



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: George P. Butler High School	District Name: Richmond	
Principal Name: Stacey N. Mabray, Ed.D	School Year: 2014-2015	
School Mailing Address: 2011 Lumpkin Road Augusta, GA 30906		
Telephone: 706-796-4959		
District Title I Director/Coordinator Name: Audrey Spry		
District Title I Director/Coordinator Mailing Address: 864 Broad Street Augusta, GA 30901		
Email Address: spryau@boe.richmond.k12.ga.us		
Telephone: 706-826-1000		
ESEA WAIVER ACCOUNTABILITY STATUS		
(Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:	Date:	
Title I Director's Signature:	Date:	
Superintendent's Signature:	Date:	
Revision Date:	Revision Date:	Revision Date:



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SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Stacey Mabray		Principal
Kimberly Mathews		Assistant Principal
Johnnie Wright		Assistant Principal
Valeria Smith		Instructional Coach
Dekesha Reynolds		Instructional Coach
Amishi McMorris		Media Specialist
Inga Coleman		Parent Facilitator
ShaRon Dukes		Intervention Specialist
Erica Chavous		Title I Instructional Provider
Shirley Suggs		Senior Class President
		Junior Class President
		Sophomore Class President
		Freshman Class President
		Parent
Rev. Motley		Community Stakeholder



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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

As a part of the ending of the RT3 grant, George P. Butler High School underwent a GAPSS (Georgia Assessment of Performance on School Standards) review in April 2014. The results for the review serve, as the comprehensive assessment of student needs, teacher practice, and school leadership. As a result of the 3 day independent observations, interviews, and records search, the following comments and recommendation were given to the school:

- The school is commended for offering AP courses for students (six this school year). Consider adding AP class(es) in social studies. Emphasis must be given to increasing the percent of students who score three or higher on the exams. Of the 178 exams taken in the last three years, zero resulted in a score of three or greater. Rigorous instruction and high expectations for student achievement are necessary components of a successful AP program.

Consider the following as steps to "ramp up" the AP program:

- ❖ Provide additional professional learning for teachers of AP classes.
- ❖ Ensure that the AP curriculum is taught with fidelity.
- ❖ Examine PSAT scores to help identify students who might be successful in AP courses.
- ❖ Partner with the feeder middle schools to identify student-candidates for AP classes and to provide "pre-AP" classes for those students.
- ❖ Allow teachers to visit and observe AP classes at schools that have a strong history of high scores on AP exams.

CP-1; I-2; I-6; L-5; SC-3

- Ensure that integration of literacy standards is reflected in social studies, science, and CTAE curriculum documents and in instruction in those areas. Additionally, review and implement Standards for Mathematical Practice (available from GaDOE) in all mathematic classes. CP-2
- Ensure that lesson plans provide more detail regarding what students are expected to do and include specific teaching strategies in the work session section, specific strategies planned for differentiated instruction, and modifications for SWD. CP-2
- Collaborate frequently with the district office to ensure that PAR items reflect the expected rigor of the curriculum and are closely aligned to the state standards and to the Richmond County pacing guides. Additionally, the GAPSS Team expresses concern about the frequency of administration of PARs. The district is encouraged to consider aligning the PARs more closely with the unit timeframe instead of administering them every three weeks. A-1; A-2; A-5



