

## Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
<b>School Name:</b> Charles Drew High School	<b>District Name:</b> Clayton County Schools	
<b>Principal Name:</b> Stephanie Trice	<b>School Year:</b> 2019-2020	
<b>School Mailing Address:</b> 6237 Garden Walk Blvd, Riverdale, GA 30274		
<b>Telephone:</b> 770-472-2820		
<b>District Title I Director/Coordinator Name:</b> Katrina Thompson		
<b>District Title I Director/Coordinator Mailing Address:</b> 1058 Fifth Avenue, Jonesboro, GA 30236		
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<b>ESEA WAIVER ACCOUNTABILITY STATUS</b> (Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>	<b>Focus School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b>	<b>Date:</b>	
<b>Title I Director's Signature:</b>	<b>Date:</b>	
<b>Superintendent's Signature:</b>	<b>Date:</b>	
<b>Revision Date:</b> 10/31/2016	<b>Revision Date:</b>	<b>Revision Date:</b>



## **Georgia Department of Education Title I Schoolwide/School Improvement Plan**

### **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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### Title I Planning Committee

Name	Title	Signature
Stephanie Trice	Principal	
Jesse L. Griffin	Assistant Principal	
Clarisse Frazier	Instructional Coach	
Camille Burnley	Math Teacher	
Dawn Cloud	ELA Teacher	
Beverly Stevens-Dunn	Social Studies Teacher	
Kenneth Chong	Science Department Chair	
Sharien Muhammad	Lead Counselor	
Brandi Hall	Parent	
Marchette Nimes	Media Specialist	
Tina Shatto	DES Department Chair	
Alexis Todd	Student	
Skye Washington	Parent Liaison	

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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).

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### *Response:*

- A. We have developed our Drew High School wide plan with the participation of individuals who will carry out comprehensive schoolwide/school improvement program plan initiatives. Those persons involved were members of the Drew High School Leadership Team, teachers, students, parents, and community members. These stakeholders were reviewing assessment data and survey results that were administered.
- B. Each core academic coordinator collaborated with the department's teachers to analyze its data. Georgia Milestones, SAT, ACT, district benchmark, and common assessment data were reviewed by all student groups and various Teams of teachers identified potential reasons or causes for areas in which student struggled. In addition, the school partnered with stakeholders, support staff, counselors, social workers, administrators, and others to examine discipline, retention rate, and data from various support programs. Throughout the process, we reviewed the following data:
  - Georgia Milestone Assessment System – End of course test for all students enrolled in Economics, Georgia Milestones 9<sup>th</sup> Grade Literature, American Literature, US History, Biology, and Physical Science
  - School Demographics – including student socio-economic level, race, gender, and native language
  - Student Growth Percentiles – SGP
  - Student Attendance
  - Parent Involvement as taken from sign-in sheets at parent workshops, meetings, curriculum nights, and volunteering
  - Students With Disabilities data and reports – including Individualized Education Plans, Behavioral Intervention Plans, and Georgia Alternative Assessment
  - English Language Learners data and reports – Including ACCESS assessment data for students who are English Language Learners as well as those serviced in the program
  - Collaborative Planning – Agendas and protocol notes from collaborative planning meetings held by school staff

Data was presented in chart format that represented student performance over the past three years to allow group to identify strengths and weaknesses in student performance. Brainstorming sessions were held with teachers within their departments. This information was presented during Title I meetings for further consideration. Throughout the development of this plan, we took account the needs of all students with disabilities, English learners, homeless, migrant, and other subgroups.

- C. Charles Drew High School does not have a migrant population at this time. In the event the school gains a migrant population, the school will follow district, state, and federal guidelines to ensure that these students are afforded the same opportunities as all other students. We will diagnose their needs, create and maintain a profile based on their needs, plan engaging instruction, teach Georgia Standards of Excellence, assess for mastery, reteach, and implement interventions/RTI and administer summative assessments to determine if mastery is achieved or further intervention is needed. All parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child is identified as migrant. The original form is sent to the office of Federal Programs to be forwarded to the Georgia Department of Education ABAC Office. A copy of the completed survey is maintained in the student's cumulative folder.
- D. We have reflected on current achievement data that will help the school understand the subjects and skills that need to be improved. We have also reviewed data for Economics, US History, Physical Science, American Literature, 9<sup>th</sup> Literature, Algebra I, and Analytic Geometry. Although our teachers work continuously to improve student achievement, we have identified areas for improvement.

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learning in a way that each child gains a deeper understanding of the content, there continues to be additional growth in all areas.

2018	Percent					2018 Level 3 & 4	2017 Level 3 & 4	2016 Level 3 & 4	G L
	Level 1: Beginning	Level 2: Developing	Level 3: Proficient	Level 4: Distinguished					
Economics	20.50%	24.80%	41.70%	12.90%		54.60%	53.10%	53.00%	
US History	39.50%	30.70%	22.50%	8.20%		30.70%	23.40%	19.20%	
Physical Science	58.40%	25.10%	12.30%	4.00%		16.30%	11.00%	10.00%	
Biology	48.60%	25.20%	24.90%	1.20%		26.10%	22.00%	33.70%	
American Lit	37.50%	47.70%	25.40%	2.40%		27.80%	17.70%	29.30%	1
9th Literature	24.30%	44.60%	29.50%	1.60%		31.10%	29.90%	22.00%	
Algebra I	64.00%	26.20%	6.10%	0.60%		6.70%	11.50%	4.60%	-
Geometry	47.80%	33.60%	15.80%	1.60%		18.50%	17.50%	14.70%	

Students tested in Economics, US History, Physical Science, Biology, American Literature, 9<sup>th</sup> Grade Literature, Geometry. Compared to 2017 results, we experienced an increase in the percentage of students passing all subjects. Our percentages declined in Algebra 1.

The 2018 CCRPI breakdown by Subgroup and Content Mastery is below.

2018	Charles R. Drew High School	ALL Students	English Language Arts	99.00 %	48.06	47.47	G
2018	Charles R. Drew High School	American Indian/Alaskan	English Language Arts	NA	NA	TF S	N A
2018	Charles R. Drew High School	Asian/Pacific Islander	English Language Arts	100.00 %	62.96	84.35	R
2018	Charles R. Drew High School	Black	English Language Arts	98.99 %	44.04	44.52	Y
2018	Charles R. Drew High School	Economically Disadvantaged	English Language Arts	99.00 %	48.06	47.47	G
2018	Charles R. Drew High School	English Learners	English Language Arts	100.00 %	31.75	27.73	G *
2018	Charles R. Drew High School	Hispanic	English Language Arts	98.77 %	55.90	50.08	G
2018	Charles R. Drew High School	Multi-Racial	English Language Arts	TFS	TF S	TF S	N A
2018	Charles R. Drew High School	Students With Disability	English Language Arts	97.50 %	19.18	16.10	G *
2018	Charles R. Drew High School	White	English Language Arts	TFS	TF S	TF S	N A
2018	Charles R. Drew High School	ALL Students	Mathematics	99.75 %	32.69	36.90	R



