DeKalb County School District
Freedom Middle School
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 School wide 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: Corey Davidson	Date: 9/12/2012
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

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<u>**Integration of AdvancED (SACS CASI) and Georgia DOE School Keys**</u>

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
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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	Corey Davidson		
CSIP Facilitator	Quinton Ward		
Parent Representative **(cannot be a school employee)**	Karen Davis		
Student Representative **(required for High School)**	Sumaya Muse		
Community Representative **(cannot be a school employee)**	Al Henderson		
School Counselor	Deborah Hanson-Hendricks		
Special Education Representative	Tanecia Raphael		
Reading/ELA Co-Chair	Valarie Hill		
Reading/ELA Co-Chair	Itaski Boller-Arnette		
Math Co-Chair	Nicole Clark		
Math Co-Chair	Tiffany Hooper		
Science Co-Chair	Joyce Johnson		
Science Co-Chair	Andrea Cunningham		
Social Studies Chair	Pernella Ownes		
Professional Learning Liaison	Dr. Cora Adu		

<u>**Executive Summary of Consolidated School Improvement Plan (CSIP)**</u>

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: The Socratic Seminar (tutorial) Program in and of itself was successful. We were able to deliver targeted instruction to those students in our priority subgroups. The schedule that we offered this service was able to serve students who were in need of both reading and math tutorial. While the program itself was successful it is our desire to start the program sooner than late January. We believe that we can gain more traction and positively impact more students if we offered it for a longer period of time In addition to our Socratic Seminar (tutorial) we offered Ramp up to Literacy through Pearson's to students who did not meeting the standard on the CRCT in Reading and ELA in a 6th grade ELA class. At the end of the school year 75% of this class passed the CRCT in the area of Reading and 77% passed the CRCT in the area of ELA.

Our Weekly Study Group Sessions have also proved successful as it allows us to build capacity among teaching staff and administrations in terms of analyzing data and differentiating instruction. Finally the addition of the five teachers funded with Title 1 Funds assisted in reducing the class size in language arts and mathematics allowing the teachers to give the students more individualized support. One of the five Title I teachers functioned as a reading pullout teacher. This teacher delivered reading service to a small group to high impact students (ELL, Economically Disadvantaged, and Asian subgroup). 100% percent of these students entered the class scoring below an 800 on the CRCT in reading. At the end of the school year on 24% still failed during our Spring 2012 administration of the CRCT.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:
This year we really examined how we offered ESOL services to our ELL students. During the 2011-2012 school year we pulled these students out of one of their connections classes and delivered ESOL services to them. We discovered the following concerns: we did not have an effective means other than summative assessment data to determine if the students were actually making improvement. Due to the different planning times of the grade level teachers and the ESOL teachers it was difficult for both groups of teachers to plan and collaborate to ensure that the ESOL classes were aware of the difficulties that the ESOL students were experiencing in their core classes. As a result 29% of our ELL students passed the CRCT in Reading. 34% of our ELL students were successful in ELA.

Our Increased Learning Time (ILT) classes were designed to target specific levels of learner in the areas of Reading and Math using Pearson's Navigator material. Due to the limited time that was offered to the ILT class, 25 minutes, and the available of resources at the start of the school year we were not able to launch the Navigator program as we would have liked. Our teachers also were not able to navigate effectively through ARO (the online assessment component of Navigator). During the 2012-2013 school year more time has been given to ILT (65 minutes) and ELA and Math teachers will receive more training on navigating through ARO.

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
We believe one the barriers to success in our ESOL delivery model was not having an effective means other than summative assessment data to determine if the students were actually making improvement. Due to the different planning times of the grade level teachers and the ESOL teachers it was difficult for both groups of teachers to plan and collaborate to ensure that the ESOL classes were aware of the difficulties that the ESOL students were experiencing in their core classes.

Our ILT classes were not as strong because we did not allocate enough time to the class in order for the lesson to gain traction. Finally while we did list the Reading pullout as a strength, due to the fact that these students were pulled out of their Social Studies class every other day, the students Social Studies scores were impacted in the class and on the CRCT.

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:
We have enlisted more support from Pearson as it relates to professional learning and monitoring of Navigator Literacy and Navigator Math. We have modified our schools bell schedule in such a way that we now offer 65 minute ILT classes. We now offer a reading and math safety net class during connections for students who have struggled in these areas. The ESOL instructional delivery model has been changed from a pullout model to a sheltered model. The ESOL teachers have now moved to the grade level hallway and will be the ESOL students ELA teacher. The ESOL teacher will deliver on grade level ELA and Reading instruction to students in a sheltered Tiered instructional delivery model. We hope to track our ELL student progress via District Level benchmarks and grade level created common assessments. The sheltered model offers instruction to students in a smaller class size.

During the 2012-2013 school year we have also birthed an Intensive English Program. This program will serve students with limited English speaking ability as noted by W-APT and Access scores. This team of students will receive instruction on a 3 man team of ESOL certified teachers. They will receive instruction in the area of ELA, Science, and Social Studies. For math we will implement a push in model of instruction. To do this for one period of the school day our Intensive English students will move to a general math class were the ESOL teacher will serve as a push-in teacher and collaborative instruct the students together.

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.	Forever Reaching Educational Excellence by Developing our Minds
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 Freedom Middle School is to provide a conducive learning environment where teachers can teach and students can reach and exceed their potential, so they may compete in a global 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 • Critical thinking and problem solving	• A positive learning environment enhances a child's learning success. • If the children do not learn the way we teach, we must teach the way they learn. • To teach the whole child to the best of our capabilities, to inspire and ignite young growing minds, to help guide them to be the best they can be, and to motivate each child to reach his/her fullest potential. • To empower the students' minds, the teachers are committed to developing each student's full potential by implementing and utilizing various modalities/styles to increase student involvement in the classroom or student achievement. • To approach each student as a separate entity, therefore, develop an educational

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• Creativity and innovation	plan that will address each individual's specific needs and interests while stressing the basic strengths. • Parental support is a vital part of student achievement. • All students can achieve. A partnership consisting of teachers, staff, administrators, parents, students, and community members is vital in helping our students achieve academic and social success.

Developing a Comprehensive Needs Assessment

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

Geographic location. Freedom Middle School is an urban school located in Stone Mountain Georgia. During the last 3 years the student enrollment has been between 920 and 996 students. Freedom Middle School celebrates its diversity as it relates to sub groups. We have consistently over the last three years have had the following sub-groups of students: Asian/Pacific, Black, White, SWD, ELL and Economic Disadvantage. The large majority of our students reside in the Clarkston area.

