes field trips associated with CSTO events, such as FFA, FBLA, ROTC. The costs of these fieldtrips are primarily handled by the CTAE department and organizations. These are aligned the CCRPI for increasing CTAE pathway completers and meet GA DOE expectations. The school does make some allowances to cover costs for students who have a demonstrated need of financial support and must attend the event.

2. **Selected** – this would be the traditional fieldtrip variety, but now much fewer and requires the principal’s permission. These fieldtrips are not to pull students out of classes for which they are struggling and each classroom teacher must approve the student to miss their class. The school does make some allowances to cover costs for students who have a demonstrated need of financial support and must attend the event.

3. **Instruction by highly qualified professional staff.**

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

The recruiting procedures for certified staff follow the LEA guidelines for screening of applicants for certification level as part of being HQ. The LEA Human Resource department provides a list of approved interview questions for schools to use. Additionally, MAHS routinely hosts the LEA job fair. A mechanism is in place by the LEA requiring schools to notify parents if there is a non-HQ situation in a timely manner per Title IIA. Currently, MAHS is compliant for HQ.
### Degree level for 2012

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BS</td>
<td>20</td>
</tr>
<tr>
<td>MA/MAT/MEd</td>
<td>31</td>
</tr>
<tr>
<td>EDS</td>
<td>13</td>
</tr>
<tr>
<td>PhD/EdD</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Endorsements</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted</td>
<td>18</td>
</tr>
<tr>
<td>TSS</td>
<td>11</td>
</tr>
<tr>
<td>Reading endorsement</td>
<td>1</td>
</tr>
<tr>
<td>Data Collection</td>
<td>1</td>
</tr>
</tbody>
</table>

Staff members are observed based on the prescribed observation cycle, and include a preconference with the assigned administrator. Evaluations are based on the required evaluation instrument for their specific position. A classroom walkthrough form based LFS principles has been developed by the LEA to be used by administrators and instructional coaches conducting observations.

The MAHS attrition rate of teachers varied over the past several years from 13.1% to 5.4%. A series of teacher support and recognition programs were started in the previous school year. This includes instructional coaches working with specific departments and teachers more closely, co-teaching professional development, quarterly recognition of teachers by department and support staff, and continued efforts to engage in “bucket filling” actions.

Attrition rate is defined as the number of persons who leave the profession or transfer to another system from the beginning of the school year to the beginning of the next school year, excluding retirement.

### Attrition Rate

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Teachers</th>
<th>Percent of Teachers</th>
<th>Number of Administrators</th>
<th>Percent of Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 – 2009</td>
<td>10</td>
<td>9%</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>10</td>
<td>9%</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>12</td>
<td>13%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>4</td>
<td>5%</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>6</td>
<td>9%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

In 2011-2012, the LEA conducted a Reduction in Force (RIF) at the high school level due the continued budgetary hardship. MAHS lost a combination of 15 staff members/positions. In 2012-2013, MAHS has new 6 certified staff members.

4. **Professional development for staff to enable all children in the school to meet performance standards.**

A key component of supporting teachers and addressing the needs of students to meet standards is professional development through multiple funding sources: Title I, Title IIA, Technology grant, SLC grant, LEA departments (Curriculum & Instruction, Instructional Technology, Technology, DEES) and Community in Schools (CIS) program. At MAHS, this takes a few different forms.

- Technology related training covers the essential requirements for teachers to use the student information system (Infinite Campus), develop websites to communicate with parents, incorporate existing technologies in the school, eSMART support training, and provide periodic on-site assistance specific to a teacher. This is provided for by the LEA.
- In-service professional development is normally conducted by the school’s Professional Learning Coach who is funded by the Smaller Learning Communities (SLC) grant. Topics range from differentiation to content literacy to co-teaching environment. Funding for materials and training are derived from the SLC grant.
- DEES specific professional development by the school’s DEES specialist.
- Peer observations are conducted periodically so teachers can see best practices in action and take those lessons back to their classroom to better enable students to meet standards.
- All-day planning occurs as well to allow for more in-depth and detailed longitudinal action. Typically, standards are examined and plans are developed on how to best support student achievement. This requires substitute funding from Title I budget.
Outside subject matter experts (SME) are brought into the school for training opportunities. This includes all-day training sessions of updated Learning-Focused Schools training, and the training to support teachers in the upcoming switch to Common Core GPS (CCGPS), including all-day training/planning with a CCGPS expert.

