

DeKalb County School System

***Consolidated School Improvement Plan
2011-2012***



Division of Teaching and Learning
Dr. Morcease Beasley, Interim Deputy Superintendent

Statement of Quality Assurance

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

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

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

Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)	Federal and State mandate Required for all DeKalb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan AYP Addendum (as appropriate) <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 type="checkbox"/> New Title I Schoolwide Plan <input checked="" 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 type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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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

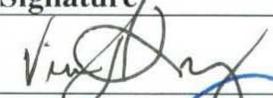
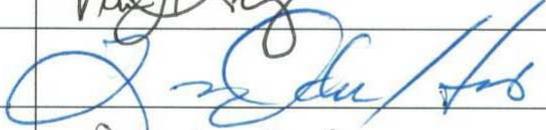
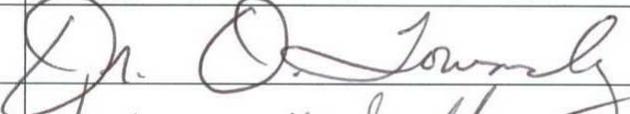
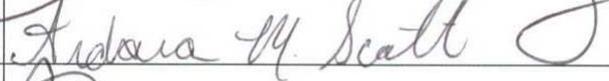
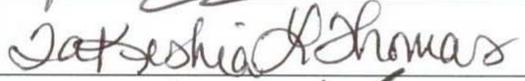
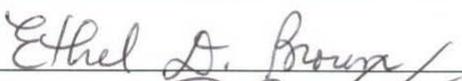
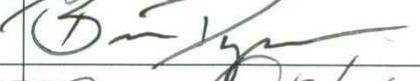
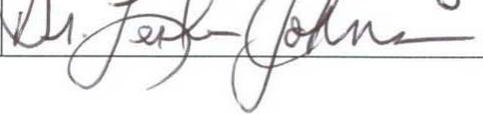
Purpose of Meeting: According the 2009 Georgia School Code, all school improvement plans (CSIP) must be submitted to the local School Council for "review, comments, recommendations, and approval".

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.	Ms. Vivian H. Terry, Principal	Vivian Terry	10/18/11
2.	Mr. Quinton J. Morris, Assistant Principal-Instruction	Quinton J. Morris	10/18/11
3.	Mr. Thomas Bowens, Board Member	Thomas Bowens	10/18/11
4.	Dr. Roy Dawson, Head Counselor (High School)	Roy Dawson	10/18/11
5.	Mr. Morris Gary III, Student Support Specialist	Morris Gary III	10/18/11
6.	TaKeshia Thomas, Lead Teacher Special Education	TaKeshia Thomas	10/18/11
7.	Ms. Lekesia Dix, High School Graduation Coach	Lekesia Dix	10/18/11
8.	Dr. Laurretta Lyle, Middle School Counselor, SST, 504 Coordinator	Laurretta Lyle	10/18/11
9.	Mr. Stacey Blake, Social Worker Dekalb Alternative School	Stacey Blake	10/18/11
10.	Dr. Oya Townsley, Volunteer Consultant and Community Rep.	Oya Townsley	10/19/11
11.	Mr. William Brown, Community Rep.	William Brown	10/19/11
12.	Ms. Jill Siler, Parent	Jill Siler	10/18/11
13.	Ms. Carmernetta Hall, Parent	Carmernetta Hall	10.19.11
14.	Darryl Siler, Student	Darryl Siler	10/18/11
15.	Mr. Joshua Hall, Student	Joshua Hall	10/18/11
16.	Mrs. Kimberly Bell, ESOL Teacher, High and Middle School	Kimberly Bell	10/18/11
17.	Mrs. Deborah Lestage, Teacher, Collaborative Education,	Deborah Lestage	10/18/11
18.	Mr. Mark Fishburn, Teacher	Mark Fishburn	10/18/11
19.	Ms. Larryssa Harris, Teacher	Larryssa Harris	10/18/11
20.	Ms. Mary Stafford	Mary Stafford	10/19/11
21.	Ms. Paris Montford, Student	Paris Montford	10/19/11

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	Vivian H. Terry		10/18/11
CSIP Facilitator	Larryssa J. Harris		10-18-2011
Parent Representative	Jill Siler		10/19/11
Parent Representative	Carmernetta Hall		10.19.11
Community Representative	Dr. Oya Townsley		10/14/11
Title I Representative	Ardona Scott		10-18-11
School Counselor	Roy Dawson		10/18/11
Special Education Representative	TaKeshia Thompson Thomas		10/18/11
Reading/ELA Chair	Mark Fishburn		10/18/11
Math Chair	Ethel D. Brown		10/18/11
Science Chair	Larryssa J. Harris		10/18/11
Social Studies Chair	Brian Dyess		10/18/11
Professional Learning Liaison	Larryssa J. Harris		10/18/11
Other (Student Support Specialist)	Morris Gary		10/18/11
Other (Teacher Leader, Co-Facilitator)	Lerlean Johnson		10/18/11

Executive Summary of Consolidated School Improvement Plan (CSIP)

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2011-2012. This includes the Needs Assessment, pertinent supporting data, and a plan of action for the new school year.

The following programs, initiatives, and/or interventions were successful for 2010 - 2011:

- Chess Club
- Title I Tutorial
- Learn and Serve Grant
- Metamorphosis
- Ropes Course
- Full-time Probation Officer
- Group Counseling
- Positive Growth Counseling Center
- Writing Seminars (GHS GT)

The following programs, initiatives, and/or interventions were not as successful as hoped in 2010-2011:

- Abundance of Surveys
- No survey results nor follow-up
- Electronic PAL (Profile for Assessment of Leadership)
-

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

- Although the community agencies were beneficial to a few students; overall the number of students served was limited
- Funding for science as a 2nd Indicator is extremely limited (practically non-existent)
- The reduction of ISS/OSS for SWD adversely impacts instruction; this warrants a full-time behavioral specialist
- Title I funding significantly reduced by staffing need, therefor reducing the extent of tutorial services

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2011-2012:

The following programs/initiatives were successful at Dekalb Alternative School (DAS) last year 2010-2011. They are, but are not limited to the following: The after school tutorial programs, metamorphosis, the writing seminars for 11th and 8th graders, the service-learning grant activities, ROPES Course, psychological service agencies, mentoring programs, instructional staff development opportunities, the Police Athletic League (PAL), as well as an on-site probation officers. DAS was able to obtain a vast amount of useful information through surveys of students, parents, and stakeholders. Moreover, DAS plans to continue the same programs and initiatives

indicated above. Even though funding for many of the programs has tremendously decreased or is no longer available due to unknown and unexpected circumstances, our goal is to offer students a well-rounded approach to education and make certain that each student has an opportunity to reach their maximum potential.

Dekalb Alternative School found barriers that negatively affected the success of the aforementioned programs/initiatives during SY 2010–11. An abundance of time spent by teachers taking surveys created an “overkill” effect. The placement of a myriad of survey documents in the Teaching and Learning Icon located on First Class required faculty and staff to forgo planning time in order to complete the abundance of these surveys. This process was viewed by faculty and staff as taking away from instructional planning and useful instructional time that could have been spent preparing engaging lesson plans and utilizing meaningful data by collaborating with colleagues during common planning times.

