



School Improvement Plan 2023 - 2024



Emanuel County Swainsboro High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Emanuel County
School Name	Swainsboro High School
Team Lead	Brandon Andrews
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Human and fiscal resources are needed and data processes need to be fine-tuned to include the use of more formative assessment data so that student learning loss may be identified earlier and more targeted interventions be put into place so that more personalized instruction can be used to address student learning gaps.
Root Cause # 1	School closure and virtual, face-to-face, and hybrid designs led to student learning loss and increased truancy issues.
Root Cause # 2	There is a need for both instructional and assessment data coaching and support to ensure the learning culture promotes research-based assessment, and collaborative problem-solving strategies which creatively and inventively address student learning needs.
Root Cause # 3	There is a need for improved collaboration to ensure there are learning opportunities accessible to address learning loss, develop skill, achieve the content and learning priorities established for effective implementation for curriculum, assessment, and professional learning.
Root Cause # 4	There is a need for expanded collaboration among administrators, support department, and teachers to ensure individual and group performance is planned, implemented, and monitored as needed to address individual student learning gaps.
Root Cause # 5	Instructional resources are needed to enhance student learning enabling them to focus on mastery of prioritized standards and develop the skills needed to self-assess their individual performance.
Root Cause # 6	Technology and digital resources are needed to enhance instruction of grade-level standards, enrich students' self-directed learning opportunities, and improve teachers' professional practice and address learning gaps.
Root Cause # 7	Class size reduction is needed to enhance instructional effectiveness
Root Cause # 8	Resources are needed for art, band, chorus, foreign language, technology, health, and physical education to address the needs of a well-rounded child.
Root Cause # 9	Resources are needed to ensure a safe, orderly, and supportive (social and emotional) learning environment for all students and staff members.
Goal	SHS will increase content mastery in EOC courses by 2% in one school year.

Action Step # 1

Action Step	Teachers will participate in job-embedded professional learning with colleagues and facilitated by the Instructional and Data Coaches.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA

Action Step # 1

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Agendas and Artifacts Sign-In Sheets Lesson Plans
Method for Monitoring Effectiveness	Student achievement data collected from EOCs, End of Pathway Completion Data, Unit Assessment Data Analysis, Final and Mid-Term Exams Data Analysis, MAP Assessment Data: SPED and RTI population, MAP, and Formative Assessment Data
Position/Role Responsible	Principal Assistant Principals Support Department, i.e. Instructional Coach, Data Coach, and Multi-Tiered Intervention Specialist
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will participate in in job-embedded collaboration with colleagues and the data coach to refine and monitor protocols for analyzing and using student learning data. CI-1 & 2 Planning for and delivering quality instruction CI-3 Monitoring student progress CI-4 Refining the instructional system EL-1 Creating and maintaining a climate and culture conducive to learning EL-2 Cultivating and distributing leadership EL-3 Ensuring high quality instruction in all classrooms
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Action Step # 2

Action Step	EL-5 Driving improvement efforts PC-2 Developing staff PC-4 Ensuring staff collaboration
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative planning meeting agendas and minutes Assessment data and student work samples evidencing data analysis Data-analysis documentation including Unify and testing data, EOC student achievement and growth data and SLDS Digital Resources
Method for Monitoring Effectiveness	Student achievement data collected from EOCs, End of Pathway Completion Data, Unit Assessment Data Analysis, Final and Mid-Term Exams Data Analysis, MAP Assessment Data: SPED and RTI progress monitoring, Digital Resources, and Formative Assessment Data
Position/Role Responsible	Principal, Assistant Principal, Instructional Coach, Data Coach, and Multi-Tiered Intervention Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

