

School Improvement Plan

Temple High School

Principal: Mrs. Karen Suddeth

School Year: SY 2009-2010

Title I Program None

Needs Improvement Status: Did not make AYP; In Needs Improvement Status

Year: 1 **2** 3 4 5 6 7

Sanctions Implementing 2009 – 2010:

- School Improvement Plan (School Improvement Plans will be submitted to LEA for approval November)
- Choice
- Supplemental Services
- Corrective Action (Corrective Action Addendum will be submitted to the LEA along with School Improvement Plan November)
- Restructuring (LEA approved Restructuring Addendum will be submitted to the Georgia Department of Education February with a copy of current School Improvement Plan)

Principal's Signature: *Karen Suddeth*

Date: August 18, 2009

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

School Improvement Plan for Temple High School

Action Plan for English/Language Arts

Identified Goals for Improvement:

- 1) Increase student achievement in English/Language Arts as measured by the GHSGT and End of Course Tests, with a minimum of 95% test participation rate.
- 2) Increase student achievement in English/Language Arts among at-risk student groups as measured by the GHSGT and End of Course Tests.
- 3) Focus on school-wide initiatives in the areas of Writing Across the Curriculum, Reading and Math.

Annual Measurable Objective(s): Goals set at Confidence Interval, 3% above state average or 3% above 2009 THS data, whichever is higher
Increase in pass rates as follows:

- 1) GHSGT - English Language Arts:
 - All students from 89.4% in SY 2009 to 93% in SY 2010
 - Black students from 84.0% in SY 2009 to 93% in SY 2010
 - SWD from 87.7% in SY 2009 to 87.7% in SY2010
 - ED students from 78.7% in SY 2009 to 87.7% in SY 2010
 - White students from 94.6% in SY 2009 to 95% in SY 2010
- 2) EOCT Ninth Grade Literature and Composition:
 - All students from 71% in SY 2009 to 80% in SY 2010
 - SWD from 26% in SY 2009 to 70% in SY 2010
 - Black students from 65% in SY 2009 to 80% in SY 2010
 - White Students from 72% in SY 2009 to 85% in SY 2010
- 3) EOCT American Literature:
 - All students from 86% in SY 2009 to 93% in SY 2010
 - SWD from 53% in SY 2009 to 70% in SY 2010
 - Black students from 79% in SY 2009 to 90% in SY 2010
 - White students from 92% in SY 2009 to 95% in SY 2010

Specific Academic Areas within Content (i.e., domains) and Subgroups to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Domains: **GHSGT: Reading & Comprehension (73%) , Literary Analysis (77%)**

Subgroups: **Economically Disadvantaged**

School Improvement Plan for Temple High School

Action Plan for English/Language Arts

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers in the ELA department will analyze test data from 2009 GHSGT, EOCT, and GHSWT to identify domain weaknesses and develop instructional strategies. Student data for ELA portion of the GHSGT and EOCTs will be disaggregated and results of predictor test in writing will be used to identify at risk students in all subgroups. The graduation coach will cross-reference lists of at-risk students with information for subgroups to identify a list of high-impact students for each grade level (students who count on AYP in 2 or more subgroups). Teachers will also assess student work in teams and design common benchmark assessments during collaborative planning. Non ELA teachers will utilize writing within the curriculum. Daily activities will be provided to all classroom teachers to assist with writing instruction.</p>	<p>August 2009- On-going</p>	<p>Professional Learning Funds to pay for substitute teachers during collaborative planning Est. Cost - \$7,800</p>	<p>ELA Department Chair, NGA Team Leader, Teachers, Administrators</p>	<ul style="list-style-type: none"> • Instructional Calendar • Collaborative Planning Agendas • Strategies implemented to teach students on high-impact and at-risk lists • Evidence of Writing Folders • Benchmark Assessments
<p>Teachers will implement strategies listed in their Test Utilization Plans. Strategies will be evident during informal/formal classroom observations conducted by the principal, assistant principal, and freshman academy team leader. Daily plans will include activities related to test taking skills or vocabulary development to enhance students' performance on the GHSGTs, GHSWT, EOCTs, and SAT/ACT assessments.</p>	<p>August 2009- On-going</p>		<p>All ELA Teachers, NGA Team Leader, Administrators</p>	<ul style="list-style-type: none"> • Test Utilization Plans • Results of classroom observations • GHSGT & GHSWT Results • End of Course Tests: 9th Grade Literature and American Literature Results • SAT/ACT Results

