

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 <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Library-Media <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Retention <input checked="" type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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

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

AdvancED (SACS CASI) Accreditation Standards
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.	Stephanie Amey		9/13/12
2.	Nicole Shaw		9/13/12
3.	Antonio Mattox		9/13/12
4.	Jeanette Moss		9/13/12
5.	Terry McMullen		9/13/12
6.	Imani Bailey		9/13/12
7.	Demetrice Jennings		9/13/12
8.	Xavier Gamble		9/13/12
9.	Wendell Muhammad		9/13/12
10.	Tracy Hammond		9/13/12
11.	Chuck Logan		9/13/12
12.	Milton Wallace		9/13/12
13.	Regenia Bowens		9/13/12
14.	Stan Sherman		9/13/12
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	Stephanie Amey		10/1/12
Assistant Principal of Instruction	Nicole Shaw		10/1/12
CSIP Facilitator	Demetrice Jennings		10/1/12
Parent Representative (can not be a school employee)	Chuck Logan		10/1/12
Student Representative (required for High School)	Miranda Jackson		10/1/12
Community Representative (can not be a school employee)	Rev. Walter Kimbrough		10/1/12
School Counselor	Tiwanna Elder		10/1/12
Special Education Representative	Starlin Walker		10/1/12
Reading/ELA Chair	Lisa Orłowski		10/1/12
Math Chair	Sharina Moore		10/1/12
Science Chair	Karen Grate		10/1/12
Social Studies Chair	Stanley Sherman		10/1/12
Professional Learning Liaison	Frances Walters		10/1/12
Academic Coach	Sherita Davis		10/1/12

World Language/Fine Arts Department Chair	Phillis Willis		10/1/12
Assistant Principal/ Attendance & Testing	Antonio Mattox		10/1/12
Assistant Principal / Discipline 10 th /11 th /12 th	Jeanette Moss		10/1/12
Assistant Principal/ Ninth (9 th) Grade Academy	Terry McMullen		10/1/12
ROTC Department Chair	Luther Hill		10/1/12
Health/PE Department Chair	Howard Jackson		10/1/12
Career Technology Department Chair	Angela Bateman		10/1/12
Public Relations	Edwina Floyd		10/1/12
Media Specialist	Kathleen Woods		10/1/12

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:

**Benchmark/Diagnostic Assessments
Data Analysis
Collaborative Planning**

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

**After –school tutorial
Summer School
Parental Involvement
Technology use in 75% or more classrooms**

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

**Student/Parent Involvement
Student/Teacher Buy-in
Number of Level I students entering 9th grade
School leadership changes
Late start of after-school tutorial**

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:

**Standards Based Classrooms
Professional Development
Yearlong Math Courses
Reading and Writing Focus in all Classrooms
Increased instructional Technology
Targeted Extended Day Tutorial**

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>Columbia High School’s vision is to be the highest performing school in DeKalb County and the State of Georgia becoming an recognized school of excellence that epitomizes excellence in academics, athletics, and the arts.</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 Columbia High School is to provide students with instruction that promotes higher level thinking skills, accountable and responsible behavior, and self-disciplined social skills, so that they are capable of meeting the challenges of a rapidly changing and increasing complex 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 	<p>Columbia High School is committed to:</p> <ul style="list-style-type: none"> • Encourage, promote, and increase parental involvement • Vigorously teach character education • Instill values among our student population • Produce productive members of society • Graduate students who have a positive impact on society

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)

Columbia High School is located in a residential neighborhood in southeast DeKalb County. Columbia serves approximately 1380 students. 98% of the student population is African American, with 2% being American Indian, Asian, Pacific Islander, White, or multiracial. 1% of the students at Columbia High school are of Hispanic heritage, 0.7% is English Language Learners, 13% of students with disabilities, and 86% are economically disadvantaged.

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

- **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**
- **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

The school stakeholders developed a comprehensive needs assessment using data and information that was collected from the individual departments, parent feedback and general observation. The data and information was viewed and addressed as areas of concern throughout school. We looked at Academic Achievement based on standardized test results, demographic data, the OSI GAPSS Review, and Staff Surveys. Prior to the beginning of the school, the Leadership Team met. During the meeting the Vision, Mission, Beliefs, and Goals of Columbia High School were reviewed. The team reviewed critical expectations, important practices and procedures, and engaged in calendar planning for the 2012-2013 school year. Leadership team meetings are scheduled bi-monthly to review and analyze data, and to revise practices, if needed, in support of the school improvement plan and CSIP.

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
X	CCPRI	X	Students with Disabilities	X	OSI GAPSS Review
X	Georgia Criterion Referenced Test		Language Proficiency		America’s Choice DAT Review

X	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
X	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
	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.