<p>Action Step</p>	<p>Observation data will monitor the implementation and effectiveness of professional learning, determine its impact on teacher practice and student learning, and provide timely and specific feedback. EL-1 Creating and maintaining a climate and culture conducive to learning EL-2 Cultivating and distributing leadership EL-3 Ensuring high quality instruction in all classrooms EL-5 Driving improvement efforts EL-1 Creating and maintaining a climate and culture conducive to learning EL-2 Cultivating and distributing leadership EL-3 Ensuring high quality instruction in all classrooms EL-5 Driving improvement efforts FCE 3 - Supporting student success</p>
<p>Funding Sources</p>	<p>Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Observation Data</p>
<p>Method for Monitoring Effectiveness</p>	<p>Student achievement data collected from EOCs, End of Pathway Completion Data, Unit Assessment Data Analysis, Final and Mid-Term Exams Data Analysis, MAP Assessment Data: SPED and RTI population, and Formative Assessment Data</p>
<p>Position/Role Responsible</p>	<p>Principal, Assistant Principals, Instructional Coach, Data Couch, Multi-Tiered Intervention Specialist , and Classroom Teachers</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	The instructional coach, along side the Data Coach and Intervention Specialist, assigned to Swainsboro High School will facilitate the implementation of professional learning including extensive follow-up with descriptive feedback and coaching, and explicit teaching and modeling of the effective use of data processes. SLE-2 Developing and monitoring a system of supports SLE-3 Ensuring a student learning community
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Coaching logs and artifacts Data Coach logs and artifacts Multi-Tiered Intervention Specialist logs and artifacts
Method for Monitoring Effectiveness	Student achievement data collected from EOCs, End of Pathway Completion Data, Unit Assessment Data Analysis, Final and Mid-Term Exams Data Analysis, MAP Assessment Data: SPED and RTI population, and Formative Assessment Data
Position/Role Responsible	Instructional Coach Data Coach Intervention Specialist
Timeline for Implementation	Monthly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Digital learning resources will be used to provide individual supports for student learning. CI 4 - Refining the instructional system FCE 3 - Supporting student success
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School website evidence and artifacts Parent webinars Teacher sign-in sheets confirming module completion
Method for Monitoring Effectiveness	Student achievement data collected from EOCs, End of Pathway Completion Data, Unit Assessment Data Analysis, Final and Mid-Term Exams Data Analysis, MAP Assessment Data: SPED and RTI population, and Formative Assessment Data
Position/Role Responsible	Principal, Assistant Principal, Media Specialist, and Dept. Chairs
Timeline for Implementation	Monthly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Leadership institutes and collaboratives, conferences, and book studies will be used by teachers, administrators, and the school leadership teams (OMT and SILT) to: - aide teachers, school leaders, and district leaders in establishing common goals, knowledge exchanges, and growth research-based learning, design experiences which allowing participants to practice skills in real time and receive targeted feedback from experts. - increase student engagement and boost creativity via inspiration, practical techniques, and innovative ideas and - develop school culture, improve organizational structures processes, and empower positive energetic mindset. PC 2 Develop staff EL 1 - Create and maintain a climate conducive to learning EL 5 - Drive improvement efforts SLE 3 - Develop a system of supports
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting minutes and agendas Faculty meeting minutes/memos Book study artifacts

Action Step # 6

Method for Monitoring Effectiveness	Student achievement data collected from EOCs, End of Pathway Completion Data, Unit Assessment Data Analysis, Final and Mid-Term Exams Data Analysis, MAP Assessment Data: SPED and RTI progress monitoring, and Formative Assessment Data
Position/Role Responsible	Teachers, Leaders, and Leadership Teams
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GAEL, Instructional Coaches Consortium with Middle Georgia RESA
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Action Step # 7

Action Step	Teachers and school-level leaders will consistently gather, analyze, and used formative and summative assessment data.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Coach logs Multi-Tiered Intervention Specialist logs Data Coach logs
Method for Monitoring Effectiveness	Student achievement data collected from EOCs, End of Pathway Completion Data, Unit Assessment Data Analysis, Final and Mid-Term Exams Data Analysis, MAP Assessment

Action Step # 7

Method for Monitoring Effectiveness	Data: SPED and RTI progress monitoring, and Formative Assessment Data
Position/Role Responsible	Instructional Coach Multi-Tiered Intervention Specialist Data Coach MTSS Paraprofessional
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	IXL, Quizizz, MAP, Unify, Blooket, Progress Learning, Common Lit, No Red Ink, Socrative, READ 180 and MATH 180
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To support literacy and numeracy development, impact student growth and achievement, and address learning loss, there is a need to provide professional learning designed to increase teacher capacity in the use of instructional technology resources and high effect-size strategies.
Root Cause # 1	There is a need for additional professional learning to assist teachers with the effective implementation of instructional technology.
Root Cause # 2	There is a need for additional teacher and student technology resources to develop students' 21st Century/Soft/Essential skills.
Root Cause # 3	There is a need for professional learning and support to develop and monitor literacy and numeracy development thereby improving student achievement.
Goal	Swainsboro High School teachers will increase the time spent on capacity in the use of instructional technology resources and high effect-size strategies by 10% within the 2023-2024 school term.