School Improvement Plan for Temple High School

Action Plan for English/Language Arts

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
2009-10 Professional Learning topics: Standards-based classrooms, Differentiation, Scaffolding/Support, Preview, Review, eWalks, Benchmark Assessments, Response to Intervention, Credit Redemption/Recovery, Infinite Campus, Book Study.	August 2009- On-going	Professional Learning Funds to purchase books and study materials, if available Est. Cost - \$1,950	All E/LA Teachers, Department Chair, Leadership Team & Administrators	<ul style="list-style-type: none"> • Agenda/Notes • Sign-in sheets
Academic help will be offered by teachers before or after school. Saturday School will be offered once each nine weeks. Tutorial sessions will also be available one week before the GHS GT in the summer. EOCT results will be used to target students needing assistance. Practice test opportunities will be provided on-line through USA Test Prep. GHS GT workbooks keyed to GPS will be used. LFS strategies will be used to assist students in processing the course contents during tutorials.	August 2009- On-going	Extended Day/Year Funds Est. Cost - \$14,000 GHS GT/EOCT Workbooks Est. Cost - \$5000 Georgia's SAT Prep website, Georgia Virtual School, Virtual High School	Selected E/LA Teachers/Tutors, Administrators	<ul style="list-style-type: none"> • Pre-Post GHS GT Practice Test Results • GHS GT Predictor Test results) for 10th graders • Tutorial Schedule(s) • Instructional Calendar • Results of GHS GT in E/LA and on EOCTs
A 20-minute period for test taking strategies will be scheduled during 5 th period for every student. Seniors failing to pass one or more parts of the GHS GT, juniors who have failed EOCTs and will be taking the GHS GT in the spring, and retained students will be identified and offered tutoring opportunities before and after school. High impact students will be identified and placed into test preparation courses during the school day. Those students who are on track for graduation and have passed EOCTs and the GHS GT will be recruited and encouraged to take an AP course.	August, 2009- On-going	Resources as needed by teachers – Est. Cost \$5,000 GHS GT Workbooks USA Test Prep; OdysseyWare	All teachers, counselors, NGA Team Leader, Administrators	<ul style="list-style-type: none"> • GHS GT results • EOCT results • Predictor Tests • AYP report • Pass/Fail rate for classes • Retention rate

School Improvement Plan for Temple High School

Action Plan for English/Language Arts

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
All teachers will incorporate Shared Inquiry, reading and writing strategies into their lessons on a regular basis. All teachers will look for opportunities to link or incorporate topics from the core subject areas (ELA, science, math and social studies) into their classes.	August 2009- On-going	Professional Learning Meetings for teachers by English Dept Chair. List of strategies for incorporating writing and research writing distributed by English Dept. Chair	All Teachers, Administrators	<ul style="list-style-type: none"> • GHSWT results • GHSGT in E/LA • EOCT results • Monthly writing focus submitted in lesson plans
Students who fail classes in English courses may be scheduled into credit recovery classes 2 nd semester in order to have the opportunity to recover credit. Classes may also be offered to students during zero period for credit recovery for core classes they may have failed first semester. All teachers will follow the Credit Redemption policy which allows students to redeem credit for failed tests or assignments (a second chance).	January, 2009- On-going	OdysseyWare Program for Credit Recovery	Selected teachers, administrators, counselors	<ul style="list-style-type: none"> • Reduction in retention rates • Increase in pass rates for classes and state assessments

School Improvement Plan for Temple High School

Action Plan for English/Language Arts

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
9 th Grade Academy was first implemented in 2007-08. New building to house Freshman Academy opened March, 2008. Team structures are in place for the 2009-10 school year with an increased emphasis on implementation of Pyramid of Interventions for academics and behavior. The Freshman Academy Team Leader and Freshman Academy Department Chairperson will work together to oversee a true academy concept.	August, 2007-on-going	Common planning daily for academy teams. Structured meetings for instructional initiatives.	Academy teachers, NGA Team Leader, NGA Dept. Chairperson, administrators, counselor.	<ul style="list-style-type: none"> • Increased pass rate in courses. • Decreased retention rate in 9th grade. • Improved attendance for academy students and teachers. • Decrease in discipline referrals
Staff members may participate in professional learning opportunities as the need arises.	August, 2009-on-going	Professional Learning Funds-if available	All staff	<ul style="list-style-type: none"> • Training and information from conferences and/or department meetings are utilized to improve instruction

School Improvement Plan for Temple High School

Action Plan for Math

Identified Goals for Improvement:

- 1) Increase student achievement in Math as measured by the GHSGT and End of Course Tests, with a minimum of 95% test participation rate.
- 2) Increase student achievement in Math among at risk student groups as measured by the GHSGT and End of Course Tests.
- 3) School-wide focus on Writing, Reading and Math across the curriculum

Annual Measurable Objective(s): Goals set at Confidence Interval, 3% above state average or 3% above 2008 THS data, whichever is higher

Increase in pass rates as follows:

- 1) GHSGT in Enhanced Math:
 - All students from 57.7% in SY 2009 to 94% in SY 2010
 - Black students from 54.2% in SY 2009 to 87% in SY 2010
 - ED students from 55.9% in SY 2009 to 74.9% in SY 2010
 - White students from 63.3% in SY 2009 to 99% in SY 2010
- 3) EOCT Math I:
 - All students from NA% in SY 2009 to 80% in SY 2010
 - Black students from NA% in SY 2009 to 80% in SY 2010
 - White Students from NA% in SY 2009 to 80% in SY 2010
- 4) EOCT Math 2:
 - All students from NA% in SY 2009 to 80% in SY 2010
 - Black students from NA% in SY 2009 to 80% in SY 2010
 - White students from NA% in SY 2009 to 80% in SY 2010

Specific Academic Areas within Content (i.e., domains) and Subgroups to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Domains: **GHSGT: Algebra (76%), Measurement & Geometry (68%), Computation (76%), Data Analysis (78%)**

Subgroups: **All students, White students, Black students, SWD, ED**

School Improvement Plan for Temple High School

Action Plan for Math

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers in the math department will analyze test data from 2009 GHSGT and EOCTs to identify domain weaknesses and weaknesses in instruction. Student data will be disaggregated in math and results will be used to identify at risk students in all subgroups. Graduation coaches will cross-reference lists of at-risk students with information for subgroups to identify a list of high-impact students for each grade level (students who count on AYP in 2 or more subgroups). Teachers will also assess student work in teams and design common benchmark assessments during collaborative planning. Benchmarks will be given in Math I, Math 2, and to 11th graders</p>	<p>August, 2009- On-going</p>	<p>Professional Learning Funds to pay for substitute teachers during collaborative planning Est. Cost - \$6,700</p>	<p>Math Department Chair, Teachers & Administrators</p>	<ul style="list-style-type: none"> • Instructional Calendar • Strategies implemented to teach students on high-impact at-risk lists. • Benchmark Assessments in Math I and for all 11th graders
<p>Strategies will be evident during classroom observations conducted by the principal and assistant principals and department chair. Daily plans will include activities related to test taking skills or vocabulary development to enhance students' performance on the GHSGTs, SAT/ACT, and EOCTs.</p>	<p>August 2009-On-going</p>		<p>All Math Teachers, Administrators</p>	<ul style="list-style-type: none"> • Results of observations • Results of GHSGT • Results of End of Course Tests in Math 1 & 2, & SAT/ACT

School Improvement Plan for Temple High School

Action Plan for Math

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
9 th grade students who failed the second 8 th grade CRCT in math will be placed in a full period support class. Math Support 2 will be offered for Math 2 students who are targeted for additional assistance either through the IEP or classroom performance.	August, 2009-On-going	EOCT Workbooks, OAS, USA Test Prep	Selected Teachers, counselors, graduation coaches	<ul style="list-style-type: none"> • 9th Math 1 EOCT results • 9th Math 1 pass rates • 9th Support Math 1 pass rates
All teachers will incorporate reading, writing and math strategies into their lessons on a regular basis. All teachers will look for opportunities to link or incorporate topics from the core subject areas (ELA, science, math and social studies) into their classes.	August 2009-On-going	List of strategies for incorporating writing and research writing distributed by English Dept. Chair.	All Teachers, Administrators	<ul style="list-style-type: none"> • GHSWT results • GHSGT in ELA & Math • EOCT results • Monthly writing focus submitted in lesson plans
Credit Recovery classes are in place to assist students who need to make up failed courses. During the school year, students who fail classes in Math I and Math 2 may be scheduled into classes 2 nd semester in order to have the opportunity to recover credit. Classes may also be offered to students during zero period or OCHS for credit recovery for core classes they may have failed first semester. All teachers will follow the Credit Redemption policy which allows students to redeem credit for failed tests or assignments (a second chance).	January, 2009-On-going	Extended Day/Year Funds to pay teachers (\$14,000) OdysseyWare, Online Programs, i.e., VHS, GAVS, GACR	Selected teachers, graduation coach, administrators, counselor	<ul style="list-style-type: none"> • Reduction in retention rates • Increase in pass rates for classes and state assessments

School Improvement Plan for Temple High School

Action Plan for Science

Identified Goals for Improvement:

- 1) Increase student achievement in Science as measured by the GHSGT and End of Course Tests, with a minimum of 95% test participation rate.
- 2) Increase student achievement in Science among at risk student groups as measured by the GHSGT and End of Course Tests.
- 3) School-wide focus on Writing, Reading and Math across the curriculum. Increased emphasis on Math.

Annual Measurable Objective(s): Goals set at 3% above state average or 3% above 2009 THS data, whichever is higher.

