

# Lakeside High School



Annual Progress Report

2008-2009

# PART I:

## School Profile

# LAKESIDE HIGH SCHOOL

## Annual Progress Report

### PART 1 – School Profile

#### ***Introduction:***

Lakeside High School is located in Evans, Georgia and is one of five high schools in the Columbia County School System. It was built twenty one years ago to ease the overcrowding of Evans High School. Lakeside's household per capita income and median housing value in Columbia County are one of the highest in the Augusta Metro area. Parents of Columbia County students view education as a priority and maintain high expectations for the school system. The school population reflects the community; it is composed of students with varying academic skills and career interests. A strong, challenging curriculum is designed to address these individual needs and to help encourage and develop productive self-motivated adults. A robust extra-curricular program in the field of athletics, arts, and academics nurture student's talents.

The school is known for its strong academic focus, commitment to students, and dedicated parental and community involvement. Lakeside High School has been awarded the prestigious Georgia School of Excellence Award three times in its existence (1993, 1995, 2005) and has moved up the rankings of Newsweek's top school's in the country each of the past three years. The latest rankings showed Lakeside as number 307 out of 12,000+ high schools in America. Although the school was built to answer the demands of a burgeoning area, Lakeside has served as a primary catalyst for further residential development.

#### ***Demographics:***

Lakeside High School serves a variety of socioeconomic levels. Primarily though, our students hail from middle to upper middle class households. Enrollment at Lakeside High School was 1897 for the 2008-2009 school year. The ethnic composition for the Lakeside High School student population was 71.4% white, 15.5% Black, 2.16% Hispanic, 9.4% Asian/South Pacific and 1.3% other. The number of students identified as Economically Disadvantaged increased to 16% from 13% the previous year.

<b>Year</b>	<b>Percent Economically Disadvantaged</b>
<b>2009</b>	16%
<b>2008</b>	13%
<b>2007</b>	15%
<b>2006</b>	14%
<b>2005</b>	12.9%
<b>2004</b>	9.07%
<b>2003</b>	7.64%
<b>2002</b>	7.32%
<b>2001</b>	5.78%
<b>2000</b>	4.52%

There were 115 special education students at Lakeside High School. We served the students in five programs; Consult, Inclusion, Mildly Intellectually Disabled (MID), Moderately Intellectually Disabled (MOD), Severe and Profoundly Intellectually Disabled. Our students were served in nine exceptionalities. The exceptionalities included MID, SEBD, AUT, SID/PID, MOID, OHI, SLD, EBD, HI.

The average daily attendance increased during the 2008-2009 school year.

<b>Year</b>	<b>Average Daily Attendance</b>
2009	95.7
2008	96.5%
2007	96.0%
2006	97.1%
2005	96.5%
2004	96.8%
2003	92%
2002	96.1%

**Class of 2009:**

The Class of 2009 had an outstanding year and was recognized in numerous ways. In the Class of 2009, with 381 students, a total of 358 students received a diploma or certificate. Scholarships totaling \$4,864,488 were awarded to the class of 2009 for academics and athletics.

<b>LHS 2008-2009 Diplomas Awarded</b>		
<b>DIPLOMA CODE</b>	<b>DIPLOMA DESCRIPTION</b>	<b>TOTAL</b>
CER	CERTIFICATE OF PERFORMANCE	1
CP	COL PREP COURSE	38
+CT	COL PREP W/DIS& TEC PREP W/DIS	8
CP+	COL PREP WITH DISTINCTION	235
C/T	COL PREP/TECH/CAREER	2
SPE	SPECIAL EDUCATION	6
TC+	TECH PREP W/DIST	2
T/C	TECH/CAREER	66
	TOTAL	358

The graduation rate for the 2008-2009 school year was 88.8%. This number does not include the summer graduates.

**Course Enhancements:**

- **Comparative Lit/Film**

This course, in its second year, is designed to explore selections written by a variety of authors (playwrights, screen playwright, and directors) who many times are omitted by anthologies. The course will harness students' interest in film in order to help them engage critically in a range of media works that would otherwise be left out of the curriculum. Expanding students' conceptions of literacy as we move further into the digital age, the power and complexity of film will be explored. Students will become discerning viewers of both contemporary and classic film with a focus on explaining key terminology and cinematic effects (framing/shots, focus, camera angles, sound, lighting, camera movement, editing techniques, Mise-en-Scene), reading strategies (predicting, responding, questioning, inferencing, and storyboarding), textual analysis (characterization, allusion, point of view, and irony), and connections between authorial and directorial choices. This cross curricular course provides an opportunity to expand students' literary and media repertoire and develop appreciation for myriad cultures, thereby providing them with a foundation for future academic endeavors.

