DeKalb County School District

Consolidated School Improvement Plan
2012-2013

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

Statement of Quality Assurance

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

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

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

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

CSIP Table of Contents

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

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

AdvancED (SACS CASI) Accreditation Standards
Standard 1: Purpose and Direction 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.

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.	Michelle Jones		
2.	Gail Davis		
3.	Delores Ann Mims		
4.	Roger Reeves		
5.	Linda Jones		
6.	Angelena Sheffield		
7.			
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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	Michelle E Jones		
CSIP Facilitator	Pattie Lemelle		
Parent Representative **(can not be a school employee)**	Yvette Wainwright		
Student Representative **(required for High School)**	Victoria Glover Malik Robinson-Samuel		
Community Representative **(can not be a school employee)**	Sheryl Chapman, Delois Walton, Rodney Reese		
School Counselor	*Gayle McNair*		
Special Education Representative	Kiana King		
Reading/ELA Chair	Theresa Masih		
Math Chair	Nyocka Addison		
Science Chair	Shani Hall		
Social Studies Chair	Babatunji Ifarinu		
Professional Learning Liaison	Antoinette Nelson		
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 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:

Successful programs, initiatives, and interventions at Clarkston High School during the 2011-2012 school year include:
-Parental Involvement Initiative
-Mentoring and Monitoring Teacher Advisory
-Smaller Learning Communities Initiative
-Pull Outs Intervention using Academic Enrichment Liaisons
-Pearson Ramp-Up and Literacy Navigator Interventions
-Saturday School Intervention
-8th Grade Summer Bridge Transition Program
-Thinking Maps Intervention

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

The intervention that was not successful for Clarkston High School during the 2011-2012 school year was Pearson Mathematics Navigator Intervention.

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

Full implementation with fidelity was a barrier for the success of the Pearson Mathematics Navigator Intervention.

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:

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in The United States in preparing students to lead and succeed in a rapidly changing world.	Victory in Every Classroom…the GOLD Standard of Excellence!
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	The mission of Clarkston High School is to educate all students to become lifelong learners in a diverse society.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy	▪ Learning is an ongoing and far-reaching process that involves students, parents, educators, and community. ▪ Students will maximize their learning potential by analyzing and synthesizing information. ▪ Students will be able to communicate acquired knowledge. ▪ Parents and educators must nurture student potential. ▪ Students and educators will maintain high ethical and academic standards. ▪ Students must accept responsibility for their personal, academic, and

	• Critical thinking and problem solving	social growth.
	• Creativity and innovation	▪ Teachers will use a variety of methods to ensure academic success for all students.

Developing a Comprehensive Needs Assessment

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

Clarkston High School is a suburban school in central DeKalb County School System. The school houses ninth through twelfth grades. Clarkston High School students come from more than 54 countries and speak 47 languages. The DeKalb School System's only Hearing Impaired Program for high school students is housed at Clarkston High School.   Currently, the school has an enrollment of 1535 students – 612 ESOL, 113 Exceptional Education, 61 Gifted, 749 regular education. Subgroups at Clarkston include Black, Asian, Economically Disadvantaged, and English Language Learners.

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**

Data Summit – June 4 - 6, 2012 – Decatur Holiday Inn
L-Team Meetings – August 13 and August 27, 2012 – Clarkston High School
PLC Meeting – August 29, 2012 – Clarkston High School
School Council – TBA – Clarkston High School

Initial meetings focused on reviewing the action plans from the previous year to determine the effectiveness of the strategies. Topics of discussion included next steps for ineffective strategies as well as strategies for continuous school improvement and teacher professional development.

Subcommittees were developed to review the timelines, estimated resources, people responsible for implementation, and means of evaluation artifacts and evidence. Once completed the CSIP steering committee reviewed each of the action plans to ensure the action steps were consistent with the school profile, mission and belief statements, priorities for student learning, and priorities for school performance. A consensus was reached on the final CSIP.

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	X	OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency	X	America's Choice DAT Review
X	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
X	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
X	End of Course Tests	X	Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
X	SAT, ACT, and AP Exams			X	Parent/Community Surveys

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

Leadership and Governance

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

Strengths include a strong support for student learning, availability of learning opportunities for students and staff, availability of technology for students and staff, and a safe and orderly school environment. School wide discipline and attendance plans have been implemented as well as the development of an instructional focus utilizing professional learning communities. The faculty analyzes student data and uses the "Power of I" to drive instructional plans and to identify student's strengths and areas that need improvement to monitor academic progress for all students on a regular basis. This information is communicated to parents and guardians via progress reports, telephone calls, and/or parent conferences to assist them in monitoring their child's academic achievement. The faculty collaborates on the development of unit plans and analyzes student work.

There was an increase on the American Lit/Comp, Biology, and US History EOCT scores from SY2011 to SY2012.

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

Areas that need improvement include Lit/Comp 9, Math I, Math II, Physical Science, and Economics. Increase in SAT/ACT scores is also an area of needs improvement.
Limitations include total alignment of instructional strategies and learning activities with priorities for student learning using depth of knowledge levels 3 and above, limited technological support, and minimal collaboration between the school and community to support student learning.

A root cause was the acquisition of more than two hundred below grade level students and an addition 250 ELL students from DeKalb County School District's redistricting plan. Despite the gap in achievement that accompanied these students, progress was made by analyzing student data, developing plans for remediation for each student, and by providing in school and beyond school safety nets.

Clarkston High School is a high priority school.

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

Depth of Knowledge professional development is needed. Professional learning in Standard-Based Classroom, Thinking Maps, Technology, and Marzono's High Yield Strategies is also needed.

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	X	Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists	X	Student Support Specialists
X	School Counselors	X	School Social Workers	X	Graduation Coaches

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

School Counselors: The counselors review student summary of credits, conference and advise students, and schedule students in appropriate classes needed for graduation based on diploma type.

