

DeKalb County School System

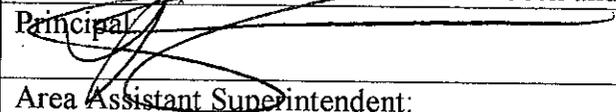
***Consolidated School Improvement Plan
2012-2013***



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: 09/12/2012
Area Assistant Superintendent:	Date:

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

Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)	Federal and State mandate
AdvancEd (SACS CASI)	Required for all DeKalb County Schools
Georgia Department of Education Annual School Improvement Plan	Required for District-wide Accreditation
AYP Addendum (as appropriate) <input type="checkbox"/> NI School Improvement Focus (NI-1 and NI-2) <input type="checkbox"/> Corrective Action (NI-3 and NI-4) <input type="checkbox"/> Restructure (NI-5+)	Georgia DOE mandate Required for all DeKalb County Schools NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.
Title I <input checked="" type="checkbox"/> New Title I Schoolwide Plan <input type="checkbox"/> Annual Addendum <input type="checkbox"/> Targeted Assistance Plan	Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
DeKalb County School System Departmental Action Plans <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Library-Media <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Retention <input checked="" type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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

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

AdvancED (SACS CASI) Accreditation Standards
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

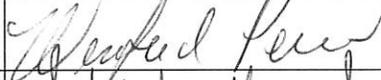
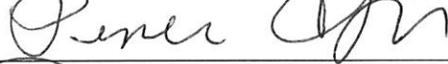
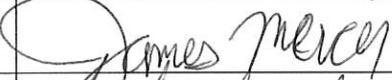
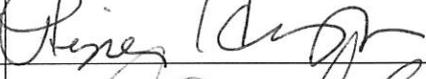
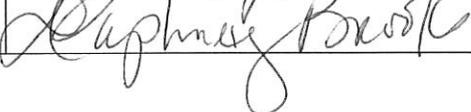
Purpose of Meeting: According to the 2009 Georgia School Code, all school improvement plans (CSIP) must be submitted to the local School Council for "review, comments, recommendations, and approval".

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.	Rocio Castillo	<i>Rocio Castillo</i>	10-11-12
2.	VERONICA FERNANDEZ	<i>VF</i>	10/11/12
3.	Martha Vega	Martha Vega	10/11/12
4.	Liliana M Hoyos	<i>Liliana M Hoyos</i>	10-11-12
5.	Brittany Cunningham	<i>Brittany Cunningham</i>	10/11/12
6.	Marsha Lee	<i>Marsha Lee</i>	10-11-12
7.			
8.			
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A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Brittany Cunningham		10-11-12
CSIP Facilitator	Tunya Turner		10/16/12
Parent Representative (can not be a school employee)	Rocio Castillo		10-11-12
Student Representative (required for High School)			
Community Representative (can not be a school employee)	Eliezer Velez		
Title I Representative			
School Counselor	Venessa Bines-Truitt		10/16
Special Education Representative	Sharon Outler & Winifred Pierce		10/16
Reading/ELA Chair	Lauren Fogarty & Saketiah Smith		10/16
Math Chair	Piper Cunningham		10/16
Science Chair	James Merrick Mercer		10/16
Social Studies Chair	Andrea Merrick		10/16
Professional Learning Liaison	Piper Cunningham		10/16
Assistant Principal	Joseph Bass		10/16
Assistant Principal	Daphney Brooks		10/16

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:

- Planned integrated units of study following review of content area curriculum maps and team discussions on how students can make connections from subject to subject
- Disaggregated CRCT, Mock CRCT and benchmark data by domain to target weak areas at the individual, class, team, grade, and school levels
- Analyzed student work according to the GPS standards to determine if students are meeting or exceeding grade level expectation. Based on the analysis, teachers made decisions to better meet student needs
- Organized and implemented safety net programs that addressed specific content domains
- Used technology effectively to provide real world application and to enhance students' research skills and content conceptualization

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

- Organization and implementation of safety net programs to address fill-in-the-gap instructional needs for students in Reading/Language Arts, Mathematics, and Science, especially for SWD and ELL students
- Differentiation of instruction to maximize student learning in Reading/Language Arts, Mathematics, and Science, especially for SWD and ELL students

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

- Training regarding recognizing, understanding, and building consensus on a definition for rigor and relevance as well as those effective, research-based practices that enable rigor and relevance in a standards-based classroom, among and across grade levels or content areas.

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?	Setting the Standard for Educational Excellence	Setting the standard for Excellence by becoming a Georgia Rewards School.
Mission How will we make our vision a reality?	The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.	Sequoyah Middle School will meet state performance targets and become a reward school.
Values What beliefs and standards guide our mission?	<ul style="list-style-type: none"> ▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL 	Sequoyah Middle School's values are reflected in its motto "Your Neighborhood School," and allow the school to support the System's values, vision, and mission.

Developing a Comprehensive Needs Assessment (ESEA Mandates #1 and #11 – must be updated annually)

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

▫ **Geographic location**

Sequoyah opened in 1964 and is built on grounds that were a meeting place for the Sequoyah tribe of the Cherokee Nation. Located in Doraville, Sequoyah serves the sections of Doraville, Chamblee, and the section of Atlanta that lie in unincorporated DeKalb County. Currently, the student enrollment represents 28 different countries and serves a multicultural population

▫ **Enrollment:** 1,089 students

▫ **Subgroups (regardless of whether or not they affect AYP):**

Sequoyah Middle School is impacted by all federally designated subgroups except for Native Americans. While some of these subgroups are not counted as stand alone groups because of not meeting the minimum size requirements, the students still impact the full student body counts as well as some of the other groups (such as Students With Disabilities and Economically Disadvantaged) due to individuals being counted multiple times. These subgroups that are below minimum size requirements can still make up a large percentage of the full student body count. Therefore, for Sequoyah's purposes, the following subgroups have their assessment results disaggregated: Asian, Black, Hispanic, White, Multi-Racial, Students With Disabilities, Limited English Proficiency, and Economically Disadvantaged.

Approximately 95% of Sequoyah's students are on free or reduced lunch; as a result, the Economically Disadvantaged subgroup is a critically important population of students for state reporting purposes. More than one-third (384) of Sequoyah's student population is classified as an English Language Learner.

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment.

Include the following information:

▫ **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**

▫ **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

The principal appoints a CSIP Facilitator and ensures that the Steering Committee (SC) is representative of all stakeholders. Working with the Principal, 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.

A comprehensive needs assessment was developed by a thorough analysis of several forms of data. This analysis is an ongoing process for our school improvement team and the results are updated yearly in our action plans. Our assessment data is reviewed in

several types of meetings. Our leadership team meets bi-monthly to discuss focus walk results and benchmarks, and other instructional areas. The data studied in these meetings is provided to our instructional departments, who meet monthly to review the data. Lesson plans are checked weekly for differentiation, higher order thinking skills, use of technology, etc. These meetings provide data on teacher implementation of best practices.