Staff members attend workshops or conferences to address needs of MAHS becoming fully standards based school. The training range from content specific RESA training to AP seminars to conferences. This also includes providing teachers with specific support as may be prescribed by a professional development plan (PDP).

Collaboration at the course and departmental levels allows teachers to reach a common understanding of unpacked standards, define what student mastery is, and develop common material. Common material includes syllabus, assessments, know-understand-do charts, student learning maps, performance tasks, unit plans, lesson plans, and data review. Instructional coaches and administrators will assist department chairs in supervision. Funding to assist with this includes class supplies, poster production, and vertical teaming manuals from Title I budget.

To shape MAHS professional development, input is received from the principal, assistant principal for curriculum, LEA requirements, and ongoing assessment of staff and student needs. The key actionable personnel for professional development includes:

<table>
<thead>
<tr>
<th>Position</th>
<th>Fund source</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Coach</td>
<td>SLC grant</td>
<td>Primary instructional coach, based at MAHS</td>
</tr>
<tr>
<td>DEES Specialist</td>
<td>LEA - DEES</td>
<td>Instructional specialist for DEES, based at MAHS</td>
</tr>
<tr>
<td>Technology trainer</td>
<td>LEA</td>
<td>Periodic on-site technology training and support</td>
</tr>
<tr>
<td>SCI Specialist</td>
<td>Title IIA</td>
<td>LEA Instructional specialist for SCI</td>
</tr>
</tbody>
</table>

**SUMMARY OF PROFESSIONAL DEVELOPMENT/PROFESSIONAL LEARNING ACTIVITIES FOR MAHS**

<table>
<thead>
<tr>
<th>TYPE OF TRAINING</th>
<th>Date(s):</th>
<th>Who will train or facilitate session?</th>
<th>Funding Source</th>
<th>When will effectiveness of training be monitored/evaluated and by whom?</th>
<th>How will training be evaluated to determine impact on student performance? (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFS Introduction for new teachers</td>
<td>New Hire Orientation</td>
<td>Content Specialists.</td>
<td>LEA provided</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators</td>
<td>Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>LFS enrichment</td>
<td>Ongoing</td>
<td>PLC</td>
<td>none</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators</td>
<td>Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>GHSWT training for all teachers</td>
<td>September</td>
<td>ELA representative</td>
<td>none</td>
<td>Feedback by teachers and administrators; examine returned scores.</td>
<td>Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>IDEA Best Practices</td>
<td>Ongoing</td>
<td>DEES Specialist &amp; LEA DEES staff</td>
<td>none</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators/DEES Specialist</td>
<td>Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>Teacher website production</td>
<td>In fall</td>
<td>Technology trainer</td>
<td>LEA provided</td>
<td>Monitoring by assigned administrators and department chairs throughout year</td>
<td>Student usage of website, increase homework completion, documentation of increased student/teacher communication.</td>
</tr>
<tr>
<td>Assessment for Learning practices and implementation</td>
<td>ongoing one-on-one throughout year with PLC</td>
<td>I.C.</td>
<td>none</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators and I.C.</td>
<td>Documentation of increased student involvement in their own assessment and evaluation. Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>TYPE OF TRAINING</td>
<td>Date(s):</td>
<td>Who will train or facilitate session?</td>
<td>Funding Source</td>
<td>When will effectiveness of training be monitored/evaluated and by whom?</td>
<td>How will training be evaluated to determine impact on student performance? (Evidence)</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
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</tr>
<tr>
<td>Infinite Campus training</td>
<td>Fall</td>
<td>Technology trainer</td>
<td>LEA provided</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators.</td>
<td>Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>SIP planning and implementation</td>
<td>Ongoing throughout year with CIA Team</td>
<td>Principal</td>
<td>none</td>
<td>Work with CIA Team and parents.</td>
<td>Increased unit and lesson plans with coherent standards-based focus and meaningful, student-centered, standards-based performance tasks.</td>
</tr>
<tr>
<td>Looking at student work in a collaborative fashion</td>
<td>Ongoing throughout year with PLC and dept. heads</td>
<td>I.C., and dept. heads</td>
<td>none</td>
<td>I.C. and administrative walkthroughs during collaborative planning sessions after school. I.C. will monitor.</td>
<td>Increased unit and lesson plans with coherent standards-based focus and meaningful, student-centered, standards-based performance tasks.</td>
</tr>
<tr>
<td>Collaborative, standards-based unit planning within departments</td>
<td>Ongoing throughout year with PLC and assigned administrators, and dept. chairs</td>
<td>I.C., administrators, and dept. heads</td>
<td>none</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators and I.C.</td>
<td>Increased use of newly acquired best practices in lesson plans and classrooms. Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>LFS updated training</td>
<td>Teacher workdays</td>
<td>Outside trainer</td>
<td>Title I</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators</td>
<td>Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>LFS differentiation training</td>
<td>Ongoing throughout year with PLC</td>
<td>PLC</td>
<td>Title I</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators</td>
<td>Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>LFS vocabulary training</td>
<td>Teacher workdays, Ongoing throughout year with PLC</td>
<td>PLC</td>
<td>Title I</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators</td>
<td>Increased student achievement on relevant classroom and standardized assessment instruments.</td>
</tr>
<tr>
<td>Common Core GPS</td>
<td>Ongoing throughout year with PLC</td>
<td>PLC, dept. heads</td>
<td>Title I</td>
<td>Ongoing throughout year by school leaders to support adoption of new curriculum</td>
<td>Completion of CCGPS orientation and updated planning material used with students in preparation for new CCGPS testing.</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>Ongoing</td>
<td>PLC, Technology trainer</td>
<td>Title I</td>
<td>Ongoing throughout year by school leaders to support adoption of new curriculum</td>
<td>Increased appropriate use of technology.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Ongoing throughout year with PLC</td>
<td>PLC, administrators</td>
<td>none</td>
<td>Ongoing throughout year by observations &amp; walkthroughs of administrators</td>
<td>Increased time-on-task behaviors, reduction in level 1 redirections and referrals.</td>
</tr>
</tbody>
</table>