Psychologists: The psychologist works closely with the LTSE and the SST chair for RTI implementation and student eligibility in special education.

<u>Student Support Specialists</u>: The graduation coach assists with helping students to graduation in 4.5 years by monitoring academics, attendance, and discipline.

<u>Social Workers</u>: Students who are in need of food, clothing, shelter, transportation as well as truant students are referred to the social worker to get assistance from outside agencies. In addition, the social workers work in conjunction with the school on abuse cases.

Strategies to Increase Parental Involvement

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

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

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

Clarkston High School has partnered with DeKalb County to implement Primary Home Language Other Than English (PHLOTE) initiative to reach ELL students, parents, and the community to provide outreach parental involvement workshops on Literacy and Job Readiness. The school also provides parent and community outreach parental involvement workshops on basic computer skills, standardized tests, and test taking strategies to utilize at home. Title I parental involvement conferences are also provided. After all workshops and conferences parents are provided the opportunity to give feedback. To increase parental involvement, information is disseminated by grade level. There are different topics, activities, events, and guest speakers that focus on what is relevant and appropriate for each grade level.

The school communicates with parents through our school website, newsletters, calling post, and parent portal. We also communicate through the Parent Right to Know Letter, Title I Parent, Student, Teacher, and Principal Compact, and DCSD and School Parental Involvement Policy.

The Title I compact and Parent Involvement Policies were discussed and revised during the Data Summit in June 2012 and a parent meeting in August 2012. All stakeholders were involved in the process.

11) 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
	DCSD Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter	X	Other (DCSD and School Parent Involvement Policy)
		X	Other (Title I Parent, Student, Teacher, Principal Compact)

Stakeholder Communication

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

Individual teachers will provide student assessment data to parents and students. An interpreter will be requested in the language needed from Cultural Connect or Translation Station for parent teacher conferences. Distributions with tables and graphs will be translated in the predominant languages using Language Line at Clarkston High School and disseminated to the parents. The overall results will be discussed at parent and School Council meetings.

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

Distributions with tables and graphs will be translated in the predominant languages at Clarkston High School, using Language Line, and disseminated to the parents. The overall results will be discussed at parent and School Council meetings.

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

Clarkston High School is a school with a unique and diverse population. Faculty and staff serve students collectively representing 52 different nationalities. Copies of the School Improvement Plan will be available in English as the predominant language spoken by children and parents. In order to best serve the parents and students who come from a background other than English, Clarkston plans to utilize our language interpreter to translate the School Improvement Plan into the requested language.

In partnership with the Refugee Center and our own Deaf and Hearing Impaired program, Clarkston can provide translated versions of all texts and will ensure that translators and interpreters are present for families who do not speak English and for deaf students and their parents at meetings. In addition, the School Improvement Plan will be posted on the Clarkston website.

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.

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds (Title I)	Funds will be used for personnel, materials and resources needed to support instruction.
State Funds (Per Pupil)	Funds will be used for materials and resources needed to support instruction.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	Funds will be used to provide targeted domain area instruction to students based on diagnostic assessments in ELA/math and focus instruction based on student academic needs.
Federal School Improvement Grants (SIG)	Funds will be used for extended day and Saturdays for tutorials, GHSGT/EOCT/test prep, and credit recovery and for materials/supplies for Pearson Reform Model.
Local Professional Learning Funds (DCSD PL Funds)	Funds will be used to support professional development needs based on focused walk data and observations.
Grants (Smaller Learning Communities)	SLC funds will support the Ninth Grade Academy (NGA); the Business, Marketing, and Computer Science Academy (BMCS); Creative and Performing Arts Academy (CAPA); Health Science and Human Services Academy (HSHS); and the Science, Technology, Engineering, and Mathematics Academy (STEM).
PTSA	NA
Partners in Education	NA
Other (list)	NA

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: Increase 9th Grade Literature EOCT scores by 10% during the 2012-2013 school year.				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Curriculum Standard 3.2 PA 2 Work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: personnel, time, technology, resource materials. • Implement America's Choice RUAL and Quality Core facilitated by cluster leader, School Improvement Grant Specialist, and Director of High School Transformation • Collaborate for data analysis and to develop safety nets for students for standard mastery • Reduce class size by increasing personnel to meet student needs	Title I $37,306 SI - $450 SIG $646,937 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	August – May Principal API Leadership Team Classroom Teachers Instructional Coaches SIG Specialist Cluster Leader Director of HS Transformation Instructional Coaches	Focus Walk Data with Next Steps Informal/Formal Observations Unit Plans with Daily Lesson Plans Formative Assessment Data	There is an increase in the number of students who meet and exceed standards on formative assessments. Students can articulate what they know and do not know about the standard and next steps for mastery. Literacy abilities improve to grade level.
Assessment Standard 3.4, PA 4	Title I	August – May	List of target	Students are grouped based on

Group students who have not met standards according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. • Use data to plan instructional strategies for subgroups. • Implement a strong inquiry component throughout content area departments—Teach for Rigor and Readiness. • Enroll 11th and 12th grade students in Saturday GHSGT Prep sessions. • Provide additional assistance in deficit areas on the EOCT. • Address ELA domains in GHSGT Prep Saturday School and extended day tutorials. • Assess learning goals using common assessments. • Provide more student and parent conferencing. • Address Literacy focus in Increased Learning Time (ILT)	$108,000 SI $14,535 SIG $310,000 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	Leadership Team Instructional Coaches Classroom teachers Counselors Graduation Coach SIG Specialist Cluster Leader Director of HS Transformation API Principal	students Group assignments Conferencing logs PL logs Class schedules Common Assessments	frequent, ongoing, formative assessment Teachers are able to articulate and demonstrate effective use of differentiation of instruction strategies and integration of rigor in their instructional plan. Student work demonstrates higher order and critical thinking skills. Conferencing logs include support for identified students' next instructional steps.
Instruction Standard 2.1, PA 3 Meet to determine and agree upon school-wide expectations in the delivery or routines of lessons. • Utilize the 7-steps of teaching and learning for student content mastery. • Continue to implement the instructional	Title I $41,668 SI $29,020 SIG	August – May Principal API Leadership Team Classroom	Formative Assessments, Class Profiles, Data Talks, Unit Plans With weekly Lesson	Teachers and students can explain different phases of the daily lesson. Students can articulate the standard, how they know if they have mastered the standard, and next instructional steps if they do not meet standards.