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2018	Charles R. Drew High School	American Indian/Alaskan	Mathematics	NA	NA	NA	NA
2018	Charles R. Drew High School	Asian/Pacific Islander	Mathematics	100.00 %	66.18	75.01	R
2018	Charles R. Drew High School	Black	Mathematics	99.81 %	28.95	34.16	R
2018	Charles R. Drew High School	Economically Disadvantaged	Mathematics	99.75 %	32.69	36.90	R
2018	Charles R. Drew High School	English Learners	Mathematics	100.00 %	13.48	17.63	R
2018	Charles R. Drew High School	Hispanic	Mathematics	99.56 %	36.01	38.03	R
2018	Charles R. Drew High School	Multi-Racial	Mathematics	TFS	TF S	TF S	NA
2018	Charles R. Drew High School	Students With Disability	Mathematics	99.12 %	14.42	15.79	Y
2018	Charles R. Drew High School	White	Mathematics	TFS	TF S	TF S	NA
2018	Charles R. Drew High School	ALL Students	Science	99.68 %	40.46	34.00	G
2018	Charles R. Drew High School	American Indian/Alaskan	Science	NA	NA	NA	NA
2018	Charles R. Drew High School	Asian/Pacific Islander	Science	100.00 %	74.08	78.60	R
2018	Charles R. Drew High School	Black	Science	99.49 %	35.02	29.28	G
2018	Charles R. Drew High School	Economically Disadvantaged	Science	99.68 %	40.46	34.00	G *
2018	Charles R. Drew High School	English Learners	Science	100.00 %	14.76	17.82	R
2018	Charles R. Drew High School	Hispanic	Science	100.00 %	45.09	33.65	G
2018	Charles R. Drew High School	Multi-Racial	Science	TFS	TF S	TF S	NA
2018	Charles R. Drew High School	Students With Disability	Science	98.84 %	17.90	12.20	G *
2018	Charles R. Drew High School	White	Science	TFS	TF S	TF S	NA
2018	Charles R. Drew High School	ALL Students	Social Studies	99.50 %	61.42	55.71	G
2018	Charles R. Drew High School	American Indian/Alaskan	Social Studies	NA	NA	TF S	NA
2018	Charles R. Drew High School	Asian/Pacific Islander	Social Studies	100.00 %	76.00	90.00	R
2018	Charles R. Drew High School	Black	Social Studies	99.55 %	59.84	50.93	G
2018	Charles R. Drew High School	Economically Disadvantaged	Social Studies	99.50 %	61.42	55.71	G *
2018	Charles R. Drew High School	English Learners	Social Studies	100.00 %	42.69	61.61	R
2018	Charles R. Drew High School	Hispanic	Social Studies	100.00 %	63.	66.	R

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18	School			%	35	56	
20	Charles R. Drew High				TF	TF	N
18	School	Multi-Racial	Social Studies	TFS	S	S	A
20	Charles R. Drew High			97.44	24.	17.	G
18	School	Students With Disability	Social Studies	%	67	63	*
20	Charles R. Drew High				TF	TF	N
18	School	White	Social Studies	TFS	S	S	A

Economics GMAS data from 2015 and 2016 show that there was a 31% increase in the number of students at the school while US history saw no significant change. Physical science, American Literature, Analytic Geometry, and Biology saw an increase between 3% and 16%. Ninth Grade Literature and Algebra I decreased significantly. These decreases were affected by these areas.

Since our CCRPI score was below 60 for a consecutive 3 years, Charles Drew's CCRPI score was below 60, however in 2015-2016, the score rose to 62.3. Our score is projected to increase this year.

School Demographic Data			
	2015-2016	2017-2017	2017-2018
<b>Total Enrollment</b>	<b>1508</b>	<b>1547</b>	<b>1828</b>
<b>Asian</b>	<b>46</b>	<b>52</b>	<b>62</b>
<b>Black</b>	<b>1152</b>	<b>1148</b>	<b>1225</b>
<b>Hispanic</b>	<b>271</b>	<b>305</b>	<b>477</b>
<b>Multiracial</b>	<b>24</b>	<b>21</b>	<b>37</b>
<b>White</b>	<b>14</b>	<b>13</b>	<b>26</b>
<b>English Language Learners</b>	<b>1</b>	<b>2</b>	<b>183</b>
<b>Gifted</b>	<b>41</b>	<b>62</b>	<b>62</b>
<b>Students with Disabilities</b>	<b>65</b>	<b>82</b>	<b>267</b>
<b>CCRPI Score</b>			



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2014-2015	2015-2016	2016-2020 Goals																	
Overall CCRPI Score: 52.6	Overall CCRPI Score: 62.3	2016 Goal: 61.0	2019 Goal: 68.5																
		2017 Goal: 63.5	2020 Goal: 71.0																
		2018 Goal: 66.0																	
Achievement Points Earned: 34.1/60	Achievement Points Earned: 23.2/50	Overall CCRPI Goals based on the following formula:  CCPRI Performance Goals For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year <b>2015-2016</b> , ____ School will increase its College and Career Ready Performance Index (CCRPI) score with <i>Challenge Points</i> by 3% of the gap between the baseline year CCRPI score and 100.  <i>IE2 Annual Growth = (100 – 2016 CCRPI Score (without Challenge Points) × .03)</i>  <i>Example</i> <table><tr><th>Baseline CCRPI Score</th><th>Expected Annual Growth</th><th>Year 1</th><th>Year 2</th><th>Year 3</th></tr><tr><td rowspan="2">65</td><td>(100 – 65)(.03)</td><td>65 + 1(1.05)</td><td>65 + 2(1.05)</td><td>65 + 3(1.05)</td></tr><tr><td>1.05</td><td>66.05</td><td>67.1</td><td>68.15</td></tr></table>				Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	65	(100 – 65)(.03)	65 + 1(1.05)	65 + 2(1.05)	65 + 3(1.05)	1.05	66.05	67.1	68.15
Baseline CCRPI Score	Expected Annual Growth					Year 1	Year 2	Year 3											
65	(100 – 65)(.03)					65 + 1(1.05)	65 + 2(1.05)	65 + 3(1.05)											
	1.05					66.05	67.1	68.15											
Progress Points Earned: 13.5/25	Progress Points Earned: 33.6/40																		
Achievement Gap Points Earned: 5/15	Achievement Gap Points Earned: 5/10																		
Challenge Points Earned: 0/10	Challenge Points Earned: .5/10																		

graduating in 4-years.

Graduation Rates		
	2016-2017	2017-2018
<b>4-Year Cohort Graduation Rate %</b>	<b>70.34</b>	<b>73.73</b>
<b>5-Year Cohort Graduation Rate %</b>	<b>69.06</b>	<b>73.65</b>

There was an increase in the 4-year cohort graduation rate, and the 5-year cohort graduation rate increased.

### Discipline Infractions

There was a decrease in the number of OSS days assigned for student infractions from the 2016-2017 school year to the 2017-2018 school year. A school-wide behavior plan was introduced to reinforce expectations. The school will continue to implement the school-wide behavior plan and provide more opportunities for positive reinforcement.

### Teacher Attrition Rate

More than 10% of teachers left Charles Drew High School for reasons other than retirement, promotion, or relocation.

### Student Attendance

Student daily average attendance rate varied between 88% and 95% during the 2017-2018 school year. A plan was developed for the 2018-2019 school year to address attendance issues at the school and we will continue to follow district protocols. The addition of a full time school Social Worker will impact student attendance initiatives. Also the addition of a student support specialist will impact student attendance.