Dekalb Alternative School found the successful implementation of the above mentioned programs/initiatives were hindered by the following: psychological service agencies are limited to having student access throughout the instructional day. Dekalb Alternative School feels that psychological service agencies play an important role in the implementation of social and emotional education of our students. DAS strongly feels, based on a needs assessment, that psychological agencies and probation officers should be allowed access to students and become a permanent part of educating students holistically.

Based on the examination of past performances the following plan of action will be taken for the 2011-2012 school year: Dekalb Alternative School will use Title I funds to hire an additional Student Support Specialist (SSS) to assist with the behavioral and emotional growth of students at DAS. In addition, DAS will continue to seek additional support of psychological agencies to provide seminars and classes to students and parents who are in need. Moreover, DAS will look forward to continuing social and emotional growth of students by

allowing teachers to serve as mentors, as well as allowing counselors and graduation coaches to implement Guidance Classes to meet the needs of our students. DAS instructional staff will plan, develop, and implement engaging lessons to deliver common core state standards in order to meet the academic needs of our students. In addition, DAS will continue to write grants in an effort to receive assistance for service-learning. Our goal is to ensure that every student that enters the doors of DAS becomes a well- rounded productive citizen.

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>“Premier DeKalb Schools” – Setting the standard for Excellence through unity and purpose.</p>	<p>As a successful school for our stakeholders, DeKalb Alternative School will provide a supportive, content-rich environment that ensures that each student becomes a life-long learner and a responsible citizen. We do this by teaching conflict resolution skills, by requiring a high academic purpose, and by strengthening relationships among parents, children, and the community.</p>
<p>Mission How will we make our vision a reality?</p>	<p>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.</p>	<p>The mission of DeKalb Alternative School is to unite home and school to meet the students’ academic, social and emotional needs while preparing them to be responsible citizens.</p>
<p>Values What beliefs and standards guide our mission?</p>	<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 	<ul style="list-style-type: none"> ▪ There is a body of skills and knowledge that our students should and can master. ▪ The development of the well-rounded student requires diverse resources and creative approaches to social, emotional, academic, and moral growth. ▪ Successful transition of students to a successful future requires a partnership between school and community. ▪ Positive role models are paramount to the success of our students. ▪ Effective communication is essential to the success of the program and to the growth of the students we serve. ▪ All students and staff are entitled to a safe and respectful learning environment.

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**

The DeKalb Alternative School is located at East DeKalb Campus on Memorial Drive in central DeKalb. It serves 4th through 12th grade students who may no longer attend their home schools. DeKalb Alternative School employs a staff of 64 people, including a faculty of 34 certified teachers who average fifteen years instructional experience.

The Alternative School provides a supportive, content-rich environment, and offers assistance and support to those students who are transitioning back to their home schools, college, or career. The school offers a comprehensive curriculum that is aligned with that of the DeKalb County School System. Students are prepared to return to the home-school having received competitive academic standards as well as remedial assistance as needed.

Per disciplinary terms, students in the Alternative School are restricted from teams and clubs. However, students have an opportunity to participate in the Ropes course and outdoor classroom, the peer mediation program, morning and afternoon tutorials, and a variety of additional support groups.

▫ **Enrollment**

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

○ Ethnicity	African American – 131 Amer. Indian/Ala. – 0 Hispanic – 4 White - 3 Multi Racial - 2
○ Student with Disabilities (SWD)	37
○ Economically Disadvantaged	115
○ English Language Learners (ELL)	0
○ Gender	Male – 112 Female - 28

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 procedure used for school-wide planning and organization is based on Covey's "Seven Habits of a Highly Effective Leader" and "Principle-Centered Leadership." Covey believes there is enough work for everyone, teachers should be empowered into leadership roles, and administrators should not feel threatened by teachers in leadership roles. Our school-wide planning committee makes most of the decisions for our school. Components of our school-wide planning committee are the strategic planning committee and action teams that address specific issues requiring long-term planning. The action teams set goals and timelines and create strategies to meet those goals. Once the goals are met, the action teams address other items for school improvement. They follow the previous cycle and continuously improve our school. Immediate concerns that occur unexpectedly are addressed through community email and/or brief meetings to gather input from the staff. We have found that this method of including staff in the decision-making process builds morale, self-esteem, and encourages staff members to work hard for the success of our school.

The principal selected a group of school leaders from the classroom, administration, the counseling department, auxiliary staff and a parent to form a committee to facilitate the planning of the Consolidated School Improvement Plan. The team began the process with a look at the Strategic plan for School Improvement from 2009-2011 and years past. We looked at what curriculum and instructional goals were set and why the goals were or were not met. Each person on the team was assigned to chair a subcommittee; duties included but were not limited to: needs assessments, data collection and analysis, school culture, and student, family, and community concerns.

DeKalb Alternative School provides a Student Needs Assessment questionnaire at registration, during our entry conferences. This instrument along with an interview with the student and parent/guardian assesses student needs in academic, social and emotional areas. These assessments are taken at every entry conference. Conferences are held on Mondays, and Thursdays throughout the month. Our counseling department works with the appropriate personnel to develop both individual and group remedies for the needs outlined in the Student's Needs Assessment. In terms of assessing our needs for the current school year we used the results of teacher surveys, test scores, and GPS/QCC standards to generate action plans in each of the core disciplines.

Meetings are tentatively scheduled in six-week intervals: August 31 2011, October 4, 2011, November 15, 2011, January 10, 2012, February 15, 2012, March 28, 2011, and May 16, 2012. All meetings are scheduled for 2:45 PM and held in the D.A.S. media center.

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
X	School AYP Report	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America’s Choice DAT Review
X	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
X	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
X	End of Course Tests	X	Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills		Gifted Education	X	Student Surveys
X	SAT, ACT, and AP Exams			X	Parent/Community Surveys

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

According to DeKalb Alternative School’s GAPSS Analysis report the following strengths were identified: learning goals are aligned to the GPS/QCC, students apply learning goals in performance tasks aligned to the standards, all instruction has a defined work period, content specific vocabulary is developed in context, instruction and tasks reinforce students understanding of the purpose for what they are learning and it’s connection to the world beyond the classroom, instructional goals, activities, interaction, and classroom environment convey high expectations for student achievement, and classroom management is conducive to student learning.

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

Some challenges to D.A.S. are student attendance, poor parental involvement, and transportation (MARTA). Another concern stems from students enrolling into our program with low or no transfer averages (often with less than 4.5 weeks in the semester) drastically affected test scores. Parents have a difficult time coming to the site for many reasons including lack of transportation and full work schedules. According to DAS GAPSS Analysis report the following challenges were identified: The lesson begins with a clearly defined opening to strength and learning, instruction ends with a summary activity that reinforces the learning, the classroom instructor implements grouping strategies, the use of technology is integrated effectively into instruction, and students demonstrate personal efficacy and responsibility.