Needs that will receive priority when providing school funds for administrators/teachers/coaches to attend conferences:
- Strategies to increase student achievement in writing, science, social studies, math and ELA skills.
- Resources and strategies to aid struggling readers and writers.
- Training and resources addressing vocabulary and differentiation.
- GHSGT/EOCT remediation and enrichment.
- Learning-Focused Schools updated training.
- Classroom management and organization.
- Strategies to decrease achievement gaps between all subgroups.
- Strategies to support at-risk students.
- Strategies to decrease drop-out rate.
- Procedures to increase the effectiveness of collaborative planning in the block schedule, high school environment.
- Strategies to motivate at-risk students and students belonging to subgroups.

**Note:** Funds will only be allocated for conferences and activities that support these priorities, specific school improvement, or professional development plan needs.

<table>
<thead>
<tr>
<th>School Level Needs:</th>
<th>How Professional Development will be crafted to meet the identified need.</th>
</tr>
</thead>
</table>
| Move toward standards-based classroom instruction to increase student achievement on state standardized tests. | • Teachers will be observed by administrators, department chairs, and instructional specialists while implementing standards-based practices/strategies and conducting student conferences. Observations will be followed up by conferences and goal-setting.  
• Instructional specialists will provide each teacher with detailed observation notes and recommendations regarding teaching goals and suggested modifications.  
• Peer observations during each semester to gleam ways of improving classroom practices.  
• Assist each teacher in better communication with students and parents through the use of teacher websites. |
| Utilization of balanced assessments and Assessment for Learning strategies. | • Teacher will create collaborative unit plans and balanced assessments, specifically aligned to the standards taught.  
• Teachers will examine student work samples in a collaborative fashion and align criteria used to assess student work in an objective manner.  
• Teachers will support students to use peer and self-evaluation for performance tasks.  
• Use CPS response system in classrooms for assessment and monitoring. |
| Learning Focused Schools (LFS) introduction (new teachers) and enrichment (returning staff). | • Model teachers will be videotaped using Assessment for Learning / LFS strategies, and video summaries will be shared with other teachers during professional development.  
• New teachers will participate in LFS introductory sessions conducted by Instructional Coaches. Instructional coaches will follow up training with classroom observations and conferences regarding LFS implementation.  
• LFS training sessions targeting vocabulary and differentiation specifically. |
| Focus on the requirements of the state School Keys for upcoming GAPSS analysis. | • Teachers will be observed during the Peer School Review and results shared with the staff as part of in-service PD for discussion instructional practices. |
| Maximize collaborative planning opportunities for teachers and utilize the backward design. | • Teacher will create collaborative unit plans and balanced assessments, specifically aligned to the standards taught.  
• Departments and collaborative teams will develop action research goals and plans that will involve collecting data and summarizing results to monitor student achievement.  
• Planning days for CCGPS orientation, training, and collaborative planning. |
| Continue the faculty’s focus on research-based, best teaching strategies. | • Departments and collaborative teams will develop action research goals and plans that will involve collecting data and summarizing results to monitor student achievement.  
• Each teacher will work with others to create an action research portfolio that involves development of a Smart Goal and action plan aligned with School Improvement Plan.  
• Teachers will share results of action research and book studies with Instructional Coach and collaborative groups.  
• Action research portfolios will include written and videotaped evidence and will conclude with a presentation to peers, Instructional Coach, and an external review team.  
• Teachers will participate in book study groups that will focus on current research strategies. |
| Provide math teachers with strategies, activities, assessments and procedures to aid in the implementation of GPS-based math courses. | • Math teachers will work toward CCGPS training and implementation with assistance from instructional specialists, GA DOE, and RESA representatives.  
• Math teachers will develop an organized plan to fully implement GPS-based activities and practices.  
• Use of NEGA RESA math specialist to assist math teachers with PD in vocabulary, depth of knowledge questioning and question development, collaboration, and peer coaching. |
| Incorporation of English and Math Common Core GPS | • The Math specialist will collaborate with the departments to highlight changes as indicated by the GA DOE multi-year phase-in of the Common Core Curriculum.  
• Content area planning days to prepare for full CCGPS implementation. |
5. Strategies to increase parental involvement.

