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 ___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

School Name: Druid Hills High School   Principal: Mindee Adamson   Plan Year: 2011-2012

CSIP Table of Contents

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

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

AdvancED (SACS CASI) Accreditation Standards
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.	Mindee Adamson		
2.	Yvette Weatherly		
3.	Cheryl Griffin		
4.	Sara Sullivan		
5.	Matthew Lewis		
6.	Virginia Stephenson		
7.	Jill Oglesby-Evans		
8.	Duane Johnson		
9.	Aileen Zeigler		
10.			
11.			
12.			
13.			
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15.			
16.			
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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	Mindee Adamson		
CSIP Facilitator	Chana Jackson		
Parent Representative **(can not be a school employee)**	Margaret Myers		
Student Representative **(required for High School)**	Kadeem Trimble		
Community Representative **(can not be a school employee)**	Marjorie Johnson		
Title I Representative			
School Counselor	Rebecca England		
Special Education Representative	Nora Kennedy		
Reading/ELA Chair	Marya Walker		
Math Chair	Stephanie Reiss		
Science Chair	Rebecca Brown/Amiraht Stabler		
Social Studies Chair	Margaret Steffen		
Professional Learning Liaison	Rebecca Brown		
Other (specify)			
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:
Analyzing data to identify students in need of additional assistance to prepare for standardized testing
The tutorial program set up and monitored by the Graduation Coach was a success for students in preparation for success on the GHSGT

The following programs, initiatives, and/or interventions were not as successful as hoped for 2010-2011:
Creating a master schedule allow for collaborative planning
Providing SIOP (Sheltered Instructional Observation Protocol) training for teachers so they could better meet the needs of our ELL population
Implementation of preferred models of co-teaching

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
Scheduling constraints
Training for all faculty in the SIOP model
Co-teaching models not used across all classrooms

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:
Continued use of data analysis to identify students in need of additional assistance in order to be successful in their classes as well as on standardized test
Implementation of an afterschool tutorial program for our ELL students

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	Setting the standard for Excellence through unity and purpose.	A community of empowered educators encouraging diverse learners to become responsible engaged citizens.
Mission How will we make our vision a reality?	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.	Druid Hills High School, in cooperation with all stakeholders, will provide a variety of educational opportunities in a safe, supportive learning environment where all students can acquire the knowledge, skills, and values to become self-assured, responsible, citizens in an ever-changing global society.
Values What beliefs and standards guide our mission?	▪ 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	▪ Respect and foster unity among individuals, groups, and cultures ▪ Celebrate diverse learning styles ▪ Honor involvement and commitment of stakeholders ▪ Provide a safe environment conducive to learning ▪ Integrate technology across the curriculum ▪ Encourage all students to fulfill their individual potential

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**
  Druid Hills is located in an urban setting. We are bordered by Emory University.

▫ **Enrollment**
  Our current enrollment is 1615 students.

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    ▫ **Subgroups (regardless of whether or not they affect AYP):**
- o Asian/Pacific Islander
- o Black
- o Hispanic
- o White
- o Student with Disabilities (SWD)
- o Economically Disadvantaged
- o 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 process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

Druid Hills High School created a school improvement planning team consisting of representatives from the administration, faculty, and school-level support personnel such as counselors and media specialists. Our principal met with the school improvement planning team to discuss how to get the faculty and staff involved in the process of developing a school improvement plan. The committee met once a week, leading up to the revision. The dates of our meetings were August 11th, 18th, 25th and September 1st, 2010 for an hour in the media center. The members of the committee met with their individual departments to discuss the various needs of students pertaining to their individual subject areas. Various forms of data were analyzed by the individual departments to develop individual action plans. The individual departments analyzed the data from both the GHSGT and EOCT to determine areas of need and concern. This information was then presented to the school improvement team for review. The team met on various dates to organize the data and provide ideas for improvement. Additional resources were provided by SREB that assisted with obtaining the necessary information to analyze specific data. This information was then shared at both the PTSA and School Council to seek parent input on our goals and school improvement ideas. Finally, members of the school improvement team met and set our goals for increased student achievement. Research based interventions were identified and the appropriate professional development was identified to assist with indicating progress toward our established goals.

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
	Georgia Criterion Referenced Test		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		Benchmark Scores
x	Georgia Writing Assessment	x	Attendance		Focus Walk Results
x	End of Course Tests	x	Graduation Rate		Staff Surveys
	Iowa Test of Basic Skills	x	Gifted Education		Student Surveys
	SAT, ACT, and AP Exams				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.
Druid Hills High School's overall strength lies in the effective use of instructional time through limited classroom interruptions for non-instructional activities. Druid Hills prioritizes instruction in many ways.

- Tardiness is unacceptable and the "Attendance Protocol Team" has been developed to keep up with students who have chronic tardiness and face consequences.

- Tutorials are held in all subject areas for students needing additional, smaller group assistance.

- Homework pages have been set up throughout the faculty to keep students up-to-date with assignments.

The use of data is encouraged for teachers to read and apply to instructional methods

- Monthly planning period meetings provide teachers the opportunity to collaborate in small group settings, observe colleagues in different subject areas, and address school-wide issues and concerns.

- Core area teachers use benchmark assessments to measure student's success and identify areas of weakness to ensure student comprehension.

School Culture

- The school regularly communicates with parent/guardians and students regarding student progress through four and a half week progress reports and advisement sessions.

- Druid Hills has strong ties to the community and the school culture supports social and relational growth in developmental learners

- The school celebrates and acknowledges achievements and accomplishments of our students

 The school's resources are focused on student achievement by providing modern technology in all academic classrooms which gives teachers the ability to use a variety of instructional methods.

5) Write a narrative summarizing your school's challenges. Data sources from comprehensive needs assessment must be included in the narrative to support findings.
Although Druid Hills High School met AYP, our graduation rate decreased from 90.6% to 81.6%. Currently the data shows that math met the 76% passing rate. The subgroups of biggest concern are SWD and ELL. Not being a Title 1 school, Druid Hills seems to need more support for these particular subgroups. As a school, we did meet and exceed the passing rate for English Language Arts; however, the data shows that the subgroups of concern are Black, Hispanic, Asian, SWD and Economically Disadvantaged as they fell short of the passing rate.

6) List the professional development needed to address the challenges summarized above.
Through the district's Teaching and Learning initiative, it is imperative all teachers in the school are following the protocol for these plans. Understanding our diverse learners and differentiating instruction to meet the needs of our students with a variety of learning styles is a starting point. We must engage students using research-based instructional and assessment strategies to support our struggling sub-groups and assisting teachers across the curriculum in ways to better reach and assist these students.

