



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

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>					
<b>School Name:</b> Booker T. Washington High School			<b>District Name:</b> Atlanta Public Schools		
<b>Principal Name:</b> Tasharah Wilson			<b>School Year:</b> 2017-2018		
<b>School Mailing Address:</b> 45 White House Drive, SW Atlanta, GA 30314					
<b>Telephone:</b> 404-802-4603					
<b>District Title One Director/Coordinator Name:</b> Kathleen Yarbrough					
<b>District Title One Director/Coordinator Mailing Address:</b> 130 Trinity Avenue Atlanta, GA 30303					
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<b>Telephone:</b> 404-802-2842					
<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>Subject Alert</b>	<input type="checkbox"/>	List Subject(s)	<b>Sub-Group Alert</b>	<input type="checkbox"/>	List Subgroup(s)
<b>Graduation Alert</b>	<input type="checkbox"/>	List Subgroup(s)			
<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> 09/09/16		<b>Revision Date:</b>		<b>Revision Date:</b>	



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### Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

#### Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (\*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).  
**Note:** The planning team must involve parents in the planning process.  
See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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**Planning Committee Members:**

<b>NAME</b>	<b>MEMBER'S SIGNATURE</b>	<b>POSITION/ROLE</b>
<b>Tasharah Wilson</b>		<b>Principal</b>
<b>Robert Clark</b>		<b>Assistant Principal</b>
<b>Tracy Harrell</b>		<b>Assistant Principal</b>
<b>Joseph Harris</b>		<b>Assistant Principal</b>
<b>Kimberly Moore</b>		<b>Assistant Principal</b>
<b>Danielle Oliver</b>		<b>Instructional Coach</b>
<b>Chikaodili Onyema</b>		<b>Instructional Coach</b>
<b>Monet Dixon</b>		<b>ELA Department Chair</b>
<b>Sarah Hobbs</b>		<b>Math Department Chair</b>
<b>Chanel Cobey-Williams</b>		<b>Science Department Chair</b>
<b>Michael Howard</b>		<b>Social Studies Department Chair</b>
<b>Kemi Olatundun</b>		<b>Graduation Coach</b>
<b>Katherine King-Taylor</b>		<b>Parent</b>
<b>Bukola Ayeni</b>		<b>Parent</b>
<b>Maya Hill</b>		<b>Student</b>
<b>Mercedes Williams</b>		<b>Student</b>
<b>Cedrick Dortch</b>		<b>Community Partner</b>
<b>Tolton Pace</b>		<b>Community Partner</b>



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**SWP Components**

**\*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

*Response:*

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Tasharah Wilson, Principal; Assistant Principals Robert Clark, Tracy Harrell, Joseph Harris, and Kimberly Moore; Instructional Coaches Danielle Oliver and Chikaodili Onyema; Teachers Chanel Cobey-Williams, Monet Dixon, Sarah Hobbs, and Michael Howard; Graduation Coach Kemi Olatundun; parents Katherine King-Taylor and Bukola Ayeni; students Maya Hill and Mercedes Williams; and partners Cedrick Dortch and Tolton Pace. There were several parents and one student present for the planning meeting. We are currently trying to identify external partners. The ways they were involved include observing instructional and operational practices and providing feedback to assist in the development and/or revision of this plan, conducting meetings and conversations with members of their stakeholder groups, and gathering information from surveys of various stakeholder groups. These individuals will continue to participate in ongoing meetings, observations and feedback sessions as this plan is monitored and revised as necessary.

B. We have used the following instruments, procedures, or processes to obtain this information:

- Department, faculty & leadership team meetings
- Teacher surveys
- Parent meetings
- Parent surveys
- Reading Plus results
- ALEKS results
- Infinite Campus reports
- GaDOE Milestones reports

C. We have taken into account the needs of migrant children by (or if you have no migratory students . . . these are the procedures we would follow should those students be in attendance . . . )

To ensure compliance with Title I Part-C (Migrant Education), GaDOE Occupational Survey questions have been incorporated within APS Student Enrollment Form. If yes, responses to any of these questions are received, the name and contact information is forwarded to the ABAC Migrant Education Consortium to determine Migrant status and eligibility for program services and support. Students who are deemed eligible for Migrant education program services, receive support at their local school and offered



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additional academic support, resources and other services coordinated by the ABAC consortium. Student grades and progress reports from their home school are used to identify their weakness and determine if additional support is needed. Tutorial sessions are designed to address deficiencies and to ensure students master skills required to meet academic standards.

- D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, an analysis of student performance on math and reading intervention programs was conducted. Additionally, teachers systematically analyzed pre- and post-assessment data to determine individual student strengths and weaknesses. We are awaiting standardized test results from the Georgia Department of Education when disaggregated data can be analyzed. Once data is analyzed, a plan of action is developed to guide the improvement of instruction in identified areas. We will continue to target previously identified areas of weaknesses in all Georgia Milestones courses.
- E. We have based our 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 and the State student academic achievement standard including
- Economically disadvantaged students . . .
  - Students from major racial and ethnic groups . . .
  - Students with disabilities . . .
  - Students with limited English proficiency . . .

We analyzed our data from the 2015-2016 Georgia Milestones assessments and the results are listed below. The data will be updated once it is received from the Georgia Department of Education. It is important to note that during the 2015-2016 school year 100% of all students at Booker T. Washington High School were classified as Economically Disadvantaged per school nutrition free and reduced meal status. Our student population was 98.23% African American, 1.2% Hispanic/Latino, 0.12% American Indian, 0.12% Asian, 0.02% White and 0.02% Multi-racial with 0.03% of our students having limited English proficiency. During the 2015-2016 school year, 13.49% of the student population was identified as having one or more disabilities.

