

School Name: Arabia Mountain High School

Principal: Rodney Swanson

Plan Year: 2012-2013

DeKalb County School District

Consolidated School Improvement Plan 2012-2013



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

Statement of Quality Assurance

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

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

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

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

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance	2
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	4
Establishing a CSIP Facilitator, Committee, and Subcommittees	5
Steering Committee Members and Signatures	7
Mission and Vision	9
Developing a Comprehensive Needs Assessment	11
Leadership and Governance	12
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	12
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	13
Support Services for Student Learning	13
Strategies to Increase Parental Involvement	14
Stakeholder Communication	16
Scientifically Based Research	17
Coordination and Integration of Federal, State, and Local Services and Programs	18
Reading/ELA Action Plan	19
Math Action Plan	22
Science Action Plan	24
Social Studies Action Plan	26
Attendance/Graduation Rate Plan	28
Library-Media Action Plan	29
Professional Learning	31
School Climate Action Plan	32
Teacher Retention Action Plan	33
Career Technology Action Plan (Middle and High Schools Only)	34

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Paul Brown		
2.	Katreena Lake		
3.	Nicole Logan		
4.	Tanya Smith		
5.	Wanda Snipes-McKelvey		
6.	Will Thomas		
7.	Andrea Williams		
8.	Debra Williams		
9.	Nicole Harper		
10.	Mark Joyner		
11.	Kwame Omi		
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Rodney Swanson		
CSIP Facilitator	Monica Black		
Parent Representative (can not be a school employee)	Tanya Graham		
Student Representative (required for High School)	Dara Taylor		
Community Representative (can not be a school employee)	Johnny Waites		
School Counselor	Tammy Bates		
Special Education Representative	Carlton Vivians		
Reading/ELA Chair	Quail Arnold		
Math Chair	Carletta Malcom		
Science Chair	Fred Okoh		
Social Studies Chair	Ella Davis		
Professional Learning Liaison	Nicole Harper		
Other (specify)			
Other (specify)			

Executive Summary of Consolidated School Improvement Plan (CSIP)

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

The following programs, initiatives, and/or interventions were successful for 2011-2012: The late work policy was changed and allowed students to turn in late work within the 4.5 window. If the students did not turn in the assignment on time they had three other opportunities to turn in assignments with points deducted. The test retake policy allowed students retake a test within the 4.5 week period. Advanced placement teachers had study sessions on Saturday mornings and one day during the week. SAT prep courses were sponsored by the PTSA.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012: Last year's late policy allowed students to miss instructional time. The computer based appointment maker was established and because it was new it did not work very well.

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions: Teacher buy-in led to some of the initiatives not being successful.

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

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>The vision of the Arabia Mountain school community is to create a nationally recognized school of excellence with students who excel and compete academically, athletically, and artistically.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>The mission of Arabia Mountain High School is to engage students in active learning and service through collaborative instruction using the school and community as context for developing understanding of human and environmental interactions while preparing students to be involved citizens.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving 	<p>Our learning community will</p> <ul style="list-style-type: none"> • Foster clear environmental awareness of, and concern about, mathematical, historical, economic, social, and political interdependence at all levels in the community. • Provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment. <p>Develop and reinforce new patterns of environmentally sensitive behavior among individuals, groups, and society as a whole for a sustainable environment.</p>

<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none">• Flexibility and adaptability• Initiative and self direction• Social and cross cultural interaction• Productivity and accountability• Leadership and responsibility• Information and technology literacy• Critical thinking and problem solving• Creativity and innovation	<p>Our learning community will</p> <ul style="list-style-type: none">• Foster clear environmental awareness of, and concern about, mathematical, historical, economic, social, and political interdependence at all levels in the community.• Provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment. <p>Develop and reinforce new patterns of environmentally sensitive behavior among individuals, groups, and society as a whole for a sustainable environment.</p>
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Developing a Comprehensive Needs Assessment

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

- **Geographic location**
- **Enrollment**
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

Located in Lithonia in south DeKalb County, Arabia Mountain High School is adjacent to the Arabia Mountain National Heritage area. Arabia hosts DeKalb Schools' Environmental Energy and Engineering Magnet Program which is designed to support students aspiring to become engineers, soil conservationists, microbiologists and other environmental related professions. Ninety-seven percent of the students attending Arabia Mountain High School are African American; two percent Hispanic; and one percent is identified as multi-racial. Forty percent of the students attending Arabia Mountain High School receive free or reduced lunch. Two percent of all students are identified as Students with Disabilities (SWD) and only three students are English Language Learners.

