

**School Improvement Plan**  
**Liberty County High School**  
**School Year 2010-2011**

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## **Members of Professional Learning/Leadership Team:**

Paula Scott - Principal  
Christina Connors – Curriculum Coordinator  
Kim Brown- Special Education Teacher  
Warnella Wilder – Assistant Principal  
Dawn Rowe - Counselor  
Veronica Harris – Graduation Coach  
Netta Lacy- English Teacher  
Christy Balaskiewicz- Secretary/Bookkeeper

## **Funds to be used in implementation of this Plan:**

Title II \$24,450

### **Demographics**

51% Free/Reduced Lunch  
1% Asian  
53% Black  
7% Hispanic  
<1% American Indian  
2% Multi-Racial  
36% White  
<1% Hawaiian/ Pacific Island

## **VISION**

All students will receive a high quality education providing them the knowledge and skills to be successful, contributing members of a democratic society.

## **MISSION STATEMENT**

Liberty County High School, in cooperation with students, parents, and community members, will strive to provide all students with the intellectual, cultural, and technological resources and opportunities necessary to realize their goals and become contributing members of our democratic society.

## **BELIEF STATEMENTS**

We believe that...

1. Our students deserve a safe environment that will be conducive to learning and allow appropriate social interaction.
2. We should offer a comprehensive curriculum which will prepare our students for continuing education, immediate employment, and/or family life.
3. Our students deserve instructional leaders who are qualified, dedicated, and enthusiastic. These instructors should serve as positive role models to our students in everything they do.
4. We must help our students understand, accept and appreciate different cultures.
5. There must be open lines of communication between the school and home and between the school and community.
6. We must help our students develop their own personal value system and teach them to accept responsibility for themselves as contributing members of the school and community.
7. We should provide a wide range of appropriate educational experiences and activities for our students which will allow them to grow mentally, physically, emotionally, and socially.
8. We must encourage our students to be passionate about their learning, and to get them to commit to becoming lifelong learners so they may meet the challenges of our ever-changing society.

## **Highly Qualified Staff**

Local universities and school systems are utilized in order to locate highly qualified teachers. A number of websites are used as well in order to recruit highly qualified teachers and staff members.

## **Response to Intervention**

The RtI committee was selected and each member participated in county wide training. Redelivery was completed during the 2008-2009 school year. New faculty will be trained by the RtI committee during August. Grasp testing was administered on September 7, 8, and 15, 2010. Learning style inventories are administered by each teacher during both semesters in order to improve differentiation of instruction. Benchmark testing is administered school wide. Academic benchmark testing is used for progress monitoring with the students graphing their results. Focused Walks will be conducted periodically. A new classroom observation check list was created and implemented using the IPAQ by the Administration, Curriculum Coordinator, and the Focused Walk committees. Department meetings and professional learning communities will be mandatory in order to create dialogue among faculty and to analyze student work. Ongoing training will be conducted by the state DOE and faculty members will attend.

## **Better Seeking Team (BST)**

The LCHS Better Seeking Team (BST) will continue to work to improve scores in Math. Members include:

Members:

- Paula Scott, principal
- Annette Payne, math teacher
- Thomasina Butler, math teacher
- Lisa Heath, math teacher
- William Parker, English teacher
- Yvonne Lambert, CTAE teacher
- Sophia Smoke, science
- Brian Nixon, science
- Sarah Hein, social studies
- Cynthia Smith, social studies
- Veronica Harris, graduation coach

Goal: To improve student achievement in the area of mathematics, as measured by those scoring 516 or higher (enhanced score required for meeting AYP) on the math portion of the GHSGT. In 2007-2008, we had 79.2% of our 11<sup>th</sup> graders to meet or exceed (74.8% of black students and 69.3% of economically disadvantaged students). In 2008-2009, we had 75.1% of our 11<sup>th</sup> graders to meet or exceed (69.2% black students and 68.3% of economically disadvantaged students). In 2009-2010, we had 63% of our 11<sup>th</sup> graders to meet or exceed (57.6% black students and 53.2% of economically disadvantaged students). We are not satisfied with this decline, and will work to improve this percentage this year.

Activities to include: analysis and examination of disaggregated data (GHS GT scores, EOCT scores, course grades, etc.), brainstorming of strategies, meetings with math department, interventions from RESA consultant, use of benchmark tests, predictor tests, etc.

### **Progress Made During School Year 2009-2010**

During the 2009-2010 school year, the major focus of our improvement efforts continued to be on improving student performance on all parts of the GHS GT. Of particular concern was the number of students meeting or exceeding the enhanced score for English and Math that is required for meeting Adequate Yearly Progress. Our efforts included administering predictor tests in Math, English, Science and Social Studies to all 11<sup>th</sup> grade first time test-takers, then providing pull-out tutoring (during the school day) to students in the areas identified as a weakness. We also provided after-school tutoring for these students, complete with added incentives such as serving snacks, and drawing for prizes in order to encourage them to attend. We believe our efforts with this subgroup were somewhat successful, as we saw the number of students achieving “pass plus” or the enhanced score on both the math and English portions of the GHS GT go from 64 in 2007 to 90 in 2008, to 93 in 2009, and to 76 in 2010. We also continue to improve and expand our use of technology in instruction. We added additional “model technology” classrooms and these teachers continue to attend training on integrating technology into instruction.

### **Training of new employees**

Each year, we have new members join our faculty. All reasonable efforts are made to provide these teachers with training so that they can effectively participate in the on-going programs and instructional interventions we have in place to improve our student achievement in all areas. New teachers from all areas are grouped together whenever possible, and one veteran staff member redelivers the training done in previous years. For example, our curriculum coordinator met with new teachers to discuss co-teaching in the collaboration classroom. A veteran English teacher met with all new English, Social Studies, Science, and math teachers to deliver training on assessment for learning, differentiated instruction, and Understanding By Design. If possible, I will always have in-house personnel train new staff members. Occasionally, it is more appropriate to send these individuals to training or to bring in an outside consultant.

Liberty Co. High School

## Plan for Improving Student Achievement on the English and Math GHSGT

### Data analysis indicated the greatest area of need is:

All subgroups need to improve in the area of English. However, the two with the greatest need are: economically disadvantaged and blacks.

### Measurable Student Goals:

Student performance on the **enhanced** English/Language Arts Georgia High School Graduation Test will increase from 88.5% in 2010 to 92% in 2011, to 96% in 2012, to 100% in 2013.

