

Barrow County Schools
Title I Plan
2011-2012

School: Winder Barrow High School

Component 1: Comprehensive Needs Assessment

The 2011-2012 Title I Needs Assessment began on January 25, 2011. The principals from Winder-Barrow High School (WBHS) cluster met with the superintendent and her leadership team to discuss the Title I process for the upcoming year. At the conclusion of the meeting, the Title I coordinator from each school was charged with coordinating a data analysis, determining the needs of the home school's students, and establishing a prioritized list of needs to be addressed for the 2011-2012 school year. The needs identified will be supported by the Title I budget for the 2011-2012 school year.

It was determined by the principal of WBHS that the data analysis, determination of needs, and prioritizing the needs of the students would be completed by the Curriculum Committee at WBHS. This committee includes Jean McIntosh (AP), Kevin McReynolds (Science Dept.), Ginger Crosswhite (Title I Coordinator), Whitney Neufeldt (Social Studies Dept), Mandy Lipscomb (Social Studies Dept.), CJ Wilder (Modern Languages Dept.), Caroline Oliver (Math Dept.), Luther Price (Achievement Specialist), Elaine Wilder (Language Arts Dept.) and Sandra Tillery (Guidance Dept.)

Winder-Barrow High School (WBHS) is one of two high schools in Barrow County. Barrow County has 12,770 students enrolled as of February 2011. WBHS enrollment as of February 10, 2011 was 1736. The student population demographics for Winder Barrow High School for the 2010 academic school year was 7% Asian, 16% Black, 10% Hispanic, 63% White, and 5% Multi-Racial. WBHS has 2% ELL population, 12% of students is served in Special Education and has a 71.6 % graduation rate.

Embedded during the school day is a period of time called PRIDE (Proactively Remediating Individuals to Develop Excellence). During this time, students are given opportunities to remediate and/or make up missed work. PRIDE occurs every day after first period. On Mondays students meet with 1st period, Tuesdays with 2nd period, Thursdays with 3rd period, Fridays with 4th period and SSR is on Wednesday with 2nd period. On any given day, students can go to other classrooms to remediate work in another classroom as long as they do not require remediation of the class that they are leaving. Also, WBHS has a Teacher as Advisor program. Teachers meet once a month with a group of students from the same grade level. The teacher keeps the same advisement group for a minimum of three years. The goal of this program is to generate career goals, organize a four year plan for students, and to provide an additional adult on whom students can rely.

The percentage of students eating free/or reduced lunch for Winder-Barrow High School was 50% for the year 2010. The percentage of students receiving free/reduced lunch at Winder-Barrow High School has changed over the past few years. In 2007, there were 37% eating free and/or reduced lunch. In 2008, the percentage was 40% and in 2009 the percentage was 44%; today the percentage is estimated at 54.18% according to in-house numbers.

Data for the Winder-Barrow Needs Assessment was obtained from the following sources:

- a) Winder-Barrow High School Data Profile 2009-2010
- b) End of Course Test Data for 2009-2010
- c) SAT/ACT Data for Barrow County for 2008-2009
- d) GHSGT Data for 2010
- e) Percentage of students who failed classes and the number of classes failed for 2008-2009
- f) Balanced Score Card data for 2009-2010
- g) WBHS Cluster Goals for 2009-2010
- h) Adequate Yearly Progress Report –WBHS 2009-2010
- i) School Improvement Plan-WBHS 2010-2011
- j) School Based Walkthrough Data Winter 2010-2011
- k) Quality Assurance Team Visits Fall 2010
- l) Annual District Technology Inventory Survey-DOE

A high level of cooperation among teachers, parents and students for student success is the belief of WBHS. These three primary stakeholder groups were surveyed: students, teachers and parents. Each group's input was sought for feedback on the 2011-2012 needs assessment. The teachers answered a 2 question survey with each question having 3 and 6 subparts respectively. The survey was emailed to the wbhs_users@barrow.k12.ga.us email address. 96 teachers responded to the email. The results were tabulated and 45.4% of teachers indicated they felt comfortable teaching reading strategies for their content. 37.0% were comfortable teaching students how to use technology. 45.8% were very comfortable helping students with remedial work. 48.6% of the teachers surveyed said that the level of parent involvement needed to improve. 49.1% of teachers were satisfied with remediation available through the PRIDE period and 50.5% were satisfied with remediation available before or after school for students. 39.4% of teachers said that the technology available needs major improvement. 53.2% of the teachers said that student reading fluency needed improvement. 46.8% said that student basic math skills need improvement.

