

DeKalb County School System

Consolidated School Improvement Plan
2011-2012



Division of Teaching and Learning
Dr. Morcease Beasley, Interim Deputy Superintendent

Statement of Quality Assurance

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

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

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

Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)	Federal and State mandate Required for all DeKalb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan AYP Addendum (as appropriate) ___NI School Improvement Focus (NI-1 and NI-2) ___Corrective Action (NI-3 and NI-4) ___Restructure (NI-5+)	Georgia DOE mandate Required for all DeKalb County Schools 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.
Title I _X_ New Title I Schoolwide Plan ___Annual Addendum ___Targeted Assistance Plan	Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
DeKalb County School System Departmental Action Plans ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance (ESEA Mandate)	1
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	3
Establishing a CSIP Facilitator, Committee, and Subcommittees	4
Steering Committee Members and Signatures	5
Mission and Vision (ESEA Mandate)	6
Developing a Comprehensive Needs Assessment (ESEA Mandate)	8
Leadership and Governance (ESEA Mandate)	11
Instruction by Highly Qualified Teachers (ESEA Mandate)	12
Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate)	13
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate)	14
Plans for Assisting Students during Transitions (ESEA Mandate)	15
Support Services for Student Learning (ESEA Mandate)	16
Strategies to Increase Parental Involvement (ESEA Mandate)	17
Stakeholder Communication (ESEA Mandate)	19
Scientifically Based Research (ESEA Mandate)	21
Coordination and Integration of Federal, State, and Local Services and Programs (ESEA Mandate)	24
Reading/ELA Action Plan (ESEA Mandate)	25
Math Action Plan (ESEA Mandate)	27
Science Action Plan	29
Social Studies Action Plan	31
2 nd Indicator – Attendance/Graduation Rate Plan (ESEA Mandate)	33
Library-Media Action Plan	35
Professional Learning (ESEA Mandate)	36
School Climate Action Plan (ESEA Mandate)	37
Teacher Retention Action Plan	38
Career Technology Action Plan (Middle and High Schools Only)	40

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.	Mr. Stan Dortch - Principal		
2.	Dr. Sylvia Flen – Assistant Principal		
3.	Mr. Mark Williams – School Counselor		
4.	Mr. Alvin Wimberly – Professional Learning Liaison, Title One Parent Coordinator, Student Support Specialist		
5.	Mrs. TaKeshia Thomas, Lead Teacher Special Education		
6.	Mrs. Lekesia Dix, Graduation Coach		
7.	Ms. LaQuita Massey, Parent		
8.	Keion Eberthart, Student		
9.	Mr. Sam Garafalo, Teacher		
10.	Ms. Natalie Evans, Teacher		
11.	Ms. Robin Reed, Teacher		
12.	Mr. Richard Turnbow, Teacher		
13.	Mr. Yohannes Khsay, Teacher		
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	Stan Dortch		
CSIP Facilitator	Dr. Sylvia Flen		
Parent Representative (can not be a school employee)	LaQuita Massey		
Student Representative (required for High School)	Keion Eberthart		
Community Representative (can not be a school employee)	Roger Reeves		
Title I Representative	Alvin Wimberly		
School Counselor	<i>Mark Williams</i>		
Special Education Representative	Robin Reed		
Reading/ELA Chair	Richard Turnbow		
Math Chair	Yohennes Kashay		
Science Chair	Natalie Evans		
Social Studies Chair	Sam Garafolo		
Professional Learning Liaison	Alvin Wimberly		
Other (specify)			

Executive Summary of Consolidated School Improvement Plan (CSIP)

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2011-2012. This includes the Needs Assessment, pertinent supporting data, and a plan of action for the new school year.

The following programs, initiatives, and/or interventions were successful for 2010-2011: Based upon DANS composite reading scores for the school year 2010-2011; there was a 2% increase from 3.5 to 5.5 in the area of reading comprehensive and vocabulary. By the end of the school year 2010-2011; 60% of DANS students continued to earn enough carriage units to matriculate to other DCSS Alternative programs or meet graduation requirements. This is down for our goal of 88%; but still a success. School year 2010-2011 was a 60% increase in DANS parental involvement activities. For the first time in 2010-2011 students participated in the Chess Club finals and won 3rd place.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2010-2011: The following initiatives and/or interventions were not as successful as hoped for the 2010-2011 school year: (a) Improving student achievement; increasing academic performance in all core subjects' areas. As validated by DANS' performance on EOCT, GHSGT, and Countywide benchmarks (Data: 2009-2010, 2010-2011). (b) Improving student attendance: although DANS ADA for school year 2010-2011 average 85%; room is still needed for improvement. Although, this % is significant for an alternative setting; DAN lost approximately ¼ of its student body due to lack of attendance. (This figure represents 31 students out of 125).

ADA School Year

2008-2009	2009-2010	2010-2011
85%	83%	85.7%

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions: Given DANS demographics and its Needs Assessment profile; the high percentage of transient students that attends DANS each semester; will always be a barrier and challenge to successful implementing our initiatives and interventions programs.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2011-2012: Based on careful examination of past performance new data, and staff capacity and buy-in. the following plan of action will be taken for 2011-2012 school year: (a) increase academic performance in all core subject areas/ teach the curriculum; (b) Attendance Monitoring: increase support from all stakeholders to stress the importance of student attendance; (c) increase positive student behavior and recognition; (d) develop a learning climate of trust and student support/nurturing, mentoring and tutoring; (e) establish an reward system for increasing student attendance; (f) provide more exposure for students in the areas of Career Technology Pathway Program (make school more relevant and engaging and enhance the connection between school and work); (g) Continue school-wide literacy so students can learn to read at grade level and stay on graduation track.