During each semester, MAHS will host a Curriculum Night to address a multitude of programs and initiatives. Other evening programs are provided to target specific groups of parents, i.e. graduating Seniors for college/financial aid information, AP program, parental awareness programs, annual Principal’s State of School address, and extracurricular activities. Parents are invited to meet with counselors to discuss their student’s courses, progress, concerns, options, and preparations. Communication with parents and community is done via several means:

- School website
- Local newspaper
- Connect Ed message
- Social Media
- Local cable access
- Newsletters/mailers
- Serve on school committees

<table>
<thead>
<tr>
<th>Item</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Parent Survey</td>
<td>Curriculum Night</td>
</tr>
<tr>
<td>Parent Involvement Compact</td>
<td>Annual</td>
</tr>
</tbody>
</table>

To help reach out to parents, there are several key positions functioning as a bridge. These include

- LEA DEES Parent Mentor and Parent Involvement Coordinator
- School-Community Projects Coordinator – 1/6th at MAHS
- PTSO board
- School Council members

To address specific concerns and needs of parents of students with disabilities, the LEA Parent Mentor, LEA DEES Transition Specialist, Special Education Instruction Specialist coordinate and hold various workshops during the school year on topics requested by the parents.

MAHS conducts annual parent surveys which include the local school survey and LEA Title I annual evaluation. Surveys were conducted in October 2011 and April-May 2012, respectively. These surveys reveal parent perceptions and viewpoints.

<table>
<thead>
<tr>
<th>Strength Areas</th>
<th>Opportunities for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHS gives parents the opportunity to be involved</td>
<td>Parents are interested in workshops centering around graduation testing, options, and parent-child relationships</td>
</tr>
<tr>
<td>Awareness that MAHS is a Title I school and some understanding what that means</td>
<td>The school can improve the fostering of community-building relationships</td>
</tr>
<tr>
<td>Parents receive information in varied formats/mediums</td>
<td>Awareness of the challenges facing parents</td>
</tr>
<tr>
<td>Parents aware of students participating in credit recovery opportunities</td>
<td>The school’s vision, beliefs, and mission can be better shared as having a compelling purpose and direction for the school</td>
</tr>
<tr>
<td>Expanded instructional support for student learning beyond the initial classroom instruction</td>
<td></td>
</tr>
</tbody>
</table>

Survey results and input form all stakeholders were used to frame and revise the Title I Parental Involvement Policy Title I Partners in Learning Compact. These documents are reviewed and revised annually. It is distributed at the start of the school year, annual MAHS Title I meetings and on the school website. *See attachments for current versions.*
6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs, or from Middle to High school and from High School to post grad.

The rising 9th grade class is invited to the high school in the spring to for an orientation presentation and tour. These students will be housed in the 9th grade academy once the new school year begins; this includes a dedicated assistant principal and counselor located on the 9th grade hallway. The counselors work with students to develop and periodically revise 6 year plans that spans from the 9th grade year to two years after graduation to cover post secondary options (PSO). The state’s Bridge Bill offers specific measures for implementation which parallels many of the existing efforts of MAHS.

