

DeKalb County School System

Consolidated School Improvement Plan 2010-2012



Published by the Office of School Improvement
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**DeKalb County School System
 CONSOLIDATED SCHOOL IMPROVEMENT PLAN 2010-2012
 Title I School Wide Plan 2010-2012**

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

<p>Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)</p>	<p>Federal and State mandate Required for all DeKalb County Schools</p>
<p>AdvancEd (SACS CASI)</p>	<p>Required for District-wide Accreditation</p>
<p>Georgia Department of Education Annual School Improvement Plan</p> <p>AYP Addendum (as appropriate) <input checked="" type="checkbox"/> NI School Improvement Focus (NI-1 and NI-2) <input type="checkbox"/> Corrective Action (NI-3 and NI-4) <input type="checkbox"/> Restructure (NI-5+)</p>	<p>Georgia DOE mandate Required for all DeKalb County Schools</p> <p>NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.</p>
<p>Title I <input type="checkbox"/> New Title I Schoolwide Plan <input type="checkbox"/> Annual Addendum <input type="checkbox"/> Targeted Assistance Plan</p>	<p>Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</p>
<p>DeKalb County School System Departmental Action Plans <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Library-Media <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Retention <input checked="" type="checkbox"/> Career Technology (Middle and High Schools)</p>	<p>Required for all DeKalb County Schools</p>

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance (ESEA Mandate)	3
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	4
Establishing a CSIP Facilitator, Committee, and Subcommittees	4
Steering Committee Members and Signatures	6
Mission and Vision (ESEA Mandate)	7
Developing a Comprehensive Needs Assessment (ESEA Mandate)	10
Leadership and Governance (ESEA Mandate)	11
Instruction by Highly Qualified Teachers (ESEA Mandate)	14
Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate)	16
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate)	17
Plans for Assisting Students during Transitions (ESEA Mandate)	18
Support Services for Student Learning (ESEA Mandate)	19
Strategies to Increase Parental Involvement (ESEA Mandate)	21
Stakeholder Communication (ESEA Mandate)	23
Scientifically Based Research (ESEA Mandate)	26
Coordination and Integration of Federal, State, and Local Services and Programs (ESEA Mandate)	28
Reading/ELA Action Plan (ESEA Mandate)	30
Math Action Plan (ESEA Mandate)	36
Science Action Plan	40
Social Studies Action Plan	46
2 nd Indicator – Attendance/Graduation Rate Plan (ESEA Mandate)	50
Library-Media Action Plan	52
Professional Learning (ESEA Mandate)	54
School Climate Action Plan (ESEA Mandate)	59
Teacher Retention Action Plan	62
Career Technology Action Plan (Middle and High Schools Only)	64

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:
Area Assistant Superintendent:	Date:
Director, Department of Teaching and Learning:	Date:
Coordinator, Office of School Improvement:	Date:
Executive Director, Office of School Improvement:	Date:
Executive Director of Assessment and Accountability:	Date:
Interim Deputy Superintendent of Teaching and Learning:	Date:

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
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

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.	Sharon Conway, Chair-Parent		
2.	Paul Breslin, Parent		
3.	Meg Firebaugh, Parent		
4.	Coren Morrison, Parent		
5.	Page Olson, Parent		
6.	Rick Otness, Business		
7.	Rodney Swanson, Principal		
8.	Marjorie Duvall, Teacher		
9.	Erik Vincent, Teacher		
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Rodney Swanson		
CSIP Facilitator	Tamra Watts		
Parent Representative (can not be a school employee)	Sharon Conway		
Student Representative (required for High School)	Hanna Ahmad		
Community Representative (can not be a school employee)	Sonny Jester		
Title I Representative	Not Applicable	N/A	N/A
School Counselor	Althia Love		
Special Education Representative	Andrew Jameson		
Reading/ELA Chair	Alan Ritchey		
Math Chair	Davis Runyon		
Science Chair	Trinna McKay		
Social Studies Chair	Geraldine Jackson		
Professional Learning Liaison	Susan Hawk		
Other (specify) School Culture	Mary Sturken		
Other (specify) Classified Staff	Melanie King		

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>“Premier DeKalb Schools” – Setting the standard for Excellence through unity and purpose.</p>	<p>Dunwoody High School's Vision Statement is summarized in the word PRIDE:</p> <p>Personal Responsibility in Developing Excellence.</p> <ul style="list-style-type: none"> • Students actively participating in the learning process • Parents and community members working in conjunction with the school to address the academic, social, and emotional needs of the students • Teachers, staff members, and resource personnel promoting high academic standards and using best practices to provide a comprehensive educational program • Administrators monitoring and facilitating instructional programs that improve student performance or learning and retention? <p>Staff, students and families must work together to reach our common, overriding goal of excellence in learning. Together, we must close the gap in achievement and commit to the challenge in order to exceed all expectations.</p>

<p>Mission How will we make our vision a reality?</p>	<p>The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students’ social and academic potential, preparing them to compete in a global society.</p>	<p>We will educate the young men and women who pass through these doors as lifelong learners, efficient workers and productive citizens, appreciative and tolerant of diversity in a rapidly changing society. We promise a safe, orderly, structured and supportive environment wherein we shall recognize, accept and adapt to individual needs and difference. Finally, we shall promote among our students a sense of community, of service, and of harmony, which they will take with them into their future – the future of our nation.</p>
<p>Values What beliefs and standards guide our mission?</p>	<ul style="list-style-type: none"> ▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL 	<ul style="list-style-type: none"> ▪ Every student has the right to an optimal education with academic excellence. ▪ Every student has the right to a safe and positive learning environment that meets his or her social, emotional, physical, academic, and developmental needs. ▪ A variety of assessment tools and techniques should be used in order to document students’ abilities, progress, and achievement. ▪ Learning should be relevant to the real world of democracy by giving students choices and responsibilities in order to become self-directed citizens.

		<ul style="list-style-type: none">▪ Students will show respect for others, assume responsibilities for their actions, and strive for high expectations in academics.▪ Teachers will demonstrate knowledge of their subject matter, display enthusiasm, provide encouragement and show respect for others.▪ Learning is successful when instruction incorporates different learning styles and differentiation model that are developmentally appropriate.▪ Teachers will provide personalized instruction that enhances problem solving and critical thinking skills of their students.▪ About personal accountability
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Developing a Comprehensive Needs Assessment (ESEA Mandates #1 and #11 – must be updated annually)

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):**
 - Ethnicity
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

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 CSIP Steering Committee consists of the school principal, one assistant principal, two CSIP facilitators, a parent, and committee chairs representing research, data collection, each of the core content areas, leadership, special education, media and professional learning. The members were selected in two ways. The school administration designated the department chairs of the core to head the committees and volunteers were requested to serve on the committees.

The various committee chairs met with the Steering Committee in the fall of 2010 at the school to begin the review of data, research best practices and determine the timelines for the various sections of the Consolidated School Improvement Plan (CSIP). The Steering Committee worked with the committee chairs who met at their school with their committee members to develop their section of the consolidated school improvement plan. Draft sections were presented to the Steering Committee and the writing and editing chairs for refinement. The final plan was presented to the school council, community, faculty and staff for additional comments and suggestions and final approval.

- **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply (see attached Balance Score Card for all schools and Smaller Learning Communities Data, if appropriate):

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
X	School AYP Report	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America’s Choice DAT Review
X	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	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 (ESEA Mandate #12).

Leadership and Governance (ESEA Mandate #1 – must be updated annually)

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

Dunwoody High School’s strengths include passing percentages on the GHSGTs for all students as follows: 95% in English Language Arts, 97% in Mathematics, 95% in Science, and 85% in Social Studies. The graduation rate for the class of 2010 was 99.4%. Incorporating technology in all subject areas is strength; this is documented on teacher evaluations and on focus walks. The faculty, staff and administrative team represent a diverse group of professional individuals. As the school strives to compete in a global economy, diversity represents a distinct advantage in an educational environment. It allows our students to be exposed to an environment representative of the world around them. Dunwoody High School is a customer-focused learning environment. The faculty, staff and administrative team are friendly and show a “true” concern for one another, parents, community, and, most of all, our students. The student body within Dunwoody High School represents the diversity of DeKalb County. This diversity allows students from different background to share, to grow and to learn from one another. The support of the Community in Schools program this school year will give the school an opportunity to improve student attendance, academics, and discipline. All classrooms are standards-based learning environments where the curriculum is taught with rigor and relevance.

The faculty, staff and administrative team of Dunwoody High School represent the diversity of the Atlanta Metropolitan area. Dunwoody High School has employed personnel of various nationalities and ethnicities. The faculty and administrative team have a

variety of professional experiences and diversified educational backgrounds. This strength contributes to a richer educational experience for our students.