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- E. We have based our plan on information about all students in the school and identified students and groups are not yet achieving to the State Academic content standards and the State student academic achievement including
- Economically disadvantaged students who may experience lack of opportunities or exposure to a variety of opportunities. At least seventy-five percent of the students population are economically disadvantaged. indicates that these students did not meet subgroup targets.
  - Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information.
  - Students with disabilities who have individualized education plans to support the most appropriate instruction utilize and instructional modifications that are necessary to address their learning strengths and weaknesses. disabilities make up nearly seventeen percent of our student population. Previous CCRPI reports indicate not meet subgroup performance in Reading and Math.
  - Students with limited English proficiency sometimes require instructional modifications to effectively handle curriculum to gain understanding.
- F. After reviewing our data, we found that Charles Drew High School
- The major strength in our program include a consistently increasing graduation rate and a considerable Economics EOC proficiency rate.
  - The major needs we discovered are that students have a high need for remediation and support in Algebra I, Analytic Geometry, Physical Science, Biology, Ninth Grade Literature, American Literature and History.
  - The needs we will address are providing remediation and support through additional tutoring and programs such as IXL, Shmoop, and USA TestPrep. Additionally, we will send teachers to national conferences as well as general best practice pedagogy conferences as approved by Title I/ Ancillary instructional materials may also be used.
  - The specific academic needs of those students that are to be addressed in the schoolwide program content development in the areas of Algebra I, Geometry, Physical Science, Biology, Ninth Grade American Literature, US History and Economics
  - The ROOTCAUSE/s that we discovered for each of the needs were that a considerable number of students have extremely low Lexile scores. Based on this data, approximately 65% of our 9<sup>th</sup> grade students are in reading comprehension which affects comprehension and acquisition of standards in all subject areas. root causes include teachers are not implementing effective instructional practices consistently with planning protocols are not utilized effectively across all areas, and explicit instruction not properly implemented. Also, teachers are not comfortable utilizing data to increase student accountability. interventions include involvement including participation in planned curriculum nights and other opportunities Drew High School to allow parents to become active participants in their students' education.
- G. We believe that once we address the causes of low achievement our students will show growth in all academic areas. Our measurable goals are listed below:
- Increase the percentage of students performing at the proficient and distinguished level on the Georgia

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Assessment in all core content areas by at least 15%.

- Decrease the student achievement gap by 10% between the EL and SWD subgroups in all core content areas by 2015-2016, compared to the 2013-2014 comparison to all students on the Georgia Milestone Assessment on the End of Course Test.

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2. Schoolwide reform strategies that:

*Response:* Schoolwide reform strategies are scientifically research based.

- 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).

*Response:*

A. Charles Drew's staff considered three key questions when determining schoolwide reform strategies. In addition to Explicit Instruction and Tiered Vocabulary Instruction, the following strategies/programs are utilized to support student achievement at Charles Drew High School:

- Response to Intervention (RTI): According to the *Georgia Department of Education* ([www.georgiastandards.org](http://www.georgiastandards.org)), RTI is the process of aligning appropriate assessment with purposeful instruction for all students. This process is implemented in the general education classroom and provides teachers with a systematic approach to implementing interventions for students who need additional support.
- Differentiated Instruction: This is a process that allows teachers to adjust their instructional strategies to reach students of various abilities and backgrounds in the same classroom. The intent is to maximize the individual success of each student by meeting them where he/she is. According to Tomlinson (1999), differentiated instruction can enable students to increase their capacity in a content area with a wide range of abilities, including gifted and those with disabilities.
- IXL – Math software used for remediation and classroom augmentation
- Language Live and Foundations of Algebra – county mandated mixed learning classes that emphasize basic skills in math and reading to attempt to bring these students to grade level equivalencies.
- Shmoop – online resources for students in all subject areas.
- Web-based Programs such as USATestPrep & Online Assessment System and Online educational databases such as Science Online, Today's Science Online, Bloom's Literature, Writer's Reference Center, African American History Online, World History Online, American History Online, Issues and Controversies, Grolier Online, TumbleBookCloud Premium, TumbleBook Library, SIRS Research, ProQuest Research Companion support students in: According to Bill Sheskey's book *Curriculum 21: Essential Education for a Changing World*, students of the 21st century are much different than those of the past. Sheskey states that today's students are 'demanding a change in the classroom because of their ability to gather information faster than any other generation.' Because of this, educators are encouraged to implement interactive software and other web-based programs into the instructional model. The aforementioned programs are aligned with CCGPS and provide students with opportunities to practice to increase mastery of standards and it also provides teachers with useful data to determine students' level of mastery and to guide instruction.

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- 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).

Utilizing databases will improve the ways in which we address the needs of all children in the school, in particular those performing below grade level and the ESOL population. The use of technology will also appeal to and engage students with mental and behavior problems.

We will continue to engage in problem solving and conducting research to identify other school-wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for high school, building a culture that uses data to improve, and using extended time for learning to support the belief that some students need more time to demonstrate mastery of standards. We will also use a variety of technology that allows students to view short video of a teacher's lecture prior to the class session to given ore time in class to devote to practice, project, and discussions. This will help students develop in their self-efficacy. Teachers will use explicit instruction/gradual release of responsibility to build students metacognitive and self-regulatory skills, which have proven to be very successful in helping students learn and master content (Hattie,2012).

- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school.
  - 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.
  - include strategies for meeting the educational needs of historically underserved populations.

### *Response:*

We are utilizing methods in John Hattie's 2012 book entitled "Visible Learning for Teachers: Maximizing Impact on Learning." In addition to our research on effective methods and instructional strategies based on work conducted by Robert Marzano, we know that providing students with an effective and competent teacher, implementing explicit and well-planned lessons, providing students with appropriate scaffolding and learning supports, and preparing students to be better learners. The Teacher Keys Effectiveness System (TKES) standards also provide us with a source of scientifically based research strategies and methodologies. These tools, if used with fidelity, will collectively strengthen our academic program, open opportunities to use instructional time more effectively, and grant struggling and unserved student populations more learning support.

Our teachers purposefully infuse technology in the curriculum by planning and preparing for students based on their needs. This focus on integrating technology is relatively new. We are shifting the use of technology from using the tools for remediation and test preparation to

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ensuring learnings use technology to create, collaborate, analyze and synthesize information.

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
  - counseling, pupil services, and mentoring services;
  - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs.

### Response:

Student support strategies that are used to address the needs of all students identifying students who need support. Drew High School teachers and administrators closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. We regularly review grades at each grading period to identify at-risk learners. Targeted populations such as Students with Disabilities are well supported through our co-teaching model. Students in these subgroups are taught by highly qualified teachers and are held to the same expectations as our general student population.

Students With Disabilities (SWD) have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. EL students also have modification plans that allow the students to learn grade level content while learning English. EL and SWD teaches work collaboratively with general education teachers to support the students and provide differentiated instruction.

Additionally, we use our counselors and student/pupil services to help us identify not only academic supports for our students but also social supports. Counselors conduct guidance sessions with students to help them set goals, review their progress toward goals, and plan for college or careers. We also aid students in finding opportunities to participate in and performing arts and vocational activities that go beyond high school.

- Address how the school will determine if such needs have been met; and
  - are consistent with, and are designed to implement, the state and local improvement plans, if any.

### Response:

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We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluations of student outcomes such as attendance, grades, discipline, and progress toward goals. We will also review our pupil service recommendations, implementation of preventions and interventions, and level of engagement in the school.

