



# SCHOOL IMPROVEMENT PLAN

## Cover Page

School Name: Clinch County High School

School System: Clinch County

Name of Principal: Denise Brown

School Year: 2015-2016

Title I: School-Wide Program: \_\_\_\_\_

Targeted Assistance: \_\_\_\_\_

### Sanctions Implementing (Select all that apply):

**School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2016.)

\_\_\_\_\_ **School Choice**

\_\_\_\_\_ **Supplemental Services**

\_\_\_\_\_ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2011.)

\_\_\_\_\_ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2017.)

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Title I Director's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## School Improvement Plan 2015-2016

System and School Name: Clinch County High School School Year: 15-16

### Measurable Goals:

School performance goals will be set so that for each year, we will increase our CCRPI score by 3% of the gap between the baseline year CCRPI score and 100. Baseline year is 2015-2016 and we do not have scores from 2014-2015 on which to base numbers for the tests below.

### End of Course Tests:

Ninth Grade Literature End of Course Test  
American Literature End of Course Test  
Coordinate Algebra End of Course Test  
Analytical Geometry End of Course Test  
Physical Science End of Course Test  
Biology End of Course Test  
US History End of Course Test  
Economics End of Course Test

### End of Grade Tests:

ELA  
reading  
mathematics  
science  
social studies

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	<b>Identify “Bubble Students”</b> <b>EOC/EOG Scores</b> <b>MAP Results</b> <b>Teacher Recommendation</b> <b>Lexile Scores</b> <b>Course History/Transcript Review</b>	<b>August 15– May 16</b>	<b>EOC, EOG, MAP</b>	<b>Chasity Luke</b> <b>Department Heads</b> <b>Denise Brown</b> <b>Trent Hatton</b>	<b>Rosters, test scores, lexile Scores, transcripts</b>	<b>EOG, EOC, CCRPI, MAP</b> <b>Graduation Rate</b>
	<b>Incentives:</b> <b>Attendance/Behavior</b> <b>No Deal or Deal</b> <b>Prize Drawings (annual, t-shirts, cash)</b> <b>Academic</b> <b>College Visits</b> <b>Prize Drawings (Wii; Ipod, etc.)</b>	<b>August 15 – May 16</b>	<b>\$1,500</b> <b>Community, General Fund</b>	<b>Susan Fortner</b> <b>Denise Brown</b> <b>Trent Hatton</b> <b>Dolly Lee</b>	<b>Number of Students participating in Incentive Activities</b>	<b>EOG, EOC, CCRPI</b> <b>Graduation Rate</b>
	<b>30 Minute intervention class to provide extra support for 8<sup>th</sup> grade math bubble students who are at-risk of passing Math EOG</b>	<b>October 15-May 16</b>	<b>Study Island;</b> <b>GOFAR; EOG</b> <b>Prep Books</b>	<b>Susan Fortner</b> <b>Jessica Murray</b> <b>Mary Hart</b>	<b>Class Roster</b>	<b>Math EOG</b>

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Respon- sible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	<b>Formative Instructional Practices</b>	<b>Septem- ber 2015- May 2016</b>	<b>Georgia FIP RESA Training Workbooks</b>	<b>Teachers Admin.</b>	<b>Training workbooks, rosters from training sessions, modules</b>	<b>CCRPI, EOG, EOC</b>



2015-2016

System and School Name: CCHS School Year: 15-16

**Measurable Goals:**  
 We will maintain at least a 10% enrollment in academic rigor.

**SAT**

25% of students enrolled in academic rigor will meet or exceed the state SAT average math score. The current state Math SAT average is 485.

25% of students enrolled in academic rigor will meet or exceed the state SAT average critical reading and writing scores. The current state SAT Critical Reading and Writing average scores are 488 and 472, respectively.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	<p>Students will be tested earlier and allowed more time for each section of the compass test.</p> <p>Students will also have the opportunity to take one section of the compass test at a time.</p> <p>College rep will be on site bi-monthly offering tutoring for compass test</p>	August 15-May 16	Compass Test	Chasity Luke, Academic Rigor Teachers		Compass test results
	Course sequence modified to allow extended learning time	August 15-16	Powerschool	Chasity Luke, Susan Fortner		PowerSchool

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	SAT enrichments	Aug 15 – May 16	\$800 for College Board SAT prep online accounts	Susie Brown	Enrichment Rosters	SAT Math, Verbal, and Writing Scores,
	PSAT is given to all 10 grade students and offered to students in grades 9 and 11 as well. PSAT results used to identify strengths and weaknesses in curriculum	Aug 15 – May 16		Chasity Luke	Number of Students participating in PSAT	PSAT, SAT Scores
	SAT 1350 Club – students get pass to all regular season home sporting events.  SAT 1550 Club – students get pass to all regular season home sporting events and all school sponsored events.	Aug 15– May -16		Chasity Luke, Susan Fortner Denise Brown Trent Hatton	SAT Scores	SAT Scores

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence



System and School Name: CCHS School Year: 15-16

**Measurable Goals:**  
 We will maintain a 20% enrollment in Move On When Ready (MOWR).

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Parent Awareness Meetings & Literature each year beginning in 8 <sup>th</sup> grade	February 2016	N/A	Chasity Luke, Susan Fortner	Pamphlets, power point presentation, sign in sheets	PowerSchool Student schedules Student transcripts
	Students will be tested earlier and allowed more time for each section of the compass test. Students will also have the opportunity to take one section of the compass test at a time. College rep will be on site bi-monthly offering tutoring for compass test	September 2015-May 2016		Chasity Luke, College Rep	Study material printouts	Compass test results

**MEASURABLE GOALS:****Post High School Readiness****Work Ready Testing:** 70% of all seniors tested will earn a certificate.**Pathway Completers:** Increase Pathway Completers for all pathways by 30% each year.**Pathway Courses:** 100% of CCHS students enrolled in a pathway.**Career Interest Inventory:** Increase percent of students who complete an electronic portfolio by 3% each year.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Pathway orientations	August 15- May 16		CTAE Teachers, Chasity Luke, Denise Brown	Orientation agendas, PowerPoint presentations, flyers	Enrollment into pathway
	CTAE Supervisor collaborates with guidance counselor on master schedule to make sure 100% of students are enrolled in a pathway.	August 15- May 16	Powerschool	Carra Goodman, Chasity Luke	Class rosters	Pathway enrollments, Pathway assessments
	Students will receive gap analysis training to improve their test results and certificate level.	October 15-April 16		Carra Goodman	Certificates	Certificates
	Interest Inventory portfolios	August 15- May 16		Chasity Luke, Carra Goodman	GACollege411	GACollege 411

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
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	Capstone Project	August 15- May 16		Lori Wilkins		Capstone Project
	30 minute EOPA enrichment class for students to remediate prior to the EOPA.	November 2015 December 2015 April 2016 May 2016		CTAE Teachers, Chasity Luke		EOPA results