According to the 2015-16 Milestones EOC results in 9<sup>th</sup> Lit:

- **50%** of All students **scored at the developing level and above (-14.3 from 2014-2015)**
- **50%** of All students **scored at the beginning level**
- **9%** of Special Education students **met** standards

According to the 2015-16 Milestones EOC results in Algebra I:



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- **36.4% of All students scored at the developing level and above (2015-2016 was Year 1)**
- **63.6% of All students scored at the beginning level**
- **9% Special Education students met standards**

According to the 2015-16 Milestones EOC results in Biology:

- **40.2% of All students scored at the developing level and above (+4.2 from 2014-2015)**
- **60% of All students scored at the beginning level**
- **8% of Special Education students met standards**

According to the 2015-16 Milestones EOC results in Analytic Geometry:

- **58.5% of All students scored at the developing level and above (-7.7 from 2014-2015)**
- **41.5% of All students scored at the beginning level**
- **19% of Special Education students met standards**

According to the 2015-16 Milestones EOC results in Geometry:

- **79.3% of All students scored at the developing level and above (2015-2016 was Year 1)**
- **21% of All students scored at the beginning level**

According to the 2015-16 Milestones EOC results in Physical Science:

- **24.5% of All students scored at the developing level and above (+3.5 from 2014-2015)**
- **75.5% of All students scored at the beginning level**
- **5% of Special Education students met standards**

According to the 2015-16 Milestones EOC results in US History:

- **22.7% of All students scored at the developing level and above (-45 from 2014-2015)**
- **77.3% of All students scored at the beginning level**
- **9% of Special Education students met standards**

According to the 2015-16 Milestones EOC results in American Literature:

- **33.3% of All students scored at the developing level and above (38.2 from 2014-2015)**
- **66.7% of All students scored at the beginning level**
- **4% of Special Education students met standards**

According to the 2015-16 Milestones EOC results in Economics/Business/Free Enterprise:



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- **42.9%** of All students **scored at the developing level and above (-16.1 from 2014-2015)**
- **57.1%** of All students **scored at the beginning level**
- **15%** of Special Education students met standards

For this plan, we have also utilized data from the ALEKS and Reading Plus intervention programs to gauge academic gains over the school year.

Math Course (ALEKS)	Beginning Knowledge (student average)	Ending Knowledge (student average)	Percentage Points Gained
Algebra 1	37%	39%	2
High School Geometry	38%	40%	2

Course (Reading Plus)	Use	Rate Gains
Communication Skills/Reading Enrichment-9 <sup>th</sup> and 10 <sup>th</sup> Grade	<ul style="list-style-type: none"><li>• 188 students enrolled</li><li>• students (30%) on/close to schedule</li><li>• students (60%) off schedule</li></ul>	<ul style="list-style-type: none"><li>• 60+ wpm Average Rate Gain</li><li>• 1.1% Average Level Gain</li></ul>

In analyzing the data above, academic achievement in all of the core content areas must be improved. The students in ALEKS and Reading Plus data show that students are making some gains, although not at the rate expected. However, despite their slow progress through the programs, the Milestones data indicate significant gains in both Math and English-Language Arts. Students with disabilities will need additional personalized support in order to meet expectations. The data shows that very few students with disabilities are performing with a level of proficiency. Additional professional learning is needed in providing innovative and differentiated instruction in all instructional areas for regular education and special education students. To assist in facilitating the need for more professional learning and to assist in strengthening instructional practices throughout the science department, an additional Instructional Coach was hired and as a result, gains were made in Physical Science although Biology remained the same. The increase in data from the Milestones indicates that professional learning and the need to retain Instructional Coaches is paramount.

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were the integration of appropriate instructional technology, the implementation of daily formative assessments, incorporation of research-based instructional strategies, and the Evaluation of Growth Tool to include district approved instructional practices such as: Practice 1: Instructional Objective, Practice 2: Academic Language, Practice 3: Gradual





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Release of Responsibility, Practice 4: Balance of Informational text, Practice 5: Knowledge in the disciplines, Practice 6: Staircase of Complexity, Practice 7: Text-based answers, and Practice 8: Writing from sources.

- The major needs were in the areas of mathematics and English Language Arts. Students show a need of support in both Algebra and Geometry. In addition, students demonstrate weakness in making connection to geometry and statistics. Students also show a need for support in expressions, equations, and algebraic functions. There is a large number of students reading below grade level in the ninth and eleventh grades. Additionally, the Lexile score distribution is below both the system and the state.
- The needs addressed will be to continue to increase numeracy skills and literacy across all core content areas. The Instructional Coaches will work intentionally on these areas throughout the school year with all teachers.
- The specific academic needs include the improvement of reading, writing and numeracy skills in all content areas. Through remediation, advisement and tutorial, the focus will be to support academic achievement by increasing student from non-proficient to proficient. Through support, students will increase from proficient to exemplar through a five step data team process and follow up by all teachers. Additionally, we will input daily, weekly and unit assessments to monitor student achievement and inform instructional decisions.
- The root cause(s) that we discovered for each of the needs is that many students enter high school with low skills and are not motivated to achieve and excel. Many students do not read on grade level, some refuse to read and study outside of the classroom, and others find it too demanding to read and study. Some causes that teachers discovered for the various areas of weakness were due to limited student interventions within the classroom setting and lack of differentiated instruction in each class. Some students were able to master complicated problems or questions at the lower to middle levels. All students need to be mastering Math and ELA problems at the middle to higher levels. In addition, more in-class strategies/interventions would assist students who struggled in the various academic areas of learning. The deficiencies in all of the content areas can also be attributed to many other factors which include, but are not limited to, too few opportunities for students to have a voice in scheduling; lack of student engagement; poor organizational and critical thinking skills; poor study habits; limited foundational skills in the arts, career technology, reading, English/language arts, mathematics, science and social studies; too few resources and supports for high school level instruction; failure of stakeholders to build positive relationships; lack of motivation and perseverance; limited or no parental support; lack of self-discipline; refusal to accept additional assistance being offered; lack of a positive attitude towards school and education; and a fear of failure among students. In order to help students build critical thinking skills and increase their skills in the core subject areas, teachers will





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be supplied with materials such as markers, pens, pencils, pencil sharpeners, glue sticks, rubber cement, printer toner, staplers, staples, tape dispensers, scantron forms, scientific and graphing calculators, rulers, portfolios, poster boards, project boards, index cards, headphones, binders, dividers, manila folders, composition books, graph paper, filler paper, paper clips, binder clips, sheet protectors, construction paper, scissors, glue sticks, rubber cement, binders, dividers, dry erase boards, colored pencils, protractors, compasses, rulers, post it notes, highlighters, chart paper, copy paper, construction paper, dry erase markers, batteries and sorting circles to help them create and facilitate creative and engaging lessons. We will utilize computer software to supplement instruction and provide additional opportunities for students to master the standards and to assist teachers and students with overcoming some of the root causes of our low academic performance. In order to continue to facilitate the integration of instructional technology, we will purchase laptops and/or Chrome books and charging carts if funds are available. If additional funds are received, we will install interactive LED boards in classrooms that do not have one, and/or make repairs or replace boards that are malfunctioning. USA Testprep software will be purchased for non-Milestones courses. We will use funds to purchase literary and informational texts to assist students with reading comprehension and fluency, as well as workbooks to help assist in increasing the numeracy and literacy skills of all students across all content areas. Staff members will have an opportunity to participate in professional learning conferences on various instructional practices if funding allows. Lastly, funds will be used to conduct parent and family engagement outreach activities and increase the level of parent and family engagement in our school. These activities will be led by our Parent Liaison.