In terms of data, the school’s greatest strength in 2011-2012 was its Graduation Rate of 84%. GHSGT scores in mathematics. Based on EOCT results, student performance in American Lit/Comp (4 point gain), Biology (6 point gain), Economics (3 point gain), and Lit/Comp 9 (1 point gain). These gains are attributed to retaining highly qualified teachers, collaborative planning and tutorial.

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

Columbia High School is making progress in closing the achievement gap with our students. However we still face several challenges. Based on the GHSGT and EOCT results we still need to improve our scores in all core content areas. It is imperative that we improve student achievement of all students in order to achieve high rates on Georgia’s College and Career Ready Performance Index. We have to continue to raise expectations across the board to ensure that our students are able to perform at a high level. We are working to change the school culture to have our students understand what is acceptable and what is necessary to be successful. In all core areas the AMO was not met for the graduation test in 2011-12. Of the students required to take the graduation test, most were not successful. In ELA the pass rate was 45%, in Math 45%, Science 34%and Social Studies 65%.

EOCT: For the 2011-2012 school years, the following subject EOCT passing rates were as follows:

Math I - 36%

Math II - 39%

U.S. History 53%

Am. Lit 88%

9th Grade Lit 67%

Economics 74%

Biology 51%

Physical Science 45%

Focus walks observations show that the level of rigor needs to be increased and that whole-group instruction should be decreased. Under the new administration, Columbia High School will focus on changing its school climate and culture by raising the expectations bar of all stakeholders. Staff and student achievement recognition will be increased

While parental involvement is increasing, there is a need for greater parent participation at parental involvement meetings, parent-teacher conferences, and PTSA activities.

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

- Workshops on Reading and Writing Across the Curriculum
- Planning Sessions on Data Analysis
- Workshops and Planning Sessions on Unpacking the Standards
- Workshops on Depth of Knowledge
- Workshops on Vocabulary Implementation
- Thinking Maps training
- Workshops on Standard Based Instruction
- Planning Sessions to Increase the Use of Marzano's High Yield Strategies
- Workshops on Preferred Co-Teaching Models
- Workshops on Formative Assessment Strategies
- Pearson Common Core Training
- Metro RESA Common Core Training
- ASCD & Solution Tree Conferences
- Model School Conference
- National Content Area Conferences focusing on Common Core Implementation

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: Counselors at Columbia High School meet with students in all grade levels and their parents to provide academic and career postsecondary advisement. Counselors partner with Junior Achievement and the POSSE Organization to give students well rounded business and educational experience. Counselors consult with colleges and universities from within the state of Georgia and outside Georgia. Additionally, counselors attend conferences such as the College board Forum, PROBE Fairs, and the ASCA National Convention that provide training in helping students to understand the college admission process, course selection in high school, assistance with absenteeism, and securing scholarships visits to various colleges and universities throughout the country. Counselors work with district personnel to teach Coping with Life, a comprehensive guidance activity that informs ninth-grade students about the signs of stress, how to cope with stress, the signs of suicidal behavior, and how to detect and alert an authority figure. Counselors also work with various agencies to assist students in social and economic issues that may arise outside of the school.

Psychologists: The School Psychologist (SP) collaborates and consults with other district and local school personnel and parents in the development of educational plans, medical accommodations, interventions, and data collection techniques for students receiving 504 accommodations, special education services, and those students receiving interventions through the Student Support Team (SST) process, or Tier III of Georgia’s Pyramid of Interventions. The SP also provides consultative services to students and parents to provide support at all levels of the Pyramid of Interventions.

Student Support Specialists: The Student Support Specialist (SSS) collaborates with district and local personnel to schedule, conduct, and document SST and 504 meetings; conduct SST/504 workshops, and monitor students receiving SST and 504 services. The SSS also forwards interventions and accommodations for necessary students to teacher of record. The SSS collaborates with community business and agencies to provide student incentives and serves as liaison for pregnant and parenting students with social workers from Families First, Inc.

Social Workers: The School Social Worker (SSW) works with the district office and outside agencies to provide services for students and their families during times of crisis and/or transition. The SSW provides referral information to parents and families to assist them with on-going counseling needs, health and/or academic support; advocates for students and their families to help achieve academic and personal growth; and assists families

and students to meet social, personal, academic, and cultural challenges. The SSW attends district meetings and outside agency meetings and shares important information to faculty and staff regarding reporting allegations of child abuse, suicidal ideation, student pregnancy, homeless students, and attendance through faculty and individual meetings. The SSW also works with district personnel, the Solicitor General’s office, and the juvenile justice system to improve student attendance at school.

