



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Chattooga Academy	District Name: Chattooga	
Principal Name: Barry Peppers	School Year: 2015-16	
School Mailing Address: 989 Highway 114 Summerville, GA 30747		
Telephone: 706-857-2402		
District Title I Director/Coordinator Name: Mike Martin		
District Title I Director/Coordinator Mailing Address: 33 Middle School Rd Summerville, GA 30747		
Email Address: mmartin@chattooga.k12.ga.us		
Telephone: 706-857-3447		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:	Date:	
Title I Director's Signature:	Date:	
Superintendent's Signature:	Date:	
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Barry Peppers		Principal
Charles Cooper		Testing
Emily Mobbs		CTAE Director
Barbara Wallace		Counselor
Terri Foley		PIC
Buffy Jo Williams		English/SPED
Robert Bice		Science
Harry Harvey		Math
Scott Lanier		Social Studies
Jason Hall		SPED
Samantha Stephens		PIC
Tracey Reynolds		PIC
Jeremy Heathcock		SPED
Christie Tudor		Parent
Lori Kellett		Parent
Heather Eagle		Parent
Don Foley		Parent



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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Participants met as a school Planning Committee and reviewed the 2014-2015 Title I Targeted Assisted School Improvement Plan for Chattooga Academy. Next, the Chattooga Academy Planning Committee met and discussed proposed goals and strategies for the upcoming school year, 2015-2016. The Title I budget and appropriation of funds, teacher and parent needs assessment, parent/student survey results, and student data were reviewed. Finally, the Planning Committee met to develop a Title I Schoolwide plan. Those persons involved were: Barry Peppers, Charles Cooper, Emily Mobbs, Barbara Wallace, Terri Foley, Buffy Jo Williams, Robert Bice, Harry Harvey, Scott Lanier, Jason Hall, Samantha Stephens, Tracey Reynolds, Jeremy Heathcock, Christie Tudor, Lori Kellett, Heather Eagle, and Don Foley. The ways they were involved include:

Barry Peppers	Principal
Charles Cooper	Testing Coordinator
Emily Mobbs	CTAE Director
Barbara Wallace	Counselor
Terri Foley	PIC
Buffy Jo Williams	English/ SPED Teacher
Robert Bice	Science Teacher
Harry Harvey	Math
Scott Lanier	Social Studies
Jason Hall	SPED Teacher
Samantha Stephens	PIC
Tracey Reynolds	PIC
Jeremy Heathcock	SPED/ Athletics
Christie Tudor	Parent
Lori Kellett	Parent
Heather Eagle	Parent
Don Foley	Parent

- B. We have used a variety of instruments, procedures, or processes to obtain this information including:

As a part of strategic planning, the Chattooga Academy SIP Planning Committee developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CRCT, PSAT, GHSWT, EOCT, SAT, ACT, Benchmark test results, Graduation Rate, Attendance Records, Discipline and behavior Reports, Student



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1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Learning Objectives, Georgia Parent Surveys, AYP/CCRPI Scoring Reports, Teacher and Staff Needs Assessment).

Criterion Referenced Competency Test (CRCT)- The CRCT is designed to measure how well students acquire the skills and knowledge described in the state mandated content standards in reading, English Language Arts, mathematics, science and social studies. The assessments yield information on academic achievement at the student, class, school, system and state levels.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States. The scores from the PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program.

GHSWT- Students in the eleventh grade participate in the Georgia High School Writing Test and must pass the GHSWT to earn a regular education diploma. Students are asked to produce a response to one on-demand persuasive writing prompt. The writing test requires students to produce a composition of no more than two pages on an assigned topic. The two-hour test administration includes 100 minutes of student writing time. The test is administered three times a year so that students have multiple opportunities to take the test before the end of the twelfth grade. The main administration of the GHSWT takes place in the fall of the eleventh grade year. Results of the GHSWT are used to identify students who may need additional instruction in academic content and skills considered essential for a high school diploma.

EOCT- The EOCT align with Georgia's state mandated content standards and include assessment of specific content knowledge and skills. The assessments provide diagnostic information to help students identify strengths and areas of need in learning, therefore improving performance in all high school courses. The EOCT also provide data to evaluate the effectiveness of classroom instruction at the school, system and state levels. In 2011 – 2012, the EOCT became Georgia's high school accountability assessment as part of the College and Career Ready Performance Index (CCRPI).