<u>Instruction by Highly Qualified Teachers (ESEA Mandate #3)</u>
7) Describe the process the school will use to recruit highly qualified and effective teachers.
The following is the procedure at DHHS to ensure that all teachers are highly qualified and teaching in their certified content area:
  - Require state certification and license for *all* completers of regular and alternate teacher preparation programs
  - Reduce the number of teachers on waivers or emergency/temporary permits
  - Provide information on teacher standards and their alignment with student standards to stakeholders
There are representatives from Druid Hills High School at recruitment fairs soliciting the most qualified candidates. As a school, we have developed a culture of excellence that attracts candidates who would like to become a part of our team. Additionally, we make

efforts to retain quality, highly qualified teachers through an established teacher support program, professional development and assignment of a mentor teacher

8) List strategies that the school employs to retain highly qualified and effective teachers.
At Druid Hills High School, new teachers are served through our Teacher Support Specialist Program. The TSS Program is designed to provide trained mentors with cognitive coaching skills for beginning teachers in the first three years of their career. Teacher Support Specialists assist beginning teachers, teachers newly transferred to Druid Hills and those in need of additional support. Because we only have three Teacher Support Specialists, we also utilize mentors within the new teachers' departments. Both the TSS and mentor provide the support in the following areas: school procedures, grading procedures, accessing resources, instructional assistance and effective teaching practices. The Administrators and Department chairs do classroom observations and provide immediate feedback as well as provide instructional and behavioral support and guidance. In addition to the support new teachers receive from their peers, the administrative staff has an open door policy and is available to provide their support as well. The principal meets individually with new teachers to discuss concerns and goals.

9) Describe the professional development activities that will be implemented to support <u>new</u> highly qualified teachers.
Mentors will conduct informal peer observations to assist new teachers each semester or as needed to provide feedback. Departmental professional development forum, DCSS staff development webinars and faculty PLC activities will be utilized.

<u>Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)</u>
10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.
It is at the teacher's discretion, within reason, to select the right assessment for their content. Teachers use the Georgia Performance Standards to fulfill the content requirements by creating lessons and assessments that correlate with the standard being taught. Teachers use a variety of methods of assessment ranging from objective tests to project-based learning. Teachers are expected to submit grades within five working days, to ensure the student has the opportunity to get additional assistance and attend tutorials if necessary. However, data is reviewed by the administration and the faculty when the results of state mandated tests are revealed.

Teachers have complete control over the selection, implementation, and monitoring of academic assessments that prepare students for EOCTs, GHSGTs, AP tests, IB exams, PSATs, SATs, and ACTs. In large part, teachers plan instruction with an eye toward high stakes tests. Certainly teachers plan content lessons that provide students the opportunity to gain the knowledge needed for success on these tests in accordance with Georgia Performance Standards. Beyond the level of knowledge, teachers design instruction that promotes critical thinking skills <u>while at the same time</u> keeping an eye on the objective tests. With the exception of AP and IB exams, most of the other examinations listed are multiple-choice tests, so teachers find it necessary to use some instructional time to teach test-taking skills. Therefore, teachers prepare classroom assessments that prepare students for high stakes assessments <u>and</u> critical

thinking and critical literacy skills. This results in classroom assessments that address content-area standards through a variety of assessment methods. Authentic assessments such as projects and essays assess standards and critical thinking skills, while multiple choice and objective tests test content knowledge while providing students the opportunity to practice standardized test taking skills.

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.
Teachers use a variety of assessments which are designed to measure what students know when they enter the class as well as their progress at various intervals in the semester. Students are assessed in oral performance through interviews, speeches, portfolios, demonstrations as well as oral responses in class. Additionally their written work is assessed through pretests and post- tests, benchmark assessments, predictor tests, essays and written portfolios. Through the implementation of multiple intelligence surveys, teachers gain insight into the varied capabilities of each child.

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.
Druid Hills has developed a variety of plans for students who have not met expectations. It is mandatory that teachers conduct tutorials for students if they need extra help before or after school. Emory University, which is Druid Hills' Partner in education, has offered university student tutors to assist students with any additional attention that might benefit them during class as well as after school.

On the department level there are plans for remediation allowing each department to develop their own strategies that are consistent to that specific department's objectives. These plans give the students who are struggling an extra opportunity to meet expectations. It is up to the teacher to stay in touch with the student's parents and facilitate any plans that might benefit that student to help him or her achieve.

Credit recovery allows students who have failed a core class a chance to make it up during the school year to prevent the student from falling behind in other academic classes. Credit recovery is a free, after-school program.
Additional assistance during the school day gives students who have not passed the Georgia High School Graduation an opportunity to practice and prepare for the actual test given in order to graduate.

Professional development gives the Druid Hills faculty an opportunity to learn strategies for recognizing the students who are falling behind and are unlikely to meet expectations.

13) Describe how and when data are reviewed to ensure that student progress is occurring.
Teachers at Druid Hills High School utilize a variety of diagnostic tests at the beginning of the semester to determine student deficiencies. The tests range from reading comprehension to content specific pre-tests. Data from the assessments is utilized while the teachers use collaborative planning to incorporate differentiated instruction in order to address the students' needs. Teachers monitor the success of those interventions through ongoing assessments to evaluate the strategies that are working and those that are least effective. Further, the teachers are required to post extra help hours on their classroom doors to identify hours set aside to assist students experiencing academic difficulties. Progress reports are provided to parents and students every three weeks to assist with feedback on student achievement.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.
We will bring in facilitators who will help us address the needs of our student population. We will also use professional development funds to send teachers to workshops and conferences in areas such as: co-teaching strategies, differentiated instruction, data analysis, race and culture in the classroom, and using data to set priorities for teaching and 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.
The school provides opportunities for parent-teacher conferences on formal parent-teacher conference nights each semester and encourages parents to contact the teachers whenever necessary for a conference. The school provides information regarding support for the student via the school listserv, open house events, PTSA meetings, teachers, and counseling staff. The additional assistance available includes tutorial help from teachers, Emory tutors, online tutorials, and services available within the community.

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.).

Druid Hills High School recognizes and supports the transitions students must make at many different junctures in their high school careers. Transitional periods occur when students first enter Druid Hills as either ninth graders or as students new to the school, when students matriculate to the next grade level, when students depart from resource classes to collaborative classes, when students move from the International Center into full-time attendance at Druid Hills, when students change course levels and pursue more (or less) rigorous options, and when students prepare to leave high school and either attend college or join the work force. At Druid Hills we

strive to provide the support necessary to enable each student to be successful through each transition encountered. During the 2010-11 school year, we will take the following steps.