▫ **Enrollment:** 1080 students
▫ **Subgroups (regardless of whether or not they affect CCRPI):**

  o   Ethnicity: Black 705 or 65%, Asian 275 or 25%, Hispanic 50 or 4.6%, White 32 or 3%
  o   Student with Disabilities (SWD) 93 or 8.6%
  o   Economically Disadvantaged 1030 or 95%
  o   English Language Learners (ELL) 331 or 31%
  o   Number of dialects spoken: 42
  o   Number of countries of origin: 45

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**
A group of aspiring administrators and other teacher leaders were recruited to serve on the Leadership Team. They were each invited to facilitate one of the newly formed school improvement teams. Each faculty member signed up to serve on one of the committees. Using available data, each group met at the beginning of the school year to develop an action plan for their area of responsibility. The action plans from previous school year were studied and evaluated. The teachers looked at each of the components of last year's plan and determined its success. Initiatives and programs that were effective were kept in our plan. Initiatives that were ineffective during the 2011-2012 school year were removed from the plan. Areas of weakness that were not address were considered and new initiatives were put into plan

During the initial planning meeting in August, the Department Chairs reviewed existing data from the 2011-2012 school year as well as non-existing data pieces that need to be included in order to develop a comprehensive needs assessment.   They then identified and agreed on a few data pieces that were relevant to this process. Using data gathered from the States Longitudinal Data System, IDMS, Esis, and the Student Information System teachers looked for root causes for poor academic performance. After drilling down in the data research based strategies were devised and presented in the plan.

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During our Curriculum/Title I Annual meeting on September 13, 2012 the faculty, staff and parent liaison, explained the process, the plan and timeline for implementing our Consolidated School Improvement Plan.   We also explained to the parents how our school will measure success

The Leadership team meets every 2nd and 4th Wednesday of the month to discuss the status of the various programs and initiatives.   The department Chairs meet once a month in the morning prior to the start of the school day to discuss the implantation of the plan and results of the monitoring of the plan.

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
	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
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
X	End of Course Tests		Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills		Gifted Education		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 focus of our work is closely aligned to the school's vision and mission. We provide ongoing professional development to support the instructional needs of our teachers. All subgroups with CCRPI implications experienced has maintain a percentage of less than 10% of the number of students missing more than 15 days out of school. We monitor this data closely as we have over 3 subgroups that we have close to the minimum number (75 students) to count as a subgroup for CCRPI purposes. Our test participation rate has consistently been close to 100%

over the last two years.   Academically, our greatest strength has always been in reading and language arts. Although math continues to be a concern for us, our math scores over the last two years have positioned us to meet the states requirement for CCRPI for all of the subgroups that have been evaluated for CCRPI purposes. We are exploring alternative strategies that will help to close the achievement gap between our students with disabilities and other subgroups.

Our staff has also developed over the past 3 year a solid method of tracking student data through the use of data notebooks.

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

As stated in our schools demographics we have a large international student population. Our international students come from 43 different countries. Last year only 29% of our ELL students met the standard in the area of Reading on the CRCT. 34% of our ELL students passed the CRCT in the area of ELA and 33% passed the CRCT in the area of Math.

There is enormous potential for greatness at Freedom Middle School. 7 teachers were ELL endorsed over the 2009 Summer Break. Currently (Fall of 2012) we have 8 ESOL endorsed teachers. Freedom Middle School has Met the states requirements for proficiency only once since its inception in 2001 and we are currently classified as a Focus school. We did not meet the standards in Math, ELA/Reading with our ELL and SWD Students. Our most pressing issue is addressing the needs of our SWD, ELL and Level One students in math, reading and language arts. In addition, there is a need for (1) increased parental involvement (2) better monitoring of Level I Plan implementation (3) more training and collaboration with exceptional education/ content area teachers for increased student achievement for SWD (4) increased participation in tutorial program (5) increase the percentage of all students meeting/exceeding the standard in mathematics (6) increased use of technology in the classroom by teachers and students (7) improved academic rigor using the Common Core Georgia Performance Standards and standards-based instructional strategies. (8) timelier interventions for students that are not meeting expectations and (9) improved staff and student attendance (10) stronger communication between home and school (11) community volunteers are needed to serve as mentors for struggling students (12) students need more hands-on opportunities to understand the standards (13) additional training is needed on teaching the standards (14) increasing academic enthusiasm and teacher expectation and (15) differentiating instruction in all academic areas for all students.

Freedom's student population is capable and talented in many areas, however we have challenges in overcoming these barriers to student achievement. These educational, social, emotional and economic barriers are what the parents, students, teachers, administrators, and community will work together to overcome. Additionally, staff development is needed in the areas of differentiating instruction, infusing higher order thinking into instruction, and co-teaching.

6) List the professional development needed to address the challenges summarized above.
- Depth of Knowledge Training
- Collaborative teaching training
- Marzano's High Yields Strategies Training
- Leadership Team Training
- Common Core Georgia Performance Standards
- Teacher Keys Training
- Differentiated Instruction Training
- Thinking Maps Training

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:

	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		Student Support Specialists
X	School Counselors	X	School Social Workers	X	School Improvement Liaison

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

School Counselors: Counselors oftentimes, serve as the conduit in connecting students/families with District Office Departments and outside agencies, which can address needs, which can't be met within the school . Our counselors assist students with needs such as glasses, or economic assistance, transportation needs for families which are in crisis. Counselors also coordinate presentations from outside agencies, which enhance curriculum and initiatives. Specialists from the CDC have provided lessons for science classes, as well as facilitators from the DeKalb Rape Crisis centers have co-taught lessons about safety and healthy relationships. The DeKalb Rotary Club assists in providing awareness about HIV/AIDS, by sponsoring speakers for AIDS Awareness Day. While counselors cannot endorse any outside provider, they can give parents a listing of providers, which provide therapeutic services for the student/family

Student Support Specialists: Drug education, groups including ISS, Red Ribbon Week

Social Workers: Child Abuse Training for faculty/staff; Truancy Program, DeKalb County Juvenile Court Strategies to Increase Parental Involvement (NCLB Mandate) Work with families to educate them on the importance of good attendance. SW also meets with students with behavior concerns. Provide parents with outside resources and information, which can assist in addressing adverse behavior as well as economic concerns.

School Nurses: We do not have a school Nurse

Student Support Team: Counselors, the School Improvement Liaison and teachers will work together to provide tier 1 support for students who are experiencing difficulties either academically or behaviorally.

School Improvement Liaison: Assist in identifying strategies/ interventions for students who aren't experiencing success in the classroom. Assist in gathering of data needed to move students through the SST/RTI process.

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		
	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary	X	Others (list here) We now have a Parent Liaison

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

The results from the Parent Involvement Survey are used to redesign our services for parents. At Freedom Middle School, parents are provided with opportunities to receive specific information on state standards and assessments during PTSA meetings, school council meetings, individual parent conferences, and team conferences. The Counseling Department also maintains a binder, which has information about various community programs available for students and parents. Additionally, parents have access to the district's Parent Resource Centers to check-out materials, attend workshops, and gain understanding of the state's standards and assessments.

Through the year, the district's assessment office disseminates letters to parents through the school that explains the state standards and assessments. The following strategies/activities are utilized and/or will be initiated this year to promote active parent involvement on an ongoing-basis:

- Two Parent/Teacher Conference Nights are held following the distribution of progress reports at the 9 week grading period for each semester. Interpreters are available.

- Parent conferences are also held during team planning at parents' requests or when a team has a need to meet with parents. These are ongoing throughout the year. Interpreters are available.