The school’s college and career coach housed on the ELA hallway works with students to explore their post-secondary options (PSO) by connecting them with college recruiters on campus and annual PROBE fair, career awareness programs, military recruiters visiting the school, and serving as a school resource.

Students within the DEES program have specific guidance on transitioning into and out of high school, to include an IEP handoff when departing the middle school. DEES students have the support of the career-technical instructor (CTI), LEA DEES transition specialist, vocation rehabilitation (VR) to assist them in CTAE courses and pursuing a PSO. For some students, Project Search is means for them to remain at MAHS beyond the traditional four years to receive additional support. The LEA transition specialist provides transition training to teachers, assists students in making post secondary goals, provides student training on self-determination, hold parent workshops on transition related topics, coordinates with agencies such as vocational rehabilitation to provide services while students are in high school, and facilitates transition to adult programs such as Project Search.

7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Teachers in all subject areas have time after school for common planning and have been tasked to collaborate extensively. This includes using backwards design to unpack standards into units and pacing guide to employing LFS strategies for planning and instruction to standards aligned assessment designed by teachers. Specific scanning machines have been identified to be used for item analysis. Several teachers are exploring the standards-based gradebook structure. Teachers participate in data analysis and data driven decisions on adjusting institutional strategies, incorporating differentiation of instructions, and providing consistent use of instructionally based best practices to increase student achievement.

MAHS is assigned several instructional coaches to help meet the needs of departments and teachers. The Smaller Learning Communities (SLC) grant funds the school-based Professional Learning Coach responsible for general professional development and school items. The school has a DEES specialist assigned fulltime. The LEA secondary SCI specialist spends a portion of time at MAHS or working on tasks for MAHS, such as disaggregating data, planning initiatives and benchmark assessments.

The MAHS RTI/POI team is designed to provide instructional support to teachers and students. The RTI/POI team consists of grade level chairs that facilitate intervention plans for struggling students. When a student is not making progress, the classroom teacher makes instructional changes, differentiates, and/or assigns student to tutoring. If the student continues to not make progress and this is communicate to the parent, then the classroom teacher will contact the MAHS RTI/POI team with information collected. Students who continue to struggle are monitored and provided support. A fidelity check is necessary to make sure all teachers have exhausted all best-practices in a standards based classroom before making a referral. Tier one/two interventions are automatically implemented when developing assistance for targeted students. We have additional instructional resources for struggling students such as instructional specialists in math, language arts, and science areas. As a team they have designed a resources sheet for teachers to use for specific academic issues and concerns. The graduation coach, counselors, and teachers work to ensure parents are aware of their student’s progress and they are invited to attend meetings to get updates about the data that has been collected from the targeted assistance and the outcomes observed.
With a myriad of data sources and data points available to MAHS, a safeguard is needed to ensure there are lessons learned and applied to student mastery in the form of data driven decision making. The school-level Curriculum Instruction Assessment (CIA) team is chaired by the principal and includes the assistant principal for instruction, the instructional coaches, department representatives, guidance counselor, NEGA RESA school improvement specialist, and parent volunteers.

8. Coordination and integration of Federal, State, and local services and programs.

(a) List of State and local Educational agency programs that will be included.
MAHS coordinates and integrates a multitude of Federal, State, and local programs and services, when orchestrated in concert, provides a plethora of resources for teachers, students, and families. Agencies and programs that presently serve and/or support MAHS, but not limited to include: Title I, IDEA, Smaller Learning Communities (SLC) grant, 21st Century grant, Supplemental Education Services (SES), The Partnership, Northeast Georgia RESA (NEGA RESA), Communities in Schools (CIS), The ALCOVE, Inc., Faith in Serving Humanity (FISH), the National ING Grant, United States Department of Agriculture (USDA), and the Federal free and reduced meal program. The school is an AYP NI-1 school and will have School Improvement funds available. Other resources include the assignment of a state allocated School Improvement Specialist, Perkins funding, and teacher awarded grants.

