

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: <i>Debra H. Phillips</i>	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 <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
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.			
2.			
3.			
4.			
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Debra H. Phillips		
CSIP Facilitator	Tiffany Milton		
Parent Representative (can not be a school employee)	Keenya Mullins		
Student Representative (required for High School)			
Community Representative (can not be a school employee)	Elliott Fuller		
School Counselor	Keeba Johnson		
Special Education Representative	Roseclaire Bulgin		
Reading/ELA Chair	Lisa Brown		
Math Chair	Nicole Carroll		
Science Chair	JacQueline Richardson		
Social Studies Chair	Marsha Combre		
Professional Learning Liaison	Lonnie Strickland		
Other (Academic Data Coach)	Tyler Tate/Arlinda Wilson		
Other (Media Specialist)	Voshonda Bolton		

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:

Chapel Hill Middle School implemented several interventions and instructional strategies that were successful. Professional Learning was enhanced through the use of a grant from Pearson. The school implemented Depth of Knowledge and Project ICE Strategies trainings. YMCA and CRCT tutorial programs were implemented. Professional Learning Communities occurred during and after school. Data talks were an integral part of the weekly cluster meetings, which forced everyone to analyze and use data to drive instruction.

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

- Marzano's High Yield Strategies
- Thinking Maps

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

Teachers did not feel they were adequately trained for the implementation of either program.

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

We will use data to develop instructional plans across content and grade levels incorporating Common Core Georgia Performance Standards; 2) develop instructional support capacity by developing teacher leaders; 3) promote a positive school culture where all stakeholders voices are heard and considered when planning for student achievement; and 4) deepen effective RtI documentation, strategies, and support for students, teachers, and parents. 5) Interactive notebooks will be utilized across all content areas.

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>Chapel Hill Middle School’s vision is One Team, One Goal, No Limits!, for all stakeholders.</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 Chapel Hill Middle School is to develop students to become independent, productive citizens and responsible life-long learners in a global society.</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 	<ul style="list-style-type: none"> • Parent involvement and effective communication • Feedback from all stakeholders on school improvement • Programs that promote instructional enthusiasm and academic rigor • Teacher empowerment • Effective professional learning <p>Set high expectation that exceed state standards</p>

Developing a Comprehensive Needs Assessment

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

- **Geographic location - Chapel Hill Middle School is located in south DeKalb County.** Chapel Hill Middle School was recognized as a 1995-1996 DeKalb County School of Excellence and continues to promote an environment of educational excellence. Chapel Hill fosters a safe and orderly environment for teaching and learning. Educating children is a shared responsibility of the family, teachers, staff, and the community, therefore, high expectations and a high level of support is provided to each student.
- **Enrollment** – Chapel Hill Middle School has an enrollment of 935 students
- **Subgroups (regardless of whether or not they affect AYP):**
Chapel Hill Middle School monitors the data of three main subgroups: Economically Disadvantaged, Students with Disabilities (which are both factors in our AYP status) and Level 1 students.
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

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

We developed our comprehensive needs assessment with the participation of individuals who will carry out the CSIP. Individuals included Debra Phillips, Principal; Tiffany Milton, Assistant Principal of Instruction; Tracey Webb, Assistant Principal, and James Staples, Assistant Principals; Arlinda Wilson, Academic Data Coach; Nicole Carroll, Math Department Chair, Lisa Brown, English Language Arts Department Chair; Marsha Combre, Social Studies, Department Chair; Jacqueline Richardson, Department Chairs; and Aeida McFarland – Roseclaire Bulgin, Lead Teacher for Special Education; Terra Jordan, Head Counselor; and Aeida McFarland Parent Volunteer. The CSIP committee met on July 30, 2012, and August 16-17, 2012 to review the student data and share ideas to complete the first draft of our 2012-2013 CSIP. The committee brainstormed and analyzed standardized test data. The committee discussed the school’s overall instructional practices and school climate. The data and actions plan were shared with department chairs on September 5, 2012. The information was further shared with teachers in department meetings on September 12, 2012 and feedback was gathered for suggested revisions. The committee completed the CSIP. Revisions will be made throughout the year as needed.

We have used the following instruments, procedures, or processes to obtain this information: ITBS scores, CRCT Georgia Writing Assessment, School AYP Report, Attendance data, Discipline Data, Students with Disabilities data, Gifted Education data, End of Course data, and benchmark assessments. The data was disaggregated by domain strengths and weaknesses and by trends. The findings were used to develop goals for the upcoming school year. Test scores were also compiled to determine which remedial and enrichment programs should be offered improve and extend learning in specific areas. Based on the data, Chapel Hill MS should focus on the Instructional and Professional Learning standards of the Georgia School Keys.

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

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

Leadership and Governance

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

On the Grade 8 Writing Test, students made gains in writing from 76% in 2010-2011 to 79% in 2011-2012, which was an increase of 3%. Additionally, students made Adequate Yearly Progress (AYP) for two consecutive years using the Absolute Bar. Scores in reading and language arts have been consistent scoring 85% or higher both years. Also, students demonstrated improvement in the algebra domain based on the spring 2012 CRCT results.