School Mission and Vision

← - - - Formatted: Bullets and Numbering

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	Setting the Standard for Educational Excellence	The Vision of the DANS is to raise standards and increase academic achievement at the secondary level in order to produce life-long learners who will positively impact our society for future generations. by raising their level of living for our future generations.
<p>Mission How will we make our vision a reality?</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.	The mission of the DANS is to provide students an opportunity to develop their individual potential, earn a diploma in non-traditional educational settings and become contributing citizens, as they work toward a diploma in a non-traditional educational setting which is an integral part of a world class educational system
<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 	<p>*DANS' students have unique physical, social, emotional, and intellectual needs.</p> <p>*The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.</p> <p>* All students and staff are entitled to a safe and respectful learning environment.</p>

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:** The DeKalb Alternative Night School is located at East DeKalb Campus on Memorial Drive. It serves students in grades 9-12 who may no longer attend their home school. DeKalb Alternative Night School employs a staff of 11 people, including a faculty of 5 certified teachers who average 10-25 years of instructional experience. DeKalb Alternative Night School also, provides a supportive environment, and offers support to those students who are transitioning back to their home schools, or career.
- **Enrollment:** 47 Males and 23 Females. Total = 70
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity: 67 African American/Blacks; 3 Hispanics.
 - Student with Disabilities (SWD): 19
 - Economically Disadvantaged: 56
 - English Language Learners (ELL): 0

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)**

All of DeKalb Alternative Night School stakeholders (parents, students, community leaders, faculty and staff) were involved, along with the CSIP Steering Committee, in developing a comprehensive needs assessment. We were able to identify our strengths and weaknesses and specify several priorities for improving student achievement and meeting challenging academic standards. The committee and stakeholders met often before, during, and after school. We allowed the data to make our decisions rather than relying on our perceptions of how the school and students were doing. We were able to identify students with the greatest need, apply more concentration on the GPS, and identify and recommend intervention strategies for struggling students. The types of data collected and analyzed by DANS stakeholders and the CSIP committee are process, demographic, perception, and student learning. The committee and stakeholders met twice monthly from August 2011 through September 2011. All meetings are held at DANS in the school's conference room. The meetings were comprised of the faculty, staff, parents, community members, one student, and school administration. A sign in sheet is kept for each meeting. Sub-committees meet twice monthly during the weekly in August and September.

The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys DeKalb Alternative Night School utilized the DeKalb Assessment of Needs Instrument (DANI) to gather opinions from students, parents, teachers, and community members about the quality of education at our school. The Needs Assessment Instrument contained a variety of indicators divided into five common categories: (1) Communication, (2) Curriculum, (3) Instruction, (4) Counseling, and (5) Climate. The School Leadership category is listed under the parent and staff survey. Respondents were asked to rate each indicator: A-Agree, B-I Don't Know, and (C) Disagree. Through the Language Arts department, the Accelerated Reading program will be administered to assess all learners. Through the Math Department, standardized tests will be given upon a student's entry to determine the student's math level. Artifacts such as student permanent records, transcripts, discipline reports, conferences with students and parents, information from support personnel, and counselors were sources of data for the needs assessment. Our students come from various economic and educational backgrounds. The home settings will range from homeless (students in foster care and shelters) to two-parents and extended families. Jobs held by the parents are from blue-collar to white-collar. For the most part, our students are the products of dysfunctional settings with over 85% of our students being raised by grandmothers, aunts, uncles, cousins, individuals other than birth parents. DANI population changes every semester, therefore our perception may change from semester to semester.

□

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
	School AYP Report	X	Students with Disabilities	X	OSI GAPSS Review
	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		Gifted Education	X	Student Surveys
	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.**

DANS' strengths, based upon the school's culture, are that we are a small education site and we have a dedicated teaching staff. Our teachers are well-trained, caring, demanding, highly motivated, and responsive to the special needs of DANS' students. The maximum class size is 20. Teachers are able to work one-on-one with students at any time when necessary. The school administration, faculty, and staff have high expectations while promoting the school as a true learning community and hold students accountable for their behavior and learning. Students can graduate from high school with their class whether they return to their home school or attend Elizabeth Andrews. Teachers collaborate weekly to develop, implement, and monitor intervention strategies along with school reform models to ensure the success of all students. Based on research; our students and parents tell us that DANS teachers and administrators are committed to high academic excellence and hold high expectations of all learners. Teachers and students are expected to invest in their own success and in the success of the school. DANS provides a learning community where it is safe to try new things. Students are not the only learners in school. All stakeholders (students, parents, community members, staff, teachers, administrators, central office personnel) demonstrate a shared culture of learning, inquiring, and evidence seeking. Ninety-nine percent of the all respondents, (stakeholders), on the DeKalb Assessment of Needs Instrument strongly agree with the collaborative efforts of faculty, staff, administration, and parents in promoting the school as a true learning community. Based on research, students feel that DAN's teachers and administrators are committed to high achievement and hold high expectations of them. Teachers and students are expected to invest in their own success and in the success of the school. DANS provides a learning community where it is safe to try new practices (GPS Standards) and learn new things. Students are not the only learners in school

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

DeKalb Alternative Night School's challenges are student attendance; lack of parental involvement, and a high percentage of our students are transient and they have been inculcated more than a semester.

- 1). Package for RYDC; 2) Referrals letters from Student Relations Department; 3). Withdrawals; 4). Letters of support from State of Georgia Residential Group Homes.