The Leadership Team/Steering Committee met over the summer to draft the key components of the CSIP and plan for full staff involvement through departmentalized meetings. As the CSIP began to solidify into its current state, the Leadership Team would redeliver updates to the staff and seek inputs for any needed changes, thus making the document one that is created by all. These dates include, but are not limited to August 15 (Leadership), September 12 (Leadership), September 19 (Departments/Full Staff), January 9 (Leadership), January 16 (Departments/Full Staff)

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply (see attached Balance Score Card for all schools and Smaller Learning Communities Data, if appropriate):

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
	School Report Card	x	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
x	School AYP Report	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	x	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	x	Gifted Education	x	Student Surveys
	SAT, ACT, and AP Exams			x	Parent/Community Surveys

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide (ESEA Mandate #12).

Leadership and Governance (ESEA Mandate #1 – must be updated annually)

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

The school's strengths have become the faculty, students, and parents and the fact that through the combined effort of these groups, Sequoyah Middle School has consistently been able to meet standards and demonstrated Adequate Yearly Progress (AYP) as defined by the No Child Left Behind (NCLB) act. All of these individuals have begun to take on leadership qualities as defined by Gabriel (principled, honest and ethical, resourceful, empathetic and supportive, etc... – How to Thrive as a Teacher Leader, pp14-20, 2005). This has allowed the school as a whole to move through first and second order changes (Marzano, et al, School Leadership that Works: From Research to Results, p 66, 2005) quicker as success breeds further success. Subsequently, Sequoyah Middle School is beginning to be recognized as a model middle school, not only for the local school district, but the state as well. For example, the percentages of students that are meeting/exceeding the standards are 84.1% and 68.9% for Reading and Math respectively for ELL students. For Hispanic students the numbers are 92.3% and 79.2%. While these numbers may appear low, the numbers for the entire district (including elementary schools) are 67.6% and 59.8% for ELL students and 86.6% and 73.2% for Hispanic students, thus showing the comparison between Sequoyah and the district. Sequoyah meet state performance targets in Social Science, for the Black/African-American subgroup in all content areas, and for SWD in mathematics.

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

From a raw data perspective, two specific subgroups of the school's population deserve the most opportunities for improvement. These two groups would be the English Language Learner (ELL) subgroup and the Students With Disabilities (SWD) subgroup. What is important to note is that both groups, while showing significant gains over the past three years, will need to make continued progress to reach the 2013 Performance Targets.

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

In partnership with the ELL Studies Department, Sequoyah teachers will be participating in ongoing SIOP training. The training will consist of a two-day training session offered during Fall 2012 and follow-up observations and site-based training during Spring 2013. Sequoyah also has several teachers pursuing ESOL Certification.

Sequoyah will continue to offer site-based professional development focused on implementing the Project ICE model or other district-wide targeted interventions (i.e. FastMath, ReadAbout, System 44) with fidelity. Additionally, teachers will have access to off-site training focused on building content-related capacity, through MetroRESA and other organizations, in addition to co-teaching strategies and best practices.

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

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

Human Resources notifies building principals of the “Highly Qualified” status of prospective teacher candidates. Successful candidates are placed in content areas based on the certification status. Professional learning opportunities are provided by the county to assist with certification needs

All teachers are required to meet Highly Qualified standards. Those teachers that are missing certain elements to meet those standards are notified through the Human Resources department and the Principal is advised of their situation as well so that monitoring can occur. Parents whose children may be assigned a teacher that has not meet Highly Qualified standards are notified at the start of the school year. This would also include any long-term substitute situation as well. For those staff members that are seeking highly qualified status, including paraprofessional seeking to become certified educators, assistance and support is provided in multiple ways. While the school certainly cannot certify anyone, it invites all staff members to training sessions that will allow them to understand best instructional practices, AYP, data usage, and all of the other initiatives that have helped the school be successful so that they can have a grasp of the dedication and hard work that is desired from the classroom teachers, and subsequently be better prepared for the day when they are formally recognized as being highly qualified.

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

Sequoyah Middle School also uses its own locally created support program for new teachers that uses not only those TSS staff members both others as well that can serve in a mentoring role for new teachers and help them to understand the high expectations that Sequoyah has on all staff members without feeling lost or overwhelmed. This program was created by a local group of teachers and has been successful in retaining staff members. Other morale boosting activities include a teacher/staff appreciation week that is sponsored by the administration, and teacher success is highlighted and celebrated in faculty meetings and throughout the school and community.

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

The Teacher Support Program mentioned in question eight provides instructional, social, and emotional support to new Sequoyah teachers through monthly meetings and mentoring relationships.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)**10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.**

Academic Assessments are typically selected and implemented at the level closest to the students: the classroom teacher. Teachers at Sequoyah Middle School create lesson plans that allow for a backwards design to the planning process. In other words, they begin with the end in mind, and they recognize that the end is student mastery of the Common Core/Georgia Performance Standards. Therefore, they are allowed the freedom necessary to create assessment pieces to measure student CCGPS mastery. Planning and preparation for units are discussed in weekly Content Area planning meetings with Administrators. As a monitoring component, the school's Leadership Team meets monthly to discuss strengths and weaknesses in this approach, and the administrative staff is in constant contact with Department Chairs individual teachers.

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

Sequoyah's teachers use a variety of formative and summative assessments to inform and revise daily instruction. Additionally, *Team Assessment Notebooks* are provided to academic teams. These notebooks contain individual student testing data as well as additional materials and guiding templates that allow the teachers and teams to approach instructional delivery with the individual student in mind. This data is used to address specific weaknesses in the Georgia Performance Standards for individual students on a daily basis, and the teachers are provided access to the Georgia Department of Education's Content Descriptors to assist with the usage of the assessment data. Teachers also have access to the school's data room, which allows them to disaggregate student data by subgroup identification.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)**12) Describe the procedures in place to identify students who need additional assistance on a timely basis.**

Sequoyah uses staff, team, and departmental meetings to develop and plan multiple programs, both formal and informal, to address the needs of students that are having difficulty meeting performance standards. The school establishes a formal after school tutoring program that runs from November until April for three days a week. This program is designed for Level I students as is domain specific. This means that it addresses specific weaknesses by domains, and the students needing assistance in these domains are identified and their parents contacted for participation. Additionally, the majority of the staff assists with informal morning tutoring, and the school's Extended Learning Time period is used to address student weaknesses in Reading/ELA or Math, thus causing the students to be "double-dipped" in those content areas. Parent conferences, an active Student Support Team, and flexibility with student placement within teams to meet student needs are also used to address the needs of our students.

All certified personnel are trained by the counselors and school psychologist in Student Support Team services the referral process, and the use of Georgia's Student Achievement Pyramid of Intervention. Personnel may identify students in need of additional assistance using this model. Teachers are also trained by the school social worker on mandated reporting in order to properly identify a student at risk.