The school's environment is customer-focused. The staff, faculty and administrators are friendly and supportive. The staff, faculty and administrators keep our student success in the forefront of their goals. The school has implemented several programs, including tutorials, outreach to parents through class meetings and parent meetings, and the offer of recovery assignments for students to improve grades. The Dunwoody High School administrators keep parents and students informed through the school's website, newsletters, county-printed communications, flyers, e-mails, and Parent Portal, now called eSIS. In addition, faculty members call, e-mail and meet with parents in an effort to ensure that students succeed. As a result of this strength, overall student achievement has improved (as evidenced by the report card summaries).

The student body of Dunwoody High School represents the diversity of DeKalb County. Our students represent various ethnicities, socio-economic backgrounds, and cognitive abilities. These differences allow our students to gain a better insight to build a tolerance for differences, build teamwork and leadership skills, and prepare them for the diversity of the workplace and global market. For the past four years, Dunwoody High School has had many students who have received scholarships to further their academic career. On the EOCT in Spring 2010, Dunwoody High School surpassed the county's average percentage passing in Economics (79%), Physical Science (81%), and U.S. History (76%) In Economics and U.S. History, Dunwoody surpassed the state's average in both areas. On the Advanced Placement exam for 2009-2010 school year, 61% of Dunwoody's students scored 3 or above. The Critical Reading mean score on the SAT was higher than the national average at 504.

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

The school building and school grounds are currently undergoing construction, replacing the roof, new heating and air conditioning units, additional and upgraded restroom facilities, upgraded labs, etc. Classes have been displaced to other areas in the building as construction is taking place in certain areas. It is critical to student achievement that the physical school atmosphere is conducive to learning.

Instructional resources are limited in certain respects. The teachers need to be trained to use a variety of instructional approaches and differentiated instructional strategies. To provide our students a "superior" educational experience, we need up-to-date books, additional computers, ample classroom supplies and a safe place to store supplies and equipment. In addition, the faculty has been trained to utilize various technologies in the classroom, such as PDAs, Ipods, etc. However, the funds are not available to defray the cost of this technology.

There is evidence that a greater degree of rigor and relevance in teaching and learning is needed. Students' performance on the End-of-Course Tests in Math I (63%), Biology (65%), and Geometry (0%) fall below the system's average for meeting or exceeding the standards. Therefore, instructions in these subject areas must be more rigorous and standards-based. Professional Learning plans to increase the intensity of instruction in all areas for all students have been made. The increase in the number of focus walks that occur has rendered some improvements in overall instructions and delivery; however, employing a variety of instructional approaches will render greater improvements.

There is a need for more student participation in extracurricular activities, clubs, and organizations. Additionally, student tardies cause disruptions in the instructional period. These challenges are being addressed this school year by all sponsors and coaches, as well as by all teachers.

The evidence that supports the perception that there is a lack of sufficient instructional material is:

- The use of outdated textbooks and resource material in some elective classes.
- Not enough computer labs and computers in classrooms to serve students when the use of technology is required in every class taught.
- Not enough equipment available to provide hands-on experiences to all students.

The Quality Review Summary for the 2009-2010 school year made recommendations for improvements. These recommendations include the Leadership Team's developing and refining procedures for looking at data to monitor student growth over time and developing a routine monitoring of instruction that includes monthly focus walks and peer observations of model teachers of best practices in standards-based instruction.

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

Several professional learning activities have been planned and scheduled for 2010 – 2012 school years. Academic achievement involves all students in the school; therefore, all teachers in all departments are required to attend the following professional learning opportunities:

Workshops on Rigor and Relevance

Workshops on Depth of Knowledge

Workshops on Critical Thinking Skills and Thinking Maps

Educators Toolbox

Marzano's Strategies

Differentiated Instructions

Training in the Use of the Promethean Board

ICE for Collaborating Teachers

Multiple Intelligence (Assessment to Determine Learning Styles of Students)

Teaching to the Various Learning Styles of Students

Analyzing Data ~ Data Talks

Developing and Using the Class Profile

Workshops on Parental Involvement

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

7) Describe the process the school will use to recruit highly qualified and effective teachers.

The Human Resource Department conducts a preliminary screening of all candidates using an electronic application system (Paperless Applicant Tracking System -PATS). The principal posts positions on PATS and qualified candidates apply for the job. The principal interviews the highly qualified candidates and make a selection after the interview. The Staff Services Department works with candidates to make sure they comply with the federal mandates of being highly qualified. The Human Resources Department sends certification information to the school principal. That information is used to schedule teachers appropriately.

For teachers and paraprofessionals who do not meet the Highly Qualified (HQ) status, the Human Resources Department develops a Professional Learning Plan (PLP) to address their needs. Title II A funds may be used to assist the candidate in meeting the requirements. Individual schools are made aware of the PLP.

We expect excellence at Dunwoody and have a rich history of attracting good teachers. We feel the academies of Dunwoody High School career academies will help attract even more high-quality teachers. Many Dunwoody teachers and administrators maintain contact with students who have matriculated to colleges. Upon graduation, we make every effort to recruit and hire those who are

highly qualified to teach our students. Supervising teachers also submit the names of student teachers who have demonstrated outstanding teaching skills during their student teaching. The administration then makes every attempt to recruit and hire those persons. Administrators also attend job fairs to recruit highly qualified candidates. Often applicants seek to join our team because of our excellent reputation and positive school culture.

To ensure that teachers maintain their highly qualified status, the master schedule is developed to ensure that all teachers are teaching courses for which they hold the proper certification.

8) List strategies that the school employs to retain highly qualified and effective teachers.

Dunwoody provides a positive school climate, which helps to retain highly qualified teachers. We utilize professional learning opportunities both at the school level and the county level to help our teachers keep pace with newest practices being utilized to ensure quality instruction. We include our teachers in the decision-making process by placing them on leadership teams and asking for their input. We recognize our teachers by choosing teachers of the month for their hard work and effort.

9) Describe the professional development activities that will be implemented to support new highly qualified teachers.

Teachers new to the profession, as well as teachers new to the school, are assigned a Teacher Support Specialist (TSS). The Teacher Support Specialist offers assistance throughout the year by answering questions, providing informal observations, and talking confidentially to new teachers about issues of importance. Some activities in which new teachers are involved are how to: update a webpage, design hands-on lessons, refer struggling learners, minimize paper work and resolve conflicts. Teachers are also assigned a mentor teacher from his or her department.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)

10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.

Teachers play a critical role in the decision-making process of selecting, implementing, and monitoring academic assessments. Teachers utilize relevant, grade level appropriate, and content-based assessments that will accurately measure performance. Teachers have complete autonomy in deciding what types of assessments are appropriate for their students in addition to the State and County's requirements. Teachers also work together within their content areas to devise assessments that best measure performance.

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.

Benchmark and daily assessments serves as indicators to measure instruction. The method of teacher delivery and student acceptance is monitored as well as the appropriateness of the instruction. If students cannot remember concepts, theories, etc., or apply the knowledge, the lesson will be revised and taught again. A re-do policy is in place to accommodate such needs. Instructional strategies such as concept mapping, brainstorming, collaborative pairing, and identifying big ideas are used to enhance instruction. Departments meet monthly to share ideas and discuss ways to improve instruction. General education teachers work collaboratively with exceptional education teachers in planning as well as delivery. We also use flexible groups to address students whose reading levels vary.

Data from academic assessments is used in a variety of ways. Data such as AP and EOCT scores is used to help identify master teachers in each subject area in order to determine course placement for teachers. Data is also used to determine the additional professional learning and training that is needed. Data resulting from academic assessments is used to determine the academic strengths and weaknesses of students so that a strategic or remediation plan can be developed and implemented to increase student achievement school-wide. Administering county wide benchmark assessments in all classes monitors GPS standards. These tests are given at the thirteen and a half-week grading period. Utilizing the testing results allows teachers to focus their attention on the standards that need improvement so they can teach for mastery. By studying data, we are able to determine the areas of concerns and needs to be targeted. During collaborative planning time, teachers address how to revise instruction based on the status of their students.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)

12) Describe the procedures in place to identify students who need additional assistance on a timely basis.

At the beginning of the school year, CRCT scores are used to identify Level I students in Reading and Math for the incoming ninth graders. These students are placed in support classes during first and second semester. Juniors who fail the GHSGT in October are placed in a support class at the beginning of second semester. Teachers in all core areas provide tutorial services before, during and after-school for students who are not successful on benchmark assessments or end of unit tests. The school also participates in an SAT Initiative Program for all students. This program is designed to assist the students with successful outcomes on the SAT. For the past few school years, Dunwoody High School has organized a pull out program to give targeted instruction to those students who have been identified as needing help with passing the Georgia High School Graduation Test.

Progress reports are issued to students every four and a half weeks. Students must sign acknowledging receipt of the progress reports and take them home to a parent/guardian. Pre- and post-tests are administered every three weeks to help teachers and students set goals. The faculty is required to make phone calls to help foster communication when students are in danger of failing or having attendance and behavioral issues. Many teachers use rubrics and portfolios to grade assessments. Students are notified after the three and a half week progress report about tutorial opportunities that are available.