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 - Ensure that the grading practices of teachers across all content areas consistently provide an accurate indication of student progress on the required standards. A-5
 - Consider scheduling options other than the seven-period student day to minimize transitions which will result in a more orderly environment. I-1; PO-5
 - Provide focused, long-term professional learning in UDL/differentiated instruction. Monitor for effective and consistent implementation of targeted strategies so that differentiation of instruction at the classroom level becomes standard practice. I-4
 - Engage students in setting their own learning targets which are aligned to the curriculum standards. Consider having teachers and individual students collaboratively write SMART goals as a way to fully implement this process.
Also, provide regular opportunities for students to take responsibility for their own performance with frequent use of self-monitoring and self-evaluation tools, (e.g., rubrics, checklists, exemplars, etc.). I-5; I-6
 - Seek ways to significantly increase teacher and student use of technology in all content areas to enhance instruction and increase learning. Additionally, consider providing additional professional learning in this area. I-7
 - Ensure that the school's core mission is aligned with the district's mission and vision and reflects consensus and understanding among faculty, staff, and students. PO-2
 - Work closely with the school district to ensure that resources are sufficient to meet the needs of students and staff (e.g., consumable supplies, repair of technology, etc.). Monitor the use of time and human resources. PO-5
 - Expand efforts to develop partnerships to effectively promote family engagement in the success of students. FCE-2
 - Ensure that communication with parents is provided in a timely manner. Additionally, ensure that data in the Infinite Campus parent portal are up-to-date. FCE-3; FCE-4
 - Ensure that teachers periodically use Tuesday and/or Wednesday common planning time to construct knowledge, acquire skills, and refine practices that enhance individual and collective performance. PL-4
 - Consider conducting principal's meetings with teachers during their common planning in lieu of large group faculty meetings. Announcements can be made via email. L-1; L-5
 - Ensure that a sense of urgency for improving student achievement is clearly articulated to and internalized by all staff. L-2; L-5
 - Consider disseminating minutes of leadership team meetings to all teachers and staff in a timely manner via e-mail. L-3
 - The GAPSS Team encourages the school to consider establishing an Academic Booster Club as another way to support and encourage student success. SC-5
 - Seek additional ways to recognize and celebrate the achievements and accomplishments of staff on a regular, school-wide basis. SC-5



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2. Schoolwide reform strategies that:

Response:

For the 2014-2015 school year, Butler High School is in the sustainability phase of the Race To the Top (RT3) School Improvement grant. The three year grant was designed to provide dramatic school intervention in persistently lowest-achieving. Within the sustainability efforts, Butler will continue to implement the strategies listed below to ensure increases in student achievement, as well as "whole-student" supports:

1. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;
2. Facilitate and monitor a formal evaluation system of teacher practice to ensure a high quality of instruction for Butler High School students.
3. Promote the continuous use of student achievement data (formative and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
4. Establish and implement strategies that provide extended learning time
5. Provide appropriate social-emotional supports and community-oriented services for students based upon data from various sources (i.e. stakeholder surveys, student interviews, focus groups); and
6. Provide appropriate family and community engagement opportunities

Each of the best practices will be implemented to ensure that students graduate with their cohort and proceed into positive post-secondary options (college, technical school, military, or the world of work)

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Response:

George P. Butler is a comprehensive high school that offers an array of programmatic options for all students. The programming includes Advanced Placement, Career and Technical Education, and Honors courses. Each of the courses in the general and advanced curriculum are utilize the Georgia Performance Standards (Science, Social Studies, CTAE, Foreign Language, and Fine Arts), the Common Core Georgia Performance Standards (Mathematics and English Language Arts), and the College Board Advanced Placement curriculum standards. Students also have the opportunity to engage courses through Georgia Virtual School. This platform allows students to access content that may not be offered by the school based upon personnel or funding issues. Based upon diagnostics, interest surveys, and student guidance sessions, all students (including Students with Disabilities) have the opportunity access high levels of curriculum. In addition, beginning with the 2014-2015, Butler is pervasively implementing a co-teaching model for Students with Disabilities (SWD). This model will allow the school's academically and socially fragile students to have the support of two teachers to help them navigate through the high



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- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

school curriculum and environment; while assisting them with the transition from high school to life.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
 - include strategies for meeting the educational needs of historically underserved populations

Response:

George P. Butler High school-wide reform utilizes an continuous improvement model to sustain the positive momentum from the Race to the Top turn-around model. The school will continue to implement and expand on the research based instructional best practice strategies. In order to effectively address the instructional needs of our students, we must work with both teachers and students. The research clearly indicates that the central most important factor in student achievement is the quality of the teacher. In an effort to increase teacher quality and effectiveness, Butler High school will continue to implement content job embedded professional learning through the Title I Instructional Coach Program and content collaborative planning session. The effectiveness of these initiatives will be monitored by school administration and evaluated using the Teacher Keys Effectiveness System. It is also important to note that the Instructional Coaches are evaluated on a district designed portfolio system, which ties the effectiveness of their work to teacher achievement and student achievement.

