# DeKalb County School District

## *Consolidated School Improvement Plan*
# *2012-2013*

Division of School Leadership and Operational Support
Kendra March, Deputy Superintendent

**Statement of Quality Assurance**

To ensure that school and district stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

| I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan. | |
|---|---|
| Principal: | Date: |
| Regional Superintendent: | Date: |

The Consolidated School Improvement Plan (CSIP) contains and/or is aligned with the following guidelines and mandates:

| **AdvancEd (SACS CASI)** | Required for District-wide Accreditation |
|---|---|
| **Georgia Department of Education Annual School Improvement Plan** | Georgia DOE mandate |
| **DeKalb County School System Departmental Action Plans**<br><br>_X_ Professional Learning     _X_ Library-Media<br>_X_ School Climate           _X_ Teacher Retention<br>_X_ Career Technology (Middle and High Schools) | Required for all DeKalb County Schools |

**School Name:  Cedar Grove High   Principal:  Pamela Benford     Plan Year: 2012-2013**

**CSIP Table of Contents**

**Integration of AdvancED (SACS CASI) and Georgia DOE School Keys**

The following standards are incorporated and adhered to in this CSIP document:

| **AdvancED (SACS CASI) Accreditation Standards** |
| --- |
| Standard 1: Purpose and Direction<br>The school maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. |
| Standard 2: Governance and Leadership<br>The school operates under governance and leadership that promotes and supports student performance and school effectiveness. |
| Standard 3: Teaching and Assessing for Learning<br>The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. |
| Standard 4: Resources and Support Systems<br>The school has resources and provides services that supports its purpose and direction to ensure success for all students. |
| Standard 5: Using Results for Continuous Improvement<br>The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. |

| Georgia School Key Strands |
|---|
| Curriculum - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards. |
| 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. |
| Instruction - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS). |
| Planning and organization – The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students. |
| Student, family, and community involvement and support- The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals. |
| Professional learning - Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students |
| Leadership - The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness. |
| School culture - The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity. |

**Establishing a CSIP Facilitator, Steering Committee, and Subcommittees**

The principal will appoint a CSIP Facilitator and ensure that the Steering Committee (SC) is representative of all stakeholders.  This includes school administrators, teachers, classified staff members, parents, and community members. **High schools must have at least one student representative.** The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval.  The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees.  The SC and subcommittees are responsible for the development, on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school's success in implementing the Consolidated School Improvement Plan.

**School Council Approval Form**

**Purpose of Meeting:**  According the 2009 Georgia School Code, all school improvement plans (CSIP) must be submitted to the local School Council for "review, comments, recommendations, and approval".

*The signatures below indicate that the Consolidated School Improvement Plan for the school above has been reviewed and approved by the school's local School Council.*

|  | Printed Names of Council Members | Signatures of Council Members | Date Signed |
|---|---|---|---|
| 1. | Pamela Benford, Principal | | |
| 2. | Terri Dickerson, Parent | | |
| 3. | Valencia Heard, Parent | | |
| 4. | Gerrilynn Taylor: Parent | | |
| 5. | Lauren Demby: Student Representative | | |
| 6. | Morgan Gadley: Student Representative | | |
| 7. | Sakia Franklin-Jones, Teacher | | |
| 8. | Linda Jackson, Teacher | | |
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**A copy of this document must be maintained at the school.**

**CSIP Steering Committee Members**

| Participant/Role | Printed Name | Signature | Date |
|---|---|---|---|
| School Principal | Pamela Benford | | |
| SWP Facilitator | Pammy Darden | | |
| Parent Representative (cannot be a school employee) | Gerrilynn Taylor | | |
| Student Representative (required for High School) | Lauren Demby Morgan Gadley | | |
| Community Representative (cannot be a school employee) | Cynthia Sutton | | |
| Title I Representative | Phyllis Hubbard | | |
| School Counselor | Hycine Robinson | | |
| Special Education Representative | Dawn Price-Williams | | |
| Reading/ELA Chair | L'Anda Benton | | |
| Math Chair | Linda Jackson | | |
| Science Chair | Robert Hairston | | |
| Social Studies Chair | James Martin | | |
| Professional Learning Liaison | Robert Hairston | | |
| Other (specify) | Linda Riser  (Teacher: SWP committee writer/researcher) | | |
| Other (specify) | Violet Adams-Ellis PhD. (Teacher: SWP committee writer/researcher) | | |
| Other (specify) | Cassandra Marks (Teacher: SWP committee writer/researcher) | | |
| Other (specify) | Janyata Frazier (Teacher:  SWP committee writer/researcher) | | |

| Other (specify) | Tiffany Smith (Teacher: SWP committee writer/researcher) | | |
|---|---|---|---|
| Other (specify) | Nicole Laguins (Teacher:  SWP committee writer/researcher) | | |

## Executive Summary of Consolidated School Improvement Plan (CSIP)

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2012-2013.  This includes the Needs Assessment, pertinent supporting data, and a plan of action for the new school year.

**The following programs, initiatives, and/or interventions were successful for 2011-2012:**

- Afterschool Tutorial Programs
- GHSGT Tutorial Program
- GHSGT Pullout Sessions
- USA Test Prep

**The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:**

- Credit Recovery
- DOLA

**The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:**

- Students opted to retake failed courses during the school day instead of participating in credit recovery afterschool.
- Students opted to retake failed courses on DOLA instead of participating in credit recovery afterschool.
- Students who failed classes needed more face-to-face time with a certified teacher. However, many students had success with DOLA.

**Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2012-2013:**

- Implement content action plans (see action plans). Ensure that all teachers use the action plans.
- Evaluate the effectiveness of the strategies and programs outlined in all action plans throughout the school year
- Provide students with tutorial programs aimed specifically at their areas of weakness

- Improve use of effective instructional strategies during the regular school day (see action plans)
- Utilize test prep resources, books, and strategies as part of daily instruction in core content areas to prepare students for benchmarks, EOCT, GHSGT, and SAT.
- Increase graduation rate for 2012-2013 (see action plan)

## School Mission and Vision

|  | DeKalb County School System | School |
|---|---|---|
| **Vision**<br>What is our image of a successful school for our stakeholders? | The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world. | Cedar Grove High School will meet and exceed the standard for educational excellence. |
| **Mission**<br>How will we make our vision a reality? | Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities. | Our mission at Cedar Grove High is to help students maximize their academic and social potential allowing them to confidently compete in today's global society. |
| **Values**<br>What beliefs and standards guide our mission? | The DeKalb Schools 21st Century student will demonstrate:<br><br>• Flexibility and adaptability<br>• Initiative and self direction<br>• Social and cross cultural interaction<br>• Productivity and accountability<br>• Leadership and responsibility<br>• Information and technology literacy<br>• Critical thinking and problem solving<br>• Creativity and innovation | Cedar Grove High School will:<br><br>▪ Provide rigorous and relevant instruction to all students<br>▪ Hold high expectations for all students, teachers, and parents<br>▪ Commit to excellence in academics |

**Developing a Comprehensive Needs Assessment**

**1) Provide a brief description of your school and community.  Include the following information:**
▫ **Geographic location**
▫ **Enrollment**
▫ **Subgroups (regardless of whether or not they affect AYP):**
  o Ethnicity
  o Student with Disabilities (SWD)
  o Economically Disadvantaged
  o English Language Learners (ELL)

▫ Cedar Grove High School is located at 2360, Ellenwood, GA.  Ellenwood, while in DeKalb County, lies nearest Henry County and the Clayton County lines.  The school was erected in 1972.  The current population is 933 students  The breakdown of students by grade and gender includes:
  o 9th  (348 total)  193 males  - 155 females
  o 10th (225 total)  130 males – 95 females
  o 11th (211 total)   97  males -- 114 females
  o 12th (200 total) 97 males    103 females
▫ Subgroups
  o Ethnicity –American Indian – 2;
    • Black-949;
    • Pacific Islander- 1;
    • White-6;
    • Multi-racial-6;
  o Student with Disabilities (SWD) - 102
  o Economically Disadvantaged Free/ Reduced (79%)
  o English Language Learners (ELL) – 6 served

**2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment.  Include the following information:**
▫ **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**
▫ **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

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The Cedar Grove High School's stakeholders and CSIP Committee developed a comprehensive needs assessment by looking at specific data related to student performance in a variety of areas:

- Student achievement on CRCT, EOCT, GHSGT and benchmarks.
- Attendance and discipline data.
- Bi-weekly instructional leadership meetings to discuss eight strands of the Georgia Keys.  The team includes Instructional Leaders(Math, ELA, Science, Social Studies), Head Counselor, Attendance AP, Discipline AP and Instructional AP who work as a team to discern root causes in the areas that need improvement: curriculum, assessment, instruction, planning and organization, parental and community involvement, professional learning, leadership and school culture.
- Instructional leadership team meets on Monday bi-weekly afterschool.
- The school's data is discussed in the Parental Involvement Meetings and used to properly assess the needs of students and implement action plans to improve student achievement.
- GADOE Short-Term Action Plan is utilized to monitor progress on content area action plans throughout the year.

**3) Identify data used to complete your Comprehensive Needs Assessment.  Check all that apply.**

| Outcome/Summative Data | | Demographic Data | | Process/Formative/Perception Data | |
|---|---|---|---|---|---|
| x | School Report Card | x | Enrollment (include ethnicity & gender) | | GaDOE GAPSS Review |
| x | CCPRI | x | Students with Disabilities | | OSI GAPSS Review |
| x | Georgia Criterion Referenced Test | | Language Proficiency | | America's Choice DAT Review |
| x | Georgia High School Graduation Test | x | Free/Reduced Lunch Rate | | School Self Assessment |
| x | Georgia High School Writing Test | x | Discipline Data | x | Benchmark Scores |
| | Georgia Writing Assessment | x | Attendance | x | Focus Walk Results |
| x | End of Course Tests | x | Graduation Rate | x | Staff Surveys |
| | Iowa Test of Basic Skills | x | Gifted Education | x | Student Surveys |
| x | SAT, ACT, and AP Exams | | | x | Parent/Community Surveys |

*Note: The outcome/summative assessment data utilized in the development of this plan is derived from both  state and national assessments that have been validated and administered state-wide and nation-wide.*

## Leadership and Governance

**4) Write a narrative summarizing your school's strengths.  Data sources from comprehensive needs assessment must be included in the narrative to support findings.**

Cedar Grove High School is a data driven learning institution.  We pride ourselves on our determination to employ strategies and action plans that are focused on achieving growth and gains in our identified areas of weakness.  The CSIP committee and instructional leadership team assess the needs of students through the use of vertical planning, horizontal planning and cross-curricular planning. The goal is to pool resources and levels of expertise along with data to make sure that the plans in place will ensure students make the desired gains.  The CGHS faculty supports our students by offering afterschool tutorials, Saturday school tutorials and various web-based resources to ensure that students make academic advancements by filling in learning gaps.

 Based on the initial AYP data for the 2011-2012 school year Cedar Grove High School did not make AYP; however, after an adjustment was made to the data, CGHS made AYP. We continued to make strides towards improving student achievement last school year through our teachers' efforts to utilize best practices in every classroom. The administration was very transparent with the faculty, students and parents regarding the goals and the action plans.   Due to changes in the classification of schools in Georgia we were not identified as a focus or priority school this school year.

**5) Write a narrative summarizing your school's challenges.  Data sources from comprehensive needs assessment must be included in the narrative to support findings.**

Two major challenges for Cedar Grove High are graduation rate and social studies GHSGT/EOCT scores. An additional social studies teacher was added for the 2012-2013 SY to help reduce class sizes for EOCT social studies classes.  The entire social studies department will participate in collaborative planning with a focus on effective instructional and testing strategies.