Student performance on the **enhanced** Math Georgia High School Graduation Test will increase from 62.0% in 2010 to 72% in 2011, to 82% in 2012, to 92% in 2013

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
<p><b>Graduation Coach will</b> along with teachers in the English and Math departments complete <u>data analysis</u> to determine specific areas of need and identify students who need additional assistance.</p> <p><b>Teachers will</b> effectively implement tutoring in all subject areas including English and Math.</p> <p><b>Teachers will</b> effectively implement diagnostic testing of all eleventh grade students in all subjects.</p> <p>—</p> <p><b>Teachers will</b> integrate technology to better assess student progress</p>	2010-2011	Data Analysis	PL Funds	Graduation Coach Teachers Administration	Sign Sheets	GHSGT Scores	Observation  Teacher Notes
	August 2010	RTI training	PL Funds		Sign Sheets	Diagnostic Test Scores	
	November 2010		Grad. Coach, Teachers	Predictor Tests	GHSGT Scores		
	2010-2011		CPS units: Students respond and teachers observe and analyze the results	GHSGT Scores	Lesson plans that indicate the use of technology		

Liberty Co. High School

## Plan for Improving Student Achievement and Graduation Rate

**Data analysis indicated the greatest area of need is:**  
Graduation Rate

**Measurable Student Goals:**

Student achievement and graduation rate will increase from 77% in 2010 to 87% in 2011, to 97% in 2012, to 100% in 2013.

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
<p><b>Graduation Coach will</b> complete data analysis to determine specific areas of need and identify students who need additional assistance.</p> <p><b>Graduation Coach will</b> Teachers will effectively implement diagnostic testing of all eleventh grade students in all subjects.</p> <p>—</p> <p><b>Teachers will</b> integrate technology to better assess student progress</p>	2010-2011	Data Analysis	PL Funds	Graduation Coach Teachers Administration	Sign Sheets	GHS GT Scores	Observation  Teacher Notes
	Nov. 2010	Creating Benchmark Testing School Based Professional Learning			PL Funds	Contact Log	
	2010-2011	RTI training  Math GPS training	PL Funds		Sign Sheets  Contact Log		Lesson plans that indicate the use of technology
	◀				CPS units: Students respond and teachers observe and analyze the results		

## Plan for Improving Student Achievement in Media Literacy

Data analysis indicated the greatest area of need is:  
**Student understanding of media literacy skills.**

**Measurable** Student Goals:

- 1- Students will have increased access to math, science, and social studies print resources which support the Georgia Performance Standards, in order to aid in system improvement goals.**
- 2- Students will receive collaborative instruction from teachers and their media specialist(s) to increase reading comprehension and information literacy scores on the CRCT and High School graduation test (see system goals).**
- 3- Student understanding of current technology etiquette and media production will increase student participation in the Georgia State Media Festival by 1% each year.**
- 4- Student utilization of the media center will increase by 1% for each school site.**

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
Goal 1. The media specialist will identify and secure selections/materials/resources to support the Georgia Performance Standards.	<i>Annually</i>	<i>Titlewave demonstration, professional journals and reviews, attendance at media/ literary conferences, media collection analysis using tools like Title wave</i>	<i>642 media account for professional journals and reviews, school professional learning budget for conferences, free access to www.titlewave.com</i>	<i>Media specialists will purchase print and digital resources to support GPS Standards</i>	<i>642 purchase orders, collection analysis/purchasing tool</i>	<i>circulation statistics</i>	<i>review of collection analysis/ purchasing tool and 642 media account purchase orders, Destiny collection reports, Titlewave collection analysis</i>
Goal 1. The media specialist will maintain the school media collection based on SACS CASI and GAC standards for accreditation.	<i>Annually</i>	<i>review of SAC CASI and GAC standards via review of Liberty County Media Handbook Policy</i>	<i>642 media account for book and periodical purchases</i>	<i>media coordinator</i>	<i>Annual media report</i>	<i>circulation statistics</i>	<i>collection statistics from the annual media report</i>
Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation

		<i>(including materials)</i>					
<p><b>Goal 2:</b> The media specialist will implement programs and provide resources to support student achievement by collaborating with teachers to provide reading incentive programs, research lessons, and literature appreciation programs.</p>	<i>ongoing</i>	<i>Media Share Sessions: Media Supporting the Standards of Instruction, Professional Learning Course: Media Throughout the Standards, and Helen Ruffin Book Club</i>	<i>Technology Department</i>	<i>media coordinator</i>	<i>media specialist collaborative lesson units that are standard-based (GPS, NETS, Standards for 21<sup>st</sup> Century Learners) , Helen Ruffin Reading Bowl participation</i>	<i>Accelerated Reader reports, CRCT and high school graduation test results</i>	<i>review of Accelerated Reader Reports, site visits, media/ teacher collaboration lesson plans posted to communal location</i>
<p><b>Goal 2:</b> The media specialist will provide technology mini-workshops/ lessons for teachers and students, to include but not limited to: Nettekker, Galileo, United Streaming, Renaissance Enterprise and Star, Media Festival, and Atomic Learning.</p>	<i>ongoing</i>	<i>Galileo Share Sessions, Nettekker training, Atomic Learning training, Teacher Tools training, Renaissance Enterprise and Star training Media Share Sessions, professional journals, professional listservs, technology focused conferences to include, but not limited to: COMO, GAETC, NECC, Media Consortium</i>	<i>Technology Office, 642 media account will provide funding for professional journals, school professional learning budget will provide conference funding</i>	<i>media coordinator and media specialists</i>	<i>teacher workshop sign-in page, media center scheduling documentation, site visits, photographs; usage statistics generated by select online resources</i>	<i>The number of students using Galileo resources for media festival projects will increase, student performance on technology-oriented project, number of teacher workshops to be noted on the annual report</i>	<i>Annual media report, assessment via rubric of student technology-oriented projects, the media festival spreadsheet for school level media festivals will be monitored</i>
<p><b>Goals 2:</b> The media specialist will maintain instructional web site links for students and teachers to use during collaboration units.</p>	<i>ongoing</i>	<i>Destiny homepage links, Trackstar pathfinders and worksheets</i>	<i>Funding is not required</i>	<i>Media specialist and media coordinator</i>	<i>media center web/ catalog homepage site</i>	<i>student performance on unit assessment</i>	<i>The web links provided to support instruction will be posted on the internet</i>