framework (opening, work session, closing) • Provide standards-based instruction. • Organize content by using Thinking Maps. • Develop classroom profiles for students based on multiple intelligences and formative assessment data. • Analyze student data to plan for instructional delivery and safety nets to support student learning. • Use levels 3 and 4 depth of knowledge during instructional delivery. • Use Marzano's high yield strategies and the Educator's Toolbox strategies during instructional delivery.	$310,000 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	Teachers Instructional Coaches SIG Specialist Cluster Leader Director of HS Transformation Instructional Coaches	Plans, Thinking Maps Formal/Informal Observations	
Instruction Standard 2.1, PA 2 Present content in a logical and sequential manner using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes' use of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist. • Use differentiated instructional strategies in all classes daily. • Have study groups with the teachers for content development and analyzing student work/data facilitated by the ELA	Title I $3000 SI $14,535 SIG $520,000 DCSD Dept. of HS Teaching and Learning AC Cluster Leader	Leadership Team Department Chairs Instructional coaches Classroom Teachers API Principal	Lesson Plans Student Work With Teacher Commentary Student Grouping to support instructional delivery modes Observations Focus Walks	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs. Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.

instructional coach. • Develop plans for remediation and offer redo opportunities for students to master the standards. • Model and implement best practices. • Purchase supplementary test workbooks that will provide additional support for students • Purchase novels that align with the Common Core curriculum • Purchase workbooks that align to the Common Core curriculum	HS Transform Director SIG Specialist OSI			
Students with Disabilities • Assess learning goals using common assessments. • Develop plans for remediation and offer redo opportunities for students to master the standards. • Use the preferred co-teaching models in instructional delivery. • Literacy strategies with caseload students in Daily ILT • Progress monitoring to address IEP goals and objectives each 4.5 week grading period • Implement effective proactive and reactive strategies to promote responsible behavior in all classes • Provide explicit instruction to promote language/vocabulary development • Provide "fill-the-gap fluency/automaticity" instruction as appropriate in: − Reading fluency	Special education funds-$17,000	LTSE Department Chair Vice Chair Instructional paraprofessionals Sign Language Interpreters School improvement specialist Classroom Teachers Instructional	Daily Lesson Plans Collaboration logs Data notebooks IEP goals and objectives 3 part lesson plan Parent communication log	Teachers are able to articulate and demonstrate effective use of differentiation of instruction strategies and integration of rigor in their instructional plan. Increase in passing scores on the EOCT/GHSGT Appropriate behavior exhibited by SWD's and a decrease in student referrals Increase in Academic and behavioral interventions as outlined in the student's IEP Increase in classroom test scores, benchmark scores, unit tests and common assessments

– Reading comprehension – Written expression		Coaches API		
English Language Learners* • Implement SIOP strategies and WIDA standards • Use differentiated instructional strategies in all classes daily. • Model and implement best practices. • Literacy strategies during ILT in a sheltered environment • 9-12 grade sheltered literature classes • Provide standard ESOL accommodations for testing situations	2000	Teachers Sept - May	Lesson Plans Student Work With Teacher Commentary Student Grouping to support instructional delivery modes Observations Focus Walks	Teachers and students can explain different phases of the daily lesson. Students can articulate the standard, how they know if they have mastered the standard, and next instructional steps if they do not meet standards.
Technology Integration Effectively use student computers, Promethean Board, and the Document Camera when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts.				

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

Mathematics Action Plan

Annual Measurable Objective: Meet the state average in Coordinate Algebra EOCT scores. Improve Math I EOCT scores 10% from 35% to 45% and improve Math II scores 10% from 46% to 56%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Curriculum Standard 3.2, PA 2 Work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: personnel, time, technology, and resource materials. • Implement Pearson's RUAL and Quality Core facilitated by cluster leader, School Improvement Grant Specialist, and other district support personnel • Implement SIOP strategies and WIDA standards • Collaborate for data analysis and to develop safety nets for students for standard mastery • Provide extended learning time to target instruction for standards/elements not mastered based on formative assessments. • Utilize math navigator to help those students whose prerequisite math skills are "almost at" grade level. • Reduce class size by increasing personnel to meet student needs	Title I $37,306 SI - $450 SIG $646,937 DCSD Dept. of HS Teaching and Learning Pearson DCSD SIG Specialist OSI	August – May Principal API Leadership Team Classroom Teachers Instructional Coaches SIG Specialist Cluster Leader Instructional Coaches	Focus Walk Data with Next Steps Informal/Formal Observations Unit Plans with Daily Lesson Plans Formative Assessment Data ARO Reports for Math Navigator and Math Support	There is an increase in the number of students who meet and exceed standards on formative assessments. Students can articulate what they know and are able to do with regards to the standards and next steps for mastery. Math abilities improve to grade level.
Assessment Standard 3.4, PA 4	Title I	August – May	List of target	Students are grouped based on