The graduation rate remained the same this school year based on our students' low performance on the GHSGT.  In 2011 our graduation class size consisted of 297 students with 240 of them receiving regular education diplomas. Therefore, our graduation rate in 2011 was 80.8% and we met AYP in this area.  In 2010 our graduation class size consisted of 247 students with 192 of them receiving regular education diplomas with a 77.7% graduation rate.  In 2012 our graduation rate remained at 80%.

In addition to addressing the needs in social studies and graduation rate stated above, we will continue to concentrate on all four core areas for EOCT/SLO level courses.   All students will participate in EOCT/SLO/GHSGT activities during class weekly.  Teachers have been provided the data of students who impact our subgroup and their previous scores on other standardized tests such as EOCT.

All teachers in the four core areas are incorporating GHSGT/EOCT questions and activities in their weekly lessons. It is our expectation that by integrating the concepts needed to successfully pass the GHSGT, EOCT, and SAT in daily lessons, we will have a larger and long term impact on student learning.  Teachers will review and analyze data during their common planning sessions to drive instruction and focus on the areas of the test students need the most help with.  Our instructional interventions will address the needs of students who fall under the following categories: SWD, ELL, and low achievers.

The Renaissance Learning Star Reading and Star Math program and Carnegie Learning Study Island program will focus on identifying students reading and math levels, which will allow teachers to modify their instruction to meet the needs of their students. These web-based programs will also provide remediation and support for students in math, ELA, social studies, and science at all grade levels.  These programs will also give students feedback and provide additional learning activities to help them achieve their goals.  The USA TestPrep program identifies specific content area strengths and weaknesses for students and allows them to focus only on their weak areas.  The math department will continue to utilize the website EDMODO, which provides students with online instruction in math at home.  The CSIP committee will target parental involvement and school culture this school year.  Our school-wide professional development will take place during our bi-weekly faculty meetings as well as during the day.  The ten domains of TKES will be addressed during departmental meetings, collaborative planning sessions, and professional learning workshops throughout the school year.

**6) List the professional development needed to address the challenges summarized above.**

Provide job embedded as well as on and off site professional learning (during and after school) that is aligned to content action plans.
- Collaborative Planning (if applicable twice weekly for 60 minutes)
- Collaborative Classroom Strategies (regular and special education teachers only)
- Differentiated Instruction
- Content Based Learning Activities
- Student Engagement Strategies
- Instructional Technology
- Marzano's Nine Strategies
- Thinking Maps
- TKES Training
- SLO Training
- Common Core Training

**7) Identify how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor.  Check all that apply:**

| | | | | | |
|---|---|---|---|---|---|
| x | Career Counseling | x | Student Support Team (SST) | x | Parent/Teacher Conferences |
| x | Mentoring Programs | | Community Agencies | x | Parent/Administrator Conferences |
| xx | Group Counseling | x | School Psychologists | | Student Support Specialists |
| | School Counselors | x | School Social Workers | | Graduation Coaches |

**8) Describe how the following student support personnel work with the district office and outside agencies to meet student needs.**

School Counselors: Provide classroom guidance, and coordinate presentations with community representatives, assemblies, field trips, and events that expose students to college/career opportunities. Counselors also coordinate parent workshops. They promote district and state-wide initiative programs (i.e. Governor's Honors and Youth Leadership DeKalb). They participate in professional learning opportunities that directly impact academic achievement.  School counselors on every level are equipped to provide academic advisement for students. This advisement helps to ensure that students are taking and having success in the appropriate courses needed for grade completion. Parents and teachers are included in the academic advisement process.

Psychologists: Consult with parents regarding the implications of their child's academic and behavioral challenges and strategies to support these challenges through coordination with the SST/504 coordinator, LTSE, social workers**,**

Social Workers: Assist students, families, and school systems with overcoming barriers that interfere with learning. They identify resources in the community and at the school and make referrals. Social workers invite community agency personnel to present information to the school staff regarding their services and ways to access their resources.

School Nurses: N/A
Student Support Specialists: N/A

**Strategies to Increase Parental Involvement**

**9) Identify how the school provides parents and community outreach/support through activities and initiatives.  Check all that apply:**

| | | | |
|---|---|---|---|
| | Site-based Parent Centers/Information Stations | | |
| x | Parent Lending Libraries | | Pre-K Family Resource Specialists |
| x | Parental Involvement Workshops | | |
| x | Parental Involvement Survey/Summary | | Others (list here) |

**10) Describe how the school uses the strategies checked above to increase parental involvement.**

- Parents are invited to participate in Parent/Teacher conferences at the 9 and 13.5 week progress reporting periods.  Parents are also invited to Title I meetings to tie the family and community to the school.  Teachers call the parents of students with grades below 72% to invite them to the PTC night, but all parents are welcome and encouraged to participate.
- Resources available at the Parent Resource Center located at Cedar Grove Middle School
- Parent workshop: Career Pathways and Diploma Choices - Parents will be provided with an overview of career choices available through Career Academies and requirements for obtaining different types of diplomas.
- Parent workshop: Understanding AYP — Parents will be given information regarding the definition of Adequate Yearly Progress, how to read the school's AYP report, and its impact on our school's instructional program.
- Calling Post: Voicemail reminders about upcoming school events are sent to phone numbers provided by parents as the primary contact number.
- Cedar Grove High School Parents Corner — Brochure display on the wall to hold information for parents to read and take as needed.
- After School Tutoring: (Ongoing) Emphasis is on accelerating learning for students not making adequate progress during the regular school day. Focus is on improving test scores on the EOCT and the GHSGT.
- Progress Report: Provide information to parents about the behavior and academic progress of their student. In addition, copies of the progress report are issued at Parent Conference Nights and Parent Meetings upon request.