<p><b>Goal 3:</b> The media specialist will increase their awareness of new and current trends, issues in technology, literature, and information access.</p>	Ongoing	<p><i>Media Share Sessions, Helen Ruffin Book Club, professional journals, professional listservs, technology focused conferences to include, but not limited to: COMO, GAETC, NECC, Media Consortium</i></p>	<p><i>642 media account will provide funding for professional journals, school professional learning budget will provide conference funding</i></p>	<p><i>media coordinator and media specialists</i></p>	<p><i>Presentation at Media Share sessions/ redelivery of conference information</i></p>	<p><i>Number of students participating in the media festival, and achievement in school, county, state, and international media festival</i></p>	<p><i>Media festival project rubric, year end final report</i></p>
<p><b>Goal 3:</b> The media specialist will assist students and teachers with media production.</p>	ongoing	<p><i>Helen Ruffin Book Club, Media Share sessions, professional journals, professional listservs, technology focused conferences to include, but not limited to: COMO, GAETC, NECC, Media Consortium</i></p>	<p><i>Technology Department, 642 media account will provide funding for professional journals, school professional learning budget will provide conference funding</i></p>	<p><i>media coordinator and media specialists</i></p>	<p><i>presentation at Media Share Sessions/ redelivery of conference information, site visits, student media festival projects, school media festival</i></p>	<p><i>student projects, photographs</i></p>	<p><i>Number of media festival projects participating at each level, project rubrics, annual media report</i></p>
<p><b>Goal 4:</b> The media specialist will promote events and services to include, but not limited to one evening technology related event per year.</p>	ongoing	<p><i>Media Share Session: Focus Marketing Your Media Program, site visits to other media centers in Liberty County, professional journals, professional listservs, technology focused conferences to include, but not limited to: COMO,</i></p>	<p><i>642 media account will provide funding for professional journals, school professional learning budget will provide conferenece funding</i></p>	<p><i>media coordinator, parent involvement coordinator, and media specialists</i></p>	<p><i>media center newsletters, media center website, email, video productions, media center brochure, education page of Coastal Courier, media blog, Liberty County Board of Education Good News</i></p>	<p><i>The increase in teacher and student use of services will be visible in the media center scheduling, circulation statistics, Nettekker usage statistics, and Accelerate Reader participation statistics, and Annual Media Report.</i></p>	<p><i>site visits, annual media report, and promotional materials produced by the media specialist</i></p>

		<i>GAETC, NECC, Media Consortium</i>					
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### Action Plan for Visual Arts

**Annual Measurable Objectives:** Students will increase achievement annually in Visual Arts classes with appropriate use of Elements of Art and Principles of Design from 80% satisfactory in Spring 2005. “Satisfactory” skill level of student shows correct use of  $\geq 10$  individual Elements/Principles (85%, Spring 2006; 89%, Spring 2007; 91%, Spring 2008; 94%, Fall 2008; 97%, Spring 2009; 100%, Fall 2009; 98%, Spring 2010) to reach 100% by Spring 2011. Total student knowledge of all 14 A/E and P/D(58%, Fall 2007; 54%, Spring 2008; 50%, Fall 2008; 64%, Spring 2009; 51%, Fall 2009; 66%, Spring 2010) to reach 70% by Spring 2011. All 2010-2011 students are expected to improve knowledge level of Art Elements and Principles of Design throughout the semester(96%, Fall 2008; 97%, Spring 2009; 100%, Fall 2009; 97%, Spring 2010). Focus will be on verbal and practical performance of each element/principle, with extra focus on FORM, RHYTHM, and UNITY. New assessment and Feldman criticism activities will be expanded to assist students as skills progress. Appropriate assessment to be developed to gauge *for* learning and *of* learning. GPS standards implemented 2010-2011.

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers in Visual Arts Department will implement strategies to improve student comprehension and use of Elements of Art and Principles of Design. Teachers will include independent research on new instructional methods as well as common personal planning time to establish cohesive content delivery. Extra focus on the most often misunderstood elements and principles: FORM, RHYTHM, &amp; UNITY.</p>	<p><b>Attend GAEA conference</b> <b>October 21-24, 2010</b> <b>Callaway Gardens, GA</b></p> <p><b>Attend local/regional/national arts-related curriculum events during Spring 2011 and ongoing.</b></p>	<p><b>Registration fees, substitutes, required event materials, lodging, transportation</b></p>		<p><b>written / discussion based assessment(<i>for</i> and <i>of</i> learning) to demonstrate student grasp of terminology, student art product created with hands-on use of elements &amp; principles; use of student-derived criteria as tool for teacher commentary and student feedback</b></p>
<p>Department will analyze and plan jointly, when possible, during implementation of new assessments and expanded use</p>	<p><b>Fall Semester, 2010</b> <b>Spring Semester, 2011</b></p>		<p><b>Visual Arts Teachers</b></p>	<p><b>written status report and discussion notes from each</b></p>

<p>of Feldman’s criticism techniques. Combined study and discussion of student outcomes will continue bi-weekly.</p>	<p><b>Fall Semester, 2010 Spring Semester, 2011</b></p>		<p><b>Visual Arts Teachers</b></p>	<p><b>planning/review session of progress through the implementation of new assessments and criticism technique practice</b></p>
<p>Department will participate in all GPS online implementation training through Georgia BOE meeting system (Elluminate).</p>	<p><b>Fall Semester, 2010 Spring Semester, 2011 and ongoing</b></p>		<p><b>Visual Arts Teachers</b></p>	<p><b>posted and verbal use of new GPS standards in classrooms and during class presentations</b></p>
<p>Department will analyze written and practical application of elements of art and principles of design among students. Teachers will employ concurrent techniques in each Visual Arts class as determined through new GPS guidelines and shared delivery experiences.</p>	<p><b>Fall Semester, 2010 Spring Semester, 2011 and ongoing</b></p>		<p><b>Visual Arts Teachers</b></p>	<p><b>writing/verbal and art production-based assessment of student knowledge, observations of teacher by art department members, student and peer assessments <i>for</i> learning</b></p>
<p>Department will institute expanded and/or new techniques of cognitive delivery while continuing to analyze performance data showing practical mastery of Principles of Art/Elements of</p>	<p><b>Fall Semester, 2010 Spring Semester, 2011 and ongoing</b></p>		<p><b>Visual Arts Teachers</b></p>	<p><b>written/verbal and art production-based assessment of student knowledge; administrator and art department observation of methods, student produced work,</b></p>

<p>Design as outlined in the State of Georgia GPS objectives. Students will be presented with the most current research and development techniques in Art Education with the goal of increased mastery in Visual Arts classes. New assessment measures(<i>for &amp; of</i> learning) will be implemented to evaluate and encourage skills progress.</p> <p>Department will incorporate further use of technology resources in classroom, web tools available through Internet sources, and expanded use of SmartBoard techniques. Student course support will be supplemented through class blog and online writing activities.</p>	<p><b>Fall Semester, 2010 Spring Semester, 2011 and ongoing</b></p>		<p><b>Visual Arts Teachers</b></p>	<p><b>and analysis of student verbal competence with specific content usage; student and peer assessments of learning</b></p> <p><b>lesson plans with added category of Tech Tools; records of class blog student responses and interactions; weekly and monthly posting of online/tech activities available for student use</b></p>