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

The district office works with the school by supplying the resources (support personnel: counselors, student support specialist, social worker, PT graduation coach, and instructional coaches), Psychological Services from the school system, DeKalb board of Health, Probation officers, Juvenile Detention office, guest speakers. All services are necessary to support the district and school's vision and purpose and to ensure achievement for all students. Teacher will attend collaborative workshops throughout the year. Other

professional activities will include the following: Benchmark Assessment; Standard Base Classrooms; Technology Training Testing Accountability; Seven Steps for Teaching and Learning; Common Core; and etc. (Just to name a few)

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

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

We will provide instruction by highly qualified teachers who meet Federal mandates and the standards established by the State of Georgia. Policies and procedures used to ensure adherence to those mandates and standards are strictly enforce. DeKalb County School System Office of Human Resources ensures all schools are in compliance. All teachers employed by DCSS and DANS meet Federal, State, LEA mandates: 1) hold a bachelor’s degree or higher from a GAPSC-accredited institution of higher education; 2) hold a valid Georgia professional teaching certificate; 3) having a teaching assignment that is appropriate for the field(s) listed on the teaching certificates; and, 4) have specialized training in the subjects they teach. DANS’ teachers are veterans and in compliance with the law.

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

In order to recruit and retain highly qualified instructors, DANS incorporated a teacher mentoring program that includes the following components: collegiality, collaboration, respect, trust, coaching, and modeling. Other initiatives include coming together regularly for learning, decision-making, problem solving, and celebrations. DANS objective in retaining or recruiting highly qualified instructors is first to develop a highly professional learning plan to create teachers. Procedures DANS will utilize to retain teachers are: 1) provide support and encouragement; 2) survey school staff members as to why they leave and why they stay; 3) emphasis recruitment, hiring, and induction practices for new teachers to include what measures; 4) regularly monitor teacher needs and prioritize human resource efforts. School-wide retention initiatives are to implement and support an effective mentoring and peer-coaching programs, to provide regular formal and informal observations feedback and problem-specific support for (struggling teachers, in an effort to build a caring, collaborative learning community. If new teachers must be hired, they must be committed to DANS’ school-wide improvement efforts. In recruiting exceptional teachers to work with DAN’s special population; first the applicant must believe that every child can learn. Teachers must share a common vision and goals that have student’s learning as the focus. Applicant should be a master teacher with a background in teaching, counseling, and mentoring alternative education students. Teachers must be well-trained, caring, demanding, highly motivated, and responsive to the special needs of at-risk students.

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

DANS also, incorporated a teacher mentoring program that includes the following components: collegiality, collaboration, respect, trust, coaching, and modeling. Other initiatives include coming together regularly for learning, decision-making, problem solving, and celebrations

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 and instructional support personnel work together to research and select organizing frameworks that align with state and district efforts. They also along with instructional coaches select a variety of instructional strategies that have been proven to positively impact student achievement. All teachers emphasize and encourage students to use higher-order thinking skills and processes. Teachers present content logically and sequentially, using a variety of delivery modes to enable students to develop understanding of content. Most importantly, the instructional delivery is highly effective and appropriate in meeting the needs of all students when the administration, teachers, and instructional personnel make decisions based upon assessment data.

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

The collecting and analyzing of academic assessments by the administration and teachers are used to inform students where they are in relation to identified goals and students can identify next steps to meet the standard. When the student does not achieve the performance targets, the teacher revises daily instruction to meet individual needs by providing additional instruction. Teachers build strategies into their lesson plans to strengthen low performing student skills. Using data, the student's progress is monitored and documented on a regular basis. Teachers analyze assessment data (formative and summative) to develop, revise or review daily instructions. For formative data, teachers can assess student's learning, through teacher-made tests, one-on-one conferencing, class profiles, portfolios, questioning, and rubrics. Summative assessment data analyzed will be EOCT, GHSGT, reading assessments, post tests, and benchmark test

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.

DANS students who have not met expectations are grouped according to assessment results and are assigned to safety-net instruction which occurs during DANS tutorial before school starts. Students also receive additional help during and after school. Data is analyzed on a regular basis (Formative and Summative Assessments) where teachers monitor the effectiveness of how students move in and out of tutorials. Teachers' conference with students about their work and set targets for improvement through written and verbal communications. Most students benefit from this safety-net intervention strategy that addresses student weaknesses and provide the extra support for acceleration.

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

Every four and one half weeks of instruction data is reviewed and analyzed for all students. Also, Student assessment data are used often to make decisions for continuous improvement of DANS teaching and learning processes. We also use the data to evaluate the effectiveness of curriculum and instructions, and determine interventions strategies needed to improve student performances. Data will be reviewed at different points in time, whether over the course of a year or several years to indicate a trend line. Teachers use classroom assessments on a regular basis to evaluate instructions and implement interventions strategies for struggling students.

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

The Department of Professional Learning through DCSS provides training opportunities to teachers in identifying student difficulties and analyzing data. Pro Corps instructors will conduct professional learning concerning the identification of at-risk students and selecting appropriate instructional strategies to address academic barriers. Training opportunities will be provided in the following: 1) Multiple Intelligences, 2) Differentiated Learning Styles, 3) Effective Teaching Practices, 4) Manage Your Classroom Like a Champ, and 5) Best Practices. Through the Office of School Improvement, training is provided for teachers in Data Utilization. Through this training, teachers will learn to analyze disaggregated student data in order to identify learning needs and set appropriate goals. In planning professional learning experiences; teachers along with school leaders will develop plans for monitoring the implementation of classroom strategies creating a system of support and identifying the results of these strategies on learning.

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.