### 3. Instruction by highly qualified professional staff

*Response:* All certified teachers are Highly Qualified (HiQ) based on county and state guidelines; this information is updated and reviewed annually by Human Resources and building level administrators. A copy of current teaching certificates is submitted to the principal and maintained in a locked file cabinet in the bookkeeper's office and at Human Resources. All paraprofessionals have met the state mandated guidelines to work as a highly qualified classified employee and either have degrees or have passed the State mandated Certification Test.

We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by reviewing teaching credentials and transcripts. We also conduct comprehensive teacher interviews to collect additional information about the candidate's qualification to work with students. Teachers, who are not highly qualified, work closely with their department chair, department administrator, principal's secretary, and county level designees, and the Georgia Professional Standards Commission to remedy deficient areas in order to become highly qualified.

Drew High School develops and maintains policies, procedures, and protocols to ensure a supportive school environment for each teacher through the following:

- Assigns mentors to teachers new to the profession to address concerns, provide continuous support and feedback through informal observations and focused Walks.
- Assigns mentors to teachers new to building to address concerns
- Provides continuous support and feedback through informal observations and focused walks.
- Provides mentors to veteran teachers upon request.
- Schedules formal time for mentors regarding how to effectively serve in their roles.

New teachers will attend New Teacher Orientation and continued instructional support from the Teacher Development Specialists through the Professional Learning Department. They will also participate in an orientation session at Drew High School conducted by the administrative staff. All other professional learning will be tailored to the needs of the individual teacher in a variety of ways, face to face or online.

### 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



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academic achievement standards.

### *Response:*

We believe that promoting the continuing education of the faculty and staff promotes the education of the student. With this in mind, our plan includes multiples avenues of professional development. Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2016-2017 school year. In addition to staff development opportunities at the school, all staff members at Drew High School have opportunities at the district's Professional Learning Center (PLC), as well. As permitted, staff members are also encouraged to attend conferences, symposiums, and other workshops that enhance a well-rounded educator. Workshops are not limited to academia, but will also include character education and personal growth.

Drew High School aligns professional development with academic content and student academic achievement standards of Georgia and the College Board. We use data and curricular documents to identify content areas where our students did not perform well. We conduct a document analysis of state and College Board curricular to look for gaps. Once the gaps or areas that need improvement have been identified, we broker professional development our teachers, paraprofessionals, and administrators need.

We also use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit instruction/gradual release of responsibility framework. This school year, we determined that differentiated instruction was an area of concern based on Teacher Keys Effectiveness System (TKES) data. Therefore, differentiated instruction will be an area for professional development. Professional development will also include training in incorporating reading and numeracy strategies across the curriculum, instructional technology, and grouping models. Additionally, we will continue to provide training regarding data driven instruction to ensure that data is gathered and closely analyzed for the purpose of adjusting instruction.

Additional trainings will include higher order thinking and effective ways to increase parental involvement. Furthermore, we mandate that educators participate in any district required professional development.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address root causes of academic problems. For example, we will devote resources to improve academic achievement for our students we must increase teacher efficacy. This is done through planned, consistent and pervasive professional development during the school day through the support of our instructional site facilitator and after school hours through direct instruction for teachers and staff. To that end, we have dedicated a large portion of our Title I funds to professional development including release time, resources, supplies, consultants, and materials to make the opportunities effective.



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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.

Many of our trainings will occur on site during monthly reserved professional learning times. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our *Title I Parent Liaison* participation in all mandatory Title I trainings.

We will also provide opportunities for parents to engage in learning activities. Learning opportunities take place through Saturday Parent Academies, PTSA meetings, Curriculum Nights, and other evening meetings/trainings with parents. To encourage parent participation in these trainings, Title I funds will be used to provide parent resources and access to technology. To maximize funding, all professional development funds that include Title I, IDEA, Title II, District Professional Learning and other funds will be used to support our training needs. Faculty and staff are encouraged to gain professional development in areas that will assist staff with effectively helping parents within our demographic to support their students' academic needs.

Drew has also partnered with Northstar Consulting to provide parallel coaching to new teachers or teachers who have specific needs as identified through observations or student data. In addition, professional development sessions will be open to all teachers covering various topics including Best Practices for Success, Managing Your Classroom, Effective Communication for Engaging Your Parents, Data Talks, Different Strokes for Different Folks: Learning to Differentiate, Developing Extended Support Systems for Success, and Measuring Your Success.

Teachers are encouraged to attend conferences within their content areas to help keep them abreast of trends and issues that may arise within their content levels on a regional and national level. Conferences or opportunities that help to expose teachers, media specialist, or instructional leaders to additional instructional strategies, uses of technology, use of rigor, and differentiation methods will be sought out to increase teacher's instructional capacity and will help them increase the academic success students.

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

*Response:*

We will continue to participate in all district recruitment and retention efforts. Today, most, if not all, public school districts are struggling with attracting highly qualified teachers to high-need schools. Clayton County Public Schools is offering impressive financial incentives to attract teachers to the district. Additionally, the district is offering signing bonuses to teachers who are returning to the district as well as those who teacher hard-to-fill content areas. While these incentives will certainly close the vacancy gap, school leaders have the responsibility of ensuring students are taught by highly qualified teachers who meet the standards established by the state of Georgia. Drew High School intends to maintain highly qualified teachers who meet the state of Georgia requirements by using the following strategies:

- Offer opportunities for professional learning, conference and conventions
- Increase opportunities for moral boosting
- Improve the methods of communication between the administrators and the staff
- Provide instructional support through the site facilitators
- Ensure administrators are supportive and encourage teachers to share
- Create an environment that encourages collaboration and team building
- Ongoing teacher appreciation throughout the school year from administrators, PTSA, and Partners in Education

Drew High School examines its staffing data to determine the educators' credentials. For example, we examine type and level of certification, educational degree earned, number of years of teaching, teaching experience, and area of certification. We use these data to match staff to needs.

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We also implement a variety of recognition and support activities to promote staff retention. Some of these activities are listed below.

- Implementing a New Teacher Mentoring Program
- Conducting Monthly Teacher Recognitions
- Creating a culture of learning
- Practicing a shared leadership/professional learning community model through regular department and curriculum area meetings
- Facilitating open dialogue between staff and the administrative team

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

*Response:*

- A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by developing a parent compact in collaboration with parents, teachers, students, staff, and administration. The parent compact is updated yearly at the Annual Parent-School Compact Meeting. The parent compact will be distributed in September. The compact is collected from parents and students during ELA classes.

### **School-Wide Activities Include:**

- **Open House** is held annually to allow parents and students the opportunity to meet teachers and administrators, learn the academic and behavioral expectations for the school year, and to get information on all the school has to offer for the students. Freshmen have their Open House prior to the start of the school year and grades 10-12 Open House happens during the 2nd week of the school year.
- **PTSA Meetings** are held quarterly or as needed. The agenda for these meetings is finalized by the PTSA officers and the principal.
- **Curriculum Night(s) for Math, Science, Social Studies, and Language Arts** will be held to expose parents to the curriculum and curriculum resources that will enable them to best support their students.
- **Infinite Campus Portal Training for Parents** is conducted on an ongoing basis. Parents are provided training in one-on-one settings as well as group settings. This training will assist parents with accessing their student's online gradebook therefore enabling them to be more accountable and aware of their student's progress/needs. **Parent Compacts** are signed by parents, students, and principal. These compacts outline the responsibilities of signing parties that will contribute to the success of the student.
- **Bring Your Parents to School Day (BYPTSD)** is an opportunity for the parents to get involved in the school and find out what a day is like for their students. They get a first hand look at the curriculum and school day. This day happens once per semester.
- **Parent-Teacher Conference Nights** are held quarterly and give parents the opportunity to meet with teachers to get the academic and behavioral status of their child.
- **Monthly Parent Workshops** are academic based parent workshops geared toward

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helping parents help their children to achieve academically. Workshops are done on topics such as Common Core, Realizing the American Dream Workshop Series, math workshops, Basic Computer Skills, Infinite Campus Parent Gradebook Tutorials, and other topics may be added as needed.