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

The focus of DeKalb Alternative Schools (DAS) Professional Learning Plan is to provide ongoing site based management professional learning activities in order to meet the instructional needs of students, parents, and teachers. In addition, the academic goals of the DeKalb County Schools represent those of DeKalb Alternative School; moreover, DAS identified various needs in order to reach the student population and to assist teachers in meeting the needs of its student body. These professional learning opportunities were developed after having reviewed and discussed, current student achievement data such as (but not limited to): the CRCT, EOCT, GHSGT, GHSWT, middle school writing assessments, elementary writing assessments, as well as, teachers’ formative and summative assessments and teachers’ and administrators’ professional observations. Moreover, Dekalb Alternative School will provide professional learning communities to teachers and students that will include collaboration with administrators, graduation coaches, counselors, and support personnel...etc. DAS will embed in the instructional day formative assessment opportunities for students and teachers to ensure that teaching and learning is an on-going process. In addition, collaborative workshops will be implemented throughout the school year to include diagnostic sessions of student data, instructional planning, student and teacher reflections, classroom talk, scaffolding, questioning, collaboration, writing and literacy opportunities, as well as, continued assessments of student achievement (formative and summative). The planned professional activities will include (but is not limited to) the following: Accountability Training, GTEP, Multiple Intelligence Assessments, ESOL Training, Promethean board Training, Data Analysis of (PSAT, GHSGT, GHSWT, CRCT, Writing Assessments, ACCESS)

Benchmark Assessment	Collaborative Education Workshop	Power Standards
Department Chair Agenda/Meeting	GPS Alignments	WIDA
Standards Based Classrooms	Curriculum Center Training	Lesson Plans Alignments/Protocol
Seven Steps for Teaching	Classroom Instruction/Marzano's Strategies	Depth of Knowledge Level (DOK)
Pedagogy of Instruction	Formative/Summative Assessment Strategies	Instructional Strategies Training
Differentiated Instructional Strategies	Sensitivity Training	AMO Training
Discipline with Dignity	Ropes Training	Testing Accountability
Technology Training	Seven Steps for Teaching and Learning	

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

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

Our administration uses the automated online system, PATS, to pre-screen and identify highly qualified teachers. The DeKalb County School System Human Resources Hiring Administrator assists the principals with recommendations for open teaching positions. The Staff Services Departments works with teacher candidates to make sure they complete any requirements to become highly qualified.

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

The principal assists with recruiting and attracting highly qualified teachers for DeKalb Alternative School through job fairs and university visits. Efforts are also be made to retain teachers through a strong professional development program and the assignment of a mentor teacher.

We have a small staff at DAS. The average number of teachers in each department is three. Because we are small, we are able to provide a nurturing environment for our students as well as our new teachers. We consider ourselves a very cohesive family. All of the teachers in a department serve as mentors to new teachers. However, our teachers have collectively created a list of concerns that a new teacher might have and put it into a "new teacher's checklist." The departments' heads are primarily responsible for ensuring they review all items on the "new teacher checklist" with the new teacher. Other members in the department address other items of interest as they surface.

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

New teachers are immediately introduces to the Teacher Support Specialist for overall support. They are also given information on the assessment tools (GTEP, walk-through, standards-based classroom checklist), Tuning Protocols, and they are allowed to observe strong teacher inside the building and beyond. New teachers are paired with a mentor in the same content area or in the same middle school team.

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.

Teacher decision-making is based on lesson plans, curriculum, and the county testing schedule. In the decision-making process, teachers will choose the standards and sequence for the instructional assessment. Teachers will examine assignments and collaboratively discuss student work. This information will be used to modify and monitor academic assessment. The needs of each student will be identified and supported through targeted instruction. This will ensure student progress in meeting standards. Classroom teachers will maintain teacher notes, records or logs that reflect teacher observations of student performance. Full portfolios concerning student performance will be available.

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

Academic assessment is used to modify instruction to meet the individual and collective needs of the students. Administrators and teachers will analyze test data to improve instruction. Administrators and teachers will monitor and evaluate implementation of the curriculum through an ongoing systematic school-wide process. Administrators and teachers will use performance data to review student work and to modify the curriculum.

The use of rubrics, teacher-made tests, projects, homework assignments, and oral and visual presentations are used to serve as tangible evidence of the mastery of stated objectives. Teachers will identify standards and benchmarks students have mastered. This information will recognize those students who need additional help. Instructions will reflect the needs of the students and the lessons will address strengths and weaknesses. After the evaluation, teachers will select appropriate strategies to facilitate learning. There are several methods teachers may use to revise daily instructions. Teachers may use a variety of teaching strategies to enhance daily instructions. Folders or portfolios will be used to collect work samples collected from students. Teachers may empower students to teach another person or a small group. Peer evaluation of a student's performance. Learning maps may contain scrapbooks and autobiographies. Teachers may use a rubric to evaluate learning as well.

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.

Upon entry into the DeKalb Alternative Program, our counseling staff carefully screens students at which time many of their deficits are identified and a plan is devised to address them. Students are also administered the Star Management Reading assessment to identify their reading levels. Initially our Assistant Principal for Instruction examined CRCT Scores for all of our eighth grades students. Students scoring less than 800 were given a rating using the DCSS Mathematics Student Selection Composite Measure. Students receiving the highest number of points using this instrument (Mathematics Student Selection Composite Measure) receive a level one plan and first priority in math tutorial classes. These classes tend to be smaller than regular high school classes (at most 15:1) and are afforded more one-on-one instruction. Other teachers will work collaboratively to develop a variety of performance tasks and assessments to measure progress toward standards. Assessments will be revised based on analysis of student work.

After an in depth look at our needs analysis, we have found it necessary to find means of doing pre-assessments and post-assessments to discover the depths to which students improved as a result of instruction received at D.A.S. We currently have an assessment instrument for reading, but we hope to acquire one for math classes. This will give us more appropriate guidance than the traditional standardized tests.

At our entry conferences, our counseling staff carefully screens students to determine if they can benefit from one of our virtual courses, or from our extensive after-school tutorial program, which includes middle and high school teachers and a reading specialist. Students are encouraged to take advantage of these valuable resources in their quest to master in a variety of disciplines. Multiple opportunities are provided to allow students to demonstrate improved performance. We do provide tutorial services for those students in need. Due to limited transportation, Title I funds are used to purchase MARTA cards so that students can attend tutorials.

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

Data is reviewed and analyzed every four and one half weeks for all students. Additionally, teachers along with the assistance of the instructional coach develop local assessments, and collaborate in data team meetings. Results of local, district and state-wide assessments are examined to check students' progress and to decide necessary re-teaching, remediation and enrichment.

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

Since we work so closely together as a staff, teachers usually collaborate with each other if either identifies a student who needs assistance beyond the regular day either in academic or social matters. The School Social Worker periodically shares information at staff meetings to help teachers and staff in their awareness of services available for students having difficulty with academic work in part because of court related, social, transportation, and other family problems.

Our Special Education teachers sometimes speak at faculty meetings to discuss general strategies that regular education teachers may utilize when they teach students with special needs. When necessary, they will meet with the regular education teachers individually and help them with specific strategies that target a need identified in the student's IEP.

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.

DeKalb Alternative School uses the following communication methods to provide parents with timely information about Title I programs and the academic progress of the students. Information about school and parent programs, meetings, and other activities are sent to parents in a format and in a language the parents can understand (to the extent practical).