The students were given a 1 question survey with 6 subparts. On Wednesday, February 16th, all students at WBHS were given the survey in their advisement period. Twelve hundred ninety two (1292) surveys were turned in to be tabulated. 90.6% of all students would like more opportunities to use technology in the classroom. 56.5 % would like more help with their math skills. 51.4% would like more opportunities for remediation while 54.1 % said that if transportation was available before or after school, they would come in before or after school. 81.8% of students surveyed did not want more parent involvement at WBHS. 22.9% of students wanted more help understanding what they have read.

Parents were given a 5 question survey. The survey link was put on the school website and printed copies were placed in the clinic for parents for who come to check out their children. The survey was made available from February 14-February 23. The questions asked parents to rank the importance of improving parental involvement, creating more opportunities for remediation, improving reading ability and comprehension, improving math performance, and increasing access to technology. 90.2% (25.6% important, 39.0% very important, and 25.6% extremely important) of the parents surveyed stated that improving math was important. 82.6% (20.5% important, 33.3% very important, and 28.8% extremely important) stated that increasing reading ability and comprehension was important.

After examining all data, the following is the priority list for WBHS next year:

- 1) improve the graduation rate
- 2) improve math performance on state testing

- 3) improve reading performance on state testing
- 4) improve English performance on state testing
- 5) improve access to technology in the classroom.

Component 2: Schoolwide reform strategies that are research-based and aligned with needs assessment

All Title I reform strategies in this plan and are research-based was verified as effective using “What works Clearinghouse,” which is found at <http://ies.ed.gov/ncee/wwc/> or supported through other verifiable research.

Need: Improve Graduation Rate

Solution: Math Coach works with teachers to improve instruction

Solution: Standards Based Classroom strategies

Solution: Staff development graduation test data and impact to instruction

Solution: Academic Achievement Specialist will coordinate remediation opportunities including use of unit recovery, credit recovery, the working lunch program and other available resources.

Solution: In the advisement sessions freshmen will create a four year plan of study to prepare for realistic career goals.

Solution: A database with all standardized scores will be available to teachers.

Need: Improve Math performance

Solution: Math Coach works with teachers to improve instruction

Solution: Standards Based Classroom strategies

Solution: Freshmen will be targeted using single gender classrooms when possible

Solution: Academic Achievement Specialist will coordinate remediation opportunities including use of unit recovery, credit recovery, the working lunch program and other available resources.

Solution: Sheltered math classes will be offered for English Language Learners.

Solution: Teachers will attend professional development on Common Core State Standards.

Solution: Common formative and summative assessments will be used by math teachers.

Solution: Vertical team meetings between eighth and ninth grade teachers to assess proper placement and ease transitions.

Solution: A database with all standardized scores will be available to teachers.

Need: Improve Reading performance

Solution: Staff development opportunities focused on reading fluency

Solution: Standards Based Classroom strategies

Solution: Academic Achievement Specialist will coordinate remediation opportunities including use of unit recovery, credit recovery, the working lunch program and other available resources.

Solution: Reassess and re-emphasize the implementation of the reading initiative through the use of Silent Sustained Reading (SSR) and the literacy committee.

Solution: A database with all standardized scores will be available to teachers

Component 3: Instruction by highly qualified staff

The Director of Human Resources maintains the Certified Personal Information database that indicates 100 % of the teachers are highly qualified. Barrow County Schools does not employ teachers who are not highly

qualified. In the event that a long term substitute who is highly qualified cannot be employed during extended absences of the regular classroom teachers, a letter is sent to parents per NCLB requirement. Winder Barrow High School has 100% highly qualified staff.

Component 4: Professional development

WBHS participated in a Georgia Assessment of Performance of School Standards (GAPSS) in the year 2009-2010. The purpose of the GAPSS review was to recognize school commendations and make recommendations for improvement. The commendations and recommendations are a result of teacher observations, teacher interviews, administration interviews, and student interviews. The recommendations of the GAPSS committee have been implemented into our Professional Learning plan for 2011-2012.