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

Throughout the school year, data is reviewed in team meetings, Student Support Team meetings, Team Assessment Notebooks and the Data Room. Test talks are also done with students to help them understand their progress on standardized tests, and what they need to continue to do to improve their scores. Also during the school year, PTO, School Council, and Title I Parent Involvement meetings also focus on data and reviewing it to ensure that progress is occurring. By allowing all stakeholders the opportunity to assess this data, all stakeholders take ownership of the success of the school. From a school-wide perspective, data reviews occur multiple times throughout a month; yet, on the individual teacher level these reviews may occur as often as several times a week.

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

Teachers repeatedly receive training on usage of the Data Room, interpretation of standardized tests scores, Student Support Team procedures, application of ESEA/Annual Yearly Progress expectations, and a slew of other local and district-wide training opportunities. Through the professional learning opportunities and communities, Sequoyah uses a yearly research piece to determine how to practically apply that research to assist students as well as application of other best instructional practices to address student difficulties.

15) Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

Sequoyah Middle School holds four parent-teacher conferences a year to establish and communicate student expectations with the parents and to determine the type of support needed to ensure the student meets their goals. In addition, parents are always encourage to maintain regular communication with the teachers, whether through email, telephone, or by in-person visits. Sequoyah actively encourages parental participation in creating a student's IEP, ELL accommodations, or during a student's progress through the RTI/SST process. If transportation to school is a problem, Title I funds have enable us to provide taxi vouchers for parent meetings.

Plans for Assisting Children during Transitions (ESEA Mandate #6)

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

Sequoyah Middle School uses a comprehensive vertical alignment approach within its cluster to assist students with the transitional process. This vertical alignment includes meetings between Fifth Grade staff members of the feeder elementary schools with Sequoyah's Sixth Grade teachers as well as the Eighth Grade Teachers of Sequoyah meeting with the Ninth Grade staff members of the high school. These meetings allow for channels of communication to remain open whereas in a typical vertical alignment there is none. All schools are seen as presenting a collaborative front toward the success of each child, and available resources and meetings times (Parent Center, Open House, etc...) of Sequoyah are advertised in those other buildings.

Within the school itself, vertical alignment is encouraged and schedules are planed to allow for the communication across grade-levels to occur. For a large percentage of the student population, English is a second language, so transition from newly arrive immigrant to functioning communicator takes time and a communication between the teachers that work in the International Center, the teachers that work as ESOL teachers on the core teams, and eventually the core teachers themselves for when the student becomes an English Language Learner – Monitored student herself. With regards to exceptional education students, since the exceptional education teachers are assigned to a team, they have the same planning as the core teachers. This allows them to discuss strategies and monitor exceptional education student progress as they matriculate through the least restrictive environment. Other alignment occurs as departments meet and are able to vertically plan from grade level to grade level. Additional alignment that occurs to assist students with transitions that takes place among the counselors, graduation coaches, prevention/intervention specialist, school social worker, etc... as students are monitored throughout the Pyramid of Intervention process.

Earlier meetings between the vertical team would like to be seen as an area for improvement so as to better prepare the students that are transitioning to and away from Sequoyah.

During the summer prior to the transition, Sequoyah hosts a SummerBridge program for rising 5th grade students and parents to familiarize themselves with the curricula, resources, and support available.

Support Services for Student Learning

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

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

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

Through team meetings, the counselors, social worker, and graduation coach work to design intervention services both in school and in the community that address the needs of the students. Intervention services that include participating in work programs, self-esteem building programs, preparing for college workshops, mentoring programs, dropout prevention programs and leadership programs. The collaboration of the support services professionals at Sequoyah has developed a network of community referral agencies that are able to assist students and parents with any possible needs.

School Counselors engage students, teachers, parents and community members in various settings (individually, small groups, classrooms, assemblies) to address areas of concern based on needs assessments and data collection. Some of our activities/programs include: parent conferences, parent in-services on transitioning students and parenting tips, school-wide incentives (Honor Programs, Mentoring Program), teacher in-services (mentoring, 8th grade advisement and student concerns), and our RTI/SST referral process.

School Psychologist consults with parents and staff on student classroom concerns, conducts psychological testing to determine the eligibility of identified students for exceptional services participates in the SST/504 referral process, is a member of the IEP committee for all students with disabilities, and provides staff in-services on intervention and modification.

Social Worker receives referrals on attendance, behavior and academic concerns of identified students, consults with staff and parents, and provides teacher/staff in-services on student concerns and mandated reporting. Our social worker is active in addressing

student attendance concerns individually, and by organizing school-wide assemblies

Strategies to Increase Parental Involvement (ESEA Mandate #5)

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

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

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

Beyond the typical Open House and Parent-Teacher Conference Nights, Sequoyah reaches out to parents through its Parent Center, Parent Teacher Organization, grade level parent meetings, curriculum nights, Band and Orchestra performances, International Day, and field trips. These activities allow parents and community members to see the school house as more than a building where grades are provided to students. With these activities, parents and community members are able to see the school and its students in a new light, in which personal connections between the school and its community are made. We provide multiple means for parents to communicate with the school; including, but not limited to weekly emails, updated website, parent portal, calling posts. Sequoyah additionally works with a local taxi company to provide vouchers for parents with no means of transportation to attend Title I parental meetings.

Sequoyah further reaches out to parents and the community through our on-site Title I Parent Center, which hosts a lending library and holds regular classes, workshops designed to engage parents in conversations that increase the bonds between school and home. meetings, Sequoyah solicits feedback from our parents through parental involvement and post-event surveys.

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

X	Parental Involvement Handbook for Parents		Newsletters
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal

X	Parent Right to Know Letter (ESEA Mandate)	X	AYP Status Letter (ESEA Mandate)
X	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
X	DCSS and School Parental Involvement Policy (Title I Mandate)		

22) Describe how parents and community members are involved in the school decision-making process and the development of the Consolidated School Improvement Plan (CSIP).

School-level governance decisions are often discussed and/or voted upon at the School Council and PTO meetings. Surveys are also sent home, and any individual’s input in the school’s growth and improvement is always welcomed through the school’s customer service position and reflected in its motto, “Your Neighborhood School.”

Parental involvement in the development of the CSIP is actively sought after through more formal measures like Parent Teacher Organization meetings and the School Council. The CSIP is presented to these parents for discussion, additions, changes, and approval either in these meetings or through less formal occasions. As the parents have made suggestions, asked questions, and provided commentary on the CSIP, the document has been modified as needed to address those areas. The CSIP is always seen as a flexible document that, as new needs become apparent, the document made need modification. This occurs all year long, and allows for the CSIP to actually be a plan that has practical applications to the success of the school.

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

Parental involvement in the development of the Parent Involvement Policy is also actively sought after through Open House notification, Parent Teacher Organization meetings, and the School Council. Suggestions made are then incorporated, if needed, into the Parent Involvement Policy to allow for a policy that is reflective of all stakeholders. The Title I compacts also follow similar procedures; however, less input on changes in the Title I compact has come from parents than that that is seen with the Parent Involvement Policy. This is an area that Sequoyah seeks to improve upon as it strives to get parents more and more active in their neighborhood school.