- A minimum of three parent and community events will be held within the community that our students reside in. (location to be determined)
- The school newsletter is sent home quarterly and available online; it provides information pertaining to upcoming parent conferences, department news, team news
- Quarterly local school council meetings
- Quarterly PTSA meetings
- Open House and Curriculum/Portfolio Night
- 8th Grade Parent Night
- CCRPI Night
- Calling Post

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.
Each semester students will be assessed via a DeKalb County School District benchmark. Before the benchmark is given a calling post will go out to parents letting them know when the child is going to be assessed and when the results will be sent home by the students. After the benchmark has been administered a Benchmark Parent letter will be filled out by the student and the parent. The letter will communicate the standards that were taught and assessed and how the children performed on the assessment. The letter also makes recommendations for the student based upon his/her performance.

We will also communicate the dates of the benchmark administration and the date that the results will be forwarded to the parents on our school's website and progress report card.

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

A message from Freedom's calling post will also be used to notify parents of the CSIP. The school website is updated monthly to further inform stakeholders of the availability of the Consolidated School Improvement Plan. School Council meetings, PTSA meetings, and informal conferences are all ways in which the disaggregated data is communicated. Individual student assessment results for the ITBS, CoGat, and the Middle Grades Writing Assessment are given to the students to take home with summaries of test data. PSAT data is shared with parents during a meeting to help them interpret the data. Individual CRCT results are mailed home during the summer along with an interpretation guide.

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

Freedom Middle School's CSIP will be made available to the public in the following ways:

- Link on school's website
- Hard copies available for review in the Freedom media center
- Local school council minutes
- A copy of the CSIP in the school's data room.
- Notification of the availability of the plan will be sent in our first edition of our school newsletter, *RamPage*.

- A message from Freedom's calling post will also be used to notify parents of the CSIP.

- Title I parent meetings

- Discussion of some of the goals when speaking to parents about their child's success/ challenges.

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

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

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.
Federal Funds (RT3)	Monies will be used to fund (3) teacher positions to support class size reduction; salaries for (6) teachers for after school tutoring two days per week; contracted service support for weekly pull-outs; web-based program for study practice; CRCT Coach Books; Release time for teacher planning and observations will occur each quarter; Conference participation; professional learning materials; transportation two days per week for after school tutoring participation; ConnectEd calling post; student planners
State Funds	
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	Monies will be used to fund salaries for (8) teachers for after school tutoring two days per week; contracted service support for weekly pull-outs; web-based program for study practice; release time for teacher planning and observations will occur each quarter; Conference participation; professional learning materials; transportation two days per week for after school tutoring participation; ConnectEd calling post; student planners, 2 eWalk licenses will be purchased along with I Touches to facilitate in the adequate monitoring of instruction and to aid in the facilitation of school wide Focus Walks.
Federal School Improvement Grants	6 Teachers have been hired in the area of Language Arts, Reading and Math to reduce class size and to deliver targeted instruction to students in our high impact subgroups who are performing below grade level.
Local Professional Learning Funds	The school is given a professional learning budget from the DeKalb County School System, and those funds are utilized to implement our Professional Learning Plan to promote our target goals of raising student achievement, improving attendance, closing achievement gaps, and promoting a positive school culture.
Grants (list)	Monies received through the RT3 Grant will be used to purchase technology to student

	engagement in math and science; release time for professional development, i.e. project-based learning
PTSA	Our PTSA is very supportive of our vision, mission, and school improvement goals, and they frequently donate their time, services, and a portion of their budget to support those endeavors.
Partners in Education	
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. <u>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.</u>

♦ **Reading/English/Language Arts Action Plan:**	

Annual Measurable Objective:

♦ By spring 2013, the all students sub group will increase their achievement in Reading/Language Arts on the Georgia Criterion Referenced Competency Test (CRCT) from 75% meeting or exceeding the standard to 78% meeting or exceeding the standard.

♦ By spring 2013, students with disabilities sub group will increase their achievement in Reading/Language Arts on the Georgia Criterion Referenced Competency Test (CRCT) from 75% meeting or exceeding the standard to 78% meeting or exceeding standard.

♦ By spring 2012, ELL students will increase their achievement in Reading/Language Arts on the Georgia Criterion Referenced Competency Test (CRCT) from 29% meeting or exceeding the standard to 31% meeting and exceeding standard.

By spring 2012, Asian/Pacific Islander students will increase their achievement in Reading/Language Arts on the Georgia Criterion Referenced Competency Test (CRCT) from 47% meeting or exceeding the standard to 50% meeting and exceeding

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. ▫ Three-part lesson ▫ Marzano's High Yield Strategies ▫ Educators Toolbox ▫ Pearson ▫ 25-Book Campaign ▫ DeKalb County Unit Plans		Department Chair-monitor lesson plans Principal/API/AP/ Observations (informal/formal) Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department	▫ Flexible groups observed ▫ Lesson Plans ▫ Instructional Board ▫ Materials and technology	Teachers and students can explain different instructional phases of a lesson. Teachers can explain the specific purposes how students are grouped and the data that supports decisions. Students transition smoothly from one activity to another. Students can explain different grouping options typically used.

		Chair, LTSE, teachers		
Accelerated Reader AR encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and select books that are difficult enough to keep students challenged, but not too difficult to cause frustration. In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and reading skills taught through basal readers and other reading textbooks.	Purchased through RT3	Media Specialist, Teachers, Department Chairs	TOPS Reports Quiz scores 25 Book Campaign documentation/incentives	Student growth in Lexile scores. Student growth in reading domains: Literary Comprehension, Information and Media Literacy, Vocabulary Acquisition
Place students who are not meeting standard(s) into groups according to assessment results and assign them 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 domain specific instruction with the use of McDougal Littell Resources Books/ ▫ Promethean Planet ▫ Novel Studies ▫ Creative Writing/Reading Remediation Classes		Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department Chair, LTSE, teachers	Safety net rosters Student benchmark data Other program rosters with assessment results Formative assessment Summative assessment Benchmark assessments Progress Reports Pre/Post Assessments (Socratic Seminar/Classroom) Differentiated Instruction Curriculum/Pacing Guide	Students being able to apply information learned in tutorial to the classroom. Student growth is identified and documented to show improvement in deficient domains. Students who need additional assistance in meeting the standards are enrolled in safety net instruction. Instruction is ongoing and constantly monitored by teachers. Teachers are able to explain how students