DANS jointly develops and implements the Title I Compact with the parent, student, and school administrations at the beginning of each semester and throughout the school year. DANS' first meeting of the year is during Open House where parents and students are encouraged to attend. At these meetings, parents are informed of the school's purpose, goals, and expectations in meeting the academic needs of their students and achieving academic excellence. The compact outlines the high-quality curriculum and instruction in a supportive and effective learning environment that enables students to succeed. Frequent reports to parents on their student's progress and parent-teacher conference evenings allow parents reasonable access to staff, thereby increasing communication between parents, teachers, and students.

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.). DANS provides students with an opportunity to work towards a diploma in a non-traditional educational setting with academic and counseling support. Students are encouraged to develop the self-discipline that is necessary to be successful in school and in life. DAN's students are referred to the school from DCSS Office of Student Relations so that they may continue to make academic progress towards a high school diploma. Students may be referred to DANS through Student Relations from any high school within DCSS. The Office of Student Relations, the DARC (Disciplinary Action Review Committee) may refer students new to DeKalb County based upon their disciplinary history or the fact that students have been away from school for a length of time. The transition from a traditional school to a non-traditional educational site can be a traumatic experience for students. Because of DANS' size, we make this transition as smooth as possible through personalized counseling, mentoring, and instruction. Our plans will include:

- **Monthly Newsletters to parents and students**
- **Parent transition Advisory Council**
- **Meetings / Conferences with individual students and Parents**
- **Parent Meetings**
- **Daily phone call to parents of absent students**

- Part-time Graduation Coach
- Individual and Group Counseling Sessions
- Letters from Administration to Stakeholders
- Ongoing meetings to discuss and share instructional strategies (collaboration)
- Positive adult-to-student relationships cultivated
- Improvement wards or incentives
- Teacher /Peer tutors

Support Services for Student Learning

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

X	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	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.

School Counselors: Provides training for teachers and mentors who are interested in working with students. The counselor also works with mentors by providing training. The counselor also set up meetings with the mentors and mentees. The counselor also works with outside agencies that may be consulted or recommended to parents and guardians when the needs of the students cannot be met by services provided by the school.

Psychologists: Provides teachers and administrators with individual evaluations, individual and or group counseling, crisis management, and/or social skills training. They also provide training programs and educational programs on a myriad of subjects that is available for parents and teachers and administrators.

Student Support Specialists: Provides support to teachers in that they are resources to whom teachers may refer students to address a variety of non-academic issues that often impact student learning.

Social Workers: Provides information to teachers, administrative staff aware of services available for students having difficulty with academic work in part because of court related, social, transportation, and other family problems.

School Nurses: N/A

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:

X	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	X	Title I Parental Involvement Conferences
X	Parental Involvement Survey/Summary	X	Others (list here) Probation Officers

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

We have involved parents and community members in the planning, review, and improvement of the comprehensive school-wide program plan by providing them an opportunity in shared decision making and problem solving involving every aspect of the school (e.g. planning, organization, school culture, DANS fosters collaboration with community stakeholders and parents to support learning. DANS also provides parents and community leaders meaningful roles in the decision-making process that promotes a culture of participation, responsibility, and ownership Parents and community members share in the responsibilities with school administrators, faculty and staff in data analysis, identifying needs of the school and DANS' students, analyzing the school's strengths and weaknesses, and ensuring continuous student achievement. The community and parents are involved as business partners, career day speakers, college night, parent and community survey, DANS' leadership team, Parent/Teacher Conference Nights, DANS' tutorial and mentoring program, developing the school's CSIP and all other school initiatives.

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)		AYP Status Letter (ESEA Mandate)
X	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
X	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). Parents and community members of DANS are encouraged to participate in the development of the CSIP. The level of parental and community participation is minimal. Less than twenty percent of DANS’ parents and community members have participated in the development of the CSIP. Our meetings were held before school, and after school to make it convenient for our stakeholders. Parents and community members are made aware of DANS needs through ongoing communication regarding school improvement and student achievement. DANS does not have a school council because of the nature and purpose in providing education opportunities in an alternative setting (evening classes). Parents, community members, and the school actively participate in decision making that impacts student learning through DANS Parent Advisory Council

23) Describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable). DANS jointly develops and implements the Title I Compact with the parent, student, and school administrations at the beginning of each semester and throughout the school year. The compact outlines the high-quality curriculum and instruction in a supportive and effective learning environment that enables students to succeed. DANS Parental Involvement Policies is developed jointly with parents, community members, and school staff throughout the entire year. The Title I parental involvement policy describes the school’s plan for its annual meeting for parents. Six Title I required parental involvement meetings are held per year. The meetings must be written in an understandable format and provided in a language parents can understand. All parental involvement policy and Title I information is distributed to all parents and staff through (PTA meetings, newsletters, student/parent handbook, etc..) the policy must is also made available to the local community and updated periodically to meet the changing needs of parents and the school.

Stakeholder Communication (ESEA Mandate #10)

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

Parents receive copies of their student's state assessment scores as well as an interpretative guide. The counselor, graduation coach, and administrators interpret and articulate the results of the assessments to stakeholders through parent conferences.

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

DeKalb Alternative Night School's results of our disaggregated data through our school website, the DeKalb County School System Website, the Governor's Office of Student Achievement Report Card and the Georgia Department of Education AYP website..

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

DeKalb Alternative Night School will communicate our CSIP through a widest possible range to our stakeholders. The results of our CSIP will be placed on our website. Interpretation of the plan, to the extent feasible, shall be provided for any language to the parents of participating students in the school.

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

- 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:

- 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 were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

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.

Identified Need	Action Plan and Page #	Citation and Abstract
All interventions were selected from the Georgia Department of Education Implementation Resource Guide.		