13) Describe how and when data are reviewed to ensure that student progress is occurring.

Every four and a half weeks, data is collected for the progress report to determine student academic progress. A teacher, counselor, administrator and/or parent may identify at-risk students. Once identification is made, there is follow-up with either a referral to our Student Support Team (SST) Coordinator, Lead Teacher for Special Education, or the school social worker. Although teacher/parent conferences are scheduled four times per year, parents have an opportunity to meet with his/her child's teacher at anytime by making an appointment through the guidance department. Data is collected on each student, which may lead to follow-up tests. Accommodations documented in lesson plans include collaborative teaching in core classes, modifications of lesson plans, and IEP's. Dunwoody High School also reviews test scores and student attendance data to identify at-risk students.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.

There is an in-service provided to teachers which describes how to identify at-risk students and the process of referring them to the SST. Other professional learning opportunities provided for teachers to assist with the identification of students at-risk and strategies used to address academic barriers include: Strategic Planning-10 Ways to Promote Literacy in Your School, Teachers as Advisors, and Integrating Curriculum Strategies to Improve Student Comprehension and Motivation.

15) Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

Dunwoody High School provides opportunities for parent teacher conferences four times per year. These conferences are held right after the students receive their progress report. Parents have an opportunity to make appointments and conference with all of their children's teachers. The conferences provide specific strategies for parents and students to use to ensure academic success. The strategies can include tutorials, study strategies, assigning study partners, etc. Parents may also make appointments at any time to meet with teachers. The counseling department schedules ongoing conference to assist parents in making decisions for their child.

Plans for Assisting Children during Transitions (ESEA Mandate #6)

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

Dunwoody High School has a summer bridge program that all ninth grade students can attend to become familiar with the high school. Students attend classes and get a basic orientation about Dunwoody High School. Some of our summer bridge activities are:

- Motivating Your Child to Achieve
- Helping Your Child with Homework
- Standards and Assessments

In addition, our PTSO host a ninth grade orientation before school starts, which allows the parents and students to visit the school. We also have an open house where families follow their student's schedule and meet their teachers.

Dunwoody High School Ninth Grade Coordinators planned three meetings with Peachtree Charter Middle School to inform rising ninth grade students of the Career Academies that Dunwoody High School offers, as well as the Summer Bridge Program.

Dunwoody High School has Career Academies, in which every student has an opportunity to participate. The Academies were established as an effort to keep the interest of all students, decrease the retention rate, and increase the graduation rate. Ninth grade students meet with their counselors to select the career academy in which they wish to participate. The Counseling office meets with sophomores and their parents to ensure that they are placed in the correct career track, scheduled for the PSAT, given information regarding the ACT and SAT, and given information about the availability of financial assistance, college, and career choices.

Counselors meet with juniors to ensure that they are placed in the correct career track and to discuss finalizing post secondary educational choices and the availability of the PSAT, SAT and ACT. The counselors make the ASVAB available to juniors. The counselors also remind juniors of graduation requirements. Counselors meet with seniors and parents to provide post-secondary information, schedule them to take SAT/ACT, assist with scheduling college visits, completing college and financial aid applications, finalizing and submitting transcripts, and completing the graduation process.

For students entering different programs (Special Education, ELL, Title I), current teachers meet with the parents and the students and introduce themselves to the new teacher. They also visit their new classroom.

Support Services for Student Learning

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

By meeting with students individually and in small groups, our counselors are providing resources through a seamless approach designed to guide students through a successful high school experience, as well as through the difficult journey from high school to college, technical school, the military or the workforce. At the beginning of ninth grade, each student collaboratively develops a four-year academic advisement plan with parents and the counselor. Counselors meet with students annually to review their progress and help students navigate the maze of information related to choosing a career and deciding how to achieve the education and training

needed to identify and accomplish their career goals. Each student enrolled in ninth through twelfth grade is assigned a counselor. Dunwoody counselors remain with the students for four years to ensure continuity. Dunwoody High School has a Teacher as Advisor Program in place where each student is assigned a teacher advisor through his or her homeroom. Teacher advisors also monitor students' progress until graduation. Mentors are available to students upon request through the Dunwoody High School Guidance Department.

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

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

The counseling department, school psychologist, student support specialist, and school social worker are charged with providing student the necessary support needed to ensure that they have a positive high school experience. Counselors create an individualized plan for student success. The school psychologist and social worker provide school-wide and outside agencies to assist with any problems or concerns that a student or family may have. Our student support specialist assists with providing instructional support for any students who may need it.

Strategies to Increase Parental Involvement (ESEA Mandate #5)

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

	Site-based Parent Centers/Information Stations		Title I Parent Resource Centers and Facilitators
	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		Title I Parental Involvement Conferences
X	Parental Involvement Survey/Summary		Others (list here)

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

Dunwoody High School has an open-door policy and welcomes parents/guardians and the community. The guidance department works cooperatively with parents to ensure that students have a plan for high school and beyond. Senior conferences are scheduled for every senior and his or her parent during school hours. Grade level advisement is held for underclassmen and their parents. The year begins with an Opening Night Program to inform new parents of the expectations at Dunwoody High School, to give them an overview of the state standards and assessments required for graduation, and to provide the faculty an opportunity to present the mission, vision, and goals for the year. An Open House, follows giving parents and guardians an opportunity to meet teachers and receive information that applies specifically to the classroom. Parents may monitor student progress through the distribution of progress reports, which are issued every four and a half weeks, and parent conferences held four times per year, from 4:00-6:00 p.m. Parents are also allowed to visit classrooms upon request, as well as schedule additional conferences through the guidance department. Parents are also able to view students' grades online via the eSIS. Parents are given materials that describe the state mandated tests and a list of the resources that are available to help students prepare for the tests. Parents with access to the Dunwoody High School website are able to read information pertaining to updates concerning activities and special projects.

Dunwoody High School PTSO is very active and has monthly meetings for families to attend.

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

	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website		Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter (ESEA Mandate)	X	AYP Status Letter (ESEA Mandate)
	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
	DCSS and School Parental Involvement Policy (Title I Mandate)		

22) Describe how parents and community members are involved in the school decision-making process and the development of the Consolidated School Improvement Plan (CSIP).

Dunwoody High School has an open-door policy and welcomes parents/guardians and the community to provide feedback in the planning and implementation of school improvement activities. Parents helped to formulate the vision, mission and belief statements. Parents also evaluated the building and grounds to determine many pertinent needs. Parents, community members, and stakeholders are always provided opportunities to be involved in the overall decision-making process at Dunwoody High School through the PTSO, Media Committee, School Council, Band Boosters, Athletic Booster Club, Parent Involvement Committee, and CSIP committee members. The Band Parents and the Athletic Booster Club raise funds for the band and all of the Dunwoody High School teams. The Media committee members assist with the decisions about purchases in technology, print materials and reference materials for the school library. The Parent Involvement committee works to revise and review any policies that affect student achievement. Our parents have served on the CSIP Steering committee since the beginning of the school year. Their opinion has been very valuable in helping to develop the plan.

23) Describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).

Stakeholder Communication (ESEA Mandate #10)

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

Administrators attend a Summer Leadership conference each July and receive training on test data analysis and interpretation. During pre-planning week, administrators redeliver this training to the teachers so that they can interpret the individual student test results to parents and guardians. Parents receive a written copy of the student's test information through the mail. The information also includes an interpretative guide. Parents also have the opportunity to discuss their child's individual progress with the teacher at a parent/teacher conference. Additionally, the teachers provide test results to parents during Open House and Parent Advisement Night. Assessment results are effectively articulated through charts and spreadsheets. Teachers review results of EOCT and GHSGT with individual students after they have been received at the school. The guidance department also uses the individual test results to refer students for advanced placement or tutorial programs.

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

The results of the disaggregated data are communicated in numerous ways. The DeKalb County School System website, The Governor's Office of Student Achievement and the Department of Education websites provide this data to the public. Additionally, local newspapers print the test results by schools. At the local school, the website, PTSO newsletters, and a Parent Open House provide this information to the parents and community members.

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

The CSIP will be uploaded onto the DeKalb County School System's website as well as Dunwoody's website. The PTSO newsletter will provide information directing stakeholders to the website in order to view the CSIP. A hard copy of the CSIP will be housed in the offices of the Principal, the Assistant Principal, the CSIP facilitator and in the Media Center.