Middle to High School Transition

- Parent meetings are held each January at Shamrock Middle School for rising 9th grade students and parents to discuss academic programs, diploma choices, and elective choices. 8th grade parents and students receive one-on-one guidance to complete the rising 9th grade registration form. Counselors and administrators also address questions and concerns regarding the transition from middle school to high school.
- We will revive the vertical teaming commitment between Druid Hills High School and Shamrock Middle School to provide a supportive academic environment for students as they transition from Middle School to High School. A vertical team comprised of 8th and 9th grade teachers from each subject area, administrators, and counselors should meet at least once a year to reinforce opportunities for all students to achieve success. **Principals** should facilitate collaboration and commitment of the vertical teams as well as provide professional development opportunities for teams to meet. **Teachers** should discuss associations between the middle school and high school programs of study, as well as identify students who are struggling and who may need additional assistance or resources. If we know what to expect of our rising freshmen, we will be better equipped to meet the academic needs of these students.
- The Student Council will continue to sponsor an orientation for 9th grade students before the school year begins to give them the opportunity to receive their schedules, locate their classes, and meet their teachers for 1st semester. They are also be assigned their lockers so they can see where they are located. Representatives from the Junior and Senior Classes conduct a full tour of the school grounds to allow the students a chance to get to know the buildings before the first day of school. On future tours, the guides will also discuss study skills, time management skills, homework, and classwork skills necessary to their success in the high school.

Grade Level Transitions

- Advisement is designed to provide additional assistance for students to navigate the transitions they face during high school. The Assistant Principal and the Registrar create advisement classes at the beginning of each school year. Groups are kept as small as possible to maximize opportunity for individuals to receive attention from Advisement teachers. Advisement teachers are charged with tracking student progress, maintaining 25 Book reading lists, and providing instruction in Diploma selection and graduation requirements. Teacher-advisors also work with students to prepare them for transition to the next grade. They help guide students as they develop their schedules for the upcoming school year and they help motivate students to stay focused and meet goals.
- Counselors will continue to meet with students in ninth and tenth grade on both an individual and small-group basis. They will take students through Career Cruising to identify their areas of interest to aid in their choice of electives for the following school year. This career interest program will help students see the connection between course content and the "real" world.

- Counselors will continue to meet individually with parents and students in the second half of the Junior year. These meetings are intended to ensure that students are fully informed about the requirements necessary to graduate the following year. In addition, a tutorial is given to each family about how to prepare for either the college application process or the transition to career training.
- In 2010, Administrators held grade-level class meetings at the beginning of the school year. These meetings proved to be extremely effective for orienting students to the academic and behavioral expectations held for each student school-wide. We recommend that these meetings be held at the beginning of each semester each year.

Transitions for International Students
- In order to meet the needs of Druid Hills' international students, The International Center provides basic language services for new students and provides services to new student who speak no English for 3-6 weeks. A bus picks the students up & they return during 4th period. The International Center also provides translators for conferences, meetings, and written communication with non-English speaking families. These translation services generally take about 2 days to arrange. However, because Druid Hills is such a diverse community, we have many adults and students on site who speak multiple languages who can assist with more immediate translation needs. For instance, one of our ESOL teachers speaks seven different languages. She also helps other teachers modify lessons for international students.
- We have some computers for use by some ESOL classes, but ESOL Labs at Druid Hills are not available for consistent daily use by our ESOL students. When students have access to technology, they learn to type, save work, send email, send email attachments, and use the Rosetta Stone software to speak and write in English. ESOL tutorial services are provided before and after school to help decode assignments for students.

Transitions for Special Education Students
- Vertical teaming between the Special Education Department at Shamrock Middle and Druid Hills High School will be established to ensure an easier transition from middle school resource to inclusion in the high school. Special education teachers or the SVELT from the high school will provide input at the IEP meetings for every 8th grader to assist with selecting appropriate measurable annual goals, including academic and functional goals designed to enable the student to make improvements in his/her performance in the general education curriculum. Special education teachers or the SVELT will also assist in registration for appropriate courses for rising 9th graders at the time of the IEP meeting to help eliminate schedule changes at the beginning of their high school careers.
- **Project ICE:** Teachers who co-teach in inclusion classrooms have been trained to use a variety of strategies under the Project ICE Initiative. It is expected that the two certified instructors will use a variety of methods to deliver content to their combined students. Parallel teaching, station teaching and alternative teaching methods appeal to the multiple intelligences, as well as divide students into smaller groups, which increases student participation in learning. When teachers assist a smaller group

within the same class, it allows for greater individual "practice turns" for students, and therefore dramatically increases differentiated, targeted feedback that students receive from their instructor within a class period.

Course Level Transitions
- Department Chairpersons will facilitate meetings within their departments to ensure that teachers collaborate across grade levels. Teachers who teach older students will clearly communicate the basic skills and knowledge needed in their classes, and teachers who teach younger students will consider these when teaching the curriculum required for their courses. Collaborative planning will occur where possible and teachers will meet to discuss needs of specific students in order to plan for smooth transitions from grade level to grade level in specific subject areas.
- Students who enroll in Druid Hills International Baccalaureate Program will be provided with a variety of orientation opportunities and meetings with the IB Coordinator in order to ease the transition from accelerated, advanced and AP classes to the IB classes. The transition from 10th grade into 11th grade can be particularly challenging for even the most motivated juniors, so seminars in stress management for students and parents will be offered. In addition, parent meetings will provide thorough coverage of IB requirements. Several after-school meetings will orient students to the IB CAS requirements. Research skills needed for success on the Extended Essay will be covered within the students' IB History class. In this way, we will fully orient the students to all that is required by the IB program and ensure the maximal opportunity for our students' success in this very challenging program.

Transition to College or Career
- An individual meeting is held with the counselors and each senior and his/her family in order to help students prepare to graduate and go on to a career or college. Individual tutorials include how to apply to college, how to apply for scholarships, how to use the Hope Scholarship, options for career training, and graduation requirements. This meeting is scheduled early in the Senior year in order to give families ample time to undergo this transition.
- The High School Graduation Coach meets individually with students who may be at risk for not graduating on time. The Graduation Coach counsels and motivates these students to make necessary changes in work habits or attitudes and, if necessary, diploma choices, in order to help then stay on track to graduate.
- The Counseling Office also sponsors a variety of informational opportunities for Seniors throughout the school year including a PTSA meeting for seniors, the "Making College Count" seminar, and lunch-time meetings with college admissions counselors and military recruiters.
- In order to broaden access to college and career planning opportunities for our Seniors, we will reach out to local colleges and universities and take advantage of more of the resources that are available. This may include scheduling seminars with admissions counselors from Emory, Georgia Perimeter College, or Georgia State.

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		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: The counselors work with outside agencies to
- provide test prep and outside tutorial as needed
- provide information regarding financial assistance for college
- provide information regarding scholarship opportunities

Psychologists: The school psychologist
- provides referrals for outside counselors if needed
- provides referrals for psychological testing if needed

Student Support Specialists: n/a

Social Workers: The social worker works with outside agencies to
- provide MARTA cards
- glasses for students
- provide shelter for homeless students and families
- assist with employment opportunities
- provide clothing

School Nurses: The school nurse with the physicians of students to ensure she is providing the medical support needed at school.

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
	Parental Involvement Workshops		Title I Parental Involvement Conferences
	Parental Involvement Survey/Summary	X	Others (list here) School Advisory Council, PTSA

20) Describe how the school uses the strategies checked above to increase parental involvement.
School Council is a vehicle for both community and parent stakeholders to become involved in addressing issues that are effecting student achievement. We work strategize ways in which these issues can be addressed and resolved. Everyone is welcome to attend monthly School Council meetings. While there are a set number of people elected to the School Council, the members are the voice of the stakeholders they represent. Stakeholder concerns are shared with the School Council and in turn, School Council seeks the support of the stakeholders to assist in resolving these issues.

PTSA is a vehicle to encourage parental involvement in the schoolhouse. PTSA meets monthly and the meetings are open to all stakeholders. The PTSA officers offer monthly programs that address the needs of our student body. The hope is that the programs offer a way in which parents can learn more about their students' high school experience. We encourage all parents to become a part of PTSA so that they can be actively involved in our school.

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	x	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).
The school will share the CSIP with staff and parents through a series of planned meetings. During staff meetings, professional learning activities and departmental meetings, staff members will participate in the development and implementation of the plan. The CSIP is shared and discussed and parents are encouraged to review and offer feedback. Annual Stakeholders Meeting, Open House

and monthly newsletter are forums in which CSIP information will be shared. The CSIP will also be posted on our school website and a hard copy in the media center.

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

As a high school that accepts students from a group home, we strive to provide excellent customer service and encourage parental involvement as follows:

- Identify students through our registration process residing in group homes to ensure these students who may be in need of additional assistance are provided the support needed
- Use our counseling staff, graduation coach and school social worker to identify student needs and connect them with the necessary resources
- Through use of a variety of communication tools – school website, calling post, mail and marquee – inform the group home of school and districtwide meetings

Stakeholder Communication (ESEA Mandate #10)

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

Faculty and staff members are required to analyze assessment data through faculty meetings, emails, professional development, for the purpose of benchmark alignment, and assessment for increasing student achievement by testing.   Professional development is provided to assist teachers and administrators with the process of analyzing data and communicating that data to all stakeholders. This knowledge assists with the expansion of a data utilized by all faculty and staff members. This data is then shared with our stakeholders in a variety of forums. For example, assessment data is communicated and interpreted during Open House, PTSA/School Council meetings, faculty meetings, and during student advisement. We also utilize the school website, homework pages, esis/parent portal and the school listserv to openly communicate with all stakeholders our assessment results ranging from PSAT scores to GHSGT results.

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

Druid Hills High School communicates its data-disaggregation process and results in the following ways:

- Post information on the school marquee
- Include information in the weekly listserv announcements
- Post information on the school website
- The DCSS website has a link to our school's website

- Schedule information night meetings where parents may learn about the school and its programs through the Counseling Office. Parents will learn how data is analyzed and used to make decisions designed to improve student achievement
- The DeKalb County School System publishes the disaggregated data in local newspapers.
- Advise parents and the community that the disaggregated data is available at the following websites:
    - Georgia Department of Education – AYP Report   www.doe.k12.ga.us
    - Governor's Office of Student Achievement – School Report Card www.gaosa.org
    - DeKalb County School System www.dekalb.k12.ga.us

26) Describe how the CSIP will be communicated with and made available to school stakeholders**.
Druid Hills High School will take the following steps to communicate its CSIP to the widest possible range of stakeholders:
- Teachers, parents, students, and community members serve on subcommittees of the CSIP
- Post information on the school website
- A copy of the CSIP is housed in the Media Center and Main Office in the school
- Information provided at both Open House and PTSA meetings.

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

*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	
State Funds	
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	
Grants (list)	
PTSA	
Partners in Education	
Other (list)	

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:
Increase the pass rate on the GHGST from 91.8% to 93.9%.
- Increase the subgroup - economically disadvantaged pass rate from 89% to 93.9%.
- Increase the subgroup – black pass rate from 91.8% to 95%
- Increase the subgroup – students with disabilities from 79.4% to 93.9%.

Increase the pass rate on the GHSWT from 96% to 99%.
Increase the number of students passing the 9th Literature EOCT from 73% to 76%.
Increase the number of students passing the American Literature EOCT from 86% to 89%.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Maintain a shared file with rubrics for all teachers to use to evaluate student writing so that writing instruction can be reinforced across the curriculum. Instruction Standard 3: 3.2 Performance/Action 1 *Subgroup* Increase the number of African-American students in AP courses by classroom teacher recommendations, counselor input, and standardized test data to place students in classes that challenge them appropriately. Planning and Organization standard 2: 3.1 Performance/Action 1/2 Differentiated instruction, such as cooperative groups will help serve the needs	None	2011-12 English Department Principal	Monitoring of the Shared File for Writing Rubrics Academic Yearbook Research Papers	GHSWT GHGST

of diverse learners. Instruction Standard 2: 2.5 Performance/Action 2				
Plan and implement a test preparation program that provides specific strategies for identifying answers in multiple choice exams. Planning and Organization Standard 3: 3.1 Performance/Action 2	None	2011-12 English Department API Principal	Focus Walks Classroom Observations Lesson Plans Benchmark Assessments	GHSGT-LA EOCT – Am. Lit, 9th Lit
Analyze data such as the GHSGT and EOCT, in order to adjust instruction to serve the needs of diverse learners. Leadership Standard 1: 1.4 Performance/ Action 2

Collaborate with teachers in the department to monitor progress of 9th and 10th graders, and identify those who made need further assistance with instruction. Instruction Standard 3: 3.2 Performance/Action 1

Provide rubric for teachers based on GHSWT rubric. Instruction Standard 3: 3.2 Performance/Action 1

Refer at-risk students to graduation coach. Instruction standard 2: 2.6 Performance/Action 1 | Inservice | Coach API Principal | Observations Lesson Plans Academic Yearbook Research Papers | GHSGT-LA EOCT – Am. Lit, 9th Lit |
| Students with Disabilities Implement ICE Strategies in the classroom; fluency/automaticity in written expression, | PLC – no cost | ICE coaches LTSE Principal | ICE observations, Evidence of | GHSGT EOCT's in 9th grade Literature and American Literature |

provide research based, explicit vocabulary instruction.		API	preferred models of co-teaching, Benchmark scores	
English Language Learners* -Implement the SIOP model in the classroom; reading, language support, writing and communication. -Utilize the Emory and GSU tutors to provide additional assistance in the areas of vocabulary, grammar conventions and written expression. -Utilize the student's native dictionary for translation and clarification. - Provide sheltered English classes to ESOL students - IRC Tutorials afterschool for ESOL students including transportation	None	ESOL Teachers English teachers API International Relief Center	Observations Lesson plans Student work	Student Portfolio Access test scores GHSGT scores EOCT scores
Technology Integration Increase use of USA Test Prep for GHSGT and EOCT preparation. Increase uses of the internet for research and writing to enhance research skills. Increase the use of programs such as Galileo to improve writing and research skills. Implement interactive boards in all classrooms. Instruction Standard 2: 2.7 Performance/Action 1	None	2011-12 English Department in collaboration with Media Specialists API Principal	Focus Walks Classroom Observations Lesson Plans Computer Lab logs Benchmark Assessments	GHSGT-LA GHSWT EOCT – Am. Lit, 9th Lit Increased student/teacher use of technology in classroom.

*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:
 Increase the pass rate on the GHGST from 82% to 87.4%.
  - Increase the subgroup - economically disadvantaged pass rate from 77.9% to 87.4%.
  - Increase the subgroup – black pass rate from 79.9% to 87.4%.
  - Increase the subgroup – students with disabilities from 54.5% to87.4%.
Increase the number of students passing the Math I EOCT from 61% to 70%.
Increase the number of students passing the Math II EOCT from 59% to 70%

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
<u>*All Students*</u> Continue to increase critical-thinking and problem solving skills using standards based tasks and projects. Differentiated instruction will help serve the needs of diverse learners through offering different models to learn the concepts. Instruction Standard 2: 2.2 Performance/Action 1 Analyzing data, including the Benchmarks and EOCT, in order to adjust instruction to serve the needs of diverse learners. Leadership Standard 1: 1.4 Performance/ Action 2	Fees associated with staff development	2011-12 Staff Development Liaison (county-level)	Administrators and faculty leadership team observe using standards based rubric and teachers self-evaluate critical thinking in classrooms.	More project based assessment for students. Use of at least two tasks per unit.
<u>*All Students*</u> Hold weekly team meetings where teachers collaborate and ensure that all standards and objectives are being met.	None	2011-2012 Classroom Teachers, Counselors, Graduation	Math department and counselors will design a flow chart with	Lower failure rates; fewer schedule changes.

Collaborate with counselors to create a coherent process to determine student placement in math courses. Instruction Standard 3: 3.2 Performance/Action 1 Refer at-risk students to graduation coach. Instruction standard 2: 2.6 Performance/Action 1		Coach and AP of Instruction	requirements for each math course. A recommendation form will also be designed for the use of correct placement.	
Subgroup African-American and ED students: Use classroom teacher referrals, counselor input, and standardized test data to place students in classes that challenge them appropriately Planning and Organization standard 2: 3.1 Performance/Action 1/2 For all subgroups: Continue to use diagnostic test to assess all juniors and create an EOCT indicator test and devise after school tutorial program with a special education teacher and a math teacher to provide instruction and test preparation for deficient students. Assessment Standard 3:3.1 Performance Action 4	Fees associated with staff development Possible costs to arrange for substitutes (if necessary) Food for after school program	2011-2012 Classroom Teachers Counselors AP of Instruction	Math department and Counselors will design a flow chart with requirements for each math course. A recommendation form will also be designed for the use of correct placement.	Increased number of students in Advanced Placement, IB, and advanced classes
Students with Disabilities When co-teaching, continue maximizing personnel and instruction by: ▫ Ensuring that both adults are actively teaching the entire instructional segment.	PLC – no cost	LTSE Principal API Teachers	Collaborative planning meeting dates Agendas Minutes Lesson plans	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the

▫ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching 　▪ Station Teaching 　▪ Parallel Teaching 　▪ Alternative Teaching Instruction Standard 2 Performance Action 3			Classroom observation data Focus walk data	preferred models of co-teaching. Ice Strategies included in all co taught lesson plans.
Continue to provide effective instruction in mathematics for students with disabilities: ▫ Reinforce effort rather than perceived innate ability ▫ Provide explicit instruction that includes modeling, guided practice, and individual practice with feedback ("I do it, we do it, and you do it"). ▫ Explicitly teach students strategies to approach word problems. Instruction Standard 2 Performance Action 9			Lesson plans Classroom observation documents Focus walk documents Student created activities and projects Posted work	Teachers and students can explain how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of the three-part lesson and word-problem solving. Students can articulate how the classroom culture supports and empowers them to make progress with mathematic concepts and operations. Classroom walk-through data indicate that students are provided explicit instruction in mathematics including ways to approach word problems.
English Language Learners* Continue to provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation Protocol	None	SIOP trainers Teachers Principal API	Sign-in sheets Training Dates Agendas Lesson plans	Teachers and administrators can articulate their progress on implementing new of expected practices in their classrooms, and can articulate the next steps they will take for continuous

(SIOP). Instruction Standard 2 Performance Action 1				improvement with evidence of student learning impact.
Differentiate instruction and utilize effective scaffolding techniques to meet student needs. Instruction Standard 2 Performance Action 6	None	ESOL Teachers General Ed Teachers Principal API	Lesson plans Centers Portfolios Flexible group lists Classroom observation documents Focus walk documents	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
Encourage students to use the International Rescue Committee (IRC) tutorial program after school.		IRC tutors		
Maintain constant monitoring of student progress and ongoing assessment to check understanding. Instruction Standard 2 Performance Action 8	None	ESOL Teachers General Ed Teachers Principal API	Classroom observation documents Focus walk documents Lesson plans Formative assessment data	Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction.

Technology Integration		Math Teachers	Administration	Increased student/teacher use of
Increase teacher use of technology in the classroom to meet the needs of diverse learners and to connect mathematics to ways math is integrated in the world. Use of educational websites such as usatestprep.com, Georgia Online Assessment System (OAS) and Georgia EXPRESS to raise student test scores. Continue to us interactive boards in all classrooms. Instruction standard 2: 2.7 Performance/Action 1		CTSS (ensure current version of software loaded on teacher and student workstations	and Peer Observations	technology in classroom. Data driven

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

Science Action Plan

Annual Measurable Objective:
 Improve student achievement from 87 % to 90% on the GHSGT.
Increase the number of students passing the Biology EOCT from 58% to 70%.
Increase the number of students passing the Physical Science EOCT from 70% to 73%.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Provide additional support for GHSGT/EOCT preparation through departmental tutorials and "academic detentions". Use high yield strategies in all classes. Assessment Standard 3: 3.1 Performance/Action 4 Subgroup Increase the number of African-American students in IB courses by classroom teacher recommendations, counselor input, and standardized test data to place students in classes that challenge them appropriately. Planning and Organization standard 2: 3.1 Performance/Action 1/2	Funds through school/county/ Partners In Education	2011-2012 Science Teachers API Principal	2011-2012 Science Teachers API Principal	2011-2012 Science Teachers API Principal Students participate in tutorials before and after school, as well as during elective class pullouts. Students may have an "academic detention" if they are failing or at risk of failing.
Collaborate with special education teachers to improve the achievement of all students. Meet weekly to plan together. Let Dr. Jackson know when the meetings are occurring. Use both differentiated assessments and instruction to meet the learning styles of all students.	County provided workshops	2011-2012 Science Teachers Resource Teachers API Principal	Focus Walks Classroom Observations Lesson Plans	GHSGT-Science EOCT – Biology, Physical Science scores

Instruction Standard 3: 3.2 Performance/Action 1 Refer at-risk students to graduation coach. Physical science teachers identify physical science students who had difficulty in physical science for early remediation Junior year. Instruction standard 2: 2.6 Performance/Action 1		Graduation Coach		
Analyze data to identify students who have not passed the GHSGT and/or are behind in their science sequence to provide additional assistance. Leadership Standard 1: 1.4 Performance/ Action 2 Differentiated instruction, such as heterogeneous and homogeneous groups will help serve the needs of diverse learners. Instruction Standard 2: 2.5 Performance/Action 2	Letters Stamps	2011-2012 Science Department API Principal	Student Transcripts Focus Walks Classroom Observations Lesson Plans	GHSGT-Science EOCT – Biology, Physical Science scores
Students with Disabilities When co-teaching, maximize personnel and instruction by: ▫ Ensuring that both adults are actively teaching the entire instructional segment. ▫ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching ▪ Station Teaching ▪ Parallel Teaching	Inservice trainings	ICE coaches LTSE Principal API	Collaborative planning meeting dates Agendas Minutes Lesson plans Classroom observation data Focus walk data	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

▪ Alternative Teaching Instruction Standard 2 Performance Action 3				
English Language Learners* Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation Protocol (SIOP). Instruction Standard 2 Performance Action 1	None	SIOP trainers Teachers Principal API	Sign-in sheets Training Dates Agendas Lesson plans	Teachers and administrators can articulate their progress on implementing new of expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.
Differentiate instruction and utilize effective scaffolding techniques to meet student needs. Provide vocabulary connections and links to students in their own languages. Tutoring services through IRC and Emory students. Instruction Standard 2 Performance Action 6	None	ESOL Teachers General Ed Teachers Principal API	Lesson plans Centers Portfolios Flexible group lists Classroom observation documents Focus walk documents	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
Provide constant monitoring of student progress and ongoing assessment to check understanding. Instruction Standard 2 Performance Action 8	None	ESOL Teachers General Ed Teachers Principal API	Classroom observation documents Focus walk documents Lesson plans Formative assessment data	Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. Lesson plans and classroom activities show evidence of

				monitoring and assessment data being used to inform and revise instruction.
<u>Technology Integration</u> Increase teacher use of technology in the classroom to meet the needs of diverse learners. Increase use of USA Test Prep for GHSGT preparation. Instruction standard 2: 2.7 Performance/Action 1	Maintenance of current computers.	2011-2012 Science Teachers API	Focus Walks Classroom Observations Lesson Plans Computer Lab logs	GHSGT-Science EOCT – Biology, Physical Science Benchmark Increased student/teacher use of technology in classroom.

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

Social Studies Action Plan

Annual Measurable Objective:
 Improve student achievement from 73% to 76% on the GHSGT.
Increase the number of students passing the U.S. History EOCT from 69% to 72%.
Increase the number of students passing the Economics EOCT from 79% to 82%.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Continue to identify at-risk students within the first three weeks of the semester through lateral communication so that additional assistance can be provided through teacher to student and/or peer to peer tutorials. Assessment Standard 3: 3.1 Performance/Action 4 Continue to send names of at risk students to Graduation coach who will provide support to the at risk students through SST referrals and tutorials. Assessment Standard 3: 3.1 Performance/Action 4 Analyzing data such as the GHSGT and EOCT, in order to adjust instruction to serve the needs of diverse learners. Leadership Standard 1: 1.4 Performance/ Action 2	None	2011-2012 Social Studies teachers Graduation Coach, API Principal	Tutorial Schedule Log of tutorial attendance	GHSGT-Social Studies EOCT – U. S. History, Economics
Developed a process that requires teachers to collaborate to ensure that all standards and objectives are met and to determine	None	2011-2012 Social Studies Teachers	Focus Walks Classroom Observations	GHSWT EOCT GHSGT scores

student achievement across the curriculum. This collaboration has resulted in development of content area benchmarks. Instruction Standard 3: 3.2 Performance/Action 1		English Teachers API Principal	Lesson Plans share drive.	
Differentiated instruction, such as cooperative groups will help serve the needs of diverse learners. Instruction Standard 2: 2.5 Performance/Action 2 Subgroup Continue to increase the number of African-American students in AP and IB courses by classroom teacher recommendations, counselor input, and standardized test data to place students in classes that challenge them appropriately. Planning and Organization standard 2: 3.1 Performance/Action 1.2	Fees associated with staff development	2011-2012 Social Studies Teachers API Principal	Book Review Book Log Research Lesson Plans	GHSGT EOCT

Students with Disabilities
When co-teaching, maximize personnel and instruction by:
▫ Ensuring that both adults are actively teaching the entire instructional segment.
▫ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching
  ▪ Station Teaching
  ▪ Parallel Teaching
  ▪ Alternative Teaching
Instruction Standard 2
	PLC – no cost	ICE coaches LTSE Principal API	Collaborative planning meeting dates Agendas Minutes Lesson plans Classroom observation data Focus walk data	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