**11) Identify how the school communicates with parents as partners in education.  Check all that apply:**

| | | | |
|---|---|---|---|
| | Parental Involvement Handbook for Parents | | Newsletters |
| x | School Website | x | Calling Post |
| x | DCSS Website/Community.Net | x | Parent Portal |
| x | Parent Right to Know Letter | x | Other – Parental Involvement Meetings |

**Stakeholder Communication**

**12) Describe how individual student assessment results will be provided to and interpreted for parents.**

CGHS teachers, counselors, and administrators are trained in data analysis through local professional development. Student scores are disseminated through content area teachers, instructional leadership team and counselors. Students receive EOCT results from their appropriate area content teachers in an effort to insure that students receive precise feedback related to specific areas of strengths and weaknesses. PSAT scores are distributed by homeroom teachers who are trained in data analysis. School counselors and graduation coach are charged with the tasks of distributing GHSGT results in the event that appropriate counseling services may be rendered if necessary. Calling Post messages are sent regarding distribution of test results. Parents who have questions about a student's results may attend Parent Teacher conferences which are held twice a semester or schedule individual conferences through the counseling center if further clarification is needed. Disaggregated data will be posted on the State of Georgia's Department of Education website, DCSD website, Cedar Grove High School's website, the news media, and other various media resources.

**13) Describe how disaggregated school data results will be provided to school stakeholders**.**

The school data will be available to stakeholders via PTSA meetings, Parent/Teacher Conference, Title I Parent meetings, School Council meetings, including school-wide faculty and departmental meetings. Electronic copies will be available on the CGHS and DCSD websites as well as IDMS.

During Title I Parent Nights information pertaining to AYP status, GHSGT, and EOCT test scores are explained to parents.  Parents are allowed to ask questions and openly express their concerns.

**14) Describe how the CSIP will be communicated with and made available to school stakeholders**.**

The CSIP will be available to stakeholders via PTSA meetings, Parent/Teacher Conference, Title I Parent meetings, School Council meetings, including school-wide faculty and departmental meetings. Electronic copies will be available on the CGHS and DCSD websites as well as IDMS.

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide**.**  Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable.

** Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

## **Selecting Appropriate Interventions Using Scientifically Based Research**

All interventions based on the Georgia School Keys are predicated on scientifically-based research and do not require citations.

The School Keys: *Unlocking Excellence through the Georgia School Standards* is the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia's students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data is collected from multiple sources to assess the status of a school on each of the standards. The GAPSS data is then used in the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, What Works in Schools (2003), School Leadership that Works, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

**Coordination and Integration of Federal, State, and Local Services and Program Funds**

| Funding Sources | Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan. |
|---|---|
| Federal Funds | School Improvement Grant funds will be utilized to provide professional learning in the areas of planning and organization, data analysis, and best instructional practices.  Additional funds will be used for safety nets and instructional resources. |
| State Funds | State funds will be used for instructional materials. |
| GA DOE School Improvement Grant  (Needs Improvement Title I Schools Only) | N/A |
| Federal School Improvement Grants | N/A |
| Local Professional Learning Funds | These funds will be used for professional learning activities that will assist teachers in promoting student learning by using research-based instructional strategies to engage students in active learning and to facilitate students' acquisition of key knowledge and skills. |
| Grants (list) | N/A |
| PTSA | N/A |
| Partners in Education | N/A |
| Other (list) | N/A |

**Select appropriate research-based performance actions that support your plan.  If an individual school chooses to select a performance action or initiative other than those sited in the Georgia School Keys Implementation Resource Guide, a citation is necessary.  <u>Cited research should directly align with the performance action or initiative it supports. Copies of all budgets referenced in this section should be placed in the appendix.</u>**

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**Reading/English/Language Arts Action Plan**

**Annual Measurable Objective:**  To improve student achievement by increasing the EOCT scores for 9th graders from 67% to 77% and 11th graders from 84% to 94%.  Also, to improve scores on the Georgia High School Writing Test from 86% to 91%.

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| <u>**Instruction Standard: 2.3-P/A 3**</u> Utilize the standards as an expectation for learning, but assess the needs of students prior to instruction.  Classroom instruction is appropriately paced and presented differently based on the students' levels of understanding. <ul><li>Standards-based instruction</li><li>Student Profiles</li><li>Differentiated Instruction</li><li>High Yield Strategies</li></ul> | Title I: TBA | August 2012-May 2013 Principal Assistant Principals Instructional Leadership Team ELA Teachers LTSE | Lesson plans Observation of an established model such as 3 part lesson(opening, work period, closing) Small groups, pairs, independent work, conferencing, observed | Teacher and students can explain different instructional phases of a lesson (ex. the opening, work period, and closing of a lesson). Teachers can explain the specific purpose of how students who are divided into work groups can articulate data that led to flexible grouping. Students transition smoothly from one activity to another. Students can explain different grouping options used in class. |
| <u>**Assessment Standard: 3.1-P/A 4**</u> Organize students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and afterschool. <ul><li>Saturday Tutorial</li><li>Before/Afterschool Tutorial</li><li>GHSGT/EOCT Prep</li></ul> Monitor effectiveness of safety nets by analyzing data from assessments on a regular basis. <ul><li>STAR Reader</li></ul> | Title I: TBA | August 2012-May 2013 Principal Assistant Principals Instructional Leadership Team ELA Teachers LTSE | Safety net rosters Student Data Assessment results (STAR Reader/Math, USA Test Prep, benchmark, SLO Assessments, GHSGT, EOCT) | Students who need additional assistance in meeting standards are enrolled in safety nets. Safety net instruction is continuously monitored. Teachers can explain to parents and students how students are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated |

| | | | | |
|---|---|---|---|---|
| • USA Test Prep<br>• Study Island | | | | based on assessment results.<br>Students are aware that they have been selected to participate and why. |
| **Students with Disabilities PA 3:**<br>Maximize personnel and instruction when co-teaching by:<br>▫ Ensuring that both adults are actively teaching the entire instructional segment.<br>▫ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching<br> ▪ Station Teaching<br> ▪ Parallel Teaching<br> ▪ Alternative Teaching | N/A | August 2012-May 2013<br>Principal<br>Assistant Principals<br>ELA Instructional Leader<br>LTSE<br>Support Services Instructional Leader<br>Teachers | Collaborative planning meeting dates<br>Agendas/Minutes<br>Lesson plans<br>Classroom observation data<br>Focus walk data | Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.  Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. |
| **Technology Integration**<br>**Instruction Standard 2.7-P/A 2:**<br> Effectively use technology to provide real world application to enhance and to differentiate instruction to maximize student learning.<br>• Promethean Board Lessons with ActiveXpressions<br>• Mobile Computer Labs<br>• STAR Reader | Title I: TBA | August 2012-May 2013<br>ELA Instructional Leader<br>ELA Teachers<br>Co-Teachers | Lesson/Unit Plans identifying use of technology<br>Focus Walk data on technology use<br>Samples of student work enhanced with technology | Students can articulate how technology supports their learning.<br>Teachers can provide samples of student work enhanced by technology.<br>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as, reinforce their ability to investigate and analyze information. |