- Provide transportation for after school tutoring - Socratic Seminar - Formative Assessments				are moved in and out of the program based on assessment results. Administrators can explain how the programs/ interventions have enhance, change, or been eliminated based on assessment results
Common Core Supplemental Resources and Consumables - Common Core Online Assessment and Leveled Reading Passages - Common Core Coach Consumables (booklet form of online assessment) Students will be able to take tiered assessments based on CCGPS standards taught in class. Teachers will be able to assign web based reading and writing assignments to differentiate according to the proficiency of individual students. This method provides students constant practice with the format of the county Benchmark as well as the national assessment in 2014.	**$599.00-one year online license** **Student consumables $14.99 per student.**	Principal, API, Technology Committee, Leadership Team, Instructional, Department Chair, LTSE, & teachers	- Data Reports by student and standards. - Portfolio - Performance Tasks - Lesson Plans	Student growth is identified and documented to show improvement in deficient domains. Students can articulate how technology supports their learning and language development. Students can provide examples of student work that have been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.
Students with Disabilities- When co-teaching, maximize personnel and instruction by ensuring that both adults are actively teaching the entire instructional segment, utilizing flexible, small group instruction most of the time by implementing the preferred models of		Principal, API, Technology Committee, Leadership Team, Instructional, Department Chair, LTSE, &	- Collaborative planning meeting dates - Agendas - Minutes - Lesson plans - Classroom	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of

co-teaching (Station Teaching' Parallel Teaching, and Alternative Teaching). SWD students also will utilize AR and Common Core Supplemental Resources as differentiated tools and resources to help maximize learning within the classroom and home.		teachers	observation data ▫ Focus walk data	co-teaching.
English Language Learners*-Tiered () ▫ FMS's Intensive English Program ▫ Sheltered Instruction (6th-8th) ▫ Socratic Seminar – Afterschool program utilizing Rosetta Stone Software to assist students with English Acquisition Skills ▫ Ongoing In-Services on Can Do Descriptors and WIDA Standards in preparing lessons for ELL Students Use state-approved word to word dictionaries to identify key terms to improve vocabulary and comprehension for ELL students. Language Line services to communicate with parents.	$700	Principal, API, Technology Committee, Leadership Team, Instructional and ICE Coaches, Department Chair, LTSE, teachers	▫ Collaborative planning meeting dates ▫ Agendas ▫ Minutes ▫ Lesson plans ▫ Classroom observation data ▫ Focus walk data ▫ Performance Tasks	Students can articulate how technology supports their learning and language development. Students can provide examples of student work that have been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.
Technology Integration Use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. ▫ Common Core Online Assessment ▫ Accelerated Reader ▫ Destiny ▫ Promethean ActivBoards &		Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department Chair, LTSE, teachers	▫ Media center/lab use schedule ▫ Student work samples enhanced by technology ▫ Lesson and unit plans ▫ Comprehensive plan to integrate technology	Students know and understand how technology enhances their learning. Students can provide examples of work that has been enhanced by technology. Students can demonstrate and articulate how technology complements and reinforce their learning process

Accessories (Active Slate & Active Expressions) ▫ LCD Projectors ▫ READ 180 ▫ Brain Pop ▫ United Streaming ▫ IPADs ▫ IPODs			▫ Performance task incorporating technology ▫ Research projects	

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

Mathematics Action Plan

Annual Measurable Objective:

♦   By spring 2013, students in the all students subgroup will increase their achievement in Math on the Georgia Criterion Referenced Competency Test (CRCT) from 53% meeting or exceeding the standard to 61%   meeting or exceeding the standard.

♦   By spring 2013, students with disabilities will increase their achievement in Math on the Georgia Criterion Referenced Competency Test (CRCT) from 34% meeting or exceeding the standard to 40% meeting and exceeding standard.

♦   By spring 2013, ELL students will increase their achievement in Math on the Georgia Criterion Referenced Competency Test (CRCT) from 33% meeting or exceeding the standard to 38%% meeting and exceeding standard.

♦   By spring 2013, Asian/Pacific Islander students will increase their achievement in Math on the Georgia Criterion Referenced Competency Test (CRCT) from _____meeting or exceeding the standard to _____ meeting and exceeding standard.

♦   By spring 2013, economic disadvantage students will increase their achievement in Math on the Georgia Criterion Referenced Competency Test (CRCT) from _____ meeting or exceeding the standard to _____ meeting and exceeding standard.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
I 2.1 – PL 2: Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. ▫ Three-part lesson ▫ Marzano's High Yield Strategies ▫ Educators Toolbox ▫ Math Navigator	$25,000 School Improvement Grant $5,000 Regular Title 1 Budget School-Wide	August 2010-May 2013 Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department Chair, LTSE, teachers	▫ Flexible groups observed ▫ Lesson Plans ▫ Posted work ▫ Materials and technology	Teachers and students can explain different instructional phases of a lesson. Teachers can explain the specific purposes how students are grouped and the data that supports decisions. Students transition smoothly from one activity to another. Students can explain different grouping options typically used.

A 3.1 – PL 4: Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and after school. All increased learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. ▫ Use domain specific instruction with the use of Common Core CRCT Coach Books ▫ Use Navigator Materials for Increased Learning Time ▫ Provide transportation for after school tutoring ▫ CRCT Spring Math Boot camp Jan-Mar ▫ Socratic Seminar ▫ Formative Assessments	Resources and training provided by local school and DCSS personnel to support:$5,000 School Wide Title 1 $35,000 School Improvement Fund $15,000 Common Core Coach Books 20 hours x 7 teachers at $40 per hour = 5,600	August 2012-May 2013 Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department Chair, LTSE, teachers	▫ Safety net rosters ▫ Student benchmark data ▫ Other program rosters with assessment results ▫ Formative assessment ▫ Summative assessment ▫ Benchmark assessments ▫ Progress Reports	Students who need additional assistance in meeting the standards are enrolled in safety net instruction. Instruction is ongoing and constantly monitored by teachers. Teachers are able to explain how students are moved in and out of the program based on assessment results. Administrators can explain how the programs/ interventions have enhance, change, or been eliminated based on assessment results
I 2.3 – PL 3 Use the standards as an expectation for learning but assess the needs of students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding, learning style, etc. ▫ Student profiles	$25,000 School Improvement Grant	August 201-May 2013 Principal, API, Technology Committee, Leadership	▫ Student work ▫ Unit plans ▫ End of unit products ▫ Leveled texts or readers ▫ Portfolios	Teachers can describe different ways to scaffold learning (read-aloud/think-aloud, collaborative pairs, shared reading, math manipulatives, etc. All students can articulate the same expectations of the lesson

□ Multiple Intelligences Assessments □ Co-Teaching/Project ICE □ ELL Endorsement Courses □ LRE/Co-Teaching Training □ Technology Training □ SIOP Training □ ELL Resource Room □ High-interest cross-curricular materials for ELL students		Team, Instructional Coach, Department Chair, LTSE, teachers		although tasks grouping, pacing etc. may vary. All students are working to meet the same standards
Students with Disabilities PL 3 When co-teaching, maximize personnel and instruction by ensuring that both adults are actively teaching the entire instructional segment, utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching (Station Teaching' Parallel Teaching, and Alternative Teaching).		August 2010-May 2012 Principal, API, Technology Committee, Leadership Team, Instructional and ICE Coaches, Department Chair, LTSE, teachers	□ Collaborative planning meeting dates □ Agendas □ Minutes □ Lesson plans □ Classroom observation data □ Focus walk data	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
English Language Learners PL 9 Integrate technology such to support language development: □ Vocabulary Math Focus Dictionaries □ Ongoing In-Services on Can Do Descriptors and WIDA Standards in	$5000 Title I $10,000 SI Grant	August 2010-May 2013 Principal, API, Technology Committee, Leadership	□ Computers and equipment □ Lesson plans □ Media center/lab use schedule □ Student work □ Performance tasks	Students can articulate how technology supports their learning and language development. Students can provide examples of student work that have been enhanced by technology. Students demonstrate true