All these sources of support have to be carefully orchestrated to maximize their impact on students, staff, and the school as a whole.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Services and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I- Part A</td>
<td>Parental Involvement activities to promote student achievement; Read 180 Lab books and equipment; Classroom computer stations; Transportation for intercession; computers for Read 180 Lab; annual Read 180 support and technology plan; Supplemental Education Services (SES); School-Community Project Coordinator; Technology paraprofessional; ELA teacher; classroom supplies</td>
</tr>
<tr>
<td>Title II A- Preparing, Training and Recruiting High Quality Teachers and Principals</td>
<td>Gifted Endorsement; TSS Training; New Teacher Orientation with LFS overview training; Science Instructional Specialist</td>
</tr>
<tr>
<td>Title I, Part D of ESEA Programs for Children and youth Who are Neglected, Delinquent, or At-Risk</td>
<td>The Alcove, Inc. serves neglected children</td>
</tr>
<tr>
<td>TITLE III - Part A of ESEA, Language Instruction for Limited English Proficient and Immigrant Student</td>
<td>Our LEP students are served by itinerant teacher, coordinated by LEA</td>
</tr>
<tr>
<td>Title IV – Safe and Drug Free Schools</td>
<td>Annual student online survey; Red Ribbon Week; Parent Resource Center; Assembly on Effects of Drugs and Alcohol Use</td>
</tr>
<tr>
<td>IDEA – Individuals with Disabilities Education Act</td>
<td>Services to students with Disabilities; co-teachers, teachers; instruction specialist; transition specialist; assistive technology specialist; CTI teacher; SPIN paraprofessionals, Parent Mentor support</td>
</tr>
<tr>
<td>Smaller Learning Communities (SLC) Grant</td>
<td>Provides school with Professional Learning Coach, College and Career Coach, requirement for Graduation coach, structure of Teacher-As-Advisor program, and formalizing the 9th grade academy with a dedicated assistant principal and counselor. Funding is available to support professional development and students.</td>
</tr>
<tr>
<td>21st Century Community Learning Centers Grant</td>
<td>Provides after school programs, including Saturdays, with tutoring, enrichment and transportation home.</td>
</tr>
<tr>
<td>School Nutrition Program</td>
<td>Free and Reduced Breakfast and Lunch program</td>
</tr>
<tr>
<td>CTAE (Middle &amp; High School Only)</td>
<td>Provides funding for CTAE programs and associated CTSOs, such as Agriculture Tech, Family and Consumer Science, Computer Application, Business, Cosmetology, Health Occupation, Early Childhood Education, and Engineering</td>
</tr>
<tr>
<td>McKinney Vento</td>
<td>Support to Homeless families; tutors for students, educational supplies, excessive transportation, field trip expenses, school related fees, reimbursement to parents for travel to school meetings, summer camp and after school program fees.</td>
</tr>
<tr>
<td>Title II A Technology</td>
<td>Learning Village, Destination Math and Destination Reading for 2010 - 2011</td>
</tr>
</tbody>
</table>
(b) **Description of how resources from Title I and other sources will be used:**

Title I funds, along with funds from the SLC, IDEA, and CIS allow the MAHS faculty and staff the ability to provide programs and services that will attempt to improve academics for at-risk students, ultimately raising the graduation rate and closing the achievement gap. The funds combined provide credit recovery, after school tutoring, standardized test preparation workshops, and summer learning for our students. The agencies and programs listed above coupled with NEGA RESA provides professional development that assists our professional staff in being proficient in providing the students with what they need to be successful. The Partnership, CIS, The ALCOVE, Inc., FISH, USDA, and the Federal free and reduced meal program are all social service programs that provide that part of our school population that is deemed economically disadvantaged, by providing meals, clothing, mentoring, health care, bill assistance, and housing for the homeless and disadvantaged youth.

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

Through the Carl D. Perkins Vocational and Applied Technology Act, MAHS has received funds to update Career, Technical, and Agricultural Education (CTAE) programs and improve non-traditional student enrollment, which Walton County is well below the target goal. Our Work-Based Learning (WBL) is a specialized one or two year program designed for the non-traditional junior and/or senior, who is at least 16 years of age to experience work in their particular CTAE area of study and receive academic credits for the work they perform.

With EDS subgroup percentage at such a high rate at MAHS, a referral process to the school system’s student social services department is in place to assist students and families in need. Upon enrollment, questionnaires are provided in enrollment packets that provide questions that may raise a flag to school personnel concerning homelessness, or any other social issue. If a concern is raised, a counselor meets with the family and conducts an interview with the family using a two-page worksheet as a guide. If a child is deemed to be “homeless,” the system as mandated by the McKinney-Vento Homeless Act, will provide transportation, expedited testing if necessary, free meals, and health services if needed. The LEA coordinates services to migrant/immigrant students as they are identified.

