



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

**NAME OF SCHOOL/PRINCIPAL: Monroe Area High School/ Bryan Hicks**

**NAME OF DISTRICT/SUPERINTENDENT: Walton County School District/ Dr. Nathan Franklin**

*Comprehensive Support School*    *Targeted Support School*    **Schoolwide Title I School**    *Targeted Assistance Title I School*  
 *Non-Title I School*    *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

**Advancing Leadership | Transforming Schools**

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

**SIGNATURES:**

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Title 1 Director \_\_\_\_\_ Date \_\_\_\_\_

(Title 1 Schools only)

**Planning Committee Members (SWP 8, 16)**

Name	Position/Role	Signature
Jeremiah Bundrage	MAHS Assistant Principal	
Bryan Hicks	MAHS Principal	
Emily Hunter	MAHS Title I Paraprofessional	
Dr. Kimberly Brown	MAHS Title I Liaison	
Eleanor Scott	WCSD Federal Programs Director	
Brian Widmer	Community Stakeholder	
Melanie Cooksey	Parent	
Subrina Doty	Parent/Paraprofessional	
Jennifer Roth	Math Department Head	
Laura Rowe	Science Department Head	
J.D. Zuber	Language Arts Department Head	
Bob Rennier	Social Studies Department Head	
Terri Smiley	Walton County Chamber of Commerce	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on       N/a      .

Please indicate the programs that are consolidated in this plan:       Title II-A      

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

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

## Overview of School with Demographic Data



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

### MAHS Core Values:

- The staff and faculty of MAHS will discuss and model the importance of honest and ethical behavior.
- The school climate will reflect a caring, inclusive community that allows young people to make decisions and succeed in a changing society.
- Students, teachers, administration and parents will work toward creating a climate that encourages curiosity, celebrates discovery, and rewards success by all students.
- MAHS values the voices of students, parents, and teachers.
- Extra-curricular activities enhance leadership, citizenship, teamwork, and achievement.

**MAHS Background:** Approximately 40 miles east of Atlanta and 30 miles west of Athens, and on the fringe of metropolitan suburbia, MAHS provides for the education of approximately 1109 students, grades nine through twelve. Located in the county seat of Walton County, Monroe, the nine 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 tests administrations (i.e. SAT, ACT, GACE), local pageants (Miss Walton County), Sunday church, and other community celebrations. MAHS is adjacent to the WCSD Central Office and Monroe Elementary School.

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. MAHS was recognized for its improvements in EOCT scores over a three year period and was designated as a 2012 and 2013

**GA DOE Rewards School for Progress**, meaning MAHS is in the top 10% of all Georgia Title I schools with its progress in student academic achievement. MAHS received the GA DOE Rewards School for Progress again in 2013.

Demographics	Female	Male	total	%
<b>ALL</b>	566	543	1109	
<b>9th Grade</b>	204	182	386	<b>35%</b>
<b>10th Grade</b>	133	143	276	<b>25%</b>
<b>11th Grade</b>	116	117	233	<b>21%</b>
<b>12th Grade</b>	113	101	214	<b>19%</b>
<b>EDS</b>			742	<b>67%</b>
<b>SWD</b>			115	<b>10%</b>
<b>Gifted</b>			164	<b>15%</b>
<b>Hispanic</b>			41	<b>4%</b>
<b>Asian</b>			33	<b>3%</b>
<b>Black</b>			415	<b>37%</b>
<b>White</b>			598	<b>54%</b>
<b>Multiracial</b>			23	<b>2%</b>

Transition plan: MAHS will organize and execute a freshman orientation for all incoming freshmen. The program will consist of a facility tour, preview of academic support programs, preview of the athletics and club programs, as well as introductions to administrators, counselors and school support staff.

Si usted necesita ayuda con la traducción de esta carta, por favor comuníquese con la Señora Eleanor Scott en Walton County Board of Education. Su número de teléfono es [770-266-4486](tel:770-266-4486).