- **AP Courses**

Enrollment in AP classes increased from 810 students enrolled in AP courses in 2007-2008 to 856 students in 2008-2009. There were 710 AP tests administered. Other tests administered were Psychology, Physics, Biology, Chemistry, Calculus, Art, Spanish Language, Environmental Science, World History, Government, Music Theory American Literature and American Language, and US History.

<b>Year</b>	<b>Total Number of Students Enrolled in AP Courses</b>	<b>Total Tests Administered</b>
<b>2009</b>	856	710
<b>2008</b>	810	661
<b>2007</b>	586	405
<b>2006</b>	539	468
<b>2005</b>	420	302
<b>2004</b>	348	273
<b>2003</b>	307	248
<b>2002</b>	323	283

**School Surveys:**

- **SACS Survey**

Lakeside High School participated in the county wide SACS survey which requested feedback from parents, students and teachers regarding different aspects of the school's operation.

Results from the **teacher's survey** indicated that teachers are satisfied with the job that the school is doing. The lowest scoring areas were:

<b>Survey Question</b>	<b>Agree OR Strongly Agree</b>
My opinions are valued and considered by my student's school when educational decisions are being made.	77.9%
My students receive appropriate guidance and counseling in the selection of courses and in making decisions for the future.	84.1%
I feel welcomed at my school.	90.5%

Only 7 students completed the student survey. The lowest scoring results from the **student's survey** were:

<b>Survey Question</b>	<b>Agree OR Strongly Agree</b>
Overall, I am satisfied with my school.	57.1%
My opinions are valued and considered by my school when educational decisions are being made.	57.1%
I am treated fairly and with respect regardless of race, disability, religion, or gender.	57.1%
I feel welcomed at my school.	57.1%

Overall, the results from the **parent's survey** indicated above average satisfaction with the school. The lowest scoring area was:

<b>Survey Question</b>	<b>Agree OR Strongly Agree</b>
My child receives appropriate guidance and counseling in the selection of courses and in making decisions for the future.	77.6%
My school sends frequent, clear, and easily understood reports on my child's progress.	86.8%

***Professional Learning:***

The use of protocols was instituted in 08-09 with our School Improvement Teams. SIT Team leaders met during the summer to undergo training in the facilitation of protocols. This three day conference yielded a wealth of information to help us dig deeper into the data received on each student and how that data affects our instruction and assessment. Our teams were chosen based on subject area and at least once a month these teams met to discuss our emphasis – ASSESSMENT. The use of protocols allowed a systematic approach for the meaningful discussion of topics. Great strides were made using the protocols and meaningful data was researched to produce meaningful assessments.

Departments also continued to meet during lunches, planning, as well as before and after school for common planning.

***School Council:***

The school council met five times during the 2008-2009 school year. Topics covered were the school improvement plan, the school budget, the school registration process, and the development of our Power Period. The School Council provides feedback to the school regarding school improvement issues.

There were no changes made to the mission and beliefs of the School Council.

## PART II:

# Summary and Analysis of Student Achievement Data

**LAKESIDE HIGH SCHOOL  
Annual Progress Report**

**Part II: Summary and Analysis of Student Achievement Data**

***Georgia High School Graduation Test:***

***11<sup>th</sup> Grade, First Time Regular Education Students***

***Goal: To Improve Student Mastery of State Standards and Curriculum as Reported in State Standardized Test Results***

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>LA</b>	100	93	97	100	100
<b>Math</b>	99	95	98	100	100
<b>Soc. St</b>	99	94	96	100	100
<b>Science</b>	93	95	96	100	100
<b>Writing</b>	99	96	97	100	100

***Pass Plus Scores***

***Goal: To Improve Student Mastery of State Standards and Curriculum as Reported in State Standardized Test Results***

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>LA</b>	89	52	77	90	100
<b>Math</b>	78	70	73	85	100
<b>Soc. St</b>	62	51	65	80	100
<b>Science</b>	41	52	72	80	100

***First Time Tested, Minority Group (Black)***

***Goal: To Improve Student Mastery of State Standards and Curriculum as Reported in State Standardized Test Results***

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>Writing</b>	100	90	94	100	100
<b>LA</b>	76	92	92	100	100
<b>Math</b>	73	93	96	100	100
<b>Soc. St</b>	53	88	86	100	100
<b>Science</b>	71	79	89	100	100

**First Time Tested, Special Need Students**  
**Goal: To Improve Student Mastery of State Standards and Curriculum as Reported in State Standardized Test Results**

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>ELA</b>	76	41	75	90	100
<b>Math</b>	73	41	81	90	100
<b>Soc. St</b>	53	71	85	90	100
<b>Science</b>	71	56	85	90	100
<b>Writing</b>	71	68	75	80	100

**First Time Tested, Economically Disadvantaged**  
**Goal: To Improve Student Mastery of State Standards and Curriculum as Reported in State Standardized Test Results**

