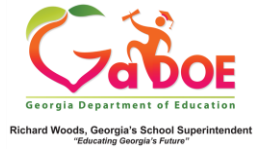


Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: Pepperell High School	District Name: Floyd	
Principal Name: Jamey Alcorn	School Year: 2017-2018	
School Mailing Address: 3 Dragon Drive Lindale, GA 30147		
Telephone: 706-236-1844		
District Title I Director/Coordinator Name: Dr. Laura Timberlake		
District Title I Director/Coordinator Mailing Address: 600 Riverside Parkway Rome, GA 3-161		
Email Address: ltimberlake@floydboe.net		
Telephone: 706-234-1031		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Jamey Alcorn		Principal
Dr. Dale Willerson		Assistant Principal
Jeremiah Veillon		Math Department/Parent
Andrew Smith		Math Department Chair
Sharron McDaniel		ELA Department Chair
Bob Farmer		Science Department Chair
Allison Goggans		Social Studies Department Chair
Lee Donahue		Special Education Department
David Mowery		Business Department Chair
Jonathon Wallin		CTAE
Jennifer Roe		Counselor
Norma Williams		Academic Interventionist
Dawn Dobbertin		Parent
Alana Ellenburg		Parent
Britt Chandler		Parent
Haley Gee		Parent/ELA Dept. Chair
Bobby Mintz		PHS Assistant Principal
Dr. Laura Timberlake		Director of Federal Programs

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

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

Response:

Background:

Pepperell High School is located in Lindale, Georgia, a small former cotton mill town in southeastern Floyd County. The school is located five miles south of the city of Rome. The Pepperell textile mill operated in Lindale from 1896 until 2001. The Lindale mill was the number one employer in the community and was a major contributor to the Pepperell schools. With the closing of the mill, the population demographics changed dramatically. Currently the population of Lindale is approximately 4,190. The estimated median income in 2014 was listed as \$31,733, well below the state average of \$47,209. Families are less traditional with more single parent homes and or children living with grandparents. A more transient population exists with lower rent home rentals than single family home ownership. Over time, the school's proportion of economically disadvantage rate has increased. Currently, 62.02% of the student population qualifies for free and/or reduced meals. The largest of the four high schools in the Floyd County school system, Pepperell High School's current enrollment is 837 students. The student body consists of 81% white, 5.9% African-American, 9.1% Hispanic, and 2.83% other.

A . Pepperell High School developed a school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan.

Those involved were:

- Principal
- School Assistant Principal
- Academic Interventionist and Paraprofessionals
- Counselor
- CCA/PLC Director
- 8 Teachers
- 4 Parents
- Community Member/Stakeholder
- Local School Governance Team

An analysis of data from the previous school years revealed academic achievement gaps for Pepperell High School students. While there are many needs that exist, the team decided to focus resources toward: 1) students who are credit deficient, having failed one or more core classes, 2) students who have poor attendance, and 3) students who are overage for his/her grade level. 4) students who have a reading Lexile level of "below basic". Student data was obtained from PowerSchool for every individual Pepperell High School student in the identified areas of student date of birth, 9th grade entry date, age, # of years in high school, # of classes failed in each of the academic areas of ELA, Math, Science and Social Studies, failure ratio, # of absences, Lexile levels obtained from the SRI (Scholastic Reading Inventory) and # of discipline

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referrals. Each of the areas were assigned a weight based on the decision of the team and reflected in additional instruments, procedures and or processes indicating barriers to student learning.

The formula

=SUM(N834*ABSENCES_WEIGHT,O834*DISIPLINE_WEIGHT,IF(P834="NO",-50,2)*DIPLOMA_WEIGHT*10,M834*FAILURE_WEIGHT,Q834*OVERAGE_WEIGHT*10) then ranked each student 1 to 868 with 1 being the Pepperell High School student most at risk.

We developed our school-wide plan with participation of the individuals who will implement the school-wide/school improvement plan. Several planning and feedback meetings were held through the phases of the development of the plan. Notifications of all the planning meetings were announced in multiple ways to encourage all teachers, parents, and community members to attend.

School System Mission: Destination Graduation for all Students.