9. **Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

(a) **Measures to ensure that student weaknesses are identified on a timely basis.**

Students who require additional support will be identified on a timely basis and provided a concert of assistance, to include accessing the RTI/RTI support channel and weekly afterschool tutoring. Those who manage the programs include the school’s POI/RTI committee, counselors, administrators, and key staff members. There are courses designed to assist with GHSHT and SAT. Other courses focus on skill deficits, such as the MA support classes and ELA REP. MA peer tutors will be used to provide assistance in MA I/II level courses. Student-athletes complete regular academic and behavior progress checks. Outside of the school day, assistance opportunities include the four core academic area tutoring for students with a grade below 75; this is timely prescribed remediation and includes parental notification. Normal classroom teacher assistance is still available for students. 21st Century grant also provides assistance. Within courses, data from formative assessments will be used in data analysis to help drive reteaching/tutoring segments, flexible grouping assignments, rerostering students, and differentiation of instruction.

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

Periodic training is provided to teachers in the identification of weaknesses and appropriate assistance for identified difficulties, such as RTI/POI, data analysis, co-teaching training, and differentiation. Through professional development sessions, the stressors facing struggling students, methods of differentiation in the classroom, flexible
grouping and deescalating situations will be addressed. The school’s DEES specialist and Professional Learning Coach will conduct a 10 part series on co-teaching for all teachers assigned to a co-teaching course. Outside training will be embodied to support teachers via Learning-Focused Schools and classroom management training. RESA also has specific training opportunities.

(c) Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community.

The school’s parental compact outlines the expectations of the school and the parents as partners working with students for them to be successful. While parent-conference days were not included in this year’s abbreviated 160 day school calendar, parent-teacher conferences are held before, during and after school. Teachers, counselors, and administrators still have the encouragement to contact parents often and to schedule conferences as needed before, during and after school on an ongoing basis. Teachers maintain a parental contact log which is turned in monthly. Parents have access to school information via school website and the means to contact teachers, counselors and administrators. Parents are encouraged to be part of school’s PTSO, attend afterschool informational programs, such as curriculum night and college financial aid night. A key part for student success is regular attendance; this requires parental support to have students at school and for the school staff to communicate back to parents when students are absent (such as automated messages, teacher contact, notices from the school attendance committee). The school will continue to inform parents of student grades, attendance, test results, and other aspects, to include a safe environment conducive to learning, highly qualified staff, and continued specific needs.

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

Individual student assessments within the classroom are recorded in and made available on the Infinite Campus for parents and students to review. Standardized testing results, such as the Writing Test (GHSWT) and Graduation Test (GHSGT), are distributed to students as a summary sheet by guidance counselors to take home to parents. The End-of-Course-Test (EOCT) overall score is posted in Infinite Campus as 20% of the student’s final course grade. Other testing results, such as SAT, PSAT, ACT, and AP, are sent directly to student home address provided during the test registration process. The school helps students and parents interpret the results and make decisions through regular parent-teacher or parent-counselor conferences, at an after school program to review results, Teacher-as-Advisors (TAA) program, and individual phone contact. Complete transcripts list course grades along with EOCT and GHSGT overall scores.

School accountability status and overall data is shared via websites and provisions identified in #13.

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

The LEA’s Testing and Data Coordinator is responsible for overseeing testing and data, as well as serving as the link between the schools and state for accountability purposes (AYP/CCRPI). School and district data is collected in accordance with LEA and state policies, and disaggregated for regular dissemination to the LEA, MAHS, and staff. This includes EOCT, GHSGT, GHSWT, GAA, CRCT, PSAT, and benchmarks. Individual test result reports are communicated to schools. Current and historic data is available on a secured, limited access network folder for administrators to review.

DEES Case Managers collect data on students with disabilities IEP goals and objectives. That data is reviewed by the case manager and teachers of the students to make determinations about intervention strategies for the students.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
The LEA’s Testing and Data Coordinator ensures validity of all assessment results. The annual data reporting on the GA DOE website will be used as the primary data source due to its official and definitive nature for reporting purposes and online availability to the school and parents.