Group students who have not met standards according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. • Use data to plan instructional strategies to guide differentiation. • Increase rigor in all subject areas. • Provide additional assistance in deficit areas on the EOCT in Saturday School and after school tutorials. • Address math domains with 11th and 12th grade students in GHSGT Prep Saturday School and extended day tutorials. • Implement small instructional groups in math (pull outs/ push ins). • Assess learning goals using common assessments. • Provide more student and parent conferencing. • Address Literacy focus in Increased Learning Time (ILT)	$65,000 SI $14,535 SIG $310,000 DCSD Dept. of HS Teaching and Learning Pearson Cluster Leader SIG Specialist OSI	students Leadership Team Instructional Coaches Classroom teachers Counselors SIG Specialist Cluster Leader API Principal Parent Liaison	students Group assignments Conferencing logs PL logs Safety nets sign-in logs Class schedules Common Assessments	frequent, ongoing, formative assessment Teachers are able to articulate and demonstrate effective use of differentiation of instruction strategies and integration of rigor in their instructional plan. Student work demonstrates higher order and critical thinking skills. Conferencing logs include support for identified students' next instructional steps. The number of students enrolled in AP and Accelerated classes will increase annually. SAT, ACT and AP Test scores will improve. EOCT scores will improve in Math 1, Math 2 and CCGPS Coordinate Algebra.
Instruction Standard 2.1, PA 3 Meet to determine and agree upon school-wide expectations in the delivery or routines of lessons. • Continue to implement the instructional	Title I $41,668 Title I ARRA $11,595	August – May Principal API	Formative Assessments Class Profiles Data Talks	Teachers and students can explain different phases of the daily lesson. Students can articulate the standard, how they know if they have mastered the standard, and next

framework (opening, work session, closing) • Deliver standards-based instruction. • Use the preferred co-teaching models in instructional delivery. • Organize content by using Thinking Maps. • Use SIOP strategies for ELL students • Develop classroom profiles for students based on formative and summative assessment data. • Analyze student data to plan for instructional delivery and safety nets to support student learning. • Increase content at levels 3 and 4 depth of knowledge during instructional delivery. • Use Marzano's high yield strategies and the Educator's Toolbox strategies during instructional delivery. • Utilize PARCC online assessment items to familiarize teachers and students with CCGPS.	SI $29,020 SIG $310,000 DCSD Dept. of HS Teaching and Learning Pearson Cluster Leader SIG Specialist OSI	Leadership Team Classroom Teachers Department Chairs SIG Specialist Cluster Leader Instructional Coaches API	Unit Plans With Daily Lesson Plans Thinking Maps Formal/Informal Observations	instructional steps if they do not meet standards.
Instruction Standard 2.1, PA 2 Present content in a logical and sequential manner using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes' use of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative	Title I $3000 SI $14,535 SIG $520,000 DCSD Dept. of HS	August – May Principal API Leadership Team Classroom Teachers	Lesson Plans Student Work With Teacher Commentary Student Grouping to support instructional delivery modes	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs. Students transition smoothly from

teaching, team teaching, or one teach-one assist. • Use differentiated instructional strategies in all classes daily. • Have study groups with the teachers for content development and analyzing student work/data facilitated by the math instructional coach. • Develop plans for remediation and offer redo opportunities for students to master the standards. • Model and implement best practices.	Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	Department Chairs SIG Specialist Cluster Leader Instructional Coaches API	Observations Focus Walks	one activity to another. Students can explain different grouping options typically used in the class.
Students with Disabilities • Use the preferred co-teaching models in instructional delivery. • Use differentiated instructional strategies in all classes daily. • Model and implement best practices based on the Project ICE roadmap and TKES. • Develop plans for remediation and offer redo opportunities for students to master the standards. • Progress monitoring to address IEP goals and objectives each 4.5 week grading period • Implement effective proactive and reactive strategies to promote responsible behavior in all classes • Provide explicit instruction to promote language/vocabulary development • Reinforce effort rather than misperceived innate ability	Special education funds-$17,000	LTSE Department Chair Vice Chair Instructional paraprofessionals Sign Language Interpreters School improvement specialist Classroom Teachers	Daily Lesson Plans Collaboration logs Data notebooks IEP goals and objectives 3 part lesson plan Parent communication log	Teachers are able to articulate and demonstrate effective use of differentiation of instruction strategies and integration of rigor in their instructional plan. Increase in passing scores on the EOCT/GHSGT Appropriate behavior exhibited by SWD's and a decrease in student referrals Increase in Academic and behavioral interventions as outlined in the student's IEP Increase in classroom test scores, benchmark scores, unit tests and common assessments

• Provide explicit instruction ("I do it, we do it, you do it") • Explicitly teach students strategies to approach word problems • Use of Technology via IPADS and Promethean Board in Self-Contained classes		Instructional Coaches API		
English Language Learners* • Implement SIOP strategies and WIDA standards • Use differentiated instructional strategies in all classes daily. • Model and implement best practices. • Offer sheltered environment for courses • Provide standard ESOL accommodations for testing situations	2000	Teachers Sept - May	Lesson Plans Student Work With Teacher Commentary Student Grouping to support instructional delivery modes Observations Focus Walks	Teachers and students can explain different phases of the daily lesson. Students can articulate the standard, how they know if they have mastered the standard, and next instructional steps if they do not meet standards.
Technology Integration **Curriculum Standard 3.2, PA 2** Work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: personnel, time, technology, resource materials. • Utilize PARCC online assessment items to familiarize teachers and students with CCGPS.			IDMS Reports On-line assessment results	Teachers and students can interpret their test results and can identify areas of weakness and growth.