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 statewide and nationwide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

** 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.

Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students’ reading and math levels, their students’ learning styles as reflected in the knowledge base of multiple intelligences, and their students’ individual aspirations for achievement in school.
1. Diagnose the needs of students and create an appropriate Classroom Profile Summary. <ul style="list-style-type: none">▫ Power Standards▫ Multiple Intelligences▫ Formative Assessment Strategies▫ Instructional Strategies
2. Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano’s High Yield Strategies, and instructional assessment strategies within the context of Webb’s Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.
3. Plan engaging lessons: <ul style="list-style-type: none">▫ Three-part lesson (opening, work period, and summary)▫ Essential question(s)▫ Engaging instructional activities based upon the identified power standards and depth of knowledge

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

4. Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

5. Utilize formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards.

6. Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

7. Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 and follow the process until all standards have been taught and mastered by all students.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

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* are 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 are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs 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 was 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.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*, then a citation and abstract of the pertinent research is required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

<u>Identified Need</u>	<u>Action Plan and Page #</u>	<u>Citation and Abstract</u>

***If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.**

Coordination and Integration of Federal, State, and Local Services and Program Funds (ESEA Mandate # 8 – must be updated annually)

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	Title II Funds used for Science, Technology, Engineering, and Math grant.
State Funds	Per Pupil – provides teachers, support personnel, administration, instructional supplies, equipment, and technology Local Media funds support the library with print and non-print materials and software
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	Not applicable to Dunwoody High School
Federal School Improvement Grants	Title II Funds used for Science, Technology, Engineering, and Math grant.
Local Professional Learning Funds	Professional learning opportunities will be provided for the staff based on needs determined through data analysis, walkthrough observation, and interest to focus on student learning. All teachers will attend workshops on the SST/504 program and procedures and will use SST/504 and Special Education strategies and modifications to promote an increase in the graduation rate for Hispanic students and for Students with Disabilities. 2) All teachers will participate in ongoing professional learning opportunities that focus on using Bloom’s Taxonomy to differentiate instruction and to teach to the multiple intelligences that exist within a school. 3) Our trainers will redeliver information regarding transition from QCCs to GPS.
Grants (list)	-Wal-Mart awarded a \$1,000 grant to the Academy of Mass Communications to purchase equipment and supplies. -Wal-Mart awarded a \$1,000 grant to our Instrumental Music Department to purchase equipment and music. -Save-the-Music Program awarded a \$1,500 grant to our Instrumental Music Department to purchase equipment and music. -Citibank awarded a \$3,000 grant to the Academy of Finance to address instructional needs. -Many community businesses give grants and donations for whatever needs arise. Parents also

	<p>make donations to support the entire instructional program.</p> <ul style="list-style-type: none">-Dunwoody HS received a grant to educate our students regarding safety and driving. Dunwoody started a Students Against Drunk Driving (SADD) chapter.-The Atlanta Journal Constitution awarded a \$2,000 grant to the school. Newspapers are delivered daily to the school for use in the classrooms.
PTSO	<p>PTSO gave \$3,000 to the principal to use at his discretion for departmental grants, professional development workshops or seminars, and instructional support at the beginning of the year. PTSO has allocated \$7,800 for special projects, school gifts, building and grounds maintenance, and campus beautification efforts. Also, PTSO allocated \$200 for the teacher of the year to purchase instructional items for the classroom.</p>
Partners in Education	<p>Our partner-in-education, Northside Hospital, provides funds for professional development, student scholarships, teacher of the year banquet, medical supplies, and calling posts. Also, Northside Hospital awarded a \$3,000 grant to the Math Department for supplies and equipment.</p>
Other (list)	<p>Not applicable to Dunwoody High School</p>

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: Students will increase achievement on GHSGT Reading Language Arts in meeting or exceeding standards by the end of the 2010-2012 school year. The desired outcome is a 3% increase in students achievement from 94% to 97% (all students)				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<i>All Students</i> <i>Utilize materials that allow students to practice test-taking strategies through resources like SAT online, collegeboard.com, and USA test prep</i>	\$1,000 from PTSO	August 2010- May 2012 Principal Counselors, Teachers	Collection of lesson plans, benchmark test scores, tutorial logs, data analysis worksheets, data wall, and individual score reports.	Analysis of GHSGT, EOCT, SAT, ACT, benchmark tests, and AP scores, 3-week progress reports, report cards. Teachers can articulate how instruction directly relates to student progress toward standards.
<i>Implement Writing Boot Camp and Writing Lab curriculum and structure to address deficits in reading and writing.</i>	\$800 PTSO	August 2010- May 2010 Principal, Administration, English Teachers.	Collect lesson plans, master schedule, student portfolios, benchmark assessments, progress reports, report card Create Professional Learning agendas, analyze teacher evaluations of Professional Learning opportunities.	Analyze SAT, AP, EOCT, and GHSGT scores.

<p><u>Students with Disabilities</u> <i>Offer after-school tutorial programs to remediate failing grades and prepare for GHSGT and GHSWT.</i></p>	<p>Stipend for after-school teachers.</p>	<p>Fall 08, Spring 09 Administration, Instructional Leaders, Teachers.</p>	<p>Collect and analyze tutorial logs, benchmark test scores, progress reports and report cards.</p>	<p>EOCT, SAT, ACT, benchmark tests, AP scores, and IEP accommodations.</p>
<p><u>English Language Learners*</u> <i>Learn and implement research-based strategies for the ELL student like think-pair-share, jigsaw, KWL strategies, and response journals.</i></p>	<p>No funding needed.</p>	<p>Ongoing Principal Teachers, Administration, ELL-Certified Teachers.</p>	<p>Evaluate lesson plans, benchmark assessment data, progress reports.</p>	<p>Analyze GHSGT, EOCT, SAT, ACT, benchmark tests, and AP scores.</p>
<p><u>Technology Integration</u> <i>Enable students to access websites for practice tests and study materials, including USA TestPrep, Georgia OAS, PLATO and the DOE website; incorporate new classroom computers into lesson and unit planning.</i></p>	<p>No funding needed.</p>	<p>Ongoing Principal Teachers, CTSS, Reading Specialist.</p>	<p>Collect lesson plans, benchmark assessments, computer lab logs, tutorial logs.</p>	<p>Analyze GHSGT, EOCT, SAT, ACT, benchmark tests, and AP scores.</p>

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: Students will increase achievement on GHSGT Reading/Language Arts in meeting or exceeding standards by the end of the 2010-2012 school years. The desired outcome is a 3% increase in student achievement from to 94% to 97% (all students).				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Curriculum Standard 1: The school's curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Georgia Performance Standards (p.13) <i>Performance/Action 1</i></p> <p>The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject. To prepare for a vertical alignment, teachers review standards in the previous grade level to understand what students have been taught the year before. They also review the standards of the next grade level to understand what is expected the following year. Secondary teachers review the standards of prerequisite and subsequent subject areas. A scope and sequence is outlined to verify that all standards and elements are included within each maps/units (p.13)</p>		<p>Continuously throughout school year All teachers</p>	<p>Aligned curriculum documents Curriculum alignment minutes/agendas Professional learning plans Grade level/subject area standards</p>	<p>Teachers show a correlation of the state and local standards to the local curriculum documents. Teachers can show where standards and elements are introduced and reviewed within the curriculum maps/units. They also can explain how the previous year's content provides the foundation for what is taught at the current grade level or in the course they are teaching. Finally, they are able to explain how they will prepare current students for the next grade or course.</p>

<p>Instruction Standard 3: High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria. (p.80) <i>Performance/Action 1</i></p> <p>Teachers have clearly defined curriculum plans and expectations for meeting the standards in each subject area. The plans and expectations are discussed with the students as a whole group, in teacher-student conferences, as well as parent conferences. As a result, students write clear, meaningful, and personal goals based on the standards and summative or formative assessment results. As they strive to meet their goals, students use feedback to analyze and revise their work. (p.80)</p>		<p>Continuously throughout school year All teachers</p>	<p>Standards based displays Teaching and scoring rubrics developed by teachers and students Teacher/parent/student conference notes Conferencing logs Student achievement goals Student contracts Analyzed student work with standards-based commentary</p>	<p>Students can articulate their goals. Students compare their work to benchmark work, rubrics, etc., and can explain how their work is progressing toward meeting the standard(s) and developed goals. Parents can articulate the standards and goals their child or children are striving to meet.</p>
<p>Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement. (p.34) <i>Performance/Action 3</i></p>		<p>Continuously throughout school year All teachers</p>	<p>Bulletin board that displays the standard, element, and task, Rubric or other scoring criteria Analyzed student work with teacher and/or student</p>	<p>Teachers utilize a visual display as an instructional tool to display work that meets standards. Students can explain how they interact with the display to help guide their work toward meeting the standard.</p>

<p>Teachers provide students with examples of work that meets standard(s) by creating a display that includes benchmark work, specific commentary as to how this work meets the standard, assessment criteria, etc. (p.35)</p>			<p>commentary, etc.</p>	
<p><u>Students with Disabilities</u></p> <p>Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement. (p. 34) <i>Performance/Action 1</i> Student data from state assessment results (CRCT, Writing Assessments, EOCTs, and EGHSGTs, etc.) is disaggregated to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning</p>		<p>Continuously throughout school year All teachers</p>	<p>Disaggregated test data Classroom profiles, etc.</p>	<p>Leadership and teachers can communicate the strengths and weaknesses identified in state assessment data at a variety of levels to include the school, individual grades, classrooms and individual students.</p>