Pepperell High School Mission: Motivate, Educate, Graduate

B. Pepperell High School has used the following instruments, procedures, or processes to obtain information.

Outcome/Summative Data	Demographic Data
*Student Report Card (9 Weeks Power School Report with updated grade calculations)	*Enrollment (Ethnicity & Gender)
*PHS AYP Report (Annual Yearly Progress)	*Students with Disabilities
*PHS CCRPI Report (College and Career Ready Performance Index)	*Language Proficiency
*Parent Title I Needs Assessment Survey	*Free/Reduced Lunch
*SLO Test Results (Student Learning Outcomes)	*Discipline Data (Power School log entries-discipline incident report)
* Lexile Framework for Reading-Measure of student reading ability (Scholastic Reading Inventory)	*Attendance (Power School attendance report analysis)
*Georgia Milestone EOC (State mandated summative assessment)	*Graduation Rate
*SAT, ACT, AP Exams (Scholastic Aptitude Test, American College Test, Advanced Placement Exams)	*Gifted Education
*Student Growth Percentiles (State report of individual student academic progress)	*ELL (English Language Learner achievement progress)



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*Credit Deficient /Core Academic Area Deficient (Individual student transcript analysis to determine deficiencies)	Student Residency Questionnaire Migrant Survey
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Please note data collection and analysis is an ongoing process at Pepperell High School. The leadership team is constantly reviewing data.

C. Pepperell High School has taken into account the needs of migrant children by ensuring proper procedures are followed.

The purpose of Title I-C is to ensure that students who are considered migrant have access to all programs providing what they need academically. At this time, Pepperell High School has no identified migratory students. Each school year and as student enroll throughout the year, parents and students are required to complete a Student Residency Questionnaire and Migrant Survey. Results of the questionnaire are reviewed by the district social worker to determine if a student qualifies for services. Provisions are made to serve all eligible students including but not limited to economically disadvantaged, disabled, migrant, LEP, and homeless.

D. Pepperell High School has reflected on the current achievement data to identify the subjects and skills in which teaching and learning need to be improved. Data not reflected in report but was utilized for development of the plan is on file.

The Pepperell High School leadership team and the Title I planning committee meet regularly to review data including but not limited to Outcome/Summative Data, Demographic, and Process/Formative/ Perception Data. Scholastic Reading Inventory Data reports that a large number of student Lexile levels are "Below Basic". Other data support that a large percentage of students are not meeting academic expectations and are credit deficient in each grade level with 9th grade having the highest percentage. Additionally, students are course deficient and at-risk in core academic classes with ELA, Math, and Science having the higher credit deficiencies for all grade levels. Programs put into place to address these needs include the following:

*Learning Lab: identified academically at-risk students are scheduled into the learning lab for individualized instruction in core academic areas during the regular school day.

*Remediation: students assigned to the learning lab will receive remediation through the on-line PLATO curriculum and from core academic teachers.

*Summer School: students who have not met academic expectations and are course deficient are required to attend summer school for additional instruction and remediation.



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*Before and After-School Tutoring: identified academically at-risk students may be invited to attend extending learning opportunities provided by core academic teachers.

*Progress Monitoring: On-going progress monitoring of student success/failure by the Academic Interventionist.

Data Displayed Below: Number of students for identified criteria:

*** Credit Deficient**

	9 th Grade	10 th Grade	11 th Grade
2016-2017	98	47	38
2015-2016	72	29	23
2014-2015	60	15	14
2013-2014	63	15	2

Course Deficient: Participated in Online Plato Instruction/Number of Students

	9 th Grade	10 th Grade	11 th Grade	12 th
2016-2017	13	32	53	27
2015-2016	19	39	22	27
2014-2015	44	46	18	5

Credit Recovery –PLATO Online/Credits Recovered

	All Grade Levels 9-12
2016-2017	340
2015-2016	305
2014-2015	188
2013-2014	44

Credit Repair: Online PLATO

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
2016-2017 June	37	28	16	4	85 Credits Repaired
2016-2017 January	25	31	14	7	77 Credits Repaired
2015-2016 May	43	42	35	0	120 Credits Repaired
2015-2016 January	60	47	5	21	188 Credits Repaired