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>LA</b>	86	91.2	94.7	100	100
<b>Math</b>	100	79.4	73.7	100	100
<b>Soc. St</b>	70	--	--	100	--
<b>Science</b>	85	--	--	100	--

**End of Course Test Percentage Passing**  
**Goal: To Improve Student Mastery of State Standards and Curriculum as Reported in State Standardized Test Results**

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>9<sup>th</sup> Eng</b>	85	80.2	92	100	100
<b>Lit/Comp</b>	91	93.2	95	100	100
<b>Alg 1</b>	89	87	46	85	100
<b>Geo</b>	81	85.8	74	90	100
<b>Bio</b>	99	85	89	95	100
<b>Eco</b>	66	87	82	95	100
<b>US Hist</b>	84	80	79	90	100

**ALL SAT's**

**Goal: To Improve Student Mastery of State Standards and Curriculum as Reported in State Standardized Test Results**

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>Math</b>	551	557	534	560	800
<b>Verbal</b>	528	543	542	550	800
<b>Writing</b>	526	537	524	540	800
<b>TOTAL</b>	1605	1637	1600	1660	2400

**Adequate Yearly Progress**

**Goal: To Improve Student Mastery of State Standards and Curriculum as Reported in State Standardized Test Results**

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>AYP Met</b>	YES	YES	YES	YES	YES

**Students Promoted/On Track**

**Goal: To Improve Student Completion Rates**

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>9<sup>th</sup> on Track to Graduate</b>	87.6	83.6	83.1	90	100
<b>Completing in 4 years</b>	89	89.7	89	90	100
<b>Dropping Out</b>	3.0	0.92	1.81	.50	0

**Attendance**

**Goal: To insure student access to the Instructional Program**

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>% of students missing &gt; 15 days</b>	10.9	12.4	12.07	10	0
<b>Avg Daily Attendance – Students</b>	96	87.6	95.7	98	100
<b>Avg Daily Att – Certified Per</b>	98	99.03	96.7	99	100

**Reduction of LT Suspensions or Expulsions**

**Goal: To insure student access to the Instructional Program**

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>% Students Suspended/Expelled</b>	1.98	1.71	2.49	1	0
<b>Student Perception of Safety</b>	80	84.4	100	100	100

***Achievement Gap between Regular Ed and Special Ed Students  
Goal: To Provide Appropriate Educational Services to All Students***

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>GHS GT English</b>		52	26	20	0
<b>GHS GT Math</b>		76.3	22	20	0

***Staff Retention***

***Goal: To Retain Highly Qualified Employees***

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>Staff Retention</b>	92	88	90	95	>90

***Number of Active I-Parent Accounts***

***Goal: To increase the Efficiency of Technology Used for Communication***

	2006-2007	2007-2008	2008-2009	09-10 Target	Standard
<b>Active I-Parent Accts</b>	1217	1221	1261	1400	>6000

**Part II, continued**  
**Specific Analysis of Student Achievement Data**

**Georgia High School Graduation Tests**  
**Scale Scores**

	LHS	System	RESA	State
Eng/LA	252	245	232	237
Mathematics	549	543	532	535
Science	254	247	233	236
Social Studies	533	529	519	522

**English Language Arts:**

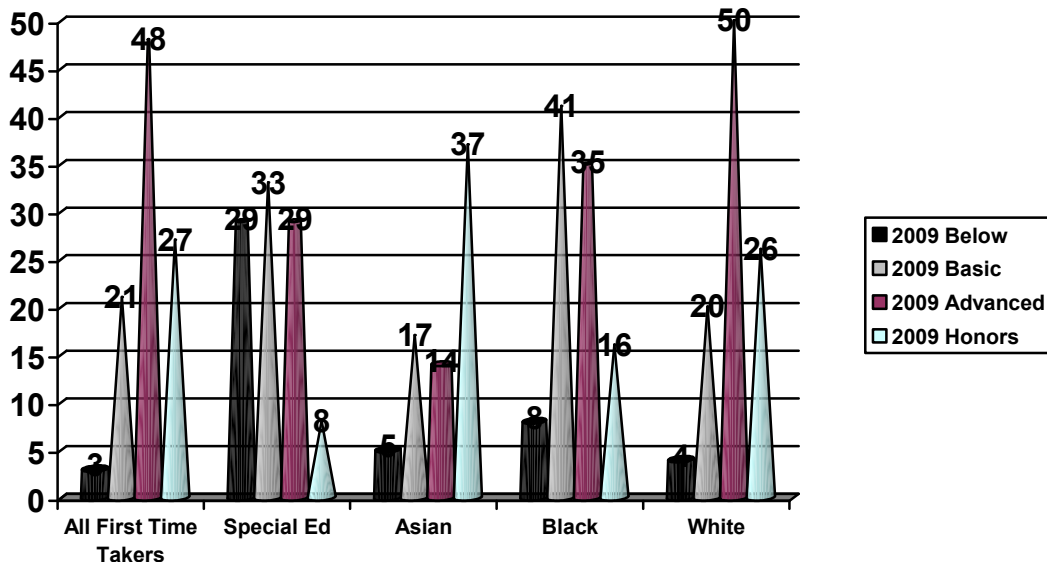
The percent of regular education students passing the English Language Arts portion of the GHSGT for the 2008-2009 school year was 97%.