Increase in pass rates as follows:

- 1) GHSGT in Science:
 - All students from 78% in SY 2009 to 88% in SY 2010
 - Black students from 61% in SY 2009 to 78% in SY 2010
 - SWD from 43% in SY 2009 to 53% in SY 2010
 - ED students from 54% in SY 2009 to 57% in SY 2010
 - White students from 76% in SY 2009 to 96% in SY 2010
- 3) EOCT Physical Science:
 - All students from 62% in SY 2009 to 85% in SY 2010
 - SWD from 31% in SY 2009 to 60% in SY 2010
 - Black students from 55% in SY 2009 to 85% in SY 2010
 - White Students from 65% in SY 2009 to 85% in SY 2010
- 4) EOCT Biology:
 - All students from 55% in SY 2009 to 70% in SY 2010
 - SWD from 25% in SY 2009 to 65% in SY 2010
 - Black students from 46% in SY 2009 to 70% in SY 2010
 - White students from 58% in SY 2009 to 70% in SY 2010

Specific Academic Areas within Content (i.e., domains) and Subgroups to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Domains: GHSGT: Cells & Heredity (59%), Ecology (70%), Forces/Waves/Electricity (61%), Struct/Prop Matter (61%), Energy Transform (71%)

Subgroups: All students, White students, Black students, SWD, ED

School Improvement Plan for Temple High School

Action Plan for Science

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers in the science department will analyze test data from 2008 GHSGT and EOCTs to identify domain weaknesses and weaknesses in instruction. Student data will be disaggregated in science and results will be used to identify at risk students in all subgroups. Graduation coaches will cross-reference lists of at-risk students with information for subgroups to identify a list of high-impact students for each grade level (students who count on AYP in 2 or more subgroups). Teachers will also assess student work in department meetings and design common assessments during collaborative planning. Benchmark assessments for EOCTs will be given in Physical Science and Biology. Students will also participate in a “Science Motivation Questionnaire” provided by the University of Georgia in an effort to identify what students think and feel about science which will help in developing instructional strategies.</p>	<p>August 2009- On-going</p>	<p>Professional Learning Funds to pay for substitute teachers during collaborative planning Est. Cost - \$6,700</p> <p>UGA Science Motivation Questionnaire</p>	<p>Science Department Chair, Teachers, graduation coach, & Administrators</p>	<ul style="list-style-type: none"> • Instructional Calendar • Strategies implemented to teach students on high-impact at-risk lists. • Benchmark assessments in Physical Science and Biology
<p>Strategies will be evident during walk-throughs conducted by the principal and assistant principals. Daily plans will include activities related to test taking skills or vocabulary development to enhance students’ performance on the GHSGTs and EOCTs.</p>	<p>August 2009- On-going</p>		<p>All Science Teachers, Administrators</p>	<ul style="list-style-type: none"> • Results of Walk-Throughs • Results of GHSGT • Results of End of Course Tests in Physical Science and Biology

School Improvement Plan for Temple High School

Action Plan for Science

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers will participate in department Meetings twice a month to discuss best instructional practices and designated professional readings. 2009-10 topics: Standards-based classrooms, Differentiation, Scaffolding/Support, Preview, Review, Benchmark Assessments, Response to Intervention, Credit Redemption/Recovery, Infinite Campus, Book Study.</p>	<p>August 2009- On-going</p>	<p>Professional Learning Funds to purchase books and study materials, if available Est. Cost - \$1,950</p>	<p>All Science Teachers, Department Chair, Leadership Team & Administrators</p>	<ul style="list-style-type: none"> • Agenda/notes for professional learning Meetings • Sign-in Sheets
<p>Academic help will be offered by teachers before or after school. Saturday School will be offered once each nine weeks. Tutorial sessions will also be available one week before the GHS GT in the summer. Science predictor test results and EOCT results will be used to target students needing assistance. Practice test opportunities will be provided on-line through USA Test Prep. GHS GT workbooks will be used with juniors and seniors (who have not passed math portion of GHS GT). EOCT Coach workbooks keyed to GPS will be used in Physical Science and Biology. LFS strategies will be used to assist students in processing the course contents during tutorials. Additional assistance will be offered through “Junior Chemistry” and a test prep “Lock-in”.</p>	<p>August 2009- On-going</p>	<p>Extended Day Funds Est. Cost - \$14,400</p> <p>Georgia’s SAT Prep website, Georgia Virtual School, Virtual High School, OdysseyWare</p>	<p>Selected Science Teachers, graduation coach, & Administrators</p>	<ul style="list-style-type: none"> • Pre-Post GHS GT Practice Test Results • Instructional Calendar • Results of GHS GT in Science and on EOCTs in Physical Science and Biology
<p>Seniors failing to pass one or more parts of the GHS GT, juniors who have failed EOCTs and will be taking the GHS GT in the spring, and retained students will be scheduled into pull outs, tutorial sessions, and credit recovery/study skills classes. Those students who are on track for graduation and have passed EOCTs and the GHS GT will be encouraged to take AP courses.</p>	<p>August, 2009- On-going</p>	<p>USA Test Prep, Test prep courses, OdysseyWare</p>	<p>All teachers, counselor, graduation coach, & administrators</p>	<ul style="list-style-type: none"> • GHS GT results • EOCT results • AYP report • Pass/Fail rate for classes • Retention rate

School Improvement Plan for Temple High School

Action Plan for Social Studies

Identified Goals for Improvement:

- 1) Increase student achievement in Social Studies as measured by the GHSGT and End of Course Tests, with a minimum of 95% test participation rate.
- 2) Increase student achievement in Social Studies among at risk student groups as measured by the GHSGT and End of Course Tests.
- 3) School-wide focus on Writing, Reading and Math across the curriculum

Annual Measurable Objective(s): Goals set at 3% above state average or 3% above 2009 THS data, whichever is higher

Increase in pass rates as follows:

1) GHSGT in Social Studies:

- All students from 73% in SY 2009 to 85% in SY 2010
- SWD from 43% in SY 2009 to 53% in SY 2010
- Black students from 61% in SY 2009 to 77% in SY 2010
- White students from 79% in SY 2009 to 93% in SY 2010

3) EOCT US History:

- All students from 36% in SY 2009 to 80% in SY 2010
- SWD from 20% in SY 2009 to 65% in SY 2010
- Black students from 33% in SY 2009 to 80% in SY 2010
- White Students from 36% in SY 2009 to 80% in SY 2010

4) EOCT Economics:

- All students from 79% in SY 2009 to 90% in SY 2010
- White students from 79% in SY 2009 to 90% in SY 2010

Specific Academic Areas within Content (i.e., domains) and Subgroups to address (based on analysis of AYP Report and School Student Performance Data over the last three years)

Domains: GHSGT: US History to 1865 (57%), Since 1865 (65%), World Geography (67%), World History (58%), Govt/Civics (57%)

Subgroups: All students, White students, Black students, SWD, Eco. Disadvantaged

School Improvement Plan for Temple High School

Action Plan for Social Studies

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers in the social studies department will analyze test data from 2009 GHSGT and EOCTs to identify domain weaknesses and weaknesses in instruction. Student data will be disaggregated in social studies and results will be used to identify at risk students in all subgroups. The graduation coach and counselor will cross-reference lists of at-risk students with information for subgroups to identify a list of high-impact students for each grade level (students who count on AYP in 2 or more subgroups). Teachers will also assess student work in teams and begin to create short term benchmark assessments during collaborative planning.</p>	<p>August 2009- On-going</p>	<p>Professional Learning Funds to pay for substitute teachers during collaborative planning Est. Cost - \$6,700</p>	<p>Social Studies Department Chair, Graduation Coach, Counselor, Teacher, & Administrators</p>	<ul style="list-style-type: none"> • Instructional Calendar • List of high-impact at-risk students for each grade level
<p>Strategies will be evident during observations conducted by the principal and assistant principal, and department chair. Daily plans will include activities related to test taking skills or vocabulary development to enhance students' performance on the GHSGTs, SAT/ACT, and EOCTs.</p>	<p>August 2009- On-going</p>		<p>All Social Studies Teachers, Administrators</p>	<ul style="list-style-type: none"> • Results of observations • Results of GHSGT • Results of End of Course Tests in US History and Economics

School Improvement Plan for Temple High School

Action Plan for Social Studies

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers will participate in department Meetings once a month to discuss best instructional practices and designated professional readings.</p> <p>2009-10 topics: Standards-based classrooms, Differentiation, Scaffolding/Support, Preview, Review, eWalks, Benchmark Assessments, Response to Intervention, Credit Redemption/Recovery, Infinite Campus, Book Study.</p>	<p>August 2009- On-going</p>	<p>Professional Learning Funds to purchase books and study materials, if available Est. Cost - \$1,950</p>	<p>All Science Teachers, Department Chair, graduation coach, Leadership Team & Administrators</p>	<ul style="list-style-type: none"> • Agenda/notes for professional learning Meetings • Sign-in Sheets
<p>Academic help will be offered by teachers before or after school. Saturday School will be offered once each nine weeks. Tutorial sessions will also be available one week before the GHSGT in the summer. Social Studies predictor test results and EOCT results will be used to target students needing assistance. Practice test opportunities will be provided on-line through USA Test Prep. GHSGT workbooks will be used with juniors and seniors (who have not passed social studies portion of GHSGT). EOCT workbooks keyed to GPS will be used in US History and Economics. LFS strategies will be used to assist students in processing the course contents during tutorials.</p>	<p>August 2009- On-going</p>	<p>Extended Day Funds Est. Cost - \$14,400</p> <p>Virtual School and OdysseyWare</p>	<p>Selected Social Studies Teachers & Administrators</p>	<ul style="list-style-type: none"> • Pre-Post GHSGT Practice Test Results • Tutorial Schedule(s) • Instructional Calendar • Results of GHSGT in Social Studies and on EOCTs in US History and Economics