*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	Federal Title I Allotment of funds will be used to increase performance of all students in the areas of English and Language Arts. State funds will also be used to enhance DANS reading and mathematics instructions.
State Funds	State Allotment of funds will be used to increase performance of all students in the areas of English and Language Arts. State funds will also be used to enhance DANS reading and mathematics instructions.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Funds will be used to maintain/enhance teacher and staff proficiency, growth, and development in their respective areas (Reading and Mathematics). Student data from state assessment results (CRCT, Writing Assessments, EOCT, and GHSGT can be fully articulate and analyzed by DANS teachers and administrators.
Grants (list)	N/A
PTSA	N/A
Partners in Education	Aid Atlanta/ Northlake Rotary, Chi Filet, DeKalb County Juvenile Court Time Program, Ga. Department of Corrections “ Choose Freedom Program, Columbia United Methodist Church
Other (list)	These funds will be used to increase student achievement by providing access to Library Media Center Materials and services. The media allotment will provide resources that support school units and lesson implementation (e.g. 25 – Books Standard committee guidelines, local reading reports, resources aligned to units). Funds will be used to purchase reading materials to support reading initiatives (increasing reading comprehension and reading skills).

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: The percentage of students who attend DANS will increase from 60% to 90% in the meets and exceeds category on the Language Arts section of the GHSGT, 9 th grade lit. EOCT and 10 th Grade American Lit. EOCT.				
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
ELA teachers will make sure students are introduced to the standards and can use their own wording to regurgitate meaning of the standards governing what they learn.	None—	August 2011-May 2012	*Student can demonstrate an understanding of how their learning is tied to ELA/CCGPS standards and curriculum.	Teachers and students can explain and use language of standards. Teachers can discuss vertical differences between standards and ELA area contact. Students can explain in their own words how their learning is aligned with ELA standards.
ELA teachers are required to know and verbalize the standards governing what they teach.	None—	August 2011-May 2012	*Professional Learning Plans *DANS group meetings and minutes *GTOI	*ELA curriculum is sequential *Teachers use profiles from Multiple Intelligences Survey, Student Profiles, and IDMS data. *Evident in GTOI: Teaching Task I.
ELA teachers participate in developing curriculum maps that provide the sequence of concepts, standards and skills for course completion and success.	None—	August 2011-May 2012	*Assessment results/data * Leadership support *Available	*Students are given formative assessments *Students are administered benchmarks *Student success on standardized

			computers *Professional Training	exams, i.e., EOCT, GHSGT. Student success in completing classes and meeting standards for those classes
<u>Students with Disabilities</u> Disaggregated formative and summative assessments are used to adjust and improve curriculum to include and generate success for ALL students.	None—	August 2011-May 2012	*schedules *team meetings *leadership support *available computers *professional training *I.E.Ps	*ELA teacher differentiates to ensure maximum learning for ALL students. *ELA teachers disaggregate data for emphasis as needed in modifying curriculum. *Students' performance on EOCT and GHSGT standardized exams. *Team teaching. *Maintain data from IEPs of students to help direct differentiated instruction
<u>English Language Learners*</u> ELA curriculum adjusted to better insure the success of speakers of other languages. DANS acquired Rosetta Stone, a computer-based learning program for ESL students.	None -	August 2011-May 2012	*schedules *team meetings *leadership support *available computers *professional training *ESL/ELL data	Materials are selected that interest and support the curriculum's alignment with the standards and the school's improvement plan. *ELA teacher use supplemental ESL commercial materials aligned with class texts. *ELA teacher consorts with ELL/ESOL instructor to address needs of individual ELL students.
<u>Technology Integration</u> ELA teachers use computers/technology to support/enhance learning.	Operational budget for purchasing and maintaining computers and software	August 2011-May 2012	*available computers *professional training *computer labs	*Computers used to vary learning and reinforce/support ELA curriculum. *ELA teachers' instruction is supported daily by Promethean board technology. *ELA teacher uses commercial audio/visual resources provided

				with text.
--	--	--	--	------------

*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: By the end of 2012, 84.1% of the 11th and 12th grade students taking the GHSGT in mathematics will score 512 or above and Students will pass the EOCT in Math.

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><u>GSS Instruction Standard 2:2.3 Performance Action 3</u> Utilize the standards as the expectations for learning and access the needs of students prior to instruction. After assessing entry level math skills, reteach deficient skills, introduce new skills and assess the progress made relevant to each content GPS domain.</p> <p>After assessing entry level math skills, reteach deficient skills, introduce new skills and assess the progress made relevant to each content GPS domain.</p> <p>Identify students that need to take the GHSGT/EOCT in Mathematics and those that previously failed or made a score of less than 500.</p>	General Operating Funds	August -2011- May 2012 Principal, Assistant Principal, High school Math Coordinators, Math Dept. Chair, Math Teachers	Student work, portfolios, rubrics, GPS Mathematical Performance Frameworks, Observations, Focus Walks, Word Wall	Formative and summative assessments, EOCT, Benchmarks, DCSS Progress Reports/ GHSGT