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Credit Recovery: Subject Areas/On-Line PLATO Courses

	Literature	Math	Social Studies	Science	Total
2016-2017	85	81	30	89	285 Credits Recovered
2015-2016	45	43	34	115	237 Credits Recovered
2014-2015	67	41	32	48	188 Credits Recovered
	Health	Spanish	Other		
2016-2017	9	39	7		55 Credits Recovered
2015-2016	22	42	4		68 Credits Recovered
2014-2015	12	28	1		41 Credits Recovered

Lexile Achievement Data:

The *Scholastic Reading Inventory* was administered to students in August, November, February, and May. Teachers utilized the *Reading Inventory Proficiency* reports to measure growth of student Lexile scores. Sixty-Nine percent of the students met or exceeded their growth goal. The average class Lexile growth in all classes was 81.69/student. These scores were utilized to plan instruction and address areas of academic weaknesses.

E. Pepperell High School has based the plan on information about all students in the school and identified students and groups of students who are not yet achieving to the state academic content standards, Common Core Georgia Performance Standards (CCGPS) and the state student academic achievement standards including:

White students and **Economically Disadvantaged** students make up the majority of the population at Pepperell High School. Programs and strategies have been implemented to help this subgroup, as well as, others to help them perform better academically. Data from the 2016 CCRPI indicates for both subgroup performance in EOC GA Milestones:

*Graduation Rate: Subgroup met both State and Subgroup Performance Targets

*9th Literature: Subgroup did not meet either the State or Subgroup Performance Targets.

*American Literature: Subgroup met Participation Rate, but did not meet either the State or Subgroup Performance Targets.

*Algebra: Subgroup did not meet either the State or Subgroup Performance Targets.

*Geometry: Subgroup did not meet either the State or Subgroup Performance Targets.

*Biology: Subgroup did not meet either the State or Subgroup Performance Targets.

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*US History: Subgroup did not meet either the State or Subgroup Performance Targets.

*Economics: Subgroup did not meet either the State or Subgroup Performance Targets.

Subgroup performance in the EOC GA Milestones for the **Hispanic** subgroup indicates:

*Graduation Rate: NA

*9th Literature: Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target

*American Literature: Subgroup met Participation Rate, but did not meet either the State or Subgroup Performance Targets

*Algebra: Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target

*Geometry: Subgroup met Participation Rate and Subgroup Performance Target, but did not meet either the State or Subgroup Performance Targets

*Biology: N/A

*US History: Subgroup met Participation Rate, but did not meet either the State or Subgroup Performance Targets

*Economics: N/A

Students with Disabilities are the subgroup with the largest achievement gap related to all others.

*Graduation Rate: Subgroup met Subgroup but not State Performance Target

*9th Literature: Subgroup did not meet either the State or Subgroup Performance Targets

*American Literature: Subgroup did not meet either the State or Subgroup Performance Targets

*Algebra: Subgroup did not meet either the State or Subgroup Performance Targets.

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*Geometry: Subgroup did not meet either the State or Subgroup Performance Targets

*Biology: Subgroup did not meet either the State or Subgroup Performance Targets

*US History: Subgroup did not meet either the State or Subgroup Performance Targets

*Economics: Subgroup did not meet either the State or Subgroup Performance Targets

*Data for American Indian/Alaskan, Asian Pacific Islander, Black, Multi-Racial and English Learners was Not Applicable for the 2016 CCRPI.

F. The data has helped Pepperell High School reach conclusions regarding achievement or other related data.

The major strengths Pepperell High School found were as follows:

- The results from Learning Lab class allowed for a total of 340 credits recovered.
- Relationships were established with a targeted group of students who are at risk for dropping out based on the number of credits they are behind.
- Improvements were made in the area of student Reading Lexile Scores.
- Teachers and administrators utilized current data reports to improve instruction.
- Consistent accountability from the Academic Interventionist and Paraprofessionals for attendance and turning in assignments/passing tests have led to improved student achievement and success.