The percent passing for domain areas were:

- Reading Comprehension – 83%
- Literary Analysis – 82%
- Conventions and writing – 92%

**GHSGT Test – English/Language Arts**

The graph below reflects the percentages from the Proficiency 2009 assessment for ELA.



Next Steps:

- Continue rigor of the ELA courses
- Continue to implement the inclusion model for students with disabilities
- Implementation of Pre-AP courses
- Research and implement strategies to improve the performance of special education students
- Emphasize and incorporate Reading Comprehension skills and strategies across the board

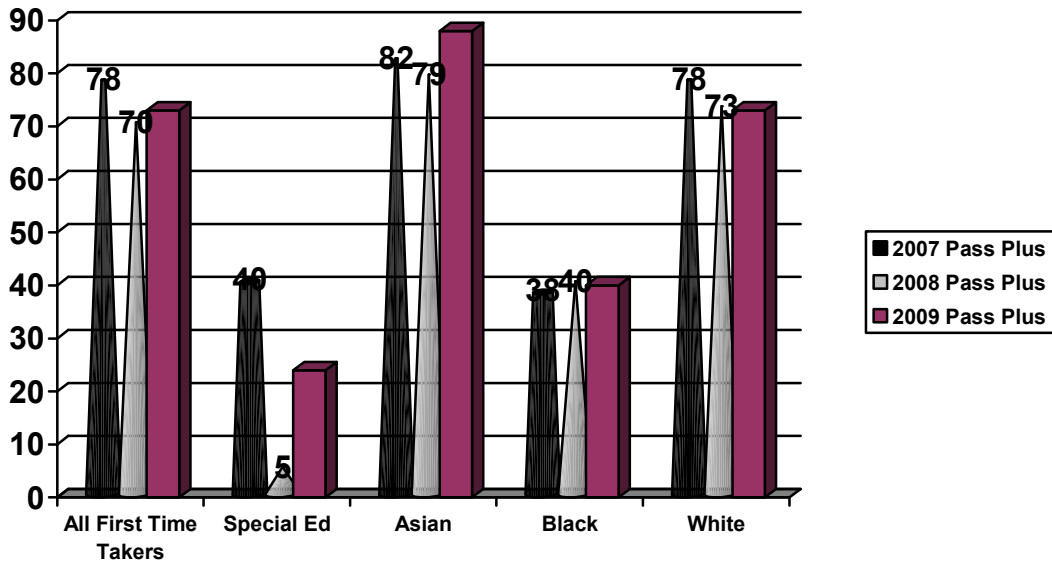
**Mathematics:**

The percent of regular education students passing the Mathematics portion of the GHSGT for the 2008-2009 school year was 98%.

*The percent passing for domain areas were:*

- Data Analysis – 88%
- Number and Computation – 86%
- Algebra – 91%
- Measurement and Geometry – 85%

GHSGT  
Mathematics  
Pass Plus Comparison



Next Steps:

- Research and implement strategies that will increase the subgroups of black students and special education students.
- Continue to implement differentiated instructional strategies to meet the learning needs of all students.