Stakeholder Communication (ESEA Mandate #10)

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

Multiple opportunities exist for stakeholders to have assessment results interpreted and articulated to them. All certified staff members are receiving training in on the CCRPI, so these staff members are able to explain it to parents, students, community members and peers as needed. Sequoyah sends home the standard letters developed by the school system to assist parents in understanding the testing results; however, parents will be provided with opportunities to understand CCPRI and their student's assessment results through participation in PTO, grade-level parent meetings, and parent/teacher conferences. Another, often neglected, stakeholder are the students of Sequoyah Middle School, and the teachers interpret and articulate assessment result to them through the schools "Test Talks" and "Get to Green" program in which the teachers take time to sit with individual students, explain their scores to them, explain CRCT cut scores, and show them what they can do to move to Level II/III status. This program has been very successful in the past and it allows students to take ownership of the school's success. Similar conversations are then had between the parent and teachers during parent-teacher conferences.

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

PTO and School Council meetings are held at least twice a semester, and data is disaggregated in these settings. Additionally, communication with parents through mailings and letters sent home with students also assist in making sure that stakeholders have access to the disaggregated data. Another source that has been used extensively by Sequoyah Middle School to communicate with stakeholders is its website. The school's website is constantly being updated to allow stakeholders the opportunity to review multiple data sources, including links to the GA DOE's report card and the GOSA page

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

While multiple paper copies of the CSIP are financially unfeasible, electronic copies are not. Staff members all receive a copy via email, and electronic copies in both English and Spanish will be attached to the school's website. School Council members will receive hard copies of the CSIP, copies will be kept in the front office and Parent Center for review with the Principal serving as the contact should a stakeholder have questions or wish to request a hard copy.

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

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

Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students' reading and math levels, their students' learning styles as reflected in the knowledge-base of multiple intelligences, and their students' individual aspirations for achievement in school.

1. Diagnose the needs of students and create an appropriate Classroom Profile Summary.

- Power Standards
- Multiple Intelligences
- Formative Assessment Strategies
- Instructional Strategies

2. Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano's High Yield Strategies, and instructional assessment strategies within the context of Webb's Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.

3. Plan engaging lessons:

- Three-part lesson (opening, work period, and summary)
- Essential question(s)
- Engaging instructional activities based upon the identified power standards and depth of knowledge

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

4. Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

5.Utilize formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards.

6.Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

7.Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 and follow the process until all standards have been taught and mastered by all students.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

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

The School Keys: *Unlocking Excellence through the Georgia School Standards* are the foundation for Georgia’s comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia’s schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia’s students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in

turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*, then a citation and abstract of the pertinent research is required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

<u>Identified Need</u>	<u>Action Plan and Page #</u>	<u>Citation and Abstract</u>

***If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.**

Coordination and Integration of Federal, State, and Local Services and Program Funds (ESEA Mandate # 8 – must be updated annually)

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title I funds will primarily be used to provide materials and salaries for participants in locally created Professional Learning Communities (PLCs) which are created and facilitated by staff members to establish a school culture of best instructional practices, costs associated with After-School and Saturday Tutorial programs and supplementation of professional conferences, and parental involvement activities and actions. Other instructional needs will be assessed throughout the year by the administrative staff and leadership team that relate to the disbursement of these funds for instructional needs.
State Funds	Per pupil expenditures are used to provide for instructional materials and equipment that may not be found as an allowable purchase under Title I guidelines; however, these expenditures are not just limited to non-Reading and Math classes as any area that staff members see as needing fiscal support is addressed if within the acceptable use guidelines.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	School improvement funds will primarily be used to provide personnel to reduce the student: teacher ratio in classrooms with key subgroups (ELL, SWD) and offset costs associated with After-School and Summer Enrichment programs.
Federal School Improvement Grants	
Local Professional Learning Funds	Local Professional Learning Funds will be used for staff to attend professional conferences and training focused on improving student achievement and student engagement.
Grants (list)	
PTSA	
Partners in Education	
Other (list)	

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective:				
All students will demonstrate progress in Reading and ELA by increasing the meeting and exceeding percentage from 93.1% to 94.4%% and 89.5% to 92.6%.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Plan integrated units of study following review of content area curriculum maps and team discussions on how students can make connections from subject to subject. (Curriculum Standard 1.2, Performance Action 4)	- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after school or on Saturdays as has been done in the past (materials are a minimal cost) \$16,440 (professional learning in budget	- Begins August 13, 2012 - Ongoing (end date is May 2, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers	- Unit Plans (ELT and Core) - Usage of Level I Plans - Usage of IEPs and ELL Accommodation Plans (to assist in establishing differentiation) - Team Meeting Logs -Curriculum maps by subject -Student work samples	Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas. -CRCT, progress reports, benchmark assessments
Disaggregate CRCT, Mock CRCT, and benchmark data by domain to target weak	- Title I funding:	- Begins September 2,	- Team Assessment	Leadership and teachers can communicate the strengths and

<p>areas at the individual, class, team, grade, and school levels (Assessment Standard 1.1 Performance Action 1)</p>	<p>estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after school, or on Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)</p>	<p>2012 - Ongoing (end date is May 22, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers</p>	<p>Notebooks with disaggregated test data and classroom profiles</p>	<p>weaknesses identified in state assessment data at a variety of levels to include the school, individual grades, as well as classrooms. -CRCT, progress reports, benchmark assessments</p>
<p>Analyze student work according to the GPS standards to determine if students are meeting or exceeding grade level expectations. Based on the analysis and use of current research, teachers make decisions to better meet student needs (e.g., providing additional time, revising instructional strategies, Principal’s Book of the Month, providing supplemental texts to support CCGPS Curriculum. After-school tutorial and/or enrichment, implementation of Thinking Maps). (Curriculum Standard 3.2, Performance Action 1)</p>	<p>- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after school or on Saturdays as</p>	<p>- Begins September 4, 2012 - Ongoing (end date is May 22, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs,</p>	<p>- Unit Plans - Team Meeting Logs</p>	<p>Teachers know their grade level and class trends at the standard and element level. Teachers can explain how they revise instructional strategies based on the needs of their students. -CRCT, progress reports, benchmark assessments</p>

	has been done in the past (materials are a minimal cost \$16,440 (professional learning in budget)	Teachers		
<p><u>Students with Disabilities</u> Organize and implement safety net programs that address specific Reading and ELA content domains (i.e. Read About, System 44, Saturday workshops, Thinking Maps, After-School Tutorial and Enrichment programs, SummerBridge Program) (Assessment Standard 3 Performance Action 4)</p>	<p>- Title I funding: salaries, transportation and materials - \$26,000</p>	<p>- Begins September 13, 2012 Ongoing (end date is April 15, 2013) - Principal, Administrative Team, Leadership Team, After School Program Coordinator, Department Chairs, Teachers</p>	<p>- Content Meeting Logs - Safety net rosters -Student formative and summative assessment data</p>	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs are enhanced or eliminated based on assessment results. -CRCT, progress reports, benchmark assessments</p>
<p><u>English Language Learners*</u> Organize and implement safety net programs that address specific Reading and ELA content domains (i.e. Read About, System 44, Saturday workshops, Thinking Maps, After-School Tutorial and Enrichment programs, SummerBridge Program) (Assessment Standard 3 Performance Action 4)</p>	<p>- Title I funding: salaries, transportation and Coach materials - \$26,000</p>	<p>- Begins September 13, 2012 Ongoing (end date is April 15, 2013) - Principal, Administrative Team,</p>	<p>- Content Meeting Logs - Safety net rosters -Student formative and summative assessment data</p>	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p>