G. The measurable goals/benchmarks we have established to address the needs are listed below. We will update the data for 2016-2017 once it is received from the state.

- 9<sup>th</sup> Grade Literature – Pass Rate: 2014-2015(**81%**), 2015-2016(**84%**), 2016-2017 (**87%**); **did not meet for 2015-2016**
- CCGPS Algebra – Pass Rate: 2014-2015(**37%**), 2015-2016(**39%**), 2016-2017 (**41%**); **did not meet for 2014-2015**
- Analytic Geometry – Pass Rate: 2014-2015(**24%**), 2015-2016(**26%**), 2016-2017 (**28%**); **did meet for 2015-2016**
- American Literature – Pass Rate: 2014-2015(**88%**), 2015-2016 (**90%**), 2016-2017 (**92%**); **did not meet for 2015-2016**
- Biology – Pass Rate: 2014-2015(**59%**), 2015-2016(**62%**), 2016-2017 (**92%**); **did not meet for 2015-2016**
- Physical Science – Pass Rate: 2014-2015(**66%**), 2015-2016(**69%**), 2016-2017 (**72%**); **did not meet for 2015-2016**
- U.S. History – Pass Rate: 2014-2015(**49%**), 2015-2016(**52%**), 2016-2017 (**55%**); **did not meet for 2015-2016**



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- Economics - Pass Rate: 2014-2015(**86%**), 2015-2016(**89%**), 2016-2017 (**92%**); **did not meet for 2015-2016**

**\*2. Schoolwide reform strategies that are evidenced based.**

**2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.**

*Response:*

*The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are (list strategies to be used)...*

- Instructional Coaches for all content areas
- Implementation of the APS Instructional Practices
- Tutorials
- Social Emotional Learning
- Milestones Bootcamp
- Classroom Focused Improvement Process
- Differentiated Professional Learning
- ALEKS
- Reading Plus
- Reading Horizons
- Literacy and Numeracy Plan
- Common Assessments

Instructional Coaches – The Instructional Coaches will work collaboratively to support instruction in all content areas. The coaches will utilize data to assist teachers in the classification of student achievement data from formative assessments in order to impact instruction. The coaches will train school staff on the analysis of different types of data which can be used to make timely and appropriate decisions about curriculum, assessment, and instruction. Additionally, the coaches will provide all content area teachers with strategies to improve reading comprehension, argumentation, citing textual evidence, balancing literary and informational texts, understanding academic language, and writing from sources in an effort to increase student understanding of content material. Together the coaches will provide assistance



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<b>*2. Schoolwide reform strategies that are evidenced based.</b>
<b>2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.</b>
<p>with blending content knowledge and differentiated instruction. The coaches will design collaborative, job embedded, standards-based professional development for all content area teachers. The coaches will assist with classifying student performance data by school, department, and teacher in order to assess the instructional coaching needs of individual teachers based on this analysis.</p> <p><u>Implementation of the APS Instructional Practices</u> – The APS instructional practices provide a framework for research-based instructional strategies. The practices were born out of key instructional shifts in literacy and mathematics. The instructional shifts in literacy include: a balance of literary and informational text, knowledge of the disciplines, providing a staircase of complexity, requiring text based responses, writing from sources and emphasizing general and domain-specific vocabulary. The mathematical instructional shifts center on providing focus, coherence, and rigor. There are eight literacy instructional practices and seven practices for mathematics that must be implemented in all courses. For the 2017-2018 school year new practices have been developed for science and social studies. The Instructional Coaches lead the professional learning on implementing the instructional practices with active involvement and support from the administrative team.</p> <p><u>Tutorial</u> – Providing after school and Saturday tutorials increases the amount of instruction being provided to students.</p> <p><u>Social Emotional Learning-</u> All staff will be provided with job-embedded professional learning based on the five competencies of Social Emotional Learning. Direct Social Emotional Learning will occur during an assigned class for underclassmen and will be reiterated during advisory Mondays through Thursdays in order to reach the social and emotional skills of all students. The five competencies include: self-management, self-awareness, responsible decision making, relationship skills, and social awareness.</p> <p><u>Milestones Bootcamp-</u> In effort to further prepare students for the Georgia Milestones Assessment EOC, school wide intervention will be provided during advisory coupled with Social Emotional Learning. This will occur once students return from Spring Break leading up to testing.</p> <p><u>The Classroom Focused Improvement Process</u> - The Classroom Focused Improvement Process is set in place utilizing data to drive instruction and to ensure teachers are assessing the needs of students continuously in order to ensure proficiency of standards. All teachers will meet collaboratively to plan lessons and implement evidence based strategies to assist the needs of all learning modalities.</p>



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<b>*2. Schoolwide reform strategies that are evidenced based.</b>
<b>2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.</b>
<p><u><b>Differentiated Professional Learning</b></u> - There will be four phases of professional learning to include a coaching cycle. The cycle begins with explicitly teaching the research based strategy, then modeling and sharing of the strategy of practice in the classroom, to monitoring and coaching of the strategy ending peer observations. The professional learning sessions that will occur throughout the school year is to aid teachers in utilizing best practices and research based strategies to help students maintain a level of proficiency. The professional learning sessions will cover the district's eight practices and they are the following: Performance Student Learning Objectives (Math/ELA), Academic Vocabulary (Math/ELA), Gradual Release of Responsibility (Math/ELA), Use of manipulatives (Math), Balancing informational and literary text (ELA), Coherence (Math), Knowledge in the disciplines and Staircase of complexity (ELA), Procedural Fluency (Math), Standards for Mathematical Practice (Math), Qualitative and Quantitative Measure of Literacy (ELA), Rigorous and rich evidence based dialogue about text (ELA) and Writing Opportunities from multiple sources (ELA)</p> <p><u><b>ALEKS</b></u> – ALEKS is a modular intervention that targets and fills gaps and clears up misconceptions in mathematics from grades 2 and above. It helps students in every grade level improve their understanding of critical concepts in mathematics.</p> <p><u><b>Reading Horizons</b></u> - Students scoring in the bottom 30% on Georgia Milestones are scheduled in a reading intervention course. Students will be utilizing the Reading Horizons program to help them gain proficiency in reading and writing. Students will work on the writing process as well as reading comprehension skills using evidence based strategies.</p> <p><u><b>Literacy and Numeracy Plans</b></u> - The literacy and numeracy plans will include daily strategies and interventions to be used by teachers in all content areas to assist the student body in developing skills for both reading, writing, and math.</p> <p><u><b>Common Assessments</b></u> - Common assessments are a mandate from the school system. Training will be provided by the Instructional Coaches on how to design common assessments with assessment items that are rigorous, relevant and valid. Common assessments will be developed by teachers that teach the same course and will be administered to students at the same time so that student results can be analyzed during common planning. The Instructional Coaches will work with teachers on a continuous basis to help develop and review assessment items. These assessments will be formative in nature as teachers will use the data to adjust instruction.</p>



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

*Response:*

Following (or in our appendices) are examples of the evidence-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)...