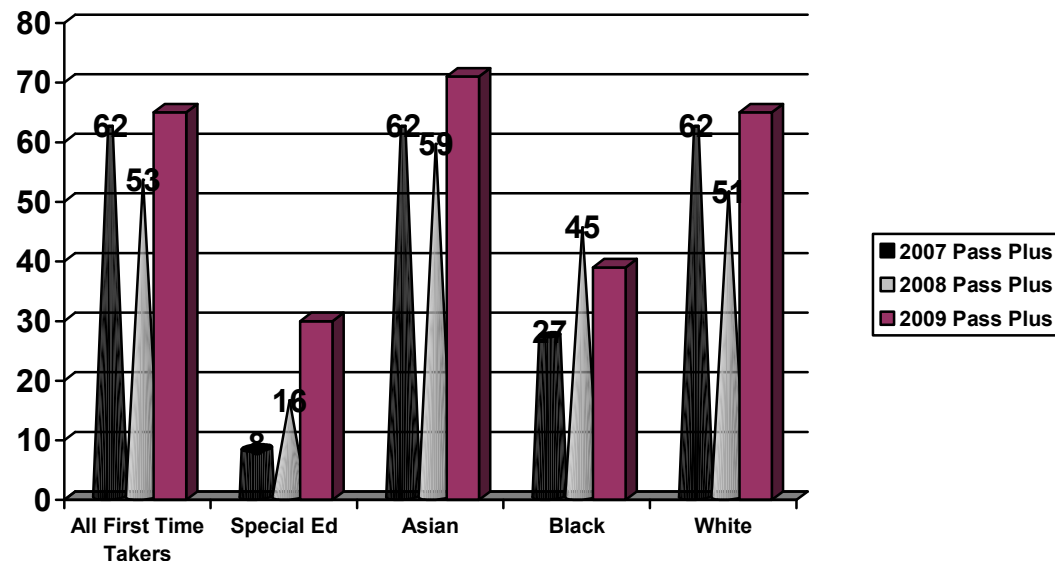
**Social Studies:**

The percent of regular program students passing the Social Studies portion of the GHSGT for the 2008-2009 school year was 96%.

The percent passing for domain areas were:

- Government and Civics – 71%
- US History since 1865 – 79%
- US History to 1865 – 74%
- World Geography – 85%
- World History – 76%

GHSGT  
Social Studies  
Pass Plus Comparison



**Next Steps:**

- Continue to study best practices in implementing the new GPS.
- Utilize common planning to develop curriculum and units of study for the GPS.
- Articulate the curriculum that is being taught in the classroom with the GPS to ensure that the standards are being taught and not the text book
- Research ways to increase the Pass Plus level for all students including the smaller subgroups. (Especially the black students and the special education students.)

### Science:

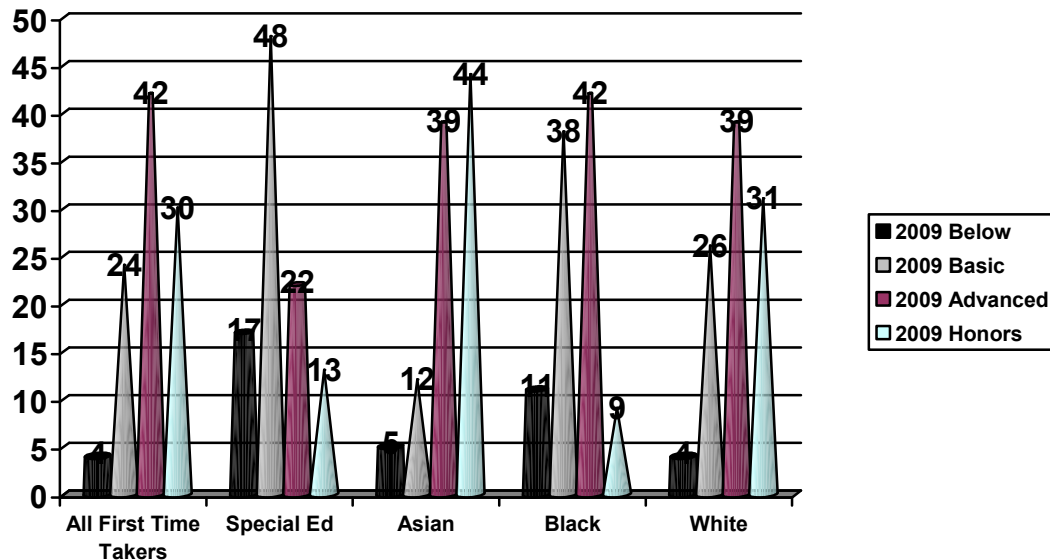
The percent of regular education students passing the Science portion of the GHS GT for the 2008-2009 school year was 96%.

The percent passing for domain areas were:

- Structure/Property Matter – 77%
- Cells & Heredity – 75%
- Forces, Waves, Electricity – 72%
- Ecology – 86%
- Energy & Its Transformation – 82%

### GHS GT Test – Science

The graph below reflects the percentages from the Proficiency 2009 assessment for Science.



### Next Steps:

- Articulate the curriculum that is being taught in the classroom with the GPS to ensure that the standards are being taught
- Align student work with the standards.
- Evaluate which teachers are doing a better job at teaching the areas of Cells and Matter and use them as resources to improve those areas of concentration.
- Determine strategies that can be used to raise the below proficiency scores of all students but especially the scores of the special education and black subgroups of students.

# End of Course Testing

## End of Course Test Mean Scale Scores

	LHS	System	RESA	State
Algebra 1	599	601	590	594
Geometry	618	614	599	601
9 <sup>th</sup> Grade Lit	450	440	422	426
America Lit	446	443	428	431
Biology	450	443	415	418
US History	440	436	407	415
Economics	432	433	410	422

Teachers will be provided a copy of EOCT scores by department and by teacher. This information will then be discussed in common planning to determine the necessary steps to improve the individual strands in which the scores were low. A plan of action will be developed and given to administration. Particularly, the departments will be asked to look at alignment of curriculum with the GPS, rigor of student assignments and the alignment of those assignments with the GPS pacing guides and implementation of Learning Focused instructional strategies to enhance the learning of all students.