<b>Liberty County High School Plan for Improving Student Achievement for Career and Technical Instruction (CTI) 2010-2011 School Year</b>					
Data analysis indicated the area of need to align students with disabilities' academics with their career choice.					
<b>Annual Measurement Objective:</b> Students will increase attending postsecondary options, fairs, conference events, and group sessions provided by the school on Local and State level in 2008-2009 from 60% to 65%; in 2009-2010 from 65%-70%; and in 2010-2011 from 70%-75% to assist in gaining leadership skills, communication skills and job-related skills to enable them to enter the job-force or post-secondary training.					
<b>Actions/Strategies Interventions</b>	<b>Timeline</b>	<b>Needed Professional Learning(including costs/expenses for attendance)</b>	<b>Monitoring of Intervention</b>	<b>Evidence of Impact</b>	<b>Means of Evaluation</b>
Teacher will attend required CTI activities Conferences/Meetings:  *Georgia Association of Career and Technical Ed. (GACTE) Conference *Summer Board of Directors Meeting  *Fall Board of Directors Meeting *CTI Officer Fall Leadership Training *Fall Region Meetings/Professional Development TIPS *Fall Leadership Conference *Winter Board Meeting *CTI Officer Winter Leadership Training *Winter Regional Meeting/Professional Development TIPS  *CTSO Legislative Lunch *Hawk Night *Spring Board of Directors Meeting *CTI Officer Spring Leadership Training *30 Annual State Leadership Conference	2010-2011 school year  Summer 2010 <b>and ongoing</b>  Summer 2010 July 17, 2010  Fall 2010  Fall 2010  Fall 2010  Win 2011 Win 2011 Win 2011 Win 2011 Win 2011  Spr 2011  Spr 2011  Spr 2011 Spr 2011	Conferences/ Meetings are Annually  The Georgia Department of Education in conjunction with Career Technical Agriculture Education Resources Network will provide professional learning opportunities.	CTI Coordinator	Teacher will gain knowledge to assist students in their advancement from secondary to entry-level positions in employability skill development or post-secondary training	Certificates of Attendance, Success rate of disabled students placed in entry-level jobs and attend technical colleges.

Teacher will monitor secondary students with disabilities to ensure delivery of appropriate services and accommodations	Ongoing through 2010-2011 school year	The Georgia Department of Education in conjunction with Career Technical Agriculture Education Resources Network will provide professional learning opportunities	CTI Coordinator CTI Paraprofessional	Student advancement from secondary to post-secondary training or entry-level	School records/data GA. Dept of Labor Voc Rehab – data Observations
Teacher will provide Career and Technical Education guidance and counseling to facilitate student’s movement from secondary to post-secondary career goals for CTI students.	Ongoing through 2010-2011 school year	The Georgia Department of Education in conjunction with Career Technical Agriculture Education Resources Network will provide professional learning opportunities.	CTI Coordinator	Student advancement from secondary to post-secondary training or entry-level jobs	School records/data GA. Dept of Labor Voc Rehab – data
Teacher will assist in the development and implementation of Transition Planning for students enrolled in CTI	Ongoing through 2010-2011 school year	The Georgia Department of Education in conjunction with Career Technical Agriculture Education Resources Network will provide professional learning opportunities.	CTI Coordinator	Student advancement from secondary to post-secondary training or entry-level jobs.	Transition Plan

**Liberty County  
High School**

**Plan for Improving Student Achievement in English**

**Data analysis indicated the greatest area of need is:**

GHSGT indicates that improvement is needed in reading comprehension and literary analysis.  
EOCT scores for 9<sup>th</sup> grade indicate that reading and listening need the most improvement.  
EOCT scores for American Literature indicate that reading and listening need the most improvement.  
The English department recognizes a need for continued improvement in the instruction of and performance in all areas.

**Measurable Student Goals:**

Students will raise achievement in English from a 89% passing rate in 2009-10 to a 91% passing rate in 2010-11, 92% in 2011-12. Focus will be on areas of weakness adjusted as needed based on each year's March GHSGT.

Students will raise achievement in English from a 76% passing rate in 2009-10 to a 78% passing rate in 2010-11, 79% in 2011-12, and 80% in 2012-13. Focus will be on areas of weakness adjusted as needed based on each year's English 9 EOCT.

Students will raise achievement in English from a 86% passing rate in 2009-10 to a 88% passing rate in 2010-11, 89% in 2011-12, and 90% in 2012-13. Focus will be on areas of weakness adjusted as needed based on each year's American Literature EOCT.

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
<p><b>Teachers will</b> implement aligned curriculum which focuses on vocabulary, reading comprehension, critical thinking, and writing.</p> <p><b>Teachers will</b> examine GHSGT diagnostic instrument yearly to identify previous year's weaknesses for the purpose of bolstering curriculum, identifying instructional focus/strategies and identifying students who need intervention.</p> <p><b>Teachers will implement</b> content-specific training to address domains most in need of improvement based on March GHSGT results</p> <p><b>Teachers of AP and honors will</b> implement specialized training in English; Teachers will implement strategies in AP classes.</p> <p><b>Teachers new to state will</b></p>	<p>Fall 2009 and ongoing</p> <p>Examinations each May of March data</p> <p>adjusted as needed based on each year's March GHSGT</p> <p>Fall 2009 and ongoing</p>	<p>Professional development arranged with RESA, local university staff, etc.</p> <p>Registration, travel, expenses</p>		<p>Dept. Head</p> <p>Dept. members</p> <p>Administration</p>	<p>Alignment document</p> <p>Tutoring</p> <p>Alignment document</p> <p>Training agenda, roll, observation of strategies addressed</p>	<p>GHSGT, EOCT diagnostic reports</p> <p>GHSGT, EOCT diagnostic reports</p> <p>GHSGT, EOCT diagnostic reports</p> <p>AP scores,</p>	<p>GHSGT, EOCT diagnostic reports Benchmark Tests</p> <p>GHSGT, EOCT diagnostic reports Benchmark Tests</p> <p>Training agenda, roll, observation of strategies addressed Benchmark Tests</p>

<p>implement Georgia Professional Standards training</p> <p><b>Teachers will</b> work in PLC's to continue expanding the repository of GPS compliant units</p> <p>Teachers will implement writing training in order to provide a better understanding that reading and writing go hand in hand. This will also help raise our student's reading comprehension skills as well as our writing mechanics.</p> <p>Teachers will expand pedagogical repertoire through NCTE programs</p> <p>Teachers will integrate age and subject appropriate technology</p> <p>Teachers will integrate higher order thinking skills</p>	<p>Fall 2010 and ongoing</p> <p>Fall 2010 and ongoing</p> <p>Fall 2010 and ongoing</p>	<p>Release time, subs</p> <p>AP trainings</p> <p>NCTE conference attendance</p> <p>ELA specific, age appropriate technology integration training</p> <p>Socratic seminar training</p>		<p>Admin. , dept. head</p> <p>Admin.</p> <p>Dept. Head</p> <p>Admin.</p> <p>Teachers/Admin</p> <p>Admin/Tech</p> <p>Admin/Curr.</p>	<p>Training agenda, roll, observation of strategies addressed</p> <p>Roll, observation</p> <p>Electronic repository on teacher shares network drive</p> <p>Training agenda, roll, observation of strategies addressed</p> <p>PLC redelivery</p> <p>Training agenda</p> <p>Training agenda</p>	<p>observation of student improvement over time</p> <p>Observation</p> <p>Observation</p> <p>GHSGT, EOCT diagnostic reports</p> <p>Observation</p> <p>Observation</p> <p>Observation</p>	<p>AP scores, possible writing portfolios</p> <p>Observation</p> <p>Observation</p> <p>GHSGT, EOCT diagnostic reports Benchmark Tests</p> <p>Observation</p> <p>Observation</p> <p>Observation</p>
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**Liberty County High School Plan for Improving Student Achievement in Work-Based Learning**

Data analysis indicated the greatest are of need is Employability Skills Development.