The major needs we discovered were:

- Low performance results in the areas of Algebra I and Analytic Geometry
- Low performance results in the areas of Biology and Language Arts
- Additional training for teachers in the area of data analysis

The needs we will address are:

- Deficiencies in math and reaching the 9th grade students
- Deficiencies in biology and language arts

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<ul style="list-style-type: none"> • Promote differentiated instruction in meeting the needs of academically at-risk students. • Utilize current data to improve instruction in areas of academic weaknesses. <p>The specific academic needs of those students that are to be addressed in the schoolwide plan will be:</p> <ul style="list-style-type: none"> • Individualized instruction and remediation will take place in the Learning Lab. • Additional math instruction will be provided to academically at-risk students. • Utilize Academic Interventionist to provide academic and moral support for at-risk students through additional record keeping a progress reporting. • Before and After-School tutoring will take place in all academic areas.

2. School-wide reform strategies that are scientifically researched based:
<p><i>Response:</i></p> <p>Pepperell High School administration and teachers work together to build positive relationships with students and parents. Increasing student achievement and success is a school-wide goal. The majority of the teachers at PHS utilize Google classroom in core academic areas and elective classes. Each teacher has a classroom set of chromebooks for the students to use on a daily basis. Teachers provide direct, real-time progress feedback to students. All teachers are currently attending staff development on how to set up a Google calendar and individual web-sites. Greenlow, Robelia, and Hughes (2009) found that teaching supported by technology increases learner participation and creativity. PHS teachers are also in the process of Google Chromebook training to enhance classroom instruction and to facilitate learning. A large percentage of Title I funding was used to purchase Net Support which enhances the teachers' ability to best utilize technology in the classroom. Net Support allows teachers to work collaboratively and monitor student PCs, ensuring that complete student attention and focus is maintained at all times. Bakia, Shear, Toyama, and Lassiter (2012) found that hybrid models which combine online curriculum with face to face teacher time produces better student learning outcomes. Levin and Wadmany (2008) suggest that professional development for technology integration must address two areas which include the use of technology and changing the fundamental ways in which teachers teach. Enhancing professional development is a goal for teachers and administrators at PHS. Title I funding was utilized during the 2016-2017 school year to send teachers to various workshops including: 1) "Motivating and Managing Hard to Reach, Uninterested and Disruptive Students" 2) Workshop Model, 3) "High Schools that Work" workshop and conference, 4) School Visits. These teachers shared the wealth of knowledge and experience with the rest of the PHS staff. The most effective staff development should be of high quality and relevant to teacher needs (Hooker, 2004). The "Managing and Motivating Students" workshop helped teachers acquire skills and knowledge in the following areas: 1) raising test scores throughout diverse populations</p>



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2. School-wide reform strategies that are scientifically researched based:

2) creating student enthusiasm through unique and innovative teaching strategies 3) building strong connections with all students. Research supports that positive student/teacher relationships is the key to student success (Franklin, 1998). Ellison (2001) found that developing trust and creating positive relationships are critical to effective learning. The administration and staff want to continue the use Title I funds to send staff to the research-based workshops and conferences during the 2017-2018 school year that promote student engagement, parent involvement, student achievement, and innovative teaching strategies. Hammond and Richardson (2009) found that effective professional development highlights the importance of collaborative and collegial learning environments to promote school change. "Destination Graduation for all students" is the goal of Floyd County Schools and Pepperell High School. To meet this challenge, administrators and teachers must utilize innovative teaching strategies to meet the needs of students in the 21st century.

- 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:

School-wide data was analyzed to determine the students with the greatest need. Data gathered included courses failed in core content areas: Math, ELA, Reading, Social Studies and Science. Data for cohort groups were analyzed to determine the students who were on track to graduate on time. The identification of students with the greatest need focused on the academic needs by calculating a failure ratio based on the number of core classes failed versus the number of classes taken. This resulted in a list of students with the greatest need.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - enhance and strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing an extended school year, before/after-school tutoring, summer program opportunities, and help provide a remedial and/or enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