<p>Utilize real-world situations that illustrate mathematical concepts being taught from the Georgia High School Mathematics textbooks, adoptions, and the GPS curriculum.</p>	<p>General Operating Funds</p>	<p>August -2011- May 2012 Principal, Assistant Principal, High school Math Coordinators, Math Dept. Chair, Math Teachers</p>	<p>Reading Protocols, Word Walls</p>	<p>assessments, EOCT, Benchmarks, DCSS Progress Reports</p>
<p><u>Students with Disabilities</u> When co-teaching, maximize instruction whereby both teachers are actively teaching the entire instructional segment and are utilizing the following co-teaching models: Station Teaching Parallel Teaching and Alternative Teaching</p>	<p><u>NONE</u></p>	<p>August -2011- May 2012 Principal, Assistant Principal, High school Math Coordinators, Math Dept. Chair, Math Teachers</p>	<p>Student work, portfolios, rubrics, GPS Mathematical Performance Frameworks, Observations, Focus Walks, Word Wall, Lesson Plans, Collaborative Planning Agendas.</p>	<p>Lesson plans and observations indicate that teachers are utilizing the co-teaching models and students and teachers can articulate how teachers work together to deliver instruction utilizing the models.</p>
<p><u>English Language Learners*</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</p>	<p><u>NONE</u></p>	<p>August 2011- May 2012 Principal AP LTSE Teachers</p>	<p>Small groups, pairs, independent work, conferencing etc. observed</p>	<p>Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>

the standards.				
<p><u>Technology Integration</u></p> <p>Utilize available technology, Promethean Boards, laptop computers, graphing calculators, Geometer Sketch Pad, GIZMO's, Ti-Smart View, Renaissance Learning</p>	<p>Items and subscriptions previously purchased with Title 1 funds.</p>	<p>August -2010- May 2011 Principal, Assistant Principal, High school Math Coordinators, Math Dept. Chair, Math Teachers</p>	<p>Student work, portfolios, rubrics, GPS Mathematical Performance Frameworks, Observations, Focus Walks, Word Wall</p>	<p>Lesson plans, Observations, Subscriptions utilization reports, Assessment Reports.</p>

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

<p>Science Action Plan</p> <p>Annual Measurable Objective: By the end of the 2011 – 2012 school year, 50% of the 11th and 12th grade students who take the science portion of the GHSGT will score 500 or above.</p>				
<p>Intervention (Performance Actions should be selected and <u>cited</u> 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: 2.3 Performance/Action 2 Science teachers will collaborate with the reading specialist to determine the approximate reading level of resources and review the reading levels of students. Performance/Action 3 Use the Science GPS as the expectation for learning. Classroom instruction will be</p>	<p>General Operating Funds</p>	<p>August 2011 - May 2012 Science Teachers Science Chair Principal API Science Coordinators</p>	<p>Student reading level data Graphic Organizers Essential Questions</p>	<p>Using instructional strategies (e.g. reading aloud, questioning and answering) Scaffold learning(read aloud/think aloud, collaborative pairs, shared reading, laboratory experiments) Student Work Samples Benchmark Assessments EOCT GHSGT</p>

paced and presented differently based on the students' levels of understanding and comprehension.				
<p>Instruction Standard 1: 1.3 Performance/Action 1 The expected understanding of units and lessons that are based on GPS for the subject and/or grade level will be determined collaboratively by teachers. The use of essential questions, enduring</p>	General Operating Funds	August 2011 – May 2012 Science Teachers	Posted Essential Questions Learning Goals Lesson Plans	Articulate a common understanding of the rigor expected from the GPS. Student Work Samples Benchmark Assessments EOCT GHSGT
<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.</p>	General Operating Funds	August 2011- May 2012 Principal AP LTSE Teachers	Small groups, pairs, independent work, conferencing etc. observed	Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.
<p><u>English Language Learners*</u> Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities</p>	General Operating Funds	August 2011- May 2012 Principal AP LTSE	Posted standards Lesson plans student created	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Utilize WIDA and GPS standards.

		Teachers	activities	
<p><u>Technology Integration</u> Instruction Standard 2:2.7 Performance/Action 1 To effectively use technology to reinforce achievement of GPS mastery; and to differentiate the teaching-learning process to accommodate students' readiness needs, interest, and learning profiles.</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.</p>		August 2011 – May 2012 Science Teachers CTSS	Computers LCD Projectors Promethean Board USA Test Prep Brain Pop United Streaming Science, DVDs	Articulate the use of a comprehensive technology plan to enhance student learning. (e.g. Science and Technology Computer Lab), as well as reinforce students' ability to investigate and analyze information. Student Work Samples Benchmark Assessments EOCT GHSGT

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

<p>Social Studies Action Plan</p> <p>Annual Measurable Objective: By the end of 2012, 84.1% of the 11th and 12th grade students taking the GHSGT in Social Studies will score 512 or above.</p>				
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:</u> Teachers and other instructional leaders study the standards and elements and develop high level questions for assessments and performance tasks that</p>	General Operation funds	8/2011-5/2012 Principal Assistant Principal S. Studies	* Open-ended Questions * Rubrics * Graphic Organizers * Posted Essential	Teachers can explain how assessments, performance tasks etc. emphasize higher order thinking. (DOK) levels.

<p>require critical thinking application, etc.</p> <ul style="list-style-type: none"> • Instructional Framework for the Seven Steps to Teaching and Learning in DCSS. <p>___*Power Standards for Course/Grade Level</p> <p>*Marzano's Yeild Strategies.</p>		<p>Department Teachers Chair. S. Studies</p>	<p>Questions</p> <ul style="list-style-type: none"> * Diagnostic test results * Group lists * Student choice samples * Oral and Visual Presentations 	
<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.</p>	<p>General Operation budget</p>	<p>8/2010-5/2011 Social Studies Teacher</p>	<ul style="list-style-type: none"> • Posted Essential Questions • Vocabulary building strategies • Open-ended questions • Graphic Organizers 	<p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.</p> <p>Students show mastery of standards through quizzes, tests, USA Test Prep</p>
<p><u>English Language Learners*</u></p> <p>Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities</p>	<p>General Operating Funds</p>	<p>August 2011-May 2012 Principal AP LTSE</p>	<p>Posted standards Lesson plans student created</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Utilize WIDA and GPS standards</p>