School Nurses: Columbia High School is not assigned 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		
X	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary		Others (list here)

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

Columbia High School works through a variety of avenues to keep parents unformatted about student progress and build capacity for supporting student growth. First, the lines of communication are kept open through parent/teacher conferences, newsletters, school website, monthly PTSA meetings, School Council meetings, and direct mailings. We will hold several parental involvement meetings during the school year. Workshops will be provided for parents to learn more about new state standards (CCGPS), graduation requirements, helping students past standardized tests, college entrance, health and wellness, and reading, writing and computer literacy. Parents are invited to curriculum meetings as well as school/community involvement initiatives. Parents are also encouraged to complete the parent involvement survey to inform the school about services that meet their needs.

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

x	Parental Involvement Handbook for Parents	x	Newsletters
x	School Website	x	Calling Post
x	DCSS Website/Community.Net	x	Parent Portal
x	Parent Right to Know Letter	x	Title I Compact and Parental Involvement Policy

Stakeholder Communication

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

Individual student assessment results are given to students during their homeroom classes. Students are asked to take the results home share them with their parents. Informational meetings are held to analyze the assessment results. The meetings are advertised via letters sent home by the students and via Callingpost. The informational meetings are presented by administrators, counselors, and/or content-area teachers. The assessment data is also presented at faculty meetings. Classroom teachers are asked to explain the data to the students. Class meetings are also held to explain data to students.

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

School-wide data results are shared with the PTSA and the school council. This data is presented at PTSA meetings and at parental involvement meetings. Additionally, letters are sent home regarding the school’s CCRPI results. School data is also posted on the school’s website, newsletters, school marquee, mailed post cards and public dissemination of the School Improvement Plan to all stakeholders.

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

The contents of the CSIP will be shared at PTSA meetings, parental involvement meetings, and faculty meetings. A copy of the CSIP will be posted on the school's website. Additionally, a copy of the CSIP will be on file in the media center, and one will be available for review at PTSA and parental involvement events. The CSIP facilitator will be designated to serve as the contact person for those stakeholders who need additional information or further explanation concerning the CSIP.

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.

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-years. 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	Title I funds will be used for support staff including academic coaches, student support specialist, data clerk and supplemental teacher salaries to reduce class size in mathematics, instructional resources, and technology. Additionally, these funds will support after-school tutorial, credit recovery programs, outreach programs for parents, and professional development for teachers.
State Funds	Per pupil funds are used to purchase instructional supplies, equipment and technology.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	These funds (if received) will be used to purchase supplemental curriculum materials, technology, books, and supplies; to support professional development for teachers, and to acquire a prevention/intervention specialist to support students.
Federal School Improvement Grants	N/A
Local Professional Learning Funds	These funds are used to provide professional development for teachers on instructional best practices.
Grants (list)	N/A
PTSA	PTSA funds provide incentives for student recognition and staff members.
Partners in Education	Business partners support the school by providing student and staff incentives.
Other (list)	

Select appropriate research-based performance actions that support your plan. If an individual school chooses to select a performance action or initiative other than those sited in the Georgia School Keys Implementation Resource Guide, a citation is necessary. 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: To improve student achievement by increasing the number of first time test takers who meet expectations on the GHSGT from 87.4% to 93.9%; the GHSGWT from 91% to 95%; to increase the EOCT passing rate of in 9th Grade Literature to 80%; and to increase the EOCT passing rate of students in American Literature to 85%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Curriculum 3.2 PA 2:</u> Work collaboratively to utilize federal, state, and local resources to support the student needs and curriculum implementation in the following ways: <u>Personnel:</u></p> <ul style="list-style-type: none"> • Academic Coaches • Prevention/Intervention Specialist • Four Math Teachers • One (1) Data Clerk <p><u>Time:</u></p> <ul style="list-style-type: none"> • GHSGT and GHSWT initiatives • Before/After-School/Saturday Tutorial <p><u>Resource Materials:</u></p> <ul style="list-style-type: none"> • Thinking Maps Resource Materials • Ramp-Up to Literacy Instructional Resources 	<p><u>Title I Funds:</u> \$35,000 - resources</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • English Department Instructional Leader • Academic Coach • English Instructors 	<ul style="list-style-type: none"> • Schedules • Personnel • Budgets • Leadership team meeting minutes • Leadership team meeting agendas • Collaborative planning • Meeting agenda / minutes • Inventory of materials, etc. • Benchmark data • Focus Walk Data 	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the Common Core Georgia Performance Standards.</p>