- *Response:*
- Literacy Team: The Pepperell school district was recently awarded a "Striving Readers" grant. The Literacy Team consists of the principal, assistant principal, teacher representatives of all content areas and the academic interventionist. The team will analyze data to develop a prioritized list of goals (Mehta, 2013).
- Title I Planning Team: The teachers meet on a monthly basis to review progress of students working in the Learning Lab and to plan to meet the needs of students who are credit deficient.
- Study Groups/Book Study: The administration and faculty will continue the annual book study. The planned books for the 2017-2018 school year are *Cracking the Common Core*,

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and *Instructional Routines to Develop Content Literacy*. The teachers will participate in collaborative planning and teaching to support the literacy standards designed by Lewis, Walpole, and McKenna (2014). These book studies will require teachers to set aside additional time beyond the regular work day. Proposals for half-day collaborative meetings will be included in the Title I Budget for the 2017-2018 school year,

- Departmental Data Analysis/Collaborative Planning: Teachers work together to assess student outcomes and performance to plan lessons to meet the needs of all students (Marzano and Pickering (2003) suggest that continuous data analysis is imperative to improve teaching and learning. Meeting opportunities and training sessions for teachers are proposed for the coming year.

- 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
- integration of vocational and technical education programs
- use of technology to promote student engagement and achievement

Response:

Students with the greatest need will receive services to support the completion of required academic courses. Instructional strategies include individualized support utilizing the on-line curriculum, PLATO. Students will work at his/her own pace to achieve academic goals.

- Credit Recovery (Study Skills): Students will participate in study skills classes during the school day to recover credits. This class is an elective class and will be offered to those students with the greatest need.
- Time for Time: Students will participate in Time for Time before school from 7:15-7:50 and 3:15-4:00 daily to recover credits lost due to excessive absences.
- Saturday School: Students will have the opportunity to participate in Saturday School twice per semester to earn passing grades on failed assignments from current courses.
- Tutoring: Before and after-school tutoring will be offered to students in all academic areas.
- Chrome Books: Teachers of students with the greatest need will have access to classroom sets of chrome books to support curriculum and teaching.
- USA Test Prep: All students will have access to this on-line testing program to help students prepare for standardized testing.
- Individualized Instruction: Students in the learning lab will receive individualized

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- 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
 - integration of vocational and technical education programs
 - use of technology to promote student engagement and achievement

instruction by two paraprofessionals, special education teacher, and the academic interventionist.

- Additional Math Instruction: Students in the learning lab will receive additional support from a certified math teacher on a half time basis.
- Performance Learning Center (PLC): Students enrolled in the PLC will receive consultation services from his/her home high school academic interventionist.

- 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:

Instruments used to identify students to be targeted are:

- EOC (End of Course GA Milestones Test)
- SRI (Scholastic Reading Inventory=Lexile Scores)
- Progress Reports/Report Cards (4.5 weeks/9 weeks) Power School progress date reported to parents.
- Teacher SLO (Specific Learning Objectives) Assessment Data
- PLATO Learning Progress Reports (On-line curriculum progress data)
- Course/Credit Completion Data (Data reporting of pass/fail results)

3. Instruction by highly qualified professional staff

- *Response:*
- The administration at Pepperell High strives to hire teachers who are highly qualified. Currently 100% of the teachers at Pepperell High School are highly qualified.
- Local school and system improvement plans drive the professional learning programs in Floyd County. School improvement plans are based on the needs of students. Funding is provided for teachers seeking professional development opportunities that meet or address the goals in these plans. Funding for professional development comes from the following programs: Title I-A, Striving Readers-Title I-E, Title II-A, and Title II-B

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3.	Instruction by highly qualified professional staff (MSP).
	<ul style="list-style-type: none"> • PLATO Orientation for administering on-line courses • RTI Strategies • Local/State/National Professional Development Opportunities • County-wide Interventionist Meetings • County-wide student services/counselor meetings • FIP Modules (Georgia Formal Instructional Practices)

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.
	<p><i>Response:</i> Teachers and staff complete a Needs Assessment survey annually to determine staff development needs. The following areas were identified as staff development needs:</p> <ul style="list-style-type: none"> • Common Core Georgia Performance Standards • Differentiated Instruction • Technology Integration • Increasing Parent Engagement • Comprehensive Reading Solutions • Diagnostic Reading/Writing Assessment Tools