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

- **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**
 - **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**
- Members of the Georgia Partnership for Excellence in Education facilitated a two-day strategic planning session. One month of pre-work was required as follows.
- Customer service surveys were conducted with teachers, parents, and students.
 - Attendance data for students and teachers was graphed.
 - Student achievement data was disaggregated (Georgia High School Graduation Tests, EOCT, benchmarks, retention data, and grade distribution reports).
 - Appreciative inquiry sessions were conducted with staff, students, and parents.

The planning session began with activities that required the team of seventeen (parents, teachers, and students) to review the mission and values for the Arabia Mountain High school Community. The review was followed by a review of data strands that were submitted by the principal during the summer months.

Based on the data provided, members of the team identified the Strengths, Weaknesses, Opportunities, and Threats for the school. The second day of the planning session was designed and used to develop a plan to address the school's weaknesses and mitigate the school communities threats using the strengths and opportunities identified.

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)	X	GaDOE GAPSS Review
	CCPRI	X	Students with Disabilities	X	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		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
	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
X	SAT, ACT, and AP Exams			X	Parent/Community Surveys

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

Leadership and Governance

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

Using recent test scores (PSAT, Georgia High School Graduation Tests, EOCT, Advanced Placement results and benchmark data), attendance data, perception surveys, and data from the appreciative inquiry activity, a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis was conducted using the school's strategic planning team. A SWOT is a tool for auditing an organization and its environment. It is the first stage of planning and helps those involved to focus on key issues. SWOT stands for strengths, weaknesses, opportunities, and threats. Strengths and weaknesses are internal factors. Opportunities and threats are external factors

Based upon our analysis of the data sources, strengths identified include:

- Communication (student, teacher and parent survey)
- Involvement in decision-making (parent survey)
- Aligned learning goals (teacher survey)

- A facility conducive for teaching and learning (teacher survey)
- An organizing framework for instruction (teacher survey)
- Adult volunteers (student survey)
- Additional help from teachers (student survey)
- Student Performance on the Georgia High School Graduation Tests and End-of-Course Tests
- Attendance (98%)
- Staff attendance (96 percentile)
- A low rate of disciplinary infractions
- A low retention rate

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

Using recent test scores (PSAT, Georgia High School Graduation Tests, EOCT, Advanced Placement results and benchmark data), attendance data, perception surveys, and data from the appreciative inquiry activity, a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis was conducted using the school's strategic planning team. A SWOT is a tool for auditing an organization and its environment. It is the first stage of planning and helps those involved to focus on key issues. SWOT stands for strengths, weaknesses, opportunities, and threats. Strengths and weaknesses are internal factors. Opportunities and threats are external factors

Based upon our analysis of the data sources, challenges identified include:

- Differentiated instruction or adjustments to meet the needs of students (student, teacher, and parent survey)
- The maximization of instructional time (teacher survey)
- The involvement of students in decision-making (student survey)
- Involvement of parents at the academic level (teacher survey)
- Advanced placement rate of students scoring a "3" or higher
- Math I End of Course test scores
- Math II End-of-Course test scores
- U.S. History End of Course test scores

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

Based upon the GAPSS analysis and the data from the strategic planning team, the professional development most important to our staff are strategies for differentiating instruction, Response to Intervention (RTI), instruction for document-based writing (Advanced Placement), Project ICE strategies for special needs students, and integrating technology to maximize instructional time.

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

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

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

School Counselors: Our counselors meet with all students and parents to go over their high school plan.

Psychologists: Works with students and parents to ensure that students are academically focused.

Student Support Specialists: Works with our students and parents to ensure that students are receiving support based on their IEP or 504.

Social Workers: Works with our students and parents to make sure that our students have the support they need to concentrate on.

School Nurses: AMHS does not have a school nurse.

Strategies to Increase Parental Involvement

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

X	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		

X	Parental Involvement Survey/Summary		Others (list here)
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10) Describe how the school uses the strategies checked above to increase parental involvement.

Members of the Georgia Partnership for Excellence in Education facilitated a two-day strategic planning session. One month of pre-work was required as follows.

- Customer service surveys were conducted with teachers, parents, and students.
- Attendance data for students and teachers was graphed.
- Student achievement data was disaggregated (Georgia High School Graduation Tests, EOCT, benchmarks, retention data, and grade distribution reports).
- Appreciative inquiry sessions were conducted with staff, students, and parents.

The planning session began with activities that required the team of seventeen (parents, teachers, and students) to review the mission and values for the Arabia Mountain High school Community. The review was followed by a review of data strands that were submitted by the principal during the summer months.

Based on the data provided, members of the team identified the Strengths, Weaknesses, Opportunities, and Threats for the school. The second day of the planning session was designed and used to a develop plan to address the school's weaknesses and mitigate the school communities threats using the strengths and opportunities identified.