		Leadership Team, After School Program Coordinator, Department Chairs, Teachers		Administrators can explain how programs are enhanced or eliminated based on assessment results. -CRCT, progress reports, benchmark assessments
<p><u>Technology Integration</u> Teachers effectively use technology to provide real world application, to enhance students’ research skills and content conceptualization, and to differentiate instruction to maximize student learning (i.e. promethean board usage and purchase, purchase of laptop and desktop computers, printer drums, ink, headsets with microphones, Cameras w/memory card, Boom box(es), and DVD/VCR combo, Study Island, FastMath, ReadAbout) (Instruction Standard 2.7, Performance Action 2)</p>	<p>- Promethean Board: Title I (district level - unknown), DCSS Budget item (district level – unknown) - Computers, Ipads, laptops, Study Island, FastMath, ReadAbout Purchase: Title I funding: estimated costs \$90,000 Professional Learning: Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being</p>	<p>- Begins August 15, 2012 - Ongoing (end date is April 15, 2013) - Principal, Administrative Team, Leadership Team, After School Program Coordinator, Department Chairs, Teachers</p>	<p>- Collaborative teacher meeting agendas, minutes - Lesson and unit plans - Technological equipment</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning. -CRCT, progress reports, benchmark assessments</p>

	utilized during normal operational hours or on Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)			
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Mathematics Action Plan (ESEA Mandate #2)				
Annual Measurable Objective:				
All students will demonstrate Adequate Yearly Progress (AYP) in Mathematics by increasing the meeting and exceeding percentage from 81.7% to 87.0%				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Plan integrated units of study following review of content area curriculum maps and team discussions on how students can make connections from subject to subject. (Curriculum Standard 1.2, Performance Action 4)	- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after school or on Saturdays as has been done in the past (materials are a minimal cost) \$16,440 (professional learning in budget	- Begins August 13, 2012 - Ongoing (end date is May 2, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers	- Unit Plans (ELT and Core) - Usage of Level I Plans - Usage of IEPs and ELL Accommodation Plans (to assist in establishing differentiation) - Team Meeting Logs -Curriculum maps by subject -Student work samples	Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas. -CRCT, progress reports, benchmark assessments
Disaggregate CRCT, Mock CRCT, and	- Title I	- Begins	- Team	Leadership and teachers can

<p>benchmark data by domain to target weak areas at the individual, class, team, grade, and school levels (Assessment Standard 1.1 Performance Action 1)</p>	<p>funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after school, or on Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)</p>	<p>September 2, 2012 - Ongoing (end date is May 22, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers</p>	<p>Assessment Notebooks with disaggregated test data and classroom profiles</p>	<p>communicate the strengths and weaknesses identified in state assessment data at a variety of levels to include the school, individual grades, as well as classrooms. -CRCT, progress reports, benchmark assessments</p>
<p>Analyze student work according to the GPS standards to determine if students are meeting or exceeding grade level expectations. Based on the analysis and use of current research, teachers make decisions to better meet student (e.g., providing additional time, revising instructional strategies, America’s Choice Navigator, After-school tutorial and/or enrichment, implementation of Thinking Maps). (Curriculum Standard 3.2,</p>	<p>- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal</p>	<p>- Begins September 4, 2012 - Ongoing (end date is May 22, 2013) - Principal, Administrative Team, Leadership</p>	<p>- Unit Plans - Team Meeting Logs</p>	<p>Teachers know their grade level and class trends at the standard and element level. Teachers can explain how they revise instructional strategies based on the needs of their students. -CRCT, progress reports, benchmark assessments</p>

<p>Performance Action 1)</p>	<p>operational hours, afterschool, or on Saturdays as has been done in the past (materials are a minimal cost \$16,440 (professional learning in budget)</p>	<p>Team, Department Chairs, Teachers</p>		
<p><u>Students with Disabilities</u> Organize and implement safety net programs that address specific Mathematics content domains (i.e. Fast Math, Saturday workshops, After-School Tutorial and Enrichment programs, SummerBridge Program) (Assessment Standard 3 Performance Action 4)</p>	<p>- Title I funding: salaries, transportation and materials - \$26,000</p>	<p>- Begins September 13, 2012 Ongoing (end date is April 15, 2013) - Principal, Administrative Team, Leadership Team, After School Program Coordinator, Department Chairs, Teachers</p>	<p>- Content Meeting Logs - Safety net rosters -Student formative and summative assessment data</p>	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs are enhanced or eliminated based on assessment results. -CRCT, progress reports, benchmark assessments</p>
<p><u>English Language Learners</u> Organize and implement safety net programs that address specific Mathematics content domains (i.e. Fast</p>	<p>- Title I funding: salaries, transportation</p>	<p>- Begins September 13, 2012 Ongoing (end</p>	<p>- Content Meeting Logs - Safety net rosters</p>	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously</p>

<p>Math, Saturday workshops, After-School Tutorial and Enrichment programs, SummerBridge Program) (Assessment Standard 3 Performance Action 4)</p>	<p>and Coach materials - \$26,000</p>	<p>date is April 15, 2013) - Principal, Administrative Team, Leadership Team, After School Program Coordinator, Department Chairs, Teachers</p>	<p>-Student formative and summative assessment data</p>	<p>monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs are enhanced or eliminated based on assessment results. -CRCT, progress reports, benchmark assessments</p>
<p><u>Technology Integration</u> Teachers effectively use technology to provide real world application, to enhance students’ research skills and content conceptualization, and to differentiate instruction to maximize student learning (i.e. promethean board usage and purchase, purchase of laptop and desktop computers, printer drums, headsets with microphones, Study Island, FastMath, ReadAbout) (Instruction Standard 2.7, Performance Action 2)</p>	<p>- Promethean Board: Title I (district level - unknown), DCSS Budget item (district level – unknown) - Computers, Study Island, Study Buddies Purchase: Title I funding: estimated costs \$25,000 Professional Learning: Title I funding:</p>	<p>- Begins August 15, 2012 - Ongoing (end date is April 15, 2013) - Principal, Administrative Team, Leadership Team, After School Program Coordinator, Department Chairs, Teachers</p>	<p>- Collaborative teacher meeting agendas, minutes - Lesson and unit plans - Technological equipment</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning. -CRCT, progress reports, benchmark assessments</p>

	estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours or on Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)			
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan				
Annual Measurable Objective:				
All students will demonstrate proficiency in Science by increasing the meeting and exceeding percentage from 68.6% to 80.1%				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
All students are engaged in work that is authentic and standards-driven and requires higher-order reasoning and independent application of GPS (Curriculum Standard 3, Performance Standard 1)	Supplies: Per-pupil, Title I: estimated costs \$2,000 Professional Learning: Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after school, or on Saturdays, as has been done in the past (materials are	- Begins August 13, 2012 - Ongoing (end date is May 2, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers	Collaborative teacher meeting agendas and minutes Collaboratively developed performance tasks Scoring rubrics designed for unit projects or performance tasks	Teachers articulate how all students are held to the same standards. Teachers communicate high expectations for all students and can explain the supports that are in place to ensure success for all students.