<ul style="list-style-type: none"> America’s Choice/Educator’s Toolbox of Instructional Strategies Implement Write to Learn and Read 180 Accelerated Reading Star Reading Classroom libraries 				
<p><u>Assessment 3.1 PA 4</u> Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net programs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <ul style="list-style-type: none"> Saturday School, Before and afterschool tutorials Reading and Math Push-in Programs Summer Credit Recovery Program After School Credit Recovery Program Read 180 Literacy Ramp-Up Writing Tutorials Implement RTI 	<p>Title I Funds \$25,000</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> Principal Assistant Principals English Department Instructional Leader Academic Coach English Instructors 	<ul style="list-style-type: none"> Safety net rosters Student data Formative assessments Summative assessments Student work samples Benchmark data 	<p>Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p><u>Instruction 2.1 PA2</u> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations,</p>	<p><u>Title I funds</u> \$10,000 – instructional resources (Thinking Maps, EOCT</p>	<p>8/2021-5/2013</p> <ul style="list-style-type: none"> Principal Assistant Principals English Department 	<ul style="list-style-type: none"> Small groups, pairs, Independent work, conferencing etc. observed 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible grouping.</p>

<p>small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist.</p>	<p>prep books, AP Novels)</p>	<p>Instructional Leader</p> <ul style="list-style-type: none"> • Academic Coach • English Instructors 	<ul style="list-style-type: none"> • Co-teaching • lesson plans • Collaborative planning agenda / minutes 	<p>The delivery modes observed support the learning goals of the lesson and students' needs.</p>
<p><u>Instruction 2.2 PA 1</u> 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 as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction.</p>	<p>N/A</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • English Department Instructional Leader • Academic Coach • English Instructors 	<ul style="list-style-type: none"> • Open-ended questions on assessments • Performance tasks • Rubrics • Graphic organizers • Classroom assessments • Posted essential questions, standards, etc. 	<p>Teachers can explain how assessments, performance tasks, etc. emphasizes higher-order thinking and promotes depth of knowledge.</p>
<p><u>Instruction 2.3 PA 3</u> Use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.</p> <ul style="list-style-type: none"> • Assessment Data Talks • Magnet program • Career Pathway • Advanced Placement courses 	<p>N/A</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • English Department Instructional Leader • Academic Coach • English Instructors 	<ul style="list-style-type: none"> • Student work • Unit plans • End of unit products • Conference notes • Analysis of formative assessments • Various leveled texts on topics aligned to the standards, etc. 	<p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs shared reading, etc.).</p> <p>All students articulate the same expectations of the lesson, although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.</p>

<p><u>Students with Disabilities Instruction 2.1 PA 2</u> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>	<p>N/A</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • English Department Instructional Leader • Academic Coach • English Instructors 	<ul style="list-style-type: none"> • Small groups, pairs, independent work, conferencing etc. observed • Co-teaching • lesson plans • Room arrangement that supports delivery modes 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups.</p> <p>The delivery modes observed support the learning goals of the lesson and students' needs.</p>
<p><u>Technology Integration Instruction 2.7 PA 1-2</u> 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. The technology activities provide real-world application and differentiated instruction to maximize student learning.</p> <p>Utilize technological resources such as: Promethean Boards, Computer labs, Laptops for stations, Laptop carts, Document cameras, LCD projectors, Active Expressions, iPads, Web based programs: Star Reading, Accelerated Reader, Write to Learn, USA Test Prep, Study Island and other researched applications.</p>	<p><u>Title I funds:</u> \$40,000</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • English Department Instructional Leader • Academic Coach • English Teachers • Media Specialist • CTSS 	<ul style="list-style-type: none"> • Lesson or unit Plans identifying use of technology • Focus walk data on the use of technology • Media center/lab use schedule • Samples of Student work • Samples of Performance tasks incorporating technology • Research projects, etc. 	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology.</p> <p>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

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

Mathematics Action Plan				
Annual Measurable Objective: To improve student achievement by increasing the number of first time test takers who meet expectations on the GHS GT-Math from 45% to 75%; increase the EOCT passing rate in Math I and Math II from 38% to 70%				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Curriculum 3.2 PA 2:</u> Work collaboratively to utilize federal, state, and local resources to support the student needs and curriculum implementation in the following ways:</p> <p><u>Personnel:</u></p> <ul style="list-style-type: none"> • Four (4) Math teachers • Academic Coach • Data Clerk • Prevention/Intervention Specialist. <p><u>Time:</u></p> <ul style="list-style-type: none"> • GHS GT initiatives including push/pull outs. • After-school tutorial. <p><u>Resource Materials:</u></p> <ul style="list-style-type: none"> • Thinking Maps Resource Materials • Common Core Resource books • EOCT Prep • Coach books 	<p><u>Title I funds:</u> \$35,000 – tutorial and materials</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Math Department Instructional Leader • Academic Coach • Math Instructors 	<ul style="list-style-type: none"> • Schedules • Personnel Budgets • Leadership team meeting minutes • Leadership team meeting agendas • Collaborative planning minutes / agendas • Diagnostic tests • Benchmark tests • Inventory of materials, etc. • Focus Walk Data 	<p>Teachers can describe the variety of resources utilized to teach the standards.</p> <p>Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the CGPS.</p>
<p><u>Assessment 3.1 PA 4</u> Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and after school. All</p>	<p><u>Title I funds:</u> \$25,000 – tutorial \$20,000 – Push-in/out</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Math 	<ul style="list-style-type: none"> • Student data • Formative assessments • Summative assessments 	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets.</p> <p>Safety net instruction is</p>

<p>extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <ul style="list-style-type: none"> • Saturday School, Before and after school tutorials • Summer Bridge • Summer Credit Recovery Program • After School Credit Recovery Program • Document RTI when students are not mastering content. • Push-in/Pull-out initiatives for bubble student support. 	<p>programs</p> <p>\$5,000 – Summer Bridge</p>	<p>Department Instructional Leader</p> <ul style="list-style-type: none"> • Academic Coach • Math Instructors 		<p>continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p><u>Instruction 2.1 PA2</u> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes use one of the five instructional models to best support students’ mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist.</p> <ul style="list-style-type: none"> • Thinking Maps • Portfolios • Posted Essential Questions • Posted student work • Commentary • Technology 	<p><u>Title I:</u> Professional learning - \$5,000</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Math Dept. Chair • Academic Coach • Math Instructors 	<ul style="list-style-type: none"> • Small groups, pairs, independent work, conferencing, etc. • Co-teaching lesson plans • Room arrangement that supports delivery modes, etc. 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups.</p> <p>The delivery modes observed support the learning goals of the lesson and students’ needs. Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>

<p><u>Instruction 2.2 PA 1</u> 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 as well as performance tasks that require critical thinking, application, etc. of concepts during instruction.</p> <ul style="list-style-type: none"> • Depth of Knowledge • Newman’s Prompt • Tier III Math Academy • Utilize Thinking Maps 		<p>8/2011-5/2012</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Math Department Instructional Leader • Academic Coach • Math Instructors 	<ul style="list-style-type: none"> • Open-ended questions on assessments • Performance tasks • Rubrics • Graphic organizers • Classroom assessments • Posted essential questions, standards, etc. 	<p>Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking and promote depth of knowledge.</p>
<p><u>Instruction 2.3 PA 3</u> Use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding.</p> <ul style="list-style-type: none"> • Multiple Intelligences surveys • Pre-assessments • Benchmarks • Data Talks • Flexible grouping of students • Magnet program • Career Pathways • Advanced Placement course 		<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Math Department Instructional Leader • Academic Coach • Math Instructors 	<ul style="list-style-type: none"> • Student work • Unit plans • End of unit products • Conference notes • Analysis of formative assessments • Math assignments using manipulatives • Various leveled texts on topics aligned to the standards, etc. 	<p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, math manipulatives, etc.).</p> <p>Teachers can explain how different performance tasks require different skills.</p> <p>All students articulate the Same expectations of the lesson, although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work.</p>

<p><u>Students with Disabilities</u> <u>Instruction 2.1 PA 2</u> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students’ mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>	<p><u>Title I funds:</u> Standards based instruction supplies \$5,000</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Math Department Instructional Leader • Academic Coach • Math Instructors 	<ul style="list-style-type: none"> • Small groups, pairs, independent work, conferencing etc. observed • Co-teaching lesson plans • Room Arrangement that supports delivery modes, etc. 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students’ needs.</p> <p>Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>
<p><u>Technology Integration</u> <u>Instruction 2.7 PA 2</u> Use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. Math teachers will incorporate equipment and software into their lessons such as the following:</p> <ul style="list-style-type: none"> • Brainchild study buddies • Promethean Boards • Computer labs and laptop carts • iPads • Elmo document readers • Active Expressions • Graphing Calculators • Web-based programs such as Study Island, USA Test Prep, HeyMath, Gizmo, and IXLMath 	<p><u>Title I funds:</u> \$40,000 equipment and software</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Math Department Instructional Leader • Academic Coach • Math Instructors 	<ul style="list-style-type: none"> • Lesson or unit plans identifying use of technology • Focus walk data on the use of technology • Media center/lab use schedule • Samples of Student work enhanced Technology • Samples of Performance tasks incorporating technology 	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology.</p> <p>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

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Science Action Plan				
Annual Measurable Objective: To improve student achievement by increasing the number of first time test takers who meet expectations on the GHS GT-Science from 34% to 70%; increase the EOCT passing rate of students in biology and physical science to from 48% to 70%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 2.1 PA2</u> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes use one of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist.</p> <ul style="list-style-type: none"> • Differentiated Instruction • Marzano's High Yield Strategies • Group Laboratories • Science Fair • Collaborative groups • Team teaching • Station teaching • Inquiry based learning tasks • Scientific Method 	N/A	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Academic Coach • Science Department Chair • Science Teachers 	<ul style="list-style-type: none"> • Small groups, pairs, independent work, conferencing etc. observed • Co-teaching lesson plans • Collaborative planning agendas / minutes • Room arrangement that supports delivery modes, etc. • Focus Walk Data 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.</p> <p>Students transition smoothly from one activity to another.</p> <p>Students can explain different grouping options typically used in the class.</p>

<p><u>Instruction 2.2 PA 1</u> 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 as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction.</p> <ul style="list-style-type: none"> • Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. • Utilize Thinking Maps to organize concepts for understanding 	<p>N/A</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Academic Coach • Science Department Chair • Science Teachers 	<ul style="list-style-type: none"> • Open-ended questions on assessments • Performance tasks • Rubrics • Graphic organizers • Classroom assessments • Posted essential questions, standards, etc. 	<p>Teachers can explain how assessments, performance tasks, etc. emphasizes higher-order thinking and promotes depth of knowledge.</p>
<p><u>Instruction 2.3 PA 3</u> Use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.</p> <ul style="list-style-type: none"> • Multiple Intelligences surveys • Choice boards • Test Prep Resources • Flexible grouping of students • Magnet program • Career Pathway 	<p>Title I funds: Test Prep Resources \$10,000</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Academic Coach • Science Department Chair • Science Teachers 	<ul style="list-style-type: none"> • Student work • Unit plans • Collaborative planning minutes • End of unit products • Conference notes • Analysis of formative assessments • Various leveled texts on topics aligned to the standards, etc. 	<p>Teachers can describe different ways to scaffold learning.</p> <p>Teachers can explain how different performance tasks require different skills.</p> <p>All students articulate the same expectations of the lesson, although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.</p>

<p><u>Students with Disabilities</u> <u>Instruction 2.1 PA 2</u> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>		<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Academic Coach • Science Department Chair • Science Teachers • Six Steps Implementation Team 	<ul style="list-style-type: none"> • Small groups, pairs, independent work, conferencing etc. observed • Co-teaching lesson plans • Six Steps Frameworks for Special Education 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.</p> <p>Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>
<p><u>Technology Integration</u> <u>Instruction 2.7 PA 2</u> Use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. Math teachers will incorporate equipment and software into their lessons such as the following:</p> <ul style="list-style-type: none"> • Promethean Boards • Computer labs and laptop carts • iPads • Elmo document readers • Active Expressions • Graphing Calculators • Web-based programs such as Study Island, USA Test Prep, HeyMath, Gizmo, and IXLMath 		<p>8/2012 - 5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Academic Coach • Science Department Chair • Science Teachers 	<ul style="list-style-type: none"> • Lesson or unit plans identifying use of technology • Focus walk data on the use of technology • Media center/lab use schedule • Samples of Performance tasks incorporation of technology • Research projects, etc. 	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology.</p> <p>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

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Social Studies Action Plan				
Annual Measurable Objective: To improve student achievement by increasing the number of first time test takers who meet expectations on the GHS GT Social Studies from 65% to 83.6%; to increase the EOCT passing rate of students in U S History and Economics from 64% to 75%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 2.1 PA2</u> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes use one of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist.</p> <ul style="list-style-type: none"> • Differentiated instruction • Team teaching • Higher order thinking • Use of technology to enhance instruction. • Remediation opportunities • Additional instruction 	N/A	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Social Studies Department Chair • Academic Coach • Social Studies Teachers 	<ul style="list-style-type: none"> • Small groups, pairs, independent work, conferencing etc. observed • Co-teaching lesson plans • Collaborative planning agenda / minutes • Room arrangement that supports delivery modes, etc. • Focus Walk Data • Benchmark Data 	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.</p> <p>Students transition smoothly from one activity to another.</p> <p>Students can explain different grouping options typically used in the class.</p>

<p><u>Instruction 2.2 PA 1</u> 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 as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction.</p> <ul style="list-style-type: none"> • Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. • Utilize Thinking Maps to organize concepts for understanding • Implement Marzano's nine high yield strategies. • Utilize test prep books and Coach books. 	<p><u>Title I funds:</u> \$12,000 – resources for EOCT preparation</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Social Studies Department Chair • Academic Coach • Social Studies Teachers 	<ul style="list-style-type: none"> • Open-ended questions on assessments • Performance tasks • Rubrics • Graphic organizers • Classroom assessments • Posted essential questions, standards, etc. 	<p>Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking and promote depth of knowledge.</p>
<p><u>Instruction 2.3 PA 3</u> Use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.</p> <ul style="list-style-type: none"> • Flexible grouping of students • Magnet program • Advanced Placement courses • Common assessment 		<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Social Studies Department Chair • Academic Coach • Social Studies Teachers 	<ul style="list-style-type: none"> • Student work • Unit plans • End of unit products • Conference Notes • Analysis of formative assessments • Various leveled texts on topics aligned to the standards, etc. 	<p>Teachers can describe different ways to scaffold learning and explain how different performance tasks require different skills. All students articulate the same expectations of the lesson, although the tasks, grouping, pacing, etc. may vary. Students are working to meet the same standards.</p>

<p>Students with Disabilities <u>Instruction 2.1 PA 2</u> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>		8/2012-5/2013 <ul style="list-style-type: none"> • Principal • Assistant Principals • Social Studies Department Chair • Academic Coach • Social Teachers • LTSE, • Special Education Dept. Chair 	*Small groups, pairs, independent work, conferencing etc. observed * Weekly grade level Collaborative planning minutes *Co-teaching lesson plans * Room arrangement * Six Steps Framework for Special Education	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs. Students can explain different grouping options typically used in the class.
<p>Technology Integration <u>Instruction 2.7 PA 2</u> Use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. Teacher utilize technological resources such as: Promethean Boards, Computer labs, Laptops for stations, Laptop carts, Document cameras, LCD projectors, Active Expressions, iPads, Web based programs: Star Reading, Accelerated Reader, Write to Learn, USA Test Prep, Study Island and other researched applications.</p>	<p><u>Title I funds:</u> \$40,000 - technology</p>	8/2012-5/2013 <ul style="list-style-type: none"> • Principal • Assistant Principals • Social Studies Department Chair • Academic Coach • Social Teachers • Media Specialist • CTSS 	<ul style="list-style-type: none"> • Lesson or unit plans identifying use of technology • Focus walk data on the use of technology • Media center/lab use schedule • Samples of Student work • Social Studies Fair projects 	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.

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Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: To increase the number of students who will graduate with a regular diploma in four years from 77% to 90%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>I Performance/Action 1 Focus on three critical elements that address dropout prevention to ultimately lead towards increased graduation rate and improved student retention. The team will consist of keys stakeholders, i.e., principal, assistant principals, head counselor, ninth grade counselor, social worker, prevention/intervention counselor. In each instance, the team will:</p> <ul style="list-style-type: none"> • Understand the factors that serve as predictors for student failure to complete high school within a four year period. • Understand the prevention, intervention, and recovery strategies that can reduce the negative impact of existing at-risk factors. • Know best practices in dropout prevention from the early grades to high school. • Review current research related to student retention and student dropout. • Collect, analyze, and interpret trend data. 	<p><u>Title I funds:</u> \$3,000 stamps</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • BLT • Graduation Coach • Counselors • Social Worker • CIS Specialist • Director of DeKalb Graduates 	<ul style="list-style-type: none"> • Member list • Meeting dates • Sign-in sheets • Agendas • Minutes 	<p>The Graduation/Attendance team exists and meets regularly to discuss trends and best practice for addressing student attendance, academic performance, and discipline issues.</p>

<p>Performance/Action 3 Utilize 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>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • BLT • Graduation Coach • Counselors • Social Worker • CIS Specialist • Director of DeKalb Graduates 	<ul style="list-style-type: none"> • Assessment guidelines • List of documents for review • Attendance data • Progress reports • Discipline reports • Test results and benchmark data • Summary of teacher failures • Data wall/data room 	<ul style="list-style-type: none"> • GHS GT • GHS WT • EOCT • CRCT • Benchmarks • ACT • SAT • PSAT • Student Grades • Failure Rate
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Library-Media Action Plan				
Annual Measurable Objective: To increase the number of books and reference materials students read independently by 5%, and to increase the number of students passing the GHS GT and the EOCT				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 1.2. PA4</u> Collaborate with the instructional staff to determine media center support needed to increase resources to enhance schoolwide achievement. A process is in place to communicate the reading levels of students to the teachers as well as the media specialists. The media specialist serves on the leadership team and provides</p> <ul style="list-style-type: none"> • STAR Reading Program • Accelerated Reader • Reading Bowl Competition (books) • Literary Magazines • Research Project Assistance 	<p><u>Title I funding:</u> \$40,000 – Technology \$30,000 – Web-based license</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Academic Coaches • Media Specialist • Teachers 	<ul style="list-style-type: none"> • Reading Score • 25-Book Standard committee guidelines • Media Circulation records, etc. • Student AR test reports • Literary Magazines 	<ul style="list-style-type: none"> • Resources from the media center are correlated to grade level • Units of study • The media specialist can describe how services are coordinated to support classroom instruction.
<p>Technology Integration <u>Instruction 2.7 PA 1</u> 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"> • Play-a-way audio books • Technology Equipment (iPads, laptops, Active Expressions, Elmo’s) and Software license. 	<p><u>Title I funding:</u> \$40,000 – Technology \$30,000 – Web-based license</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • BLT • Media Specialist • Teachers • Technology Committee 	<ul style="list-style-type: none"> • Reading Scores • Comprehensive plan to integrate technology • Collaborative Teacher meeting minutes. • Collection of audiobooks (Playaways) • Media Center equipment use log 	<ul style="list-style-type: none"> • Career research webquest unit • Students’ essays and PowerPoint presentations • Circulation records for the Playaways. • Teachers can demonstrate how tape recorders are used to support their curriculum in World Languages, English, and Special Education.