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

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

Stakeholder Communication

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

After every standardized test, results will be issued to students. Teachers will break down the strands from the results to present to leadership to redeliver to parents as part of the school's vision. Informational meetings will be conducted by the counseling department and PTSA to support our parent's interpretations of the individualized student data. The school's website will have a FAQ about how to read the results page.

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

Members of the Georgia Partnership for Excellence in Education facilitated a two-day strategic planning session. Parents were important members of the planning team. The resulting plan requires that the principal and parent conduct two planning sessions with parents to gain additional insight and share data from the review. Also, the school's disaggregated data is shared annually at the "State of Arabia Mountain High School" address conducted by the school's principal.

Finally, a link to the school report card has been added to the school's web site.

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

Members of the Georgia Partnership for Excellence in Education facilitated a two-day strategic planning session. Parents were important members of the planning team. The resulting plan requires that the principal and parent conduct two planning sessions with parents to gain additional insight and share data from the review. The CSIP will be shared as a component of the work sessions.

Also, the CSIP is shared annually at the "State of Arabia Mountain High School" address conducted by the school's principal. Following the address, the presentation and CSIP are emailed to parents. More than 95% of our parents have provided an email address for the purpose of school communication.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

The School Keys: *Unlocking Excellence through the Georgia School Standards* is the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia's students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

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

School Name: Arabia Mountain High School

Principal: Rodney Swanson

Plan Year: 2012-2013

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	None
State Funds	Per Pupil and Equipment budgets are aligned with the goals provided in the Consolidated School Improvement Plan 83,808.00
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	None
Federal School Improvement Grants	None
Local Professional Learning Funds	\$2,000-Supporting the writing process
Grants (list)	\$10,000 Turner Foundation, EIC Teacher Training
PTSA	\$2,000-Supporting student recognition
Partners in Education	

	None
Other (list)	None

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

Reading/English/Language Arts Action Plan				
Annual Measurable Objective: Exceed Georgia State GHS GT Percent on Target 97% Exceed Georgia State GHS WT Percent on Target 97% Meet 2011 9th Grade EOCT Passing Rate of 95% Meet 2011 11th Grade EOCT Passing Rate of 99% **AP Language Exam Passing Rate of 25% **AP Literature Exam Passing Rate of 40%				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Students will continue to engage in classroom discussion, will do quality peer teaching and group participation (constructivist learning). Students will make text connections to self, other texts, and world, especially by incorporating their community investigations into their ELA curriculum. Instruction will increase focus on research and expository writing, active inquiry, and personal accountability.	Strategies for improving vocabulary, reading comprehension skills, and critical thinking Advanced	August 2012 – May 2013 Teachers, Dept. Chair, Dept. AP, Instructional AP	Pre-/Post- tests; practice tests; lesson plans; collaborative planning artifacts; observations of standards-based classroom; benchmarks aligned with the CCCCGPS standards	Students will be engaged in class discussions and activities up observations by department chairs and administrators. Teachers will use lesson plans and technology to make classes interactive and participatory. Students will show mastery of content through various assignments and tests.

	<p>Placement workshop for analytical writing and holistic grading</p>			
<p><u>Students with Disabilities</u> <u>Mainstreamed resource students must improve reading comprehension and writing skills to meet CCCGPS. Students will make text connections to self, other texts, and world, especially by incorporating their community investigations into their ELA curriculum. Collaborating resource teacher can offer one-on-one assistance and alternative assessment. Teachers Will also provide additional resources such as USA Test Prep and other online tools that will help resource students increase reading comprehension. Teachers will also provide modified instructions that will help the students be successful.</u></p> <p><u>Teachers will implement ICE collaborative strategies to maximize student performance, including parallel teaching, alternative teaching, team approach teaching and stations.</u></p>	<p><u>Strategies for helping the mainstreamed student – alternative assessment</u></p>	<p><u>August - May 2012</u> <u>Resource Dept; general education teachers</u></p>	<p><u>Pre-/Post- tests; practice tests; lesson plans; collaborative planning artifacts; observations of standards-based classroom; benchmarks aligned with the CCGPS standards</u></p>	<p><u>Mainstreamed students will participate in class along with general education students. The students will use additional resources such as an abridged version of the test or an audio version of the text to help them understand the content. Students will demonstrate mastery of the content through class projects, papers, and assignments. Teachers will assess and determine need for re-teaching and alternative assignments.</u></p>
<p><u>English Language Learners*</u> <u>English Language Learners must demonstrate an ability to comprehend and use the English language. Ell students must also take and pass the GHSgt to</u></p>	<p><u>ICE Training; ELL In-service; Differentiation Strategies</u></p>	<p><u>August 2012 - May 2013</u></p>	<p><u>Pre-/Post- tests; practice tests; lesson plans; collaborative planning artifacts; observations of</u></p>	<p><u>ELL education students will participate in class along with general education students. The students will use additional resources such as an abridged</u></p>