SAT- The SAT is a standardized test widely used for college admissions in the United States. It was first introduced in 1926, and its name and scoring have changed several times, being originally called the Scholastic Aptitude Test, then the Scholastic Assessment Test, then the SAT Reasoning Test, and now simply the SAT. The SAT is owned and published by the College Board, a private, nonprofit organization in the United States. It is developed and administered on behalf of the College Board by the Educational Testing Service. The test is intended to assess a student's readiness



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for college.

ACT- The ACT (originally an abbreviation of American College Testing) college readiness assessment is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc. It was first administered in November 1959 by Everett Franklin Lindquist as a competitor to the College Board's Scholastic Aptitude Test, now the SAT. The ACT originally consisted of four tests: English, Mathematics, Social Studies, and Natural Sciences. In 1989, the Social Studies test was changed into a Reading section (which included a Social Studies subsection) and the Natural Sciences test was renamed the Science Reasoning test, with more emphasis on problem solving skills. In February 2005, an optional Writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year.

Writing Assessments- Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. Student writing samples are evaluated on an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance.

Benchmark Tests- Tests administered, pre and post, in all four academic areas (Science, Social Studies, Math, ELA).

Student Learning Objectives- District determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

Teacher and Staff Needs Assessment- The teacher and staff needs assessment is administered in the spring and utilized to determine professional development for the upcoming school year. The information gleaned from this assessment is utilized to revise the SWP and determine resources.

Georgia Parent Surveys- Georgia Parent surveys are provided to all parents of students at Chattooga Academy. School climate surveys were developed by the Ga DOE to gather school climate perceptions from students, school staff members and parents. Data from the school climate surveys and other sources will be used in the calculation of School Climate Star Ratings for all Georgia public schools. The **Georgia Parent Survey** contains 24 questions related to *Teaching and Learning, School Safety, Interpersonal Relationships, Institutional Environment* and *Parent Involvement*. Data from this survey will be used to further revise the SWP and parent involvement plan.



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CCRPI Scoring Report- The committee meets quarterly to discuss the needs of the school. The School Improvement Planning Committee will meet four times throughout the 2015-2016 school year to update the school wide plan. The principal will meet weekly with teachers to analyze data, focusing on formative assessments and student's mastery of standards.

- C. We have taken into account the needs of migrant children by assessing each student's individual situation...
 Migrant students' needs are diagnosed, and a profile is maintained and created based on the needs assessment. Based on previous transcripts, applicable course credit is awarded and students are placed in the most appropriate courses possible for their current status. Several programs and options are available to those students who have unique situations for example: 1) Georgia Virtual High School can be utilized if a course is not available on campus, 2) Chattooga Academy Learning Center can be an option if students are behind in course work, and require a seat-time waiver, and/or 3) English as a Second Language (ESOL) services are available for students with language barriers.
- D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.

2013-14 EOCT SCORES

Course	DID NOT MEET	MEET	EXCEED
American Literature	2	3	0
Analytic Geometry/Math II	7	0	0
Biology	2	0	0
Coor. Alg./Math I	8	0	0
Economics	0	0	0
9 th Grade Literature	7	6	0
Physical Science	5	3	1
US History	7	0	0

2013-2014 Chattooga Academy CRCT Scores

2013-2014	ELA	Math	Reading	Science
Exceeds	4	1	2	0
Meets	12	11	15	11
Did Not Meet	3	7	2	8



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E. We have based our plan on information about all students in Chattooga Academy and identified students who are not yet achieving to the Common Core Georgia Performance Standards (CCGPS) and the State student academic achievement standards. Those group of students include:

"X" indicates subgroups not meeting standards	American Literature	Analytic Geometry/Math II	Biology	Coor. Alg/Math I	Economics	9 th Grade Literature	Physical Science	US History
Black	X	X		X			X	X
White	X	X		X			X	X
ED	X	X		X			X	X
SWD	X	X		X			X	X
All	X	X		X			X	X

Students served in Chattooga Academy are at risk for high school failure for a variety of reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, adjustment problems, or juvenile justice involvement. CA will collaborate with state and local agencies to design programs specifically tailored to meet the needs of students who may be struggling with poverty, substance abuse, or family dysfunction.

Some of the unique alternative education programs that CA currently offers to address these needs are: flexible scheduling, small class sizes, career skills training, innovative instructional techniques, and positive relationships with faculty.

In order to change the community perceptions and address the needs of students enrolled at CA, the schedule is being restructured to allow for community service opportunities that will allow students to become productive participants in their community. For example, CA will work with local government to identify areas of need within the community that the CA students will develop service-learning projects to engage citizenship and academic skills to build a better community.

CA also plans to implement a life skills class that would incorporate youth and family involvement in goal-setting, as well as, connect students to social and emotional learning through a project based, technology program entitled Youth Leadership Academy. Through this program, students will develop leadership skills, citizenship skills, and self-



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management techniques.

http://www.urbantech.org/landing_page/?gclid=ClyijdqiosYCFUg8gQodn64HPg

To address academic needs and challenges, CA plans to acquire an additional math teacher to provide afternoon tutoring and additional small group, focused tutoring on Mondays. The Chattooga County school system operates on a four-day school calendar week which provides an opportunity for Monday tutoring to be targeted towards students who are academically behind. Individualized learning needs will be assessed through review of weekly assessment data review with the principal.

CA will develop and implement an attendance campaign accompanied with incentives to address the attendance problems which impact student achievement.

- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strength is that we provide an alternative that best suits students who do not fit the mold of traditional students.
 - The major need we discovered are:
 - Math – Numbers and Operations, Geometry, Algebra, Analytic Geometry (Title I funding from 2015-2016, is projected to provide an additional math teacher to assist in the math instruction and provide additional tutoring for our students.)
 - Attendance – The attendance rate continues to be a contributing factor that impedes student learning at CA.
 - Students' Personal, Social and Emotional Health – Students' enrolled at CA often exhibit behavioral difficulties and adjustment problems that directly influence academic progress and personal growth.
 - Common planning time with CA teachers and administration to review student data/progress and adjust instruction/schedule accordingly to address students' learning needs.

Due to 100% of our students are not meeting standards on CRCT, benchmark tests, EOCTs, CLOs, and Georgia writing assessments in all content, Title I funds may be used to supplement all core content and provide additional staff.

- The needs we will address are:
 - Common planning with teachers and the principal to address student data and progress
 - Professional development with teachers regarding mathematics instruction and best practices
 - Student attendance rates
 - Students' social and emotional learning



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- Math – Numbers and Operations, Geometry and Algebra

➤ The specific academic needs of those students that are to be addressed in the schoolwide program plan will be:

- Math – Number and Operations, Geometry, Algebra, Coordinate Algebra, Analytic Geometry
- Science – Physical Science
- Social Studies – US History
- Literature – 9th Grade Literature

➤ The root cause(s) that we discovered for each of the needs are:
Students served in Chattooga Academy are at risk for high school failure for a variety of reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, adjustment problems, or juvenile justice involvement.

In addition, with the flexible scheduling of teachers at CA, the common planning time with administration has not been accommodating.

G. The measurable goals/benchmarks we have established to address the needs are:

- Reduce the number of students in subgroups who did not meet the state and/or subgroup performance targets according to the CCRPI.
- To increase the level of student achievement on Milestones/End Of Grade Tests in all subject area. Actions and strategies for this goal include:
 - (1) Utilize benchmark testing to collect data and use to target specific student needs to help tailor instruction.
 - (2) Implement additional tutoring sessions on Mondays for EOCT remediation and preparation.
 - (3) Provide professional development and training workshops for teachers as available.

Benchmarks will be given to the students throughout the year to determine mastery of CCGPS standards. Safety nets will be provided for students who do not master all the elements of the standard during the school day and after school.

2. Schoolwide reform strategies that are scientifically-research based:

2(a). Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).





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Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are by blending the best practices from Learning Focused, America's Choice and International Center for Leadership in Education models in order to develop a learning/teaching environment relevant to 21st century students. These three education models provide effective instructional methods and practices that are based on scientific research. For example we maintain high expectations and support for all students as a Learning Focused School, implementing best practices through America's Choice and a focus on rigor and relevance as proposed by the International Center for Leadership in Education. In order to address the needs of all students, particularly the economically disadvantaged population, special education population and the academically advanced, implementation of the best practices from these educational models will be monitored on a frequent basis. Data will be analyzed and differentiated instruction used to meet the various needs of students with the use of Performance Matters program.

The CA stakeholders are developing a multi-year approach to reform. For example in school year 2014 -15 students assigned to the Academy worked mostly self-paced in the lessons with assistance from teachers on an as needed basis. In 2015-16, the teachers will give direct small group instruction daily through the modules in the computer courses. In 2016-17, alternative Academy instructional hours may be offered to assist students who work or have small children to provide the maximum opportunity to receive a quality education. By implementing a small number of changes each year we will be able to focus on each process with precision from every stakeholder and to monitor more closely the effectiveness of each process. Rigor, relevance and relationships will be the driving forces behind all improvement initiatives.

2(b). Are based on effective means of raising student achievement:

Response:

GradPoint, the online academic program used by CA, will address virtual and blended learning, remediation, dropout prevention, alternative education, and English language learning. Students who do not have personal computers at home are allowed to checkout tablets or laptops to supplement the work that is done at school.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:



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2(c). Use effective instructional methods that increase the quality and amount of learning time.

Students in the learning center portion of the alternative school are allowed to participate in vocational courses to stay on track and earn completed pathway status. Small group instruction will increase the amount and quality of learning time for the student.

GradPoint, the online learning source, provides the student with the option of self-paced learning and also allows for flexibility in the student's schedule.

2(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

Response:

School administration will hold monthly meetings with teachers and students to discuss student progress, data, and plans. The CA school council will meet quarterly to discuss school improvement.

3. Instruction by highly qualified professional staff

Response:

Instruction by Highly Qualified staff is a priority for both CA and the Chattooga County School system. For the 2014-2015 school year, the CA faculty is comprised of 100% highly qualified teachers as certified by the Georgia State Board of Education. 100% of the paraprofessionals at CA are highly qualified. Paraprofessionals will work with at-risk students on a daily basis to provide assistance in instruction, learning, and transition. CA paraprofessionals work under the guidance and direction of highly qualified teachers.

Each paraprofessional will be placed into identified areas of need that will increase the opportunities for students to meet/exceed state standards. Their duties will include providing instructional support under content area teacher's supervision, one-on-one tutoring, assisting with classroom management, supporting media staff, providing computer lab assistance, implementing IEP accommodations and modifications, and arranging parental involvement activities.

For the 2015-2016 school year, there will be 17 faculty and staff members at Chattooga Academy (CA). Chattooga Academy operates at three separate school facilities: Leroy Massey Elementary houses the elementary GNETS program, Summerville Middle School houses the middle school Crossroads and Learning Center, and Chattooga High School houses the high school Crossroads Learning Center, and middle/high school GNETS program. The administration at CA is comprised of one principal and three shared full-time counselors. The counselors are available to the students throughout the school day.

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

The district and school administration will continue to recruit and hire the most talented, qualified, and motivated teachers available. The school district will continue to participate



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3. Instruction by highly qualified professional staff

in a variety of job fairs at local colleges and to utilize Teach Georgia an online resource that helps join qualified staff with school districts that have open positions. Each new school year, the district holds new teacher orientation designed to familiarize new faculty to the district and schools. During pre-planning, each school will offer introductory training on technology in the classroom such as a SMART board, student response systems, and textbook resources.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

4(a). We have aligned professional development with the State's academic content and student academic achievement standards in order to enhance learning for all students. These opportunities will be targeted toward increasing the following goals:

- Student Achievement
- Motivation/Engagement
- Drop Out Rate
- Graduation Rate
- Attendance

Teachers will continue professional development toward implementing and teaching the new Georgia Performance Standards (GPS) in every content area. Faculty and staff at CA will be provided with numerous opportunities for professional development. The new modified schedule will provide opportunities for collaboration among departments and subject areas. Minutes will be kept of the meetings and submitted to the Assistant Principal for Curriculum and Instruction on a monthly basis. On-site PLU opportunities will be provided for both teachers and paraprofessionals, mini technology planning sessions will be provided as needed and available.

4(b). We have aligned professional development with the Common Core Georgia Performance Standards that are designed to increase the level of student academic achievement. Northwest Georgia RESA has been utilized as a source for professional development for all CA teachers. Math teachers, in 2014-2015, attended a 2-week Math Academy where they worked collaboratively with middle school teachers unpacking Common Core math standards, aligning curriculum, and focused on research-based best practices. ELA teachers worked collaboratively with our middle school teachers to increase vertical alignment throughout grade levels. The Science and Social Studies Departments are active members of county wide vertical teams who meet quarterly to review benchmark data, curriculum, pacing guides and best practices. School-wide training and collaboration among staff is an ongoing process for our faculty and staff. All new teachers at CA will



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4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

receive introductory training concerning alternative education. All staff with Smart boards and CPS interactive units will receive technology training on how to utilize these resources to improve instruction in the classroom. Each department that administers benchmark tests will receive training on Achievement Series, including how to create answer sheets, scan, and analyze results. For 2015-16, all teachers have access to PD360, an online professional development community.