Student access to the GPS and CCGPS are foundational to our program. However, we want to ensure that students who are historically underserved in specific subjects and areas are identified and targeted for program participation. For example, Butler is implementing Physics for All and works to recruit non-traditional students into gendered-biased CTAE pathways. In addition to the regular comprehensive curriculum and programming, the students will also be provided with academic safety nets to ensure mastery. The school will continue to implement the Student Extended Learning Time (After School, Inter Session & Summer Programming) and Recovery Programs (Unit, Grade, and Credit) utilizing Edgenuity as an virtual platform.



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- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and

Response:

George P. Butler High School's guidance staff is comprised of two guidance counselors, an intervention specialist, a parent facilitator, and clerical staff (data clerk and secretary). The work of this staff is to provide support for students' current and future needs. These supports include guidance and career counseling, mentoring, parental involvement initiatives, Teachers-As-Advisors program, and Success L.A.B.s. The Success L.A.B.s (Life After Butler) are offered monthly and focus on a topic specific to the age/grade level grouping and needs of students. Guidance staff and community partners to help prepare students for their future present topics such as College Applications, Military Night, Financial Aid, Dress for Success, Time Management.

Also, the guidance counselors along with the student intervention specialist provide individual and group counseling sessions to assist students with coping skills needed to transition through adolescence into adulthood.



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- Address how the school will determine if such needs have been met; and
 - Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

In order to assess the effectiveness of each systemic program offered at Butler High School, we will implement a comprehensive evaluation system. The evaluation system will be divided into two major areas: human resources and programmatic initiatives. Each of these components will be examined based upon student impact, financial impact, and sustainability. Utilizing the work of Thomas Guskey, we will take a 360 degree look at the effectiveness of the program utilizing data points that are both quantitative and qualitative which will include, but are not limited to, participant surveys, standardized test data, and attendance data. This methodology will ensure that initiatives and programs are not only highly desired but highly effective.

3. Instruction by highly qualified professional staff

Response: Of the 47 Butler High School professional staff members, 100% hold the appropriate certifications in the content areas. Currently, six special education teachers are teaching out of field for one to three segments. In order to service special education students Individualized Education Plans (IEPs), these teachers are serving student in a pull-out setting. Each of these teachers is currently on a Title II-A remediation plan and are being provided resources to help them successfully pass the GACE in the appropriate content area.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

Butler High School utilizes a dual platform for professional learning: workshop model and the job-embedded professional learning model. Workshops are provided by a host of subject area and pedagogical experts including the school's principal, assistant principal, curriculum coordinators, and district professional learning specialists. Workshops are utilized to introduce new learning or to strengthen previously learned concepts with faculty and staff. The job embedded professional learning is utilized as a platform for sustained professional development. Butler has two instructional coaches on staff who serve as the primary on-site professional developer. The instructional coaches provide job embedded professional learning experiences coupled with in class support, modeling, and monitoring. The professional learning offerings for Butler High School are derived from TKES/LKES areas of improvement, faculty and staff preference surveys, administrative observations, and needs assessment data gathered from the district office.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

The RCSS Human Resources Department has deployed a strategic recruitment plan that encompassing hosting an annual local job fair, participating in college and university job fairs,



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partnering with Georgia Teacher Fellows (GTF), Global Teachers, and Georgia TAPP program.. Media blasts, including print, electronic, and social media are a part of the recruiting tools. Positions are also advertised on RCSS website, TeachGeorgia, and directly with numerous colleges and universities. Butler High School participates in the job fair annually. In addition, Butler has employed teachers from both the Georgia Teacher Fellows program, as well as the Georgia TAPP program. These partnerships have proven to be successful resulting in 4 full certified teachers on staff for the 2014-2015 school year.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