<p>priorities for the school improvement plan. (p. 34)</p>				
<p><u>English Language Learners*</u> Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement. (p. 34) <i>Performance/Action 2</i> Staff members in high schools and their feeder middle school(s) collaborate to proactively utilize their collective data in order to pose probing questions and plan strategic actions that will raise student achievement and graduation rates, while eliminating performance gaps. (p.34)</p>		<p>Continuously throughout school year All teachers</p>	<p>Disaggregated test data Strategies identified in school improvement plans Classroom profiles, etc.</p>	<p>Middle and high school teachers are able to explain improvement goals for grades six through twelve and how they are implementing aligned strategies in the classroom.</p>
<p><u>Technology Integration</u> Curriculum Standard 3: Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum. (p. 21) <i>Performance/Action 2:</i> System level personnel and school level</p>		<p>Continuously throughout school year All teachers</p>	<p>Budget/grant writing Inventory of materials</p>	<p>Technology (computers, calculators, etc.) is routinely utilized by teachers and students to perform tasks and support real life learning.</p>

administrators work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation. (p. 22)				
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Mathematics Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: Students will increase achievement on GHSGT Math in meeting and exceeding standards by the end of the 2010-2011 school year. The desired outcome is a 1% increase in student achievement from 97% to 98%.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Curriculum Standard 1: The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Georgia Performance Standards (p.13) <i>Performance/Action 1</i></p> <p>The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject. To prepare for a vertical alignment, teachers review standards in the previous grade level to understand what students have been taught the year before. They also review the standards of the next grade level to understand</p>		Continuously throughout school year All teachers	<ul style="list-style-type: none"> ✓ Aligned curriculum documents ✓ Curriculum alignment minutes/agendas ✓ Professional learning plans ✓ Grade level/subject area standards 	<p>Teachers show a correlation of the state and local standards to the local curriculum documents.</p> <p>Teachers can show where standards and elements are introduced and reviewed within the curriculum maps/units. They also can explain how the previous year’s content provides the foundation for what is taught at the current grade level or in the course they are teaching. Finally, they are able to explain how they will prepare current students for the next grade or course.</p>

<p>what is expected the following year. Secondary teachers review the standards of prerequisite and subsequent subject areas. A scope and sequence is outlined to verify that all standards and elements are included within each maps/units (p.13)</p>				
<p>Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning. <i>Performance/Action 1</i> The expected understanding of units and lessons are determined collaboratively by teachers and are based on the standards for the subject and/or grade level. Essential questions, enduring understandings, or lesson goals use the language of the standards/elements appropriate for the lesson. The teacher explains the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson.</p>		<p>Continuously throughout school year All teachers</p>	<ul style="list-style-type: none"> ✓ Posted essential questions, enduring understandings learning goals ✓ Lesson and/or unit plans with learning goals ✓ Common performance tasks, etc. 	<p>Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently in like grade level and/or content area classrooms. Teachers articulate a common understanding of the rigor expected from the standards.</p>
<p>Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to</p>		<p>Continuously throughout school year All teachers</p>	<ul style="list-style-type: none"> ✓ Bulletin board that displays the standard, element, and task, 	<p>Teachers utilize a visual display as an instructional tool to display work that meets standards. Students can explain how they</p>

<p>design and adjust instruction to maximize student achievement. (p.34) <i>Performance/Action 3</i> Teachers provide students with examples of work that meets standard(s) by creating a display that includes benchmark work, specific commentary as to how this work meets the standard, assessment criteria, etc. (p.35)</p>			<ul style="list-style-type: none"> ✓ Rubric or other scoring criteria ✓ Analyzed student work with teacher and/or student commentary, etc. 	<p>interact with the display to help guide their work toward meeting the standard.</p>
<p><u>Students with Disabilities</u> Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement. (p. 34) <i>Performance/Action 1</i> Student data from state assessment results (CRCT, Writing Assessments, EOCTs, and EGHS GTs, etc.) is disaggregated to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning priorities for the school improvement plan. (p. 34)</p>		<p>Continuously throughout school year All teachers</p>	<ul style="list-style-type: none"> ✓ Disaggregated test data ✓ Classroom profiles, etc. ✓ Saturday tutorials, student math mentors 	<p>Leadership and teachers can communicate the strengths and weaknesses identified in state assessment data at a variety of levels to include the school, individual grades, classrooms and individual students.</p>

<p><u>English Language Learners*</u> Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement. (p. 34) <i>Performance/Action 2</i> Staff members in high schools and their feeder middle school(s) collaborate to proactively utilize their collective data in order to pose probing questions and plan strategic actions that will raise student achievement and graduation rates while eliminating performance gaps. (p.34)</p>		<p>Continuously throughout school year All teachers</p>	<ul style="list-style-type: none"> ✓ Disaggregated test data ✓ Strategies identified in school improvement plans ✓ Classroom profiles, etc. 	<p>High school teachers are able to explain improvement goals for grades nine through twelve and how they are implementing aligned strategies in the classroom.</p>
<p><u>Technology Integration</u> Instruction Standard 2: Research-based instruction is standard practice. (p.79) <i>Perrformance/Action 1</i> Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum. (p. 79)</p>		<p>Continuously throughout school year All teachers</p>	<ul style="list-style-type: none"> ✓ Budget/grant writing ✓ Inventory of materials ✓ Computers ✓ Lesson and unit plans ✓ LCD projectors and other technological equipment 	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning. Technology (computers, calculators, etc.) is routinely utilized by teachers and students to perform tasks and support real life learning.</p>

			✓ Comprehensive plan to integrate technology	
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan (NCLB Mandate)

Annual Measurable Objective: Students will increase achievement on GHSGT Science in meeting and exceeding standards by the end of the 2009-2010 school year. The desired outcome is a 1% increase in student achievement from 95% to 96%.

Students will increase achievement on EOCT in meeting or exceeding standards by the end of the 2010-2011 school year. The desired outcome is an increase in student achievement for all students and the following subgroups: Proficiency, and Students with Disabilities subgroup. An increase in the number of all students passing the Biology EOCT from 71% to 78% and also an increase in the number of all Physical Science students passing from 77% to 80%.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Assessment 1.1; PA 1 Implement strategies and interventions based on students' academic deficiencies in domain areas of the GHSGT: 1. Use data to plan instructional strategies for subgroups 2. Implement a strong inquiry component throughout the science department—Teach for Rigor and Relevance. Allow students to participate in authentic research and	Provide Professional Learning (PL) opportunities on standards-based teaching (GAPSS guidelines) and learning to include:	Per Pupil STEM Grant Science Predictor Test - Dekalb Media Center - DHS (Review Materials GHSGT, EOCT, available for checkout) Department tutoring	September 2010 – May 2011 -Administrators -Instructional leaders -Teachers -Counselors -Graduation Coach - Media Specialists	List of target students Conferencing logs PL logs Sign in logs – student tutorials Collaborative Planning Logs Electronic Lesson Plans Classroom assessments, projects, benchmark assessments, science fair projects, Y.E.S.

<p>prepare for science competitions locally, regionally and nationally.</p> <p>3. Provide additional assistance in deficit areas on the EOCT and</p>	<p>1. Bell to bell rigorous instruction in all courses</p>	<p>Scantrons -</p>	<p>-Counselors, Graduation Coach - sending individual</p>	
<p>GHS GT science domains based on the Science Predictor Test through targeted tutorial and peer tutoring.</p> <p>4. Implement departmental tutoring for all courses (Biology, Physical Science, Chemistry, & Physics).</p> <p>5. Implement collaborative planning for all science courses with multiple teachers.</p> <p>6. Use the contact log to ensure parental contact about student progress.</p> <p>7. Monitor attendance of student tutorials using sign in logs.</p> <p>8. Invite science professionals as guest speakers and visit local colleges and universities to build a network for students.</p>	<p>using the three part lesson.</p> <p>2. Standards are posted and students are aware of curriculum standards, and the Georgia Performance standards.</p> <p>3. Provide specific written commentary and feedback for assignments.</p> <p>4. Develop a progressive plan of instruction using benchmark data, AP scores, pre/post tests.</p>	<p>\$1,400 – DHS per pupil</p> <p>Tools for Differentiation, Lesson Launchers, Lesson Reviews, Bloom’s, Brain Boosters, Reading Comprehension & Vocabulary</p> <p>Georgia Tech – Faculty</p> <p>College Board – guest speaker</p> <p>Fernbank Science Center instructors</p> <p>Understanding GPS</p> <p>Explore Learning – Gizmos www.explorelearning.com</p>	<p>invitations to students that failed a Science EOCT or the science predictor test -DHS (individual teachers – dependent on subject)</p> <p>-DeKalb & other trainees</p>	<p>projects, inquiry based labs,</p> <p>Collect Benchmark Test Student portfolios, research projects (science fair & Y.E.S), differentiated lesson plans (each subject) , parent portal monitoring, 4.5-week progress reports, report cards, tutorial logs, lab collaboration, science clubs and organizations, USA Test Prep</p> <p>Observe Benchmark testing, lesson plans</p>