- Entry conferences: (throughout the year- on Mondays, Tuesdays, and Thursdays) – to provide parents with information about Title 1, to review academic progress and to review school and board policies.
- Parent-teacher conferences: (to provide parents with information about the academic assessments used and the proficiency level of their children.
- DAS News Letter: an informative letter for parents containing any news that concerns the entire school: standardized assessment, achievements, programs or concerns that parents need to learn about are addressed in this publication.
- A survey is given to parents at the entry conferences. The data is collected and submitted to our local educational agency (LEA). Any unsatisfactory comments are attached to the School plan. In addition, parents on the local school advisory team will review the parents' comments and assist in addressing the suggestions and concerns on the survey.

Communication with the students concerning their academic standing when they enroll in D.A.S. comes from the **school** counselor and graduation coaches during the entry conference and meetings thereafter. Students are also surveyed by the full-time student support specialist for emotional, financial and other needs not directly associated with academic matters. The school social worker along with the student support specialist assists with finding the necessary community resources for families in need.

We also offer Title I Tutorial, Extended Learning Time, and Reading for additional academic assistance.

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.).

New students are assigned to us through the Student Evidentiary Hearing Committee for a variety of violations. To assist in the transition to our school, all students and parents are required to attend an entry conference. We review policies, procedures, academic requirements, scheduling, and a number of services available to assist the students and their families in dealing with the issues relating to the behaviors responsible for the student's assignment to DAS. This includes internal and external resources that can be tapped to help the student and family make the adjustments to DAS and, at the appropriate time, back to their home school. Since most students come here from another school, the transitional phase from grade to grade, elementary to middle, middle to high and early childhood programs has usually taken place in their home schools.

The Lead Teacher for Special Education (LTSE) reviews the Individual Educational Plan (IEP) of all Special Education students to be sure that academic and related services align to the IEP. The LTSE coordinates academic scheduling with the appropriate counselor and assigns a caseworker to each student to keep a vigilant watch over the IEP.

ESOL services are provided when students come to us with ESOL classes listed on their schedules or we determine that a student needs ESOL to assist them with the English language while attending DAS, through the Push-in model.

We will continue to use our New Student Orientation Program, which will facilitate a smoother transition back to school. These students have been suspended/expelled out of school for at least two weeks before they are assigned to DAS. This program introduces the students to our ROPES course, decision-making and problem-solving skills, and Steven Covey's Seven Habits of Highly Effective Teens.

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	X	Student Support Specialists
X	School Counselors	X	School Social Workers	X	Graduation Coaches

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

It is our belief that students who are safe, healthy and relatively happy about life, are better prepared for learning. Since student learning cannot be separated from student welfare, it is the responsibility of all staff working at DAS to ensure that a proper environment exists that promotes student well-being throughout the entire school.

Helping students to learn effectively and to develop positive attitudes and behaviors are common goals shared by teachers, student support services staff and parents. It requires that each young person is educated in an environment which provides for their individual development. This has been a long standing challenge for all involved in education.

The counseling department is working with the current teaching and administrative staff to identify mentors who are interested in working with students. The counseling department will provide training to the mentors. The mentors will have the opportunity to work with their mentees during and out of school.

Para-professionals serve to provide support in the classrooms in the following ways:

1. Provide one-on-one instructional assistance, as directed by the teacher, for students who need extra help with the subject matter.
2. Assist with classroom management by copying and distributing instructional materials, classroom supplies etc.
3. Assist in providing supplementary work and reinforce learning in small groups or with individuals while the teacher works with other individuals.
4. Use positive behavior supports consistent with those used by the supervising teacher.
5. Assist the teacher during assessment of students, such as those who are difficult to test.

Other non-teaching personnel, such as Counselors, Social Workers, School Psychologists, Student Support Specialists, Probation Officers and Community-based Counseling Organizations provide support to teachers in that they are resources to whom teachers may refer students to address a variety of non-academic issues that often impact student learning. The counseling staff and the school’s social worker work collaborative with outside agencies that may be consulted or recommended to parents or guardians when the needs of the students cannot be met by services provided by the school.

Strategies to Increase Parental Involvement (ESEA Mandate #5)

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

X	Site-based Parent Centers		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	X	Others (list here) Probation Officer

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

Because we are a small staff with less than 650 students enrolled per semester, we have opportunities to meet frequently with all our parents. The meetings are set-up throughout the semester to address academic and behavioral concerns. Additionally, we formally meet to issue and discuss progress reports twice each semester; in these meetings we are able to address students not meeting standards. Also, parents must attend entry conference to enroll their students.

Opportunities to assist parents in understanding standards and assessment are ongoing. We communicate this information through our syllabi, letters to parents, state produced literature, teleconferencing, and conferences.

We are in the process of implementing our parenting program. We have training materials on various topics relative to bridging the gap between school and home. Include ropes course/Saturday tutorial with parent participation.

In accordance with Title I rules and regulations, we are meeting with our parents three times per semester both Fall and Spring, for a total of six meetings. Parents have opportunities to provide input and make requests on school policy.

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

	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter (NCLB Mandate)	X	AYP Status Letter (NCLB 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).

Parents and community members are involved in the following ways to support teachers in meeting our targeted goals:

1. Serve on the Title I/ School-wide Improvement Planning Committee and the School Council. Currently, there is one parent on the Title I committee. The School Council consists of 2 business people, 1 parent, 1 student, 1 DCSS board member, 1 counselor, 1 DAS administrator and 2 teachers.
2. Parents help keep students involved in learning. Teachers let parents know that homework is important and give them tips on how to help students keep working.
3. Parents often request tutorial assistance for their children, visit classrooms to determine if instruction is meeting their child’s needs, to assess the behavior of their child and observe the general classroom atmosphere.

There is a parent who serves on the CSIP steering committee. Also parents and community members are provided opportunities to view the CSIP documents and provide comments and suggestions.

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

The Title I Parent Involvement Policy and Compact are reviewed and revised annually by our Parent Involvement Committee. They are presented at our first parent meeting. Signed copies are maintained at the school. One copy of each is sent to the district Title I office. Translation or interpretation of the compact and policy, 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.

Stakeholder Communication (NCLB Mandate #10)

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

Parents receive copies of their student’s state test scores as well as an interpretative guide. Teacher, graduation coaches, and administrators interpret and articulate the results assessments to stakeholders through one-on-one conferences, during school-wide parent-teacher conference, and in D.A.S. Newsletter. General information concerning test results is posted on our D.A.S. Assessment “Data Wall.”

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

Our school will communicate to the widest possible range of stakeholders the results of our disaggregated data through our school website, the DeKalb County School System website, the Governors’ Office of Student Achievement Report Card and the Georgia Department of Education AYP website. It is also published in the local papers: Atlanta Journal Constitution and The Champion.

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

Our school will communicate to the widest possible range of stakeholders the results of our CSIP through our school website. 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.

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 (NCLB 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>
All interventions were selected from the Georgia Department of Education Implementation Resource Guide.		