Performance Action 3 A classroom set of American History textbooks at Grade 5 reading level has been purchased by department to facilitate comprehension for students with disabilities. These will be shared by U.S. History teachers as needed.				
English Language Learners* Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation Protocol (SIOP). Instruction Standard 2 Performance Action 1	None	SIOP trainers Teachers Principal API	Sign-in sheets Training Dates Agendas Lesson plans	Teachers and administrators can articulate their progress on implementing new of expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.
Differentiate instruction and utilize effective scaffolding techniques to meet student needs. Instruction Standard 2 Performance Action 6 Department has purchased a class set of U.S. History books for ESOL students to use to bridge gap during period of transition from native language to English.	None	ESOL Teachers General Ed Teachers Principal API	Lesson plans Centers Portfolios Flexible group lists Classroom observation documents Focus walk documents	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
Provide constant monitoring of student progress and ongoing assessment to check understanding. Instruction Standard 2 Performance Action 8	None	ESOL Teachers General Ed Teachers Principal API	Classroom observation documents Focus walk documents Lesson plans Formative	Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for

			assessment data	understanding. Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction.
Technology Integration Increase teacher use of technology in the classroom to meet the needs of diverse learners. Continue use of USA Test Prep for GHSGT and EOCT preparation. We have implemented interactive boards in all classrooms. Instruction standard 2: 2.7 Performance/Action 1	None	2011-2012 Social Studies Teachers API	Focus Walks Classroom Observations Lesson Plans Computer Lab logs Benchmark Assessments	Focus Walks Classroom Observations Lesson Plans Computer Lab logs Benchmark Assessments

*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:
Decrease the number for all students absent more than 15 days from 22% to 19%
Increase the graduation rate from 81.6% to 85%.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Monitor and utilize data to provide additional assistance Planning and Organization 2: 3.1 Performance/Action 1/2	None	2011-2012 Administration, Leadership Team, Faculty	Teacher/Parent Contact Logs Level 1 Plans Counselor and Grad Coach Logs	GHSGT Scores EOCT Scores PSAT Scores SAT Scores Graduation Rate
Provide seniors needing to pass portions of the graduation test with GHSGT-targeted tutorial opportunities Provide seniors with online opportunities to meet graduation requirements through DOLA Provide and promote classroom tutorial sessions Assessment Standard 3: 3.1 Performance/Action 4	None	2011-2012 Administration, Leadership Team, Counselors, Grad Coach, Faculty	Tutorial Schedule Log of Tutorial Attendance DOLA Enrollment	GHSGT Scores Graduation Rate EOCT Scores Course Grades
Implement established school procedures for monitoring student absenteeism by: ▪ Monitoring ESIS attendance ▪ Contacting parents via DeKalb's	None	2011-2012 Administration Counselors Social Worker	Attendance Reports Counselor referrals	Attendance rate

calling post ▪ Implementing the Attendance Protocol Team to get all students to class on time ▪ Parental contact by teacher after 3 unexcused absences ▪ Parental contact by administrator after 5 unexcused absences ▪ Referral to Social Worker after 8-10 unexcused absences Leadership Standard 4: Performance Action 3		Teachers Parents Students	Social Worker referrals	
Monitor and utilize data to provide additional assistance. Planning and Organization 2: 3.1 Performance/Action 1/2	None	2011-12 Administration Leadership Team Faculty	Teacher/Parent contact log Graduation Coach referral log GDOE candidate roster	GHSGT EOCT PSAT SAT Graduation Rate

Library-Media Action Plan

Annual Measurable Objective:
Increase the pass rate on the English/Language Arts section of the GHGST from 88.9% to 92%.
Increase the pass rate on the GHSWT from 96% to 99%.
Increase the number of students passing the 9th Literature EOCT from 73% to 76%.
Increase the number of students passing the American Literature EOCT from 86% to 89%.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
The media specialist continues to collaborate with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. ▫ LMS collaboratively meets and plans lessons with faculty and by serving on the Leadership Team ▫ LMS collaboratively teaches aspects of research and use of technology to support GPS Students with Disabilities and English Language Learners: ▫ Recorded books, study guides, translation aids, picture dictionaries/books and databases are purchased and made available to students based on reading levels and needs. Instruction 1.2 Performance Action 4	No Cost – Destiny in-house training No Cost - Staff training on First Class Homework Pages	2011-2012 Media Specialist	Library Media Schedule Senior Research Project Rubric Local reading reports Resource alignment to units Media circulation records, etc.	Academic Yearbook Resources from the media center are correlated to areas of the curriculum. Grade level research papers.
Teachers effectively use technology to	N/A	2011-2012	Computers	Students can articulate how

provide real world application and to maximize student learning. ▫ Senior Research Project ▫ Class multi-media projects ▫ Research Papers Technology Integration – Instruction 2.7 Performance Action 2		Principal, Leadership Team, Media Specialist, Teachers in all subject areas	and equipment Media center lab use schedule Projects, etc.	technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to complement their learning process.

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)	One focus of staff development is to engage students using a variety of strategies such as Marzano's High Yield Strategies, Depth of Knowledge, Thinking Maps, and RTI's. Professional Learning Standard 1: Performance/Action 1	The staff will continue training on the variety of strategies including Marzano's High Yield Strategies, Depth of Knowledge, Thinking Maps, and RTIs. The activities will include teachers presenting the strategies to the entire faculty and smaller faculty groups sharing the successes of using the strategies	2011-2012	Faculty Meetings Department Meetings Lesson Plans incorporate the use of these strategies.	Progress Report grades EOCT and GHSGT results, improved classroom performance assessments
	One of our goals is to create a culture of continued school improvement while teachers collaborate and support each other. Teachers can reflect on their teaching practices and be aware of what is going on throughout	We will continue with Focus Walks. Also, we will take this a step further and introduce and encourage peer coaching among the faculty.	2011-2012	Teacher/Classroom Observation Peer Coaching	Progress Report grades EOCT and GHSGT results, improved classroom performance assessments, increased interdisciplinary