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

CRCT Math scores were extremely low for students in sixth and eighth grades. Sixth grade students scored an average of 63.4 % over the past two years and eighth grade students scored an average of 65% over the past two years. While seventh grade students scored an average of 82.3 for the past two years, the scores would not have qualified them to make AYP if that score was still applicable. Specific needs improvement areas are numbers and operations, geometry (school-wide), and measurement (6th grade). Science scores for all students have been low. The average scores per grade level for the past two years are 50, 75 and 53% respectively. Astronomy, Hydrology and Meteorology were the weakest domains. Social Studies scores were 59.3, 63 and 60% respectively.

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

In order to strengthen the school’s challenges Chapel Hill Middle School will implement the district instructional framework and provide the following professional learning opportunities on/off site:

- All content teachers will attend district wide Common Core math, english language arts, social studies, and science workshops
- Weekly grade level PLC’s that focus on best teaching practices and the Common Core instructional framework
- Site-based professional learnings focusing on data analysis, learning centers, preferred co-teaching strategies, and differentiated instruction

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		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 engage students, teachers, parents, and community members in various settings to address areas of concern based on needs assessments and data collection. Some of our activities/programs include: parent conferences, parent in-services on transitioning students and parenting tips, school-wide incentives (Honor Programs and Mentoring Program), teacher in-services (mentoring, SAT for seventh graders, PSAT for eighth graders, grade advisement and student concerns), community support (Pennies for Patients) and SST referral process. Following each progress reporting period counselors will meet with all students in grades 6-8 that are failing 3 or more classes. Parent conferences via telephone will be made to all students that are currently failing 3 or more classes. Face to face sessions will also be held per parent request. We sit on the committee for 504/SST and provide in-service to all classroom teacher and staff. Counselors will provide drug education and social-emotional learning activities. Counselor will organize a school-wide Red Ribbon Week. Counselors will assist students who are transitioning from elementary to middle and middle to high school during the spring semester.

Psychologists: Consults with parent and staff on student classroom concerns, conduct psychological testing to determine the eligibility of identified students for exceptional services, participates in the SST/504 referral process, is a member of the IEP committee for all students with disabilities, and provides staff in-services on intervention and modification.

Social Workers: Receive referrals on attendance, behavior and academic concerns of identified students, consults with staff and parents, and provides teacher/staff in-services on student concerns and mandated reporting. Our social worker is active in addressing student attendance concerns individually, and by organizing school-wide assemblies.

School Nurses: The school nurse addresses all medical concerns with the exception of ADHD in the 504 meetings. These meetings are held on Thursdays if needed.

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries		Pre-K Family Resource Specialists
x	Parental Involvement Workshops		
x	Parental Involvement Survey/Summary	x	Others: Title I Parent Meeting, Curriculum Night, Moms on the Move, Million Fathers Volunteer Day, Family Day

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

Parental involvement with the school and the community is an essential part of student achievement. Chapel Hill communicates with parent’s community through our school website, Newsletters, Calling Post, and Parent Portal to keep parents informed of the activities that take place within the school. Beyond the required parent meetings, Chapel Hill involves parents by providing volunteer opportunities in our Parent Teacher Organization, School Council, and Moms on the Move Day, Million Fathers Volunteer Day, and Family Day.

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

x	Parental Involvement Handbook for Parents	x	Newsletters
x	School Website	x	Calling Post
x	DCSD Website/Community.Net	x	Parent Portal
x	Parent Right to Know Letter	x	Other (Specify) school marquee Activities: Moms on the Move, Million Fathers Volunteer Day, and Family Day

Stakeholder Communication

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

The staff at Chapel Hill Middle School has received training in both the administration and interpretation of all standardized test results by the Test Coordinator and Principal. Teachers receive professional learning during the school year in data analysis. Test results are released within one week of being received. Scores are then sent home to the parents, posted on the school web-site, placed in the student's permanent folder, and placed in a data notebook. Parents receive a test interpretation guide along with the scores and are welcomed to schedule a conference to discuss their child's test scores. Test results are also reviewed with parents and students during student meetings and SST meetings. Test results are shared and analyzed with students throughout the year in each of their core classes (results are used in the teacher's instructional design).

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

The staff at Chapel Hill Middle School is informed about the school data during pre-planning by the principal. Subsequently, during open house and our first Title I Parent Meeting, parents receive information on the Elementary and Secondary School Act, which includes AYP waiver requirements and detailed student achievement specific to Chapel Hill Middle School. The principal share the overall CRCT student performance data and the school goals for the current school year. This data becomes part of the CSIP and is posted on the web.

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

Chapel Hill Middle School posts the completed CSIP on its website for public viewing. The CSIP plan is reviewed by the administration, faculty and staff, during faculty meetings, cluster meetings, and student meetings. During a Principal's Corner meeting, the CSIP is discussed and reviewed by the parents and Leadership Team. Hard copies of the plan are kept in the Media Center and Counseling Center and are available upon request for all stakeholders to review. In addition, our plan is made available to our local School Council for review.

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Monies will be used for professional learning, supplies, tutorial program, fund Title I personnel salaries, technology and parental involvement.
State Funds	Monies will be used for professional learning, supplies, tutorial program, fund Title I personnel salaries, technology and parental involvement
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Monies will be used for professional learning to support all core academic areas and social development. Workshops will include differentiated instruction, co-teaching, higher order thinking and questioning, data analysis, graphic organizers, technology integration; focus walks, pyramids of intervention and Georgia School Keys.
Grants (list)	
PTSA	The PTSA will conduct a fall fundraiser and develop a budget that will support all students.
Partners in Education	

Reading/English/Language Arts Action Plan				
Annual Measurable Objective: Due to the AYP waiver and transition to the College and Career Performance Index, Chapel Hill's performance target increase will reflect a 3% gain.				
Increase number of all students that meets/exceeds the standards in Reading/ELA from 90% to 93% on the spring 2013 CRCT for grades 6-8-; Economically Disadvantaged from 89% to 92%/; Students with Disabilities from 89% to 92%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>GSS Instruction Standard 2.3</u> <u>Performance Action 1</u> Teachers participate in professional learning on differentiated instruction.		2012-2013 Principal API Department Chair PL Liaison LTSE	Sign In Sheets PL Agendas PL Logs Formal/Informal Observations Classroom arrangement Sample activities and performance tasks in lesson plans	Observations indicate students working toward the same standard but in varying ways. Teachers can explain how data supports the differentiated instruction.
<u>GSS Assessment Strand 3.1</u> <u>Performance Action 4</u> Students not meeting standards are grouped according to assessment results and are assigned to safety net instruction. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.	\$8,145.00 Classroom Libraries	2012-2013 Principal API Department Chair PL Liaison	Formal/Informal Observations Classroom arrangement Sample activities and performance tasks in lesson plans, Interactive Notebooks, Annotated Bibliographies	Students utilizing classroom libraries for reports and pleasure reading. Also to support Common Core Non-Fiction Text.

<p><u>Curriculum Strand 3.2</u> <u>Performance Action 2</u> System level personnel and school level administrators work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: Personnel, Time, Technology, and Resource Material.</p> <ul style="list-style-type: none"> • Title 1 funds are used to provide additional math personnel. • Common Core Coach Books were purchased to reinforce skill-building and test-taking strategies. 	<p>\$1,250.00 Common Core Books</p>	<p>2012-2013 Principal API Department Chair PL Liaison</p>	<p>Formal/Informal Observations Classroom arrangement Sample activities and performance tasks in lesson plans, Interactive Notebooks, Annotated Bibliographies</p>	<p>Benchmark Assessments, Summative Assessments</p>
<p><u>GSS Instruction Standard 1.1</u> <u>Performance Action 2</u> Teachers and other instructional leaders receive professional development on a specific organizing framework and work collaboratively to develop maps, units, lesson, and common assessments. The selected frameworks reflect a clear understanding of what students should know and be able to do to achieve mastery of state standards, as well as local and state assessments.</p>	<p>\$81,040.72 (Academic Data Coach for ELA/Science)</p>	<p>2012-2013 Principal API Academic Coach Department Chair</p>	<p>Interactive Notebooks Meeting Agendas Performance Task</p>	<p>Throughout the year, instruction is designed and delivered based upon the selected framework. Teachers can show where the state standards are embedded in unit plans, lesson plans, etc.</p>
<p><u>Students with Disabilities</u> <u>GSS Instruction Standard 2.1</u> <u>Performance Action 2</u> Teachers present content in a logical and sequential process and using a variety of delivery models to enable students to develop understanding. Co-taught classes</p>		<p>2012-2013 Principal API Academic Coach Department Chair</p>	<p>Co-Teaching Lesson Plans Room Arrangement that supports delivery models Students' work</p>	<p>Teachers are able to explain the purpose of grouping, and can articulate the data that led to the flexible groups; students are able to explain the different grouping options</p>

<p>use preferred co-teaching models to best support students' mastery of the Common Core standards.</p>		<p>LTSE</p>	<p>samples w/commentary (independent) Conferencing Data</p>	
<p><u>Technology Integration</u> <u>GSS Instruction Standard 2.7</u> <u>Performance Action 1</u> Teachers will work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.</p>		<p>2012-2013 Principal API Academic Coach Department Chair Media Specialist CTSS</p>	<p>Lesson/Unit Plans Computers LCD Projectors Computer Labs Promethean Boards Lap Top Stations Audio Visual Equipment Journals/essays/ research papers</p>	<p>Teachers are able to articulate how the use of a comprehensive technology plan, improves student writing, and assessments Teachers include examples of technology used during instructional delivery, in lesson plans.</p>

Mathematics Action Plan

Annual Measurable Objective: Due to the AYP waiver and transition to the College and Career Performance Index, Chapel Hill’s performance target increase will reflect a 3% gain.

Increase number of all students that meets/exceeds the standards in Math from 71.8% to 74.8% on the spring 2013 CRCT

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>GSS Assessment Strand 3.1</u> <u>Performance Action 4</u> Students not meeting standards are grouped according to assessment results and are assigned to safety net instruction. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <ul style="list-style-type: none"> Title 1 math teachers are utilized to provide school wide 9 week math enrichment and/or remediation class, skill-building and mastery for all students. Structured tutorials are offered for students not meeting standards, with the focus being on areas of weakness identified by the Spring CRCT and current benchmark data. High Impact students receive priority seating in the after school tutorial program. Recovery opportunities are established by the team teachers. 	<p>\$229,881.92 (three math tools teachers for acceleration and remediation for all students)</p>	<p>Principal API Academic Coach Department Chair</p>	<p>formative assessment summative assessment benchmark data</p>	<p>Students needing assistance are enrolled in safety nets.</p> <p>Instruction is continually monitored and teachers can explain how students are moved in and out of their program based on assessment results.</p> <p>Administrators can explain how programs or interventions are enhanced, changed or eliminated.</p>
<p>Utilize instruction to a standard-based framework in order to develop students’ analytical, problem-solving, and critical</p>	<p>\$8,145.00 (Classroom Libraries for</p>	<p>Principal API Academic</p>	<p>Lesson plans resource guides</p>	<p>Teachers and students can explain what is expected in terms of learning and finished products</p>

<p>thinking skill and develop lesson plans that correlate to and support the Georgia Performance standards (CCGPS).</p> <ul style="list-style-type: none"> Teachers utilize instructional strategies to plan student centered lessons, which cover the common Core Curriculum Benchmark assessments, rubric scored activities, class assessments are used to measure student understanding and progress. 	<p>math content</p>	<p>Coach Department Chair PL Liaison</p>	<p>professional learning logs observations benchmark data rubrics</p>	<p>Rubrics are used to communicate learning expectations.</p>
<p><u>GSS Instruction Standard 2.3</u> <u>Performance Action 1</u> Participate in professional learning activities on differentiation of instruction.</p> <ul style="list-style-type: none"> An increase in manipulative/hands-on activities, based on best practices, is evident in lesson planning. Differentiated instruction for ED students and SWD is provided with special attention given to accommodations and modifications. Teachers conduct a student multiple intelligence learning style inventory. The results will help drive differentiation in teacher delivery. Teachers participate in Georgia Department of Education Elluminate Webinar Common Core Georgia Performance training. 	<p>Differentiated Instruction Workshop</p> <p>Preferred co-teaching models In-service</p>	<p>Principal API Department Chair PL liaison</p>	<p>Sign-in sheets agendas performance tasks in lesson plans Student groups Choice charts Sample activities Professional learning log</p>	<p>Teachers can explain how data supports differentiated instruction.</p> <p>Instruction is paced or presented differently in the same instructional period.</p> <p>Students work toward the same standard in varying ways.</p>
<p><u>GSS Instruction Standard 2.2</u> <u>Performance Action 1</u> Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills</p>	<p>\$81,040.72 (Academic Data Coach for Math/Social</p>	<p>Principal API Academic</p>	<p>Open-ended questions on assessments</p>	<p>Teachers can explain how assessments, performance tasks, and other learning activities</p>

<p>needed to understand and apply the standards. Teachers develop high-level questions for assessments and performance tasks. Teachers ask high-level questions needed to assess students' understanding of concepts during instruction.</p> <ul style="list-style-type: none"> Teachers will provide evidence of best-practices and standards-based instruction through rubrics, commentary and summative and formative assessments. Mathematical problems that require skills (compare, contrast, and clarify), processes (problem-solving and decision-making), and mental habits of the mind (critical and creative thinking and self-regulation) will be utilized in order to provide rigor and relevance to the lesson. 	<p>Studies) Workshop on teaching, planning, and assessing using higher-order thinking skills</p>	<p>Coach Department Chair PL liaison</p>	<p>performance tasks Rubrics Revised Lesson Plans Records of Flexible grouping</p>	<p>emphasize higher-order thinking</p>
<p><u>GSS Instructional Strand 2.1</u> <u>Performance Action 2</u> Teachers present content in a logical and sequential process using a variety of delivery modes to enable student to develop understanding. Co-taught classes use one of the five instructional models to best support students' mastery of standards.</p> <ul style="list-style-type: none"> Implement three-part lesson to deliver instruction Utilize a collaborative instructional model for all interrelated special education students to ensure exposure to and support for content area standards. Utilize flexible grouping, small group instruction most of the time by 	<p>Differentiated Instruction workshop</p>	<p>Principal API Academic Coach Department Chair PL Liaison</p>	<p>Co-teaching lesson plans room arrangement that support delivery models observation of small groups pairs independent work conferencing etc.</p>	<p>Teachers can explain how small groups of students are grouped. Teachers can explain the data used for grouping students. Teachers can describe and model a three-part lesson. Teacher can employ rituals and routines to transition between activities.</p>

<p>implementing co-teaching models. Increase the LRE percentage for SWD students to meet the state target.</p>				
<p><u>Curriculum Strand 3.2</u> <u>Performance Action 2</u> System level personnel and school level administrators work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: Personnel, Time, Technology, and Resource Material.</p> <ul style="list-style-type: none"> • Title 1 funds are used to provide additional math personnel. • Common Core Coach Books were purchased to reinforce skill-building and test-taking strategies. 	<p>\$1,250.00 (Common Core Workbooks)</p>	<p>Coach Implementation in-service</p>	<p>Schedules personnel budgets leadership team meeting minutes and agendas inventory of materials</p>	<p>Teachers can describe the variety of resources utilized to teach the standards.</p>
<p><u>Planning and Organization Strand 2.2</u> <u>Performance Action 1</u> After the staff has collected and analyzed school data, trends in strengths and weaknesses are noted. The needs of specific subgroups are identified.</p> <ul style="list-style-type: none"> • PLC sessions are conducted to identify the CRCT domains that high impact students need reinforcement in. • Data notebooks are provided to each team with performance and test data in order to drive lesson planning. • A functioning data room is established to monitor the progress of all students. Special consideration will be given to high impact students 	<p>Professional Learning Communities Data Analysis Workshop (Resident Expert)</p>	<p>Principal API Department Chair LTSE</p>		<p>Data Analysis results, identified needs of all students, analysis of subgroup data.</p> <p>Principal, leadership team and faculty can describe the data analysis process. They are also capable of identifying the needs of all students including subgroups.</p>

(SWD and Economically Disadvantaged).				
<p><u>Technology Integration:</u> <u>GSS Instructional Strand 2.7</u> <u>Performance Action 1</u> Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.</p> <ul style="list-style-type: none"> • Various research based web-sites and software will be utilized (CRCT practice test, web-based projects and lab activities, Georgia Online Assessment). • Utilize Promethean Boards and graphing calculators. • Interactive boards, audio-visual equipment, mobile laptops and document cameras (ELMO) are utilized to differentiate instruction. 	Technology Integration In-service (MIS), CTSS	Principal API Academic Coach Department Chair CTSS Media Specialist	Computers lesson and unit plans LCD projectors journals research papers multi-paragraph essays computer lab logs	Teachers can describe the usage of a comprehensive technology plan to enhance student learning.

Science Action Plan

Annual Measurable Objective: Due to the AYP waiver and transition to the College and Career Performance Index, Chapel Hill’s performance target increase will reflect a 3% gain.

Increase number of all students that meets/exceeds the standards in science from 47% to 50% in 6th grade; 74% to 77% in 7th grade; 56% to 59% in 8th grade.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>GSS Assessment Strand 3.1</u> <u>Performance Action 4</u> Domains Participate in site-based content area professional learning classes for all Science teachers in grades 6-8.</p> <ul style="list-style-type: none"> Use research-based best practices to support the Science Inquiry domain (6th-8th grade). Use research-based best practices to support the Energy and Its Transformation domain (8th grade). to support the Cells and Genetics domain (7th grade). Use research-based best practices to support the Hydrology & Geology domains (6th grade). 		2012 - 2013 Classroom Teachers Principal API Academic Coach Department Chair	Tutorial Sign-in sheets Class sign-in sheets Lesson plans formal/informal observations benchmark data	Benchmark Tests, Teacher-made tests, Completed class assignments. Teachers are able to demonstrate proficiency in planning and instructional delivery. Teachers can explain how students are moved in and out of their program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed or eliminated
<p><u>GSS Instruction Standard 2.3</u> <u>Performance Action 1</u> Participate in professional learning activities on differentiation of instruction.</p> <ul style="list-style-type: none"> Visual tools and strategies such as thinking maps will be utilized to support content. 	\$8,145.00 for classroom libraries \$1,250.00 (Common Core)	2012 - 2013 Classroom Teachers Principal API Academic	Lesson plans, Student work with commentary Focus walks Professional	Teachers have examples of critical thinking, higher order questions included in lesson plans, posted student work and class activities. Teachers can explain how data

<ul style="list-style-type: none"> • An increase in manipulative/hands-on activities based on best practices will be evident in lesson planning. • Teachers will conduct a student learning style inventory. The results will help drive differentiation in teacher delivery. • Differentiated instruction for ED students and SWD will be provided with special attention given to accommodations and modifications. • Specific instructional strategies will be implemented to enhance instructional delivery techniques (“I do it, we do it, you do it” and Preferred co-teaching models) to support co-teaching classrooms. • Utilize power standards to design for focus lessons • Incorporate Thinking Maps in instruction to increase student critical thinking in content area. 	<p>Workbooks)</p>	<p>Coach Department Chair</p>	<p>learning sign-in sheets</p>	<p>supports differentiated instruction. Instruction is paced or presented differently in the same instructional period. Students work toward the same standard in varying ways.</p>
<p><u>GSS Instruction Standard 2.2</u> <u>Performance Action 1</u> Study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> • Teachers develop high-level questions for assessments and performance tasks. Teachers ask high level questions needed to assess students’ understanding of concepts during instruction. • Teachers will provide evidence of best-practices and standards-based 	<p>\$1,250.00 (Common Core Workbooks)</p>	<p>2012-2013 Principal API Academic Coach Department Chair</p>	<p>Lesson plans Student work with commentary Focus walks Open-ended questions on assessments Rubrics Performance tasks</p>	<p>Teachers can explain how an assessment, performance task, etc. emphasize higher-order thinking commentary</p>

<p>instruction through rubrics, commentary and summative and formative assessments.</p> <p>Science activities that require skills (compare, contrast, and clarify), processes (problem-solving and decision-making), and mental habits of the mind (critical and creative thinking and self-regulation) will be utilized to provide rigor and relevance.</p>				
<p><u>Students with Disabilities</u> <u>GSS Instructional Strand 2.1</u> <u>Performance Action 2</u></p> <p>Present content in a logical and sequential process using a variety of delivery modes to enable student to develop understanding. Co-taught classes use one of the five instructional models to best support students' mastery of standards.</p> <ul style="list-style-type: none"> • Teachers will use multiple strategies to support instruction and provide the necessary documentation for RtI to meet the needs of students. • Utilize a collaborative instructional model for all interrelated special education students to ensure exposure to and support for content area standards. • Utilize flexible grouping, small group instruction most of the time by implementing the preferred models of co-teaching: Station Teaching, Parallel Teaching and Alternative Teaching. • Drastically increase the number of "practice turns" and targeted 		<p>2012 - 2013 Principal API Academic Coach Department Chair</p>	<p>Co-teaching lesson plans room arrangement that support delivery observation of small groups model pairs independent work conferencing</p>	<p>Teachers can explain the purpose of work groups and can articulate the data that led to the flexible groups. Students transition smoothly and can explain the different grouping options.</p>

<p>feedback that is provided: use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time, provide small group instruction with differentiated, targeted feedback.</p> <ul style="list-style-type: none"> • Increase the LRE percentage for SWD students to meet the state target. 				
<p><u>Technology Integration</u> <u>Instructional Strand 2.7</u> <u>Performance Action 2</u></p> <p>Utilize technology to provide real work application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation, align instruction to individual student needs and encourage content research that requires conceptual application of standards.</p> <ul style="list-style-type: none"> • Teachers schedule computer lab time for students to conduct research for Science Fair projects. • Teachers will provide differentiation and real world application by integrating technological equipment into daily lessons. • Integration of PowerPoint Presentations, brochures and pamphlets, Inspiration graphic organizers, virtual labs, and multimedia portfolios into lesson plans • Interactive boards and audio-visual equipment are utilized to 		<p>2012 - 2013 Principal API Academic Coach</p>	<p>Computers, lesson and unit plans LCD projectors Promethean Boards journals research papers multi- paragraph essays computer lab logs</p>	<p>Teachers can articulate the use of a comprehensive technology plan, writing assessments, benchmark assessments, CRCT. Teachers effectively use ActivBoards and accompanying equipment in lessons.</p>

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differentiate instruction and products.				
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Social Studies Action Plan
Annual Measurable Objective: Due to the AYP waiver and transition to the College and Career Performance Index, Chapel Hill’s performance target increase will reflect a 3% gain.

Increase number of all students that meets/exceeds the standards in science from 60.6% to 63.6% in 6th grade; 62.1% to 65.1% in 7th grade; 61.9% to 64.9% in 8th grade.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>GSS Instructional Strand 2.3</u> <u>Performance Action 1</u></p> <ul style="list-style-type: none"> • Participate in professional learning activities on differentiation of instruction. • Teachers will conduct a student learning style inventory. The results will help drive differentiation in teacher delivery. • Differentiated instruction for ED students and SWD will be provided with special attention given to accommodations and modifications. • Utilize Thinking Maps on a regular basis to enhance critical thinking skills and understanding of content area concepts. • Utilize identified power standards to design focus lessons. 		2012-2013 Principal API Academic Coach	Lesson plans, sign- in sheets, department sign-in sheets, agendas	Teachers have examples of critical thinking, higher order questions include in lesson plans, posted student work, and class activities. Focused lesson plans with identified domain/power standards

<p><u>GSS Instructional Strand 2.1</u> <u>Performance Action 1</u></p> <ul style="list-style-type: none">• Collaborate with teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework).• Focus walks will be conducted to evaluate the use of the 3-part lesson		<p>2012-2013 Principal API Department Chair</p>	<p>Lesson plans, observations of an established delivery model, observation of instructional role of teacher, varying activities for</p>	<p>Teachers are able to demonstrate effective implementation of GPS Teachers can articulate and demonstrate the three part lesson Teachers can articulate and demonstrate the three part lesson Students who need help are identified and enrolled in school safety nets.</p>