<p>Curriculum 1.2; PA 4</p>				
<p>Providing GPS specific feedback and writing effective commentary using classroom and laboratory composition notebooks and rubrics for projects.</p> <p>Instruction 2.1; PA 1 Implement bell to bell instruction in all classes using the three part lesson</p> <p>Assessment 1.1; PA 1 Use data from benchmarks, EOCT, and other data sources to develop and implement lesson plans.</p> <p>Curriculum 1.2; PA 1 Establish Standards-Based Model Classrooms</p> <ol style="list-style-type: none"> 1. Modeling of best practices in the classrooms 2. Focusing PLC meetings on content development and analyzing student work 3. Analysis of data to direct classroom instruction. <p>Planning and Organization 2; PA 2</p> <ol style="list-style-type: none"> 1. Use differentiated instructional strategies in all classes daily. 2. Increase the usage of higher-level questions for assessment as well as performance tasks that require critical thinking. <p>Instruction 2.1; PA 2</p> <ol style="list-style-type: none"> 1. Use differentiated instructional strategies in all classes daily. 3. Have collaborative planning groups with content teachers for content development and analysis of student understanding and data. 	<p>Teachers will also attend professional development to use available textbook software & explore learning (gizmo) to improve student achievement.</p> <p>Teacher will be able to articulate the use of EOCT standards in lesson plans. Analysis of benchmark data.</p> <p>Teachers will attend Faculty Meetings, Weekly Collaborative Planning Meetings (subject specific), Professional Learning Community Meetings</p>	<p>www.usatestprep.com</p> <p>District & Department – Staff Development</p> <p>District Funding</p>		

<p>4. Develop plans for remediation and mastery for students to master the standards. 5. Model and implement best practices. sources to develop and implement lesson plans with added support. Establish Standards-based model Classrooms. Develop and implement a system for monitoring progress to determine the effectiveness of Professional Learning to teach science using GPS.</p>	<p>(Department Meetings), Professional Development Workshops.</p>			
<p>Develop and implement a system of support for ELL and SWD: 1. Place students in the least restrictive environment to increase student achievement.. 2. Encourage teachers to receive ESOL endorsement. 3. Provide extended day tutorials 4. Provide time for collaborative and content teachers to plan lessons. 5. Use Robert Marzano nine strategies.</p>	<p>ESOL endorsement Scheduling to provide subject teachers with common planning – DHS Provide Professional Learning before and after school for teachers to collaborate</p>	<p>Dekalb</p>	<p>September 2010 – May 2010 August 08-May 10 -ELL teachers -Special Ed -LTSE -Administrators -Instructional leaders -Teachers -Counselors -Graduation coach -IT (computer labs working efficiently) -Recovery course -Georgia Virtual School -Free (Student) -Recovery teacher</p>	<p>Collect student portfolios, research projects, lesson plans, 4.5-week progress reports, report cards, tutorial logs, communication logs</p>

				- District Funds -Library Media Specialist – Review books (\$25 per book)	
<p>Technology Integration: Use technology integration to support classroom instruction, to include:</p> <ol style="list-style-type: none"> PowerPoint presentations, brochures and pamphlets, Explore Learning Gizmos, research papers, data Excel spreadsheets, Excel graphing, Inspiration graphic organizers, virtual labs, multimedia portfolios, Activeboard remotes Use GHSGT/EOCT Practice Tests/Georgia Online Assessment System, USATestPrep, GHSGT Coach, GPS Edition, Science workbooks Partner with DCSS, MIS, Peachtree Charter MS to develop a school-wide technology plan that is focused on student achievement and Biotechnology Provide instruction by teacher librarian in the use of Destiny and NoveList to locate appropriate resource and reading materials for science standards 	<p>Provide Professional Learning using the Activeboard</p> <p>Provide Professional Learning before and after school for teachers to collaborate</p>	No estimated cost	<p>September 2010 -May 2010- -IT (computer labs working efficiently) - Teacher – District Funds -Library Media Specialists -Teachers -CTSS</p> <p>-Library Media Specialist – Review Books (\$25 per book)</p>	<p>Collect student portfolios, research projects, lesson plans, 4.5-week progress reports, report cards, tutorial logs, communication logs, Check in-out sheets, use logs for computer labs, pictorial evidence of projects, teacher web pages exhibiting student work.</p>	<p>Teachers are able to articulate and demonstrate effective use of differentiation of instructional strategies.</p> <p>Teachers have examples of critical thinking, higher order questions included in lesson plans, posted student work student projects and class activities.</p> <p>Teachers have examples of technology used in instructional delivery, lesson plans and student work.</p> <p>Students are able to articulate how technology supports, enhances, reinforces or reviews GPS.</p>

<p><u>Students with Disabilities</u></p> <p>Instruction 2.1 PA 2 (DCSS Instructional Framework Steps #3, 4)</p> <p>Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students’ mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>	<ul style="list-style-type: none"> • No Cost to Local School • HSTW workshops funded by school district • Project ICE Training funded by school district 	<ul style="list-style-type: none"> • 2010-2012 • Principal • Assistant Principals • SEVLT • Special Education Department Chair • Special Education Teachers • General Education Teachers 	<ul style="list-style-type: none"> • Small groups, pairs, independent work, conferencing etc. observed • Co-teaching lesson plans • Room arrangement that supports delivery modes, etc. 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students’ needs.</p> <p>Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>
<p><u>English Language Learners*</u></p>				
<p><u>Technology Integration</u></p>				

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

Social Studies Action Plan

<p>Annual Measurable Objective: Students will increase achievement on GHSGT Social Studies in meeting or exceeding standards by the end of the 2010-2012 school year. The desired outcome is a 2% increase in students achievement from 85% to 86% (all students)</p>				
<p>Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)</p>	<p>Estimated Cost/Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
			<p>Artifacts</p>	<p>Evidence</p>
<p>Instruction Standard 2: Research-based instruction is standard practice. Performance/Action 1 Teachers study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction.</p> <p>Performance/Action 2 Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes use one of the five instructional models to best support students' mastery of standards: station</p>	<p>None</p>	<p>August 2010 - May 2011 Administrators -Instructional leaders -Teachers -Counselors -Graduation coach</p>	<p>Open-ended questions on assessments - Performance tasks - Rubrics - Graphic organizers - Classroom assessments - Posted essential questions, standards, etc. - Guest speakers -Small groups, pairs, independent work, conferencing etc. observed - Co-teaching lesson plans - Room</p>	<p>Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking. Advanced Placement Scores.</p>

<p>teaching, parallel teaching, alternative teaching, team teaching, or one teach one assist.</p>			<p>arrangement that support delivery modes, etc.</p>	
<p>Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all teachers use assessment data to design and adjust instruction to maximize student achievement.</p> <p>Performance/Action 1 1. Student data from state assessment results (EOCT, GHS GT, etc.) is disaggregated to identify patterns for specific students or groups of students. Content area teachers collaborate to analyze data to determine learning priorities to enhance student performance.</p> <p>2. Provide additional assistance in deficit areas on the EOCT and GHS GT social studies domains through targeted tutorial.</p> <p>3. Implement departmental tutoring for all classes (Civics, World Geography, World History, U.S. History and Economics).</p>	<p>None</p>	<p>August 2010- May 2011 Administrators -Instructional leaders -Teachers -Counselors -Graduation coach</p>	<p>Disaggregated test data - Agendas and minutes - Classroom profiles, etc. - Lesson plans - Department meetings -Progress Reports -Student work -Classroom observations -USA Test Prep diagnostic for all students.</p>	<p>Teachers analyze data and can communicate the strengths and weaknesses identified by EOCT (US History & Economics) and GHS GT tests and 4.5 week progress reports..</p> <p>Teachers are able to explain improvement goals for grades 9-12 how they are implementing aligned strategies in the classroom.</p> <p>As a result of collaborative analysis of assessments, teachers improve their practice. Teachers can articulate examples of instructional practices they have learned from their collaborative partners.</p> <p>Teachers can articulate how they have adjusted instruction based on the analysis of student work.</p>
<p><u>Students with Disabilities, ELL and Economically Disadvantaged.</u> Develop and implement a system of support for ELL ,SWD, Economically Disadvantaged: 1. Implement small group settings and</p>	<p>None</p>	<p>August 2010- May 2011 Administrators -Instructional leaders -Teachers -Counselors</p>	<p>-4.5 week progress reports -Tutorial logs -Lesson plans -USA Test</p>	<p>Analyze classroom assessments, EOCT & GHS GT test results, 4.5 week progress reports, and student transcripts.</p> <p>Teachers are able to articulate and demonstrate effective use of</p>