School Name: Arabia Mountain High School

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<p><u>demonstrate competency of the material. The ELL consultant at the school will provide one-to-one assistance with those students who have been identified as ELL. The classroom teachers will keep current data and differentiate instruction to suit the needs of the ELL learners. The English teacher will consult with the ELL teacher to determine areas of strengths and weaknesses of students. The teachers will also collaborate to determine best practices for ELL students.</u></p>			<p><u>standards-based classroom; benchmarks aligned with the CCGPS standards</u></p>	<p><u>version of the test or an audio version of the text to help them understand the content. Students will demonstrate mastery of the content through class projects, papers, and assignments. Teachers will assess and determine need for re-teaching and alternative assignments.</u></p>
<p><u>Technology Integration Promethean Board in all classrooms along with ActivExpressions classroom sets of interactive software; fully booked use of all school computer labs; first class collaborative classroom; electronic distribution and collection of instructional material; student and teacher websites updated weekly, primary source of information outside classroom; blogs and electronic discussion boards in use in all classrooms.</u></p>	<p><u>Instruction in basic mastery and effective application</u></p>	<p><u>August – May 2012 Classroom Teachers; Media Center Staff; Instructional AP; IT staff</u></p>	<p><u>Observation of use in classroom; focus walks; student projects; observation of electronic sites and portfolios/monitoring of Traffic on first</u></p>	<p><u>Teachers will utilize ActivExpressions, Promethean Planet, First Class Collaborative Classrooms, Prezi presentational media, PowerPoint, film clips, and other technological resources to aid with instruction and to keep students engaged and make class more meaningful to students.</u></p>

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

Mathematics Action Plan				
Annual Measurable Objective:				
<ul style="list-style-type: none"> • Increase passing scores on the math portion of the GHSGT from 49% in 2011-12 to 80% in 2012-13. • Increase Math portion of the GHSGT passing score for economically disadvantaged students from 76% in 2011-12 to 85% in 2012-13. • Increase GHSGT test scores for first time SWD test takers in Math from 70% in 2011-12 to 75% in 2012-2013 • Increase passing scores on the Math I EOCT scores from 56% in 2011-12 to 75% in 2012-2013 • Increase passing scores on the Math II EOCT from 56% in 2011-12 to 75% in 2012-2013 • Increase AP Statistics and AP Calculus passing score greater than 3 by 25% 				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>All students – Teach math concepts in a variety of contexts to allow for better understanding and application of math processes; focus-walks, analysis of three-week benchmark assessments; three-part lessons, essential questions, and vertical teaming will be implemented. Implement a formal assessment system with elements of collaboration</u></p>	<p><u>Hands-on math activities; alternative assessments in math; departmental strategy sessions on improving math test scores</u></p>	<p><u>N/A</u></p>	<p><u>August 2012 - May 2013; Dept. Chair, math instructors; AP of Instruction</u></p>	<p><u>Sponge activities; quizzes; lesson plans, observations, tutorial logs, projects, data walls and meeting logs</u></p>
<p><u>Students with Disabilities Mainstreamed resource students must improve computation skills to meet standards; collaborating resource teacher can offer one-on-one assistance; alternative assessments; assignments can be completed orally; re-teaching as needed</u></p>	<p><u>Strategies for helping the mainstreamed student— alternative assessment using practices of</u></p>	<p><u>N/A</u></p>	<p><u>August 2012 - May 2013; Resource Dept.; Dept. Chair, math instructors</u></p>	<p><u>Unit Pre-/Post- tests; practice tests</u></p>

	<u>HSTW</u>			
<p><u>English Language Learners*</u> <u>English Language Learners must demonstrate an ability to comprehend and use the English language. ELL students must also take and pass the GHSGT to demonstrate competency of the material. The ELL consultant at the school will provide one-to-one assistance with those students who have been identified as ELL. The classroom teachers will keep current data and differentiate instruction to suit the needs of the ELL learners. The English teacher will consult with the ELL teacher to determine areas of strengths and weaknesses of students. The teachers will also collaborate to determine best practices for ELL students.</u></p>	<p><u>ICE Training;</u> <u>ELL In-service;</u> <u>Differentiation</u></p>	<p><u>August 2012 - May 2013</u></p>	<p><u>Pre-/Post-tests;</u> <u>practice tests;</u> <u>lesson plans;</u> <u>collaborative planning artifacts;</u> <u>observations of standards-based classroom;</u> <u>benchmarks aligned with the CCGPS standards</u></p>	<p><u>ELL education students will participate in class along with general education students. The students will use additional resources such as an abridged version of the test or an audio version of the text to help them understand the content. Students will demonstrate mastery of the content through class projects, papers, and assignments. Teachers will assess and determine need for re-teaching and alternative assignments.</u></p>
<p><u>Technology Integration</u> <u>The use of graphing calculators in daily instruction to assist students in understanding real world applications and problem solving; computer-based tutorial programs and the use of USA Test Prep to enhance learning. Promethean boards, active expression response systems, web pages and collaborative classrooms to reinforce curriculum.</u></p>	<p><u>Applications of calculator use in particular lessons</u></p>	<p><u>N/A</u></p>	<p><u>August 2012 - May 2013;</u> <u>Dept. Chair, and math instructors</u></p>	<p><u>Student demonstration in class of calculator usages; lesson plans, observations</u></p>