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

Science Action Plan

Annual Measurable Objective:
Increase Biology and Physical Science EOCTs by 10% for first time test takers in the 2012-2013 school year.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Standard 3.2 Work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: personnel, time, technology, resource materials. ☐ Implement America's Choice RUAL and Quality Core facilitated by cluster leader, School Improvement Grant Specialist, and Director of High School Transformation ☐ Implement SIOP strategies and WIDA standards ☐ Collaborate for data analysis and to develop safety nets for students for standard mastery ☐ Provide extended learning time to target instruction for standards/elements not mastered based on formative assessments. ☐ Reduce class size by increasing personnel to meet student needs	SIG $646,937 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	August – May Principal API Leadership Team Classroom Teachers Instructional Coaches SIG Specialist Cluster Leader Director of HS Transformation Instructional Coaches	Mid Year/End of Year America's Choice DAT Focus Walk Data with Next Steps Informal/Formal Observations Unit Plans with Daily Lesson Plans Formative Assessment Data	There is an increase in the number of students who meet and exceed standards on formative assessments. Students can articulate what they know and do not know about the standard and next steps for mastery.
Standard 3.4 Group students who have not met standards according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. All extended	SIG $310,000 DCSD Dept. of HS Teaching and	August-May Leadership Team Instructional	List of target students Group assignments, Conferencing	Students are grouped based on frequent, ongoing, formative assessment Teachers are able to articulate and

learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. ☐ Use data to plan instructional strategies for subgroups. ☐ Implement a strong inquiry component throughout content area departments—Teach for Rigor and Readiness. ☐ Provide additional assistance in deficit areas on the EOCT. ☐ Address science domains in EOCT Prep Saturday School and extended day tutorials. ☐ Implement small instructional groups in science (pull outs/ push ins). ☐ Assess learning goals using common assessments. ☐ Provide more student and parent conferencing. ☐ Address Literacy focus in Increased Learning Time (ILT)	Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	Coaches Classroom teachers Counselors Graduation Coach SIG Specialist Cluster Leader Director of HS Transformation API Principal	logs, PL logs, Safety nets sign-in logs, Class schedules, Common Assessments	demonstrate effective use of differentiation of instruction strategies and integration of rigor in their instructional plan. Student work demonstrates higher order and critical thinking skills. Conferencing logs include support for identified students' next instructional steps.
Standard 2.1 Meet to determine and agree upon school-wide expectations in the delivery or routines of lessons. ☐ Utilize the 7-steps of teaching and learning for student content mastery. ☐ Continue to implement the instructional framework (opening, work session, closing) ☐ Provide standards-based instruction. ☐ Use the preferred co-teaching models in instructional delivery. ☐ Organize content by using Thinking Maps. ☐ Use SIOP strategies for ELL students ☐ Develop classroom profiles for students based on multiple intelligences and formative assessment data. ☐ Analyze student data to plan for instructional delivery and safety nets to	SIG $310,000 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	August – May Principal API Leadership Team Classroom Teachers Instructional Coaches SIG Specialist Cluster Leader	Formative Assessments, Class Profiles, Data Talks, Unit Plans With Daily Lesson Plans, Thinking Maps, Formal/Informal Observations	Teachers and students can explain different phases of the daily lesson. Students can articulate the standard, how they know if they have mastered the standard, and next instructional steps if they do not meet standards.

support student learning. ☐ Use levels 3 and 4 depth of knowledge during instructional delivery. ☐ Use Marzano's high yield strategies and the Educator's Toolbox strategies during instructional delivery.		Director of HS Transformation Instructional Coaches		
Standard 2.2 Present content in a logical and sequential manner using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes' use of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist. ☐ Use differentiated instructional strategies in all classes daily. ☐ Have study groups with the teachers for content development and analyzing student work/data facilitated by data coaches. ☐ Develop plans for remediation and offer redo opportunities for students to master the standards. ☐ Model and implement best practices.	SIG $520,000 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	Leadership Team Department Chairs Instructional coaches Classroom Teachers API Principal	Lesson Plans Student Work With Teacher Commentary Student Grouping to support instructional delivery modes Observations Focus Walks	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs. Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.
Students with Disabilities • Present content in a logical and sequential manner using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group	Special education funds-$17,000	LTSE Department Chair Vice Chair	Daily Lesson Plans Collaboration logs Data notebooks	Teachers are able to articulate and demonstrate effective use of differentiation of instruction strategies and integration of rigor in their instructional plan. Increase in passing scores on the

instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes' use of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist. • Use differentiated instructional strategies in all classes daily. • Analyze student data to plan for instructional delivery and safety nets to support student learning • *Have* study groups with the teachers for content development and analyzing student work/data facilitated by the data coaches. • Develop plans for remediation and offer redo opportunities for students to master the standards. • Model and implement best practices. • Provide explicit instruction to promote language/vocabulary development		Instructional paraprofessionals Sign Language Interpreters School improvement specialist Classroom Teachers Instructional Coaches API	IEP goals and objectives 3 part lesson plan Parent communication log Focus Walks	EOCT/GHSGT Appropriate behavior exhibited by SWD's and a decrease in student referrals Increase in Academic and behavioral interventions as outlined in the student's IEP Increase in classroom test scores, benchmark scores, unit tests and common assessments
English Language Learners* Use SIOP strategies for ELL students. Use WIDA standards to develop goals and strategies for achievement. Analyze student data to plan for instructional delivery and safety nets to support student learning. • Offer sheltered environment for courses • Provide standard ESOL	DCSD Dept. of HS Teaching and Learning HS Transform Director SIG Specialist OSI	SIG $310,000 DCSD Dept. of HS Teaching and Learning Team Classroom Teachers Instructional Coaches	August – May Principal API Leadership Thinking Maps Formal/Informal Observations	Teachers and students can explain different phases of the daily lesson. Students can articulate the standard, how they know if they have mastered the standard, and next instructional steps if they do not meet standards

accommodations for testing situations		SIG Specialist Cluster Leader Director of HS Transformation Instructional Coaches		
Technology Integration Utilize Lap top cart, computer software, activInspire, and other technology equipment available in school to enhance the learning environment.	SIG	SIG	August-May	Teachers will include in their lessons plans evidence of integrating technology into the classroom.