### A. Algebra I

#### Algebra 1 EOCT Mean Scale Scores

	LHS	System	RESA	State
Algebra 1	599	601	590	594

The passing rate for all students on the EOCT for Algebra I was 46%. All of the 2008-09 Algebra I domains were above the RESA and State averages and all of the 2008-09 Algebra I domains, except Operations on Real Numbers/Algebraic Expressions, were above the system average.

#### Algebra 1 EOCT Performance Levels

	Domain 1: Algebraic Fundamentals	Domain 2: Operations on Real Numbers and Alg. Expressions	Domain 3: Equations and Inequalities	Domain 4: Functions and their Graphs	Domain 5: Connections and Applications
<b>LHS Average</b>	7.7 (possible 11)	10.6 (possible 17)	11.2 (possible 19)	9.2 (possible 17)	6.9 (possible 11)
<b>System</b>	7.6	10.9	10.6	8.9	6.8
<b>RESA</b>	6.1	8.2	8.4	7.1	7.5
<b>State</b>	6.5	8.9	8.9	7.5	5.9

## B. Geometry

**Geometry EOCT Mean Scale Scores**

	<b>LHS</b>	<b>System</b>	<b>RESA</b>	<b>State</b>
Geometry	618	614	599	601

The passing rate for All students on the EOCT for Geometry was 74%. Students out performed their counterparts across the system, RESA, and state percentages in all content areas/domains.

**Geometry EOCT Performance Levels**

	<b>Domain 1: Logic and Reasoning</b>	<b>Domain 2: Points, Lines, Planes and Angles</b>	<b>Domain 3: Congruence and Similarity</b>	<b>Domain 4: Polygons and Circles</b>	<b>Domain 5: Perimeter, Area and Volume</b>	<b>Domain 6: Coordinate, Transformational and 3D Geometry</b>
<b>LHS Average</b>	6.6 (possible 11)	7.3 (possible 11)	8.4 (possible 14)	9.7 (possible 16)	7.2 (possible 12)	6.4 (possible 11)
<b>System</b>	6.6	7.0	8.1	9.4	6.6	6.2
<b>RESA</b>	5.8	6.0	6.9	7.7	5.1	5.4
<b>State</b>	5.9	6.1	7.1	7.9	5.3	5.7

## C. Economics

**Economics EOCT Mean Scale Scores**

	<b>LHS</b>	<b>System</b>	<b>RESA</b>	<b>State</b>
Economics	432	433	410	422

The passing rate for all students on the EOCT for Economics was 82%. All of the content areas/domains were above the System, RESA, and state averages.

### Economics EOCT Performance Levels

	<b>Domain 1:</b> Fundamental Concepts	<b>Domain 2:</b> Microeconomics: Elements in the Marketplace	<b>Domain 3:</b> Macroeconomics: The National Economy	<b>Domain 4:</b> International Economics	<b>Domain 5:</b> Personal Finance
<b>LHS Average</b>	9 (possible 14)	9.2 (possible 15)	8.3 (possible 14)	7.8 (possible 12)	8.9 (possible 13)
<b>System</b>	9	9.4	8.3	7.6	8.9
<b>RESA</b>	7.5	8.1	6.9	6.4	7.7
<b>State</b>	8.3	8.7	7.7	7.1	8.3

### D. US History

#### US History EOCT Mean Scale Scores

	<b>LHS</b>	<b>System</b>	<b>RESA</b>	<b>State</b>
US History	440	436	407	415

The average passing rate on the EOCT for US History was 79%. All content/domain areas were above the system, RESA, and state averages with the exception of the system average for Industrialization, Reform, and Imperialism.

#### US History EOCT Performance Levels

	<b>Domain 1:</b> Colonization to the Constitution	<b>Domain 2:</b> New Republic through Reconstruction	<b>Domain 3:</b> Industrializa tion, Reform, Imperialism	<b>Domain 4:</b> Estab. As a World Power	<b>Domain 5:</b> The Modern Era
<b>LHS Average</b>	8.5 (possible 13)	9.3 (possible 13)	7.5 (possible 11)	11.3 (possible 16)	10.4 (possible 15)
<b>System</b>	8.3	9.1	7.4	11.2	9.9
<b>RESA</b>	6.9	7.7	6.2	9.2	8.2
<b>State</b>	7.3	8.2	6.5	9.8	8.6

## E. 9<sup>th</sup> Grade Literature and Composition

### 9<sup>th</sup> Grade Literature EOCT Mean Scale Scores

	LHS	System	RESA	State
9 <sup>th</sup> Grade Lit	450	440	422	426

The passing rate for All students on the EOCT for 9<sup>th</sup> Grade Literature was 92%. Students out performed their counterparts across the state in all content areas/domains.