<p><u>Technology Integration</u></p> <p>Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning</p>	<p>General Operation funds</p>	<p>8/2010-5/2011 Social Studies Teachers</p>	<ul style="list-style-type: none"> • Use promethean boards to present lesson and notes • Use Brain Pop and Video clips to review key periods, events, people <p>Use USA Test Prep to review concepts and test for mastery</p>	<p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.</p> <p>Students show mastery of standards through quizzes, tests, USA Test Prep</p>
--	--------------------------------	--	---	---

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

<p>Second Indicator: Attendance/Graduation Rate Action Plan</p> <p>Annual Measurable Objective: By the end of 2012, 88% of students will continue to earn enough Carnegie Units and display mastery of the GPS standards to graduate from school (DANS do not graduate students).</p>				
<p>Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</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>The Graduation Coach and Counselor will conduct an assessment to create a profile of students within the school, identify students with multiple risk factors, and identify</p>	<p>None needed</p>	<p>August 2011 – August 2012 Principal, AP Graduation Coach,</p>	<p>Member list Meeting dates Sign-in sheets Agendas Minutes</p>	<p>The Graduation Coach and Counselor will meet regularly with the school administrators and the teachers to discuss trends and best practice to address academic</p>

<p>possible barriers to student success:</p> <ul style="list-style-type: none"> ▪ The Counselor will meet with High School students individually to discuss graduation requirements, summary of credits and diploma types. ▪ Provide individual/group counseling for all students to identify and resolve academic issues. <p>Provide individual/group transition sessions for students transitioning to Elizabeth Andrews, Gateway to College or other educational settings</p>		<p>Counselor and Teachers</p>	<p>Communication Log/ Sign In sheets Daily/Monthly Reports Communication documentation</p>	<p>performance.</p>
<p><u>Graduation Rate</u></p> <p>The Graduation Coach will conduct an assessment to create a profile of students within the school, identify students with multiple risk factors, and identify possible barriers to student success.</p>	<p>None needed</p>	<p>August 2011 – August 2012 Principal, AP Graduation Coach, Counselor and Teachers</p>	<p>Assessment guidelines List of documents for review Attendance data Progress reports Discipline reports Test results, GHSGT, and benchmark data Summary of teacher failures Climate/school culture survey data</p>	<p>The team will describe the process and timelines for completion of student needs assessment and student demographics. Written copies of results exist and are utilized in planning for improvement.</p>

			Data wall/data room	
The team has included goals/objectives in the CSIP that represents alignment of the best practice/ and most effective strategies for student retention and high academic standards for all students.	None needed	August 2011 – August 2012 Principal, AP Graduation Coach, Counselor and Teachers	CSIP document CSIP action plans CSIP addendums and appendixes CSIP posting on DCSS website	The CSIP includes research-based interventions from the Georgia School Keys implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.

Library-Media Action Plan

Annual Measurable Objective: By the spring of 2012, the percentage of 9th grade students who meet or exceed expectations in reading/language arts will increase 3% on the Language Arts EOCT.

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
<u>Instruction 1:2:PA4</u> The teacher-librarian collaborates with classroom teachers to determine media canter support needed to increase resources to enhance school-wide content. The Teacher-Librarian serves on the	\$500.00 Media Allotment	8/2010-5/2012 • Principal • Teacher-Librarian • Chairpersons Teachers	<ul style="list-style-type: none"> • Media Circulation Records • Disaggregated • Resource alignment to units Reading Logs	*The teacher-librarian can describe how media services are coordinated to support classroom instruction. * Media resources are aligned to grade level units of study.

leadership team and provides services and resources that support school units and lesson implementation. • Teacher-Librarian facilitates the 25 Book Campaign Teacher Librarian attends collaborative planning meetings and serves on Leadership Team				
<u>Technology Integration</u>				

Professional Learning Plan (ESEA Mandate #4)

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

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Enhance teaching so that students are successful in passing standardized	Periodic redelivery of the framework of evidence and practice to increase students' success. Provide as a PL activity to	August 2011 - May 2012	Teacher Evaluations EOCT	Test results; GTEP GHSGT

	exams.	DANS staff during first week of school			EOCT
Federal	Improve student attendance as well as relationships between students, home and school.	Provide incentives for attendance, i.e., points for grades; allow students to redo tests; Recognize students who have laudable attendance; praise.		Lesson plans, Student work, Progress Reports	Test results; GTEP GHS GT IEPs Increase Parental Involvement
Grants	Encourage teachers to find grant and community resources for PL funding and implementation	DCSS provides opportunities for PL via information sharing. DANS receives PL benefits through inviting community leaders to hold site experiences for learning\ acquisition.	August 2011 - May 2012		
Local	Improve student achievement in the four content areas.	Provide Differentiated Instruction, Technology Training	August 2011 - May 2012	Lesson plans, Student work, Progress Reports PL Agenda	Test results; GTEP GHS GT EOCT

School Climate Action Plan CSIP Addendum

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
	None	Timeline-	Meeting	The leadership team, counselor,

<p>Standard 1.2 The leadership team and the support Specialist will work with the staff and students to plan a school safety net. This will occur on a regular basis.</p> <p>Teachers and staff members will continually educate students on best practices in violence prevention, and the district anti-bullying program.</p>		<p>2011-2012 school year, Student Support Specialist Parents, Teachers, Asst.Principal, Principal Campus security, counselor</p>	<p>agenda, school climate committee, Student/Teacher Surveys and Meeting dates.</p>	<p>and support Specialist can discuss the results from the survey with staff members and teachers.</p>
<p><u>Performance Action:</u> Have monthly review of student discipline data and yearly assessment of the building and grounds.</p>	<p>None</p>	<p>August 2011- May 2012 Principal Asst. Principal</p>	<p>Meeting dates Agenda Minutes</p>	<p>School wide Behavior, Data analysis, Classroom management</p>
<p><u>Performance Action:</u> <u>Safe School Committee develops a safe school plan based on the yearly outcome of the needs assessment during data reviews.</u></p>	<p>None</p>	<p>August 2011- May 2012 Principal Asst. Principal, Support Specialist, Campus Security, Teachers, Students Parents Counselor</p>	<p>Yearly objectives</p>	<p>The objectives address the needs and the committee members can articulate the school climate needs</p>