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

Social Studies Action Plan

Annual Measurable Objective:
Increase U.S. History and Economics EOCT scores by 10% for first time test takers during the 2012-2013 school year.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Standard 3.2 Work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: personnel, time, technology, and resource materials. ☐ Implement SIOP strategies and WIDA standards ☐ Collaborate for data analysis and to develop safety nets for students for standard mastery ☐ Provide extended learning time to target instruction for standards/elements not mastered based on formative assessments.	DCSD Dept. of HS Teaching and Learning HS Transform Director SIG Specialist OSI	August – May Principal API Leadership Team Classroom Teachers Instructional Coaches SIG Specialist Cluster Leader Director of HS Transformation Instructional Coaches	Focus Walk Data with Next Steps Informal/Formal Observations Unit Plans with Daily Lesson Plans Formative Assessment Data	There is an increase in the number of students who meet and exceed standards on formative assessments. Students can articulate what they know and do not know about the standard and next steps for mastery.
Standard 3.4 Group students who have not met standards according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. ☐ Use data to plan instructional strategies for subgroups. ☐ Implement a strong inquiry component throughout content area departments—Teach for Rigor and Readiness. ☐ Enroll 11th and 12th grade students in	DCSD Dept. of HS Teaching and Learning HS Transform Director SIG Specialist OSI	August – May Leadership Team Instructional Coaches Classroom teachers Counselors Graduation Coach	List of target students	Students are grouped based on frequent, ongoing, formative assessment Teachers are able to articulate and demonstrate effective use of differentiation of instruction strategies and integration of rigor in their instructional plan. Student work demonstrates higher order and critical thinking skills. Conferencing logs include support

Saturday EOCT Prep sessions. ☐ Provide additional assistance in deficit areas on the EOCT. ☐ Address Economics and U.S. History domains in EOCT Prep Saturday School and extended day tutorials. ☐ Implement small instructional groups in Social Studies (pull outs/ push ins). ☐ Assess learning goals using common assessments. ☐ Provide more student and parent conferencing. ☐ Address Literacy focus in Increased Learning Time (ILT)		SIG Specialist Cluster Leader Director of HS Transformation API Principal		for identified students' next instructional steps.
Standard 2.1 Meet to determine and agree upon school-wide expectations in the delivery or routines of lessons. ☐ Utilize the 7-steps of teaching and learning for student content mastery. ☐ Use differentiated instructional strategies in all classes daily. ☐ Have study groups with the teachers for content development and analyzing student work/data facilitated by the data coaches. ☐ Develop plans for remediation and offer redo opportunities for students to master the standards. ☐ Model and implement best practices.	DCSD Dept. of HS Teaching and Learning HS Transform Director	August – May Principal API Leadership Team	Formative Assessments Class Profiles Data Talks Unit Plans With Daily Lesson Plans	Teachers and students can explain different phases of the daily lesson. Students can articulate the standard, how they know if they have mastered the standard, and next instructional steps if they do Students can explain different grouping options typically used in the class.
<u>Students with Disabilities</u> Present content in a logical and sequential manner using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes' use of the	Special education funds-$17,000	LTSE Department Chair Vice Chair	Daily Lesson Plans Collaboration logs Data notebooks	Teachers are able to articulate and demonstrate effective use of differentiation of instruction strategies and integration of rigor in their instructional plan. Increase in passing scores on the EOCT/GHSGT

five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist. Use differentiated instructional strategies in all classes daily. Analyze student data to plan for instructional delivery and safety nets to support student learning ☐ Have study groups with the teachers for content development and analyzing student work/data facilitated by the data coaches. ☐ Develop plans for remediation and offer redo opportunities for students to master the standards. ☐ Model and implement best practices. • Provide explicit instruction to promote language/vocabulary development		Instructional paraprofessionals Sign Language Interpreters School improvement specialist Classroom Teachers Instructional Coaches API	IEP goals and objectives 3 part lesson plan Parent communication log Focus Walks	Appropriate behavior exhibited by SWD's and a decrease in student referrals Increase in Academic and behavioral interventions as outlined in the student's IEP Increase in classroom test scores, benchmark scores, unit tests and common assessments

English Language Learners*
 	
Use SIOP strategies for ELL students.
Use WIDA standards to develop goals and strategies for achievement.
 	
Analyze student data to plan for instructional delivery and safety nets to support student learning.
   • Offer sheltered environment for courses
   • Provide standard ESOL accommodations for testing situations
	DCSD Dept. of HS Teaching and Learning
	
	HS Transform
	
	Director
	
	SIG Specialist
	
	OSI
		SIG
		$310,000
		
		DCSD Dept. of HS Teaching and Learning Team
		
		Classroom Teachers
		
		Instructional Coaches
		
		SIG Specialist
			August – May
			
			Principal
			
			API
			
			Leadership
			
			Thinking Maps
			
			Formal/Informal Observations
				Teachers and students can explain different phases of the daily lesson. Students can articulate the standard, how they know if they have mastered the standard, and next instructional steps if they do not meet standards

		Cluster Leader Director of HS Transformation Instructional Coaches			
Technology Integration Utilize Lap top cart, computer software, activInspire, and other technology equipment available in school to enhance the learning environment.	SIG	SIG	August-May	Teachers will include in their lessons plans evidence of integrating technology into the classroom.

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

Attendance/Graduation Rate Action Plan

Annual Measurable Objective: Increase the graduation rate of students to 75% in SY 2012.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Implement specific strategies to increase the graduation rate and decrease the dropout rate: Revise and monitor response to intervention Use available data to develop an instructional plan and to monitor students at risk for not graduating Establish school procedures for monitoring student absenteeism: o Monitor ESIS attendance daily o Parental contact/collaboration o Enlist monthly assistance from the Attendance/AYP Team o Monitor attendance record keeping practices and referrals. Develop a Graduation Team for "at risk" students identified for intense services with the Graduation Coach to assess individual needs and establish graduation goals to include GHSGT prep, credit recovery, mentors, Teachers as Advisors, and tutoring. Provide incentives for "at promise" and "at risk" students.	School Improvement GDOE DCSS Counseling Dept. Local support or mentoring agency	August - May Administrators Teachers Graduation Coach Counselors Social Worker CIS	Response to Intervention List of "at risk students" Graduation Coach caseload Attendance records List of the graduation team List of students receiving incentives List of study and test taking skills	Teachers are able to articulate the response to intervention. Teachers know the "students at risk" in their classes. Teachers know who have been absent five days or more. Teachers can name the members and responsibilities of the graduation team. Teachers can describe training for Teachers as Advisors. Students can articulate and demonstrate study and test taking skills helpful in passing the GHSGT.