**Annual Measurement Objective:** Student performance on the Georgia Work Ready Work Keys Skills Evaluation in the areas of Applied Math, Locating Information will increase as follows:

- Applied Math will increase from 4.3 to 4.4
- Locating Information will increase from 3.6 to 3.7
- Reading for Information will increase from 4.5 to 4.6

<b>Actions/Strategies Interventions</b>	<b>Timeline for Implementation</b>	<b>Needed Professional Learning</b>	<b>Monitoring of Intervention</b>	<b>Evidence of Impact</b>	<b>Means of Evaluation</b>
<p>-Teachers will implement strategies to increase students’ development of transferable and employability skills.</p> <p>-Teachers will implement strategies to increase students’ knowledge of workplace and self awareness of related career interests.</p>	<p>-Implementation will begin in August 2010 and will be ongoing.</p>	<p>-The Georgia Department of Education in conjunction with Career Technical Agriculture Education Resources Network will provide professional learning opportunities.</p> <p>-CTAE Resources Network Field of Dreams Workshops</p> <p>-GACTE Annual Conference</p> <p>-BIT Conference</p> <p>-FBLA Fall Leadership</p> <p>-FBLA Spring Leadership</p> <p>-FBLA State and Regional</p>	<p>-Teachers</p> <p>-Guidance Counselors</p>	<p>-Students will advance from entry level positions in Employability Skill Development to placements representing the pinnacle of career-related education experiences.</p>	<p>-Students will be assessed utilizing the Georgia Work Ready Work Keys Skills Evaluation in the areas of Applied Math, Locating Information, and Reading for Information.</p> <p>-Career Related Education Manual’s Evaluation Forms will be completed by the students’ employer each</p>

nine weeks.  
-The teachers  
will observe  
the student at  
his/her work  
place.

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*School Name*

## Plan for Improving Student Achievement in Science

**Data analysis indicated the greatest area of need is:**

**Measurable Student Goals:**

Student Performance on the GHSGT\_ will increase from 90% in 2010 to 92% in 2011; and 94 in 2012; and 96 in 2013.

Student Performance on the

Physical Science EOCT\_ will increase from \_\_\_\_\_ in 2010 to \_\_\_\_\_ in 2011; and \_\_\_\_\_ in 2012; and \_\_\_\_\_ in 2013.

Biology EOCT\_ will increase from \_\_\_\_\_ in 2010 to \_\_\_\_\_ in 2011; and \_\_\_\_\_ in 2012; and \_\_\_\_\_ in 2013.

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
Teachers will increase standardized test scores of students with special needs	August 2010 and on-going			Teachers/collab. teachers	Results of student unit tests and benchmark tests  Documented meetings with special ed teacher  Modified work samples	Improved scores on unit tests, Science EOCT; Higher levels of engaged students and student responses	Teachers will evaluate test results and target weak areas

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
Teachers will continue to implement best practice strategies as identified on the High Impact Standards-Based Classroom Rubric (Emphasis will be placed on using	On-going	GSTA Science Conference  At-Risk Youth Conference  Camden AP Content Workshop  Skidaway Institute		All HS Science teachers		Sign-in sheets and minutes of collaborative meetings for common assessment planning and revision and for analyzing	Teachers will compare data from each benchmark and focus on weak areas

<p>assessment data to drive instruction) benchmark analysis and the frequent use of performance tasks for all students</p>						<p>common performance tasks for rigor, and connection to other content areas and real world situations; results of assessments and documentation of how those results changed instruction; CPS reports or other similar reports; revised units with performance activities highlighted and subsequent work</p>	
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Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
<p>Teachers will enhance the rigor of safety in all classrooms</p>	<p>On-going</p>			<p>Teachers</p>	<p>Posted safety rules in all classrooms where science is taught; equipment/lab guidelines; examples of lab observation forms from all classes; safety checklist; copy of disposal of chemical record</p>	<p>Improved scores on unit tests, GHSGT, EOCT; higher levels of engaged students in labs; increased number of labs offered to ALL students; safer environment which will be more conducive to teaching and learning</p>	<p>TE</p>

### School Improvement Plan – Business Education

#### Annual Measurable Objective:

Goal: Student performance in the area of employability skills will increase as a result of the implementation of effective teaching practices. The Georgia Work Read Skills Report will be used as our assessment guide.

Applied Math will increase from 4.3 to 4.4

Locating Information will increase from 3.6 to 3.7

Reading for information will increase from 4 .5 to 4.6

Actions / Strategies / Interventions	Timeline	Professional Development  Resources / Estimated Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers will:</p> <p>Administer a pretest to assess the students' previous knowledge of employability skills.</p> <p>Analyze the pretest results to address the needs of the student by developing and teaching standard based lessons to improve employability skills.</p> <p>Implement new strategies learned at workshops to improve instruction.</p> <p>Implement new strategies to help students select career pathways.</p> <p>Analyze the data from the posttest to determine if the student's knowledge of employability skills increased.</p>	<p>Initial pretest will be given in August 2010</p> <p>Implementation of strategies August 2010 and ongoing</p>	<p>Field of Dreams June 14<sup>th</sup>-18h 2010 Houston County Career &amp; Technical Education Center. Sponsored by the Georgia Vocational Staff Development Consortium.</p> <p>GACTE Conference July 2010 FBLA Fall Rally August /September 2010</p> <p>FBLA Fall Leadership November 2010</p> <p>Business and Computer Science Conference September/ October 2010</p> <p>FBLA Spring Conference 2011</p>	<p>Business teachers, administrators</p>	<p>Analyze pretest results each year</p> <p>Notes, agendas, minutes, files</p> <p>Implementation checklist of employability skills</p> <p>Simulation results</p> <p>Analyze post test results each year</p>
		<p>Josten's Yearbook Workshop September 2010</p>	<p>Business teachers, administrators</p>	

	Josten's Yearbook April 2011		
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## Liberty County High School Plan for Improving Student Achievement in Mathematics

**Data analysis indicated the greatest area of need is:**

**Will know this when data is received this summer**

**Measurable Student Goals:**

Student Performance on the GHSGT will increase from 87% in 2010 to 90% in 2011; and 92% in 2012; and 94% in 2013.