**Mathematics Action Plan**

**Annual Measurable Objective:**  To improve student achievement on the Mathematics II EOCT from 66% to 72.6%.

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| **Instruction Standard: 2.3-P/A 3**<br>Utilize the standards as an expectation for learning, but assess the needs of students prior to instruction.  Classroom instruction is appropriately paced and presented differently based on the students' levels of understanding.<br>• Standards-based instruction<br>• Student Profiles<br>• Differentiated Instruction<br>• High Yield Strategies | Title I: TBA | August 2012-May 2013<br>Principal<br>Assistant Principals<br>Instructional Leadership Team<br>Math Teachers<br>LTSE | Lesson plans Observation of an established model such as 3 part lesson(opening, work period, closing) Small groups, pairs, independent work, conferencing, observed | Teacher and students can explain different instructional phases of a lesson. For example, the opening, work period, and closing of a lesson. Teachers can explain the specific purpose of how students who are divided into work groups can articulate data that led to flexible grouping. Students transition smoothly from one activity to another. Students can explain different grouping options used in class. |
| **Assessment Standard: 3.1-P/A 4**<br>Organize students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and afterschool.<br>• Saturday Tutorial<br>• Before/Afterschool Tutorials<br>• GHSGT/EOCT Prep<br>Monitor effectiveness of safety nets by analyzing data from assessments on a regular basis.<br>• STAR Math<br>• USA Test Prep<br>• Study Island | Title I: TBA | August 2012-May 2013<br>Principal<br>Assistant Principals<br>Instructional Leadership Team<br>Math Teachers<br>LTSE | Safety net rosters Student Data Assessment results (STAR Reader/Math, USA Test Prep, benchmark, GHSGT, EOCT, SLO Assessments) | Students who need additional assistance in meeting standards are enrolled in safety nets. Safety net instruction is continuously monitored. Teachers can explain to parents and students how students whoare moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results. Students are aware that they have been selected to participate and why. GHSGT/EOCT end of year results |
| **Students with Disabilities**<br>**PA 3:**<br>Maximize personnel and instruction when co- | N/A | August 2012-May 2013<br>Principal | Collaborative planning meeting dates | Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.  Students and |

| | | Assistant Principals Math Instructional Leader LTSE Support Services Instructional Leader Teachers | Agendas/Minutes Lesson plans Classroom observation data Focus walk data | teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. |
|---|---|---|---|---|
| teaching by:<br>▫ Ensuring that both adults are actively teaching the entire instructional segment.<br>▫ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching<br> ▪ Station Teaching<br> ▪ Parallel Teaching<br> ▪ Alternative Teaching | | | | |
| **Technology Intervention**<br>**Instruction Standard 2.7-P/A 2**<br> Effectively use technology to provide real world application to enhance and to differentiate instruction to maximize student learning.<br> • Promethean Board Lessons with ActiveXpressions<br> • Mobile Computer Labs<br> • STAR Math<br> • Gizmos<br> • Robotics for STEM Grant/Club<br> • Tablets | Title I: TBA | August 2012-May 2013 Math Instructional Leader Math Teachers Co-Teachers | Lesson/Unit Plans identifying use of technology Focus Walk data on technology use Samples of student work enhanced with technology | Students can articulate how technology supports their learning. Teachers can provide samples of student work enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as, reinforce their ability to investigate and analyze information. |

*Must be completed for schools with ten or more ELL students.  Delete row if not applicable

**Science Action Plan**

**Annual Measurable Objective:**   To improve student achievement on the Biology EOCT from 42% to 70% and Physical Science EOCT from 60% to 70%.

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| **Instruction Standard: 2.3-P/A 3**<br>Utilize the standards as an expectation for learning, but assess the needs of students prior to instruction.  Classroom instruction is appropriately paced and presented differently based on the students' levels of understanding.<br>• Standards-based instruction<br>• Student Profiles<br>• Differentiated Instruction<br>• High Yield Strategies | Title I: TBA | August 2012-May 2013 Principal Assistant Principals Instructional Leadership Team Science Teachers LTSE | Lesson plans Observation of an established model such as 3 part lesson(opening, work period, closing) Small groups, pairs, independent work, conferencing, | Teacher and students can explain different instructional phases of a lesson. For example, the opening, work period, and closing of a lesson. Teachers can explain the specific purpose of how students who are divided into work groups can articulate data that led to flexible grouping. Students transition smoothly from one activity to another. Students can explain different grouping options used in class. |
| **Assessment Standard: 3.1-P/A 4**<br>**Assessment Standard: 3.1-P/A 4**<br>Organize students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and afterschool.<br>• Saturday Tutorial<br>• Before/Afterschool Tutorial<br>• GHSGT/EOCT Prep<br><br>Monitor effectiveness of safety nets by analyzing data from assessments on a regular basis.<br>• Science Predictor Test<br>• USA Testprep<br>• Study Island | Title I: TBA | August 2012-May 2013 Principal Assistant Principals Instructional Leadership Team Science Teachers LTSE | Safety net rosters Student Data Assessment results (Science Predictor Test, USA Test Prep, benchmark, GHSGT, EOCT, SLO Assessments) | Students who need additional assistance in meeting standards are enrolled in safety nets. Safety net instruction is continuously monitored. Teachers can explain to parents and students how students who are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results. Students are aware that they have been selected to participate and why. GHSGT/EOCT end of year results. |
| **Students with Disabilities PA 3:**<br>Maximize personnel and instruction when co- | N/A | August 2012-May 2013 | Collaborative planning meeting | Lesson plans and observations indicate that teachers are utilizing preferred |