5.	Strategies to attract high-quality highly qualified teachers to high-need schools.
	<p><i>Response:</i> The system participates in local RESA and college career fairs. Promotional packets containing information about the school system are provided at career fairs and disseminated electronically to colleges and universities. Prospective employees are screened and applicants are selected to interview, typically using an interview team that is well aware of the needs of that particular school. Recruitment of highly qualified teachers is not a problem in Floyd County.</p>

6.	Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
	<p><i>Response:</i> Pepperell High School continually works toward involving parents and the community as partners in the education of students. The school has established a parent involvement policy.</p>

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The policy assures parents that their feedback will be sought on the school's performance, lists specific ways in which parents can be involved, and extends opportunities to participate in parent education sessions/workshops. A School-Home Compact has also been developed and is used to enlist parents' support in getting their children to meet grade level expectations and standards. Effective with the 2017-2018 school year, the parent policy and compact will be disseminated to all parents at Pepperell High School. The compact, which is viewed as an agreement, will be reviewed and discussed at initial conferences at the beginning of the school year and at end-of-year progress conferences in the spring. Signed copies of the compact will be collected and placed in the student's file, sent to parent involvement coordinator, and provided to the parents for their reference on an annual basis. The terms of the compact will be referenced repeatedly throughout the school year as appropriate.

A number of strategies and activities are incorporated into events at Pepperell High School to increase parent involvement. Many of these activities are designed for all parents. Parental involvement strategies and activities include:

- Local School Governance Team (LSGT)-consists of parents, community members, teachers, and school administration. The LSGT is formed to provide parents and community members an opportunity to be actively involved in the school's decision making. Meetings take place monthly and minutes are published on the E-Board of the Floyd County Schools website. Meetings are open to the public and invitations are published on the school website, school marquee, and school call system.
- Pepperell High School teachers and administrators communicate with parents using multiple sources of communication. These include the following: teacher websites, weekly updated Power School information, classroom/school newsletters, monthly calendar events, and flyers/signs posted outside the main office and on the school marquee.
- Pepperell High School provides daily announcements on the school's website (pepperellhigh.com) to provide information about school events and deadlines.
- Title I School-wide plan is posted on the school website. Paper copies are readily available in the front office.
Dates to be determined:
- **Senior Orientation-July 24, 2017:** Students/parents pick up schedules and Title I information
- **Junior Sophomore Orientation-July 25, 2017:** Students pick up schedules and Title I information
- **Freshmen Focus-July 27, 2017:** General information session for all in-coming freshmen/Title I Presentation
- **Annual Title I Meeting-September 19, 2017:** An informational meeting to provide parents with information of the Title I program as well as how services are being provided at PHS.
- **October-Parent Conference Month:** Individual parent conferences will be scheduled for at-risk students.
- **October 12, 2017-The Facts of Life After High School:** The GA Department of Labor and several job placement agencies will present information to parents and students about preparing for a career and life after high school.
- **February 22, 2018-High School Information Night:** Parents and students are invited to a presentation including information about the academics/credits/GPA requirements and methods to improve academic success

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- **March-Parent Conference Month:** Individual conferences will be scheduled for at-risk students.
- **March 13, 2018-Parent/Student Advisement Night:** Parents and students will work with counselor, assistant principal, and academic interventionist to review transcript and schedule courses for next year.
- **Title I Revision Night-Parent Feedback Meeting-May (TBA), 2018:** Parents meet with Title I contact and administrative team to give feedback and make suggestions regarding improvement of the school's Title I program.

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

Response:

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:

Pepperell High School includes its teachers and staff in the decision-making process and choices associated with academic assessment in a variety of ways. These include:

- Literacy Team-meets monthly to review staff-development progress and assessment evaluation.
- Leadership Team-meeting monthly to review school-wide needs and revises school policies.
- Title I Team-meets periodically to review and revise Title I policies and to address staff development needs for academically at-risk students.
- Departmental Meetings-share assessment data and collaborative plan

Professional Learning Groups/Study Groups-meet monthly for book study, collaboration, and instructional improvement and incorporation of researched based teaching strategies.