4(c). We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, we will participate in Northwest Georgia RESA, time for collaborative planning, technology support, TKES training, and money for substitutes when teachers are attending professional development sessions.

4(d). Several methods and assessments will be used throughout the year to monitor and adjust the determination of professional development provided to the faculty and staff. Teachers will learn how to analyze test data from GHSGT and EOCT in all academic areas to set department and individual goals. The data will be disaggregated and examined by domains and compared to other systems across the state. Each subject area will plan for instruction weekly and discuss student achievement on common assessments and how to use the results to improve instruction. These meetings will assist teachers in determining professional development needs within each department. The staff will also participate in on-line surveys to help identify professional development needs in technology and safety. Opportunities for professional development will be offered to staff from RESA, the Georgia Department of Education webinars, the LEA technology department and from school administrators.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

The district and school administration will continue to recruit and hire talented, qualified, and motivated teachers available. The school district will continue to participate in a variety of job fairs at local colleges and to utilize Teach Georgia, an online resource that helps join qualified staff with school districts that have open positions. Each new school year, the district holds new teacher orientation designed to familiarize new faculty to the district and schools. During pre-planning, each school will offer introductory training on technology in the classroom such as a SMART board, student response systems, and textbook resources.



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6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response:

Parent Involvement is an integral part of student success. This is an area that needs considerable improvement. There is a small group of dedicated parents, but the need for increased parent involvement is evident. Through the SWP Planning Committee, parents collaborate on revising and writing the SWP, parent involvement policy, and school-parent compact. The CA Planning Committee work to improve student achievement in ways that exemplify the school mission and vision. Various stakeholders also work with CA to support and encourage student learning through volunteering and partnership. The CA will encourage sustained levels of parent involvement through the following avenues and strategies:

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by:

- CHS/Academy Web-Site
- School Council Committee
- Parental Involvement Check List
- News Letters
- Booster Clubs
- Guest Speakers
- Open House
- Parent Conferences
- IEP Meetings
- Home Visits
- Emails
- Agendas
- Progress Reports
- Extracurricular Activities
- Phone Contacts
- School Messenger
- Chaperones for Field Trips
- Fundraisers
- Involvement in Club Activities
- Business Partners
- Chattooga Shout Point

- B. We have developed a parent involvement policy included in our appendices that provides a framework for parent involvement at Chattooga Academy. Parents will be involved in the decision making process concerning the design, implementation, assessment and



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alteration of the school-wide program through surveys, committees, conferences, and/or meetings. Parents will be involved in an assessment to evaluate the school's effectiveness and plan any changes to continue the improvement process at the end of the year. The assessment results will be utilized to update the school parental involvement policy to meet the changing needs of parents. The updated policy will be distributed to the parents of the participating children at the beginning of the school year. In addition, documents will be available on the school's website, as well as, kept in the media center for review upon request.

- C. Chattooga Academy will conduct an annual fall orientation meeting to inform parents about the school's Title I program, the school parental policy, compact, the schoolwide plan, academic programs and activities available at CA. Parents will be informed of their rights under the Title I program and will be given an opportunity to serve on school committees. Additional meetings will be scheduled throughout the year to review the SWP, compacts, policies, data, parent involvement work sessions, and to address parental concerns. To ensure all parents have the opportunity to be involved, all school meeting times will be, when possible, varied to accommodate parents' needs. Parents will be:
- Provided with information on a timely basis through individual parent conferences, group conferences, meetings, workshops and/or printed materials.
 - Given a description and explanation of the curriculum, academic assessments and proficiency levels that students are expected to meet.
 - Given opportunities for regular meetings to participate in decisions relating to the education of their children, if requested.
 - Assured that if the educational plan is unsatisfactory to the parent their comments and concerns will be given to the LEA.
 - Given information through handouts, the CA website, the school marquees and the local paper and the local radio station (AM1180) when possible.
 - Provided with information to help them better understand:
 - Informed of the Common Core Standards and performance standards.
 - State and local assessment data

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

In order to assist with the transition of students from middle school programs through high school and into post-secondary opportunities in a more efficient manner CA has a variety of programs tailored to meet the needs of every student. CA is made up of students in three separate programs: K-12 GNETS, 6-12 Learning Center, and the 6-12 Crossroads Behavior Program. Chattooga Academy receives students from all other county schools, Chattooga High School, Leroy Massey Elementary School, Summerville Middle School, Menlo Elementary School and Lyerly Elementary School. Upon entry of



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each new student to the Academy administration meets with students and parents to develop an entry and exit plan for each student. Included is an explanation of the academic requirements and registration procedures. They are able to become familiar with the floor plan and surroundings. This practice will continue to be part of the 2015-2016 School-Wide Plan.