Response: Parental involvement is of the utmost importance to the successful implementation of the school improvement strategies at Butler High School. The school employs a full-time parent facilitator in an effort to provide a human resource to assist parents. The school offers monthly volunteer training, mid point progress report nights, and parent training. In addition, the parents and the larger community are involved in specialized events that provide individuals with necessary resources to assist the children of Butler High School

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response: Not applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:
As a part of the collaborative planning and instructional coaching process, teachers are integral part of the data analysis cycle, which is used to determine the classroom scope and sequence. Teachers utilize the analyzed data to create differentiated assignments and establish flexible grouping. These measures ensure that each students learning deficiencies are addressed. In turn, students who have mastered the concepts are afforded the opportunity for acceleration.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:
The school utilized both formative and summative assessments as a tool to determine student areas of deficiency. The use of PARs (Periodic Assessment Review) , a district formative assessment package, provide teachers with information about students mastery level based upon the current curriculum map. In addition, teachers build items utilizing the OAS (Online



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Assessment System) to further create data points for both formative and summative assessments. Teachers also create their own formative and summative assessment in collaboration with other teachers and master teachers (i.e. instructional coaches) to work to ensure that student learning mastery profile is addressed.



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10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

Butler High School is a comprehensive high school. As a part of that definition, the school provides core academic subjects, foreign languages, fine arts, and Career Technical and Agriculture Education courses to provide students with a rich and full academic experience. The school works within the confines of the federal, state, and local district policies & procedures to coordinate the usage of the funds from several funding sources.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

Student assessment data results are provided to parent in many ways. Butler utilizes the Infinite Campus Parent Portal, as a mechanism for real-time student achievement reporting for classroom level assessments and tasks. In addition to this mechanism each 4 ½ weeks, progress reports are distributed to keep parents abreast of student progress and performance. For each of these progress reporting times, Butler hosts a face to face parent night to work with parent on strategies to help students to be successful in high school. For standardized assessments, parent informational sessions are available to help parent to interpret the data.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: The data disaggregated for analysis is derived from credible sources (i.e. Georgia Department of Education Assessment Division and Governor's Office of Accountability). In addition, the data is verified at the district level for the Office of Guidance & Testing.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The data disaggregated for analysis is derived from credible sources (i.e. Georgia Department of Education Assessment Division and Governor's Office of Accountability). In addition, the data is verified at the district level for the Office of Guidance & Testing.

14. Provisions for public reporting of disaggregated data.

Response:

The principal of Butler High School gives an annual state of the school address for stakeholders (both internal and external) to provide a picture of the year in review. This presentation is also posted on the school's website for community review and input. The principal also holds quarterly school council meetings and student meetings to review data and discuss the next steps for success at Butler High School. The school also has a publically reported balanced score card which shows the disaggregated data by subgroups.

15. Plan developed during a one-year period, unless the LEA, after considering the



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recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response: The plan was developed collaboratively utilizing three school action teams: 1) Leadership Team 2) Instructional Design Team 3) Student Services Team. In addition to the action, the school council, student government, and community members also provide input into the creation of the plan.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response: The Title I Committee developed Butler High School Wide Plan. The Title I Committee recommends that the plan be updated annually.

17. Plan available to the LEA, parents, and the public.

Response:
The Plan is available to the LEA, parents, and public via the school’s website. There is a specialized section developed for Title I. In addition, at parent meetings the plan is reviewed.

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:
Butler High School has a limited EL population, currently 3 students. The school has foreign language teachers on staff that provides translation support for the Spanish speaking parents of our EL students. Upon approval of the plan, it will be translated into Spanish and distributed to parents)

19. Plan is subject to the school improvement provisions of Section 1116.

Response: Butler High School plan follows the guidelines presented in Section 1116 of the Elementary and Secondary Act (ESEA) of 1965.