We will continue to employ an Instructional Framework that includes evidence-based practices to raise student achievement. These practices have consistently presented evidence of increasing student achievement. The components below identify the requirements for each instructional lesson following the Instructional Framework and the three part lesson plan (opening, work period, and closing).

**Marzano High Yield Strategies**

• **Identifying Similarities and Differences**

Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas (Bransford, Brown, & Cocking, 1999).

Results of employing these strategies can help to boost student achievement from 31 to 46 percentile points (Stone, 1983; Stahl & Fairbanks, 1986; Ross, 1988).

Students benefit by having similarities and differences pointed out by the teacher in an explicit manner. This can include rich discussion and inquiry, but allows students to focus on the relationship or bridge to the new ideas (Chen, Yanowitz, & Daehler, 1996; Gholson, Smither, Buhrman, & Duncan, 1997; Newby, Ertmer, & Stepich, 1995; Solomon, 1995). Students also benefit by being asked to construct their own strategies for comparing similarities and differences (Chen, 1996; Flick, 1992; Mason, 1994, 1995; Mason & Sorzio, 1996). Combining this strategy with the method of using nonlinguistic representation enhances student achievement significantly (Chen, 1999; Cole & McLeod, 1999; Glynn & Takahashi, 1998; Lin, 1996).

• **Cooperative Learning**

Students understand that their membership in a learning group means that they either succeed or fail – together (Deutsch, 1962). “Positive interdependence” includes mutual goals, joint rewards, resource interdependence (each group member has different resources that must be combined to complete the assignment), and role of interdependence (each group member is assigned a specific role). Students help each other learn and encourage individual team members’ success. Individuals in the group understand that they are accountable to each other and to the group as a distinct unit. Interpersonal and small-group skills are in place, including communication, decision making, conflict resolution, and time management. Members are aware of the group’s processes. Individual members talk about “the group” as a unique entity. Project based learning should be incorporated as a cooperative learning activity.

• **Non-linguistic Representation/Thinking Maps**

Learners acquire and store knowledge in two primary ways: linguistic (by reading or hearing lectures), and nonlinguistic (through visual imagery, kinesthetic or whole-body



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modes, and so forth). The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001). Visual representations help students recognize how related topics connect (NCTM, 2000). Finding patterns helps students organize their ideas so that they can later recall and apply what they have learned. Research has shown an increase in understanding of geometry when students learn to represent and visualize three-dimensional forms (Bransford, et al., 1999; Lehrer & Chazen, 1998). After brainstorming to generate ideas, students can improve their reading, writing, and thinking skills by using thinking maps to help them organize key concepts in a visual way (Hyerle, 1996). Using visual representation software in a science classroom helps students express their developing understanding of core chemistry concepts in the form of visual representations that are readily created and shared. These representations help students generate explanations of the phenomena they are investigating (Michalchik, V., Rosenquist, A., Kozma, R., Kreikemeier, P., Schank, P., & Coppola, B., in press).

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

*Response:*

We will increase the amount and quality of learning time by (before/after school, summer school, Saturday school, block scheduling) by implementing the following:

- Instructional Coaches
- Tutorial
- Support classes
- Academic Recovery Advisories
- Technology Integration
- Evidence Based Strategies
- Scheduling
- Data Team Process
- Social Emotional Learning

Instructional Coaches – The Instructional Coaches will work collaboratively to support instruction in all content areas. The coaches will utilize data to assist teachers in the classification of student achievement data from formative assessments in order to impact instruction. The coaches will train school staff on the analysis of different types of data which can be used to make timely and appropriate decisions about curriculum, assessment, and instruction. Additionally, the coaches will provide all content area teachers with strategies to improve reading comprehension, argumentation, citing textual evidence, balancing literary and informational texts, understanding academic language, and writing from sources in an effort to increase student understanding of content material. Together the coaches will provide assistance





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

with blending content knowledge and differentiated instruction. The coaches will design collaborative, job embedded, standards-based professional development for all content area teachers. The coaches will assist with classifying student performance data by school, department, and teacher in order to assess the instructional coaching needs of individual teachers based on this analysis.

After School Tutorial - Teachers will provide tutorial/remedial instruction in their specific content area from 3:30 – 4:30 PM in their respective classrooms. Teachers will provide these services at least once a week. Student to teacher ratios will not exceed 15 students per session. Identified students will be placed on an Individual Learning Plan, which will be analyzed bi-weekly by the teacher and leadership team. Performance data will be collected and presented for program modification purposes

Reading, Writing, and Math Support Classes – Students in grades 9-12 that fall in the bottom 30<sup>th</sup> percentile range in literacy and math are placed in reading support classes to help increase their basic literacy and math skills utilizing the Reading Horizons program for literacy and ALEKS for math.

Academic Recovery Advisories – When students are not successful in meeting standards on state assessments or on coursework, it may affect the acquisition of graduation credits for the student. When students in grades 9-12 do not get credit for a course, the student will be placed in an academic recovery advisory. In this advisory, students are provided with support and guidance from a certified teacher while working on an academic recovery program.

Technology Integration - Teachers will utilize technology that motivates and supports students' understanding and the application of curriculum (interactive LED boards, ActivTables, ActivExpressions, projectors, student response systems, laptops, Chrome books, Podcasts, wikis, pods, Google apps, etc.).