	a minimal cost) - \$16,440 (professional learning in budget)			
Plan integrated units of study following review of content area curriculum maps and team discussions on how students can make connections from subject to subject. (Curriculum Standard 1.2, Performance Action 4)	- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after school, or on Saturdays as has been done in the past (materials are a minimal cost) \$16,440 (professional learning in budget)	- Begins August 13, 2012 - Ongoing (end date is May 2, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers	- Unit Plans (ELT and Core) - Usage of Level I Plans - Usage of IEPs and ELL Accommodation Plans (to assist in establishing differentiation) - Team Meeting Logs -Curriculum maps by subject -Student work samples	Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas. -CRCT, progress reports, benchmark assessments
Disaggregate CRCT, Mock CRCT, and benchmark data by domain to target weak areas at the individual, class, team, grade, and school levels (Assessment Standard 1.1 Performance Action 1)	- Title I funding: estimated costs dependent on	- Begins September 2, 2012 - Ongoing (end date is May 22,	- Team Assessment Notebooks with disaggregated test data and	Leadership and teachers can communicate the strengths and weaknesses identified in state assessment data at a variety of levels to include the school,

	<p>Professional Learning Communities (PLCs) being utilized during normal operational hours, after school, or on Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)</p>	<p>2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers</p>	<p>classroom profiles</p>	<p>individual grades, as well as classrooms. -CRCT, progress reports, benchmark assessments</p>
<p><u>Students With Disabilities</u> Analyze student work according to the GPS standards to determine if students are meeting or exceeding grade level expectations. Based on the analysis and use of current research, teachers make decisions to better meet student needs (e.g., providing additional time, revising instructional strategies, After-school tutorial and/or enrichment, Thinking Maps training). (Curriculum Standard 3.2, Performance Action 1)Artifacts:</p>	<p>- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours or on Saturdays as has been done</p>	<p>- Begins September 4, 2012 - Ongoing (end date is May 22, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers</p>	<p>- Unit Plans - Team Meeting Logs</p>	<p>Teachers know their grade level and class trends at the standard and element level. Teachers can explain how they revise instructional strategies based on the needs of their students. -CRCT, progress reports, benchmark assessments</p>

	in the past (materials are a minimal cost \$16,440 (professional learning in budget)			
<p><u>English Language Learners</u> Analyze student work according to the GPS standards to determine if students are meeting or exceeding grade level expectations. Based on the analysis and use of current research, teachers make decisions to better meet student needs (e.g., providing additional time, revising instructional strategies, After-school tutorial and/or enrichment, Thinking Maps training). (Curriculum Standard 3.2, Performance Action 1)</p>	<p>- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours or on Saturdays as has been done in the past (materials are a minimal cost \$16,440 (professional learning in budget). Coach Materials (\$1,000)</p>	<p>- Begins September 4, 2012 - Ongoing (end date is May 22, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers</p>	<p>- Unit Plans - Team Meeting Logs</p>	<p>Teachers know their grade level and class trends at the standard and element level. Teachers can explain how they revise instructional strategies based on the needs of their students. -CRCT, progress reports, benchmark assessments</p>
<p><u>Technology Integration</u> Teachers effectively use technology to</p>	<p>- Promethean Board: Title I</p>	<p>- Begins August 15,</p>	<p>- Collaborative teacher meeting</p>	<p>Teachers can articulate the use of a comprehensive technology</p>

<p>provide real world application, to enhance students' research skills and content conceptualization, and to differentiate instruction to maximize student learning (i.e. promethean board usage and purchase, Explore Learning, purchase of laptop computers, Study Island, and Study Buddies) (Instruction Standard 2.7, Performance Action 2)</p>	<p>(district level - unknown), DCSS Budget item (district level – unknown) - Study Island, Study Buddies Purchase: Title I funding: estimated costs \$25,000 Professional Learning: Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours or on Saturdays as has been done in the past (materials are a minimal</p>	<p>2012 - Ongoing (end date is April 15, 2013) - Principal, Administrative Team, Leadership Team, After School Program Coordinator, Department Chairs, Teachers</p>	<p>agendas, minutes - Lesson and unit plans - Technological equipment</p>	<p>plan to enhance student learning. -CRCT, progress reports, benchmark assessments</p>
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	cost) - \$16,440 (professional learning in budget)			
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Social Studies Action Plan

Annual Measurable Objective:

All students will demonstrate proficiency in Social Studies by increasing the meeting and exceeding percentage from 77.6% to 79.0%

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
All students are engaged in work that is authentic and standards-driven and requires higher-order reasoning and independent application of GPS (Curriculum Standard 3, Performance Standard 1)	Supplies: Per-pupil, Title I: estimated costs \$2,000 for CCGPS literacy materials Professional Learning: Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized	- Begins August 13, 2012 - Ongoing (end date is May 2, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers	Collaborative teacher meeting agendas and minutes Collaboratively developed performance tasks Scoring rubrics designed for unit projects or performance tasks	Teachers articulate how all students are held to the same standards. Teachers communicate high expectations for all students and can explain the supports that are in place to ensure success for all students.

	<p>during normal operational hours, after-school, or on Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)</p>			
<p>Plan integrated units of study following review of content area curriculum maps and team discussions on how students can make connections from subject to subject. (Curriculum Standard 1.2, Performance Action 4)</p>	<p>- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after-school, or on Saturdays as has been done in the past (materials are a minimal cost) \$16,440</p>	<p>- Begins August 13, 2012 - Ongoing (end date is May 2, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers</p>	<p>- Unit Plans (ELT and Core) - Usage of Level I Plans - Usage of IEPs and ELL Accommodation Plans (to assist in establishing differentiation) - Team Meeting Logs -Curriculum maps by subject -Student work samples</p>	<p>Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas. -CRCT, progress reports, benchmark assessments</p>