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

Response:

Timely progress and effectiveness of remediation are continually monitored using the following methods:

1. Individual Instruction/Credit Recovery through PLATO-Credit Recovery is designed to help

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students remain on track to graduate on time. Students who receive a grade of 59 or below are eligible for Credit Recovery or who have enrolled and are credit deficient. A total of 137 students were assigned to the Study Skills elective class in which PLATO was utilized. One-hundred twenty-five of those students recovered a total of 340 credits.

2. Individual Instruction/Credit Repair is designed to help students maintain a passing grade at the semester break. Students who receive a grade of 60-69 are eligible for credit repair. The students are assigned specific PLATO units based on areas of academic weakness from the core academic teachers in order to repair the average up to a 70. A total of 77 credits were repaired in January of 2017.

3. Academic Interventionist and Paraprofessionals-The high school academic interventionist and paraprofessionals work to ensure the success of a comprehensive prevention and intervention program for academically at-risk students. Progress is monitored daily and relationships are established as a form of accountability. The academic interventionist conducted a total of 1,464 individual student progress conferences during the 2017 school year.

- A math teacher will provide instruction in the Learning Lab of a half-time basis.
- Special education students will receive additional instruction by certified special-ed. teachers.

4. Differentiated Instruction-Differentiated Instruction is a flexible and individual approach to instruction used to reach students from various backgrounds at multiple levels of learning. The staff at PHS has and continues to receive training on differentiated instruction techniques through book studies, technology training and staff development.

5. Learning Lab Course- The learning lab is an elective course in which academic at-risk students will be enrolled and is supplemental to his/her regular class schedule. The class is designed to meet the needs of academically at-risk students and provide remediation in areas of weakness. The Learning Lab supports the Floyd County BOE goal of "Destination Graduation for all students" by providing additional learning opportunities. The supplemental instructional strategies to be utilized by the Title I teacher are the following:

- Individual and small group instruction based on CCRPI
- Self-paced online PLATO software
- Differentiation based on engagement levels
- Strategic use of website such as the FCBOE Math Live Binders, Kahn Academy etc.

6. Additional Tutoring-Tutoring is offered before, during, and after school daily by teachers in each of the academic areas (math, language arts, science, and social studies) and by the academic interventionist. Peer tutoring is also available to any student with prior notification. Students are assigned tutoring by teachers and/or by parent request.

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7. Saturday School-Students are referred to Saturday School from core academic teachers for remediation and re-teaching. A total of 359 students participated in Saturday School during the 2017 school year.

8. Home Visits-Home visits are made for those students with chronic attendance issues. Students are encouraged to attend school in order to maximize academic achievement. Visits are made with either the academic interventionist, social worker and/or the SRO officer. Pepperell High School academic interventionist conducted a total of eight home visits during the 2017 school year.

9. Collaboration with School Social Worker-The PHS academic interventionist works closely with the school social worker and school counselor to meet the needs of students.

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:

Currently at PHS, several federal, state, and local services are incorporated to increase overall student achievement and mastery of the Common Core Georgia Performance Standards. Listed below are resources that will be coordinated with Title I funds to provide programs that will be needed to support services outlined in this plan.

Title I resources will be used to supplement the CCGPS and current resources used to address academic credit deficiencies. The Title I teacher (Academic Interventionist) and the instructional assistant principal will be responsible for maintaining inventory control of Title I resources. Current sources of funding include but are not limited to building and system level funding, special education funds, professional learning funds, and technology funds.

- Title I-The Floyd County School system designated that each high school be served by an Academic Interventionist. Based on qualification numbers, paraprofessionals will also be utilized to meet the needs of Title I students. Title I funds will provide supplemental instructional materials and programs for at-risk students who are not meeting state standards.
- Title II A-Funds are used to provide math and reading/ELA academic support.
- Title IV-Safe and Drug Free School-Funds are used to secure presentations from outside agencies.
- Special Education-Provide Highly Qualified Special Education teachers; purchase specialized instructional materials and equipment; and provide professional development.
- Title IID (Technology)-Purchases of Chrome Books to expand and upgrade technology inventory to increase student academic achievement using technology.