<p>(opening, work period, and closing). Special attention will be given to the use of a defined opening and summarizing strategies.</p>			<p>opening, work time, closing, inquiry</p>	
<p><u>GSS Instruction Standard 2.2</u> <u>Performance Action 1</u></p> <ul style="list-style-type: none"> Study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for assessments and performance tasks. Teachers ask high-level questions needed to assess students' understanding of concepts during instruction. Teachers will provide evidence of best-practices and standards-based instruction through rubrics, commentary and summative and formative assessments. 	<p>\$8,145.00 for classroom libraries</p> <p>\$1,250.00 (Common Core Workbooks)</p>	<p>2012-2013 Principal API Academic Coach Department chair</p>	<p>Lesson plans, professional learning sign-in sheets, department sign-in sheets/ agenda</p>	<p>Teachers have examples of critical thinking, higher order questions include in lesson plans, posted student work, and class activities Benchmark data</p>
<p><u>GSS Instructional Strand 2.1</u> <u>Performance Action 2</u></p> <p>Present content in a logical and sequential process using a variety of delivery modes to enable student to develop understanding. Co-taught classes use one of the five instructional models to best support students' mastery of standards.</p> <ul style="list-style-type: none"> Training to support instruction. Teachers will use collaborative planning in order to provide modifications for SWD. Utilize a collaborative instructional model for all interrelated special education students to ensure exposure to and support for content area standards. 		<p>2012-2013 Principal API Academic Coach Department chair</p>	<p>Co-teaching lesson plans room arrangement that support delivery models observation of small groups pairs independent work, conferencing</p>	<p>Teachers can explain the purpose of work groups and can articulate the data that led to the flexible groups. Students transition smoothly and can explain the different grouping options.</p>

<ul style="list-style-type: none"> Utilize flexible grouping, small group instruction most of the time by implementing the preferred models of co-teaching: Station, parallel and alternative teaching Increase “practice turns” and targeted feedback that is provided: use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time, provide small group instruction with differentiated, targeted feedback 				
<p>Technology Integration: <u>Instructional Strand 2.7</u> <u>Performance Action 2</u> Utilize technology to provide real work 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.</p>		<p>2012-2013 Principal API Academic Coach Department chair</p>	<p>Computers, lesson or unit plans LCD Projectors Media center/lab use schedule performance tasks</p>	<p>Students articulate how technology supports their learning. Students provide examples of work using technology and demonstrate technology as a set of tools.</p>

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Students absent 15 days or more will decrease from 21% to 12% in the 2012-2013 school year.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 3</u></p> <p>The Graduation/Attendance team utilizes pertinent assessment, i.e., data that informs leaders about attendance and behavior issues of students, teachers' effectiveness at improving student learning, formative and summative student assessment and mixed measures (projects, portfolios, and research papers scored by teacher) and develops yearly outcome-based objectives based on student needs.</p> <p>Utilizing the attendance data, counselors meet with students with 5 or more absences to develop strategies to improve attendance.</p>		<p>2012-2013 Administrators Counselors</p>	<p>Assessment guidelines List of documents for review Attendance data Progress reports Discipline reports Summary of teacher failures</p>	<p>Early-warning indicators have been distributed throughout the school and among all staff.</p> <p>Administrators, counselors, and students can articulate the attendance protocol and strategies used to improve student attendance.</p>
<p><u>Performance/Action 6</u></p> <p>The Graduation/Attendance team will design and implement instructional programs that:</p> <ul style="list-style-type: none"> • Facilitate the successful transition from grade eight to grade nine. • Enhance the performance of students performing below grade level, particularly in reading and math. • Monitor teacher performance to 		<p>2012-2013 Administrators Counselors</p>	<p>Classroom observation data Walkthrough logs and observation data Test results, CRCT, and benchmark data Data wall/data room Tutoring schedule, list of students, and</p>	<p>Students can articulate the availability of resources; teachers can demonstrate increased skills in areas of instructional delivery and classroom management; administrators can show evidence that classroom instruction is rigorous and differentiated. Level of student engagement is high as evidenced by classroom observation, decrease in discipline incidents, increased classroom attendance. Utilizing professional</p>

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<p>determine the extent to which the teaching and learning environments are serious, safe, personalized, and engaging.</p> <ul style="list-style-type: none">• Provide teachers and administrators with the support and learning opportunities they need to implement, sustain, and develop effective reforms.• Provide students with tutors and/or afterschool instruction.			record of student attendance	development training, teachers make instructional adjustments to meet the diverse needs of students.
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<p>Library-Media Action Plan Annual Measurable Objective:</p> <ul style="list-style-type: none"> • The media specialist will collaborate with teachers in attaining the stated AMO gain in core content areas of 3%. • The media specialist will collaborate with teachers to increase student media center resources circulation by 4.25% over the previous year total. 				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instructional Strand 1.2</u> <u>Performance Action 4</u> 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> <ul style="list-style-type: none"> • Provide extended text to support CCGPS across subject areas. • Provide books that accommodate documented lexile levels. • Build media center collection to include more titles appropriate for exceptional education students. • Present Research Skills Development Classes for students based on the 6-step Research Process. • Facilitate equitable access to technology resources for all students by providing extended media center hours during morning arrival for 		<p>2012-2013 API, Instructional Coaches, Dept. Chairs, Media Specialist, Teachers, LTSE</p>	<p>Resource alignment to units, Destiny circulation data</p>	<p>Resources from the media center are correlated to grade level CCS extended texts.</p> <p>The media specialist can describe how services are coordinated to support classroom instruction.</p> <p>CRCT, ITBS, MGWA, COGAT, Benchmarks, book checkout records, 25-book student logs</p>