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| teaching by:<br>▫ Ensuring that both adults are actively teaching the entire instructional segment.<br>▫ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching<br>   ▪ Station Teaching<br>   ▪ Parallel Teaching<br>   ▪ Alternative Teaching | | Principal Assistant Principals Science Instructional Leader Math Coach LTSE Support Services Instructional Leader Teachers | dates Agendas/Minutes Lesson plans Classroom observation data Focus walk data | models of co-teaching.  Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. |
| **Technology Integration**<br>**Instruction Standard 2.7-P/A 2**<br>Effectively use technology to provide real world application to enhance and to differentiate instruction to maximize student learning.<br>   ● Promethean Board Lessons with ActiveXpressions<br>   ● Mobile Computer Labs<br>   ● TI-Nspire Calculators<br>   ● Lab Quests<br>   ● Explore Learning<br>   ● Tablets<br>   ● Science Equipment and Instruments | Title I: TBA | August 2012-May 2013 Science Instructional Leader Science Teachers Co-Teachers | Lesson/Unit Plans identifying use of technology Focus Walk data on technology use Samples of student work enhanced with technology | Students can articulate how technology supports their learning.<br>Teachers can provide samples of student work enhanced by technology.<br>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as, reinforce their ability to investigate and analyze information. |
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*Must be completed for schools with ten or more ELL students.  Delete row if not applicable.

**Social Studies Action Plan**

**Annual Measurable Objective:**

1) All students will increase their performance on the Social Studies GHSGT from 70% to 75% by March 2013.

2) All students will increase their performance on the Economics EOCT to at least 70% by May 2013.

3) All students will increase their performance on the US History EOCT to at least 70% by May 2013.

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| **Instruction Standard: 2.3-P/A 3**<br>Utilize the standards as an expectation for learning, but assess the needs of students prior to instruction.  Classroom instruction is appropriately paced and presented differently based on the students' levels of understanding.<br>• Standards-based instruction<br>• Student Profiles<br>• Differentiated Instruction<br>• High Yield Strategies | Title I: TBA | August 2012-May 2013<br>Principal<br>Assistant Principals<br>Instructional Leadership Team<br>Support Services<br>Social Studies Teachers<br>LTSE | Lesson plans Observation of an established model such as 3 part lesson (opening, work period, closing) Small groups, pairs, independent work, conferencing | Teacher and students can explain different instructional phases of a lesson. For example, the opening, work period, and closing of a lesson. Teachers can explain the specific purpose of how students who are divided into work groups can articulate data that led to flexible grouping. Students transition smoothly from one activity to another. Students can explain different grouping options used in class. |
| **Assessment Standard: 3.1-P/A 4**<br>Organize students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and afterschool.<br>• Saturday Tutorial<br>• Before/Afterschool Tutorial<br>• GHSGT/EOCT Prep<br>Monitor effectiveness of safety nets by analyzing data from assessments on a regular basis.<br>• Grade Level Benchmarks<br>• USA Test Prep<br>• Study Island | Title I: TBA | August 2012-May 2013<br>Principal<br>Assistant Principals<br>Instructional Leadership Team<br>Support Services<br>Social Studies Teachers<br>LTSE | Safety net rosters Student Data Assessment results (USA Test Prep, benchmark, GHSGT, EOCT, SLO Assessments) | Students who need additional assistance in meeting standards are enrolled in safety nets. Safety net instruction is continuously monitored. Teachers can explain to parents and students how students who are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results. Students are aware that they have been selected to participate and why. GHSGT/EOCT end of year results. |
| **Students with Disabilities PA 3:**<br>Maximize personnel and instruction when co-teaching by: | N/A | August 2012-May 2013<br>Principal | Collaborative planning meeting dates | Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.  Students and |

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| □  Ensuring that both adults are actively teaching the entire instructional segment.<br>□  Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching<br> ▪ Station Teaching<br> ▪ Parallel Teaching<br> ▪ Alternative Teaching | | Assistant Principals<br>LTSE<br>Support Services<br>Social Studies Teachers | Agendas/Minutes<br>Lesson plans<br>Classroom observation data<br>Focus walk data | teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. |

*Must be completed for schools with ten or more ELL students.  Delete row if not applicable.

**Attendance/Graduation Rate Action Plan**

**Annual Measurable Objective:**
Increase the number of graduating seniors by 10%.
Decrease the percentage of students absent 15 days or more.

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | Artifacts | Evidence |
| **Assessment Standard 3: 3.1 Performance/Action 4** Place students that do not meet classroom standards into Math/ELA groups according to assessment results. Assign them safety net instruction which can occur before school, after school or during Saturday School. Extended learning sessions will be monitored for effectiveness on a regular basis.  USATestPrep and credit recovery classes will be considered to meet additional instruction needs. | | August 2012-May 2013 Principal Instructional Leadership Team Counselors Math/ELA teachers | Attendance and progress reports will also be monitored. Tutorial sign-in logs | GHSGT Scores EOCT Results |
| **Assessment Standard 3: 3.1 Performance/Action 4** Monitor attendance data, and provide incentives and/or develop interventions to increase attendance and academics. (Small groups, home visits, parent communication, mentors and incentives <ul><li>Graduation Coach and CIS Coordinator will analyze student data and provide services to at risk students.</li><li>Collaboration with feeder school (CGMS) to develop vertical plans.</li><li>Attendance Monitor will</li></ul> | | August 2012-May 2013 Principal Assistant Principal/Attendance Attendance Monitor Social Worker Counselors | Attendance Report Teacher Documentation Parent/Teacher conferences Parent Phone Contact Log | AYP Data Attendance Rate Progress Reports GHSGT Test Participation Rate |