School Improvement Plan for Temple High School

Action Plan for Social Studies

Actions/Strategies/ Interventions	Timeline	Professional Development Resources/Estimated Costs	Person(s) Responsible	Means of Evaluation
Students who fail classes in US History and Economics may be scheduled into classes 2 nd semester in order to have the opportunity to recover credit. Classes may also be offered to students during zero period or OCHS for credit recovery for core classes they may have failed first semester. All teachers will follow the Credit Redemption policy which allows students to redeem credit for failed tests or assignments (a second chance).	January, 2009-On-going	Extended Day/Year Funds to pay teachers	Selected teachers, administrators, counselors	<ul style="list-style-type: none"> • Reduction in retention rates • Increase in pass rates for classes and state assessments
Staff members may participate in professional learning opportunities as the need arises. Professional learning in the area of economics will be provided for the new instructor.	August, 2009-on-going	Professional Learning Funds-if available GCEE – Economics Workshops	All staff	<ul style="list-style-type: none"> • Training and information from conferences and/or GCEE is utilized to improve instruction

School Improvement Plan for Temple High School

Action Plan for Graduation Rate and Attendance

Identified Goals for Improvement:

- 1) Increase the number of students in all subgroups who graduate.
- 2) Increase the number of students who attend school each day.
- 3) Increase the number of staff members who attend school each day.

Annual Measurable Objective(s):

- 1) Graduation rate will increase as follows:
 - All students from 78.4% in SY 2009 to 80% in SY 2010
 - SWD from 15.4% in SY 2009 to 80% in SY 2010
 - Black Students from 80% in SY 2009 to 80% in SY 2010
 - ED students from 70.6% in SY 2009 to 80% in SY 2010
 - White students from 78.4% in SY 2009 to 80% in SY 2010
- 2) The number of students absent for more than 15 days will decrease from 192 in SY 2009 to 86 in SY 2010.
- 3) Improve student attendance rate from 27.9% in SY 2009 to 15% in SY 2010
- 4) Improve staff attendance rate from 75% in SY 2009 to 90% in SY 2010.

Subgroups to address (based on analysis of AYP Report and School Student Performance Data over the last three years):

Graduation Rates (SY 2009): Economically Disadvantaged (70.6%)

Students Absent Over 15 Days: White (30.3%), Black (18.7%), SWD (33.8%), ED (32.4%)

School Improvement Plan for Temple High School

Action Plan for Graduation and Attendance

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
Academy teachers will analyze eighth grade CRCT performance data, attendance records, and discipline records and identify ninth grade students who are high risk for achievement and attendance. Counselors, graduation coaches, attendance committee, social worker and other support services will be available based on identified needs.	August 2009-On-going	Daily common planning period	9 th Grade Academy Teachers, NGA Team Leader, NGA Dept. Chairperson, Social Worker, Counselors & Administrators	<ul style="list-style-type: none"> • Instructional Calendar • Monthly Attendance Reports • Monthly Discipline Reports • EOCT Results
Teacher support will be enhanced for struggling students at all grade levels. Strategies in the Pyramid of Interventions will be utilized to provide needed support for students who struggle to learn. Seniors and juniors will be offered study skills classes. All freshmen who failed the math CRCT twice will be enrolled in a Math I support class. Students will receive one-on-one counseling concerning their performance every nine weeks and more frequently if needed from counselors and the graduation coach.	August 2009-On-going	Professional development for RTI OdysseyWare	Department Chairs, All Teachers, NGA Team Leader, NGA Dept. Chairperson Counselor, Graduation Coach, & Administrators	<ul style="list-style-type: none"> • Counseling Schedule • OdysseyWare Participation Reports • Documentation of Tier 1 Strategies in Pyramid of Interventions • GHSGT Results • EOCTs • AYP Second Indicator Report (Graduation Rate)

School Improvement Plan for Temple High School

Action Plan for Graduation and Attendance

<p>Attendance will be monitored daily by teachers. Phone contacts will be made with parents of chronically absent and tardy students by the school's attendance clerk. Phone calls to parents of absent students will go out every evening through School Messenger. Letters to parents of chronically absent and tardy students will be sent and conferences with the parents will be scheduled by the RTI Attendance Committee and Guidance Office. School staff will work closely with the school system's social worker and truant officers, along with the juvenile justice system, to ensure students attend school. School protocol will require that an RTI Attendance Committee meets when students have accrued excessive absences and referrals made to TEAM when the chronic absence pattern is not corrected.</p>	<p>August 2009- On-going</p>		<p>All Teachers, Counselor, Graduation Coach, Administrators, Attendance Clerk, Social Worker, & RTI Attendance Committee</p>	<ul style="list-style-type: none"> • Weekly & Monthly Attendance Reports • Phone Logs of Contacts with Parents and Students about Attendance • Records of documented absences
<p>At risk students will be assigned a mentor on a priority basis. Visits by teachers and administrators to feeder schools will be scheduled to provide more direct communication regarding expectations and needs of students coming to the high school.</p>	<p>October 2009- On-going</p>		<p>All Teachers, Counselors, Principal, Graduation Coach, Social Worker, Assistant Principal</p>	<ul style="list-style-type: none"> • List of Students/Mentors • AYP Second Indicator Report (Graduation Rate) for Targeted Students • GHS GT Results for Targeted Students • EOCT Results for Targeted Students