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

Science Action Plan				
Annual Measurable Objective:				
To maintain passing scores on science portion of the GHSGT at 95% in 2012-13				
To increase passing scores on EOCT in Biology from 83% to 90% in 2012-13				
To increase EOCT scores for SWD in Biology from 10% above the pass rate in 2012-13				
To increase passing rate in Advanced and AP classes by 10% above the pass rate in 2012-13.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Achievement in science classes will be performance based using the Georgia Performance Standards. Students will be given rubrics to determine benchmarks for success. Reading skills for the science textbook will help engage the student in the material being studied. Increased use of adopted technology. Benchmark assessments will be given periodically during the course of a semester and the results will be analyzed to determine content mastery and concepts needing to be revisited. Based on the data, students may be placed in enrichment/ tutorial classes or sessions.</u>	<u>In-school training for best practices; county-wide in-services on the CCGPS, In school training for quality work, differentiation for instruction</u>	<u>N/A</u>	<u>August 2012 - May 2013; Administration; Faculty, Staff Dev. Coordinators; AP of Instruction</u>	<u>Classroom assessments; projects; Benchmark assessments, project based learning, tests; observations, inquiry based labs, weekly scientific reading, Implementation of school science fair, Participation logs and EIC investigations</u>
<u>Students with Disabilities Mainstreamed resource students in Science courses must meet standards of performance. Resource personnel assisting the general ed. teacher will help with one-</u>	<u>Strategies for helping the ELL student</u>	<u>N/A</u>	<u>August 2012 - May 2013; ELL Teacher; general education</u>	<u>Classroom assessments; projects; project based learning, tests; observations, inquiry based labs, weekly scientific reading, Implementation of school science</u>

<p><u>on-one instruction, oral reading of the assignment, alternative assessment, re-teaching standards in focus groups based on levels of mastery exhibited on benchmark assessment, i.e. tutorial support. Benchmark assessments will be given periodically during the course of a semester and the results will be analyzed to determine content mastery and concepts needing to be revisited.</u></p>			<p><u>teacher; school administrators and counselors</u></p>	<p><u>fair, Participation logs and EIC investigations.</u></p>
<p><u>English Language Learners* Collaboration between the ELL and World Languages Teachers. Benchmark assessments will be given periodically during the course of a semester and the results will be analyzed to determine content mastery and concepts needing to be revisited. Teachers will implement ICE collaborative strategies to maximize student performance, including parallel teaching, alternative teaching, team approach teaching and stations</u></p>	<p><u>Strategies for helping the ELL student</u></p>	<p><u>N/A</u></p>	<p><u>August 2012 - May 2013; ELL Teacher; general education teacher; school administrators and counselors</u></p>	<p><u>Classroom assessments; projects; project based learning, tests; observations, inquiry based labs, weekly scientific reading, Implementation of school science fair, Participation logs and EIC investigations.</u></p>
<p><u>Technology Integration Use of USA TestPrep.com and other test prep applications. Video Streaming- gpb.org</u></p>	<p><u>Training for use of specific software</u></p>	<p><u>N/A</u></p>	<p><u>August 2012 - May 2013; Technology representative; Science Instructor, Media Specialist</u></p>	<p><u>Students' use of websites for test preparation.</u></p>