- **Email blasts** are sent to keep parents informed of school meetings, events, and other information pertinent to their child's education.
- **School Messenger Phone Calls** are sent to keep parents informed of school meetings, events, and other information pertinent to their child's education.
- **Parent Volunteer Days** are available on Friday mornings and whenever parents may be available to assist in the school.
- **Parent Tours** are made available to parents weekly, however, they are done mainly during the beginning of the school year to freshmen parents. It gives parents an opportunity to become familiar with the school building, facilities, and CTAE Pathway options.
- **Online Databases** will empower parents with resources they can use to help their children achieve academic success. These resources will be available at all times to parents and can be accessed remotely through online access.
- **Infinite Campus Portal Training for Students** is conducted to enable students to monitor their own grades throughout the school year without having to rely on parental access or wait for progress reports. The empowers students and helps them to become more accountable for their own success/needs.

- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, Drew High School parents will assist in planning, developing, and approving the school's Title I Schoolwide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent Involvement Policy. Parents will continually be invited to participate in the Title I, Local School Council meetings, and other planning processes of the school.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, marquee, the school's website, and/or report cards. The Title I Annual Meeting will be held at Drew High School on *August 17, August 25, and September 1<sup>st</sup>* for the parents of all students. These Annual meeting will be facilitated by the Principal of the school or designee.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement. Additionally, Drew High School will hold three Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2016-2017 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the *Title I Parent Liaison* to

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- receive additional information in the parent center. There were also two Parental Involvement Policy & Parent-School Compact Meetings held on August 16<sup>th</sup> and August 30<sup>th</sup>.
- E. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Drew High School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of student. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.
  - F. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators. The key method Drew High School will use to provide assistance to parents in understanding the State's academic content standards and assessments is through informational meetings and workshops throughout the school year. Parents also have access to Infinite Campus which can be found on the district's website, [www.clayton.k12.ga.us](http://www.clayton.k12.ga.us). Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the grade book. By viewing their children's grades, parents will be able to easily monitor their child's progress in each class.
  - G. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Thompson High School will provide materials and training, such as: literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement.
  - H. The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by the *Title I Parent Liaison*, school counselors, school administrators or teachers, external presenters, district personnel, or others. The *Title I Parent Liaison* will assist parents and serve as liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home.
  - I. When practical, interpretation will be provided for our non-English *speaking* families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.
  - J. The school will help students transition from middle school to high school and high school to post-secondary education. This will be done through information provided by Drew High School counselors and teachers. Drew High School staff will collaborate with State and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. *Title I Parent Liaison* and school staff will encourage and support parents during the high school transition periods mentioned above.
  - K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an

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understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Drew will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers, and other means of communication.

- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parent involvement activities. Drew High School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Drew High School offers a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center is facilitated by the *Title I Parent Liaison*, who can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs families we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

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 or to assist students with the transition to middle school, high school or college.

*Response:*

To smooth the transition from middle to high school, Drew High School offers interventions for students who may need additional support, testing, and the high school curriculum. In the spring, the rising 9<sup>th</sup> grade students are invited for a transition presentation and orientation tour of the school. Parents can call the school to request a tour of the building and meet with a school counselor or *Title I Parent Liaison*. The district offers additional opportunities for rising 9<sup>th</sup> graders to visit the school.

The school's counseling staff works with students to explore their post-secondary options. By connecting them with college recruiters on campus, career awareness programs, military recruiters visiting the school, and by serving as a school resource. The school counseling department coordinates the guest speakers for the career day program. In the Fall and Spring, a Senior parent



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meeting will be held to provide post-secondary options to parents and students. We hope to continue to the support from grades 9<sup>th</sup> to 12<sup>th</sup> grade to ensure that we provide them with the skills and tools needed to be on and remain on track for college and/or career readiness.

Throughout the school year teachers, administrators, and counselors collaborate about student needs. Teachers participate in vertical teaming to discuss curriculum and student needs to plan differentiated instructional activities, and to discuss other important information regarding transitioning of students. The counselors also conduct classroom guidance lessons with students to inform them of expectations for the next year. The Title I parent liaison is also involved in the process of the summer bridge program and the transition of eighth graders to ninth grade.

Teachers meet with parents at the beginning of the school year to provide them with information regarding curriculum, grading system, assessments, homework practices, etc to inform them of expectations and practices regarding their child's education.

- 9<sup>th</sup> Grade Orientation
- Summer Bridge program
- Open House
- Transition to the High School activity with the school counselor
- Vertical Planning Meetings
- Classroom Guidance Sessions

Students are also prepared for their transition to college or the workforce through various opportunities that begin their freshmen year. All students participate in advisement with their counselor to help them choose their pathway. In addition, all grade levels have the opportunity to visit colleges. Parents of seniors have special invitations to meet with their child's counselor and to meet with financial aid officers. We hold Career Day and have other opportunities for students to be exposed to the workforce.

Online databases provide teachers with resources that are designed for students that are on various skill levels. Teachers will have access to tools that will assist them in constructing lessons to meet the individual needs and learning styles of each students.

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:*

Teachers will administer assessments and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their

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progress toward meeting goals. Teachers have common planning time (to the extent that this can be provided) to assist them in addressing the needs of the students and provide them with an opportunity to collaborate with colleagues. During their meetings they utilize their Data Notebooks and discuss the strengths and weaknesses of their students. The teachers of students with disabilities also attend these meetings providing strategies and sharing useful information.

Teachers discuss uses of assessments, analyze and disaggregate data to determine next steps. Common Formative Assessments are developed by each department based on lessons taught. These assessments are administered to the students to determine mastery. The following document outline this process.



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**Grade Level** \_\_\_\_\_ **Collaborative Planning Meeting**  
**Minutes** \_\_\_\_\_ **Date** \_\_\_\_\_

(Check the meeting type)

☐ **Analyzing Data**   ☐ **Examining Student Work**   ☐ **Planning Units/Lessons**

☐ **Professional Development**

Teacher	Teacher	Administrator/Guests
1 Department/ Grade Level Chair	6	
2	7	
3	8	
4	9	
5	10	

**EXPECTATIONS** – As you plan, keep in mind the following expectations for Drew:

- A. **Standards** - It is the expectation that teachers will collaboratively examine and deconstruct the standard(s) using the STARTS model during planning sessions. The standards chosen by the county should be covered in the appropriate unit according to scope and sequence charts.
- B. **Curriculum** – It is the expectation that the curriculum will, at a minimum, include the material supplied by the county with remediation and enrichment provided as needed. The texts and resources provided by the county should be in use by the teachers and students as appropriate.
- C. **Assessments** – It is the expectation that teachers will utilize both common “teacher made” assessments and those supplied by the county/ textbook company. The assessments should include common formative and summative assessments. For example, a quick “ticket out of the door” question should be used by all teacher of the subject for that lesson. These assessments should also occur at DOK 2 to 4 on a regular basis.
- D. **Instruction** – It is the expectation that ALL teachers will implement the Explicit Instruction method (Direct Explanation, Modeling, Guided Practice, Independent practice, Review and Assess). Collaborative planning time should allow teachers to discuss and design engaging lessons for the material to be covered.
- E. **TKES** – As a reminder, the standards in TKES (professionalism, instructional planning, assessment, and content knowledge) are all areas that are covered by