Other Evidence Based Strategies - Well-planned instructional lessons will also provide students with several learning opportunities that target the various learning styles and help to raise student achievement. Reading Horizons, ALEKS, Compass, Carnegie Learning, USA Test Prep, and other evidence-based instructional programs/practices will be used to enhance learning for students and to address student deficiencies. Students will engage in differentiated instruction, cooperative learning, tiered and compact lessons, small group instruction, role-playing, debates, and the integration of technology. In addition, teachers will use resources such as chart, graphs, power points, magazines, books, articles, labs, universal streaming videos, music, food items and other objects and resources that target the various learning styles. Teachers will promote the use of evidence based learning strategies and processes to help students understand and organize complex concepts.





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

Scheduling – The master schedule will be used to maximize learning time for students. Each student will be evaluated academically to determine the courses they will complete each quarter and to determine whether additional learning support and/or time is needed during the instructional day. Teachers now have the opportunity to volunteer to teach an additional class period every day in order to decrease class sizes. Teachers are required to teach from bell-to-bell, and all teachers will implement standardized routines and procedures (e.g., standards – based board, agenda of the daily learning objectives, and activities). Each class period is approximately 70 minutes, and one to two times per week, teachers will implement the flexible grouping plan by using a portion of the class period (approximately 20 minutes) to initiate flexible grouping practices that are used to provide specific instruction for the various student groups (below grade level, on grade level, advanced students).

Data Team Process- During data meetings teachers use the results from weekly tests and quizzes to determine the groups that students are assigned, and the interventions and enrichment activities that students must complete.

Social Emotional Learning - All staff will be provided with job-embedded professional learning based on the five competencies of Social Emotional Learning. Direct Social Emotional Learning will occur during an assigned class for underclassmen and will be reiterated during advisory Mondays through Thursdays in order to reach the social and emotional skills of all students. The five competencies include: self-management, self-awareness, responsible decision-making, relationship skills, and social awareness.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

*Response:*

The needs of all students, particularly those in special education, and students who are economically disadvantaged will be carefully monitored through RTI, data teams, benchmark assessments, CFIPs, and report cards. Adjustments to programs such as after school tutorials, in school tutorials and placement in support courses will address these needs. Our School's Strategic Plan will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

The information outlined in this section provides clear evidence that the needs of the targeted population of students (all 9<sup>th</sup> – 12<sup>th</sup> graders) are monitored consistently, thus providing a consistent emphasis on our continued academic improvement plan as approved under the Elementary and Secondary Education Act of 1965. Consequently,



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the school will follow the standards for all courses that are utilized statewide to offer an equitable educational opportunity to all of its students. Classroom teachers, special education staff, instructional support staff and administrative staff all work together to provide a quality education for all students. The staff works together to frequently monitor student progress and continuously collect data. The needs of all children are addressed through the utilization of the Pyramid of Interventions. Using the pyramid, data is collected on all students in Tier 1. Classroom teachers, the special education teachers, and the pupil support staff all work together to screen students in multiple settings by implementing the Response to Interventions process into all of the four tiers of the Pyramid of Interventions. A plan is then formulated to address what strategies from the Pyramid of Interventions will apply. Strategies and instruction are research-based practices. Students may move in and out of levels on the Pyramid of Interventions based on a student's progress monitoring (assessment results).

Evidence-based instructional strategies, inclusion, small group instruction, peer tutors, formative and summative assessments and other methods will be used inside the classroom during instructional time. Through the PLCs, regular and special education teachers will participate in professional development that provides knowledge on implementing various strategies that address the learning styles of special and regular education students. Students will also be provided with academic coaches/tutors to assist them in areas where they may be weak.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

*Response:*

No field trips will be taken using Title I funds.

\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

*Response:*

A. We will include teachers, coaches, administrators, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example during the 2017-2018 school year professional learning will be focused on improving teaching and learning, effectively implementing differentiated instructional strategies, and implementing common assessments. During the 2017-2018 School Year, a select number of teachers may have an opportunity to attend the following conferences:

- ASCD Conference on Teaching Excellence
- SDE National Conference on Differentiated Instruction



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\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

- IRA Reading Conference
- International Marzano Conference
- International Society for Technology in Education

A limited number of staff members will attend these conferences to help them gain knowledge and skills in their respective areas. Staff members that are selected to attend these conferences will have an opportunity to learn innovative strategies to help students that have low foundational academic skills and will then be responsible for redelivering to the full faculty. All staff members receive continuous job-embedded professional development on providing high quality, engaging, and motivating instructional activities to all levels of students. We make every effort to assure the success of all students by having teachers participate in continuous professional development activities. During the 2017-2018 school year, we will continue to focus our professional growth on the following:

- **Implementation of the APS Instructional Practices** - The APS instructional practices provide a framework for evidence-based instructional strategies. The practices were born out of key instructional shifts in literacy and mathematics. The instructional shifts in literacy include: a balance of literary and informational text, knowledge of the disciplines, providing a staircase of complexity, requiring text based responses, writing from sources and emphasizing general and domain-specific vocabulary. The mathematical instructional shifts center on providing focus, coherence, and rigor. There are eight literacy instructional practices and seven practices for mathematics that must be implemented in all courses. New practices will be rolled out for science and social studies during the 2017-2018 school year. The Instructional Coaches lead the professional learning on implementing the instructional practices with active involvement and support from the administrative team.
- **Georgia Standards of Excellence Implementation** – The teachers at Washington High School will continue to be supported in the implementation of the revised Georgia Standards of Excellence in ELA/literacy, mathematics, science and social studies. The Instructional Coaches, along with support from the district will provide training and support to the teachers in all content areas.
- **Statewide Longitudinal Data System (SLDS)** – Teachers will continue to receive training on how to use SLDS to make informed decisions to improve student learning. Teachers will also receive training on how to use the revised Teacher Resource Link (TRL) within SLDS.
- **Common Assessments** – Common assessments are a mandate from the school system. Training will be provided by the Instructional Coaches on how to design common assessments with assessment items that are rigorous, relevant and valid. Common assessments will be developed by teachers that teach the same course and will be administered to students at the same time so that student results can be



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\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

analyzed during common planning. The Instructional Coaches will work with teachers on a continuous basis to help develop and review assessment items. These assessments will be formative in nature as teachers will use the data to adjust instruction.