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

Social Studies Action Plan				
Annual Measurable Objective:				
<ul style="list-style-type: none"> To maintain passing scores on social studies U. S. History portion of the GHS GT at 96% or better in 2012-2013 To increase passing scores on EOCT in U. S. History from 78% to 81% or better in 2012-2013 To maintain passing scores on Economics portion of EOCT at 96% or better in 2012-2013 The number of students who score 3 or more on the AP U. S. History exam will increase by 20% in 2012-2013 The number of students who make a 3 or more on the Economics AP exam should increase by 10% in 2012-2013 The number of students who make 3 or more on the World History exam should increase to 20% in 2012-2013 				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Use thematic approach in order to cover all standards prior to EOCT and GHS GT</u> <u>Implement formal assessment plan with elements of collaboration</u> <u>Sustain written curriculum through documents that are fully aligned with all CCGPS</u> <u>Use three part lesson plan and essential question as teaching tools</u>	<u>Training in use of Common Core Standards/ SLO</u>	<u>N/A</u>	<u>August 2012 - May 2013;</u> <u>Social studies teachers;</u> <u>Dept. Chair;</u> <u>AP I</u>	<u>Observation; lesson Plans; Projects</u>
<u>Students with Disabilities</u> <u>Mainstreamed resource students must improve reading comprehension to meet CCGPS standards; collaborating resource teacher can offer one-on-one assistance; alternative assessment can measure skill level; vocabulary improvement</u>	<u>Strategies for helping the mainstreamed student- alternative testing; reading strategies; USATESTPREP</u>	<u>N/A</u>	<u>August 2012 - May 2013;</u> <u>Resource Dept.; General Education Teachers;</u> <u>Reading teacher</u>	<u>Pre-/Post Test; Practice Tests; Lesson Plans, Quiz, Data Collection, Meeting Logs, Benchmarks</u>
<u>English Language Learners*</u>	<u>Strategies for</u>	<u>N/A</u>	<u>August 2012 -</u>	<u>Classroom assessments; projects;</u>

<p><u>Collaboration between the ELL and World Languages Teachers. Benchmark assessments will be given periodically during the course of a semester and the results will be analyzed to determine content mastery and concepts needing to be revisited. Teachers will implement ICE collaborative strategies to maximize student performance, including parallel teaching, alternative teaching, team approach teaching and stations</u></p>	<p><u>helping the ELL student</u></p>		<p><u>May 2013; ELL Teacher; general education teacher; school administrators and counselors</u></p>	<p><u>project based learning, tests; observations, inquiry based labs, weekly scientific reading, Implementation of school science fair, Participation logs and EIC investigations.</u></p>
<p><u>Technology Integration Use of Promethean Board for instruction purposes and for student written and oral presentation. Use collaborative classroom, Active Expression Response System, Strata-Logica, Web Page, and USA Test Prep to re-enforce curriculum.</u></p>	<p><u>Instruction in effective use of Promethean Board. Teacher and student Technology training in each resource</u></p>	<p><u>N/A</u></p>	<p><u>August 2012 - May 2013; MIS, CTSS</u></p>	<p><u>Observation of use in classroom; focus walks, students projects and other assignments</u></p>

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

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: To decrease the numbers of absences and tardies by 10%, and to increase graduation rate from 88% to at least 90%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Enroll Students in DOLA-Creditor Recovery for a Failed Course</u> <u>Provide an In-Service to Students on how to Work to be successful on the Self-Paced On-line Course</u>	<u>No Cost</u>	<u>Throughout the Year Aug.2012 to May 2013</u>	<u>Phone Calls to Parents and Mailing Letters</u>	<u>There will be periodic Letters sent home to Parents indicating time Management for the Date of Completion for the Course</u>
<u>Monitor Students who are in jeopardy of missing more than 15 days of school.</u>	<u>No Cost</u>	<u>Aug. 2012- May 2013</u>	<u>Phone Calls to Parents and Mailing Letters & The evidence is supported by Parent/Student Teacher Conference Logs, Daily Attendance Reports</u>	<u>There will be periodic Letters sent home to Parents indicating time Management for the Date of Completion for the Course</u>
<u>Enroll students in Project Express who fail Science or Social Students portion of GHSGT (Exam Preparation for Science and Social Students)</u>	<u>No Cost to our students Funded through GADOE</u>	<u>Throughout the year</u>	<u>Phone Calls to Parents and Mailing Letters & Daily Attendance Reports</u>	<u>Evidence is supported by early contact with Parents and automatic sign up through the Counseling department.</u>

<u>Enroll students in DeKalb GHSGT Summer Program who fail any portion of the Graduation Exam</u>	<u>No Cost</u>	<u>Aug. 2013-May 2013</u>	<u>Phone Calls to Parents and Mailing Letters & Daily Attendance Reports</u>	<u>Evidence is supported by early contact with Parents and automatic sign up through the Counseling department.</u>
<u>Early Identification of Students who need additional Tutorial in preparation for the GHSGWT. (Pre-Diagnostic of Writing Skills)</u>	<u>No Cost</u>	<u>Aug. 2012-May 2013</u>	<u>Phone Calls to Parents</u>	<u>Tutorial Workshop on Tues. and Thursday 3:30-6:00pm. Also on two Saturdays prior to Testing.</u>
<u>USA Test Prep.</u>	<u>\$1200.00</u>	<u>Aug. 2012-May 2013</u>		<u>Mandatory Practice and Parent Sign Checklist indicating that students have done 30 minutes of practice 3-5 days a week.</u>