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**What standards were used for data evaluation? For these standards, what number of students scored in each category for each teacher? Attach results for each teacher. List total % below.**

STANDARD	BEGINNER	DEVELOPING	PROFICIENT	DISTINGUISHED

**Informing Instruction:**

**Based on the data, what are the next steps for these standards?**

**When and how will you reassess?**

**When unpacking the standard, list the rigor level for the components (DOK 1-4). As you plan instruction and assessments, ensure that they align with the rigor of the standard.**

STANDARD	RIGOR LEVEL	How will assessment reach this level

**Check to ensure that daily assignments are also aligned to the standard(s) and the level of rigor.**

**Assessments: List the planned assessments for the week.**

Common Formative*	Standard(s) tested	Common Summative*	Standard(s) tested

• Indicate T for teacher made, C for CCPS made, C for Curriculum included assessments  
Reminder – All formative and summative assessments should be in Edutrax except for quick checks for understanding.

**Remediation/ Enrichment/ Accommodations: Which of the provided adjustments will be implemented for remediation, accommodations and enrichment?**

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**Technology: What technology will the students use this week? In what role?**

**Collaboration: Which teacher had the most successful strategies for each standard? Share amongst yourselves the successes and challenges you faced in the past week. What strategy can you take back to your classroom?**

**ADMINISTRATOR/ ISF FEEDBACK:**

ESOL and classroom teachers meet to determine if students are making adequate progress. After assessments results are received, teachers meet to plan next steps. Students receive ESOL services based on a Push-In Model, however, some students are serviced using a Pull-Out Model.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. Drew High School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision.

Title I funds at Drew High School will be utilized to support all core content areas with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, laptop carts to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours. Through the utilization of these funds, student achievement will be impacted, therefore improving the learning outcomes at Charles Drew High School.

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

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students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

*Response:*

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

- After School Tutorial
- Student Performance Trackers and Intervention Plan
- Teachers are required to assess students mastery of the Common Core Standards covered during that time period. If students did not perform well on the assessment, teachers are required to create an intervention plan to target students' needs and support.
- Scheduled Saturday Tutorials
- Re-teaching – Teachers implement differentiated instruction and re teach the content as applicable.
- Flexible Grouping and Small Group Instruction – Teachers will utilize flexible grouping and small group instruction to accommodate student readiness, learning styles, and weaknesses. Teachers will provide intervention instruction to students who did not meet standards in Math, Reading or English Language Arts
- Online resources and databases – Several of the databases provides resources in a variety of languages including Spanish.
- These programs are monitored by administrators through classroom observations, lesson plans, department meeting minutes, sign-in sheets, and data.
- Math180 and Read180 – These mixed learning courses include both in-person teachers and electronic components to help those students identified as scoring below grade level on inventory tests achieve growth toward grade level achievement.
- FEV Tutor Program

Struggling learners are identified through classwork assignments, unit assessments, and common assessments. There are many measures at Drew High School in place to ensure student success. As a part of our Title I school-wide and Comprehensive School Improvement plans, teachers and administrators monitor student success rates within classrooms by looking at the overall passing rates. Teachers monitor students' ability to grasp concepts through daily informal assessments, such as observations, student responses in class, quizzes, and Common Formative Assessments. Semi-monthly, teachers meet in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, we require an ongoing evaluation of the student. RTI interventions,

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differentiation of instruction, small group/one-on-one intervention, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely. The Response to Intervention Model (RTI) enables our teachers take a more detailed look at instruction while utilizing continuous classroom assessment. The tiered approach in RTI supports students experiencing difficulties while increasing supports. As students move into tier two and three, parental involvement is a key component of the intervention. If students continue to exhibit learning challenges with curriculum a Student Support Team (SST) meeting is called to discuss further evaluation needs.

Technology is leveraged to offer support and ensure student success. Parents are encouraged to utilize Infinite Campus to view updated grades for all classes. Infinite Campus identifies missing assignments, failing averages, and specific test averages.

Students needing intervention for state and county assessments are identified and offered intervention opportunities. Intervention classes are offered in a variety of ways to capture the needs of our students. Students are offered opportunities for remediation and/or credit recovery afterschool and on Saturdays.

Title I funds at Drew High School will be utilized to support all content areas with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

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:*

Drew High School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning. For example, our district pays for PSAT exams for all 9<sup>th</sup> grade and college-ready 11<sup>th</sup> graders to grant students opportunities to evaluate their readiness for college. Our district pays for all AP exams that are not paid for the state. The district also pays for our students to take career credentialing assessments. We use these all of these data to measure effectiveness of teaching and learning and students' readiness for college or careers.

Because the district participants in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We work with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System. When these students are identified, they qualify for various college application and test fee waivers. Title I funds at Drew High School will be utilized to support English Language Arts, Math, Science,

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and Social Studies with supplemental instructional resources and supplies, afterschool/Saturday tutorial program including transportation for struggling students in the core content areas, laptop cart to support instructional technology and content specific professional development for teachers. Title I funds will be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents to be housed in the parent resource center and stipends for teachers conducting parent workshops/trainings after contracted hours.

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

#### *Response:*

The district began the Georgia Milestones score report training by training at least one school administrator and the Instructional Site Facilitators. The three-hour training included a PowerPoint, sample score reports, and a binder to hold data documents. The participants then trained school staff. Following the initial training, the district created a Georgia Milestones parent and student training toolkit that included a PowerPoint, presenters' guide, parent/student documents, and sample score reports along with directives for implementation. Each school leader is responsible for ensuring parents and students are trained on how to read and interpret individual student Georgia Milestones score reports. Our district has ensured that these resources are accessible to non-English speakers. We will continue to conduct these trainings annually. The district, through the Office of Federal Program, also host an annual Georgia Milestones parent conference that includes a session on Georgia Milestones score reporting and interpretation.

Individual student classroom tests and other assessment results will be provided to parents through the mail or sent home. Additionally, we will hold frequent Assessment Conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. When students' standardized test results are reported, parents receive the results along with an interpretive guide. Parents are also provided with their child's progress reports every four and one half weeks, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal. Parents can also participate in academic conferences concerning their child. At the conference, they are allowed to view their child's reported scores.

Drew High School will host various Title I parent meetings and will provide parents with information about their child's progress in school. We will also share with them various strategies they can use at home to help their child(ren) improve.

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

#### *Response*

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the Instructional Site Facilitator gives

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guidance to teachers for implementing protocols to be used for reviewing, analyzing, and interpreting data. We administer various formative and summative assessments Edutrax, which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data during our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

Albeit Edutrax is used primarily local assessment collection and analysis, the State Longitudinal Data System (SLDS) is also utilized. We require teachers, during their collaboration meetings, to review data by "All Students" and subgroups that include English Learner, special education, gifted, race, ethnicity, economically disadvantages, and gender.

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

*Response:*

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide. The district's Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14. Provisions for public reporting of disaggregated data.