***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 will be utilized to increase student achievement at DeKalb Alternative School. We will use the funds to purchase materials and resources needed to aid teachers in the delivery of the school’s curriculum, hire additional staff to enhance student learning, and implement activities to unite teachers, students, and parents in efforts to educate our children. Funds will also be used to provide any appropriate staff development classes as needed. Data Analysis of the Georgia High School Graduation Test (GHS GT), End of Course Test (EOCT), and Criterion Reference-Competency Test (CRCT) will be ongoing in order to ensure data driven school-wide decisions. ARRA funds will be used for instructional equipment, instructional materials and parental involvement.
State Funds	Per Pupil funds will be used to support instructional programs with materials and equipment.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	All Professional Learning funds will be used to enhance our instructional program and to support our teachers’ pursuit of optimal student achievement. Teachers across the curriculum are trained in the area of student performance assessment using rubrics in the context of a ninety-minute class period. Teachers will attend a session outlining the latest testing data for the student body (school-wide and countywide). To supplement this information, teachers will be offered workshops in the areas of End of Course Testing, Georgia Performance Standards, data-driven instruction, alternative forms of assessment, and “teaching at risk students”. One teacher and an administrator will attend the Conference on Differentiated Instruction and return to conduct workshops to improve the delivery of instruction through the school at-large. Other annual conferences such as the Mathematics and Language Arts Conferences are also funded through Professional Learning.

Grants (list)	Ropes course grant is used to enhance the Ropes course equipment and for training.
PTSA	N/A
Partners in Education	Chick-fil-lay and Kroger provide incentives for students and teachers. Georgia Perimeter partners with DAS to provide transition activities for students getting ready to attend college. They also provide speakers.
Other (list)	

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

Reading/English/Language Arts Action Plan (NCLB Mandate #2)				
Annual Measurable Objective:				
<ul style="list-style-type: none"> ❖ 91% percentage of students who attend DAS for at least fifteen weeks will meet or exceed expectations in ELA on the GHSGT in the spring of 2012. ❖ 90% of 6th grade students, 88% of 7th grade students, and 91% of 8th grade students who have attended DAS for at least fifteen weeks will score ≥800 in ELA on the CRCT in the spring of 2012. 				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently. <ul style="list-style-type: none"> ▪ Utilize flexible grouping ▪ Use the 25 Book Campaign to encourage reading and strengthen comprehension ▪ Utilize leveled reading texts in small guided reading groups based on the interest level of the student, ▪ Utilize Read 180 ▪ Utilizing Lexile scores to determine student reading levels and appropriate assignment of materials 	Title I Professional Learning \$6,000 Books/Licenses to support Read 180	August 2011 - May 2012 Principal AP Instructional Coach Teachers	Lesson plans Teacher observation reading test scores Read 180 Student work Rubrics Benchmark assessments	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards
<u>Students with Disabilities</u> <u>Collaboration or Level 1 Plans</u>	No funding needed	August 2011- May 2012	Lesson plans Teacher	Lesson plans and observations indicate that teachers are utilizing

<p>Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts.</p>	<p>materials</p>	<p>Principal AP LTSE Instructional Coach Teachers</p>	<p>observation STAR reading test scores Student work Rubrics Benchmark assessments</p>	<p>preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>
<p>Personnel Planning and Organization Standard 3: 3.1 Performance/Action 2 Utilize the available financial resources to hire one paraprofessional to enhance student learning and maintain a focus on student achievement in reading/language arts</p>	<p>Title I Funding 35,000.00</p>	<p>August 2011- May 2012 Principal AP LTSE Instructional Coach Teachers</p>	<p>Schedules Personnel Budgets Leadership team minutes Agendas</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership and can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p>
<p>Materials equipment and supplies Planning and Organization Standard 3: 3.1 Performance/Action 1/2 Select supplemental materials based upon school and student data collected and analyzed, to address the identified needs in the area of reading/language arts (GHS GT Coach Books, Promethean Boards) Interpreting/Utilizing Lexile scores</p>	<p>Title I Funds \$8,000 Title I funds ARRA</p>	<p>August 2011- May 2012 Principal AP LTSE Instructional Coach Teachers</p>	<p>Budgets Leadership team minutes Agendas Inventory records</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership and can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p>
<p>Tutorial/Safety Nets/ELT Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs before, during, and after school. Programs such as, Saturday</p>	<p>Title I Funds \$6000</p>	<p>August 2011- May 2012 Principal AP LTSE Instructional Coach Teachers</p>	<p>Lesson plans Teacher observation STAR reading test scores Student work Rubrics</p>	<p>Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>

<p>school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p>			<p>Benchmark assessments</p>	
<p>English Language Learners Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	<p>Title I Funds \$1,800</p>	<p>August 2010- May 2011 Principal AP LTSE Media Specialist Instructional Coach Teachers</p>	<p>Posted standards Lesson plans Student created activities and projects</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GAPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.</p>
<p>Technology Integration: Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Programs include USA Test Prep, Read180, CRCT OnLine, Learning Styles assessment, STAR reading and math, and DOLA.</p>	<p>Title I Funds \$1,800</p>	<p>August 2011- May 2012 Principal AP LTSE Media Specialist Instructional Coach Teachers</p>	<p>Lesson plans Teacher observation STAR reading test scores Student work Rubrics Benchmark assessments</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

*Must be completed for schools with ten or more ELL students

Mathematics Action Plan (NCLB Mandate #2)				
Annual Measurable Objective:				
<ul style="list-style-type: none"> ❖ 91% of students who attend DAS for at least fifteen weeks will meet or exceed expectations on the Mathematics section of the GHSGT in the Spring 2012 ❖ 76% of 6th grade students, 76% of 7th grade students, and 76% of 8th grade students who have attended DAS for at least fifteen weeks will score ≥800 in Mathematics on the CRCT in the Spring of 2012 				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.</p> <ul style="list-style-type: none"> ▪ Utilize flexible grouping ▪ Utilize math projects in groups based on the interest level of the student ▪ Increase the use Integrated Technology, through the use of Brain Child 	Title I Professional Learning \$8,000	August 2011- May 2012 Principal AP Instructional Coach Teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards
<p><u>Students with Disabilities</u> <u>Collaboration or Level 1 Plans</u> Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have</p>	No funding needed Co-Teaching	August 2011- May 2012 Principal AP LTSE	Lesson plans Teacher observation CRCT Online test scores	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to

clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts.		Instructional Coach Teachers	Student work Rubrics Benchmark assessments	deliver instruction utilizing the preferred models of co-teaching.
Materials equipment and supplies Planning and Organization Standard 3: 3.1 Performance/Action 1/2 Select supplemental materials based upon school and student data collected and analyzed, to address the identified needs in the area of reading/language arts (GHS GT Coach Books, Promethean Boards)	Title I Funds \$8,000 Title I funds ARRA	August 2011- May 2012 Principal AP LTSE Instructional Coach Teachers	Budgets Leadership team minutes Agendas Inventory records	Teachers can describe the variety of resources utilized to teach the standards. Leadership and can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.
Tutorial/Safety Nets/ELT Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs before, during, and after school. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.	Title I Funds \$6000	August 2011- May 2012 Principal AP Instructional Coach Teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online	Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.
English Language Learners Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.	Title I Funds \$1,800	August 2011- May 2012	Posted standards Lesson plans Student created	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and

		Principal AP LTSE Media Specialist Instructional Coach Teachers	activities and projects	utilize WIDA and GAPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
<p><u>Technology Integration:</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Programs include PLATO, USA Test Prep, CRCT OnLine and DOLA.</p>	Title I Funds \$1,800	August 2011- May 2012 Principal AP LTSE Media Specialist Instructional Coach Teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.