13. **Provisions for public reporting of disaggregated data.**

The MAHS means for public reporting of disaggregated data is primarily accomplished in a written/published provision, to include:
- School website and LEA website
- Infinite Campus
- Newsletters/mailers

Other means for communicating include:
- Annual Principal’s State of the School Address
- Connect Ed message
- Local cable access
- Attendance at a MAHS program designed to deliver data, such as curriculum night
- Parental and community involvement on MAHS committees
- Presented as part of the LEA presentation for Consolidated LEA Improvement Plan (CLIP)

14. **Plan developed during one year period unless LEA, after consideration the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school wide program.**

MAHS plan is reviewed periodically with stakeholders. The MAHS SWP planned in 2010-2011 has been reviewed in multiple meetings, including a variety of stakeholders on the following dates:
- 2010-07-29 Key leaders meeting
- 2010-08-02 Leadership meeting
- 2010-08-24 After school support planning
- 2010-08-26 Title I inventory meeting
- 2010-09-02 Budget meeting
- 2010-09-07 Budget meeting
- 2010-09-14 Planning meeting
- 2010-09-20 Budget meeting
- 2010-09-24 SIP meeting
- 2010-10-01 Key leaders meeting
- 2010-10-05 Curriculum Night
- 2010-10-13 Key leaders meeting
- 2010-10-18 SWP preparation
- 2010-10-20 School Peer Review
- 2010-11-03 SWP review
- 2010-11-16 State of School
- 2010-11-08 SWP review
- 2010-11-12 Title I SWP meeting for finalization
- 2010-11-17 Key leaders meeting
- 2010-12-01 Key leaders meeting
- 2011-03-02 SIP meeting
- 2011-04-27 Summer Program meeting
- 2011-06-08 Administrators meeting
- 2011-07-11/14 GA DOE Summer Leadership Academy
- 2011-07-28 Choice procedure meeting
• 2011-08-03 Leadership meeting
• 2011-08-08 Title I Annual Meeting
• 2011-08-24 CIA Team meeting
• 2011-09-09 CIA Team meeting
• 2011-09-13 CIA Team meeting
• 2011-09-20 Curriculum Night
• 2011-10-05 CIA Team meeting
• 2011-10-13 School Peer Review
• 2011-10-25 Conference Day; Title I Survey
• 2011-10-26 CIA Team meeting
• 2011-11-15 Title I planning meeting
• 2011-11-30 CIA Team meeting
• 2011-12-07 Leadership meeting
• 2012-01-10 CIA Team meeting
• 2012-01-25 CIA Team meeting (GA DOE SIG)
• 2012-02-22 CIA Team meeting
• 2012-03-07 CIA Team meeting
• 2012-03-07 CIA Team meeting
• 2012-03-21 Title I planning meeting
• 2012-03-22 Parent presentation – Destination Graduation
• 2012-03-27 Curriculum Night; review PIP
• 2012-03-28 Curriculum Night; State of School
• 2012-04-30 Leadership meeting
• 2012-05-09 CIA Team meeting
• 2012-07-9/13 GA DOE Summer Leadership Academy
• 2012-07-23 Title & SLC Budget meeting
• 2012-08-03 SIP meeting
• 2012-08-08 Title I Annual Meeting
• 2012-10-04 School Peer Review
• 2012-10-16 Title I quarterly review
• 2012-10-19 Title I Fraud Reporting brief
• 2012-10-30 Leadership meeting
• 2012-11-01 Curriculum Night; State of School

The 2012-2014 SWP development, revision, and finalization status is indicated in the SWP header.

15. **Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, central office, and pupil service personnel, parents and students (if secondary).**

MAHS plan is reviewed annually with stakeholders, which includes administration, instructional coaches, teacher representatives, RESA School Improvement specialist, student advisors, federal program coordinator, DEES coordinator, secondary education director, grants coordinator, testing & data coordinator, CIS coordinator, college & career coach, and others.

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

The information of the MAHS school improvement plan, action plan, SWP plan, and data is available to the LEA, RESA, school staff, parents, students, and public. Printed copies are available in the local school and LEA central
The overall plan with goals is reviewed at the local school annual Title I meetings, shared at curriculum nights, and at school council meetings.

17. **Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.**

For parents needing translation of documents, online translation is available. Request for translation and interpreter services can be made with LEA LEP coordinator for more extenuating circumstances.

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

The need for action and improvement reflect the challenges facing MAHS. Constant communication with stakeholders at all levels is essential, to include:

- State and RESA assets
- LEA
- Administration
- Guidance counseling department
- Instructional coaches
- Teachers
- Students
- Parents
- Community members
- Hired outside experts

Moving beyond communication, the challenges and methods of addressing them have to be constantly monitored and evaluated for an appropriate return on investment in terms of manpower, funding, space utilization and other resources. This is accomplished by the variety of programs and committees at MAHS which oversee different aspects of the school.