School Improvement Plan for Temple High School

Action Plan for Graduation and Attendance

Communication with Temple Middle School will start in January concerning at-risk students. THS counselors will ask 8 th grade teachers to complete information sheets about those students and will meet with the teachers in the spring before 9 th grade registration to discuss putting strategies in place for those students before they arrive at THS in August, 2010.	SY2009- August, 2010	Create and print information sheets (cost minimal)	Counselor, NGA Team Leader, NGA Dept. Chairperson, TMS 8 th grade teachers	<ul style="list-style-type: none"> • List of at-risk 9th graders obtained in spring, 2010 • Strategies in place for the success of these students when they arrive at THS in August, 2010
Students will be provided opportunities for Credit Recovery, including zero period, classes 2 nd semester, OCHS, summer school, OdysseyWare, Ga Virtual School. Students will be provided opportunities for Credit Redemption at midterm and 9-week intervals—a second chance to earn credit for failed assignments/assessments.	August, 2009-ongoing	OdysseyWare, OCHS	All teachers, counselors, graduation coach, & administrators	<ul style="list-style-type: none"> • Pass/Fail rates for courses • Retention rates • Graduation rate.
Pyramids of Intervention for Achievement and Behavior will be utilized for strategies to reach students who struggle with learning and behavior. .	August, 2009-on-going		All teachers and administrators	<ul style="list-style-type: none"> • Documentation of Tier 1 strategies on checklists
Students and teachers with perfect attendance will be recognized each month.	August, 2009 – on-going	Incentives for perfect attendance	Counselors, graduation coach, NGA Team Leader, & administrators	<ul style="list-style-type: none"> • Improved attendance rate

School Improvement Plan for Temple High School

Action Plan for Retention Rate and Discipline Referrals

Identified Goals for Improvement:

- 1) Decrease the number of students who are retained at each grade level.
- 2) Decrease the number of discipline referrals to the office.
- 3) Decrease incidents of student misbehavior.

Annual Measurable Objective(s):

- 1) Retention rate will decrease as follows:
 - Grade 9 from 7% in SY 2009 to 6% in SY 2010
 - Grade 10 from 15% in SY 2009 to 12% in SY 2010
 - Grade 11 from 2% in SY 2009 to 1% in SY 2010
 - Grade 12 from <1% in SY 2009 to 0% in SY 2010
 - School total retentions from 7% in SY 2009 to 6% in SY 2010
- 2) Discipline referrals will decrease by grade level as follows:
 - Grade 9 from 51% of referrals in SY 2009 to 41% in SY 2010
 - Grade 10 from 30% of referrals in SY 2009 to 25% in SY 2010
 - Grade 11 from 12% of referrals in SY 2009 to 8% in SY 2010
 - Grade 12 from 7% of referrals in SY 2009 to 5% in SY 2010
 - Office referrals will also decrease for each subgroup of students

Subgroups to address (based on analysis of behavior incidents over the last two years):

Goals for discipline referrals by Subgroup: White 40%, Black 40%, ED 40%, SWD 40%

School Improvement Plan for Temple High School

Action Plan for Retention Rate and Discipline Referrals

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
<p>Teacher pass/fail rates will be shared with each teacher at the end of each grading period in meeting with an administrator. Discussion of teacher concerns regarding classroom management and strategies to help teachers will take place at meeting. Observations in classrooms by administrators and department chairs to identify problems, monitor implementation of school-wide discipline plan and help teachers with classroom management.</p>	<p>August 2009-On-going</p>	<p>Time for department chairs and leadership team to conduct observations in classrooms</p>	<p>Teachers, Department Chairs, NGA Team Leader & Administrators</p>	<ul style="list-style-type: none"> • Decrease in office referrals per teacher
<p>Advisors will go over the school-wide discipline procedures and the rules and procedures in the Student Handbook in August and January. Students will take a quiz over the procedures and rules in the Handbook and the quiz will be kept on file by advisors. Students with chronic discipline issues will be referred to a counselor. Conferences with a parent/guardian will be scheduled and a Behavior Intervention Plan will be designed for students who exhibit chronic discipline problems.</p>	<p>August 2009-on-going</p>	<p>Student Handbooks for all advisement groups at all grade levels</p>	<p>Teachers, Counselor, NGA Team Leader, Administrators, Parents.</p>	<ul style="list-style-type: none"> • Decrease in office referrals • Decrease in incidents of misbehavior
<p>Teacher support will be enhanced for struggling students at all grade levels. Strategies in the Pyramid of Interventions for Achievement and for Behavior will be utilized to provide needed support for students who struggle to learn and to maintain good behavior.. Teachers will utilize Learning Focused strategies and Standards Based Instructional practices to keep students engaged in learning rather than misbehavior.</p>	<p>August 2009-On-going</p>	<p>Professional development for RTI.</p>	<p>Teachers, Counselors, NGA Team Leader, Graduation Coaches & Administrators</p>	<ul style="list-style-type: none"> • Decrease in office referrals • Decrease in retention rates