Provide student instruction in both study & test taking skills.				

Library-Media Action Plan

Annual Measurable Objective:
Increase the number of students who read at or above grade level.
Increase the number of students passing the EOCT in ELA
Students will improve career and literacy competencies by developing the ability to research, organize and evaluate information effectively.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard 1.2:PA 4 The Teacher-Librarian collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. • Teacher- librarian identifies and purchases resources to support the content identified in unit plans. • Teacher-librarian instructs and facilitates students and teachers on the use of online EOCT, GHSGT, ACT, and SAT guides and practice materials. • Teacher-librarian serves on the Leadership Team. • Teacher-librarian facilitates the 25 Books Reading and Principal's Book of the Month Reading Initiative. • Teacher-librarian acquires additional grade level books for ELL, SWD students, and Pearson's Curriculum.	Title I – 3500 School Improvement - $1500 Media Funds - $15,000	August - May Principal Teacher-Librarian ELL Coach ELA Data Coach Department Chairs API	PL and leadership logs. Teacher/Teacher-Librarian Collaboration Logs, Media Center circulation records Online assessment results from EOCT, GHSGT, ACT, and SAT study guides 25 Books Reading Campaign Student Logs Bibliographies of new print and	Collaboration units between teacher-librarian and content teachers. Resources from the media center are correlated to subject area unit of study. EOCT scores. Circulation rates. Number of students using the media center. Students will read and explore a variety of literature genres Students are able to connect reading skills taught in ELA to succeed in other content areas. Teachers demonstrate the implementation of reading across the curriculum in lesson plans and focus walks.

			non-print resources. Circulation records of LEP, SWD, and Pearson's e Students Principal's Monthly Read Aloud, displays, and book talks. Student created research based projects using computer applications and the research model. Electronic Scheduling Logs	
Technology Integration: **Instruction 2.7:PA2:** **Teachers effectively use technology to provide real world application and maximize student learning.** • Provide instruction on **professional online databases.** • Class multi-media projects. • Senior research projects • Destiny library online catalog		Principal API Teacher/Librarian Teachers	Teacher/Teacher-Librarians Collaboration Logs Agendas, Instructional Handouts, Professional Learning Units	Teachers have examples of technology used in instructional delivery in lesson plans and student work. Students are able to articulate how technology supports, enhances, reinforces or remediates the standards.

			Electronic Scheduling Logs	

Professional Learning Plan

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

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	**Evidence of Impact**
State (PL Funds)	Use various instructional strategies to address the ability levels of the students to help them meet/exceed the standards.	Differentiated Instruction • Implement bell to bell instruction in all classes using three part lesson • Develop units to prepare students for growing levels of standards mastery • Establish Standards-based model classrooms • Modeling of best practices Training • AP Regional Conferences • ESOL Conferences • Other Professional Learning Sessions	August - May	Observations Focused Walk Data Unit Plans	Increase in GHSGT/EOCT Scores Increase on benchmark assessments Increase in AP scores and AP teacher certification
Federal	Obtain strategies to help students meet/exceed standards.	Thinking Maps, Train the Trainers, GA DOE Summer Leadership Academy, NSSR Institute	August - May	Observations Focused Walk Data Unit Plans	Increase in GHSGT/EOCT Scores Increase on benchmark

					assessments
Grants	Target the large ELL population with specific strategies, programs, and initiatives Continue to improve student achievement and the graduation rate in order to meet state and federal goals.	GA DOE Summer Leadership Academy GA DOE Thinking Maps GA DOE Formative Assessment GA DOE Instructional Coach Training GA DOE 21st Century Classroom	August – May	Observations Focused Walk Data Unit Plans	Increase in GHSGT/EOCT Scores Increase on benchmark assessments
	Increase career awareness and improve instruction in technology education.	SLC Conferences	August - May	Observations Focused Walk Data Unit Plans	Increase in the number of career pathway completers
Local	Provide immediate feedback to students. Provide remediation in domain areas where students are deficient. Provide extension activities to get students to exceed the standards.	Benchmark Protocol Teacher Commentary Standards-Based Instruction	August - May	Observations Focused Walk Data Benchmark Assessment Data	Increase in GHSGT/EOCT Scores Increase on benchmark assessments

School Climate Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Standard 1.1 Offer a variety of services that meet student needs. • Counseling services • Post-graduate planning • Extended learning time • Smaller Learning Communities (Ninth Grade and Career Academies) • School Improvement Grant Academies and America's Choice	SIG - $53,275 SLC Funds $73,952 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	August – May Leadership Team, Principal, API, Teachers, Counselors, Graduation Coach, Instructional Coaches,	Brochure of student services, student/parent handbook,	Stakeholders can articulate the services and partnerships that working closely with the school to meet student needs.
Standard 1.1 Establish a sense of urgency by providing and leading faculty and staff in the use of relevant data. Data should include student learning data, demographic data, perception data, and process data. Implement strategies and interventions	Title I $108,000 SI $3000 SIG -	August – May Classroom teachers Leadership Team	PL logs Safety nets sign-in logs Class schedules Benchmarks	Teachers are able to articulate and demonstrate effective use of differentiation of instruction strategies. Student work demonstrates higher order and critical thinking skills.

based on students' academic deficiencies in domain areas of the GHSGT: • Use data to plan instructional strategies for subgroups. • Assess learning goals using benchmarks.	$310,000 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	Counselors Graduation Coach Instructional Coaches SIG Specialist Cluster Leader Director of HS Transformation API Principal	Students are grouped based on frequent, ongoing, formative assessment.	Conferencing logs include support for identify students next instructional steps.
Standard 2.2 Act as a catalyst between various organizations and the school/community. • Six Title I Parental Involvement Meetings • PTSA Meetings • School Council • School Improvement Grant Parent Liaison and Parent Outreach Program • Communities in Schools	Title I Parent Involvement $4418	August – May Principal Leadership Team Parents Students Business Partners Cluster Leader SIG Specialist	Agendas/Minutes Business Partner Celebrations Sign-in Sheets Career Day Parent Nights	The leadership team can explain how they elicit support from all stakeholders. The leadership team can describe the ongoing process to involve all stakeholders. Stakeholders know and can explain the services provided to the school by the various organizations and how these services assist with student learning goals. Organizations can articulate their involvement in shared decision-making and how they support student achievement.