- **Instructional Data Use & Creating Data Teams** – By working with the Instructional Coaches, teachers will have support in how to utilize data to make informed decisions on instruction. Teachers are involved in a cycle that enables them to look at pre-assessment data, make instructional decisions and look at post-assessment data. The Instructional Coaches will assist teachers in gathering multiple forms of data and using that data to inform their instruction. The utilization of data to make instructional and non-instructional decisions will become a norm for the school and will be sustained through continuous use. The Instructional Coaches will provide training on the data team process.
- **Universal Design for Learning/Differentiated Instruction** – Universal Design for Learning (UDL) guides **how** students will learn. By focusing on multiple means of representation, multiple means of action and expression, and multiple means of engagement during school-wide and grade-level decision making, teachers and administrators can collaboratively collect and/or create a wide variety of resources that classroom teachers can utilize to differentiate in their classrooms in order to meet the needs of **all** students. The principles of UDL are applicable for all grade levels and all content areas. The Instructional Coaches will lead the training on UDL. Training videos and information from the Georgia Department of Education and GPB Education will be utilized to support implementation of this differentiation concept during common planning meetings. In addition to UDL, professional learning will focus on all aspects of effective differentiated instruction to increase academic outcomes for all students.
- **High Yield Research Based Instructional Strategies** – Throughout the school year, teachers will continuously review Robert Marzano's differentiated instruction, the district's eight instructional practices and high-yield evidence-based instructional strategies and embed them into their lesson planning during common content meetings.
- **Technology** – Technology training will be provided by the district's Educational Technology Specialist on how to integrate various instructional technologies into classroom instruction. Teachers will be provided professional development on how to use iPads and/or Chrome books in the classroom and incorporate subject specific applications. Support will also be provided on the use of the new interactive LED boards, document cameras and instructional technology programs and equipment like Google Classroom, Dropbox, Edmodo, Promethean Activ accessories, and the web-based Student Backpack and Teacher Pack platforms.
- **Writing & Literacy Across the Curriculum**– We will provide writing and literacy workshops for teachers in the various subject areas. The training will be



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**\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

facilitated by teachers in the Language Arts department and the Instructional Coaches.

B. We will align professional development with the State's academic content and student academic achievement standards. Specific types of professional development will be conducted based on the data from teachers and students. Teachers will also be able to provide input regarding their specific needs. During the 2017-2018 school year, professional development goals will include the following:

- Ensure that all teachers are proficient in implementing Booker T. Washington High School, Atlanta Public Schools and the Georgia Department of Education instructional strategies.
- Implement and utilize the revised Georgia Standards of Excellence.
- Provide additional opportunities for teachers to learn and utilize differentiated instruction.
- All teachers will participate in professional development that focuses on the importance of teaching across the curriculum. Administrators and teachers will adopt school wide regulations that will reduce off-task behavior and promote fewer disciplinary referrals.
- Ensure that teachers utilize data to guide teaching and learning, assessment development, remediation, and academic enrichment. During professional development sessions, teachers will work in interdisciplinary and content teams to disaggregate data and identify individual student strengths and weaknesses within particular skills, student commonalities and differences as it relates to mastery of standards and areas of focus for each core subject area. Individual student test data will be maintained in teachers' data binder and student portfolios, which will enable students, teachers, and parents to evaluate academic progress on a consistent basis. Data meetings will take place at least once per week and include the evaluation of student attendance, discipline, culture surveys, intervention data, and other forms of data.
- Ensure that all teachers have opportunities to participate in focus walks and view the data of their colleagues, in order to participate in data discussions relating to student progress and the instructional focus. Some teachers are taking classes outside the school, and therefore, they will receive additional professional development through their course work.
- The leadership team will participate in school-level professional development that focuses on effective leaders for their various departments (e.g., planning for meetings, facilitating meetings, obtaining feedback from PLC members).

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc.), we have



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**\*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

three Instructional Coaches that support all teachers in effectively implementing evidence-and standards-based instruction. The Instructional Coaches also work with teachers on providing lessons to build and increase literacy and numeracy skills among all students and to implement the newly revised GSE standards with a high level of fidelity. Part of our Title I budget is allocated to the improvement of instructional services. This money will be utilized to fund out of town travel for teachers, instructional coaches and/or administrators to attend the conferences listed in item 4A above.

- D. We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways by utilizing the Data Link test scoring system. This system allows teachers to disaggregate data from their classroom assessments for each student in the class. Teachers have been trained to use the system and use the data collected after each formative assessment. New teachers are trained each year and data reports along with acceleration and remediation plans are generated and implemented on a continuous basis. The Instructional Coaches assist the teachers with running the reports and disaggregating the data to be used for instructional planning and Classroom-Focused Improvement Process (CFIP) Presentation.

**\*5. Strategies to increase parental involvement.**

*In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.*

*Response:*

Booker T. Washington High School selected a blended model of the three family engagement choices. The Academic Parent Teacher Team Program, the Removing the Barriers Program and the School Designed Program provide flexible opportunities to “meet the parents where they are” and also “engage all school stakeholders.” We will be able to support home visits, provide transportation, child care or rent community centers for parent meetings, and leverage our GO Team to promote family engagement. Other strategies Washington High School plans to implement include the following:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parent involvement policy by providing an opportunity to give input on all school wide plans. Parents and families have an opportunity to be involved both during and after school. We may have meetings during the school day, before school and after school in order to have parents and families provide feedback on how we are doing and give input on revisions that we need to make to ensure that we are meeting the academic needs of all students.





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- 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, by distributing it to all students through their Advisory with instructions to take the document home, review it with their parents and return it signed to their Advisor. The policy will be posted on our school website and copies will be available at all parent and family engagement meetings, parent and family engagement activities, and school/community events. The school's Registrar will make sure that the parental involvement policy is included in the registration packet for all newly enrolling students. The policy will be revised as needed at the request of the Title I team parent members.
- 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 by sending flyers home, sending an automated message to all student households and by having all Advisory teachers make phone calls home/send emails to invite parents. Additionally, all meetings will be posted on the school's marquee and website.
- 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 and family engagement by scheduling multiple meetings to accommodate the needs of our working and non-working parents. Parental and family engagement workshops will be scheduled on a quarterly basis. The workshops will be offered several times at varying times during the morning, afternoon and evening. The Instructional Coaches will develop a calendar of the workshops to include the days and times that the workshops will be offered. The calendar will be posted to our school website. Printed flyers will be sent home and posted in locations throughout the community. Parents will also be reminded of upcoming meetings and events through automated calls, website postings and marquee postings. Additionally, some meetings may be recorded and posted to the school website. It has been recommended that the school explore the possibility of holding meetings on Saturdays in conjunction with other schoolwide events that will require the involvement of students in order to increase parent attendance at meetings. Parents also stated the need for more tracking meetings and curriculum nights to provide updates to parents on their student's progress on meeting academic and other graduation requirements. Some of these meetings may take place in locations within the community instead of in the school to facilitate parent and family engagement.
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the





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forms

of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by engaging and involving parents from the beginning. We will host an Open House on July 28, 2017 for all parents and students to come in and meet teachers and administrators, and receive course syllabi and expectations. We consistently make an effort to create an open and inviting environment for parents. It is the policy of the school to respond to all parent requests within a 24-hour timeframe. Washington High School encourages parents to visit their child's classes at any time with a 24-hour notice. Teachers are expected to communicate positive results to parents on a regular basis, through a variety of means to include notes home, email, telephone contact, and personal web pages in order to create effective working relationships and to familiarize parents with the teaching staff. We will begin offering in-home conferences during the 2017-2018 school year.