preparing lessons for ELL Students ▫ Use state-approved word to word dictionaries to identify key terms to improve vocabulary and comprehension for ELL students ▫ Content Planning with Intensive English Department and ELL Coach		Team, Instructional Coach, Department Chair, LTSE, teachers	▫ Research projects, etc.	ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.
Technology Integration: **I 2.7 – PL 2:** Use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. ▫ Destiny ▫ Promethean ActivBoards ▫ Brain Pop ▫ Study Island ▫ Casio FX-55 Plus Fraction Calculator ▫ Casio Prizm Color Graphing Calculator ▫ Mathematics Electronic Test Generator software	$15,000 SI-School Improvement Grant $12.99 x 150 = $1950 Fraction Calculator TI-83 Graphing Calculator 3 sets of 10 $5279.97 Software $1000.00 (approx.)	August 2010-May 2013 Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department Chair, LTSE, teachers	▫ Media center/lab use schedule ▫ Student work samples enhanced by technology ▫ Lesson and unit plans ▫ Comprehensive plan to integrate technology ▫ Performance task incorporating technology ▫ Research projects	Students know and understand how technology enhances their learning. Students can provide examples of work that has been enhanced by technology. Students can demonstrate and articulate how technology complements and reinforce their learning process.

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

Science Action Plan

♦ **Annual Measurable Objective**: By spring 2013, students in the all student subgroups will increase their achievement in science on the Georgia Criterion Referenced Competency Test (CRCT) from 49% (average of sixth, seventh, eighth grade) meeting or exceeding the standard to 55% meeting or exceeding the standard.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. ▫ Three-part Lesson Plan ▫ Standard Based Classroom ▫ Marzano's High Yield Strategies ▫ Common Core (New Generations) Standard Based Curriculum Implementation ▫ Educators Toolbox ▫ Pearson ▫ 25-Book Campaign ▫ DeKalb County Unit Plans	$25,000 School Improvement Grant $5,000 Regular Title 1 Budget School-Wide	August 2012- May 2013 Principal, API, AP Technology Committee, Instructional Coach, Department Chair, LTSE, Teachers	▫ Flexible Groups ▫ Lesson Plans ▫ Posted work ▫ Instructional Boards ▫ Materials and Technology	Teachers and students can explain different instructional phases of a lesson. Teachers can explain the specific purposes how students are grouped and the data that supports decisions. Students transition smoothly from one activity to another. Students can explain the implementation and application of standard and adaptation to daily life experiences.
Develop high level questions for assessments as well performance tasks that require critical thinking, application, etc. ▫ Depth of Knowledge (DOK) ▫ Socratic Seminar ▫ Teacher Tutoring	$25,000 School Improvement Grant $5,000 Regular Title 1 Budget School-Wide	August 2012- May 2013 Principal, API, Technology Committee, Leadership Team,	▫ Open-ended questions ▫ Performance tasks ▫ Rubrics ▫ Graphic organizers ▫ Posted essential questions	Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking. Students can articulate how classroom activities require

		Instructional Coach, Department Chair, LTSE, teachers		higher order thinking. Student work product demonstrates the use of DOK levels 3 and 4.
I 2.3 – PL 3 Use the standards as an expectation for learning but assess the needs of students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding, learning style, etc. ▫ Student profiles ▫ Co-Teaching/Project ICE ▫ ELL Endorsement Courses ▫ LRE/Co-Teaching Training ▫ Technology Training ▫ SIOP Training ▫ ELL Resource Room ▫ Intense cross-curricular Connection Class for ELL students and Level I students. ▫ Five Man Team for identified Grade Level	$25,000 School Improvement Grant	August 2012-May 2013 Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department Chair, LTSE, Teachers	▫ Student work ▫ Unit/Theme plans ▫ End of unit/theme products ▫ Lab activities with write-up ▫ Leveled texts or readers ▫ Student Portfolios	Teachers can describe different ways to scaffold learning (read-aloud/think-aloud, collaborative pairs, shared reading, math manipulatives, etc. All students can articulate the same expectations of the lesson although tasks grouping, pacing etc. may vary. All students are working to meet the same standards
A 3.1 – PL 4: Place students who are not meeting standard(s) into groups according to assessment results and assign them 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	Resources and training provided by local school via Professional Learning and DCSS personnel to support:	August 2012-May 2013 Principal, API, AP, Technology Committee, Leadership Team, Instructional Coach, Department	▫ Safety net rosters ▫ Student benchmark data ▫ Other program rosters with assessment results ▫ Formative assessment ▫ Summative assessment ▫ Benchmark	Students who need additional assistance in meeting the standards are enrolled in safety net instruction. Instruction is ongoing and constantly monitored by teachers. Teachers are able to explain how students are moved in and out of the program

basis. ▫ Use domain specific instruction with the use of CRCT Coach Books/Promethean Planet ▫ Provide transportation for after school tutoring ▫ Socratic Seminar ▫ Formative Assessments	$5,000 School Wide Title 1 $35,000 School Improvement Funds	Chair, LTSE, Teachers	assessments ▫ Progress Reports	based on assessment results. Administrators can explain how the programs/ interventions have enhance, change, or been eliminated based on assessment results.
Students with Disabilities PL 3 When co-teaching, maximize personnel and instruction by ensuring that both adults are actively teaching the entire instructional segment, utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching (Station Teaching' Parallel Teaching, and Alternative Teaching).	$23,000	August 2012- May 2013 Principal, API, Technology Committee, Leadership Team, Instructional and ICE Coaches, Department Chair, LTSE, teachers	▫ Collaborative planning meeting dates ▫ Agendas ▫ Minutes ▫ Lesson plans ▫ Classroom observation data ▫ Focus walk data	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
English Language Learners PL 9 Integrate technology to support language development: ▫ Socratic Seminar – Afterschool program utilizing software to assist students with English Acquisition Skills ▫ Utilize native language interpreters to assist students with key power standards. ▫ Ongoing In-Services on Can Do Descriptors and WIDA Standards in preparing lessons for ELL Students	$23,000 $10,000 Si-Grant	August 2012- May 2013 Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department Chair, LTSE, teachers	▫ Computers and equipment ▫ Lesson plans ▫ Media center/lab use schedule ▫ Student work ▫ Performance tasks ▫ Research projects, etc.	Students can articulate how technology supports their learning and language development. Students can provide examples of student work that have been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to

▫ Use state-approved word to word dictionaries to identify key terms to improve vocabulary and comprehension for ELL students				investigate and analyze information.
Technology Integration: **I 2.7 – PL 2:** Use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. ▫ Study Jams ▫ Promethean ActivBoards ▫ LCD Projectors ▫ Brain Pop ▫ United Streaming ▫ Phet Simulations ▫ Visual Labs	$15,000 SI-School Improvement Grant	August 2012-May 2013 Principal, API, Technology Committee, Leadership Team, Instructional Coach, Department Chair, LTSE, teachers	▫ Media center/lab use schedule ▫ Student work samples enhanced by technology ▫ Lesson and unit plans ▫ Comprehensive plan to integrate technology ▫ Performance task incorporating technology ▫ Research projects	Students know and understand how technology enhances their learning. Students can provide examples of work that has been enhanced by technology. Students can demonstrate and articulate how technology complements and reinforce their learning process.