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| identify students with high number unexcused absences and develop an attendance contract and plan<br>Monitor academic progress for all students. | | | | |
| **<u>School Culture Strand</u>**<br>**<u>Appendix  4</u>**<br>Specifically target students identified as at risk for failure with prescriptive, proactive measures for both academic and behavioral concerns. | | August 2012- May 2013<br>Counselors<br>Social worker<br>Assistant Principal/Discipline/Attendance | Individual meetings with teachers<br>Incentives and improvement awards<br>Before school/After school/Saturday tutorials for EOCT,GHSGT and Academic challenges | Students will be able to describe the programs they are involved in. |

**Library-Media Action Plan**

**Annual Measurable Objective:**  (See Content Area Action Plan AMOs)

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| **Instruction Strand 1.2** **Performance/Action 4** Collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation <ul><li>Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team.</li><li>Teacher-Librarians work with Library Media Technology Committee to select resources to enhance content.</li></ul> | N/A | Ongoing<br><br><br>Administrators Media Specialists Teachers Instructional Leaders Library Media Technology Committee | Local reading reports<br><br>Resource alignment to units<br><br>Media circulation records | Resources from the media center are correlated to Common Core Georgia Performance Standard units of study. The media specialist can describe how services are coordinated to support classroom instruction. |
| **Instruction Strand 2: 2.7** **Performance/ Action 2** Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technological activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. <ul><li>Gale/Cengage research databases</li><li>LibGuides (electronic research</li></ul> | Title I Local School Funds TBA | Ongoing<br><br><br>Administrators Media Specialist Instructional Leaders Teachers Parents | Computers and equipment<br><br>Media center<br><br>Lab use schedule<br><br>Database usage statistics | Students can articulate how technology supports their learning. Examples of student work that has been enhanced by technology are provided as a set of tools and resources to complement their learning process. |

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| guides) <br> • NoodleBib (citation management and <br> • note taking application) <br> • Class multi-media projects <br> • ActivExpression Student Response System <br> • Galileo (electronic research guide) <br> • Destiny (electronic online catalog) | | | | |
| **Instruction Strand 1.2** <br> **Performance/Action 4** <br> Collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media <br> specialist serves on the leadership team and provides services and resources that support school units and lesson implementation <br> • Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team. <br> • Teacher-Librarians work with Library Media Technology Committee to select resources to enhance content. | N/A | Ongoing <br><br><br> Administrators Media Specialists Teachers Instructional Leaders Library Media Technology Committee | Local reading reports <br><br> Resource alignment to units <br><br> Media circulation records | Resources from the media center are correlated to Common Core Georgia Performance Standard units of study. The media specialist can describe how services are coordinated to support classroom instruction. |

**Professional Learning Plan**

The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source.  PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan.  The PL budget should address only activities funded through the Professional Learning Department budget.  A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.

| Funding Source | Goal to Improve Student Achievement | Description of Activity | Timeline | Means of Evaluation | |
|---|---|---|---|---|---|
| | | | | **Evidence of Monitoring** | **Evidence of Impact** |
| State (PL Funds) | **Professional Learning Standard/Performance/Action 3** Meetings are held by teacher teams regularly to monitor the implementation of the strategies/interventions of the school improvement plan. This includes identifying the Pyramid of Intervention that will address what will be done for students when they are not successful in mastering the agreed upon knowledge, skills, and understandings in the performance tasks. | On-site professional learning during the day. Funds will be utilized to purchase materials for teacher use and to supply substitute teachers for teachers as needed. Off-site professional learning: Funds will be utilized to pay for various MRESA workshops targeting student achievement, thinking maps, teaching strategies, etc. and to supply substitute teachers. | August 2012- May 2013 | School Improvement Plan Next steps action plans Information gathered from awareness walks Unit and/or lesson planning Pyramid of interventions, etc. | Teachers can articulate what strategies/interventions are being implemented and how the strategies/interventions of the SIP are impacting student learning. |
| Federal | **Professional Learning Standard 1:Performance/Action 2** Planning of professional learning experiences for the school is done by teachers who articulate the intended results of professional learning. This includes working with the principal and other staff to develop plans for | On-site professional learning during teachers' planning periods. Collaborative Planning sessions twice per week for at 45minutes per content area before/during/afterschool. | August 2012- May 2013 | Awareness walk documentation Feedback forms Student work Benchmark assessments, etc. Disaggregated test data Agendas and minutes Classroom | School leaders and teachers can articulate the next steps for professional learning and for improving instruction. School leaders and teachers can articulate and show student work that is evidence that the |

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| | monitoring the implementation of classroom strategies, creating a system of follow-up support, and identifying the results of these strategies. | | | profiles School Improvement Plan artifacts/evidences | implementation of these strategies has resulted in improving student learning. |
| **Grants** | N/A | | | | |
| **Local** | **Professional Learning Standard/Performance/Action 3** Meetings are held regularly by teacher teams to monitor the implementation of the strategies/interventions of the school improvement plan. This includes identifying the Pyramid of Intervention that will address what will be done for students when they are not successful in mastering the agreed upon knowledge, skills, and understandings in the performance tasks. | On-site professional learning during the day. Funds will be utilized to purchase materials for teacher use and to supply substitute teachers for teachers as needed. Off-site professional learning: Funds will be utilized to pay for various MRESA workshops targeting student achievement, thinking maps, teaching strategies, etc. and to supply substitute teachers. Teacher Keys Training | August 2012-May 2013 | Unit/lesson plans aligned to GPS Collaborative planning logs Agendas and minutes School Improvement Plan Standards in Practice protocol Collaborative Planning Framework, etc. PD 360  Next steps action plans Information gathered from awareness walks Unit and/or lesson planning Pyramid of interventions, etc. | Teachers can articulate what strategies/interventions are being implemented and how the strategies/interventions of the SIP are impacting student learning. |