- F. 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 by having the school conduct parent meetings to gather input for reviewing and revising the current compact. The school will ensure that the revised compact meets the new guidelines implemented by the state of Georgia for all school-parent compacts.
- G. 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, by hosting parent and family engagement workshops and meetings that address meeting the state's academic standards. The school's administrative and guidance counseling teams will work with the Instructional Coaches and Department Chairpersons to develop presentations and printed materials for parents for these workshops.
- H. 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 and family engagement by hosting quarterly parent training sessions. The sessions will be conducted in the Parent Center and will be facilitated by literacy teachers, the Educational Technology Specialist, the Media Specialist, Department Chairs and the Instructional Coaches. Specifically, training will be provided on how to use personal technology items (cellphones, tablets, smartwatches, etc.) and educational



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websites for instructional purposes. We will provide a variety of resources to parents that will assist them in knowing what their child should know and be able to do in all of their classes.

- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent and family engagement programs and build ties between parents and the school by inviting parent and family engagement specialists to conduct the trainings and information sessions. They will work with the school personnel on how to develop positive working relationships with parents and view them as partners in the educational process. Parents would like for roundtable discussions with the school's leadership and guidance counselors to take place regularly.
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental and family engagement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by reaching out to these organizations and coordinating parental and family engagement meetings and events when possible. Since many of our students have younger siblings, we will be able to realize a greater benefit from a larger audience when working in conjunction with other educational organizations in the surrounding community.
- K. We will take the following actions to ensure that information related to the school and parent and family engagement programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by developing multiple means of communication with parents. Communication of all events will be via letters sent home, emails from school staff, website postings, marquee postings, quarterly newsletters, telephone calling posts, and personal calls to parents. Washington High School has re-activated its Twitter account and most staff members, including the principal have accounts to tweet information occurring in the school and in their classrooms. The school's website is regularly updated to help communicate with parents and the community all that is going on in the school. Large screen monitors that will continuously loop school information in several key areas of the school building have been installed on all floors, in the cafeteria and in the STEM Building.
- 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



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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, by having all information translated into the native language of the parents and/or any alternative format if and when the need arises. Washington High School currently does not have any parents requesting information in an alternative language or format.

The Parent Liaison will be responsible for coordinating all parental and family engagement activities along with supporting school staff members. The Parent Center will be located in room 1096 and the Parent Liaison will be responsible for maintaining the center. The Parent Liaison will also be able to request supplies and materials needed for the center to include pens, pencils, copy paper, color paper, card stock paper, markers, filler paper, index cards, staplers and staples, paper clips, binder clips, thumb tacks, tape dispensers, envelopes, stamps, printer toner, highlighters, post it notes, mounting tape, binders, dividers, folders, sheet protectors, and light refreshment items.

- M. In order to increase parent presence in the school and increase parental and family engagement, it has been previously suggested by members of the planning team that incentives be offered to students that bring a parent to meetings. Incentives may also be offered to advisory classes that have the highest parental attendance percentage for events aimed at parents. Students must be involved in efforts to recruit parents in coming into the school. The school needs to get involved in community based interest projects and activities (block parties, game nights, class presentations and trainings) to increase visibility and familiarity of the school staff in the community and to help build relationships with parents. Specifically, staff will be notified of community meetings they can attend. We will encourage teachers to reach out to parents with proficiency reports and positive updates so that parents are not only receiving negative news from the school. Lastly, to assist in increasing parental and family engagement in the school, we will continue to offer parent surveys as an avenue for parents to communicate their needs to the school.

\*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. Addition: Schools must provide description of how transitions will be designed and provided for students moving from elementary to middle, middle to high, and even high to post-secondary as applicable to the grade levels served at the school.

*Response:*

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering



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middle school or high school and for students entering from private schools including students entering our school throughout the school year.

There are no plans at this time for assisting preschool children in the transition from early childhood programs to local elementary school programs or for students entering middle schools, however, as we continue to plan within the Washington Cluster, vertical plans will be developed to assist students with transitioning within the cluster. For students transitioning from middle to high school, we will offer a summer transition program if funds are available. Moving forward, we will work with the school district to expand this program to a full summer transition program. This program will be designed to help students make a smooth transition by providing them opportunities to:

- Meet administrators and teachers who will work with them during the upcoming school year;
- View and explore the physical lay-out of the high school campus;
- Explore courses in mathematics and language arts for high school learners;
- Receive direct instruction in specific success strategies, such as effective study skills, note-taking and time management;
- Learn about extra-curricular activities including sports and clubs;
- Complete 9<sup>th</sup> grade readiness assessments;
- Learn about the school's academic programs and requirements for high school graduation; and
- Learn about service learning

Students entering our school from private schools or from other schools outside the district and state throughout the year are academically assessed upon enrollment. Students are then placed in the appropriate grade and courses and provided a graduation plan just as all other students have received. The students are also given an orientation workshop by their grade level guidance counselor to inform them of rules and policies of the school. Our graduating students are monitored and given opportunities to participate in college and career ready programs such as Early College, dual enrollment, and work-based learning. The seniors are given guidance on preparing to transition to college and/or the workforce by attending college fairs, or participating in work-study programs. Students will also be afforded the opportunity to tour colleges during their junior and senior year.