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

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parents.
<p><i>Response:</i> Process for reviewing the progress made by participating children, on an ongoing basis will be done through both formative and summative assessments. The process to be used in monitoring the progress of participating students will consist of the following steps:</p> <ul style="list-style-type: none"> • Student Conference-The Academic Interventionist will meet with students individually to review transcript and identify areas of academic weakness. A plan of success utilizing differentiated instruction and remediation will be developed. • Parent Conference-The Academic Interventionist will set up periodic parent conferences with each academically at-risk student to review progress and revise instruction. • Weekly written progress report including goals and objectives will be prepared and sent home on each student served in the learning lab classroom. • Teacher Communication-The Academic Interventionist will serve as a support to regular classroom teachers, helping students stay caught up and on track to graduate. • Coordination with Special Education-The Academic Interventionist will maintain direct contact with Special Education Case-Managers of academically at-risk students. • Review students' progress at each nine week mark to check for improvement in all classes.
12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
<p><i>Response:</i> After the school receives the assessment results from the Georgia Department of Education, (EOC) and local results (SLO), it is disaggregated and presented to teachers at Pepperell High School. Each academic department then evaluates the data for strengths and weaknesses to aid in developing strategies for remediation. These findings are then presented to the entire faculty to assist in implementation of the remediation plan across the curriculum.</p>
13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
<p><i>Response:</i> Disaggregated reports are published on the Georgia Department of Education (GADOE) website and released to the media by the State Superintendent of Education.</p>
14. Provisions for public reporting of disaggregated data.
<p><i>Response:</i> All test results are reported to the local media outlets. School data is available to the public through the Georgia Department of Education Assessment and Accountability website.</p>
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
<p><i>Response:</i> The Pepperell High school-wide plan has been developed and reviewed in conjunction with the Local School Governance Team, the school-wide planning team, parents, and students. The plan</p>

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has been developed and revised through the Leadership Team's efforts, parent meetings, and discussions.

Review/Planning and Revision Dates:

March 16, 2017: Title I Parent Information Night

March 22, 2017: Title I Parent Information Night

April 5, 2017: Local School Governance Meeting

August 28, 2016: Freshmen Focus/Open House Meeting TBA

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:

Pepperell High School has hosted various parent meetings, faculty meetings, and discussions as part of the revision process.

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

Response:

Pepperell High School's School-wide/School Improvement Plan is available for everyone to view on the school website and a paper copy is available in the front office.

www.pepperellhigh.com

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

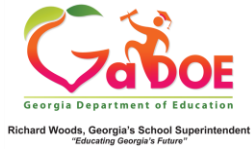
Response:

We currently have no EL/migrant learners. However, we have a teacher available for translation. The Title I office will be notified if needed.

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

Response:

The school-wide plan at Pepperell High School will be a continuous cycle of improvement whereby planning, implementation, evaluation, and revision are constantly taking place to attain our goals as described in this plan.



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Appendix A:

Pepperell High School Title I

2016-2017 Budget Expenditures

Teacher/Student Supplies:	\$3,562.00	Supplied notebooks, pencils, markers etc. for indigent students Supplied ink cartridges, small student white boards, presentation boards, etc. for teachers to increase student engagement
Technology	\$9,493.00	Macbook for student/teacher public presentations, 2 classroom sets chromebooks, 2 charging stations, 100 scientific calculators, 100 graphing calculators for math/science classrooms. Enhanced technology opportunities
Technology/Net Support	\$9,300.00	Net Support for technology usage in all classrooms. Supports teacher integration of technology and student engagement
Professional Learning	\$6,610.00	Professional Development for teachers: Registration Fees: "High Schools that Work", "Motivating Hard to Reach Students", Workshop Model, School Visits, Travel and Stipends to support teacher professional development
Extended Learning	\$9,600.00	Tutoring Services, Saturday School, Summer School: extended learning opportunities for at-risk students
Parent Involvement	\$228.17	Folding Table, Copy Paper, Presentation Flip Charts, pens, pencils: to be utilized at Parent Involvement Meetings and Presentations

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Appendix B:

