

DeKalb County School District

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



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

Statement of Quality Assurance

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

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| 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: Patricia E. May | Date: |
| Regional Superintendent: | Date: |

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

| | Printed Names of Council Members | Signatures of Council Members | Date Signed |
|-----|----------------------------------|-------------------------------|-------------|
| 1. | Angiela Johnson | | |
| 2. | Natasha Moore | | |
| 3. | Shakethia Chaney | | |
| 4. | Shontica Wallace | | |
| 5. | Sejwanya Harris | | |
| 6. | Ms. Dieldra Griffin | | |
| 7. | Ms. Lawana Pete | | |
| 8. | | | |
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

| Participant/Role | Printed Name | Signature | Date |
|-------------------------------------------------------------------|--------------------------------------------|------------------|-------------|
| School Principal | Patricia E. May | | |
| CSIP Facilitator | Evelyn M Guyton | | |
| Parent Representative (can not be a school employee) | Sharon Wiggins | | |
| Student Representative (required for High School) | | | |
| Community Representative (can not be a school employee) | | | |
| School Counselor | <i>LaNekia Pruitt</i> | | |
| Special Education Representative/ LTSE | Diane Williams-Shirley Carol Kellyman | | |
| Reading/ELA Chair | Anthony Cook | | |
| Math Chair | Akecia Owens-Cunningham Evelyn M Guyton | | |
| Science Chair | Sharon Mott | | |
| Social Studies Chair | Patricia A Wells | | |
| Professional Learning Liaison | Anthony Cook | | |
| Other (specify) API | Overton Wright | | |
| Other (specify) Parent Liaison | Daryl Ogletree | | |

Executive Summary of Consolidated School Improvement Plan (CSIP)

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

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

Through the initiative of the school's principal, the Extended Learning Time was structured to focus solely on increasing student academic achievement and ensure the mastery of state standards and local school curricula. In addition to Extended Learning Time, Math competitions and Tutorials supported increased student learning. This unified school effort was developed to promote shared understanding and knowledge through higher ordered critical thinking activities which were targeted at every student's area of challenge. These challenges were identified by student performance on local school weekly benchmark assessments, individual teacher assessments, and student Criterion Reference Competency Test.

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

After School Tutorials, Weekly Benchmarks, and Principals Book of the Month

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

Personnel, Teacher Moral, Student Focus and Motivation; the school must place high emphasis on addressing the students' math challenges including teaching and learning of basic math skills, as well as a unified focus on the other content areas which are academically aligned with state standards and local school curriculum. Through the instructional leadership of the school principal, the local school Extended Learning Time (Flex) period will be restructured to include a nine week rotation of students and a focus on all content areas. It is important to note that the unified school efforts will provide additional student support through shared decision making, knowledge and higher order critical thinking activities which will also target every student's area of challenge per the domains indicated from the 2011- 2012 Criterion Reference Competency Test. The data analysis sources will include weekly math benchmarks, individual teacher formative assessments, and pullouts to assist students through researched based programs, i.e., (AAA Math, FastMath, Soft School, Writing to Win and Cool Math). These significant teaching and learning support opportunities coupled with assigned math classes will serve as an additional strategy for improving our school-wide challenge as well as, identifying teacher and student strength and weaknesses.

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

Ongoing Common Core Training and Professional Learning Webinars, Site-based Professional Learning Opportunities, Instructional Technology Upgrades, A Revised Extended Learning Time, Tuesday and Thursday CRCT Tutorial, and Saturday CRCT Boot Camps for Students and Parents.

School Mission and Vision

| | DeKalb County School System | School |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Vision What is our image of a successful school for our stakeholders?</p> | <p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p> | <p>Cedar Grove Middle School successfully implements policies, best practices and standards to ensure that data drives the instructional program for a productive learning environment and academic achievement.</p> |
| <p>Mission How will we make our vision a reality?</p> | <p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p> | <p>Cedar Grove Middle School prepares students for high school and productive citizenship through performance-based instruction.</p> |
| <p>Values What beliefs and standards guide our mission?</p> | <p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation | <p>Cedar Grove Middle School actively seeks to involve the community, parents, our partners in education and other stakeholders, sharing the responsibility for providing each student with the opportunity to excel with pride. Our efforts are a testimony to our commitment for helping all students become life-long learners.</p> |

Developing a Comprehensive Needs Assessment

1) Provide a brief description of your school and community. Include the following information:

- **Geographic location:** We are located behind Panthersville Stadium in South DeKalb in Decatur, GA.
- **Enrollment: Our current enrollment is 899 students**
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity: African-American, Multi-Racial, Hispanic, Asian, and Caucasian
 - Student with Disabilities (SWD): More than half of our students with disabilities are in Collaborative Classrooms more than half the day.
 - Economically Disadvantaged: The majority of our students (over 85%) are considered economically disadvantaged.
 - English Language Learners (ELL): We have a very small ELL population (0.003%)

There are no migrant students enrolled at Cedar Grove Middle School at this time however, We have taken into account the needs of migrant children by immediately identifying and encoding them in our student information system and providing them with educational and when necessary, support services.

We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, student performance data in the content area of Reading and Language Arts reflects a significant increase of the meet and exceed rate from SY2010 -2011 to SY2011-2012. Additionally, student performance data in Mathematics reflects that 62.6% of students in grades 6, 7, and 8 met or exceeded the standard.

Based on the 2011-12 CRCT data analysis, the school must place high emphasis on addressing the students' math challenges including teaching and learning of basic math skills which are academically aligned with state standards and local school curriculum.

The Attendance performance of all students continues to meet the standards resulting in a 99.9% participation rate on the CRCT. Professional learning opportunities are highly noted in the school. Teaching and learning professional development sessions are held weekly to collaboratively plan, discuss and model differentiated instruction, analyze student work, and analyze assessment data.

| | Reading | | Language Arts | | Mathematics | | Science | | Social Studies | |
|-----------------------------|-------------|-------------|---------------|-------------|-------------|-------------|-------------|-------------|----------------|-------------|
| | 2011 - 2012 | 2010 - 2011 | 2011 - 2012 | 2010 - 2011 | 2011 - 2012 | 2010 - 2011 | 2011 - 2012 | 2010 - 2011 | 2011 - 2012 | 2010 - 2011 |
| 6th Grade | 95 | 83 | 82 | 74 | 69 | 52 | 50 | 36 | 36 | 33 |
| 7th Grade | 81 | 68 | 79 | 73 | 67 | 62 | 48 | 37 | 33 | 14 |
| 8th Grade | 89 | 98 | 91 | 88 | 55 | 66 | 39 | 36 | 36 | 25 |

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

The Leadership team meets bi monthly on Monday mornings in the schools conference/data room. The leadership team assesses and evaluates data for continuous academic improvement for all students.

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

| Outcome/Summative Data | | Demographic Data | | Process/Formative/Perception Data | |
|------------------------|-------------------------------------|------------------|-----------------------------------------|-----------------------------------|-----------------------------|
| X | School Report Card | X | Enrollment (include ethnicity & gender) | X | GaDOE GAPSS Review |
| X | CCPRI | X | Students with Disabilities | | OSI GAPSS Review |
| X | Georgia Criterion Referenced Test | X | Language Proficiency | | America’s Choice DAT Review |
| | Georgia High School Graduation Test | X | Free/Reduced Lunch Rate | | School Self Assessment |
| | Georgia High School Writing Test | X | Discipline Data | X | Benchmark Scores |
| | Georgia Writing Assessment | X | Attendance | X | Focus Walk Results |

| | | | | | |
|---|---------------------------|---|------------------|---|--------------------------|
| | End of Course Tests | | Graduation Rate | X | Staff Surveys |
| X | Iowa Test of Basic Skills | X | Gifted Education | X | Student Surveys |
| | SAT, ACT, and AP Exams | | | X | Parent/Community Surveys |

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

Leadership and Governance

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

The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys, Leadership Team Meetings, Department Meetings, Team Meetings, Faculty Meetings, and Brainstorming

Reading/Language Arts on the 2011-2012 CRCT indicates results of 82.2% of the students in grades 6, 7, and 8 meeting standard son the CRCT. Mathematics on the 2011-2012 CRCT indicates results of 62.6% of the students in grades 6, 7, and 8 meeting the standards on the CRCT. The Attendance performance of all students continues to meet the standards resulting in a 99.9% participation rate on the CRCT. Professional learning opportunities are highly noted in the school. Teaching and learning professional development sessions are held weekly to collaboratively plan, discuss and model differentiated instruction, analyze student work, and analyze assessment data.

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

Based on the 2011-12 CRCT data analysis, the school must place high emphasis on addressing students’ academic performance in mathematics, science and social studies. Additionally, special emphasis will be placed upon implementing the new Common Core Standards in ELA and Mathematics. Please see the academic achievement chart from the 2011 – 2012 state assessment.

| | Reading | | Language Arts | | Mathematics | | Science | | Social Studies | |
|-----------------------------|-------------|-------------|---------------|-------------|-------------|-------------|-------------|-------------|----------------|-------------|
| | 2011 - 2012 | 2010 - 2011 | 2011 - 2012 | 2010 - 2011 | 2011 - 2012 | 2010 - 2011 | 2011 - 2012 | 2010 - 2011 | 2011 - 2012 | 2010 - 2011 |
| 6th Grade | 95 | 83 | 82 | 74 | 69 | 52 | 50 | 36 | 36 | 33 |
| 7th Grade | 81 | 68 | 79 | 73 | 67 | 62 | 48 | 37 | 33 | 14 |
| 8th Grade | 89 | 98 | 91 | 88 | 55 | 66 | 39 | 36 | 36 | 25 |

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

The following are professional learning activities that will be implemented to address the academic deficiency listed above.

On-Site:

- Study Group
- Faculty Meetings
- Professional Conferences, Workshops, and Seminars:
- Practical Classroom Strategies for Making Inclusion Work
- Science Middle School Workshop Series
- Motivating Your Unmotivated Students
- Georgia Council for the Social Studies (GCSS)
- Writing to Win
- Building Learning Communities Institute

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

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

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

School Counselors: LaNekia Pruitt (Head Counselor); Atkins and Ponders

Psychologists: Flowerree

Student Support Specialists: Nicole Jenkins

Social Workers: Turner

School Nurses: N/A

Strategies to Increase Parental Involvement

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

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

Parental Involvement School, Family, Community Standard 1.4

Performance/ Action 2

The school establishes opportunities for parents and community to support student learning. Parents participate with their children in a variety of educational activities designed to enrich student learning

SWP \$35,000

Parent Liaison Outreach personnel

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

As an annual community partnership, Cedar Grove Middle School schedules an Open House at the beginning of each new school year which affords parents the opportunity to receive a general understanding of the year's curriculum, meet administrators, department chairpersons, team teachers, support staff, and other parents. Parents are made aware of and extended a warm welcome to utilize our school's open-door policy for access to teachers, faculty, and staff of Cedar Grove Middle. Parents are strongly encouraged to attend PTSA meetings. Teachers will contact parents individually to schedule individual and team meetings with parents of students requiring interventions or to modify interventions to assist the student in successfully meeting standards. Parents, teachers, students, and administrators may request conferences at anytime should the need arise. Regularly scheduled Parent Conference Nights are scheduled by DeKalb County School System at regular intervals after issuance of student progress and report cards. Throughout the school year Cedar Grove Middle School is providing a full calendar of parent events to give our parents a welcoming environment. Our overall mission is to empower our school community with resources for our future.

To ensure proper support of our students, the counseling department schedules parent/teacher conferences for struggling students. During this time, parents, teachers, and counselors develop intervention strategies to assist with the student's academic development. Such interventions include morning or after school tutorials as well as computer based tutorial programs that parents supervise at home. If these interventions are not successful, then the parent is invited to an SST meeting including our counselors, teachers, graduation coach, and school psychologist to further develop academic interventions.

Our counseling department and prevention-intervention specialist join forces during Red Ribbon Week to bring members of our community into the building to act as speakers and volunteers during the drug-free week's programs. During our Red Ribbon Week, a local women's drug rehabilitation center is the recipient of our students' fund raising efforts to assist the center with its cause. The Career Day program serves as a platform to bring parents into the buildings as role models and experts in their occupational field.

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

| | | | |
|----------|-------------------------------------------|----------|-----------------|
| X | 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 | | Other (Specify) |

Stakeholder Communication

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

Cedar Grove Middle School continues to engage parents in the learning process. The individual student assessment progress is valuable information to parents as this data is an important component in increasing student achievement and parental support. This data allows parents the ability to become familiar with their child's strengths and weaknesses. Through ongoing available parent conferences, our parents are afforded current knowledge of student's academic performance.

Along with the items listed above teachers provide their own teacher made assessments and projects as another means to monitor the progress of each student. With all of the assessments and the data gathered from these materials teachers are given the autonomy to use this information and to alter lessons and assignments to make certain that they are meeting the needs of all students. In addition, teachers participate in weekly study groups as well as department meetings to collaborate and provide ways to help with the learning process and provide strategies that can be utilized in the classroom to improve instruction.

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

School stakeholders are afforded various means of assessing disaggregated data through IDMS, local school benchmarks, individual student profile data, current and past CRCT student profiles and through ongoing professional development.

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

The CSIP is housed in the Cedar Grove Middle Center and the Main Office of school. The CSIP is available to all stakeholders on the Cedar Grove Middle School website. A hard copy of the CSIP is given to all school council and PTSA board member

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

The School Keys: *Unlocking Excellence through the Georgia School Standards* is the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia's students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data 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.

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

| Funding Sources | Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan. |
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| Federal Funds | Federal funds are budgeted for (1) Student Support Specialist, (3) Classroom Teacher and (1) Community Outreach Liaison; Professional learning opportunities; After School; Saturday Tutorial Program; parental involvement initiatives (school to home communication through school calendar, flyers, etc.); parent meetings (Curriculum Night, 25 Book Campaign, Family Math Night, etc.); and the materials and supplies which support interventions to increase student achievement and effectively implementation of Common Core Georgia Professional Standards. |
| State Funds | FTE |
| GA DOE School Improvement Grant (Needs Improvement Title I Schools Only) | N/A |
| Federal School Improvement Grants | N/A |
| Local Professional Learning Funds | N/A |
| Grants (list) | STEM (Science, Technology, Engineering, and Math) |
| PTSA | Teacher Appreciation, Student Incentives for CRCT |
| Partners in Education | Walmart (Fairington), Smoothie King (Stonecrest), |
| Other (list) | |

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

| Reading/English/Language Arts Action Plan | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Annual Measurable Objective: | | | | |
| To increase the number of students in grades 6 through 8 meeting or exceeding standards for Adequate Yearly Progress (AYP) from 91.0% in 2012 to 93.3% by Spring 2013. | | | | |
| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Curriculum Standard</u> Performance Standard 1.2:3 The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Georgia Performance Standards</p> | <p><u>SWP \$1500 - Supplies</u> Supplies to support instruction in all content areas based upon CCRPI (College and Career Readiness Performance Index). This includes student , educational games, consumable materials i.e (books , writing utensils, paper, portfolios, etc..). Additionally, supplies will include ink cartridges for benchmark reporting and data analysis, poster boards, , jump drives, as well as material for poster maker material to create an environmental which academic excellence in pervasive.</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |
| <p><u>Technology Integration: Instruction Standard 2: 2.7</u> Performance/ Action 2 Effectively use technology to provide real world</p> | <p><u>SWP \$3000 Tech Supplies and Equipment</u> Teachers will incorporate activities and utilize technology in all classes to increase math computation and problem solving skills through:</p> | <p>August 2012 to May 2013 Principal, AP of Instruction,</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA</p> |

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| <p>application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <p>The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> | <ul style="list-style-type: none"> • Computers • Math • United Streaming • Brain Pop • Technology supplies include necessary items to support instruction i.e. (bulbs, splitters , remotes,) Elmos and printers | <p>and ELA Dept. Chair</p> | <p>Plans</p> <ul style="list-style-type: none"> • Data Analysis • Study Group Agendas • CSIP Steering | <ul style="list-style-type: none"> ◆ GAPSS ◆ Formal and Informal Assessments ◆ Progress Reports |
| <p><u>Professional Learning Standard 2.4 & 2.5 Performance/ Action 8</u> Teachers participate in a variety of professional learning designs to enhance their content knowledge related to the Georgia Performance Standards to more effectively design and implement quality instruction and student performances.</p> | <p><u>SWP \$24833 Professional Learning Expenses</u> This include: Department Meetings Salaries to support substitute salaries for peer observations and professional travel. Salaries to support on going school improvement professional learning. Saturday and weekday professional learning activities. Expense to account for mid year and summer planning sessions. Additionally, "Writing to Win" Professional learning consultants to support teaching and learning within all content areas. Expenses to assist with local professional learning expenses (portfolios, writing utensils, jump drives, paper) Registration for Professional Learning (to various conferences and learning</p> | <p>August 2012 to May 2013</p> <p>Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS)</p> <ul style="list-style-type: none"> • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering | <p>Student Work</p> <ul style="list-style-type: none"> ◆ CRCT/CRCT-M ◆GAA ITBS ◆ EOCT ◆ MGWA ◆ GAPSS ◆ Formal and Informal Assessments ◆ Progress Reports |

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| | opportunities. (ASCD, NABBSE, NMSA, GCEL, National Title I...) | | | |
| <p><u>Planning and Organization Standards 3: 3.1</u> <u>Performance Action 2</u> Utilize the available materials, financial resources, and personnel in a manner that enhances student learning and maintains a focus on student achievement.</p> | <p><u>SWP \$360,668</u> 5 (five) Title I teachers and 1 Support Specialist to support optimal student academic success in all core content areas.</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |
| <p><u>Assessment 3.1, PA 4:</u> Group students not meeting standards according assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> | <p><u>SWP \$27,500</u> Salaries to support student tutorials in all content areas. Student remediation will include weekday afternoon and Saturday tutorials. Tutorials will be specifically geared towards students not meeting or exceeding standards on the latest Spring standardized testing report. Tutorial Snack for Saturday Boot camp and after school Transportation for afterschool tutorial</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |

| Mathematics Action Plan (ESEA Mandate #2) | | | | |
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| Annual Measurable Objective: | | | | |
| To increase the number of students in grades 6 through 8 meeting or exceeding standards for Adequate Yearly Progress (AYP) from 66.2% in 2012 to 83.3% by Spring 2013. | | | | |
| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Curriculum Standard</u> Performance Standard 1.2:3 The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Georgia Performance Standards</p> | <p><u>SWP \$1500 - Supplies</u> Supplies to support instruction in all content areas based upon CCRPI (College and Career Readiness Performance Index). This includes student , educational games, consumable materials i.e (books , writing utensils, paper, portfolios, etc..). Additionally, supplies will include ink cartridges for benchmark reporting and data analysis, poster boards, , jump drives, as well as material for poster maker material to create an environmental which academic excellence in pervasive.</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |
| <p><u>Technology Integration: Instruction Standard 2: 2.7</u> Performance/ Action 2 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities</p> | <p><u>SWP \$3000 Tech Supplies and Equipment</u> Teachers will incorporate activities and utilize technology in all classes to increase math computation and problem solving skills through: <ul style="list-style-type: none"> • Computers • Math • United Streaming • Brain Pop • Technology supplies include necessary items to support </p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |

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| <p>used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> | <p>instruction i.e. (bulbs, splitters , remotes,) Elmos and printers</p> | | | |
| <p><u>Professional Learning Standard 2.4 & 2.5 Performance/ Action 8</u> Teachers participate in a variety of professional learning designs to enhance their content knowledge related to the Georgia Performance Standards to more effectively design and implement quality instruction and student performances.</p> | <p><u>SWP \$24833 Professional Learning Expenses</u> This include: Department Meetings Salaries to support substitute salaries for peer observations and professional travel. Salaries to support on going school improvement professional learning. Saturday and weekday professional learning activities. Expense to account for mid year and summer planning sessions. Additionally, "Writing to Win" Professional learning consultants to support teaching and learning within all content areas. Expenses to assist with local professional learning expenses (portfolios, writing utensils, jump drives, paper) Registration for Professional Learning (to various conferences and learning opportunities. (ASCD, NABBSE, NMSA, GCEL, National Title I...)</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |
| <p><u>Planning and Organization Standards 3: 3.1 Performance Action 2</u> Utilize the available</p> | <p><u>SWP \$360,668</u> 5 (five) Title I teachers and 1 Support Specialist to support optimal student academic success in all core content areas.</p> | <p>August 2012 to May 2013</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS</p> |

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| <p>materials, financial resources, and personnel in a manner that enhances student learning and maintains a focus on student achievement.</p> | | <p>Principal, AP of Instruction, and ELA Dept. Chair</p> | <ul style="list-style-type: none"> • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering | <ul style="list-style-type: none"> ◆ EOCT ◆ MGWA ◆ GAPSS ◆ Formal and Informal Assessments ◆ Progress Reports |
| <p><u>Assessment 3.1, PA 4:</u> Group students not meeting standards according assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> | <p><u>SWP \$27,500</u> Salaries to support student tutorials in all content areas. Student remediation will include weekday afternoon and Saturday tutorials. Tutorials will be specifically geared towards students not meeting or exceeding standards on the latest Spring standardized testing report.</p> <p>Tutorial Snack for Saturday Boot camp and after school</p> <p>Transportation for afterschool tutorial</p> | <p>August 2012 to May 2013</p> <p>Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS)</p> <ul style="list-style-type: none"> • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering | <p>Student Work</p> <ul style="list-style-type: none"> ◆ CRCT/CRCT-M ◆GAA ITBS ◆ EOCT ◆ MGWA ◆ GAPSS ◆ Formal and Informal Assessments ◆ Progress Reports |

| Science Action Plan | | | | |
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| Annual Measurable Objective: | | | | |
| To increase the number of students in grades 6 through 8 meeting or exceeding standards for Adequate Yearly Progress (AYP) from 66.2% in 2012 to 83.3% by Spring 2013. | | | | |
| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Curriculum Standard</u> Performance Standard 1.2:3 The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Georgia Performance Standards</p> | <p><u>SWP \$1500 - Supplies</u> Supplies to support instruction in all content areas based upon CCRPI (College and Career Readiness Performance Index). This includes student , educational games, consumable materials i.e (books , writing utensils, paper, portfolios, etc..). Additionally, supplies will include ink cartridges for benchmark reporting and data analysis, poster boards, , jump drives, as well as material for poster maker material to create an environmental which academic excellence in pervasive.</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦ GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |
| <p><u>Technology Integration: Instruction Standard 2: 2.7</u> Performance/ Action 2 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning.</p> | <p><u>SWP \$3000 Tech Supplies and Equipment</u> Teachers will incorporate activities and utilize technology in all classes to increase math computation and problem solving skills through:</p> <ul style="list-style-type: none"> • Computers • Math • United Streaming • Brain Pop • Technology supplies include | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP</p> | <p>Student Work ♦ CRCT/CRCT-M ♦ GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |

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| <p>The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> | <p>necessary items to support instruction i.e. (bulbs, splitters , remotes,) Elmos and printers</p> | | <p>Steering</p> | |
| <p><u>Professional Learning Standard 2.4 & 2.5 Performance/ Action 8</u> Teachers participate in a variety of professional learning designs to enhance their content knowledge related to the Georgia Performance Standards to more effectively design and implement quality instruction and student performances.</p> | <p><u>SWP \$24833 Professional Learning Expenses</u> This include: Department Meetings Salaries to support substitute salaries for peer observations and professional travel. Salaries to support on going school improvement professional learning. Saturday and weekday professional learning activities. Expense to account for mid year and summer planning sessions. Additionally, "Writing to Win" Professional learning consultants to support teaching and learning within all content areas. Expenses to assist with local professional learning expenses (portfolios, writing utensils, jump drives, paper) Registration for Professional Learning (to various conferences and learning opportunities. (ASCD, NABBSE, NMSA, GCEL, National Title I...)</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |
| <p><u>Planning and Organization Standards 3: 3.1 Performance Action 2</u></p> | <p><u>SWP \$360,668</u> 5 (five) Title I teachers and 1 Support Specialist to support optimal student</p> | <p>August 2012 to May 2013</p> | <p>Benchmarks (DCSS and CGMS)</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA</p> |

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| <p>Utilize the available materials, financial resources, and personnel in a manner that enhances student learning and maintains a focus on student achievement.</p> | <p>academic success in all core content areas.</p> | <p>Principal, AP of Instruction, and ELA Dept. Chair</p> | <ul style="list-style-type: none"> • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering | <p>ITBS</p> <ul style="list-style-type: none"> ◆ EOCT ◆ MGWA ◆ GAPSS ◆ Formal and Informal Assessments ◆ Progress Reports |
| <p>Assessment 3.1, PA 4: Group students not meeting standards according to assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> | <p>SWP \$27,500 Salaries to support student tutorials in all content areas. Student remediation will include weekday afternoon and Saturday tutorials. Tutorials will be specifically geared towards students not meeting or exceeding standards on the latest Spring standardized testing report.</p> <p>Tutorial Snack for Saturday Boot camp and after school</p> <p>Transportation for afterschool tutorial</p> | <p>August 2012 to May 2013</p> <p>Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS)</p> <ul style="list-style-type: none"> • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering | <p>Student Work</p> <ul style="list-style-type: none"> ◆ CRCT/CRCT-M ◆ GAA <p>ITBS</p> <ul style="list-style-type: none"> ◆ EOCT ◆ MGWA ◆ GAPSS ◆ Formal and Informal Assessments ◆ Progress Reports |

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

| Social Studies Action Plan | | | | |
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| Annual Measurable Objective: | | | | |
| To increase the number of students in grades 6 through 8 meeting or exceeding standards for Adequate Yearly Progress (AYP) from 66.2% in 2012 to 83.3% by Spring 2013. | | | | |
| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Curriculum Standard</u> Performance Standard 1.2:3 The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Georgia Performance Standards</p> | <p><u>SWP \$1500 - Supplies</u> Supplies to support instruction in all content areas based upon CCRPI (College and Career Readiness Performance Index). This includes student , educational games, consumable materials i.e (books , writing utensils, paper, portfolios, etc..). Additionally, supplies will include ink cartridges for benchmark reporting and data analysis, poster boards, , jump drives, as well as material for poster maker material to create an environmental which academic excellence in pervasive.</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |
| <p><u>Technology Integration: Instruction Standard 2: 2.7</u> Performance/ Action 2 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation</p> | <p><u>SWP \$3000 Tech Supplies and Equipment</u> Teachers will incorporate activities and utilize technology in all classes to increase math computation and problem solving skills through:</p> <ul style="list-style-type: none"> • Computers • Math • United Streaming • Brain Pop • Technology supplies include necessary items to support instruction i.e. (bulbs, splitters , | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |

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| <p>and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> | <p>remotes,) Elmos and printers</p> | | | |
| <p>Professional Learning Standard 2.4 & 2.5 Performance/ Action 8 Teachers participate in a variety of professional learning designs to enhance their content knowledge related to the Georgia Performance Standards to more effectively design and implement quality instruction and student performances.</p> | <p>SWP \$24833 Professional Learning Expenses This include: Department Meetings Salaries to support substitute salaries for peer observations and professional travel. Salaries to support on going school improvement professional learning. Saturday and weekday professional learning activities. Expense to account for mid year and summer planning sessions. Additionally, "Writing to Win" Professional learning consultants to support teaching and learning within all content areas. Expenses to assist with local professional learning expenses (portfolios, writing utensils, jump drives, paper) Registration for Professional Learning (to various conferences and learning opportunities. (ASCD, NABBSE, NMSA, GCEL, National Title I...)</p> | <p>August 2012 to May 2013 Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT ♦ MGWA ♦ GAPSS ♦ Formal and Informal Assessments ♦ Progress Reports</p> |
| <p>Planning and Organization Standards 3: 3.1 Performance Action 2 Utilize the available materials, financial</p> | <p>SWP \$360,668 5 (five) Title I teachers and 1 Support Specialist to support optimal student academic success in all core content areas.</p> | <p>August 2012 to May 2013 Principal, AP</p> | <p>Benchmarks (DCSS and CGMS) • Focus Walks • Academic</p> | <p>Student Work ♦ CRCT/CRCT-M ♦GAA ITBS ♦ EOCT</p> |

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| <p>resources, and personnel in a manner that enhances student learning and maintains a focus on student achievement.</p> | | <p>of Instruction, and ELA Dept. Chair</p> | <p>Instruction Plans <ul style="list-style-type: none"> • Data Analysis • Study Group Agendas • CSIP Steering </p> | <ul style="list-style-type: none"> ◆ MGWA ◆ GAPSS ◆ Formal and Informal Assessments ◆ Progress Reports |
| <p><u>Assessment 3.1, PA 4:</u> Group students not meeting standards according assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> | <p><u>SWP \$27,500</u> Salaries to support student tutorials in all content areas. Student remediation will include weekday afternoon and Saturday tutorials. Tutorials will be specifically geared towards students not meeting or exceeding standards on the latest Spring standardized testing report.</p> <p>Tutorial Snack for Saturday Boot camp and after school</p> <p>Transportation for afterschool tutorial</p> | <p>August 2012 to May 2013</p> <p>Principal, AP of Instruction, and ELA Dept. Chair</p> | <p>Benchmarks (DCSS and CGMS) <ul style="list-style-type: none"> • Focus Walks • Academic Instruction Plans • Data Analysis • Study Group Agendas • CSIP Steering </p> | <p>Student Work <ul style="list-style-type: none"> ◆ CRCT/CRCT-M ◆ GAA ITBS ◆ EOCT ◆ MGWA ◆ GAPSS ◆ Formal and Informal Assessments ◆ Progress Reports </p> |

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

| Second Indicator: Attendance/Graduation Rate Action Plan | | | | |
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| Annual Measurable Objective: | | | | |
| To decrease the number of students in grades 6 through 8 absent from school more than 15 days from 6.4% in 2012 to 5.4% by Spring 2013 meeting or exceeding standards for Adequate Yearly Progress (AYP) Second Indicator. | | | | |
| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p>GSS School Culture Standard 2.1 Performance Action 1 Cultivate a school environment that promotes acceptance of all learners. This included an active commitment to embrace differences and diversity and to discourage intolerance. School rules, policies, and procedures reflect acceptance of diverse learning styles, students with disabilities, and groups from various backgrounds. They also identify consequences for acts of hatred/intolerance.</p> | No local funds needed | August 2012 to May 2013 Principal, Assistant Principals, Counselors, P/I Specialists, PL Liaison | School handbook, Vision and Mission statement | <u>eSiS DeKalb County Software</u> |
| <p><u>Parental Involvement School, Family, Community</u> Standard 1.4 Performance/ Action 2 The school establishes opportunities for parents and community to support student learning. Parents participate with their children in a variety of educational activities designed to enrich student learning and help parents develop Awareness of best practices.</p> | Resources: Local school personnel, PTSA, DCSS Parent Center, DCSS OSI Parent Conferences and School Council | August 2012 to May 2013 Principal, AP of Instruction, Grade Level Administrators, Leadership Team, and Parent Involvement | <ul style="list-style-type: none"> • Analysis of subgroup Data, etc. • Data results identifying gaps • Results of curriculum review process • Copies of research materials | <u>eSiS DeKalb County Software</u> |

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| | | Coordinator | utilized in process • Selected strategies and materials list, etc. | |
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| Library-Media Action Plan | | | | |
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| Annual Measurable Objective: | | | | |
| To increase the number of students in grades 6 through 8 meeting or exceeding standards for Adequate Yearly Progress (AYP) from 91.0% in 2012 to 93.3% by Spring 2013. | | | | |
| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Instruction Standard 1</u> Performance/Action 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.</p> | \$ 12,000.00 Library Media Funds | August 2012 to May 2013 Principal, AP of Instruction, Media Specialists | Academic Instruction Plans • Media Center Plans • Benchmarks (DCSS and CGMS) • Focus Walks • Online Scheduling • Collection development • Purchase orders • Invoices Writer's Workshop Assessments | ♦ Student Work ♦ CRCT/AYP ♦ ITBS ♦ GAPSS ♦ MGWA ♦ Formal and informal assessments ♦ Progress Reports |
| <p><u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and</p> | | August 2012 to May 2013 Principal, AP of Instruction, | • Academic Instruction Plans • Media Center Plans • Benchmarks (DCSS and | ♦ Student Work ♦ CRCT/AYP ♦ ITBS ♦ GAPSS ♦ MGWA ♦ Formal and informal assessments ♦ Progress Reports |

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| <p>interests in order to pace and present classroom instruction differently. As a result, students will demonstrate their learning based upon their learning potential and/or learning style.</p> <p><u>Professional Learning Needed:</u></p> <ul style="list-style-type: none"> • Differentiating Instruction <ul style="list-style-type: none"> • Classroom Website Creation and Design • Integrating Technology • Building <ul style="list-style-type: none"> • Active Instruction for Classroom Teacher <p>Professional Learning Communities</p> <ul style="list-style-type: none"> • United Streaming/Discovery Learning <ul style="list-style-type: none"> • Data Analysis <ul style="list-style-type: none"> <i>Conferences</i> <i>Workshops</i> <i>In-service</i> | | <p>and Media Specialists</p> | <p>CGMS)</p> <ul style="list-style-type: none"> • Focus Walks • Online Scheduling • Collection development • Purchase orders • Invoices | |
| <p><u>Students with Disabilities</u></p> <p>Design lessons/activities that include differentiated instruction across the curriculum that include:</p> <ul style="list-style-type: none"> • Collaborative teaching • Cooperative groups • Library Orientation <p><u>Professional Learning Needed:</u></p> | <p>Library allotment funds: \$ 12,000.00 Federal SWP/Title I Funds</p> | <p>August 2012 to May 2013</p> <p>Principal, API, Instructional</p> | <ul style="list-style-type: none"> • Academic Instruction Plans • Media Center Plans • Benchmarks (DCSS and CGMS) | <ul style="list-style-type: none"> ◆ CRCT ◆ AYP ◆ GAPSS ◆ Media plans/schedules ◆ Destiny ◆ Benchmarks ◆ ITBS ◆ Focus walks |

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| <ul style="list-style-type: none"> • Destiny <ul style="list-style-type: none"> • Active Expression • Training • Information • Literacy Training • Library • Orientation • Integrating • Differentiation Through Reading various genres • Technology Training | | <p>Coaches, EIP Teachers, Teacher-Librarian, all classroom teachers</p> | <ul style="list-style-type: none"> • Focus Walks • Online Scheduling • Collection development • Purchase orders • Invoices | <ul style="list-style-type: none"> ◆ Academic Instruction Plans ◆ Data Analysis |
| <p><u>Technology Integration:</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> <p>I. Apply multimedia tools to support academic productivity, group collaboration, and learning throughout the curriculum. Teachers plan and design effective learning environments and experiences supported by technology.</p> | <p>Media allotment funds \$ 51,491 Federal SWP/Title I Funds</p> | <p>August 2012 to May 2013</p> <p>Principal, API, Instructional Coaches, EIP Teachers, Teacher-Librarian, all classroom teachers</p> | <ul style="list-style-type: none"> • Academic Instruction Plans • Media Center Plans • Benchmarks (DCSS and CGMS) • Focus Walks • Online Scheduling • Collection development • Purchase orders • Invoices | <ul style="list-style-type: none"> ◆ CRCT ◆ AYP ◆ GAPSS ◆ Media plans/schedules ◆ Destiny ◆ Benchmarks ◆ ITBS ◆ Focus walks ◆ Academic Instruction Plans ◆ Data Analysis |

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| <p>II. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers will present to their classes in the media center by Teacher- Librarian using a laptops/multimedia projector/active board and computers.</p> <p><u>Professional Learning Needed:</u></p> <ul style="list-style-type: none">• Video Streaming<ul style="list-style-type: none">• Active Expression• Website Management• Brain Pop• Destiny Training• Integrating Technology | | | | |
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| Professional Learning Plan | | | | | |
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| <p>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.</p> | | | | | |
| Funding Source | Goal to Improve Student Achievement | Description of Activity | Timeline | Means of Evaluation | |
| | | | | Evidence of Monitoring | Evidence of Impact |
| State (PL Funds) | <p>Professional Learning Funds will be used to develop and enhance learning communities within the School. All faculty and staff members will participate in high quality and on-going professional conferences, workshops, and seminars on team building, collaboration, data analysis, differentiated instruction, best practices, effective use of technology, And classroom management.</p> <ul style="list-style-type: none"> • Integrate differentiation • Increase use of Higher Order Thinking Skills | <p>On-Site:</p> <ul style="list-style-type: none"> • Study Group • Faculty Meetings <p>Professional Conferences, Workshops, and Seminars:</p> <ul style="list-style-type: none"> • Practical Classroom Strategies for Making Inclusion Work • Science Middle School Workshop Series • Motivating Your Unmotivated Students • Georgia Council for the Social Studies (GCSS) • Building Learning Communities Institute | <p>August 2012 to July 2013</p> | <p>Focus Walks</p> <ul style="list-style-type: none"> • Academic Instruction Plans • IDMS PL Planner • Study Group Agendas • CSIP Steering Committee Agendas • PL Liaison Notebook • CSIP/Title I Notebook • Faculty Meetings • Observations • PL Budget | <ul style="list-style-type: none"> ◆ CRCT/ AYP ◆ ITBS ◆ EOCT ◆ MGWA ◆ GAPSS ◆ PSAT ◆ Formal and informal assessments ◆ Progress Reports |

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| | (HOTS) and questioning strategies <ul style="list-style-type: none"> • Increase percentage of students meeting and exceeding standards | | | | |
| Federal | Consolidated School Wide Funds allocated for professional learning will be used to meet the costs of valuable professional learning experiences locally and nationally for the implementation of quality instruction and student Performances. Teachers, leadership team members and administrators will gain and enhance their professional skills, best practice strategies and content knowledge necessary to implement quality instruction, increase student achievement and meet or exceed the Annual Measurable Objectives of the School Improvement Plan. <ul style="list-style-type: none"> • Integrate differentiation • Increase use of Higher | On-Site: <ul style="list-style-type: none"> • In-Service Trainings • Study Groups • Collaborative Teacher Meetings • Leadership Meetings • Substitutes Professional Conferences, Workshops, and Seminars: <ul style="list-style-type: none"> • Georgia Council of Teachers of Mathematics (GCTM) • National Middle School Association (NMSA) • National Title I • National Association of Secondary School Principals (NASSP) • Building Learning Communities Institute • Title I Principal’s Summit • Integrating Technology • National Association of Black School Educators | August 2012 to July 2013 | Focus Walks <ul style="list-style-type: none"> • Academic Instruction Plans • IDMS PL Planner • Study Group Agendas • CSIP Steering Committee Agendas • PL Liaison Notebook • CSIP/Title I Notebook • Faculty Meetings • Observations • PL Budget | <ul style="list-style-type: none"> ◆ CRCT/ AYP ◆ ITBS ◆ EOCT ◆ MGWA ◆ GAPSS ◆ PSAT ◆ Formal and informal assessments ◆ Progress Reports |

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| | Order Thinking Skills (HOTS) and questioning strategies <ul style="list-style-type: none"> • Increase percentage of students meeting and exceeding standards • Professional Learning Communities | | | | |
| Grants | | | | | |
| Local | | | | | |

| School Climate Action Plan | | | | |
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| Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment. | | | | |
| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <u>Students' Personal Efficacy and Responsibility</u> Guide and monitor the effective use of student portfolios through the | N/A | August 2012 to May 2013 Principal, AP | <ul style="list-style-type: none"> ✓ Posted standards and elements ✓ Goal documentati | <p>The students can articulate their strengths and weaknesses as related to the standards.</p> <p>They can describe their goals toward meeting or exceeding the standards.</p> |

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| <p>implementation process in all classrooms. Model focused lessons to teach students and teachers how to effectively utilize: benchmark student work and/or exemplars; teaching rubrics; and teacher and student commentary.</p> | | <p>of Instruction, Leadership Team, Dept. Chairs, Instructional Coaches, LTSE, teachers</p> | <ul style="list-style-type: none"> on ✓ Analyzed student work with commentary ✓ Conferencing notebook ✓ Inclusion schedule ✓ IEPs ✓ Master schedule ✓ Agendas and minutes ✓ Action plans | <p>Students can explain where to go to get additional help.</p> |
| <p>SC 2.4 -Performance/Action 3 The principal has made clear what is meant by high expectations for all students and teachers.</p> | | <p>August 2012 to May 2013 Principal, AP of Instruction, Leadership Team, Dept. Chairs, Instructional Coaches, LTSE, teachers</p> | <ul style="list-style-type: none"> ✓ Posted standards and elements ✓ Student Profile Sheets ✓ Analyzed student work with commentary ✓ Conferencing notebook ✓ Inclusion schedule ✓ Weekly Benchmarks | <p>The faculty and staff can discuss how inclusion is implemented and utilized as a means of educating diverse learners. Administration and teachers articulate common core beliefs concerning education. They also share high expectations of students.</p> |
| <p>SC 2.4 – Performance/Action 1: Administrators and teachers engage in frequent, meaningful dialog and discussion to build consensus on core beliefs such as student achievement, ability, efficacy, and effort that impact teaching and learning practices.</p> | | <p>August 2012 to May 2013 Principal, AP of Instruction, Leadership</p> | <ul style="list-style-type: none"> ✓ Posted standards and elements ✓ Goal documentati on ✓ Power Pages ✓ Inclusion | <p>The faculty and staff can discuss how inclusion is implemented and utilized as a means of educating diverse learners. Administration and teachers articulate common core beliefs concerning education. They also share high expectations of students.</p> |

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| | | Team, Dept. Chairs, Instructional Coaches, LTSE, teachers | schedule ✓ Agendas & Minutes ✓ Action Plan | |
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| <p>Teacher Retention Action Plan</p> <p>Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.</p> <p>Superintendent’s Goals: To ensure that quality personnel are in all positions.</p> <p>School Keys: The norms, values, standards, and practices associated with the school as a learning community to ensuring student achievement and organizational productivity.</p> <p>National Staff Development Council Standard: Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately (Quality Teaching).</p> | | | | |
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| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| 1. Establish and maintain student discipline and Parent Accountability Responsibility: Parents, Administrators, Teachers, Support Staff, Students | | 1. Academic School Year | 1. Parental Workshops Student Workshops Counselors, Preventive Intervention, Graduation Coach | Evaluation/Monitoring 1. Individual Teacher Referrals, Parent Conferences/Meetings, Student Academic Performances, Teacher Attendance Pattern. |
| | | 2. Academic | 2. Professional | 2. Student Academic Performances, |

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| <p>2. Limit Increased Enrollment which often results in Reduction of Educational Quality (Smaller Class Sizes)</p> <p>Responsibility: Principal, Assistant Principal, Professional Learning Liaison</p> | | <p>School Year</p> | <p>Staff Development Opportunities on how to effectively teach in Larger classroom settings.</p> | <p>Teacher Quality, Teacher Interaction with students, Teacher Attendance Pattern, Opportunity</p> |
| <p>3. Favorable Work Environment</p> <p>Responsibility: Principal, Assistant Principals, Teacher Representatives, Department Chairs, Team Leaders</p> | | <p>3. Academic School Year</p> | <p>3. Safe and Orderly Facility, Clean Facility, Positive Leadership that models and promotes a positive working Climate.</p> | <p>3. Teacher Survey, Local School Teacher Forum, Teacher Attendance Pattern, PAL Evaluations, Teacher Observations, Informal Administration- Teacher Conferences, Opportunity and Encouragement for Personal Professional Growth and Development.</p> |
| <p>4. Increased Teacher Input in Educational Decisions (Locally and District-wide).</p> <p>Responsibility: Principal, Assistant Principals, Teacher Representatives, Department Chairs, Team Leaders</p> | | <p>4. Academic School Year</p> | <p>4. Open-ended Local Teacher Survey, Ongoing Collaboration and Discussions on Why Class sizes Increase, Teacher Accommodations</p> | <p>4. Teacher Feedback. Teacher Performance to School-wide decisions, Teacher Involvement, Opportunities and Encouragement for Personal Professional Growth and Development.</p> |
| <p>5. Effective Relationships.</p> <p>Responsibility: Principal, Assistant Principals, Teacher Representative, Department Chairs,</p> | | <p>5. Academic School Year</p> | <p>5. Teamwork Activities, Professional Staff Development,</p> | <p>5. Teacher Responses, Teacher Interactions, Teacher Involvement, Evidence of Meaningful Input in the Decision-Making process, Evidence of Strong, Collaborative</p> |

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| Team Leaders, Counselors | | | Teacher Mentor, Teacher Support Specialist | Relationships, Opportunity and Encouragement for Personal Professional Growth and Development. |
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| Career Technology Action Plan (for high schools and middle schools only) | | | | |
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| Objective: Increase instructional effectiveness through best practices in career technology instruction. | | | | |
| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| Using project-based instruction, students are introduced to the principles of business in the 21 st Century while refreshing their keyboarding skills. This course should also help students to use computers effectively in their lives, thus providing a connection of computer science and business careers. The goal of this course is to provide all middle school students with an introduction to the principles of computer science, basic keyboarding skills, Internet safety and usage, and computer applications. Students will explore how personality traits and personal values align with career choices and will develop a career plan. Personal, professional, and ethical standards of behavior for the workplace will be examined and reinforced in the classroom. | \$1500.00 | Career Technology Teacher | <p>Students will be introduced to the basic computer components and the safe utilization of computer equipment.</p> <p>Students will utilize tools available to explore career planning and personal development.</p> <p>Students will develop and apply keyboarding skills utilizing current</p> | <p>Master schedule Class lists Career Tech Department meetings Agendas and minutes Student Portfolios Students' PowerPoint presentations</p> |

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| | | | <p>technology.</p> <p>Students will demonstrate employability skills such as working on a team, problem-solving and organizational skills (21st Century Skills).</p> | |
| | | | <p>Students will understand and apply basic skills in word processing, spreadsheet, desktop publishing/multimedia presentation software.</p> | <p>Word Processing:</p> <ul style="list-style-type: none"> a) Identify and explain basic word processing terminology (file, open, save, print, copy, paste, toolbar, highlight, font, etc.). b) Label the parts of a word processing screen. c) Create and save a basic word processing document. d) Retrieve, edit, manipulate, and print a document. <p>Spreadsheets:</p> <ul style="list-style-type: none"> a) Identify and explain basic spreadsheet terminology (cell, column, row, formula, label, function, etc.). b) Label the parts of a spreadsheet. c) Create and save a basic spreadsheet. d) Change column width and row height. e) Retrieve, edit, manipulate, and print a spreadsheet. |

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| | | | <p>Students will understand and apply basic skills in word processing, spreadsheet, desktop publishing/multimedia presentation software.</p> | <p>f) Format the contents of a cell – change fonts and font sizes, align text, format numbers, and apply borders. g) Use the autosum feature. h) Create and print a basic chart using spreadsheet data.</p> <p>Desktop publishing/Multimedia: a) Identify the purpose and type of documents produced utilizing desktop publishing software. b) Understand when desktop publishing software is an appropriate tool. c) Demonstrate knowledge of desktop publishing terminology. d) Complete basic desktop publishing assignments. e) Identify and explain multimedia/presentation graphics terminology. f) Plan and design basic presentations. g) Create, save, and print basic presentations. h) Apply animation to slides. i) Display and explain presentation to peers. j) Critique presentations.</p> |
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