**Needs Assessment/ Data Review Results** (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<ul style="list-style-type: none"> <li>• Improve student performances on all GMAS EOC assessments</li> <li>• To provide additional academic support by means of after school tutorials or intersession</li> <li>• Will place specific supportive instructional focus on at-risk students, students with disabilities and the economically disadvantaged.</li> <li>• To decrease class sizes in science, math, and ELA</li> <li>• Increase math performance and number of students passing math courses</li> <li>• Increase interactive instruction, virtual, and hands-on instruction needed to improve student engagement in math, science, and social studies.</li> <li>• To expand usage of technology across all core content areas.</li> <li>• To increase family/community engagement</li> </ul> <p><b>Needs reflected in 2015-16 survey</b></p> <ul style="list-style-type: none"> <li>• Provide additional academic support in math</li> <li>• Provide additional academic</li> </ul>	<ul style="list-style-type: none"> <li>• Georgia Milestones Assessments (GMAS) –see appendix 1</li> <li>• CCRPI Score</li> <li>• Read180</li> <li>• Lexile scores</li> <li>• Grades/ Progress reports</li> <li>• USA test prep data</li> <li>• IXL class summaries</li> <li>• Attendance reports</li> <li>• Parent survey</li> </ul>	<ul style="list-style-type: none"> <li>• MAHS administrative team, staff and leadership team</li> <li>• WCSD Title I Director, School Improvement Coordinator</li> <li>• Special Education Coordinator</li> <li>• 21<sup>st</sup> CCLC</li> <li>• MAHS Parents</li> </ul>	<ul style="list-style-type: none"> <li>• SWP planning meeting</li> <li>• Title I annual meeting</li> <li>• School Council</li> <li>• School Website</li> <li>• Curriculum Nights</li> <li>• Staff, parent, and student survey data</li> <li>• Workshops</li> <li>• WCSD Family virtual website</li> <li>• Flyers</li> <li>• Messenger Call-out</li> <li>• Infinite Campus</li> </ul>

<p>support in Science</p> <ul style="list-style-type: none"> <li>• Provide additional academic support in ELA</li> <li>• Provide additional academic support in Social Studies</li> <li>• Provide increased usage of technology</li> </ul>			
<ul style="list-style-type: none"> <li>• Improve attendance percentage rates             <ul style="list-style-type: none"> <li>○ Reflected through improved CCRPI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Attendance reports</li> <li>• Infinite campus reports</li> <li>• School and county level attendance reports</li> <li>• CCRPI report</li> <li>• Parent survey</li> </ul>	<p>MAHS administrative team, staff and leadership team</p> <ul style="list-style-type: none"> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized student attendance report</li> <li>• Computer generated calls</li> <li>• Periodic mailed attendance letters</li> <li>• Attendance updates on progress reports and report cards</li> </ul>

SMART GOAL #1 MAHS will increase the weighted proficiency rate for **all Math EOC assessment areas to reflect growth percentage ranges from 75 to 78% (Algebra I), 69% to 72% (Geometry)** by June 2017.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
CP.2 I.3 PO.5 CP.1 PL.2 PL.3 PO.5	All students	<p><b>Math</b></p> <p>All students will receive grade level instruction in Mathematics with emphasis on increasing rigor by teaching concepts with real-world applications.</p> <p>Additional tutorial support will be provided during after school and intersession programs</p> <p>Teachers will assist student with problem-solving and students will learn skills needed for mathematical reasoning (abstractly and quantitatively). All student will learn to use appropriate tools during problem solving</p> <p>Teachers will use research-based strategies to assist students with critical thinking skills required for problem solving.</p> <p>Teachers will use a variety of instructional modes, including the use of manipulative materials, audiovisuals, labs, teacher-focused demonstrations and computer technology instruction.</p> <p>Additional math resources such as consumable math workbooks, software, and graphing calculators</p>	<p>Communication logs, tutoring logs, newsletters, and documentation of parent conferences</p> <p>Lesson Plans, Math journals, GMAS Student and class IXL summary reports</p>	<p><b>School Leaders Demonstrate:</b> TKES observations</p> <p><b>Teachers Demonstrate:</b> Data Notebooks Peer observations notes Lesson Plans</p> <p><b>Students Demonstrate:</b> Student achievement data GMAS Benchmarks</p> <p><b>Parents Demonstrate:</b> Communication logs, Tutoring logs, newsletters, and parent conferences</p>	<p>Continuous monitoring</p> <p>Benchmark</p> <p>GA Milestones</p> <p>IXL data reports USA Test Prep analysis reports</p>	<p>Hands on math manipulatives (Hand2mind)- \$4275 – <b>Funding Title I</b></p> <p>Math workbooks- \$1695– <b>Funding Title I</b></p> <p>Graphing calculators- \$10,777– <b>Funding Title I</b></p> <p>IXL (math &amp; ELA) software- <b>\$7231 – Funding Title I</b></p>