Professional learning will be provided for teachers on how to develop, implement, and use common assessments to increase student achievement in academic areas. The use of common assessments, feedback, differentiation, and standards based classrooms will be the focus of professional learning.

Professional learning will be offered for beginning level and intermediate level Promethean board users. This professional learning will be supported by Title I funds, if needed.

Component 5: Strategies to increase parental involvement

Parental support is a necessary component to ensure student success. WBHS uses a variety of techniques to make parents aware of the opportunities for parental involvement.

The guidance office will offer grade specific parent meetings including rising freshmen in the spring. The purpose of the meeting is to make parents aware of the materials specific to each grade level. Guidance will offer a financial aid night in January for seniors as they begin to need funds for post-secondary options. In the fall of the senior year, an additional meeting will be held for seniors. The purpose of this meeting is to inform parents of the events and expenditures of the senior year. A College Probe Fair is held in the county each year and is sponsored by the guidance department of each Barrow County high school. The fair is held in the fall, and seniors have an opportunity to meet recruiters from colleges all over the southeast.

The advisement team hosts an advisement night each February for all students for the next academic year. The purpose of this meeting is to involve the parents and students in the planning the students' schedule for the next school year. These meetings give the advisor time to discuss academic strengths and weaknesses, career paths, and classes necessary for graduation. These meetings are used to involve parents in the academic decisions made by their child. Advisors have access to translators on advisement nights.

The athletic department supports individual sport booster clubs. Extra curricular and athletic activities are an additional opportunity for parents to be involved with WBHS. The booster clubs are run by parents in order to benefit extra-curricular and athletic programs.

The Parent Involvement Coordinator for Title I programs will hold End-of-Course Test and Georgia High School Graduation Test review sessions. EOCT review sessions will be held each semester and the GHSGT review session will be held spring semester. The purposes of these meetings are to educate parents about the tests and give access to test review materials.

Component 6: Plans to assist preschool students through the transition from early childhood programs to local elementary school programs

Barrow County Schools offers a Pre-K program for 240 students. In May, kindergarten teachers assist the Early Learning Center (ELC) in screening. In addition to the standard registration process, potential ELL students are screened to ensure that language acquisition needs are met early on.

The ELC, Head Start, and other local pre-k centers visit the Elementary schools in May. Kindergarten registration flyers are posted around the community and in the local newspaper. Parent meetings are held in May prior to the start of kindergarten to help parents prepare their children for kindergarten.

Open house is held prior to the first day of school. Parents and children are able to meet their kindergarten teacher and visit the classroom and tour the school.

Transition from the middle school to the high school is also addressed by Barrow County Schools. CTAE teachers and students from WBHS go to Winder-Barrow Middle School and Russell Middle School. These two middle schools are the feeder schools to WBHS. The guidance counselors from WBHS visit the rising freshmen to discuss graduation requirements and the process for picking out the class choices for the freshman year. In addition to the guidance counselors visiting, the CTAE teachers and students visit to introduce the rising freshman to the programs and pathways available to freshman for the next school year. Representatives from the JrROTC, modern languages, and fine arts programs also visit each middle school during the registration process.

Additionally, eighth grade teachers, department heads, and high school gifted teachers meet before the registration process begins. The purpose of this meeting is to discuss the guidelines for each class and to determine which eighth grade students should be recommended for honors classes.

During the month of May before the freshman year, the 9th grade teachers of gifted students have a parent meeting. Parents and students are encouraged to attend. The Honors program and leveled classes are explained. Parents, teachers, and students also discuss the summer assignments that are a part of the Honors program classes.

During the month of July, open house for each grade level is held. Parents and students are encouraged to attend. Students may get their schedules, tour the building, purchase lockers, parking permits, yearbooks and meet with guidance. The week before school starts, each high school holds an open house. Parents and students are able to meet the teachers and tour the building.

The transition to high school begins as eighth grade students are allowed to play sports at the high school level. Students may play on the high school team only if their middle school does not offer that sport at the middle school level.