Action Step # 1

Action Step	Teachers will participate in professional learning to assist in the effective implementation and use of instructional technology.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Professional learning minutes, lesson plans, and agendas
Method for Monitoring Effectiveness	Observation data and perception data
Position/Role Responsible	Principal Assistant Principals Instructional Coach

Action Step # 1

Position/Role Responsible	Data Coach Department Chair Media Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implementation of professional learning to support, develop, and monitor literacy and numeracy improvement strategies.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Professional learning minutes, lesson plans, and agendas
Method for Monitoring Effectiveness	Observation data and perception data
Position/Role Responsible	Principal Assistant Principals Instructional Coach Data Coach Department Chair

Action Step # 2

Position/Role Responsible	Media Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teachers and students will use technology resources to develop students' 21st Century/Soft/Essential skills.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans
Method for Monitoring Effectiveness	End of pathway completion, WBL participation
Position/Role Responsible	21st Century Leaders Sponsors, CTI Coordinator, Instructional Coach, Data Coach, Intervention Specialist, CTAE, Graduation Coach
Timeline for Implementation	Quarterly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Purchase resources to support evidence base instruction and resources to enhance curriculum.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Plan
Method for Monitoring Effectiveness	Observation data, perception data, walk-thoughts, TKES
Position/Role Responsible	Principal Assistant Principals Instructional Coach Data Coach Department Chair Media Specialist
Timeline for Implementation	Yearly

Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Advisement programs need to be used more effectively to plan, develop, and facilitate social-emotional learning, impact student growth and achievement, and graduation rate.
Root Cause # 1	There is a need for professional development to improve the implementation and facilitation of a social-emotional curriculum designed to focus on each students' social-emotional health.
Goal	SHS will increase the amount of time spent in advisement addressing social and emotional learning to 50% by the end of the 2023-2024 school year.