SMART GOAL #2 MAHS will increase the weighted proficiency rate for **all Social Studies EOC assessment areas to reflect growth percentage ranges from 71 to 74% (Economics) , 53 to 56% (US History)** by June 2017.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum CP .2 1.2 1.3 A.1 A.2 A.4 A.5 1.2 1.3 1.7 1.9 L.2	All students	<p><b>Social Studies</b></p> <p>All students will receive grade level instruction in Social studies with emphasis on increasing rigor by teaching concepts with real-world applications.</p> <p>Bridge essential understanding about past events and encourage the consideration of multiple perspectives on such events by usage of virtual stations.</p> <p>All students will learn to use appropriate tools during problem solving as well as be encouraged to use higher order thinking skills.</p> <p>Teachers will use a variety of instructional modes, including the use of manipulative materials, audiovisuals, labs, teacher-focused demonstrations, Vizitech, Virtual stations, Google exploration and computer technology instruction.</p>	<p>Communication logs, tutoring logs, newsletters, and documentation of parent conferences</p> <p>Lesson Plans, Subject journals, GMAS</p>	<p><b>School Leaders Demonstrate:</b> TKES observations</p> <p><b>Teachers Demonstrate:</b> Data Notebooks Peer observations notes Lesson Plans</p> <p><b>Students Demonstrate:</b> Student achievement data GMAS Benchmark</p> <p><b>Parents Demonstrate:</b> Communication logs, Tutoring logs, newsletters, and parent conferences</p>	<p>Continuous monitoring</p> <p>Pre and post test</p> <p>Benchmark</p> <p>GA Milestones</p> <p>USA Test Prep</p>	<p>Vizitech Social studies virtual station- \$5,500– <b>Funding Title I</b></p> <p>Google goggle Explorer- (math, Science, and Social Studies) \$19,998– <b>Funding Title I</b></p>



SMART GOAL #3 MAHS will increase the weighted proficiency rate for **all ELA EOC assessment areas to reflect growth percentage ranges from 79 to 82% (9<sup>th</sup> Lit) , 75 to 78% (American Lit)** by June 2017.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum CP .2 1.2 1.3 A.1 A.2 A.4 A.5 1.2 1.3 1.7 1.9 L.2	All students	<p><b>ELA</b></p> <p>All students will receive grade level instruction daily in reading (emphasis on phonemic awareness, fluency, and comprehension), aligned with the Georgia Standards of Excellence (GSE)</p> <p>The reading programs (Read 180 &amp; System 44) will be used to increase reading levels for students targeted for remediation.</p> <p>Increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum</p> <p>Include strategies for meeting the educational needs of historically underserved populations</p> <p>Use level appropriate non-fiction books</p> <p>Fall/Winter/Spring AIMSweb Universal screeners will be utilized for POI Tier II, and III.</p> <p>Teachers will use a variety of instructional modes, including the use of manipulative materials, audiovisuals, labs, teacher-focused demonstrations and computer technology instruction.</p> <p>Additional computers will be purchased to promote use of IXL, writing, USA test Prep, Aimsweb, Read 180, and System 44 software</p>	<p>Minutes of collaborative planning</p> <p>Lesson Plans</p> <p>Instructional Schedule</p> <p>Walk-through data</p> <p>Grades and report cards</p>	<p>School Leaders Demonstrate: <b>TKES observations and walk-through data</b></p> <p>Teachers Demonstrate: <b>TKES Data notebooks Read 180 reports GMAS</b></p> <p>Students Demonstrate: <b>GMAS Benchmark IXL</b></p> <p>Parents Demonstrate: <b>Parental engagement' Parent teacher conferences</b></p> <p>Student profile sheets generated by software programs</p>	<p>Continuous monitoring</p> <p>Benchmark</p> <p>GA Milestones</p> <p>USA Test Prep</p> <p>Grades and progress reports</p>	<p>Read 180 tech support- \$2655– <b>Funding Title I</b></p> <p>System 44- \$5,500– <b>Funding Title I</b></p> <p>IXL</p> <p>Instructional Supplies- \$3,000– <b>Funding Title I</b></p> <p>Computer lab - \$26,301– <b>Funding Title I</b></p>