*Must be completed for schools with ten or more ELL students

Science Action Plan				
Annual Measurable Objective:				
<ul style="list-style-type: none"> ❖ 89% percentage of students who attend DAS for at least fifteen weeks will meet or exceed expectations in Science on the GHSGT in the spring of 2012 ❖ 70% of 6th grade students, 70% of 7th grade students, and 70% of 8th grade students who have attended DAS for at least fifteen weeks will score ≥800 in Science on the CRCT in the Spring of 2012 				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.</p> <ul style="list-style-type: none"> ▪ Utilize flexible grouping ▪ Utilize GIZMO ▪ Utilize science projects in groups based on the interest level of the student 	Professional Learning 1,200.00	August 2011- May 2012 Principal AP Instructional Coach Teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards
<p><u>Students with Disabilities</u> Collaboration or Level 1 Plans Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the</p>	No funding needed	August 2011- May 2012 Principal AP LTSE Instructional	Lesson plans Teacher observation CRCT Online test scores Student work	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the

<p>subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts.</p>		<p>Coach Teachers</p>	<p>Rubrics Benchmark assessments</p>	<p>preferred models of co-teaching.</p>
<p>Materials equipment and supplies Planning and Organization Standard 3: 3.1 Performance/Action 1/2 Select supplemental materials based upon school and student data collected and analyzed, to address the identified needs in the area of reading/language arts (GHSGT Coach Books, Promethean Boards)</p>	<p>FTE funds</p>	<p>August 2011- May 2012 Principal AP LTSE Instructional Coach Teachers</p>	<p>Budgets Leadership team minutes Agendas Inventory records</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership and can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p>
<p>Tutorial/Safety Nets/ELT Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs before, during, and after school. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p>	<p>FTE funds</p>	<p>August 2011- May 2012 Principal AP Instructional Coach Teachers</p>	<p>Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online</p>	<p>Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p>English Language Learners Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	<p>FTE Funds</p>	<p>August 2011- May 2012 Principal</p>	<p>Posted standards Lesson plans Student created activities and</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GAPS standards.</p>

		AP LTSE Media Specialist Instructional Coach Teachers	projects	Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
<p><u>Technology Integration:</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Programs include GIZMO, USA Test Prep, CRCT OnLine and DOLA.</p>	FTE funds	August 2009- May 2012 Principal AP LTSE Media Specialist Instructional Coach Teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.

*Must be completed for schools with ten or more ELL students

Social Studies Action Plan				
Annual Measurable Objective:				
<ul style="list-style-type: none"> ❖ The percentage of students who attend DAS for at least fifteen weeks will increase from 60% to 62% n the meets or exceeds category on the Social Studies section of the GHSGT will increase from ❖ 50% of students who have attended DAS for at least fifteen weeks will score ≥800 on the Social Studies portion of the CRCT in the Spring 				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.</p> <ul style="list-style-type: none"> ▪ Utilize flexible grouping ▪ Utilize social studies projects in groups based on the interest level of the student 	Professional Learning 1,200.00	August 2011- May 2012 Principal AP Instructional Coach Teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards
<p><u>Students with Disabilities</u> Collaboration or Level 1 Plans Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the</p>	No funding needed	August 2011- May 2012 Principal AP LTSE Instructional	Lesson plans Teacher observation CRCT Online test scores Student work	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the

<p>subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts.</p>		<p>Coach Teachers</p>	<p>Rubrics Benchmark assessments</p>	<p>preferred models of co-teaching.</p>
<p>Materials equipment and supplies Planning and Organization Standard 3: 3.1 Performance/Action 1/2 Select supplemental materials based upon school and student data collected and analyzed, to address the identified needs in the area of reading/language arts (GHSGT Coach Books, Promethean Boards)</p>	<p>FTE funds</p>	<p>August 2011- May 2012 Principal AP LTSE Instructional Coach Teachers</p>	<p>Budgets Leadership team minutes Agendas Inventory records</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership and can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p>
<p>Tutorial/Safety Nets/ELT Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs before, during, and after school. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p>	<p>FTE funds</p>	<p>August 2011- May 2012 Principal AP Instructional Coach Teachers</p>	<p>Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online</p>	<p>Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p>English Language Learners Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	<p>FTE Funds</p>	<p>August 2011- May 2012 Principal</p>	<p>Posted standards Lesson plans Student created activities and</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GAPS standards.</p>

		AP LTSE Media Specialist Instructional Coach Teachers	projects	Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
<p><u>Technology Integration:</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Programs include PLATO, USA Test Prep, CRCT OnLine and DOLA.</p>	FTE funds	August 2011- May 2012 Principal AP LTSE Media Specialist Instructional Coach Teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.

*Must be completed for schools with ten or more ELL students

Second Indicator: Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: To reduce the number of students with 15 or more days of absence from 28.78 % to 15% from for the 2011-2012 school year. Increase the number of students’ passing the GHSGT AND CRCT by 2%.				
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
<p><u>Student attendance</u> Increase student attendance by communicating with parents via calling post, conducting home visits, and written notifications utilizing the following methods</p> <ul style="list-style-type: none"> ▪ Place new students on roll on their first day of class not the day they register. ▪ Parent Contact Logs ▪ Teacher call parent of absent student(s) ▪ Three day parent notification letter of students with three unexcused absences ▪ Five day parent notification letter of students with five unexcused absences ▪ Six day parent notification letter of students with six unexcused absences. ▪ Ten day parent notification letter of students with ten unexcused absences 	\$100.00	August 2011- May 2012 – gather data each semester Principal AP Student Support Specialist Counselors Teachers	Daily attendance Parent Contact Logs Home Visits Social Work Referrals Percentages on Daily Attendance Reports Student Absentee report	Support personnel, i.e., graduation coaches, student support specialist, and school administrators can describe 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. All personnel can provide support for students.

<ul style="list-style-type: none"> ▪ Teacher attendance posting ▪ Remove students on date that they have been withdrawn from the Alternative program. 				
<p><u>School Climate Performance/Action 14</u></p> <p>Students are given opportunities to be recognized for positive contributions to themselves and others.</p> <p>Continue to utilize the NBA (Perfect Attendance) initiative, Honors Day, Student of the Month, Dress Code Award</p> <p>Monitor attendance data and provide incentives for attendance and/or develop interventions to increase attendance (counseling small groups, home visits, utilizing various methods of parent communication, parent workshops, and mentors).</p> <p>Perfect attendance breakfast program every nine weeks.</p> <p>Recognize students for perfect attendance every weeks by way of morning announcements & place names on signs through out the building</p>	<p>Title I Parent Workshops \$6,000</p>	<p>August 2011- May 2012 – gather data each semester Principal AP Student Support Specialist Counselors Teachers</p>	<p>Daily attendance Parent Contact Logs Home Visits Program agendas Documentation of classroom recognition Awards/certificates Positive letters to parents Positive e-mail communication to parents Positive phone call log Recognition on PA system or class/school website</p>	<p>Teachers and students develop “standards for success”, or ways that students can demonstrate personal efficacy and citizenship.</p> <p>Students are consistently recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals.</p> <p>Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.</p>
<p><u>Tutorial/Safety Nets/ELT Assessment Standard 3: 3.1 Performance/Action 4</u></p>	<p>Title I Funds \$6000</p>	<p>August 2011- May 2012 Principal</p>	<p>Lesson plans Teacher observation</p>	<p>Safety net instruction is continuously monitored and teachers can explain how student</p>