Student Performance on the Math 1 EOCT will increase from in 2010 to in 2011; and in 2012; and in 2013.

Student Performance on the Math 2 EOCT will increase from in 2010 to in 2011; and in 2012; and in 2013.

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
<b>Teachers will</b> complete <u>data analysis</u> to determine specific areas of need and identify students who need additional assistance.	Annually and ongoing	Data Analysis	N/A	Principal, Assistant Principal, Curriculum Coordinator, and School Improvement Team	Data Analysis PLC Agendas		Data Charts, Class Profiles, Instructional Plans, Local Assessments
<b>Teachers will</b> model and utilize effective strategies, including DI, for problem solving	August 2010- May 2011	Training Completed	N/A	Teachers	GTOI, Lesson Plans, Implementation Checklists, Local Assessments/Benchmarks		GHSGT, EOCT Local Assessments/Benchmarks
<b>Teachers will</b> implement best practice for the teaching of mathematics with emphasis on assessment for and of learning	Annually and ongoing	LCSS: Six Elements of an Effective Mathematics Lesson, Georgia Performance Standards, LCSS Math Science Summit, GCTM Annual Conference (Rock Eagle) AP Calculus training	System funding and site funding	Participants of the GCTM sessions will replicate training during school year 2010-2011	GTOI, Lesson Plans, Implementation Checklists, Local Assessments/Benchmarks		GHSGT, EOCT Local Assessments, Teacher Evaluations
<b>Teachers will</b> effectively plan for implementation of the math GPS	2007-2012		System funding and site funding	Assistant Principal, Curriculum Coordinator, and Teachers	Informal/Formal assessments		PLC logs
<b>Teachers will</b> integrate technology to enhance math instruction	Annually and ongoing	LCSS: All technology training TI calculator training	System funding and site funding	Curriculum Coordinator, LCSS technology dept., Media Specialist, and Teachers	Lesson Plans		Benchmarks, Local Assessments, LoTi
<b>Teachers will</b> work in PLC's to unpack the math and write unit plans	2007-2011	Math GPS training	System funding and site funding	Assistant Principal, Curriculum Coordinator, and Teachers	PLC Agendas		PLC logs
Eligible students will be offered tutoring sessions.	August 2009- May 2010	Carnegie training	System funding and site funding	Principal, Assistant Principal, Curriculum Coordinator, and Teachers	Tutoring Local Assessments		GHSGT, EOCT

Liberty Co. High School

## Plan for Improving Student Achievement in Music

**Data analysis indicated the greatest area of need is:**  
 Increased Technology use in assistance of classroom instruction  
 Increase knowledge base in students through use of benchmark testing

**Measurable Student Goals:**  
 Student in Intermediate and Advanced band classes will increase mean score on benchmark testing from 80% in 2009-2010 to 82% in 2010-2011, to 84% in 2011-2012  
 Students in Intermediate and Advanced Chorus will increase mean score on benchmark testing from 75% in 2009-2010 to 78% in 2010-2011, to 81% in 2011-2012  
 Students in Intermediate and Advanced Keyboard will increase mean score on benchmark testing from 70% in 2009-2010 to 72% in 2010-2011, to 74% in 2011-2012

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
<p><b>Teachers will</b> complete <u>data analysis</u> to determine specific areas of need and identify students who need additional assistance.</p> <p><b>Teachers will</b> effectively implement GPS for band, chorus and piano.</p> <p><b>Teachers will</b> implement ___</p> <p><b>Teachers will</b> effectively ___</p> <p><b>Teachers will</b> integrate technology to better assess student progress</p> <p><b>Teachers will</b> work in PLC's to _____</p> <p>Eligible students will be offered tutoring sessions.</p>	<p>2010-2012</p> <p>August 2010</p> <p>2010-2012</p> <p style="text-align: center;">◀</p>	<p>Data Analysis</p> <p>GMEA Annual In-Service (Savannah)</p> <p>GMEA Annual In-Service (Savannah)</p>	<p>PL Funds</p> <p>PL Funds</p>	<p>Teacher</p> <p>Teacher</p>	<p>Lesson Plans Informal/Formal Assessments</p> <p>Lesson Plans Informal/Formal Assessments</p>	<p>Formal and informal student assessment</p>	<p>Public Performances, GMEA, USSBA or other approved sanctioned events, student self assessment and teacher assessments (formal and informal)</p>

## Plan for Improving Student Achievement in Health and P.E.

### Measurable Student Goals:

Student Performance on the Health benchmark will maintain from 98% in 2010 to 98% in 2011 and 98% in 2012; and 98% in 2013.

Student Performance on the Physical Education benchmark will maintain from 98% in 2010 to 98% in 2011 and 98% in 2012; and 98% in 2013.

Student Performance on the Weights benchmark will maintain from 98% in 2010 to 98% in 2011 and 98% in 2012; and 98% in 2013.

Student Performance on the Rec. Games and Team Sports benchmark will maintain from 98% in 2010 to 98% in 2011 to 98% in 2012 to 98% in 2013.

Student Performance on the First Aid benchmark will maintain from 98% in 2010 to 98% in 2011 and to 98% in 2012 and to 98% in 2013.

Student Performance on the Personal Fitness fitness gram will be given to all students enrolled as a pre and post test in 2010/2011.

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
Teachers will effectively implement GPS standards for Health, Personal Fitness, Weights, Rec. Games and Teams Sports	On-going	GAPHERD Conference  N.S.C.A Conference	PL Funds	Teachers	Student work samples from all classes Lesson Plans Informal and Formal Assessments	Improved scores on unit tests as well as benchmark test	Teachers will compare data each benchmark and focus on weak areas.
Teachers will effectively implement the fitness gram to Personal fitness students	Waiting on fitness gram purchase.	Purchase of fitness gram		Teachers	Lesson Plans	Comparison date for pre-post test from fitness gram	Teachers will compare data from class to class and focus on strengths and weaknesses.

**Department: FACS – (FACS to include: Nutrition & Food Science (NFS) and Early Childhood Ed (ECE)).**  
**Data/Background Info.: ECE:** 168 students enrolled in Early Childhood Education, anticipate the same for next year **NFS:** Approximately 170 students enrolled in NFS pathway, anticipate the same for next year.  
**Recruitment:** - make classes engaging, stay motivated, advise students in courses in addition to homeroom, provide CTSO opportunities, scholarships, work-based learning opportunities, informational brochures, Counselors direction with career choices, and word of mouth from current and former students  
**DOE Pathway Changes: All Courses – Course Titles changed to be more specific to Industry Fields**  
 FACS ECE = Education – Early Childhood Education (new standards 08-09 SY) Upcoming: Industry Certification through GAYC for EC programs with no on-site lab

**Measurable Goals:**  
Eighty percent of students will be eighty percent proficient in meeting the GPS course requirements as measured by the progress monitoring, benchmarks, and course grades.