	(professional learning in budget)			
Disaggregate CRCT, Mock CRCT, and benchmark data by domain to target weak areas at the individual, class, team, grade, and school levels (Assessment Standard 1.1 Performance Action 1)	- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours, after-school, or on Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)	- Begins September 2, 2012 - Ongoing (end date is May 22, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers	- Team Assessment Notebooks with disaggregated test data and classroom profiles	Leadership and teachers can communicate the strengths and weaknesses identified in state assessment data at a variety of levels to include the school, individual grades, as well as classrooms. -CRCT, progress reports, benchmark assessments
<u>Students With Disabilities</u> Analyze student work according to the GPS standards to determine if students are meeting or exceeding grade level expectations. Based on the analysis and use of current research, teachers make decisions to better meet student needs (e.g.,	- Title I funding: estimated costs dependent on Professional Learning	- Begins September 4, 2012 - Ongoing (end date is May 22, 2013)	- Unit Plans - Team Meeting Logs	Teachers know their grade level and class trends at the standard and element level. Teachers can explain how they revise instructional strategies based on the needs of their students. -CRCT, progress reports,

<p>providing additional time, revising instructional strategies, After-school tutorial and/or enrichment, Thinking Maps training). (Curriculum Standard 3.2, Performance Action 1)Artifacts:</p>	<p>Communities (PLCs) being utilized during normal operational hours or on Saturdays as has been done in the past (materials are a minimal cost \$16,440 (professional learning in budget)</p>	<p>- Principal, Administrative Team, Leadership Team, Department Chairs, Teachers</p>		<p>benchmark assessments</p>
<p><u>English Language Learners</u> Analyze student work according to the GPS standards to determine if students are meeting or exceeding grade level expectations. Based on the analysis and use of current research, teachers make decisions to better meet student needs (e.g., providing additional time, revising instructional strategies, After-school tutorial and/or enrichment, Thinking Maps training). (Curriculum Standard 3.2, Performance Action 1)</p>	<p>- Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours or on Saturdays as has been done in the past (materials are a minimal cost \$16,440</p>	<p>- Begins September 4, 2012 - Ongoing (end date is May 22, 2013) - Principal, Administrative Team, Leadership Team, Department Chairs, Teachers</p>	<p>- Unit Plans - Team Meeting Logs</p>	<p>Teachers know their grade level and class trends at the standard and element level. Teachers can explain how they revise instructional strategies based on the needs of their students. -CRCT, progress reports, benchmark assessments</p>

	(professional learning in budget)			
<p><u>Technology Integration</u> Teachers effectively use technology to provide real world application, to enhance students’ research skills and content conceptualization, and to differentiate instruction to maximize student learning (i.e. promethean board usage and purchase, purchase of laptop computers, and Study Island) (Instruction Standard 2.7, Performance Action 2)</p>	<p>- Promethean Board: Title I (district level - unknown), DCSS Budget item (district level – unknown) - Study Island, Study Buddies Purchase: Title I funding: estimated costs \$25,000 Professional Learning: Title I funding: estimated costs dependent on Professional Learning Communities (PLCs) being utilized during normal operational hours or on</p>	<p>- Begins August 15, 2012 - Ongoing (end date is April 15, 2013) - Principal, Administrative Team, Leadership Team, After School Program Coordinator, Department Chairs, Teachers</p>	<p>- Collaborative teacher meeting agendas, minutes - Lesson and unit plans - Technological equipment</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning. -CRCT, progress reports, benchmark assessments</p>

	Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)			
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Second Indicator: Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Decrease the number of students missing 15 or more days from 9.7% to 8.0%				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
A site-based team is established to collect, analyze, and interpret trend attendance data to address student attendance issues and understand the at-risk factors that serve as predictors for student failure. (Planning and Organization Standard 3 Performance Action 1)	Title I Supplies: minimal	August 2012 – May 2013 Principal, Assistant Principal for Attendance, Counselors, Graduation Coach, Social Worker, Teachers	Member list Meeting dates Sign-in sheets Agendas Minutes	The Attendance team exists and meets regularly to discuss trends and best practice to address student attendance issues
The Graduation/Attendance team will	Title I	August 2012 –	Policies/procedures	Support personnel can describe

<p>design and implement support programs that: Monitor alterable risk factors, tracking academic performance, school engagement – absenteeism, tardiness, skipping, suspensions, detentions, credit accrual. Provide targeted interventions, i.e., daily attendance check-ins, behavior checklist brought to each class, or extra-help courses. Provide mentors and student advocates to offer psycho-social emotional support. Provide connections between schools and community agencies. Establish connections between school and home. (Planning and Organization Standard 3 Performance Action 7)</p>	<p>Supplies: \$1,000</p>	<p>May 2013 Principal, Assistant Principal for Attendance, Counselors, Graduation Coach, Social Worker, Teachers</p>	<p>for identifying interventions List of targeted students and suggested level of interventions Mentor assignment list Calendar of mentor-mentee activities</p>	<p>levels of interventions used and how interventions are connected to data. All personnel can articulate policies, procedures and procedures regarding early warning indicators, preventive strategies, and intervention strategies.</p>
<p>The team has included goals/objectives in the CSIP that represents alignment of the best practice/ and most effective strategies for student retention and high academic standards for all students. (Planning and Organization Standard 3 Performance Action 6)</p>	<p>Estimated Costs: Minimal</p>	<p>August 2012 – May 2013 Principal, Assistant Principal for Attendance, Counselors, Graduation Coach, Social</p>	<p>CSIP document CSIP posting on DCSS website</p>	<p>The CSIP includes research-based interventions from the Georgia School Keys implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.</p>

		Worker, Teachers		
Library-Media Action Plan				
Annual Measurable Objective: Improve student achievement in Information and Media Literacy in grades 6, 7, & 8 (ELA 6LSV2, ELA 7LSV2, ELA 8LSV2)				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Work collaboratively with teachers to revisit available assessment data to make revisions to the curriculum by adding or changing media center resources (i.e. technology, level texts, etc) (Curriculum Strand, Performance Action 3).	Media allotment, per pupil, and Title I funds (\$1500.00)	August 2012-May 2013 -Principal, API, Literacy Coach, Media Center Specialist, classroom teachers	-Agendas and handouts for professional learning sessions -Destiny circulation statistics	-Increase number of Level II and Level III students based on state assessment
Collaborate with the instructional staff to determine media center support needed to enhance school-wide content. (Instruction Strand 1, Performance Action 4)	Media allotment, per pupil, and Title I funds (\$1500.00)	August 2012-May 2013 -Principal, API, Literacy Coach, Media Center Specialist, classroom teachers	-Disaggregated Lexile reports -25 Book Standard committee guidelines - Media circulation records	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.
Collaborate with teachers to present content using a variety of delivery modes to enable	Media allotment, per	August 2012-May 2013	-Media Center Plan Book and	The delivery modes observed support the learning goals of the