<p>Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs before, during, and after school. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <p>Provide tutoring for students taking CRCT AND GHSGT. High School Students will utilize online tutorials such as USA test prep during these sessions. Middle School Students will attend after school tutorial sessions on areas of CRCT “Did Not Meet” criteria.</p>		<p>AP Instructional Coach Teachers</p>	<p>test scores Student work Rubrics Benchmark Assessments CRCT Online</p>	<p>are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p><u>Performance/Action 2</u></p> <p>The Graduation Coach will conduct an assessment to create a profile of students within the school, identify students with multiple risk factors, and identify possible barriers to student success:</p> <ul style="list-style-type: none"> ▪ The High School Graduation Coach will meet with High School students individually to discuss graduation requirements, summary of credits and diploma types. ▪ Provide individual/group counseling for all students to identify and resolve 	<p>None needed</p>	<p>August 2011 – August 2012 Principal, AP Graduation Coach/ Plato and Middle School trained teachers All Teachers</p>	<p>Member list Meeting dates Sign-in sheets Agendas Minutes Communication Log/ Sign In sheets Daily/Monthly Reports Communication documentation</p>	<p>The Graduation Coach meets regularly with the school administrators and the teachers to discuss trends and best practice to address student attendance, academic performance and discipline issues.</p>

<p>attendance and behavior issues.</p> <ul style="list-style-type: none"> Provide individual/group transition sessions for students transitioning from Elementary school to Middle School and from Middle School to High School. 				
<p><u>Graduation Rate</u></p> <p>The Graduation Coach will conduct an assessment to create a profile of students within the school, identify students with multiple risk factors, and identify possible barriers to student success.</p>	None needed	August 2011 – August 2012 Principal, AP Graduation Coach/ Plato and Middle School trained teachers All Teachers	Assessment guidelines List of documents for review Attendance data Progress reports Discipline reports Test results, CRCT, GHS GT, and benchmark data Summary of teacher failures Climate/school culture survey data Data wall/data room	The team will describe the process and timelines for completion of student needs assessment and student demographics. Written copies of results exist and are utilized in planning for improvement.
<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.</p>	None needed	August 2011 – August 2012 Principal, AP Graduation Coach/ Plato and Middle School trained teachers All Teachers	CSIP document CSIP action plans CSIP addendums and appendixes CSIP posting on DCSS website	The CSIP includes research-based interventions from the Georgia School Keys implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.

Library-Media Action Plan

Annual Measurable Objective:

- ❖ 91% percentage of students who attend DAS for at least fifteen weeks will meet or exceed expectations in ELA on the GHS GT in the spring of 2012
- ❖ 90% of 6th grade students, 88% of 7th grade students, and 91% of 8th grade students who have attended DAS for at least fifteen weeks will score ≥800 in ELA on the CRCT in the Spring of 2012
- ❖ The percentage of students who attend DAS for at least fifteen weeks will increase from 65% to 67% n the meets or exceeds category on the Reading Language Arts section of the GHS GT will increase from
- ❖ 50% of students who have attended DAS for at least fifteen weeks will score ≥800 on the Language Arts portion of the CRCT in the Spring

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 1.2:PA 4</u> The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation</p> <ul style="list-style-type: none"> ▫ Leveled books are made available to students based on reading levels. ▫ Implement the twenty-five book campaign by providing reading materials that address the interest and reading levels of the students. ▫ Assist with organization of principal’s 	\$1,000.00 Title I \$1,886.00 Media	August 2011- May 2012 Principal AP Teacher- Librarian Teachers	Lesson plans Teacher observation STAR reading test scores Student work Rubrics Benchmark assessments	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.

book of the month				
<p>Instruction Standard 2: 2.7 Performance/Action 2 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. National Technology Standards All students will select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.</p>	<p>\$1,000.00 Title I</p> <p>\$1,886.00 Media</p>	<p>August 2011- May 2012 Principal AP Teacher- Librarian Teachers</p>	<p>Lesson plans Teacher observation STAR reading test scores Student work Rubrics Benchmark Assessments Media committee minutes Resource alignment to units Media circulation records, etc.</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>
<p>Instruction Standard 1 1.2 Performance/Action 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.</p>	<p>\$1,000.00 Title I</p> <p>\$1,886.00 Media</p>	<p>August 2011- May 2012 Principal AP Teacher- Librarian Teachers</p>	<p>Student work Rubrics Benchmark Assessments Media committee minutes Resource alignment to units Media circulation records, etc.</p>	<p>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.</p>

Professional Learning Plan (CSIP 2011 through 2012) -					
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)	Improve student achievement in the four content areas (Math, Eng./ Lang. Arts, Science, S. Studies)	Differentiated Instruction Technology Training (Integrating Technology in the Classroom) PL Communities to Research/Review Pedagogy & Best Practices	August 2011 – May 2012	Lessons Plans, Student Work, Progress Reports PL Agendas, logs & minutes	CRCT GHS GT, EOCT IEPs, GAAs
Federal	Improve student achievement in the four content areas To improve parental involvement by providing six parent meetings	Differentiated Instruction/Conference, Title I Conference, National Council on Education Black Males, Professional Learning Communities at Work, Technology Training (Integrating Technology in the Classroom) PL Communities to Research/Review Pedagogy & Best Practices Six Title I Parent Workshops	August 2011 – May 2012	Lessons Plans, Student Work, Progress Reports PL Agendas, logs & minutes Workshop Agendas & Sign-In Logs	CRCT GHS GT, EOCT IEPs, GAAs Increased Parental Involvement

Professional Learning Plan (CSIP 2011 through 2012) -					
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	
Grants	<p>Improve student achievement in the four content areas</p> <p>To improve students ability to operate in a team setting, problem-solve, and effectively communicate</p>	<p>Ropes Course Facilitator Training</p> <p>Student Ropes Course Activities</p> <p>Nantahala Trip(s)</p>	<p>August 2011 – May 2012</p>	<p>Lessons Plans, Student Work, Progress Reports</p>	<p>CRCT</p> <p>GHSGT, EOCT</p> <p>IEPs, GAAs</p> <p>Decreased Discipline referrals</p>
Local	<p>Improve student achievement in the four content areas</p>	<p>Differentiated Instruction</p> <p>Technology Training</p> <p>Project Ice</p>	<p>August 2011 – May 2012</p>	<p>Lessons Plans, Student Work, Progress Reports</p> <p>PL Agendas, logs & minutes</p>	<p>CRCT</p> <p>GHSGT, EOCT</p> <p>IEPs, GAAs</p>