School Keys Strands	Actions, Strategies, & Interventions	Timeline	Est. Costs, Funding Sources, & Resources	Persons Responsible	Evaluation of Implementation of A,S,I and Impact on Student Learning	
					Artifacts	Evidence
I – 3.1 C – 1.2 A – 2.3	Consistently use effective teaching practices for classroom management by using best practices from professional conferences and by developing universal procedures, including technology integrations, to provide instruction (GTOI Practices, Learning Focused Strategies, Model Technology, and High Schools that Work); word walls, graphic organizers, digital projects and essential questions.	July 2010- June 2011	<ul style="list-style-type: none"> <li>* GACTE Summer Conference = \$1000/person</li> <li>* GATFACS Winter In-Service= \$1000/person</li> <li>* GPS Trainings</li> <li>* DOE Update Meetings</li> <li>* TechPrep</li> <li>* ACTE National Conference</li> <li>* FCCLA Fall Leadership Conference</li> <li>* FCCLA Day at the Capitol</li> </ul>	Teachers	Projects, labs, student portfolios	Test scores, Projects with rubrics (including teacher commentary), skills assessment, benchmark testing

			<ul style="list-style-type: none"> <li>* CTSO Day at the Capitol</li> <li>* FCCLA Region STAR Events</li> <li>* FCCLA State Leadership Meeting</li> <li>* FCCLA National Leadership Meeting</li> </ul>			
C - 1.1 C - 1.3 C - 3.2	Teachers will review student data to determine factors affecting student achievement. Including, but not limited to: Absences, Tardies, Referrals, Instructional Strategies, & Curriculum. Inst. Strategies - Classroom Management and Methodologies Curriculum - Teacher developed lessons/units	Fall 2008 and ongoing		Dept., P., AP, CC	Notes, Agendas, Minutes, Files, Lesson Plans/Unit Plans, and Student Data	Data Analysis
A - 1.2 A - 2.5 A - 3.1 C - 1.1 C - 1.2	Teachers will use results of data to align curriculum horizontally and vertically in order to support students' mastery of GPS standards and instruction.	Fall 2009 and ongoing		Dept., P, AP, CC	Progress Monitoring, Tutoring Sign-in Sheets, Unit Projects, Unit Exams, Final Exams,	Unit Plans, Content Maps, Pacing Charts,

## Plan for Improving Student Achievement in Social Studies 2009-2012

=Data analysis indicated the greatest area of need is: Economics

### **Measurable Student Goals:**

Student Performance on the Economics EOCT will increase from present average OF 64 to minimum of the state average and than 5 points above state average over the next two years.

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
<p><b>Teachers will complete data analysis to determine specific areas of need and identify students who need additional assistance.</b></p> <p><b>Teachers will increase EOCT Score in Economics Classes</b></p> <p><b>Teachers will implement new GPS Standards and write effective units to use with GPS format</b></p> <p>Teachers will rewrite Units for pacing should the county change the classroom delivery model in Liberty County High Schools.</p> <p><b>Teachers will compose new Bench Mark Exams to use as Pre and Post test per State Unit of GPS.</b></p> <p><b>Teachers will effectively</b></p>	<p>2009-2012 School Years</p> <p>Semesters 2009-2012 School Year</p> <p>Summer 2010 and First Semester 2010- 2011 School year</p> <p>Start Summer before 2010 school year and continue through 2012</p>	<p><i>GDOE Economics Workshops to increase the current EOCT Scores at LCHS</i></p> <p><i>Georgia Council of Economic Education as they are offered in the state</i></p> <p><i>National and Local Social Studies Council Conferences and training Session to increase teacher knowledge of new practices.</i></p> <p>Department meeting time and after hours working at home</p> <p>Subject area teachers will make a minimum of three MC questions per item per individual GPS Standard and use a pretest and post test to gauge mastery at 85% or</p>	<p>Professional Learning Funds</p> <p>AP One Day Workshops Professional Learning Funds</p> <p>PLU Funds if needed</p>	<p>Principal Curriculum Coordinator</p> <p>Dept. Chair Department Teachers</p> <p>Department Head and Department Members with review by School Curriculum Coordinator</p> <p>Individual teachers meeting with</p>	<p>Student work samples</p> <p>Pre/Post Unit Tests</p> <p>Informal Assessments</p> <p>New Pacing Delivery Chart</p>	<p>Examine the EOCT Scores and Report Card Grades of the students taking the courses.</p> <p>Benchmark Tests</p> <p>Overall EOCT Score Increase</p> <p>Benchmark Unit Exams</p>	<p>EOCT scores at the end of semesters between 2009-2012</p> <p>GTOI by Administrator s/Curriculum Director and Observation by Department Head and Selected Teachers</p> <p>Improvement EOCT and GHSGT Scores</p>

<p>redeliver the workshop material to the other teachers teaching those classes and to the students taking that particular course</p> <p><b>Teachers will</b> integrate technology to increase the use of economic simulation dealing with economics to increase student interest in the subject and increase student EOCT Economic Scores.</p> <p>Teachers will become aware and apply during the school year with Georgia State University for Grants</p> <p><b>Teachers will</b> work to increase the scores of 3 and more on the AP Examinations at the end of the school year.</p> <p><b>Teachers will</b> work in PLC's to examine student work samples for</p> <p><b>Geo Mentor Coach</b></p> <p>_____</p> <p>Eligible students will be offered tutoring sessions. Teachers will adopt at least one student for adoption</p>	<p>school year and beyond to have a wide variety of Questions to use.</p>	<p>better of each State GPS unit. Students not reaching 85% will be provided with enrichment material to help bring up to 85%.</p> <p><a href="http://www2.ed.gov/programs/teachinghistory/eligibility.h">http://www2.ed.gov/programs/teachinghistory/eligibility.h</a> State grant to make History more relevant to the students</p> <p><i>Approved AP Courses offered by the College Board: Especially one day</i></p>	<p>Should require no funding to apply as either a school or for system</p>	<p>Curriculum Director and Department Head</p> <p>Curriculum Director, Department Head and American History teachers in the department.</p>	<p>EOCT &amp; GHSGT Scores</p>	<p>Improvement of overall scores to the state minimum</p> <p>Improvement to a minimum of State average on GHSGT and American History EOCT</p> <p>Increase in overall AP Scores on the Spring Exam where a majority of the students in the class score a 3 or better.</p>	<p>Curriculum Director and Department head will review scores per state unit with Teachers individually in department gauge improvement</p> <p>Curriculum Director, Department Head and American History teachers in the department</p>
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<p>Minimum of 2 teachers from the school to attend the State Social Studies Convention in order to observe presentations in effective GPS instruction and new methods or activities for hands on instruction.</p> <p>Departmental Members will take through PLU from Board Office a course in effective teacher commentary as required by GPS</p>	<p>2010 – 2020 School years</p> <p>2010 School year with a supplemental course for new department members as they join faculty and a refresher course minimum of every two years for existing department members.</p>	<p><i>training sessions for AP U.S. History and AP American Government</i></p> <p><i>Geo Mentor Coach Program as suggested by a parent of Ms. Hein and sent on to Ms. Rucker. Ms. Rucker has stated that Ms. Baker at the Board has been made aware and is interested.</i></p> <p><i>Board Approval of trips with Principal selection of individuals to attend</i></p> <p><i>County and School Curriculum Directors to present course to Social Studies Department Members.</i></p>		<p>Department Head will notify Principap of Dates Principal will select attendees</p> <p><i>County and School Curriculum Directors</i></p>	<p>Redelivery to teachers of materials and EOCT and GHS GT scores</p> <p>Redelivery to teachers and classroom observation of techniques by department members.</p> <p>Documents observed by County and School Curriculum Coordinators and video of classroom teachers for critique</p>	<p>Increased EOCT and GHS GT Scores to ma minimum of the average for the 2010-2011 School year and above for the 2011-2012 school year.</p> <p>Increased EOCT and GHS GT Scores to ma minimum of the average for the 2010-2011 School year and above for the 2011-2012 school year.</p>	<p>EOCT &amp; GHS GT Scores at improved levels for the State years. As a minimum the state average.</p> <p>Increased EOCT and GHS GT</p>
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Scores to a minimum of the average for the 2010-2011 School year and above for the 2011-2012 school year.