**School Climate Action Plan**

**Objective:**  Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment**.**

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| **School Climate Best Practices Performance/Action 1**<br>Teach the School Safety Student Module concerning the common definition of violence, school wide rules, and classroom expectations. | | August 2012-May 2013<br>Principal<br>Instructional Leadership Team<br>Teachers | Lesson plans<br>Student signatures<br>Posted rules<br>Posted standards for success<br>Walkthrough checklist | Teachers set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle. |
| **School Climate Best Practices Performance/Action 2**<br>Hold school staff and students accountable to the Positive School Discipline Plan and the DeKalb County School District Code of Student Conduct, Student Rights and Responsibilities and Character Development Handbook. | | August 2012-May 2013<br>Principal<br>Instructional Leadership Team<br>Teachers | Posted rules<br>Posted standards for success<br>Documentation for tiers of intervention prior to referral<br>Anecdotal data<br>Discipline tests<br>Student referrals<br>Dispositions<br>Teacher data for referrals<br>Walk-through checklist | Teachers and students can articulate classroom expectations.  This includes rules, policies, and procedures for activities and transitions as well as behavior that demonstrate respect for others.<br>Parents are informed of classroom and school wide expectations and are consistently provided feedback regarding their child's behavior.  Consequences for negative behavior are consistently implemented.  Low-profile interventions are utilized and documented before administrative referrals. |
| **School Climate Best Practices Performance/Action 3**<br>Give students opportunities to be recognized for positive contributions to themselves and others. | | August 2012-May 2013<br>Principal<br>Instructional Leadership Team | Program agendas<br>Documentation of classroom recognition<br>Awards/certificates<br>Positive letters to | Teachers and students develop "standards for success", or ways that students can demonstrate personal efficacy and citizenship.<br>Students are consistently recognized for their positive and responsible |

| | | Teachers Counselors | parents Positive e-mail communication to parents Positive phone call log Recognition on PA system or class/school website | behavior in the classroom and school wide.  Students both value and expect positive rewards for successful behavior and are motivated to achieve their behavioral goals. |
|---|---|---|---|---|
| **School Climate Best Practices Performance/Action 1** Teach the School Safety Student Module concerning the common definition of violence, school wide rules, and classroom expectations. | | August 2012- May 2013 Principal Instructional Leadership Team Teachers | Lesson plans Student signatures Posted rules Posted standards for success Walkthrough checklist | Teachers set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle. |

**Teacher Retention Action Plan**

**Objective:** Increase teacher retention through best practices in school policy, professional learning, and teacher support.

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| **Professional Learning Performance/Action 1** Utilize the Georgia School Keys to promote professional growth for the Professional Learning strand.  This includes the following best PL practices:<br>• Tiered professional learning opportunities that reflect different career stages of teachers<br>• Professional learning communities<br>• Model classrooms<br>• Coaching and peer coaching<br>• Peer observations within the school and outside the school<br>• Data-driven, differentiated professional learning plans | | August 2012-May 2013 Principal Instructional Leadership Team Content Coaches LTSE | Individualized PLPs Professional learning activities calendar Model classroom assignments Coaching assignments Professional Development Plans | School leaders and teachers can articulate how professional learning has addressed their specific needs with regards to content area and career stage.  Teachers can articulate how professional learning activities have addressed content knowledge needs as well as the use of new curriculum materials, assessment practices, and instructional practices. Teachers can articulate or describe how feedback from the coaching or peer observation process has enhanced classroom instruction and the focus on student learning. Administrators can articulate or describe how the peer observations or coaching have enhanced classroom instruction and promoted a focus on student learning. |
| **Teacher Retention Implementation Performance/Action 2** Adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:<br>• Assign TSS to new teachers (0-2 years previous experience) | | August 2012-2013 CGHS TSS Coordinator Principal Instructional Leadership Team Content | TSS guidelines TSS assignment list Scheduled TSS meeting times Calendar of | New teachers can articulate how the TSS program provides support. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of increased skills. |

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| • Schedule a formal time for mentors and mentees to meet at least once per month<br>• Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles<br>• Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results. | | Coaches<br>LTSE<br>Mentor<br>Teachers | TSS activities<br>TSS activity agendas<br>TSS activity sign-in s |

**Career Technology Action Plan (for high schools and middle schools only)**

**Objective:** Increase instructional effectiveness through best practices in career technology instruction.

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | Artifacts | Evidence |
| **Performance/Action 1**<br>Increase the percent of students graduating with industry recognized credentials and college credits:<br><ul><li>Ensuring all Career Tech teachers are certified and capable to teach all courses in all pathways in the area of their certification.</li><li>Offer the appropriate amount of sections of each course in pathways to ensure students have opportunities to complete pathways.</li></ul>Monitor student enrollment of students to ensure correct placement and course offerings | | August 2012-May 2013<br>Principal<br>API<br>CT Instructional Leader<br>CT Teachers<br>WBL Coordinator | Career Tech Department meetings, Agendas and minutes; Administration of End of Pathway Assessments; List of students receiving certification; Advisory committee meeting agendas and minutes; Early Childhood Education, Business and Computer Science Programs became industry certified; Year-round recruitment activities – | Pathway completion data will provide information for continued improvement to increase student numbers each year.  Students will receive certifications as they progress through the pathways.  End of Pathway Assessments will provide data for instructional improvements.  Program certification standards are met.  All Career Tech programs have reached maximum classroom enrollment. |

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| | | | brochures and documents from career days/fairs; List of industry skill-based professional learning attended by Career Tech teachers | |
| **Performance/Action 2**<br>Increase leadership development of students by increasing participation in Career Technology Student Organizations (CTSOs) Future Business Leaders of America (FBLA), Family Careers, Community and Leaders of America (FCCLA), Technology Student Association (TSA), Health Occupations Leaders of America (HOSA):<br>• Implement co-curricular activities<br>• Increase community service projects<br>• Increase student engagement in school activities<br>• Extend classroom instruction for relevance | | CT Instructional Leader<br>CT Teachers | Membership roster, Student leadership conference attendance, Advertisement of community service projects, Agendas and minutes, and Students' PowerPoint presentations | Students' leadership development activities are scheduled throughout the school year.  Increase in students competing in regional, state and national events. |