Library-Media Action Plan				
Annual Measurable Objective: : To increase the number of students that meet/exceed the standards on the spring GHSGT and EOCT in the following areas: Science - maintain 97% passing scores on GHSGT, increase passing scores on Biology EOCT from 84% to 90% ; Social Studies GHST – 94% to 97% ; Math I EOCT from 56% to 75%, Math II EOCT from 56% to 75%; English 9EOCT from 93% to 95, English 11 EOCT from 97 to 99.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Instruction 1.2:PA 4</u> <u>The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to</u>	\$520 (AP Test Prep Materials)	8/2012-5/2013 <ul style="list-style-type: none"> ▫ Principal ▫ Leadership 	<ul style="list-style-type: none"> ▫ Standards-based research guides 	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support

<p><u>enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation</u> ú <u>Teacher-Librarians attend collaborative planning meetings and serve on Leadership Team</u> ú <u>Teacher-Librarians work with Library Media Technology Committee to select resources to enhance content</u></p>	<p>Funding Source – State allotment for media center</p>	<p>Team □ Teacher-Librarians □ Department Chairs □ Library Media Technology Committee</p>	<p>□ Local reading reports □ Resource alignment to units □ Media circulation records, etc.</p>	<p>classroom instruction.</p>
<p><u>Technology Integration – Instruction 2.7: PA 2: Teachers effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning.</u> ú <u>Gale/Cengage research databases</u> ú <u>LibGuides (electronic research guides)</u> ú <u>NoodleBib (citation management and note taking application)</u> ú <u>Class multi-media projects</u> ú <u>ActivExpression Student Response System</u></p>	<p>\$6790 (Databases) \$250(eBooks) \$360 (NoodleBib) \$549 (LibGuides) Funding Source – State allotment for media center</p>	<p>8/2012-5/2013 Principal Leadership Team Teacher-Librarians Department Chairs LMTC</p>	<ul style="list-style-type: none"> • Computers and equipment • Media center lab use schedule • Database usage statistics • Research Guide usage statistics • Projects, etc. 	<p>Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to complement their learning process.</p>

Professional Learning Plan					
<p>The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.</p>					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)					
Federal	\$1000	<ol style="list-style-type: none"> 1. September Speed Learning Staff meeting Promethean Board DOK – How to Identify Environmental Intro to Data Teams Process 2. October Planning Period Meetings Teacher Discourse Probing Questions DOK – Levels 3 & 4 3. November Planning Period Meetings Common Core Training Assessment/Data Teams 4. January PD Planner – Teachers Create Professional Development Plan 5. February Teacher Showcase Implementation of Teacher Discourse 6. March 	<p>Sept. 13</p> <p>Oct. 1 – Nov. 29</p>	<ol style="list-style-type: none"> 1. Online Monitoring 2. Instructional Coaching cycles 3. Lesson Plans 4. Collaboration Protocol 5. Classroom observations 	<ol style="list-style-type: none"> 1. Student Progress Reports 2. Teacher, Student, Parent Surveys 3. GTEP observations

		Teacher Showcase of Implementation of Teacher Showcase of Data Teams 7. April EOCT Data Talk Finale	April 1 – May 2013		
Grants					
Local					

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
A safe-school committee exists and meets twice per month to review school safety issues, program supervision, discipline “hot spots,” and best practices for prevention. This committee also does a safe school audit. This committee is supported by the assistant principal, students, teachers, parents, and campus security.	There is no cost associated with this committee.	August, 2012-May, 2013	Member list Agenda Minutes	Discipline data GAPPS perception survey results
Data analysis that document trends of classroom management and school wide behavior. The data from the previous year was used to justify	There is no cost associated with the workshop	August, 2012 during teacher planning	Agenda	Discipline data GAPPS teacher perception survey.

the classroom management workshops for teachers new to the profession.		periods- December, 2012.		
<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).</p> <p>The prevention plan is coordinated by the counseling department through classroom guidance, the health teachers through the student and staff wellness plan, and staff members using the pyramid of interventions to address academic shortfalls.</p>	There is no cost associated with the workshop.	September, 2012-April, 2013	<p>Agenda Planning Calendar Lesson plan Rosters SST reports</p>	<p>Test Scores GAPPS perception survey</p>

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Interventions are based upon the appreciative inquiry conducted in Spring, 2012.</p> <p>Collaborative planning. Teachers establish a support team through the collaborative planning process. The team approach provides teachers with immediate instructional support, assessment ideas, and a peer review of student learning.</p>	No Cost	August, 2012-May, 2013	<p>Agenda Collaborative planning guide Minutes</p>	<p>GAPPS perception survey Student data from common assessments Focus-walk data</p>

All teachers with less than three years of experience are assigned mentors. The mentors participate in formal training providing protocols, procedures, and insight regarding teacher retention.	No Cost	August, 2012- May, 2013	Calendar Agenda Minutes	Results of the appreciative inquiry GAPPS perception survey TSS monitoring logs

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

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

Annual Measurable Objective:
Achievement in CTE will involve completion of subject base portfolio by 100% and exit interviews by expected year of graduation.