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## LIBERTY COUNTY HIGH SCHOOL Plan for Improving Student Achievement in-ARMY JROTC

**Data analysis indicated the greatest area of need is: Students retaining curriculum knowledge; strengthen positive self-motivation; fostering personal responsibility; and self discipline and self esteem. Cadre/Instructors must continue to assess student learning.**

**Measurable** Cadets will continue the Army JROTC Pathway by completing the six (6) levels of the Leadership Education and Training (LET) Program. This program will help students (cadets) build a strong knowledge base of self discovery and leadership skills applicable to many leadership and managerial situations. Mastery of the JROTC standards through project-based learning, service learning and leadership development activities will prepare cadets for 21<sup>st</sup> Century leadership responsibilities. Cadets who complete two (2) years of JROTC may receive training credit through the various branches of the military if they voluntarily join. Cadets who complete three (3) or more years of JROTC coursework may receive college training credit, exemptions, and/or promotions at college/universities offering ROTC programs. Cadets will receive a superior rating (**score of 400**) on the Annual Unit Report for School Year 2010-2011. An Informal Inspection conducted by 6th Brigade, Cadet Command on March 2011. All (100%) cadets will undergo the Informal Annual Inspection and receive a pass rate in all inspected area to retain Honor unit with Distinction Certificate / Insignia. JROTC will complete a 100% transition from QCC's to Georgia Performance Based Standards. To encourage the development of critical thinking, decision-making and problem-solving skills to prevent and address hate motivated behavior. To provide the cadets with an opportunity to explore concepts of prejudice, discrimination, stereotyping, scapegoat and hate-motivated behavior. Cadets will use the core POI, and will be instructed with the lesson plans that match MeREL National Standards and Leadership Education and Training (LET) level (1-4) in textbooks with core curriculum. Cadet must achieve with a 90 % pass rate. When cadets apply all six (6) core abilities 100% of the time to each class lesson unit. One hundred percent (100%) of all cadets should complete the JROTC Program first and second semester. Cadets should complete at least one service learning project.

Actions/Strategies/ Interventions	Timeline for Implementation	Needed Professional Learning (including materials)	Funding Source	Person (s) Responsible	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Means of Evaluation
<p><b>JROTC Instructors will: follow the Curriculum outlined by Cadet Command.</b></p>	<p>SCHOOL YEAR 2010-2011.</p>	<p>Georgia Performance Standards (GPS) Based Standards / Use the Unit POI outline in Army Regulation 145-2.</p>	<p>No cost to LCBOE</p>	<p>Cadet Command / 6<sup>th</sup> BDE / JROTC, Senior Army Instructor (SAI) and Army Instructors (AI).</p>	<p>Focus on the JROTC Six Core Abilities / GPS / Principles of Learning. Use the Core / Principles to understand the learning and behavior of the Cadets.</p>	<p>Major focus on <b>Reading</b> and <b>Writing</b> across the curriculum. The instructors will diagnose learning and performance problems of a cadet(s) early in the school year. The teaching strategies / actions for instructors will create and maintain a productive classroom environment for the cadets.</p>	<p>The JROTC Curriculum Simulation and CPS Games, Assessment for Learning, Evaluation Rubric, Pre Command Inspection, Assessment of Learning techniques, Lesson Plans, Accommodating cadets with Special needs.</p>

<p><b>JROTC Instructors will continue to implement The Thinking Maps Training in each standard of the lesson plans.</b></p>	<p>SCHOOL YEAR 2010-2011</p>	<p>JROTC Curriculum.</p>	<p>No cost to LCBOE</p>	<p>Cadet Command / 6<sup>th</sup> BDE / JROTC, Senior Army Instructor (SAI) and Army Instructors (AI).</p>	<p>Increase cadets learning by using Thinking maps and graphic organizer in every lesson.</p>	<p>The evidences will be demonstrated when students are retain 90% of what is taught in the classroom and at leadership lab..</p>	<p>Use the Thinking Maps in Lesson Presentations . a comprehensive overview of development of Thing Maps will be provided for each lesson.</p>
<p><b>JROTC Instructors will effectively use incorporate the National Science Center's JROTC Math and Science Program.</b></p>	<p>SCHOOL YEAR 2010-2011</p>	<p>Include in JROTC Curriculum and GPS.</p>	<p>No cost to LCBOE</p>	<p>Cadet Command / 6<sup>th</sup> BDE / JROTC, Senior Army Instructor (SAI) and Army Instructors (AI) and the National Science Center..</p>	<p>Theme is to promote active learning "not by the teacher but by the students" in Mathematics and Science. Promote Math and Science literacy among cadets within the Cadet Corps / LCHC. Mathematics and Science Modules will be hands-on.</p>	<p>Using the National Science / Math Education Standards will develop an understanding of scientific concepts. Develop the dispositions to use the skills, abilities, and habits of mind associated with science/math. This instruction will be an enabler for the HSGT requirements. The purposes and principles of assessment will benefit the cadet, parent &amp; instructor (s). Assessment will assist in cadet learning, Identify cadets' strengths &amp; weakness, assess the effectiveness of a particular</p>	<p>Multiple intelligence survey, Rubrics, Collaboration Checklist, Portfolios, Journals.</p>

						instructional strategy, assess & improve the effectiveness of the JROTC curriculum program, assess & improve teaching effectiveness, provide data that assist indecision making about a cadet's future and communicate with & involve parents/guardians in their children's learning.	
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