Action Step # 1

Action Step	SHS will implement professional development to improve the implementation and facilitation of a social-emotional curriculum designed to focus on each students' social-emotional health.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School Connect Lessons and artifacts
Method for Monitoring Effectiveness	Perception data
Position/Role Responsible	Instruction Coach, Counselors, Graduation Coach
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	SHS will utilize graduation coach position to raise graduation rate.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Progress monitoring, achievement data
Method for Monitoring Effectiveness	Perception data, CCRPI indicators
Position/Role Responsible	Graduation Coach and Counselor
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>The development of the 2023-2024 school improvement plan encompassed a multi-step process. The 2023-2024 Schoolwide Improvement Plan is reviewed and monitored continually throughout the year. In March, members Organizational Management and School Improvement teams met collaboratively to review the 2023-2024 Title I School-wide Improvement Plan. Then in April, OMT and SILT leadership team members completed a SWOT survey and root cause analysis exercise where we identified the strengths, weaknesses, opportunities, and threats within their respected departments. For comparison and analysis purposes, in May, members of the OMT and SILT teams collectively shared and completed a second SWOT analysis with buy-in from all faculty. This led the team to enhance their earlier root cause analysis and SWOT collectively and with fidelity. In late May, the leadership team members met and completed the Comprehensive Needs Assessment (CNA) to identify our greatest areas of need using the data collected from the department level analysis. The teams assessed the status of 2022-2023 goals, and brainstormed other strategies to assist with improving student achievement and encourage CCRPI gains. Consideration was given to Coherent Instructional Systems, Effective Leadership, Professional Capacity, Supportive Learning Environment, and Family and Community Engagement. With input from various stakeholders (including teachers, paraprofessionals, parents and business partners) this document which identifies specific goals was created. Given learning loss resulting from the FY20 and FY21 school closure, the influx of technology resources related to virtual learning strategies related to a data-driven culture, instructional technology having been adjusted, prior goals related to collaborative planning, professional learning, data disaggregation and usages are continued. Because literacy and numeracy is believed to affect many other needs, the literacy and numeracy goals are being continued. The team added an additional goal for the 2023-2024 school team to focus on our students' social-emotional Learning needs and development.</p>
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<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Swainsboro High School strives to employ teachers who meet professional qualifications. School administration works closely with the Human Resources Director to attract, select, and retain professionally qualified teachers. The Human Resources Director and Title I Director work to ensure all persons whose salaries are paid with Title I funds are professionally qualified at the time they are hired. Principals are responsible for recommending and assigning employees and assuring that they remain in subject areas in which they are professionally highly qualified. We will provide instruction by professionally qualified teachers who meet the standards established by the state of Georgia. Swainsboro High School provides a high-quality mentoring program for teachers new to the profession or to our system in employment years one, two, and three.</p>
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	<p>New teachers entering the profession through alternative certification receive training and support by experienced teachers in their content areas. New teachers recruited through the GaTAPP have passed the GACE Basic Skills Assessment and as participants in the certification process complete course requirements under the guidance of Regional Educational Service Agencies. Their support team includes an administrator, mentor, System TAPP Coordinator, and TAPP Coordinator. Support team members observe, model, instruct, advice, critique, and help develop action plans for the candidate.</p> <p>New teachers recruited through Georgia Southern University's Masters of Arts in Teaching program have passed the GACE Basic Skills Assessment and, as participants in the certification process, complete master's degree course requirements under the guidance of Georgia Southern University. Their support team includes an administrator, mentor, System MAT Coordinator, and Georgia Southern University MAT Coordinator. Support team members observe, model, instruct, advice, critique, and help develop action plans for the candidate.</p> <p>To ensure teacher effectiveness, the Georgia Teacher Effectiveness System (TKES) is used to support the professional growth of all teachers, specifically, learning goals of proficient and exemplary teachers and the professional learning plans of those in need of improvement.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The high percentage of students scoring below proficiency in all content areas requires a continued focus on student growth. We believe that while we cannot control where our students are performing when we get them, we will see improvement in academic achievement if we focus our energies on meeting them where they are and moving them to the next level. We are supporting our students through intentional instructional planning and instruction strategies driven by formative assessment and assessment data usage (Goals 1 and 2). As we increase our attention on foundational reading, vocabulary, and writing skills, we believe we will better address the needs of all students especially those most at risk students (Goal 3). Our Instructional Coach, Data Coach, Intervention Specialist will play key roles in providing the support needed to further staff and student improvement. The implementation of the Graduation Coach position for the 2023-2024 school term will help to further prepare our students to be college and career ready upon graduation from Swainsboro High School.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also</p>	<p>Swainsboro High School strives to ensure the needs of all students, including low-income and minorities, are met.</p> <p>Swainsboro High School provides instructional extension to at-risk students:</p> <ul style="list-style-type: none"> ● Title VI, part B funded Edgenuity is used to provide credit recovery opportunities and when needed Title VI-B funded tutors are provided to assist with remediation blitzes for students not meeting standards ● Title VI, part B funded MAP and Unify testing software ensures standards-based student learning needs are identified so that they can be addressed. ● Assessment data, course grades, RTI intervention levels, and student work
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<p>include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>samples assist in identifying students in need so that remediation, content review, and skill practice can be provided.</p> <ul style="list-style-type: none"> ● Remediation and skill practice is provided face-to-face and online (IXL) for students during the school year. ● During the month of June, online and face-to face remediation is provided for identified students. ● The parent resource center provides resources to ensure resources-- including technology-- are available to support at-risk students and their parents. <p>Additional resources from Title I and other sources used to support at-risk students include:</p> <ul style="list-style-type: none"> ● Supplies and materials made readily available for teachers to engage students in a variety of learning activities, thereby increasing differentiated instruction and enabling projected-based connections between curricular concepts and applied learning; ● Extra high-interest reading materials to foster increased literacy; ● Research-based programs to support increased student learning in key areas, such as reading and writing, will be acquired to help address academic deficiencies in struggling learners; ● Title I teachers reduce class sizes. Instructionally, all teachers will support student learning by providing more opportunities for students to learn by reducing class size, which leads to more quality time with the teacher and less classroom disruptions. <p>Title II, part A Instructional Coach provides intensive and differentiated support. An Instructional Coach works with teachers to enhance teacher effectiveness by providing standards-based professional learning tied to research-based best practices; classroom observations with feedback as well as follow-up to support effective instruction and assessment strategy implementation.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Swainsboro High School partners with the Early Head Start program to provide services to student mothers and their infants and/or toddlers. The program is designed to help our teen mothers meet educational goals and become self-sufficient. Income eligibility is based on the federal poverty guidelines which are updated annually. Families who are homeless, eligible for TANF and SSI, and children in foster care are eligible without income restrictions.</p> <p>Full-year center-based services are provided to infants and toddlers from six weeks of age to age three by caregivers trained in infant and toddler caregiving. While participating teen mothers work to graduate from high school, their infants and/or toddlers receive quality care from trained staff in an educational environment. Also, many parent engagement activities are provided throughout the year, including the opportunity for parents to check out children's books from classroom lending libraries and attend parenting workshops with a focus on family literacy. The program's emphasis on school readiness includes training sessions and opportunities for parents to identify school readiness goals for their children. Children with disabilities are identified and provided on-site services by Babies Can't Wait, Georgia's early intervention program which serves children from birth to age three.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Students transitioning from Swainsboro Middle School to Swainsboro High School participate in mentoring sessions and a school tour in the spring of each year. Rising 9th graders and their parents are invited to a transition night during which the students meet with counselors, administrative staff, and teacher advisors to learn about high school and register for their ninth grade year. In January of their ninth grade year, students and their parents are invited to a parent night at which transition information is presented again, and their first transcript is reviewed. Information is clarified and questions answered given student and parents first semester experiences.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Swainsboro High School applies PBIS strategies in all school areas including instructional classrooms, transitional areas, and buses. We work to ensure behavior expectations for all students are consistent school-wide. The Emanuel County Schools Student Handbook and the Swainsboro High School Supplemental student handbook outlines our Code of Conduct. Particular attention is paid to African-American and Students with Disabilities subgroups due to a prior disproportionate representation in discipline referrals. Classroom management and proactive discipline strategies support in conjunction with PBIS is provided to teachers to reduce the number of students being referred.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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