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

Social Studies Action Plan

Annual Measurable Objective: By spring 2013, all students will increase their achievement in social studies on the Georgia on the Georgia Criterion Referenced Competency Test (CRCT)

- By spring 2013 Black students will increase their achievement in social studies on the Georgia Criterion Referenced Competency Test (CRCT) by 5%

- By spring 2013 students with disabilities will increase their achievement in social studies on the Georgia Criterion Referenced Competency Test (CRCT) by 3%

- By spring 2013 ELL students will increase their achievement in social studies on the Georgia Criterion Referenced Competency Test (CRCT) by 3%

- By spring 2013 Asian/Pacific students will increase their achievement in social studies on the Georgia Criterion Referenced Competency Test (CRCT) by 5%

- By spring 2013 economic disadvantage students will increase their achievement in social studies on the Georgia Criterion Referenced Competency Test (CRCT) by 5%

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
I 2.1-PL2: Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. • Three-part lesson • Marzano's High Yield Strategies • Understanding by Design • Data Driven Instruction	25,000 School Improvement Grant $5,000 Regular Title I budget School-Wide	August 2012-May 2013 Principal, API, Leadership Team Teachers Instructional Coaches, Department Chair, LTSE	Lesson Plans Student Work Instructional Board Portfolios Interactive Notebooks Performance Tasks	Teachers and students can explain different instructional phases of a lesson. Teachers can explain the purpose of specific grouping and the data that supports the decisions. Students transition smoothly from one activity to another. Students can explain the standard.

I 2.2 – PL 1: Develop high level questions for assessments as well performance tasks that require critical thinking, application, etc. • Depth of Knowledge (DOK) • Socratic Seminar	25,000 School Improvement Grant $5,000 Regular Title I budget School-Wide	August 2012-May 2013 Principal, API, Leadership Team Teachers Instructional Coaches, Department Chair, LTSE	Open-ended questions Performance tasks Rubrics Essential questions	Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking. Students can articulate how classroom activities require higher order thinking. Student work samples demonstrate the use of levels 3 and 4 Depth of Knowledge. Assessments show high levels of Blooms Taxonomy.
I 2.3-PL 3 Use the standards as an expectation for learning but assess the needs of students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding, learning style, etc. • Student profiles • Multiple Intelligences Assessments • Co-Teaching/Project ICE • ELL Endorsement Courses • LRE/Co-Teaching Training • Technology Training	25,000 School Improvement Grant $5,000 Regular Title I budget School-Wide	August 2012-May 2013 Principal, API, Leadership Team Teachers Instructional Coaches, Department Chair, LTSE	Data Notebook Pretest WIDA Anticipation Guides Scaffold Lessons Choice Assignments Choice Assessments Interactive Notebooks	Teachers demonstrate ways to scaffold learning (read-aloud/think/think –aloud, collaborative pairs, shared reading, teacher modeling) Student can articulate the expectation of the lesson although there are varied tasks and grouping. All students are working to meet the same standard in different ways.

- SIOP Training

- ELL Resource Room

- High-Interest Cross-curricular materials for ELL

Students with Disabilities PL 3 When co-teaching, maximize personnel and instruction by ensuring that both adults are actively teaching the entire instructional segment, utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching(Station Teaching, Parallel Teaching, and Alternative Teaching)		Principal, API, Leadership Team Teachers Instructional Coaches, Department Chair, LTSE	Collaborative planning dates and agendas Lesson Plans Classroom observation data Focus Walk Data	Lesson plans indicate preferred models of co-teaching. Observations show preferred models of co-teaching. Students can articulate how teachers work together to deliver instruction using the preferred models of co-teaching.
English Language Learners* PL 9 Integrate technology such as *Rosetta Stone* to support language development: Socratic Seminar – Afterschool utilizing Rosetta Stone Software to assist students with English Acquisition Skills Ongoing In-Services on Can Do Descriptors and WIDA Standards in preparing lessons for ELL students	$10,000 SI-Grant	Principal, API, Leadership Team Teachers Instructional Coaches, Department Chair, LTSE	Computers and equipment Lesson Plans Media Center/lab schedule Student work Performance Tasks	Students can articulate and demonstrate how technology supports their learning and language development. Final products enhanced by technology. Students use technology to reinforce their ability to investigate and analyze information.

Technology Integration: 12.7 – PL 2: Use technology to provide real world application to enhance students' research skills, and to differentiate instruction to maximize student learning. • Destiny • Promethean ActivBoards • LCD Projectors • Brain Pop • United Streaming • Stratalogica • Sheppardlearning • My World Geography • My Story • MobiView	$15,000 SI School Improvement Grant	Principal, API, Leadership Team Teachers Instructional Coaches, Department Chair, LTSE, CTSS Media Specialist	Lab Schedule Media Center Schedule COWS Check-out Student Performance Tasks Portfolios Unit Plans Lesson Plans Interactive Notebook Research Projects	Students show knowledge of how technology enhances their learning. Students produce technology driven performance tasks. Students use interactive maps to show understanding of geography standards.

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

Attendance Action Plan

Annual Measurable Objective: To decrease or maintain the number of students absent 15+ days of school by the following percentages by subgroup: All students from maintain or less than 7.3%, SWD maintain or less than 7.5%, Asian/Pacific Islander maintain or less than 4.7%, White students maintain or less than 11.1%, ELL maintain or less than 5.7%, Blacks maintain or less than 8%, Hispanics maintain or less than 4.7%, and Economically Disadvantaged Students maintain or less than 7.9%. Improve parent communication with non-English speaking parents.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Orientation logs, plan documents	eSIS data CCRPI Reports End of year attendance data and % absent for more than 15 days
<u>**GSS School Culture Standard 2.2; PL 1.**</u> The principal and school staff consistently model acceptance and respect for all and recognize individual accomplishments. There is a strong emphasis on effort-based learning. • Analyze attendance trends of grade levels, subgroups, and gender on a monthly basis and develop a "hot list" of students who are at risk. Assign mentors or teacher advisors to these students. Once attendance improves, advisors meet with students on a maintenance basis.	<u>**No Local Funds Needed**</u>	August 2012 - May 2013 Principal, APA, School Improvement Liaison, Counselor	Team assignments Announcements Student recognition Celebrations	• Weekly attendance data • The school staff can describe ways students' attendance is celebrated and mentors are given to students.
Utilize Graduation Coach to analyze student data and provide services to at-risk students.	<u>**No Local Funds Needed**</u>	August 2012 - May 2013 Principal, APA, Grad Coach,	• Attendance Data • Activity Logs • Memos	• eSIS Data • CCRPI Reports • End of year attendance data and % absent for more than 15 days

		Counselor		
Parent, student and school officials will conduct a forum to be conducted by the DeKalb county Solicitors office explaining the judicial ramifications of truancy.	**No Local Funds Needed**	August 2012 - May 2013 Principal, APA, School Improvement Liaison, Student Support Specialist, Counselors DeKalb County Solicitor's Office	• Meeting • Conference notes	• eSIS Data • CCRPI Reports • End of year attendance data and % absent for more than 15 days