School Improvement Plan for Temple High School

Action Plan for Retention Rate and Discipline Referrals

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
<p>Teachers will implement credit redemption policy to allow students second chances to make up failing grades on tests/assignments. Credit recovery through Ga. Virtual School, scheduled courses, and 2nd semester classes are also available.</p>	<p>August 2009- On-going</p>	<p>Time for department chairs and leadership team to conduct observations in classrooms</p>	<p>Teachers, Department Chairs, NGA Team Leader, Administrators</p>	<ul style="list-style-type: none"> • Decrease in office referrals per teacher
<p>Graduation coach will create and implement a Graduation Rate Plan to identify students off-track. GC will advise those students—especially seniors—of a plan for their graduation. They will meet with those students on a regular basis to make sure they are meeting the goals in their plan. Graduation coaches also identify at-risk and high impact students, and teachers receive a copy of the list so they can target those students in their classes to give them the support they need to be successful.</p>	<p>August, 2009- On-going</p>		<p>Graduation coach, counselor, teachers, administrators</p>	<ul style="list-style-type: none"> • Decrease in retention rate • Increase in graduation rate

School Improvement Plan for Temple High School

Action Plan for SAT Scores

Identified Goals for Improvement:

- 1) Appropriately advise students taking the SAT
- 2) Increase student scores on the SAT

Annual Measurable Objective(s):

- 1) Appropriately advise students taking SAT as follows:
75 students in SY 2009 decreased to 50 students in SY 2010

- 2) Increase average SAT scores as follows:
SY 2008/09 average score was 1407
 - Verbal 484
 - Math 459
 - Writing 464

SY 2009/10 average score was 1455

- Verbal 500
- Math 475
- Writing 480

Increase average score in 2010 to 1455

Subgroups to address: All subgroups

School Improvement Plan for Temple High School

Action Plan for SAT Scores

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
The PSAT will be offered to all 10 th grade students.	August 2009- On-going	Access to SAT Prep website provided by the state. Computer Lab	Teachers, Counselor, Administrators	<ul style="list-style-type: none"> • Increase number of students taking the SAT • Improvement in average SAT scores for THS
Academic teachers will incorporate resources from the SAT Prep website in their classes for the benefit of all students they teach in preparation for the SAT, and to better prepare students for all assessments. Teachers will provide information to students about how to open an account on the SAT Prep website.	August 2009- on-going		Teachers, Counselor Administators, DOE representative	<ul style="list-style-type: none"> • Increase number of students taking the SAT • Improvement in average SAT scores for THS
SAT scores will be analyzed to determine strengths and weaknesses with the THS instructional program.	SY2010- ongoing		Counselor, Graduation Coach, Leadership Team, Administrative Team	<ul style="list-style-type: none"> • Review of results • Instructional Strategies put in place • Increasing SAT scores

School Improvement Plan for Temple High School

Action Plan for ACT Scores

Identified Goals for Improvement:

- 1) Increase the number of students taking the ACT
- 2) Increase student scores on the ACT

Annual Measurable Objective(s):

- 1) Increase number of student taking ACT as follows:
22 students in SY 2008/09 increased to 60 students in SY 2009/10
- 2) Increase average ACT scores as follows:
SY 2008/09 average score was
 - English 18.0
 - Math 18.1
 - Reading 19.3
 - Science 18.5
 - Composite 18.7
 -SY 2009/10 average score goal
 - English 19.5
 - Math 19.5
 - Reading 21
 - Science 19.0
 - Composite 19.5

Increase average composite score in 2010 to 19.5

Subgroups to address: All subgroups

School Improvement Plan for Temple High School

Action Plan for ACT Scores

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
The PLAN will be offered to all 10 th grade students.	August 2009-On-going	Access to ACT Prep website provided by the state. Computer Lab	Teachers, Counselor, Administrators	<ul style="list-style-type: none"> • Increase number of students taking the ACT • Improvement in average ACT scores for THS
Academic teachers will incorporate resources from the ACT Prep website in their classes for the benefit of all students they teach in preparation for the ACT, and to better prepare students for all assessments. Teachers will provide information to students about how to access the ACT Prep website.	August 2009-on-going		Teachers, Counselor Administators, DOE representative	<ul style="list-style-type: none"> • Increase number of students taking the ACT • Improvement in average ACT scores for THS
ACT scores will be analyzed to determine strengths and weaknesses with the THS instructional program.	SY2010-ongoing		Counselor, Graduation Coach, Leadership Team, Administrative Team	<ul style="list-style-type: none"> • Review of results • Instructional Strategies put in place • Increasing ACT scores