### 9<sup>th</sup> Grade Literature EOCT Performance Levels

	Domain 1: Reading and Literature	Domain 2: Reading, Listening, Speaking & Viewing	Domain 3: Writing	Domain 4: Conventions
<b>LHS Average</b>	18.0 (possible 23)	13.8 (possible 17)	11.3 (possible 14)	10.8 (possible 14)
<b>System</b>	17.3	13.2	10.7	10.3
<b>RESA</b>	15.0	11.5	9.5	9.1
<b>State</b>	15.6	11.9	9.8	9.4

## F. American Literature and Composition

### American Literature EOCT Mean Scale Scores

	LHS	System	RESA	State
American Lit	446	443	428	431

The passing rate for All students on the EOCT for American Literature was 95%. Students out performed their counterparts across the state in all content areas/domains.

### American Literature EOCT Performance Levels

	<b>Domain 1:</b> Reading and American Literature	<b>Domain 2:</b> Reading, Listening, Speaking & Viewing	<b>Domain 3:</b> Writing	<b>Domain 4:</b> Conventions
<b>LHS Average</b>	18.3 (possible 26)	11.7 (possible 14)	10.5 (possible 14)	11.4 (possible 14)
<b>System</b>	17.9	11.6	10.2	11.1
<b>RESA</b>	15.7	10.5	9.1	10.1
<b>State</b>	16.3	10.7	9.3	10.3

### G. Biology

#### Biology EOCT Mean Scale Scores

	<b>LHS</b>	<b>System</b>	<b>RESA</b>	<b>State</b>
Biology	450	443	415	418

The passing rate for All students on the EOCT for Biology was 89%. Students out performed their counterparts across the state in all content areas/domains.

#### Biology EOCT Performance Levels

	<b>Domain 1:</b> Cells	<b>Domain 2:</b> Organisms	<b>Domain 3:</b> Genetics	<b>Domain 4:</b> Ecology	<b>Domain 5:</b> Evolution
<b>LHS Average</b>	8 (possible 12)	8.7 (possible 12)	12.6 (possible 17)	12.5 (possible 17)	6.8 (possible 10)
<b>System</b>	7.6	8.4	12.1	12	6.6
<b>RESA</b>	5.9	6.8	9.7	9.7	5.3
<b>State</b>	6.1	6.8	10.1	10.1	5.6

### ***AP Exam Scores:***

The Advanced Placement (AP) program is designed to provide college credit and appropriate placement to secondary school students who have successfully mastered college-level course work. The College Board sponsors the AP program with technical operational services provided by Educational Testing Services (ETS) in Princeton, New Jersey.

In response to educational leaders' requests for Advanced Placements reports for their states, the College Board prepares an Annual Summary Report of data from state and national Advanced Placement program administrations. Scores on the AP exams range from 1 to 5, with a "5" indicating that the examinee is "extremely well qualified." A score of "3" or higher is usually qualifying on the exams.

#### **# of Students Scoring 1 – 5 on AP Tests (as of June 27, 2009)**

<b>Score</b>	<b>2009</b>
5	126
4	176
3	184
2	145
1	79

The number of students enrolled in AP courses continues to increase each year. This is a great indicator that access to AP courses is expanding and being offered to more students and we are improving their results on the test.

# PART III:

## Evaluation of School Improvement Goals

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**Part III: Evaluation of School Improvement Goals**

**English Language Arts**

<b>Goal</b>	<b>Strategies/Action Steps</b>
1. To Improve Reading Comprehension	1a. Focus on “Tested Seven” reading comprehension strategies 1b. Target a focus skill to be used in bell ringer activities and focus skill activities 1c. Skills focus will increase with rigor 1d. Continue collaboration among department

**Successes:** Though the initial goal of 87% was not reached an increase from 79.9% to 83% occurred. The department became more focused and worked together more effectively.

**Science**

<b>Goal</b>	<b>Strategies/Action Steps</b>
1. To improve scores in the Cells & Heredity, Structures & Properties of Matter, and Forces, Waves & Electricity domains	1a. Target redelivery in physical science and applied chemistry classes 1b. Give science graduation test benchmark to juniors; identify lowest 20% and schedule redelivery

**Successes:** Though it took us a while to work through the logistics of redelivery and regular instruction a systematic plan was ironed out and all teachers are now on the same page. Actual data did not meet our goals but after a year of working out the logistical bugs we expect greater things in 2010.

## Mathematics

Goal	Strategies/Action Steps
Algebra Skills	<ol style="list-style-type: none"> <li>1. Departmental Benchmark created using GHSGT practice questions from the Algebra domain.</li> <li>2. Warmups created to reflect GHSGT questions multiple choice and free response in the Algebra domain</li> <li>3. Warmups were used daily in all QCC subject areas</li> <li>4. 12<sup>th</sup> grade teachers could choose to include SAT questions along with GHSGT warmups</li> <li>5. Used planning period to work with students that were below proficiency on the benchmark</li> </ol>

**Successes:** We were able to reach and surpass our goal of 87% with 91%.

## Social Studies

Goal	Strategies/Action Steps
US History to 1865	Infuse reading comprehension strategies (vocabulary instruction – front loading, structured note taking, etc.