School Climate CSIP Addendum				
Georgia School Key Strand: Planning and Organization				
Fully Operational Standard 4: All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance Action:</u> School Safety/Discipline Committee has been combined with the school discipline committee to optimize district policy positive behavior intervention and supports (PBIS) alignment.</p> <ul style="list-style-type: none"> • The study on violence prevention and school culture with is updated annually • No Place for Hate (a classroom of difference) has been adopted as part of our violence prevention plan along with a PBIS based programming. • School staff is continually educated on the best practices in violence prevention, including a district based anti-bullying program. • Extending these actions to students, parents and stakeholders. 	None needed	August 2011- May 2012 Principal Asst. Principals Grad. Coaches Support Specialist Counselors Social worker Resource Officer Campus Security Officers Teachers Parents Students	Member list with duties Meeting dates Sign-in sheets Agendas Minutes	A Safe School/Discipline 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.
<p><u>Performance Action:</u> Completes monthly review of discipline data and yearly needs assessment! Plus safe school audit of building and grounds.</p>	None Needed	August 2011- May 2012 Principal Asst.	Meeting dates Sign-in sheets Agendas Minutes	Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data

<p>Surveys to measure risk and protective factors</p> <ul style="list-style-type: none"> Local school discipline data (i.e. attendance, tardy, referral, dispositions) Unsafe school choice option data Safe school audit of the building and grounds 		<p>Principals Grad. Coaches Support Specialist Counselors Social worker Resource Officer Campus Security Officers Teachers Parents Students</p>	<p>Spreadsheets Reports</p>	<p>analysis is utilized to develop action plans and task forces as needed.</p>
<p><u>Performance Action:</u> The Safe Schools/Discipline Committee implements the Positive School Discipline Plan (<i>this has been done and reviewed by Dr. Crawford</i>) Logic model still pending.</p>	<p>None Needed</p>	<p>August 2011- May 2012 Principal Asst. Principals Grad. Coaches Support Specialist Counselors Social worker Resource Officer Campus Security Officers Teachers</p>	<p>Pyramid of interventions Written school discipline plan List of persons responsible Time line of implementati on</p>	<p>Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment (i.e., classroom meetings, teaching and supporting the use of pro-social skills such as empathy and social problem solving, teaching and supporting health promotion strategies that support good nutrition and exercise). An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom. All students are aware classroom</p>

		Parents Students		<p>and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with school counselor, parent/teacher conferences, tutoring, mentoring, support groups, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions.</p>
<p><u>Performance Action:</u> School staff is continuously directed to implement research-based safe school standards</p>	None Needed	<p>August 2011- May 2012 Principal Asst. Principals Grad. Coaches Support Specialist Counselors Social worker Resource Officer Campus Security Officers</p>	<p>Faculty meeting agendas Sign-in sheets Memorandum Posted school policies and protocols</p>	<p>Safe school standards are posted throughout the school. Research-based safe school standards are discussed at faculty meetings and in professional learning communities. Teachers, support staff, and administrators can articulate best practices that are being utilized school wide to positively impact student behavior.</p>

		Teachers Parents Students		
<p><u>Performance Action:</u> The school includes a goal in the Consolidated School Improvement Plan (CSIP) that represents the partnership of best practices in social emotional learning and academic high standards for all students</p>	None needed	Principal Asst. Principals Grad. Coaches Support Specialist Counselors Social worker Resource Officer Campus Security Officers Teachers Parents Students	CSIP document CSIP action plans CSIP addendums and appendixes CSIP posting on DCSS website	The CSIP includes research-based interventions from the Georgia School Keys Implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.
<p><u>Performance Action:</u> The Consolidated School Improvement Plan (CSIP) includes integration of a Positive School Discipline Plan with the academic curriculum.</p>	None needed	August 2011- May 2012 Principal Asst. Principals Grad. Coaches Support Specialist Counselors Social worker Resource Officer Campus	CSIP action plans CSIP appendixes Individual Teacher Classroom Plans Student Recognition	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.

		Security Officers Teachers Parents Students		
<p><u>Performance Action:</u> The Safe Schools Committee develops yearly outcome-based objectives based on the needs assessed during the data review.</p>	None Needed	August 2011- May 2012 Principal Asst. Principals Grad. Coaches Support Specialist Counselors Social worker Resource Officer Campus Security Officers Teachers Parents Students	Yearly objectives	Committee members can articulate the climate needs of the school and the objectives that will address these needs. A written copy of the objectives exists and informs the school wide discipline plan.

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 <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 1</u> The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:</p> <ul style="list-style-type: none"> • Assign TSS to teachers new to the profession • Assign grade level chairs to teachers new to the building • Provide mentors to veteran teachers upon request or upon identified need • Schedule a formal time for mentors and mentees to meet <p>Provide guidelines to mentors regarding how to effectively serve in their roles.</p>	No funding needed	August 2011- May 2012 Principal APS TSS Title I Instructional Coaches Graduation Coach Instructional Change Coach	TSS handbook Mentor assignment list Scheduled mentoring meeting times Calendar of mentor-mentee activities Training agendas Training sign-in sheets	Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of and effective implementation of best mentoring practices.
<p><u>Performance/Action 3</u> The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> • Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once per semester 	Title I funding for subs \$450.00	August 2011- May 2012 Principal APS Counselors TSS Title I Instructional Coaches Graduation	Master schedule Calendar of collaborative planning events Collaborative planning meeting minutes	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.

<ul style="list-style-type: none"> Develop and maintain a master schedule that allows collaborative planning time on a bi-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 <p>Train faculty members on how to develop and implement effective collaborative planning protocols</p>		<p>Coach Instructional Change Coach Teachers</p>	<p>Lesson plans Classroom observations</p>	
<p><u>Performance/Action 1</u> The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:</p> <ul style="list-style-type: none"> Assign TSS to teachers new to the profession Assign grade level chairs to teachers new to the building Provide mentors to veteran teachers upon request or upon identified need Schedule a formal time for mentors and mentees to meet <p>Provide guidelines to mentors regarding how to effectively serve in their roles.</p>	<p>No funding needed</p>	<p>August 2011- May 2012 Principal APS Counselors TSS Title I Instructional Coaches Graduation Coach Instructional Change Coach Teachers</p>	<p>TSS handbook Mentor assignment list Scheduled mentoring meeting times Calendar of mentor-mentee activities Training agendas Training sign- in sheets</p>	<p>Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of and effective implementation of best mentoring practices.</p>
<p><u>Performance/Action 5</u> The principal and APs will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Follow-up regarding supportive</p>	<p>No funding needed</p>	<p>August 2011- May 2012 Principal APS Counselors TSS</p>	<p>Meeting minutes and talk points Documentation of support actions</p>	<p>School leaders facilitate coaching meetings with teachers and/or administrators, and they can describe how they developed their coaching plans and the progress that the teacher or administrator has</p>

actions will be documented.		Instructional Change Coach		made.
<p><u>Performance/Action 7</u></p> <p>Establish and maintain a FirstClass icon (Teachers' Lounge) within the school house specifically designed and accessed by all teachers. Use this icon for the following functions:</p> <ul style="list-style-type: none"> • Weekly tips regarding instruction, communication, documentation, and available resources • Share lesson plans/ • Discussion groups • Professional Learning opportunities 	No funding needed	August 2011- May 2012 Principal AP Counselors TSS Instructional Change Coach Title I Instructional Coaches WebMaster CTSS	FirstClass links Printouts of tips and on-line discussions, other electronic support List of teacher leaders	Teachers can articulate/demonstrate how technology has been utilized to provide additional support. Teachers can describe how resources have been provided and their impact on teacher practice and student achievement.

Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
	Not Applicable.			