SMART GOAL #4 MAHS will increase the weighted proficiency rate for the **Biology EOC assessment area to reflect growth percentage ranges from 47 to 50%** by June 2017.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum CP .2 1.2 1.3 A.1 A.2 A.4 A.5 1.2 1.3 1.7 1.9 L.2	All students	<p><b>Science (Biology)</b></p> <p>All students will receive grade level instruction daily in Biology (emphasis on biological systems), aligned with the Georgia Standards of Excellence (GSE). The reduction of class sizes will benefit all students.</p> <p>Increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.</p> <p>Teachers will design and implement hands-on laboratory exercises to assist students in their understanding of biological themes with the additional lab supplies requested</p> <p>Teachers will use a variety of instructional modes, including the use of manipulative materials, virtual experiences, audiovisuals, labs, teacher-focused demonstrations, computer technology instruction, Vizitech, and google exploration software and equipment.</p>	<p>Minutes of collaborative planning</p> <p>Lesson Plans</p> <p>Instructional Schedule</p> <p>Walk-through data</p>	<p><b>School Leaders Demonstrate:</b> TKES observations and walk-through data</p> <p><b>Teachers Demonstrate:</b> TKES Data notebooks GMAS Lab demonstrations</p> <p><b>Students Demonstrate:</b> GMAS Lab results</p> <p><b>Parents Demonstrate:</b> Parental engagement' Parent teacher conferences</p> <p><b>Student profile summaries</b></p>	<p>Continuous monitoring</p> <p>Benchmarks</p> <p>GA Milestones</p> <p>USA Test Prep data</p>	<p>Science Department manipulatives and lab supplies- \$16,522– <b>Funding Title I</b></p> <p>Vizitech and Google exploration system and equipment- \$19,998 <b>- Funding Title I</b></p>

SMART GOAL #5 MAHS will improve annual attendance percentage rate from 87% to 92% by June 2017.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
CP.2 I.3 PO.5 CP.1 PL.2 PL.3 PO.5 PO.6 FC.1 FC.2 FC.3	All students	<p><b><u>Student attendance</u></b></p> <p>All students and parents will gain a better understanding of the importance of attending school. MAHS administrators, staff and the leadership team will strive to highlight the negative consequences that occur as a result of poor attendance. This will be done by participating in the following:</p> <ul style="list-style-type: none"> <li>• Title I Annual Meeting</li> <li>• MAHS Curriculum Night</li> <li>• WCSD Virtual Family Engagement webinars &amp; resource workshops</li> </ul> <p>We will seek to improve student attendance by implementing the MAHS attendance incentive plan (Cane Cash Program) (see appendix 2) (Funded by donations and other sources)</p>	<p>Communication logs, and documentation of parent conferences</p> <p>Attendance records</p> <p>Flyers, sign-in sheets</p>	<p><b>School Leaders Demonstrate:</b> Frequent attendance reports</p> <p><b>Teachers Demonstrate:</b> Daily attendance, and student assign make-up process</p> <p><b>Students Demonstrate:</b> Student achievement data</p> <p><b>Parents Demonstrate:</b> Communication logs and parent conferences</p>	<p>Continuous monitoring student attendance</p> <p>Attendance committee meetings.</p> <p>Attendance committee will notify all staff of the findings.</p> <p>Call-outs to parents</p>	.

## Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p>All MAHS teachers will continue to participate in professional development. Teachers will review research that reveals student academic performance due to improved student attendance.</p> <p>Professional development sessions will take place during collaborative planning sessions. During the common planning, each content area will work together to develop lessons and activities within the content areas.</p>	July 2016- May 2017	<p>Title II-A RESA Substitute teachers</p> <p>Title I</p>	MAHS administrative team and staff. (Courtney Lowe- Technology Integration Specialist, Sarah Sapinski- Media Specialist)	Continuous observations of student engagement	<p>Observation and documentation, sign in sheets, improvement of instructional practices, improved student performance and engagement</p> <p>Weekly common course / professional growth rubric.</p>
<p>Teachers will attend courses offered through RESA, State, and/or district level. (Classroom Management (6) Science in 3D Physics PD(1), Project Based Learning (1), Using games to teach Mathematics (2)</p>	July 2016- May 2017	<p><b>10 @ \$50 per course</b></p> <p>Mileage @\$0.54per mile (64 miles)= <b>\$35</b> (For each vehicle driven)</p>	Read 180 Teacher MAHS administrative team and staff. (Courtney Lowe- Technology Integration Specialist, Sarah Sapinski- Media Specialist)	Teachers will redeliver strategies during professional development sessions	<ul style="list-style-type: none"> <li>• Course sign-in sheets</li> <li>• Proof of course credit</li> </ul>
<p>Analysis of Read 180 and IXL math program data.</p> <p>Analysis of current and past GMAS scores.</p>	July 2016- May 2017		Read 180 Teacher MAHS administrative team and staff. (Courtney Lowe- Technology	Read 180/ IXL tech training/support provided by district and/or vendor	<ul style="list-style-type: none"> <li>• Read 180/ IXL growth report</li> <li>• Read 180/ IXL class summary</li> </ul>

			Integration Specialist, Sarah Sapinski- Media Specialist)		
Technology Integration Continue implementation of technology into the classrooms including, Ipads, laptops, document cameras, and new and /or improved software programs	July 2016- May 2017	.	(Courtney Lowe- Technology Integration Specialist, Sarah Sapinski- Media Specialist)	<b><i>Review of professional learning documentation</i></b>	Technology usage indicated in lesson plans

**Coordinations of Programs Chart (SWP #10, TA)**

**Coordination and integration of federal, state, and local services and programs, including programs supported under this ACT, violence prevention programs, nutrition programs, housing programs, homeless programs, migrant, neglected and delinquent programs, EL Programs, Title II-A, Programs, Head Start, adult education, vocational and technical education and job training.**

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. 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.

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, health services if needed, and other needed items such as computer, printer, and graduation cap and gown. The LEA coordinates services to migrant/immigrant students as they are identified.

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, 21<sup>st</sup> Century grant, The Partnership, Northeast Georgia RESA (NEGA RESA), Communities in Schools (CIS), Faith in Serving Humanity (FISH), United States Department of Agriculture (USDA), and the Federal free and reduced meal program. Other resources include 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.

Walton County School District coordinates purchase of technology equipment with the Technology Department and software with the Instructional Technology Department. The District Technology plan indicates that one computer lab will be provided per building, and with one standalone computer in each classroom. The current ELOST plan includes support of the eSMART initiative. Title I, IDEA, Title III funds, 21st Century, and any other federal program funds are used above and beyond what the local district, or state funding provides.

Schoolwide technology programs made available to all students at Monroe Area High School include an online subscription to USATestPrep, Scholastic’s READ 180 program, Academy of Reading, Academy of Math, IXL and AIMSWeb. To access course material online with a computer or mobile device, teachers use Schoology as their curriculum loft. Infinite Campus is used as the online gradebook for students and parents to access to grades and messages.