Component 7: Measures to include teachers in decisions regarding the use of academic assessments

At the beginning of each school year, school administration and department heads meet with faculty members to ensure that test data is analyzed and that teachers understand the strengths and weaknesses of

students at WBHS. Professional development for teachers will be provided on how to develop, interpret, and use common assessments in order to increase student achievement from the derived data.

Component 8: Coordination and integration of federal, state, and local services and programs

At WBHS the needs of all students are met through the coordination of various services and programs. A student having difficulty or needing acceleration may receive any combination of interventions including but not limited to tutoring by Title I teacher or para-professionals, ELL/ESOL, IDEA Education, gifted education, migrant education, Perkins funds, and Title II funds.

Outside agencies provide services within WBHS. The School Resource Officer is one of these positions. The School Resource Officer's (SRO) salary is paid in part by Barrow County Schools and City of Winder.

The Student Assistance Program Counselor is provided to WBHS through funding of the Title IV Safe and Drug Free Schools.

Component 9: Activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance

A variety of activities are in place to ensure that students experiencing difficulty attaining proficiency receive effective and timely assistance. WBHS has programs in place before, during and after school. The purpose of all activities is to ensure academic success and on-time graduation.

The program E2020 is a credit recovery opportunity held before school, after school and during first period of the school day. If a student has failed a class, he may recover credit from 7:00-8:00 am. Students who thus pass the class using the E2020 program receive a 70 for the class. Teachers may also use this program for students who are having difficulty on a unit in class. The student can remediate that one unit. Individual teachers may hold tutoring or remediation sessions before school.

During the school day, an advisement schedule is implemented on Wednesday. Once a month, students meet with advisors to discuss career planning, goal setting and academic guidelines for graduation. During the other weeks, a remediation opportunity is provided. Students who have missed work, having difficulty, or need additional work are requested by their classroom teachers. During this remediation period, students are given individual or small group assistance. The schedule for remediation allows for each teacher to see each class for approximately 30 additional minutes each week.

Math I Support is a year long class that was implemented with the 2008-2009 school year with Math I. Math II support was added 2009-2010. Math III support was implemented for the 2010-2011 school year. Students receive additional resources and assistance during the school day.

Content team teachers are in place in classrooms to give additional support to students with disabilities. In addition, there is a study skills class designed for students with disabilities who might need additional assistance that cannot be addressed by team teachers. KeyTrain and Read 180 are programs used by the CTAE and/or Special Education Departments. These programs focus on students who are below grade level in reading.

Additionally, a mock GHS GT is given to the juniors in the math department to determine the student's strengths and weaknesses. Students are given access to the website www.usatestprep.com. This access is used before, during and after school. This website provides students with review material for EOCT and GHS GT.

Response to Intervention (RTI) is in place for teachers to recommend students who are having difficulty with a class. The purpose of the RTI committee is to explore and put in place interventions that will work for that individual student and thus lead to academic success.

Students who have previously failed the GHSGT or may have difficulty with the state testing will be offered an additional review session on the subjects of concern. An Intersession, will be offered during the school day to give students additional remediation and support with specific content related to state testing

Additional components:

10) Description of how individual student assessment results and interpretation will be provided to parents

Information is made available to parents as a natural part of the school-home communication process. Progress reports and report cards are given out twice a semester. Parent Portal, a computer based system, allows parents to log into an account specific to each parent and they are able to see the grades of middle and high school students. The morning report is placed on the school website as another source of information for parents. Emails, letters, and good news are cards sent frequently to parents of students. One early release day is scheduled each semester. The purpose of the early release is to encourage parent conferences. In addition, Individual Student Assessment Reports for the GHSGT and PSAT are given to students.

During the registration process, advisors meet with parents and students to review the academic progress and to adjust the program of study as necessary. These meetings are held in February of each year. Students then meet with the advisor once a month for lessons related to career choice and pathway choice. The advisor keeps the same advisees a minimum of 3 years at WBHS.

11) Provisions for the collection and disaggregation of data on the achievement and assessment results of students

Georgia High School Graduation Test (GHSGT) data is distributed to the administrative staff at the summer workshop. Administration disaggregates the data for WBHS. This data is then distributed to department chairs that in turn share and analyze this data with each department. Students not passing one or more portions of the GHSGT are be scheduled by the guidance office for remediation and/ or given specific remediation information.