Utilize school wide attendance plan policies and procedures to communicate about and address tardy and absentee behavior.
  • Team conferences held after 3 or more absences from individual classes
  • Attendance contracts developed for students who miss more than (3) classes; Mentor is notified. Counselors notified at the 5, 10, and 15 day absence
	No Local Funds Needed	Principal, APA, School Improvement Liaison, Student Support Specialist, Counselors	• Orientation logs
			• Plan
			• Documents
				• eSIS Data
				• CCRPI Reports
				• End of year attendance data and % absent for more than 15 days

Implements alternative placement to reduce out of school suspension: • Utilize the GRIP program to address substance abuse issues and decrease automatic suspension time.	**No Local Funds Needed**	August 2012 - May 2013 Principal,	• Participation logs • Memos	• eSIS Data • CCRPI Reports • End of year attendance data and % absent for more than

• Utilize the POINTS program to address issues relating to violence infractions and decrease automatic suspension time in secondary schools. • Utilize the P.A.S.S. program and after school detentions		APA, P/I Specialist, Counselors	• Calendars	15 days
Publish and systematically update school wide attendance information on the school website and newsletter to maintain an awareness and sense of urgency among school stakeholders. Language Line Establish a Language line account so school level stake-holders can communicate with parents who are non-English speakers. It is our desire to better communicate with our diverse community	**No Local Funds Needed**	August 2012 - May 2013 Principal, APA, P/I Specialist, Counselors	• Newsletters • Webpages	• eSIS data • CCRPI Reports • End of year attendance data and % absent for more than 15 days

Library-Media Action Plan

- ♦ **Annual Measurable Objective:** By spring 2013, students will increase their achievement in Reading/Language Arts on the Georgia Criterion Referenced Competency Test (CRCT) from 81% meeting or exceeding the standard to 86% meeting or exceeding the standard.
- ♦ By spring 2012, students will increase their achievement in Math on the Georgia Criterion Referenced Competency Test (CRCT) from 58% meeting or exceeding the standard to 85% meeting or exceeding the standard.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
I 3.2 PL 1 Plan collaboratively to develop lessons that reinforce and target specific areas of deficiency • Co-teach lessons to reinforce and target specific areas of deficiency	No local funds needed	August 2012 – May 2013 Teacher/Librarian Classroom Teachers	• Units and lessons aligned to the standard • Learning goals posted • Performance task and projects • Meeting agendas	• Increase number of Level II and Level III students on the CRCT. • Students can express goals and standards they mastered as well as areas of weakness using assessments and their own student work.
I 3.2 PL 2 Provide resources and training of (print and non-print) materials that enhance classroom instruction	No local funds needed	August 2012 – May 2013 Teacher/Librarian Classroom Teachers	• Sign In Sheets • Agendas / Handouts • Destiny statistics	• Increase number of Level II and Level III students on the CRCT.
I 1.2 PL 4 Support classroom and special education teachers with literature	No local funds needed	August 2012 – May 2013	• Reading logs – 25 books • Media	• Increase number of Level II and Level III students on the CRCT.

selections and book selection strategies to increase fluency and comprehension			circulation • Lexile reports	• Resources in the media center are correlated to grade level units of study.
I 3.2 PL 1 Utilize GPS standards search to collect resources aligned to the standards Utilize WebPath Express in Destiny, and netTrekker to gather websites and resources	No local funds needed	August 2012 – May 2013 Teacher/Librarian Classroom Teachers	• Collaboratively planned activities. • Student work displayed in Media Center.	• Increase number of Level II and Level III students on the CRCT. • Students are able to articulate their learning goals.
Technology Integration **I 2.7 PL1** National Technology Standards Guide students through the process of appropriate usage of technology resources to accomplish a variety of tasks and solve problems.	No local funds needed	August 2012 – May 2013 Teacher-Librarian Classroom Teachers	• Technology integrated in student work • LCD projectors and other technological equipment	• Increase number of Level II and Level III students on the CRCT • Staff can articulate the use of comprehensive technology in lesson plans to enhance student learning.

Professional Learning Plan (ESEA Mandate #4)

The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to serve 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)	**Professional Learning Standard 1: 1.1** Collaborate and develop unit/lesson plans that have clearly established goals based on the subject and grade level standards to ensure rigor and alignment of Georgia Performance Standards for Co-teaching students.	Effective collaborative planning and teaching with members of content areas will collaborate. Also, planning activities will take place between special and general education teachers to support the academic development of students with disabilities.	October 2012 – May 2013	Collaborative meetings, lesson plans, focus walks	CRCT ITBS Benchmark assessments Progress Reports GAPSS CCRPI IEPs
Federal	**Professional Learning Standard 1: 1.1** Increase the percentage of students meeting and exceeding expectations in Language Arts and Math.	Activities to support the Seven Steps to Teaching and Learning: ▫ DOK ▫ Marzano High Yield Strategies ▫ Formative Instructional Strategies ▫ Summative Instructional Strategies ▫ Data driven Instruction	August 2012 - May 2013	PL Logs, redelivery, lesson plans, class observations, peer observations, PL assignments, and student work samples	CRCT, ITBS, Benchmark Assessments, Report Cards, Progress Reports, & Common Assessments
Grants	**Professional Learning Standard 1: 1.1**	Promethean ActivBoard Training Student Response System	August 2012 -	Standardized assessment	CRCT, ITBS, PSAT,

	Identified math and science teachers will learn how to effectively integrate technology into their lessons with support from the teacher-librarian and the CTSS.	Video Editing Software Podcasting Audio Enhancement System	May 2013	score, Teacher observation, Focus Walks, PL Logs, PL evaluation forms, and Benchmarks assessments	Benchmark Assessments, Grades, & Student Products
Local	**Professional Learning Standard 1: 1.1** Utilize a variety of technology in the classrooms, including the Promethean boards, LCD projectors, Aver Keys, PowerPoint, Gizmo, online textbooks, teacher websites, etc…	Teachers will receive technology integration training to enhance use of multi-media tools and peripherals to support GPS and differentiated instruction to maximize student learning.	August 2012 - May 2013	Sign-in sheets, training materials, redelivery, lesson plans, focus walks	CRCT, ITBS, PSAT, Benchmark Assessments, Grades, & Student Products
Local	**Professional Learning Standard 1: 1.1** Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.	Integrate lessons for the application of hands on activities both in school and home based activities. Utilize research development and interactive use of various types of technology.	August 2012 - May 2013	Standardized assessment score, Teacher observation, Focus Walks, PL Logs, PL evaluation forms, and Benchmarks assessments	CRCT, ITBS, PSAT, Benchmark Assessments, Grades, & Student Products
Local	**Professional Learning Standard 1: 1.1** To increase collegiality throughout the school,	Monthly new teacher meetings	August 2012 - May 2013	Teacher observations, Focus Walks	CRCT, ITBS, PSAT, Benchmark Assessments,

	build on a positive culture, and climate, to help us hire and retain good teacher candidates				Grades, & Student Products
Local	**Professional Learning Standard 1: 1.1** Teachers will analyze and utilize assessment data to inform instruction, set academic goals for all students, and plan safety nets for students requiring additional assistance. Attendance rates will be emphasized among various subgroups and how it correlates with academic achievement.	Weekly grade level content area professional learning communities and Monthly Data Delve Sessions	August 2012 - May 2013	Standardized assessment score, Teacher observation, Focus Walks, PL Logs, PL evaluation forms, and Benchmarks assessments	CRCT, ITBS, PSAT, Benchmark Assessments, Grades, & Student Products
Local	**Professional Learning Standard 1: 1.1** Selected teachers will be trained to utilize a collaborative instructional model for all English Language Learners (inclusion classes) to ensure exposure to and support for content area.	S.I.O.P. Sheltered Instruction Model	August 2012 - May 2013	Standardized assessment score, Teacher observation, Focus Walks, PL Logs, PL evaluation forms, and Benchmarks	CRCT, ITBS, PSAT, Benchmark Assessments, Grades, & Student Products