PROGRAM	How funds will be used
<b>Title I- Part A and Title I, Part A</b>	1 ELA/Read 180 Title I Teacher, 1 Math Title I Teacher, .5 Science teacher Semester 2, and 1 Technology Title I Paraprofessionals. These positions are for core content, to reduce class sizes, Parental Involvement, Technical Assistance support with program implementation, AIMSweb, supplemental educational supplies and additional technology equipment to assist in addressing students at risk of failing all content areas; Support to enhance Professional learning to include communities, additional substitute days/stipends to support data analysis, and the National At-Risk Youth Conference, tech support for READ180 Lab, USA Test Prep, and potential use of All In Learning software (pending available funding).
<b>Title II A- Preparing, Training and Recruiting High Quality Teachers and Principals</b>	Gifted Endorsement; ESOL Endorsement, TSS Training, New Teacher Orientation, Instructional Specialist Support, School-level Teacher Leader training
<b>Title I, Part D of ESEA Programs for Children and Youth who are Neglected, Delinquent, or At-Risk</b>	The Alcove, Inc. is closed. Walton County does not have a Neglected/Delinquent facility
<b>TITLE III , Part A of ESEA, Language Instruction for Limited English Proficient and Immigrant Student</b>	Our EL students are served by a certified teacher at MAHS.
<b>Title IV – Safe and Drug Free Schools</b>	Annual Student Health Survey, Red Ribbon Week, Parent Resource Center, Bullying prevention program for students, Assembly on Effects of Drugs and Alcohol Use, Principal Call-Out and Letter Notification to Parents, Monthly Emergency Procedure Drills, and Discipline Assembly in Fall and Spring
<b>IDEA – Individuals with Disabilities Act</b>	Services to students with Disabilities; Co-Teachers, teachers; para-professionals, Parent Mentor support, CTI teacher, and SEIS.

<b>Migrant</b>	Support provided through WCSD Federal Program Director and ABAC Consortium
<b>21<sup>st</sup> Century Community Learning Centers Grant</b>	Provides after school enrichment programs, including tutoring, enrichment and transportation home. These programs are focused on after-school and Saturday School indicatives.
<b>School Nutrition Program</b>	Free and Reduced Lunch/Breakfast
<b>Pre K- Elementary School Only</b>	None
<b>CTAE ( Middle &amp; High School Only)</b>	Provides funding for CTAE programs and associated CTSOs, such as Agriculture Tech, Family and Consumer Science, Computer Application, Business, Early Childhood Education, and Engineering
<b>McKinney –Vento Act Grant</b>	Support to Homeless families; tutors, educational supplies, transportation, reimbursement to parents for travel to and from school, field trip expense, school related activity fees, summer camp, back-pack buddy program, and afterschool program registration fees.
<b>Title II A Technology</b>	iPad training for teachers and students; Schoology; other Walton County School District initiatives, including Achievement Series, and classworks.
<b>Transition Program; 8<sup>th</sup> – 9<sup>th</sup>, 12- Post Secondary Option planning for College-Career</b>	Support of rising 9 <sup>th</sup> graders with summer transition program; high school to PSO with PROBE fair, College & Career Fair, GA Apply to College event, guest speakers, FAFSA night, STEM College & Career Fair
<b>Partners in Education</b>	Supports student academic recognition
<b>PTSO</b>	Activities to support teachers
<b>RESA</b>	TAPP induction program, content courses/workshops, Gifted, Teacher Leader, TSS professional learning for certification endorsement add-ons. Provide vision support.



## Highly Qualified Staff

(SWP 3, 5)

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

List efforts to recruit highly qualified teachers to your school.

Job fairs are held regionally and postings are available on district website. The recruiting procedures for certified staff follow the LEA guidelines for screening of applicants for certification level (to ensure highly qualified personnel are hired). To attract high-quality teachers, a strategic plan to promote positive public perception of MAHS has been developed. Utilizing mainstream news media and high traffic social media, the goal is to flood the community with news of positive stories and results happening at MAHS. Close proximity to several regional universities offers a natural source of potential employees. Highlighting the quality teaching and learning taking place at MAHS is the first step to attracting teachers from this candidate pool. We plan to strengthen our teacher induction program and plan to include student teachers/interns in this program in an effort to attract them to possible long term employment. We also plan to target faculty morale through strategic recognition efforts in an effort to improve retention rates.

**Resources:**

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

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

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

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

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

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