- § Students will perform at least 90% on all performance based projects
- § Georgia Work Ready Assessment given to all Seniors to reach silver or platinum status
- § Implementation of Data collection through Career Technology Student Organizations, IC3, GCIS and Brain Bench

Formative Indicators of Success: Teacher made test (summative & formative), EIC completion, student demonstrations, hands-

on applications, unpacking CCGPS's, course grades, articulation (education career planning) and student achievement within Career Technology Student Organizations (State/National Officers, competition placement (region, state, national level), GHSGT results and EOCT.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>All Students: By altering instruction the CTE dept. will continue to integrate academics and CT through daily lessons and EIC Model. Show direct correlation between academic and CT classes. Build foundation of work ethics in AP, Gifted and CT classes.</p>	<p>All Students: By altering instruction the CTE dept. will continue to integrate academics and CT through daily lessons and EIC Model. Show direct correlation between academic and CT classes. Build foundation of work ethics in AP, Gifted and CT classes.</p>	<p>All Students: By altering instruction the CTE dept. will continue to integrate academics and CT through daily lessons and EIC Model. Show direct correlation between academic and CT classes. Build foundation of work ethics in AP, Gifted and CT classes.</p>	<p>All Students: By altering instruction the CTE dept. will continue to integrate academics and CT through daily lessons and EIC Model. Show direct correlation between academic and CT classes. Build foundation of work ethics in AP, Gifted and CT classes.</p>	<p>All Students: By altering instruction the CTE dept. will continue to integrate academics and CT through daily lessons and EIC Model. Show direct correlation between academic and CT classes. Build foundation of work ethics in AP, Gifted and CT classes.</p>
<p>All Students: Increase the number of students utilizing articulation (ECP) agreements and participation in dual enrollment. Partnership w/Georgia Power Grant Program "Growing Engineers" Recruit students who express interest in certification through Georgia Work Ready Certification, IC3, GCIS and BrainBench.</p>	<p>All Students: Increase the number of students utilizing articulation (ECP) agreements and participation in dual enrollment. Partnership w/Georgia</p>	<p>All Students: Increase the number of students utilizing articulation (ECP) agreements and participation in dual enrollment. Partnership w/Georgia</p>	<p>All Students: Increase the number of students utilizing articulation (ECP) agreements and participation in dual enrollment. Partnership w/Georgia</p>	<p>All Students: Increase the number of students utilizing articulation (ECP) agreements and participation in dual enrollment. Partnership w/Georgia Power Grant Program "Growing Engineers" Recruit students who express interest in certification through Georgia Work Ready Certification, IC3, GCIS and BrainBench.</p>

	<p>Power Grant Program “Growing Engineers”</p> <p>Recruit students who express interest in certification through Georgia Work Ready Certification, IC3, GCIS and BrainBench.</p>	<p>Power Grant Program “Growing Engineers”</p> <p>Recruit students who express interest in certification through Georgia Work Ready Certification, IC3, GCIS and BrainBench.</p>	<p>Power Grant Program “Growing Engineers”</p> <p>Recruit students who express interest in certification through Georgia Work Ready Certification, IC3, GCIS and BrainBench.</p>	
<p>Domain: Information gathering research as students prepare for Senior Year. Recruit and inform of certifications available for all CTE students and Seniors. Create student portfolio and career based work based learning internships.</p>	<p>Domain: Information gathering research as students prepare for Senior Year. Recruit and inform of certifications available for all CTE students and Seniors. Create student portfolio and career based work based learning internships.</p>	<p>Domain: Information gathering research as students prepare for Senior Year. Recruit and inform of certifications available for all CTE students and Seniors. Create student portfolio and career based work based learning internships.</p>	<p>Domain: Information gathering research as students prepare for Senior Year. Recruit and inform of certifications available for all CTE students and Seniors. Create student portfolio and career based work based learning internships.</p>	<p>Domain: Information gathering research as students prepare for Senior Year. Recruit and inform of certifications available for all CTE students and Seniors. Create student portfolio and career based work based learning internships.</p>
<p>Technology Integration: ACTIVBoard, Multimedia and hypermedia access, pod casting, class blogs, and Inspiration.com.</p>	<p>Technology Integration: ACTIVBoard, Multimedia and hypermedia access, pod</p>	<p>Technology Integration: ACTIVBoard, Multimedia and hypermedia access, pod</p>	<p>Technology Integration: ACTIVBoard, Multimedia and hypermedia access, pod</p>	<p>Technology Integration: ACTIVBoard, Multimedia and hypermedia access, pod casting, class blogs, and Inspiration.com.</p>

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