Local	**Professional Learning Standard 1:1.1** Teachers will have ongoing training demonstrating how to use the six models of Co-teaching.	Implement Project ICE collaboration training designed to increase co-teaching thereby increasing student academic performance. Provide ongoing co-teaching site-based in-services on current research based strategies and delivery models.	August 2012 - May 2013	Standardized assessment score, Teacher observation, Focus Walks, PL Logs, PL evaluation forms, and Benchmarks assessments	CRCT, ITBS, PSAT, Benchmark Assessments, Grades, & Student Products
Local	**Professional Learning Standard 1: 1.1** Increase the percentage of students meeting and exceeding expectations in Language Arts, Math, Science, and Social Studies.	Teachers will participate in a book study with professional learning community to plan for, assess, and monitor student achievement, and participate in differentiated instruction professional learning. Teachers will also participate in book studies for the following books: *Reading, Writing, and Learning In ESL by* Suzanne F. Peregoy, Owen F. Boyle *Teaching Learners of English in Mainstream Classrooms by* Linda New Levine, Mary Lou McCloskey *50 Strategies for Teaching English Language Learners by* Adrienne L. Herrell and Michael Jordan	August 2012 - May 2013	Sign-in sheets, training materials, redelivery, lesson plans, focus walks	CRCT, ITBS, PSAT, Benchmark Assessments, Grades, Student Products, & Common Assessments
Local	**Professional Learning Standard 1:1.1** Decrease the percentage of students being placed in detention, ISS, and OSS.	Teachers will participate in Classroom Management professional learning.	August 2012 - May 2013	Decrease in the number of referrals	Decrease in detention, ISS, & OSS

School Climate Action Plan

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

Intervention (Performance Actions should be selected and <u>cited</u> from the *DCSS Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Performance/Action 2 The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion: - Grade level - Gender - Location and time of infraction - Teacher referral - Repeat offenders	None	August 2012 - May 2013 Principal, AP, Counselor, Safe School Committee Grad Coach Student Support Specialist Teachers	- Sign-in sheets - Agendas - Minutes - Discipline Reports	Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.
Performance/Action 3 The Safe School Committee develops a Positive School Discipline Plan to prevent ISS and OSS Referrals.	None	August 2012 - May 2013 Principal, AP, Counselor, Safe School Committee Grad Coach Student Support Specialist, Teachers	- Written school discipline plan - Mentoring List - Behavior Contracts - Counselor's Small Group Meeting Log - Agenda Planner - Awards/Certificates - Positive Phone Calls - Excellent Lunch Behavior Chart	An identifiable discipline plan has been established and posted in each classroom. Students that need behavioral support will consult the school counselor. Students with chronic behavioral problems will receive interventions such as behavior contracts, mentoring and parent/teacher conferences. The Safe School Committee has established criteria for recognizing students "Caught Being Good.

				Students are consistently recognized over the intercom system and on an "Excellent Lunch Behavior" chart for their positive and responsible behavior in the classroom, lunchroom and school wide.
Performance Action 2 The school includes a goal in the Consolidated School Improvement Plan (CSIP) that represents the partnership of best practices in social emotional learning and academic high standards for all students	None		□ CSIP document □ CSIP action plans □ CSIP addendums and appendixes □ CSIP posting on DCSS website	The CSIP includes research-based interventions from the Georgia School Keys Implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.
Performance Action 2 The school includes a goal in the Consolidated School Improvement Plan (CSIP) that represents the partnership of best practices in social emotional learning and academic high standards for all students	None		□ CSIP document □ CSIP action plans □ CSIP addendums and appendixes □ CSIP posting on DCSS website	The CSIP includes research-based interventions from the Georgia School Keys Implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.

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**
Teacher mentor program designed to develop master teachers in specific areas	**No Funding needed**	September 2012- May 2013 API TSS	Sign-in sheets	Satisfactory performance TKES Formative Evaluations Evaluation Satisfactory performance on walkthroughs Teacher survey data
Teachers will engage in ongoing professional learning	**No Funding needed**	September 2012- May 2013 API TSS	Sign-in sheets	Satisfactory performance TKES Formative Evaluations Teacher Survey data
Teachers will receive instructional strategies materials to engage in ongoing professional development via book studies	Title 1	$500	Book study meeting agendas Sign-in sheets	Satisfactory performance TKES Formative Evaluations Teacher survey data

Intervention	Cost/Funding	Timeline	Artifacts	Evidence
Teachers will be provided opportunities to plan collaboratively	Title I funds $50,000	September 2012 – May 2013	Sign-in Sheets Agendas Classroom Unit Planning calendars Subreports	Satisfactory performance TKES Formative Evaluations Teacher Survey data School Calendar School walk-through cumulative results
School Improvement Retreat to take place at Freedom Middle School to develop the CSIP	Title I Funds $15,000	June 2013	Agenda Completed CSIP	Teacher Survey data School Calendar Sub-committees starting earlier in the school year Initiatives starting during the first month of school

Technology Action Plan (for high schools and middle schools only)

Objective: Increase instructional effectiveness through best practices in career technology instruction.

Intervention (Performance Actions should be selected and cited from the *DCSS Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Performance Action 4 Expand program enrollment - Career Tech programs are effective programs that are offered based on student interest and employment demands. □ Increase student enrollment in Career	$50,000	Career Technology Department MIS	□ Master Schedule □ Recruitment Plan □ Career Technology Pathway	Increased number of students enrolled in Career Technology courses and who successfully complete Career Pathways. See graduate

Technology Programs/Pathways. ▫ Increase student awareness of postsecondary opportunities aligned with program areas. ▫ Increase visibility of Career Technology Programs/Pathways. ▫ Educate principals, teachers and counselors about nontraditional careers. ▫ Promote Career Technology day on all campuses and utilizing current Career Technology students to promote courses. ▫ Increase the online capacity to test students simultaneously. We will acquire more Computer Carts on Wheels that have wireless connectivity and laptops adequate for testing.		Teacher-Librarian API October 2012 – May 2013	Completers ▫ Career Technology Concentrators ▫ Career Technology Student Attendance ▫ CTSO Participation ▫ Career Technology Student Follow-up Survey Career Technology Promotional Materials • Reservation book. • Reservation calendar • Classroom student technology sign-out rosters	follow-up to determine if students entered the field Greater use of technology as recorded on the technology reservation calendar and computer lab reservation calendar studying in the field.