During the summer, CA will host a three day registration session. New students will register for classes and locate their classrooms. Meetings will be held for both students and parents so that questions may be answered and information relayed to all. Returning students will receive schedules and parking passes. We will also host an Orientation for all students and parents to attend in order to become familiar with policies and procedures.

During the first month of school Chattooga Academy will hold an Open House for all students and their families. During the open house, students and parents will meet the teachers, receive necessary paperwork and information, and be encouraged to provide input to the school's Title I program.

New/Transfer Students

When a new student enrolls during the school year, the counselor and administrator will meet with the student and his/her parents to explain school procedures and policies, the student's schedule, distribute a student agenda and any needed paperwork. The student will then be taken on a tour of the school to show him/her where his/her classes are and introduce the student to his/her teachers. The end goal is to have most students transfer back to their school (high or middle).

High School to Life

Starting on the first day of school, all students will focus on completion of high school with the school motto, "Failure is not an Option". Throughout the year, students will meet in advisement to develop relationships and get involved in school clubs. Because research shows that drop-out prevention is most successful when students build relationships early in high school, CA will enhance the advisement program with a focus on the 9th grade class. The goal of the Advisement Program is to ensure a smooth transition to high school and build a teacher/mentor relationship to last the student's entire high school career. The Teachers as Advisors Committee will meet monthly and will plan lessons for students to help students reach the goal of graduation and to move toward a successful post-secondary career. These activities will include evaluating graduation credits, planning for next year's classes, preparing for PSAT, SAT and ACT, creating positive thinking and successful student behavior. The CTAE and associated clubs will be utilized to help students find their niche for the future and receive the training to help students succeed. Flexible scheduling, credit recovery, and evening school will offer opportunities for students to complete Carnegie units and recover credits or find alternative means to finish requirements for high school. The counselors will furnish students with exposure to post-secondary opportunities to increase the likelihood of college completion. Advanced Placement classes will allow for accumulation of post-secondary credits before high school graduation. Targeted programs for assistance in transition will be as follows: CVI, DCT, CBE, Project Success, and IEP transition plans.



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8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

Vertical alignment of curriculum and measures to improve the overall instructional program at Chattooga Academy will be accomplished by engaging teachers, counselors, students, parents, and administrators in on-going, relevant conversations regarding achievement as well as both formative and summative assessments.

Teachers will meet with the administrative team, independently by subject areas each month to review data, reflect on student progress, brainstorm solutions, and share planning information. Strategies will be outlined for implementation of data driven instruction. Discussions and analysis of data based upon pre and post benchmark assessments will ensure that benchmark tests are used effectively and that instruction remains data driven. The Principal, teachers, and other staff members will meet and discuss findings regarding various assessments. The findings will be used to refine the school improvement plan. The CA Planning Committee and School Council will also actively engage in assessing achievement data to further investigate innovations, new and improved strategies and best practices to further accelerate effort toward excellence.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided effective and timely additional assistance. Those activities include strategies to quickly identify and support struggling students. Students will receive assistance for deficiencies as identified through the work within the computer based program, Grad Point. When a student shows signs of struggling in any content area, his/her parents will be notified, a conference will be scheduled, and strategies for supporting the student will be discussed.

Title I funding from 2015-2016, is projected to provide: an additional math teacher to assist in the math instruction for our students, professional development for math instruction and Grad Point software, and other instructional materials/supplies. After-school or Monday tutoring would also be implemented to help students to stay on course.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

- Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C: Education of Migrant Children
- Title II A: Teacher and Principal Training and Recruiting Fund
- Title IIIA: English Language Acquisition, Enhancement, & Academic Achievement
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- IDEA Part B
- Carl Perkins
- State funds
- Local Funds
- Other
 - Department of Human Resources
 - Student Resource Officer Program
 - United Way of Northwest Georgia
 - Partners in Education