*Response:*

The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor's portal. Additionally, the Governor's Office of Student Achievement posts aggregate and disaggregated students and school data. A summary of Georgia Milestones data will appear on the school's website no later than November 8<sup>th</sup>, 2016.

As a result of the Elementary and Secondary Education Act waiver, data are reported via the College and Career Readiness Performance Index. This information is found on GaDOE's website. For stakeholder's convenience, a link to the state's website is available on the school's website.

Lastly, Drew High School will annually publish its state test result aggregated and disaggregated in a flyer that will be distributed stakeholders. This flyer will also be available for stakeholders in the Media Center, Parent Resource Center, Website, and front office. We will also continue to



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communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year. These are posted as available beginning in September of each year.

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 Title I Plan was done in collaboration with the staff, administration, parents and students of Drew High School. The plan was done in phases and in collaboration with the school improvement plan; as the school improvement plan changed so did the Title I Plan. This will be a continuous process throughout the year.

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:*  
The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, department chairs, and the instructional facilitator. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to give staff, parents, and students the opportunity to be involved and provide input in the plan's development. Specifically, parents were invited to attend the Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we collaboratively analyzed all of the current and historical data for Drew High School— both academic and non-academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

### **Committee Members**

*Gary Townsend, Principal*  
*Stephanie Trice, Assistant Principal*  
*Dennis Truitt, Instructional Site Facilitator*  
*Tangynika Wilson, Math Department Chair*  
*Quinnesha Marion, English Department Chair*  
*Cheyne, Rittenberry, History Department Chair*  
*Kenneth Chong, Science Department Chair*  
*Sharien Muhammad, Lead Counselor*  
*Alexis Todd, Student*  
*Brandi Hall, Parent*  
*Shondra Echols, Parent Liaison*



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17.	Plan available to the LEA, parents, and the public.
<p><i>Response:</i></p> <p>A copy of Drew's Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.</p>	
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.
<p>With the assistance of the Parent Liaison and Clayton County Public Schools student services department the Title I Plan will be translated in Spanish as has the parent compact and other parent surveys are translated in Spanish. The document will be provided in other languages on an as-needed basis.</p>	
19.	Plan is subject to the school improvement provisions of Section 1116.
<p><i>Response:</i></p> <p>The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year. The schools is identified as Priority for the 2016-2017 school year.</p>	

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### Charles R. Drew High School's Title I Parental Involvement Policy

Our Title I-Parental Involvement Policy was written collaboratively with parents who participate on the Title I, SACS, PTA, and School Council committees. Parents of Charles R. Drew High School are invited to a parent meeting at the beginning of the school year.

The purpose of this meeting will be to:

- Inform parents about the guidelines, purpose, goals, and expectations of the Title I Program;
- Inform parents of the components of the Title I Programs (school-wide or targeted assistance) available in the school;
- Inform parents of the school improvement or corrective action process, if applicable;
- Inform parents of their important role in their child's success and the requirements of Title I, Part A;
- Present an overview of the school's curriculum.

Meetings will be scheduled at various times of the day, such as morning and evening sessions. Childcare and transportation are available for some evening workshops. Home visits are made throughout the year as needed.

Parents are involved in the planning, review, and improvement of the Title I-Parental Involvement Policy and the school improvement plan. Charles R. Drew High School meets with parents at least twice a year to review parent surveys, suggestions, and ideas to improve the parent involvement program and the school improvement plan at our school. These meetings provide parents the opportunity to provide suggestions and to participate in discussions relating to the education of their child(ren).

The school administrators are responsible for reporting the results of the annual school review (AYP Status) to parents at the beginning of the school year. Information on school performance is available on the school's website, presented at the first PTA meeting, and sent home annually with students (additional copies are available in the school's front office).

Parents will receive a copy of their child's assessment results whenever a national, state or district level assessment is given. An explanation guide is provided with the national and state assessments so parents can understand the meaning of the results. Every effort is made to provide parents with conference time to share the results and answer questions. Assessments used to measure student's progress and the proficiency levels the students are expected to meet will be explained at curriculum night and reviewed during parent/teacher conferences. An explanation of the (EOCT, GHSGT, GHSWT, etc) will be provided to parents along with the state's content and student performance standards (QCC/GPS) throughout the school year.

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The school will handle responses to parent questions, concerns, and suggestions in a timely manner through telephone calls, notes, emails, and conferences. Translators will be provided as needed. All data, comments, and/or suggestions, including unsatisfactory comments, regarding the Title I Targeted Assisted Plan will be collected and sent to the LEA and will be considered on the revision of the plan for our school. In addition, an end of the year parent survey will be conducted to determine the effectiveness of our school's parental involvement program.

Through parent meetings/workshops, the school will provide information to parents to further their understanding of the National Education Goals and the Georgia Performance Standards (GPS). Opportunities for parents to share questions/concerns will be provided at these parent meetings/workshops and in an individual basis through their child's teacher and school administrators.

Parents will be encouraged to monitor their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home. Student progress will be monitored and shared with parents through parent conferences, report cards, progress reports, phone calls, emails, agendas, and the online gradebook.

Throughout the school year, the school will provide materials and training to help parents work with their children to improve their children's achievement such as literacy training for parents, if necessary, and using technology to foster parental involvement. Examples of activities that will be provided include:

- Literacy programs that bond families around reading and using the public library;
- Providing information on the essential components of reading and math instruction to enable parents to support the instructional practices used by the teacher;
- Training parents in the use of the Internet to enable them to access their children's homework, communicate with teachers, and review information posted about opportunities to promote student achievement.

During pre-planning, school administrators will provide information to teachers and school staff members concerning the value and importance of parent contributions. In collaboration with parents, school administrators will present information to teachers and staff members on how to reach out to, communicate with, and work with parents as equal partners. The PTSA and the school will work jointly to reach all parents and encourage building ties between home and school. This will be accomplished by:

- Scheduling workshops to accommodate special needs;
- Attending meetings and conferences;
- Communicating strategies and related information through the parent handbook, newsletters, memos, etc.

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Our school will coordinate and integrate parent involvement programs and activities with programs such as Special Education, ESOL, Homeless Education, Transition from Middle School to High School, and other programs to the extent feasible and appropriate.

Community resources will be used to strengthen schools, families, and support programs. Partners in Education and service groups will be engaged with our school in a meaningful collaboration to advance student learning. Partners in Education are encouraged to become involved in the school, such as volunteering in classrooms, mentoring students, and attending parent meetings as guest speakers and resource people.

Materials for parents regarding child development, child rearing issues, and how to help your child become successful in school are located in the parent resource center and/or the counselor's office. Information regarding parent workshops, school activities, and other pertinent information will be sent home to encourage participation of all parents including parents with limited English proficiency, parents with disabilities and families that are homeless in a format and to the extent practicable, in a language parents can understand. If written translations are not practicable, we will provide information to limited English proficient parents via a translator.

Our school staff will provide reasonable support for parental involvement activities as parents may request to the extent practicable.

## Georgia Department of Education Title I Schoolwide/School Improvement Plan Charles Drew High School Parent-School Learning Compact 2016 – 2017

### Mission Statement

The mission of Charles Drew High School is to be accountable for providing a globally competitive education that empowers students to achieve academic and personal goals and to become productive, responsible citizens.

### Vision Statement

The vision of Charles Drew High School is to be a school of excellence preparing all students to successfully compete in a global economy.