<p>students to develop understanding; including modeling, demonstrations, co-taught classes using one of the five instructional models, etc. (Instruction Strand 2.1 Performance Action 2).</p>	<p>pupil, and Title I funds (\$1500.00)</p>	<p>-Principal, API, T-L, classroom teachers</p>	<p>FirstClass calendar - Collaboratively planned instructional activities and plans -Observations of student work in the library media center</p>	<p>lesson and students' needs.</p>
<p><u>Technology Integration</u> Teachers effectively use technology to provide real world application, to enhance students' research skills and content conceptualization, and to differentiate instruction to maximize student learning (Instruction Standard 2, Performance Action 2)</p>	<p>- Promethean Board: Title I (district level - unknown), DCSS Budget item (district level – unknown) - Technology Purchases: Title I funding: estimated costs \$25,000 Professional Learning: Title I funding: estimated costs dependent on</p>	<p>- Begins August 15, 2012 - Ongoing (end date is April 15, 2013) - Principal, Administrative Team, Leadership Team, After School Program Coordinator, Department Chairs, Teachers</p>	<p>- Collaborative teacher meeting agendas, minutes - Lesson and unit plans - Technological equipment</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning. -CRCT, progress reports, benchmark assessments</p>

	Professional Learning Communities (PLCs) being utilized during normal operational hours or on Saturdays as has been done in the past (materials are a minimal cost) - \$16,440 (professional learning in budget)			
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Professional Learning Plan (ESEA Mandate #4)					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)					
Federal	<p>To allow for the demonstration and training in best instructional practices, effective use of ELT, concept-rich instruction, etc... in periodically held Professional Learning Communities led by current staff members</p> <p>Resources (money, personnel, time) are provided for the school staff to participate in job embedded professional learning that is aligned to school improvement goals. (Professional Learning Standard 1.6 Action 1)</p>	<p>Title I funds will be used to provide materials, stipends, and professional learning release time for participants in locally created Professional Learning Communities (PLCs) which are created and facilitated by staff members to establish a school culture of best instructional practices and high student engagement. Some of these activities include Data Usage and the Master Teacher, ArtsNOW in the Core Classroom, and Thinking Maps training, Classroom Management training, Common Core GPS training, Co-teaching training, Ron Clark Academy Site Visits, DOK and training design to improve content area knowledge and pedagogy. Additionally, travel and registration to outside conferences (High Schools that Work) and professional libraries to support solid instructional practices will also be purchased to provide a professional learning environment</p>	<p>- Beginning in October; other sessions possibly held in February and March</p> <p>-Job embedded learning will occur monthly throughout the school year</p>	<p>- Teacher sign-in</p> <p>- subsequent focus walks, formal and informal observations</p> <p>-Instructional Coach, TSS, and Department Chair schedules</p>	<p>-Increase number of Level II and Level III students based on state assessment</p> <p>-Staff can articulate how professional learning resources support job-embedded professional learning, that takes place during the workday</p>
Grants					

Local	To allow for the demonstration and training in best instructional practices, effective use of ELT, concept-rich instruction, etc... in periodically held Professional Learning Communities led by current staff members	Professional Learning Funds will be used for registration to outside conferences and professional libraries to support solid instructional practices will also be purchased to provide a professional learning environment	- Beginning in October; other sessions possibly held in February and March	- Teacher sign-in - subsequent focus walks, formal and informal observations	-Increase number of Level II and Level III students based on state assessment

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 <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Create a Safe School Committee to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture by actively sharing with the faculty research-based safe schools and collecting/analyzing local school climate data. (Planning and Organization Strand, Performance Action 1)	Minimal	Principal, Assistant Principal for Discipline, Teachers, SRO, Social Worker, Counselor, Graduation Coach, School Psychologist	Member list Meeting dates Sign-in sheets Agendas Minutes	A Safe School Committee exists and meets monthly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff (counselors, social worker, graduation coach, prevention/intervention specialist, student support specialist, nurse, etc.). Parents and students serves as committee advisors.
The Consolidated School Improvement Plan (CSIP) includes integration of a Positive School Discipline Plan with the academic curriculum (i.e. implementation of positive student and staff incentives). (Planning and Organization Strand, Performance Action 4).	Local School Funds \$500	Principal, Assistant Principal for Discipline, Teachers, SRO, Social Worker, Counselor, Graduation Coach, School Psychologist	CSIP action plans	Interventions selected for the CSIP will include DCSS School Climate performance actions. This will be evident as either an addendum or integration into the CSIP action plans, depending on the two-year planning cycle.

Cultivate knowledge of innovative programs and services to address school violence through professional learning activities. (Planning and Organization Strand, Performance Action 8).	Title I Funds for professional learning:\$2,500	Principal, Assistant Principal for Discipline, Teachers, Counselor, Graduation Coach,	Professional learning plan Lesson plans with implementation strategies Teacher team meeting agendas and minutes Discipline data	Teachers, support staff, and administrators can articulate how their classroom and school wide practices have changed as a result of the professional learning initiative
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Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and cited from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions: <ul style="list-style-type: none"> ▫ Assign mentors to teachers new to the Sequoyah ▫ Provide mentors to veteran teachers upon request ▫ Schedule monthly mentor meetings (Leadership Strand 2.2, Performance Action 6). 	Local School Funds: minimal	Principal, TSS, Mentor Teachers	Mentor assignment list Calendar of mentor-mentee activities Training agendas Training sign-in sheets	Teachers demonstrate an understanding of and effective implementation of best mentoring practices.
Provide a collaborative planning time for teachers through one or more of the following actions: <ul style="list-style-type: none"> ▫ Develop and maintain a master schedule that allows collaborative planning time on a weekly basis ▫ Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes ▫ Monitor lesson plans and classroom activities for evidence of collaborative planning 	- Per pupil sources for materials (\$2000)	- Ongoing (end date is May 22, 2013) - Administrative Team, Leadership Team, Department Chairs (ELA, ELL, SWD), Teachers	- Team Meeting Logs - Content Area meetings - meeting agendas - Unit Plans	Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.

<p>▫ Train faculty members on how to develop and implement effective collaborative planning protocols (Leadership Strand 2.2 Performance Action 8)</p>				
<p>Show concern and interest for the well-being of faculty and staff members. School leadership, parents, and community members will promote a proactive and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation (i.e. Teacher of the Month, “Stress Busters,” Teacher Appreciation Week, Staff De-stress Day) (Leadership Strand 2.2 Performance Action 16).</p>	<p>- local school funding is used for all activities</p>	<p>Principal, Administrative Staff, Leadership Team</p>	<p>Recognition of achievements, etc.</p>	<p>The school leaders describe how he/she recognizes achievements such as earning advanced educational degrees, etc.</p>

Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Intervention (Performance Actions should be selected and cited from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Increase leadership development of students by increasing participation in Future Business Leaders of America (FBLA) (Instruction Strand 1.1, Performance Action 2)	- local school funding is used for all activities	Principal, Career Technologies teacher	Membership roster Student leadership conference attendance Agendas and minutes	Students' leadership development activities are scheduled throughout the school year. There is an increase in students competing in regional, state and national events.
Implement Work-Based Learning (WBL): structured age appropriate experiences near the end of Career pathways to prepare students for school-to-career transition. (Instruction Strand 1.1, Performance Action 3)	-DCSS funding for job shadow transportation	Principal, Career Technologies teacher	List of employer-partners List of student participation	All Career Tech teachers, students, counselors, and administrators can articulate how WBL is connected to all Career Tech programs