students without computers at home.				
<p><u>Technology Integration:</u> http://cnets.iste.org/teachers/t_stands.html Teachers will apply productivity /multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. This will be achieved using IABs, multimedia carts with LCD projectors and Laptops/ELMOS, Digital Video Cameras, Digital still cameras and iPads.</p> <ul style="list-style-type: none"> • Integration of PowerPoint Presentations, brochures and pamphlets virtual labs, multimedia portfolios into lesson plans • Media Specialist will provide online resources to improve/enhance student research skills. • Media Specialist will provide access to eBooks that can be accessed through traditional computers as well as tablets, iPads or eReaders. • Interactive boards, audio-visual equipment, iPads and document cameras (ELMO) are utilized to differentiate instruction. 		<p><u>2012-2013</u> API, Instructional Coaches, Dept. Chairs, Media Specialist, Teachers, LTSE</p>	<p>Master schedule, lesson plans, observations</p>	<p>Students are able to articulate how technology enhance, reinforce, or remediate.</p> <p>Computer lab sign-in sheets, CRCT, ITBS, EOCT, Writing Assessment, Benchmarks.</p>

Professional Learning Plan					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
\$1000.00	Professional Learning Workshops on differentiated instruction for all content areas.	Workshop to focus on Differentiating Instruction through environment, content, process and product.	November 2012	Walk Throughs, Informal and Formal Observations, Lesson Plans	Teachers consistently using the strategies to improve/increase student performance.
\$10,000.00	Professional Conferences/ Workshops /Seminars	NCTM, ASCD, Gifted Conference, Title I, GCEL, Georgia Middle School, National Middle School	November 2012	Redelivery of all information to the faculty and staff	Teachers using strategies and interventions from workshops. Lesson Plans will reflect new learning
\$6,000.00	Substitutes for Professional Learning Workshops, etc	Substitutes will be hired to cover classes while teachers and administrators attend conferences.	November 2012	Substitutes in the building covering classes	Teachers ability to incorporate new ideas and strategies into lessons
\$15,000.00	Summer Leadership Retreat	Faculty and staff will convene during the summer to plan for the upcoming school year by reviewing data (formative and summative) to plan for the incoming students in all grade levels. Teachers will receive	May/June 2013	Participation in all workshop activities and the incorporation of data into the planning of	Data driven classrooms in all subject areas at the beginning of the school year.

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		a stipend for their participation and we will pay for the venue and a consultant		engaging rigorous lessons for the 2013-2014 school year.	
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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
<p><u>Performance/Action 1</u></p> <p>A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that</p> <ul style="list-style-type: none"> • Knows best practices in violence prevention and school culture. • Actively shares with the faculty research-based safe schools. • Collects and analyzes local, state, and national data on violence and school climate on a yearly basis. 		2012-2013 Administrators Counselors teachers	Member list Meeting dates Sign-in sheets Agendas Minutes	A Safe School Committee exists and meets monthly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff (counselors, and social worker.). Parents and students serves as committee advisors.
<p><u>Performance/Action 2</u></p> <p>The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion:</p> <ul style="list-style-type: none"> • Grade level • Gender • Location and time of infraction • Teacher referral • Repeat offenders 		2012-2013 Administrators Counselors teachers	Meeting dates Sign-in sheets Agendas Minutes Spreadsheets Reports	Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.

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><u>Performance/Action 2</u></p> <p>The Teacher Retention Committee will conduct a needs assessment to determine strengths and areas in need of improvement.</p>		2012-2013 Administrators Teacher Support Specialist	Surveys TKES results Professional Development Plans	Committee members can describe the process and timeline for completion of the teacher retention needs assessment. A written copy of the results exists and is utilized to plan for improvement.
<p><u>Performance/Action 6</u></p> <p>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 mentors to teachers new to the profession • Assign mentors to teachers new to the building • Provide mentors to veteran teachers upon request • Schedule a formal time for mentors and mentees to meet • Provide guidelines to mentors regarding how to effectively serve in their roles. • Schedule peer observations and collaborative feedback 		2012-2013 Administrators Teacher Support Specialist	Mentoring 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.

Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 2</u></p> <p>Increase leadership development of students by increasing participation in Career Technology Student Organizations (CTSOs): Future Business Leaders of America (FBLA) etc.</p> <ul style="list-style-type: none"> • Implement co-curricular activities. • Increase community service projects. • Increase student engagement in school activities. • Extend classroom instruction for relevance. 		<p>2012-2013 Administrators Connections Department Chair</p>	<p>Membership roster Student leadership conference attendance Advertisement of community service projects Agendas and minutes Students' PowerPoint presentations</p>	<p>Students' leadership development activities are scheduled throughout the school year. There is an increase in students competing in regional, state and national events.</p>