<p>researched-based instructional activities to increase attendance rate, and proficiency levels of our Hispanic, ELL, Students with Disabilities, and Economically Disadvantaged students. 2. Specific tutorials geared to the EOCT in US History, Economics and GHS GT for targeted subgroups and the general US students 3. Encourage teachers to receive ESOL endorsement</p>		<p>-Graduation coach - ESOL teachers</p>	<p>Prep data</p>	<p>differentiation of instructional strategies to meet the needs of identified subgroups. Teachers have examples of critical thinking, higher order questions included in lesson plans, posted student work student projects and class activities.</p>
<p><u>Students with Disabilities</u> Instruction 2.1 PA 2 (DCSS Instructional Framework Steps #3, 4) Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>	<ul style="list-style-type: none"> • No Cost to Local School • HSTW workshops funded by school district • Project ICE Training funded by school district 	<ul style="list-style-type: none"> • 2010-2012 • Principal • Assistant Principals • SEVLT • Special Education Department Chair • Special Education Teachers • General Education teachers 	<ul style="list-style-type: none"> • Small groups, pairs, independent work, conferencing etc. observed • Co-teaching lesson plans • Room arrangement that supports delivery modes, etc. 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs. Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>
<p><u>English Language Learners*</u></p>				

<p><u>Technology Integration</u></p> <p>Performance/ Action 2 Teachers effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promotes content research and require the conceptual application of the standards.</p>		<p>August 2010- May 2012</p> <p>Administrators -Instructional leaders -Teachers -Counselors -Graduation coach</p>	<ul style="list-style-type: none"> -Computers - Lesson or unit plans - LCD projectors and other technological equipment - Media center/lab use schedule - Student work enhanced by technology - Performance tasks incorporating technology - Research projects, etc. 	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been 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.</p>

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

Second Indicator: Attendance/Graduation Rate Action Plan

Annual Measurable Objective: Students will attend school regularly; thereby, the absenteeism rate will decrease. The desired outcome is to decrease the amount of students that miss fifteen or more days. The desired outcome is a 2% decrease.

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Send letters home to notify parents of child’s attendance record</p> <p>Call families to discuss absences</p> <p>Contact resource personnel and counselor to intervene and offer support or guidance</p> <p>Utilize proactive intervention strategies to prevent unnecessary absences</p> <p>Educate families and connect absenteeism to success in school</p> <p>Establish constant and open communication between school and community</p> <p>Provide attendance update at monthly monthly DHS School Council</p> <p>Create perfect attendance recognition</p>	No estimated cost	<p>August 08</p> <p>May 10</p> <p>-Principal Administrators</p> <p>-Instructional leaders</p> <p>-Teachers</p> <p>-Graduation coach</p> <p>-Counselors</p>	<p>-Collect attendance reports</p> <p>-Observe for teacher postings</p> <p>-AWOL reports</p> <p>-Critical absence reports</p> <p>-SmartWeb attendance records</p>	Analyze attendance data, call logs, meeting logs, school report card, and AYP report.
<p><u>Subgroup</u> <i>Utilize parent Access, The DHS Web Page will be utilized to increase the attendance rate of our Hispanic, ELL (ELL), Students with Disabilities, and Economically Disadvantaged students.</i></p>	No Estimated Cost	<p>August 08</p> <p>May 10</p> <p>-Principal Administrators</p> <p>-Instructional leaders</p> <p>-Teachers</p>	<p>-Observe Attendance reports</p> <p>-Check teacher postings</p> <p>-AWOL</p>	Analyze Attendance data, call logs, meeting logs, school report card, and AYP report.

		-Graduation coach	reports -Collect Critical Absence Report -SmartWeb attendance records	

Library-Media Action Plan				
Annual Measurable Objective: Students will increase achievement on standardized tests in core subject areas meeting and exceeding standards by 3% by the end of 2010-11.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 1.2:PA 4</u> The media specialist 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. Media Specialists</p> <ul style="list-style-type: none"> • serve on Instructional Leadership Team • Collaborate with teachers to plan research projects that align with GPS • Assist students individually and in large and small groups with use of media center print and electronic resources for content area skills practice and for subject area projects that engage students in higher order thinking skills and processes • Demonstrate how to use features of electronic test study guides to increase content area skills, including how to take a diagnostic test, utilize feedback to analyze strengths & weaknesses, & utilize practice activities to increase content knowledge in weak areas 	N/A	<p>8/2010-5/2011</p> <ul style="list-style-type: none"> • Principal • Instructional ILeaders • Media specialists • Teachers 	<ul style="list-style-type: none"> • Disaggregated Lexile reports &/or local reading reports • Resource alignment to units • Media circulation records, including, but not limited to, circulation statistics & materials reports • Collaboration planning schedule & content-based collaboration notebooks • Media Center sign-in log • Usage reports for databases 	<ul style="list-style-type: none"> • Resources from the media center are correlated to grade level units of study. • GHS GT & EOCT scores • Circulation rates • Number of students using the media center • Number of collaboration units between LMS and core subject area teachers

<ul style="list-style-type: none"> • Purchase and promote subject area materials as well as new or revised GHSGT and EOCT study guides • Purchase and promote books for pleasure reading in order to increase reading comprehension, including high interest/low vocabulary titles for teens and books in Spanish language. 			<p>and e-books</p>	
<p><u>Technology Integration. Instruction 2.7:</u> <u>PA 2:</u> Teachers effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology 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. Media Specialists</p> <ul style="list-style-type: none"> • utilize Promethean Board & document camera to demonstrate <ul style="list-style-type: none"> • print & electronic resources for content area research, including Destiny, GALILEO, Gale, Pro/Con Online, & e-books • USA TestPrep & DOE Website for content area skill practice • software for student multi-media projects, including MS Word, MS Publisher, PowerPoint, & iMovie • place links on DHS Website to allow student access to resources 	<p>N/A</p>	<p>8/2010-5/2011</p> <ul style="list-style-type: none"> • Principal • Instructional Leaders • Media Specialists • Teachers 	<ul style="list-style-type: none"> • Computers and software • Lesson or unit plans • Promethean Board, Document Camera, & other technological equipment • Media center use schedule • Student work enhanced by technology • Performance tasks incorporating technology • Research projects 	<ul style="list-style-type: none"> • Students can articulate how technology supports their learning. • Students can provide examples of student work that has been 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.

from home				
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Professional Learning Plan (CSIP 2009 through 2010) -

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 (Artifacts)	Evidence of Impact (Student Learning Data)
State (PL Funds)	Integrate differentiated instruction in the classroom to promote engagement of all students in the learning process.	<ul style="list-style-type: none"> • Create learning centers with computer access for student scholarship and practice. • Implement afterschool peer-tutoring using Math Honor Society, National English Honor Society, and National Honor Society students. • Implement peer-tutoring within the classroom. • Implement computer-guided tutoring. • Use varied and differentiated assessment i.e. creative projects, presentations, games etc. to engage student learning. • Use SAT online and USA Test Prep computer programs to help students work at an individualized pace for test taking. • Use authentic assessment so that students may produce more hands-on activities. • Plan instruction to address multiple intelligences. • Use Socratic seminar as a means to teach argument and debate. • Use block scheduling as a means to vary 	July 2010-June 2011	Assessment Results, Student portfolios, Research projects, differentiated lesson plans, progress reports, report cards, and tutorial logs	GHS GT, EOCT, SAT/ACT, AP Scores

		<p>instruction during class period across all disciplines.</p> <ul style="list-style-type: none"> • Encourage community involvement such as... using community resources to teach, tutor, and sponsor struggling students. • Allow students access to technology during the school day, across the curriculum. • Offer meaningful staff development opportunities to teacher to address teaching methods and pedagogy. 			
State (PL Funds)	Engage students in higher order thinking skills and processes.	<ul style="list-style-type: none"> • Use questioning based on higher levels of Bloom’s Taxonomy. • Form essential questions with class related to the topic and larger context of the topic discussed or taught. • Use illustrations to enhance vocabulary and content knowledge for students. • Plan instruction to integrate Bloom’s Taxonomy in all content areas. • Participate in ongoing professional learning opportunities that focus on using Bloom’s Taxonomy in an effort to increase student achievement and teach to the multiple intelligences that exist within our school. 	July 2010- June 2011	Student portfolios, research projects, lesson plans, progress report cards, vertical team meeting notes, word wall	GHSGT, EOCT, SAT/ACT
State (PL Funds)	Implement classroom management strategies to promote engagement of all students in the learning process.	<ul style="list-style-type: none"> • Create learning centers with computer access for student scholarship and practice. • Use authentic assessment so that students may produce more hands-on activities. • Offer meaningful staff development opportunities to teacher to address 	July 2010- June 2011	Assessment results, student portfolios, research projects, differentiated lesson plans, progress reports, report cards, and tutorial logs	GHSGT, EOCT, SAT/ACT, AP scores