A. Title I, Part A: Improving Basic Programs Operated by Local Education Agencies

- Achievement Series, Benchmark Assessment Development, Math Consultant, Technology
- Equipment and Support, Parental Involvement (Parent-Teacher Nights), During School Supplemental Instruction for Reading, Math and Science, Instructional Supplies (books), Improvement of Instruction (supplies), Registration/Fees/Dues for Professional Development, Travel Reimbursement for Professional Development, Salary for Curriculum/Instruction Facilitator

B. Title I, Part C: Education of Migrant Children

Supplies/materials for supporting the Migrant population

C. Title II A: Teacher and Principal Training and Recruiting Fund

Provides funds for the reimbursement of certification tests, teacher recruitment activities, professional development to improve differentiated instruction, and evaluation training for administrators to improve instruction.

D. Title IIIA: English Language Acquisition, Enhancement, & Academic Achievement

Provides funds for interpreters, books, materials, and supplies to support the ELL



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student population. These funds also provide for the training of qualified ELL personnel.

E. Title IV, Part A: Safe & Drug-Free Schools and Communities

Provides funds for nursing staff, training, and supplies

F. IDEA Part B

Achievement Series, Professional Development for Math, RTI, Differentiated Instruction, Behavior Intervention Specialist, ESS Social Worker, ESS Transition Coordinator, ESS Paraprofessionals, Diagnostician

A. Carl Perkins

CTAE – Career, Technical and Agricultural Education

B. State funds

Instructional Supplies, Parental Involvement, Technology (hardware, software, licensing, and support), Improvement of Instruction, Professional Development

C. Local Funds

Instructional Supplies, Parental Involvement, Technology (student agendas, hardware, software, licensing, and support), Improvement of Instruction, Professional Development

D. Other

Partners in Education (business partners provide incentives and volunteers)

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

Response:

Student assessment results will be provided to parents when they are received from the Georgia Department of Education and analyzed by CA. One copy will be placed in the student’s permanent record, and one copy will be sent home to the parents. An explanation of the scores will be provided by the state of Georgia with the report. The administration, faculty, staff, and School Council will also provide assistance to students and parents in translating the results of the data and targeting student needs. Data will be analyzed and converted into charts and graphs and placed in the data room at CHS for all



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stakeholders to view.
School wide grade book software allows access to individual student data by the student, her/his parents, and CA Staff via the internet in order to monitor student progress. The available data includes individual assignments, class averages and attendance.

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

Response:

All data used by Chattooga Academy is provided by the Georgia Department of Education. The state required tests for Georgia are statistically sound. When tests results are returned from the Georgia State Department of Education they are disaggregated for all students and for each sub-group within the school and then reported to all stakeholders. On-line survey analysis systems, computer generated benchmark, attendance, and discipline results are analyzed by the Chattooga Academy Planning Committee.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

Each standardized test is analyzed and disaggregated to the extent that teachers can pinpoint domain weaknesses and adjust instruction accordingly. Test results are discussed among the faculty to make decisions regarding the improvement process. Trends and patterns through multi-year analysis are observed from the data. Test security is of utmost priority. Test administration and proctor training is held to ensure full understanding of testing procedures.

14. Provisions for public reporting of disaggregated data.

Response:

State data results are published statewide and released by the Georgia Department of Education. Locally, the CCRPI score is published through various media outlets. The SWP will be communicated to the widest range of stakeholders by housing a copy on the school website and in the school counselor's office. Test results, CCRPI results, and the SWP will be discussed during school council meetings and other school related functions.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response:

The Chattooga Academy, School Improvement Plan is reviewed and updated annually.



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16. 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, and pupil service personnel, parents, and students (if secondary).

Response:

Chattooga Academy's School-Wide Plan will be updated each year to reflect the needs of the school and will be based on comprehensive needs assessment and evaluation of the current plan by all stakeholders.

17. Plan available to the LEA, parents, and the public.

Response:

Locations the plan is available include:

- School Counselor's Office
- School Web-site
- Chattooga County Board of Education
- Copies are Available Upon Request

18. 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..

Response:

Provisions will be made for translating this report into any language required for the stakeholders of this community.

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

Response:

The above plan is subject to the school improvement provisions of section 1116 and follows the Elementary and Secondary Education Act of 1965. The school adheres to standards for accreditation from Southern Associations of Colleges and Schools which require review of data, development and implementation of an action plan to address areas of identified needs, and using effective strategies to monitor continued school improvement efforts.