	school. Reflection allows teachers to be more critical about their practice which leads to higher student achievement. Professional Learning Standard 1: Performance/Action 2				lessons
	To meet the needs of all of our students, we will deepen the curricula and content knowledge of teachers with an emphasis on the Common Core GPS. Our focus will be to include all students as we incorporate the CCGPS Professional Learning Standard 1 Performance/Action 3	Teachers who have been trained in the CCGPS will redeliver these to the entire faculty. Teachers will incorporate the Common Core Standards into lesson plans and into the classroom.	2011-2012	Faculty meetings Lesson Plans	Progress Report grades EOCT and GHSGT results, improved classroom performance assessments
	We believe in differentiated instruction. This is a practice that grows out of values that impact the way teachers treat their students, design their curricula, establish rules, and talk about learning. We will continue to encourage our staff to assert the value of	Successful differentiation depends on valuing both ritual and variety in the classroom. Departments will conduct best practices meetings, research article discussions and vertical teaming meetings throughout the year to earn hours. Then at faculty meetings, we will share best practices across the curriculum.	2011-2012 School year	Department agendas and faculty attendance sheets, varied lesson plans, vertical curriculum guide	Progress Report grades EOCT and GHSGT results, improved classroom performance assessments,

	meaningful choice for students. Professional Learning Standard 1 Performance/Action 4 We will use student data to inform our instructional decision making and improve outcomes. Professional Learning Standard 1 Performance/Action 5	Administrators will make data accessible to teachers. We will discuss and strategize how best to utilize the data. IDMS training will occur throughout the year which will increase the awareness of each individual teacher's classroom data.	2011-2012 School year	Faculty meetings, and planning period meetings for IDMS training	Progress Report grades EOCT and GHSGT results, improved classroom performance assessments
Federal					
Grants					
Local					

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 *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Performance Action: The school leaders ensure school-wide consistent procedures and routines that focus on student safety, student learning, and maximum, non-interrupted instructional time. Leadership 2.1 Performance Action 1	None	2011-2012 Administrative Team Teachers	Posted procedures and routines Teacher and student handbooks Safety plan	Staff can articulate how the school is managed including procedures for operations such as: Emergency drills Bell schedules Substitute procedures Arrivals/dismissals
Performance Action: The principal and school administrators work collaboratively with staff and community to develop policies, practices, and procedures to ensure a safe, orderly, inviting, and supportive learning environment. Leadership 2.1 Performance Action 2	None	2011-2012 Administrative Team Teachers School Council	Discipline Plan – Schoolwide and Classroom Posted procedures and routines Discipline Policies Tardy Polices	All stakeholders can articulate that school climate and culture is supportive and inviting. Observations of interactions reflect positive, supportive learning environments
Performance Action: The school leader meets with faculty and staff in small groups to discuss the implementation of the school-wide discipline plan and provide clarifications as needed. Leadership 2.1 Performance Action 4	None	2011-2012 Administrative Team Teachers	Discipline Plan – Schoolwide and Classroom Discipline Policies Meeting agendas	Staff can explain how the school-wide discipline plan will be implemented. Staff can articulate how they manage classroom behavior and behavior throughout the school day during transition periods.
Performance Action:	None	2011-2012	Communication	School leaders can articulate how

The school leader monitors implementation of the school-wide discipline plan. Leadership 2.1 Performance Action 5		Administrative Team Teachers	logs Observation Forms Discipline referrals	implementation of the school plan is progressing based on their observations and reviewing of discipline referrals.

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 cited from the *DCSS Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Performance Action: The school will develop and maintain policies, procedures and protocols to ensure a teachers supportive school environment by: Assigning mentors to both teachers new to the profession and new to the building Assigning mentor teachers to veteran teachers upon request Scheduling a formal time for mentors and mentees to meet Providing guidelines to mentors regarding how to effectively serve in their roles Leadership Standard 2.2 Performance Action 1	None	2011-2012 Administrative Team Department Chairs Mentor Teachers	Mentor assignment list Scheduled mentoring meeting times Calendar of mentor-mentee activities	Mentors and mentees can articulate policies, procedures and protocols regarding teacher mentoring
Performance Action: The school will provide a collaborative planning time for teachers through Developing a maintaining a master schedule that allows for collaborative planning Monitoring lesson plans and classroom	None	2011-2012 Principal API	Master schedule Collaborative planning meeting minutes Lesson plans Classroom observations	Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.

activities for evidence of collaborative planning Leadership Standard 2.1 Performance Action 3				
Performance Action: The principal will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Leadership Action 2.1 Performance Action 5	None	2011-2012 Principal	Meeting minutes and agenda Documentation of support actions	School leaders will facilitate coaching meetings with new faculty/administrators and describe how they developed their coaching plans and the progress the teacher/administrator has made
Performance Action: School administrators and department chairs will conduct a minimum of two informal observations prior to a formal observation for any teacher new to the school and provide a follow-up conference. Leadership Action 2.1 Performance Action 6	None	2011-2012 Administrative Team Department Chairs	Observation tool Feedback documentation	School leaders can articulate what they look for in an observation. They can discuss instructional delivery and student work as it relates to the GPS standards

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 *DCSS Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Continue to increase the percent of students graduating with industry recognized credentials and college credits: ▫ Ensure that all Career Tech teachers are certified and capable to teach all courses in all pathways in the area of their certification. ▫ Offer the appropriate amount of sections of each course in pathways to ensure students have opportunities to complete pathways. ▫ Continue to monitor student enrollment of students to ensure correct placement and course offerings. ▫ Implement a tracking system to aid students in completing a pathway Instruction Standard 1.1 Performance Action 1	None	2011-2012 Career Tech teachers, Principal API	Master schedule Class lists End of pathway assessments List of students receiving industry certification Enrollment and articulated courses with area technical colleges List of industry skill-based professional learning attended by Career Tech teachers	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. Create a registration form that includes pathway options for students and teachers to select the next course within the identified pathway
Expand program enrollment - Career Tech	None	2010-2011	Master	Increased number of students

programs are effective programs that are offered based on student interest and employment demands. ▫ Continue to increase student enrollment in Career Technology Programs/Pathways. ▫ Increase student awareness of postsecondary opportunities aligned with program areas. ▫ Implement a Career Day to increase visibility of Career Technology Programs/Pathways. ▫ Educate principals, teachers and counselors about nontraditional careers. ▫ Promote Career Technology day on all campuses and utilizing current Career Technology students to promote courses. ▫ Increase Job Shadowing Opportunities for the students to receive real world applications and training ▫ Increase the amount of guest speakers within each program to enlighten students of career opportunities Instruction Standard 1.1 Performance Action 4		Career Tech teachers, Principal API	Schedule Recruitment Plan Career Technology Pathway Completers Career Technology Concentrators Career Technology Student Attendance CTSO Participation Career Technology Student Follow-up Survey Career Technology Promotional Materials	enrolled in Career Technology courses and who successfully complete Career Pathways. Follow up with graduates to determine if students entered the field or are studying in the field. Work with various advisory members, Junior Achievement, and local businesses to provide students an opportunity to learn about various careers. Provide workshops and guest speakers in a classroom setting for students to learn more about careers and post-secondary education opportunities