Charles Drew High School is taking several measures to institute solid objectives to increase student achievement and parental involvement. The implementation of these principles will be carried out with selfless service and concerted effort from CDHS, parents and the community. Effective schools are a result of families and school staff working together for every child's success in school and a learning compact is an agreement among groups working toward that goal. This compact is an invitation to be involved in a partnership with Charles Drew High School where together we create a path to your child's success. Here at Charles Drew High School, "Today We Learn, Tomorrow We Lead".

***We must have this compact on file for each student; therefore, please read, sign, and return to your child's English teacher as soon as possible.***

Student's Name (Print) \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

PARENT/GUARDIAN RESPONSIBILITIES	STUDENT RESPONSIBILITIES
<p>I want my child to achieve; therefore, I will:</p> <ul style="list-style-type: none"> <li>See that my child gets food and adequate sleep.</li> <li>See that my child attends school regularly and on time.</li> <li>Support school staff in maintaining discipline.</li> <li>Set aside a specific time and place for homework and</li> <li>Hold my child accountable for turning in all assignments and studying daily.</li> <li>Read with my child and let my child see me read regularly.</li> <li>Communicate with my child's teacher on a regular basis.</li> <li>Volunteer to assist with school projects at school or at home.</li> <li>Become familiar with Charles Drew High School's philosophy and curriculum.</li> </ul>	<p>It is important that I work to the best of my ability; therefore, I will strive to do the following:</p> <ul style="list-style-type: none"> <li>Attend school regularly and arrive on time.</li> <li>Be prepared for school with completed assignments and proper supplies and tools necessary for learning.</li> <li>Work cooperatively with my classmates.</li> <li>Respect myself, my school, and other people.</li> <li>Do my best every day by actively participating in class and school activities.</li> <li>Follow school rules of student conduct to keep others and myself safe.</li> <li>Read for enjoyment.</li> <li>Work towards the successful completion of the learning objectives and standards.</li> </ul>
<p>Parent's Signature: _____</p> <p>Date: _____</p>	<p>Student's Signature: _____</p> <p>Date: _____</p>
<p>It is important that students achieve; therefore, I will strive to do the following:</p> <ul style="list-style-type: none"> <li>Provide necessary assistance to parents so they can help with homework.</li> <li>Communicate regularly with parents via email and/or phone about student progress, especially positive aspects.</li> <li>Provide high quality, professional instruction at all times.</li> </ul>	<p>I support this compact; therefore, I will strive to do the following:</p> <ul style="list-style-type: none"> <li>Provide an environment that allows for positive communication among the teacher, parent, and student.</li> <li>Provide resources to teachers so that they can do their job.</li> <li>Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.</li> </ul>

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<ul style="list-style-type: none"> <li>Provide varied learning opportunities for students.</li> <li>Hold high expectations for all students, believing all students can learn and progress at their own rate.</li> <li>Make the classroom and myself accessible to parents, encouraging them to visit the school.</li> <li>Provide various opportunities for parents to become volunteers.</li> <li>Provide a safe, healthy, supportive, and effective learning environment.</li> <li>Actively engage in professional development.</li> <li>Seek and coordinate community resources for quality student support.</li> </ul>	<ul style="list-style-type: none"> <li>Hold regular information/discussion meetings for all parents.</li> <li>Provide an open door policy for parents, students, staff, and members of the community.</li> <li>Actively engage in professional development.</li> <li>Seek and coordinate community resources for quality student support.</li> </ul>
Teacher's Signature: _____  Date: _____	Principal's Signature: _____  Date: _____

***As part of this compact, no parent(s) or student's rights to privacy will be violated.***

### What Parents Should Know about Title I

#### Charles Drew High School

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) is the largest federally funded education program. The purpose of Title I is to give schools with concentrations of children living in poverty the funds to provide special assistance for children who are not achieving well academically or who are at-risk of educational failure. In 1994, Congress overhauled Title I through the "Improving America's Schools Act" (IASA). Congress rewrote the law to ensure that Title I programs are in line with the standards-based education reforms taking place in general education. The revised law emphasizes educationally disadvantaged students must be educated according to the same high standards established for all students. To accomplish this purpose, Title I requires states to:

- ensure high standards for all children;
- provide enriched and accelerated educational program;
- promote school-wide reform and ensure access of children (from the earliest grades) to effective instructional strategies and challenging academic content;
- provide staff with substantial opportunities for professional development;
- coordinate services with other educational services, and with health and social service programs;
- afford parents meaningful opportunities to participate in their children's education;
- distribute resources, in amounts sufficient to make a difference, to areas and schools where needs are greatest;
- improve accountability by using state assessment systems designed to measure how well children served under this title are achieving the standards; and
- Provide greater decision making authority and flexibility to schools and teachers.

Title I, Part A provides federal dollars to help supplement educational opportunities for children who live in high poverty areas who are most at risk of failing to meet the state's challenging content and performance standards. There are two types of programs: Targeted Assistance and School-wide.

A Targeted Assistance program is one in which individual students are targeted to receive Title I services. Students are identified based upon multiple, objective, educationally related criteria. Services may be delivered in a number of ways such as in-class instruction, pull out instruction, extended day, week or year programming. The Title I teacher(s) are responsible for providing extra services to the identified children, coordinating with other school personnel involved with the children and involving parents in the planning, implementation and evaluation of the Title I program.

#### **For the school year 2012 - 2013, Charles Drew High School is a school-wide Title I school.**

A Title I school is eligible to become a school-wide program when the poverty level, (determined by free and reduced lunch counts, AFDC, census or Medicaid) is at or above 40%. A school-wide program is designed with the knowledge that there is a link between poverty and low achievement; therefore, when there are large numbers of disadvantaged students, interventions will be more successful when they are implemented "school-wide." A school-wide program has more flexibility in the use of Title I funds and in the delivery of services. Staff paid with Title I funds are free to work with all students in the building, for there are no students identified as "Title I." The school works together to develop its curriculum and instruction to raise the achievement of all students.

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### Title I Schoolwide/School Improvement Plan

All Title I programs have a plan for how it will involve parents. It is called a Parent Involvement Policy and explains how the school supports the important role of parents in education. The policy includes a compact, which is a written statement of what schools and parents are supposed to do to help students achieve. Charles Drew's compact is presented on the other side of this document.

#### How Can Title I Help Me as a Parent?

Title I money can be used for many types of parent involvement activities such as:

1. Family literacy activities
2. Parent meetings and training activities
3. Transportation and child care so that parents can come to school activities or volunteer in the classroom
4. Materials that parents can use to work with their children at home
5. Parent resource centers

How can you help?

1. Teaching your child in ways that add to what the teacher is doing.
2. Learning more about the school, curriculum, and special programs.
3. Participating and supporting your child and the school.
4. Making decisions about your child's education.

Some ways you can do all that:

1. Get to know your child's school
2. Find out what your child is supposed to learn to meet the standards for his or her grade level.
3. Find out what your child is being taught.
4. Find out how the Title I program is helping your child meet the standards.
5. Keep in close touch with your child's teacher.
6. Share a love of learning.
7. Make sure your child does his or her homework.
8. Attend parent/teacher conferences.
9. Talk with your child about school.
10. Become a school volunteer
11. Join your local parent-teacher organization.
12. Attend parent meetings, school events, and training activities.

How can you help your school's Title I program?

1. Help plan or review your school's Title I program
2. Help develop your school's plans for how parents and schools can work together (Parent Involvement Policy and Compact)
3. Work on the committee that reviews your state's Title I policies