**Successes:** While falling short of our 79.9% goal the results did improve to 74% from 69.9%.

### Physical Education

Goal	Strategies/Action Steps
Improve the percentage of students participating and passing activity classes	<p>Pre and Post skill benchmarks were given with redelivery for students not passing</p> <p>Used differentiated instruction so those not wanting to participate could begin slower and not feel intimidated by more athletic students</p>

**Successes:** Redelivery improved the skills and knowledge of students.

### Modern Languages

Goal	Strategies/Action Steps
<p>To increase speaking and writing proficiency in all levels of Spanish and French</p> <p>To increase writing proficiency in Latin</p>	<p>Utilize benchmark results to guide instruction.</p> <p>Create and implement oral and written performance based assessments</p> <p>Create rubrics to assess student performance according to ACFTL standards</p> <p>Implement reading comprehension strategies to increase reading proficiency</p>

**Successes:** Percentages increased from 70% to 75%.

# PART IV:

## School Improvement Plan 2009-2010



**2009-2010**

School: Lakeside High School

# SCHOOL IMPROVEMENT PLAN

Based upon Georgia's School Standards for Excellence

**High Impact Practices - Leadership Teams, Data-Driven Decision Making, Plans with Action and Measurable Goals, Standards-Based Classrooms, Pyramid of Interventions, Professional Learning (Choose One)**

Concept	Performance/Action	Timeline	Person(s) Responsible	Artifacts/Evidence
<b>Evaluation</b>	Conduct professional learning with all certified employees through School Improvement Teams (SIT) and Instructional Leadership Teams (ILT).	Fourth Wednesday of each month & Second Tuesday of each month	ILT and Admin	Agendas and Protocols
<b>Leadership</b>	1. Creating time for teachers to collaborate by being active participants and serving as instructional leaders in the ILT.	August 2009-May 2010	Administration: ILT	Agendas, Presentations, protocols
	2. Monitoring implementation of Professional Learning	Monthly	Administration and ILT	Oral/Written Feedback; Awareness walks; participation of SIT meetings
	3. Leaders provide feedback to the	Second Tuesday of	Administration	Informal observations and feedback from the ILT; teacher evaluation

	learning teams (SIT and ILT)	each month		checks
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**Professional Learning:** All certified employees will participate in Assessment Protocols held the fourth Wednesday of each month SITs. Also, we will have instructional Summits on the first Thursday of each month that focuses on Assessment and clarifies from previous week's SIT meetings.



**2009-2010**

School: Lakeside High School

## School Improvement Plan

Based upon Georgia's School Standards for Excellence

**School Key:** *Instruction - Designing and implementing teaching - learning - assesment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards.*

**Subject Area(s):**

Target Standard(s)	Performance/Action	Timeline (Completed by)	Person(s) Responsible	Artifacts/Evidence
Assessment data and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.	Students not meeting standards are assigned to safety net instruction which occurs DURING school. All learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis	Aug. 31, 2009; Oct. 5, 2009; Nov. 9, 2009; Jan. 5, 2010; Feb. 10, 2010; March 22, 2010	Power Rangers, Teachers, and Administration	Benchmarks and resulting placement into Power Period Help class. Continue use of Math Support classes and REP classes.



**2009-2010**

School: Lakeside High School

**School Improvement Plan**

Based upon Georgia's School Standards for Excellence

**School Key:** *Assessment - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.*

**Subject Area(s):**

Target Standard(s)	Performance/Action	Timeline (Completed by)	Person(s) Responsible	Artifacts/Evidence
Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.	1. Standards and resulting learning outcomes are clearly articulated to all stakeholders.	Sept. 2009; Nov. 2009 and March 2010.	Teachers and Dept. Heads	Posted content goals; SIT data; teacher evaluation check conferences with admin.
	2. Everyone in the school participates in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies between actual and desired results or intentions.	August 2009 and once a month SIT meetings thereafter	SIT's & ILT	Unit/lesson plans; examples of formative and summative assessments; teachers can explain student progress and relation to standards at evaluation checks and SIT's.
	3. Teachers maintain and analyze student work products to adjust instruction to meet student needs.	Ongoing and shared at ILT & SIT meetings.	ILT, Teachers	LASW Protocols, student work folders with commentary.

**Professional Learning:** All certified employees will participate in Assessment Protocols held the fourth Wednesday of each month via School Improvement Teams. Also, we will have instructional Summits on the first Thursday of each month that focuses on Assessment. To prepare for these meetings, the ILT will meet on the second Tuesday of each month so that both the SIT meetings and Summits are facilitated correctly.