\*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

*Response:*



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The ways that we include teachers in decisions regarding use of academic assessments are varied. Teachers are provided with professional learning over the district's data management systems PHOENIX as an avenue to create formative and summative assessments based on Depth of Knowledge levels 1-4. Teachers were also instructed on how to incorporate constructive responses accompanied by a rubric within the assessment. Teachers will administer a series of formative assessments including pre-test, a common assessment, district benchmark assessments, unit test and quizzes throughout the course. During the 2017-2018 school year, teachers will continue implementing daily, weekly and unit common assessments based on the district provided units of study. All formative assessments, both formal and informal, used to obtain classroom data will be aligned with GSE course standards. After teachers obtain the data from the assessments they are able to identify the strengths and weakness of individuals and those of the whole group. Teachers are then able to determine which students require remediation and which students could benefit from enrichment. Using the data, teachers can review which teaching strategies were effective and which strategies were ineffective and make changes accordingly. Although teachers must consistently follow the course pacing guides, using the data, they will be able to better gauge which units require more time than suggested and which units may not require as much time as allotted.

\*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

*Response:*

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling) outlined herein. We will continue to utilize the Response to Intervention (RTI) framework to identify struggling students in a timely manner. All of our teachers will be retrained on the implementation of the 3-Step RTI process by the school's SST/RTI Coordinator. The training will include quick reference material to be used throughout the school year to identify students that may be experiencing difficulties. In Tier (1) of the process we will utilize benchmark assessment data to identify struggling students. Teachers will then differentiate their instruction to determine if student achievement might increase based upon the implementation of different instructional strategies. If individual student achievement does not improve during Step (1), the struggling student will move to Step (2). During step (2) of the RTI process the student's course work will be closely monitored and smaller more frequent assessments may be given. When struggling students do not show any progress during Step (2) they are then moved to Step (3). During Step (3) a team is assembled to create a plan consisting of very specific, individualized interventions that may be necessary in order to see an increase in academic



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achievement for a struggling learner. The SST/RTI Coordinator will lead this process with the teachers.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

*Response:*

All instructional staff members meet weekly to follow the Data Team Process. During these times teachers will utilize data to drive the following: instructional decisions, differentiation strategies, higher order thinking skills, writing across the curriculum, the integration and utilization of instructional technology, evidence based instructional strategies, and incorporating literacy development and utilization in all courses. Teachers will use specific skills and strategies that will help them to identify and address difficulties experienced in the classroom through book studies. These studies coupled with the structures outlined in letter (a) of section 8, will provide the necessary training throughout the 2017-2018 school year to ensure academic success for every student. Additionally, the school's Special Education teachers work with the teachers in planning differentiated strategies to meet various student needs. The Special Education teachers also co-teach with the teachers on a daily basis and assist the teachers in identifying struggling students and making instructional adjustments to meet those students' needs. The Special Education Lead Teacher will provide guidance to the teachers as needed. The Student Support Team is in place to help teachers identify and remediate any difficulty encountered by students.

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

*Response:*

Student led parent-teacher conference nights will be scheduled two times during the school year to give parents information on what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community. Parent-teacher conferences may also be scheduled before or after school or at other agreed-upon times to accommodate parent schedules. Parent-teacher conferences may be scheduled by the school's guidance counselor or by the teachers, as well as requested by the parent. At the conference, the teacher will provide evidence of the student's performance and address the student's academic strengths and weaknesses as demonstrated on a variety of formal and informal assessments and assignments, provide a school-wide tutorial schedule which includes after school and Saturday School sessions and provide lines of communication information. Parents will be informed of how they can help their students by checking their homework daily, helping them review notes and helping them study for assessments. Additionally, the Instructional Coaches will conduct workshops on how parents can assist their students and information will be posted in the Parent Center about organizations that provide academic support for students when received by the school district.





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**\*9. Coordination and integration of federal, state, and local services and programs.**

*This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.*

**9(a). List of state and local educational agency programs and other federal programs that will be included.**

*Response:*

Booker T. Washington High School will use the following state, local educational agency and federal programs to assist in student achievement:

- Title I, Part A Regular
- School Nutrition Program
- U.S. Department of Education/Carl Perkins Act
- Georgia Lottery
- Georgia Department of Education
- Atlanta Public Schools
- Communities In Schools
- Achieve Atlanta

**9(b). Description of how resources from Title I and other sources will be used.**

*Response:*

Resources from the programs listed above will be used in the following ways:

Funding Source	Program	School Use
Federal	Title I	1. Professional development activities and supplies 2. Instructional supplies, materials, & equipment 3. Local and Out-of-Town Conferences for Teachers, Instructional coaches and Administrators 4. Supplies, materials, and postage for Parent Center and parent involvement activities
	School Nutrition Program	





**Georgia Department of Education  
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		U.S. Department of Education	<ol style="list-style-type: none"> <li>1. Student breakfast and lunch program for all students</li> <li>2. Snacks for tutorial programs</li> <li>1. Career Technology Education program improvement</li> </ol>
	State	Georgia Lottery  Georgia Department of Education	<ol style="list-style-type: none"> <li>1. Instructional technology</li> <li>1. Educational support</li> <li>2. Curriculum guides and resources</li> <li>3. Technical assistance</li> </ol>
	Local	Atlanta Public School System       Communities in Schools       Achieve Atlanta	<ol style="list-style-type: none"> <li>1. Instructional and support personnel</li> <li>2. Instructional supplies and materials</li> <li>3. Professional Development</li> <li>4. Technical assistance</li> <li>5. Curriculum guides and resources</li> <li>1. Targeted academic and social support and assistance</li> <li>1. Academic support for students</li> <li>2. College tours</li> <li>3. SAT/ACT prep workshops</li> <li>4. Summer enrichment programs</li> </ol>

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990. Applicable to Middle and High only.

*Response:*



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Booker T. Washington High School's Title I Schoolwide plan was developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act and the National And Community Service Act of 1990. Funds from these programs are used to support the various career pathways offered by the school. The funds are used to purchase equipment that support the pathway programs and provide professional development for the teachers.

**13. Provisions for public reporting of disaggregated data.**

*Response:*

Disaggregated data will be shared with the public via parent and family engagement meetings, Local School Governance Team meetings and Open House/Curriculum Night meetings conducted during the school year. Additionally, the data will be posted on the school's website. Data will also be available for review in the school's Parent Center located in room 1096. All results will be posted on the Georgia Department of Education website and a link will be provided on the school's website to the Department of Education. The Atlanta Journal Constitution also regularly reports school achievement data to the public. The data will be disaggregated and posted once it is received from the Georgia Department of Education in Summer/Fall 2017.

**14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program. Only applicable to new SWP programs.**

*Response:*

This plan was originally developed during FY'15 for the newly combined Booker T. Washington High School. It is monitored throughout the year and revised annually as needed. This version of the plan was initially revised on June 30, 2017 for the 2017-2018 school year.

**Covered in 5C & 5E**

**Covered in Item 5K & 5L**