		HS Transform Director		
Standard 2.2 Consistently model the same strategies that participants are expected to use, therefore impacting the participant's depth of understanding in a way that allows them to adapt these strategies to their own classroom circumstances. • Tier professional development based on the needs of the participants. • Use Marzano's high yield strategies and the Educator's Toolbox strategies. • Utilize levels 3 and 4 depth of knowledge. • Use the instructional framework. • Develop units to reflect the GPS to prepare students for growing levels of standards mastery in Math, ELA, Science, and Social Studies. • Provide specific feedback and writing effective commentary both teacher and student. • Use data to develop and implement lesson plans. • Facilitate teacher meetings to analyze student work, develop a shared understanding of the standards, provide professional learning based on student data, etc. • Participate in studying the implementation of specific practices and strategies based on student needs. Teachers monitor impact on student learning based on changes in adult	Title I $36,500 SI $29,020 SIG $310,000 DCSD PL Funds - $2500 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	August – May Leadership Team Instructional Coaches SIG Specialist Cluster Leader Director of HS Transformation API Principal	PL agendas, Collaborative unit plans with daily lesson plans, Formal/informal observations, Data room, site-based benchmark assessments	Teachers can articulate how professional learning activities address content needs. Teachers demonstrate evidence of collaborative planning in instructional delivery, monitoring and student performance Teachers can articulate the use of curriculum materials and assessment and instructional practices.

behavior as a result of implementation of research-based strategies. • Model best practices for other teachers.				
Standard 2.2 Consistently monitor the implementation of the school improvement plan by frequently revisiting the plan at leadership team meetings. Action plans/next steps are developed to ensure that the plan is implemented effectively. • Analyze and monitor student data for on target, bubble, and Level 1 students • Continue to implement bi-weekly L-Team and data team meetings • Review and revise the Consolidated School Improvement Plan action plans • Review student data in ELA and math at the leadership retreat • Discuss strengths, areas that need improvement, and develop instructional plans with next steps for student content mastery • Develop and implement short term action plans and interim reports • Examine high impact practices to improve student achievement.	Title I $6207 SI $4000 SIG $310,000 DCSD Dept. of HS Teaching and Learning AC Cluster Leader HS Transform Director SIG Specialist OSI	August – May Leadership Team Instructional Coaches Classroom teachers SIG Specialist Cluster Leader Director of HS Transformation API Principal	L-Team and Data Team agendas and minutes; Implementation of short term action plans; CLASS KEYS teacher evaluations; CSIP Action Plans; Data Room with Displays	Leadership team members can explain how the CSIP impacts student achievement. There is an increase in student academic performance on benchmarks.

Teacher Retention Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions: • Assign TSS to new teachers (0-3 years previous experience) • Schedule a formal time for mentors and mentees to meet at least once per month • Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles • Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results	None	August -May TSS New Teachers Principal APs Counselors Instructional Coach	TSS guidelines TSS assignment list Scheduled TSS meeting times Teacher Observations New Teacher Survey	New teachers can provide feedback on how the TSS program provides support by completing a New Teacher Survey. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Teacher observations reflect progress in the areas of instruction and classroom management.
Conduct a needs assessment to determine strengths and areas in need of improvement	None	August - May Principal APs Counselors Instructional Coaches .	Surveys Exit questionnaires Attrition data Student referral data TKES results	Committee members can describe the process and timeline for completion of the teacher retention needs assessment. A written copy of the results exists and is utilized to plan for improvement.

		New Teachers		
		TSS	Professional Development Plans	
Schedule monthly individual conferences with all new teachers and administrators to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.	None	August - May Principal New Teachers	Teacher Observations New Teacher Meeting Log Follow-Up Letter	School leaders facilitate the monthly meetings with new teachers and/or administrators, and discuss what concerns and supportive actions need to be taken.

Career Technology Action Plan (for high schools and middle schools only)
Objective: Increase instructional effectiveness through best practices in career technology instruction.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Schedule students to follow pathway sequence Increase the number of students who are pathway completers. Increase the number of students who are industry certified. Offer dual enrollment career technology courses on campus Increase in the number of students who are involved in the work-based learning program.	SLC Grant - $78,000	August – May Teachers Counselors Principal SLC Administrators SLC Instructional Coach	Career technology class rosters and enrollment Copy of the master schedule Student Industry Certification Assessment	Increase in the number of students who graduate with a Career Technology seal on their diploma. Increase in the number of students who receive dual articulation credit. Increase in the number of students who are joint/dual enrolled. Increase in the number of students who graduate with an industry certification. Increase the number of students with career related on-the-job training.
Increase the number of career academies to provide students with the opportunity to explore their interests and aptitudes while receiving a solid foundation in academics.	SLC Grant - $78,000	August – May Teachers Counselors Principal SLC Administrators SLC	Roster of students in each career academy Copy of the master schedule	All students enrolled in a career academy with a student selected pathway. Increase in the number of students who graduate with a Career Technology seal on their diploma. Increase in the number of students who receive dual articulation credit. Increase in the number of students

		Instructional Coach		who are joint/dual enrolled.