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></p> <p>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"> • Provide mentors to veteran teachers upon request or upon identified need • Schedule a formal time for mentors and mentees to meet <p>Provide guidelines to mentors regarding how to effectively serve in their roles.</p>	No funding needed	August 2011- May 2012 Principal AP Title I Instructional Coaches Graduation Coach Instructional Change Coach	assignment list Scheduled mentoring meeting times Calendar of mentor-mentee activities	Teachers demonstrate an understanding of and effective implementation of best mentoring 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 time so that teachers can participate in a long term collaborative planning session once a week. • Monitor lesson plans and classroom activities for evidence of collaborative planning. 	None	August 2011- May 2012 Principal AP Counselor Title I Instructional Coaches Graduation	Master schedule Calendar of collaborative planning events Collaborative planning meeting minutes	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>	None	August 2011-	Meeting	School leaders facilitate coaching

<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 regarding supportive action will be documented.</p>		<p>May 2012 Principal APS Counselors</p>	<p>minutes and talk points Documentation of support actions</p>	<p>meetings with teachers and/or administrators, and they can describe how they developed their coaching plans and the progress that the teacher or administrator has made</p>
<p><u>Performance/Action 4</u></p> <p>Establish and maintain a First-Class icon (Teachers' Lounge) within the school house specifically designed and accessed by all teachers. Use this icon for the following functions:</p> <ul style="list-style-type: none"> • Weekly agenda regarding instruction, communication, documentation, and available resources • Share lesson plans/ • Discussion groups • Professional Learning opportunities 	<p>None</p>	<p>August 2011- May 2012 Principal AP Counselors Instructional Coaches Instructional Change Coach Title I Instructional Coaches CTSS</p>	<p>First-Class links Printouts of weekly agenda and other electronic support List of teacher leaders</p>	<p>Teachers can articulate/demonstrate how technology has been utilized to provide additional support. Teachers can describe how resources have been provided and their impact on teacher practice and student achievement.</p>

<p>Career Technology Action Plan (for high schools and middle schools only)</p>				
<p>Objective: Increase instructional effectiveness through best practices in career technology instruction.</p>				
<p>Intervention (Performance Actions should be selected and cited from the DCSS <i>Implementation Resource Supplement</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><u>N/A</u></p>	<p><u>N/A</u></p>	<p><u>N/A</u></p>	<p><u>N/A</u></p>	<p><u>N/A</u></p>

CSIP ADDENDUM: TEACHING AND LEARNING DESIGN OPTION FOR 2012-2013

1. Describe the school’s communication plan regarding the Teaching and Learning Design Option. Provide specific information regarding how you have communicated with all stakeholders.

DeKalb Alternative Night School has communicated with all stakeholders by using the following: emails, telephone, flyers, conferences and letters. During the 2011-2012 school year DANS will remain open communication with all stakeholders.

2. Complete the table below to include all requested information regarding stakeholder input.

Stakeholders	Meeting Dates	Comments
Faculty/Staff	8/17/11 8/24/11 9/1/11	Faculty and staff meet to get instructions on completing the actions plans for the CSIP. The last two meetings, faculty and staff meet to review and revising the CSIP.
Parent Council	8/24/11	Parent Counsel meet to participate in completing, reviewing and make corrections on the CSIP
PTSA/PTSO	N/A	
Student Government/Council	N/A	

3. Indicate the current school schedule model with an (X):

	Alternative Schedule (4X4 Hybrid)
X	Traditional 7-Period Day
	Traditional 7-Period Day Modified

	A/B Block Schedule
--	--------------------

4. Indicate requested teaching and learning design model for 2012-2013 with an (X):

	Alternative Schedule (4X4 Hybrid) Continuation
X	Traditional 7-Period Day Continuation
	Traditional 7-Period Day Modified Continuation
	A/B Block Schedule Continuation
	Return to Traditional Schedule
	New Alternative Schedule Request (<i>attach a sample schedule for review and approval</i>)

5. State the school’s rationale for the teaching and learning design model selected for 2012-2014.

Dekalb Alternative Night School has chosen the Traditional 7-Period Day because our students work better with a traditional schedule, rather than a block schedule. Dekalb Alternative Night Shared with the Dekalb Alternative Day School. Therefore, the master schedule must meet the needs of the students during the allotted time for DANS.

If a model change is requested, complete the following questions:

6. Describe how you will address “senior deficiencies” during the 2012-2013 transition year. For example, a senior needs eight credits to satisfy graduation requirements; however, the senior can only earn seven credits based on your instructional model in 2012-2013. How will your school assist the student?
7. Describe how all students will have an opportunity to start and complete career pathways in a traditional or modified setting. Provide a schedule example and the monitoring process to ensure pathway completion.
8. Summarize how changing your current instructional model will benefit your school and impact student achievement. Limit your response to one page.

Answer the following question if the school is requesting to implement a traditional or modified schedule and receives Smaller Learning Communities (SLC) federal grant funds or School Improvement Grant (SIG 1003 g) funds.

9. Describe the school’s plan to ensure that grant requirements are implemented in the traditional or modified schedule (common planning, academic teaming of students and teachers, and Teacher Advisement Program).