WBHS brought in a consultant from Northeast Georgia RESA to work with the staff in August as a part of the Professional Learning plan. The purpose of the visit was to have the faculty look at data other than GHSGT results. EOCT, SAT, ACT, and graduation rates were also analyzed. From this meeting, strengths and weaknesses were noted. The list was compiled and given to all faculty members. This data then guided the School Improvement Plan. The School Improvement Plan is reevaluated every 45 days by a small faculty group. In addition, the language arts, math, and social studies departments have worked with a consultant from Northeast Georgia RESA. The purpose of the consultant is to offer professional learning to improve teaching strategies to improve student achievement.

The end result of the data compilation would be to adjust the teaching practices as necessary.

Teachers will administer state achievement assessments using secure, standardized procedures outlined by the school testing coordinator and the system test coordinator. Following administration, tests will be sent to the appropriate scoring agency who then secures all test data. Test data is obtained by the district testing coordinator via the secure Georgia Department of Education Portal. When data is received it is disaggregated by the system level testing coordinator and shared with school administrators who will promptly share this information with teachers. School administrators have been trained to utilize spreadsheet data and identify target students and groups. Teachers will further disaggregate the data to identify individual student needs as well as needed program and instructional improvements.

12) Provisions for seeking statistically sound results for each category for which assessment results are disaggregated

The statistical validity and reliability of the instruments administered are maintained by the Georgia Department of Education. Teachers and staff are continually trained on test security and administration in order to ensure that testing results will be sound reflections of student learning. Test data is maintained in a database format as well as in spreadsheets in order to keep data shared between schools and the central office as consistent and secure as possible.

At the local level, school testing coordinators, teachers, and staff will continue to be trained for each test to insure that the results are statistically valid and reliable. All administration, storage, and coding procedures as outlined in the testing manuals will be followed to insure test security and its proper administration. Test data will be handled in a confidential manner at the system and school levels.

13) Provisions for public reporting of disaggregated data

For each major assessment, press releases will be prepared by the district office highlighting both the overall results of the testing as well as data disaggregated by subgroups. These press releases will be shared with local newspapers, radio stations, and other media outlets. In addition, the Barrow County Schools webpage will contain test scores and press releases available for public viewing.

The State Report Card will be available to the public through the Georgia Department of Education DOE website. This report card will provide data from state mandated tests as well as school demographics. Adequate Yearly Progress reports will also be found on this site.

14) Plan developed during a one-year period and revised at least annually

When preparing to become a School Wide Title I program, WBHS engaged in a process that included involving stakeholders in review of test data, needs assessment, and selection of strategies. Surveys were issued to parents, teachers and students. The results of these were incorporated in Component 1 of this plan. The Curriculum Committee met and participated in the making of the Needs Assessment, based on the data. They also participated in a review of the completed Needs Assessment, as well as the final plan, for suggestions and revisions. This plan will be reviewed and revised each year.

15) Plan developed with the involvement of stakeholders

The Curriculum committee participated in the making of the Needs Assessment, based on the data. The curriculum committee also reviewed the School-wide plan and offered suggestions and corrections at its April and May meetings. Surveys were included in the development of the plan. Teachers, students, and parents were surveyed and that data was instrumental in the development of the goals of WBHS.

16) Plan available to stakeholders

The school wide plan was presented to the WBHS School Council at the May meeting. Members of the school council were encouraged to send feedback to the Title I coordinator. In addition, the school wide plan was published on the WBHS website for parents and community members to submit comments to the Title I coordinator. The plan was also sent to all faculty electronically and input was encouraged.

The plan will be available at all orientation meetings, parent meetings and open houses. Notification of the plan and how it can be accessed will be included in the first newsletter

17) Plan translated to the extent feasible

The plan will be available in English and Spanish, both in hard copy and electronic format. If requested, a copy of the plan in other languages will be made accessible.

18) Plan subject to the school improvement provisions of Section 1116

This plan is subject to the school improvement provisions of Section 1116 of NCLB. State academic assessments and other indicators are used to annually review the progress of the school to determine whether adequate yearly progress is being made.