		teaching methods and pedagogy.			
State (PL Funds)	Increase the number of Special Education Students passing the GHSGT & EOCT.	<ul style="list-style-type: none"> • Offer professional learning opportunities to all teachers to focus on effective instruction for students serviced through Special Education. • Offer professional learning opportunities to all teachers in effective co-teaching strategies. • Plan instruction to address the needs of Special Education students. 	July 2010-June 2011	Lesson plans, focus walks	GHSGT, EOCT
State (PL Funds)	Increase the number of English Language Learners passing the GHSGT & EOCT.	<ul style="list-style-type: none"> • Offer professional learning opportunities to all teachers to focus on effective instruction for students serviced through ESOL. • Offer professional learning opportunities to all teachers in effective co-teaching strategies. • Plan instruction to address the needs of ELL students. 	July 2010-June 2011	Lesson plans, focus walks	GHSGT, EOCT
State (PL Funds)	Implement GPS Math curriculum	<ul style="list-style-type: none"> • Plan, modify and implement lessons that integrate all math principles. • Offer collaborative planning periods to promote teacher sharing and continuity. • Offer professional learning opportunities to focus on effective instruction of the GPS Math curriculum. 	July 2010-June 2011	Lesson plans, meeting notes, focus walks	GHSGT, EOCT
State (PL Funds)	Implement GPS ELA curriculum	<ul style="list-style-type: none"> • Plan, modify and implement lessons that integrate all ELA principles. • Offer collaborative planning periods to promote teacher sharing and continuity. • Offer professional learning opportunities to focus on effective instruction of the GPS ELA curriculum. 	July 2010-June 2011	Lesson plans, meeting notes, focus walks	GHSGT, EOCT

State (PL Funds)	Implement GPS Science Curriculum	<ul style="list-style-type: none"> Plan, modify and implement lessons that integrate all science principles. Offer collaborative planning periods to promote teacher sharing and continuity. Offer professional learning opportunities to focus on effective instruction of the GPS Science curriculum. 	July 2010-June 2011	Lesson plans, meeting notes, focus walks	GHSGT, EOCT
State (PL Funds)	Integrate technology in the classroom to promote engagement of all students in the learning process.	<ul style="list-style-type: none"> Identify curricular concepts that will benefit from technology enhancement. Plan, modify and implement lessons that integrate Web 2.0 tools. Plan, modify and implement lessons that integrate graphic organizers to enable students to organize ideas and to convey complex concepts of the curriculum. Offer professional learning opportunities to implement ISTE National Educational Technology Standards 	July 2010-June 2011	Assessment Results, Student portfolios, Research projects, technology-rich lesson plans, progress reports, report cards, and tutorial logs	GHSGT, EOCT, SAT/ACT, AP scores
Federal					
Local	Data analysis of student information via eSIS in order to increase student achievement.	<ul style="list-style-type: none"> Offer Professional Learning opportunities through DCSS on effective use of eSIS 	July 2010-June 2011	Lesson plans, meeting notes, focus walks	GHSGT, EOCT
Local	Improve parent communication via FirstClass email tool & FirstClass webpages in order to increase student achievement.	<ul style="list-style-type: none"> Offer Professional Learning opportunities through DCSS on effective use of FirstClass email and webpages. 	July 2010-June 2011	Meeting notes	GHSGT, EOCT
Local	Improve technology integration in the classroom via	<ul style="list-style-type: none"> Offer professional learning opportunities through DCSS on effective use of FirstClass Collaborative Classroom and 	July 2010-June 2011	Meeting notes	GHSGT, EOCT

	FirstClass Collaborative classroom & FirstClass webpages in order to increase student achievement.	webpages.			
Local	Increase the number of English Language Learners passing the GHSGT & EOCT.	<ul style="list-style-type: none"> • Offer Professional Learning opportunities through the DCSS International Center (SIOP training) to all teachers to focus on effective instruction for students serviced through ESOL. • Offer Professional Learning opportunities through the DCSS International Center to all teachers in effective co-teaching strategies. • Plan instruction to address the needs of ELL students. 	July 2010- June 2011	Lesson plans, focus walks	GHSGT, EOCT
Grants					

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 1</u> A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that</p> <ul style="list-style-type: none"> • Knows best practices in violence prevention and school culture. • Develops the Safe School Plan • Actively shares with the faculty research-based safe schools. • Collects and analyzes local, state, and national data on violence and school climate on a yearly basis. 	No funding needed	August 2010- May 2011 Principal APS counselors Student support specialist Resource officer, PE Teachers Teachers Plant Engineer Custodian Parents Students	Member list Meeting dates Sign-in sheets Agendas Minutes	A Safe School Committee exists and meets regularly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff. Parents and students serves as committee advisors.
<p><u>Performance/Action 2</u> The Discipline Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion:</p> <ul style="list-style-type: none"> • Grade level • Gender • Location and time of infraction • Teacher referral 	No funding needed	August 2010- May 2011 Principal APS counselors Student support specialist Resource officers	Meeting dates Sign-in sheets Agendas Minutes Spreadsheets Reports	Data analysis documents patterns and trends of classroom management and school-wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.

<ul style="list-style-type: none"> Repeat offenders 		PE Teachers Teachers Parents Students		
<p><u>Performance/Action 1</u> A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that</p> <ul style="list-style-type: none"> Knows best practices in violence prevention and school culture. Develops the Safe School Plan Actively shares with the faculty research-based safe schools. <p>Collects and analyzes local, state, and national data on violence and school climate on a yearly basis.</p>	No funding needed	August 2010- May 2011 Principal APS Counselors Student Support Specialist Resource Officer PE Teachers Teachers Plant Engineer Custodian Parents Students	Member list Meeting dates Sign-in sheets Agendas Minutes	A Safe School Committee exists and meets regularly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff. Parents and students serves as committee advisors.

Teacher Retention Action Plan

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

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 1</u> The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:</p> <ul style="list-style-type: none"> Assign TSS to teachers new to the profession Assign grade level chairs to teachers new to the building 	No funding needed	August 2010- May 2011 Principal APS Counselors TSS Title I instructional	TSS handbook Mentor assignment list Scheduled mentoring meeting times Calendar of mentor-mentee	Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of and effective implementation of best mentoring

<ul style="list-style-type: none"> • Provide mentors to veteran teachers upon request or upon identified need • Schedule a formal time for mentors and mentees to meet • Provide guidelines to mentors regarding how to effectively serve in their roles. 		coaches Graduation coach Instructional Change Coach Teachers	activities Training agendas Training sign-in sheets	practices.
<p><u>Performance/Action 2</u></p> <p>The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> • Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once per semester • Develop and maintain a master schedule that allows collaborative planning time on a bi-weekly basis • Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes • Monitor lesson plans and classroom activities for evidence of collaborative planning • Train faculty members on how to develop and implement effective collaborative planning protocols 	No funding needed	August 2010-May 2011 Principal APS Counselors TSS Title I instructional coaches Graduation coach Instructional change coach Teachers	Master schedule Calendar of collaborative planning events Collaborative planning meeting minutes Lesson plans Classroom observations	Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.
<p><u>Performance/Action 3</u></p> <p>The principal and APs will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Follow-up</p>	No funding needed	August 2010-May 2011 Principal APS counselors	Meeting minutes and talk points Documentation of support	School leaders facilitate coaching meetings with teachers and/or administrators, and they can describe how they developed their coaching plans and the progress that the teacher or

regarding supportive actions will be documented.		TSS Instructional change coach	actions	administrator has made.
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Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 1</u></p> <p>Increase the percent of students graduating with industry recognized credentials and college credits</p>	No Funding Needed	Aug 2010-May2012 -Teachers -Counselors -Graduation coach	-Master schedule -Class lists -List of dual enrollment students -End of pathway assessments	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.
<p><u>Performance/Action 2</u></p> <p>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).</p>	No Funding Needed	Aug 2010-May2012 -Teachers	-Membership roster -Student leadership conference attendance -Advertisement of community service projects	Student leadership development activities are scheduled throughout the school year. There is an increase in students competing in regional, state and national events.

<p><u>Performance/Action 3</u></p> <p>Implement Work-Based Learning (WBL): structured age appropriate experiences near the end of career pathways to prepare students for school-to-career transition.</p>	<p>Teacher salary/stipend, DCSS</p>	<p>Aug 2010-May2012 -WBL teacher needed -Administrators -Principal</p>	<p>-WBL Coordinators' lesson plans -WBL placement records -List of employer-partners -Extended day program of work -List of students enrolled in WBL</p>	<p>All Career Tech teachers, students, counselors, and administrators can articulate how WBL is connected to all Career Tech programs. Career awareness media on display or available on bulletin board and in all Career Tech classrooms.</p>
<p><u>Performance/Action 4</u></p> <p>Expand program enrollment - Career Tech programs are effective programs that are offered based on student interest and employment demands.</p>	<p>No Funding Needed</p>	<p>Aug 2010-May2012 -Teachers -Counselors</p>	<p>-Master schedule -Recruitment plan -Career Technology Pathway completers -Career Technology student attendance -Career Technology promotional materials</p>	<p>Increased number of students enrolled in Career Technology courses and who successfully complete career pathways. See graduate follow-up to determine if students entered the field or are studying in the field.</p>