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
State (PL Funds)	Increase student achievement in the areas of Mathematics, English/Language Arts, Science, and Social Studies	<p>All teachers will attend Professional Learning Seminars on Common Core implementation. Additional teachers will receive professional learning on instructional strategies, data management, standards-based instruction, and effective co-teaching based on individual needs.</p> <p>Teachers will attend conferences related to Common Core training, Assessment and Data-Driven Instruction, Rigor, Learning Walks, Writing Strategies, Collaboration, etc.</p> <p>Teachers and counselors will attend conferences to stay abreast of current research-based instructional best practices.</p>	7/2012-6/2013	Teacher sign in sheets Handouts Redelivery Learning Walks Standards based Classroom	<p>Implementation of best practices and student achievement.</p> <p>Increased EOCT passing rates Increased GHSGT passing Rates</p> <p>Quality Student Work Product</p>
Federal	Increase student achievement in the areas of Mathematics, English/Language Arts, Science, and Social Studies	<p>Content teachers will attend conferences related to Common Core training, Assessment and Data-Driven Instruction, Rigor, Learning Walks, Writing Strategies, Collaboration, etc.</p> <p>Members of the leadership team will receive training on Models Schools,</p>	7/2012-6/2013	<ul style="list-style-type: none"> • Teacher Sign-in • Handouts • PowerPoint • Redeliver to school 	<p>Increased EOCT passing rates in all core areas</p> <p>Increased GHSGT/GHSWT passing rates</p>

		<p>Effective Leadership, Dealing with Struggling Learners, and Common Core.</p> <p>Teachers and counselors will attend conferences to stay abreast of current research-based instructional best practices.</p> <p>Math teachers will receive professional learning on CCGPS implementation and Advanced Course Content training.</p> <p>Book studies will be conducted on reading and literacy.</p>			<p>Decrease in failure rate.</p> <p>Increased PSAT and SAT scores.</p>
Grants	N/A				
Local	<p>Increase Technology and instructional best practices.</p> <p>Peer observations and Instructional planning time.</p>	<p>Substitute teachers needed to allow teachers will conduct peer observation focus walks and common planning time.</p>	7/2012-6/2013	<ul style="list-style-type: none"> • Sign-in sheets • Focus Walks • Classroom observations • Lesson Plan 	<p>Increased student achievement.</p>

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>Performance/Action2 Establish 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 	N/A	8/2012-5/2013 • Principal • Assistant Principals • Safe School Committee • Discipline Review Committee • Faculty and Staff	<ul style="list-style-type: none"> • 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.
<p>Performance/Action 7 The principal has made clear what is meant by high expectations for all students and teachers. Teachers are expected to have a plan for implementing the standards on a daily basis and monitoring student progress towards meeting the standards.</p>		8/2012-5/2013 • Principal • Assistant Principals • Academic Coaches • Instructional Leaders	<ul style="list-style-type: none"> • Vision, Mission, and Definition of Excellence are well communicated • Teacher evaluations are linked to performance standards 	Students can explain what they need to know and to meet the standards. All students are held accountable for the same standards. Students are provided additional support when needed. Teachers know and can explain what is expected of them and where to get support if 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>Performance/Action 2 Adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:</p> <ul style="list-style-type: none"> • Assign TSS to new teachers (0-2 years previous experience) • Schedule a formal time for mentors and mentees to meet at least once per month • Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles • Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results 	N/A	8/2012-5/2013 • Principal • Instructional Assistant Principal • TSS	<ul style="list-style-type: none"> • TSS guidelines • TSS assignment list • Scheduled TSS meeting times • Calendar of TSS activities • TSS activity agendas • TSS activity sign-in sheets 	New teachers can articulate how the TSS program provides support. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of increased skills

<p>Performance/Action 3 Provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> • Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once per semester • Develop and maintain a master schedule that allows collaborative planning time on a weekly or biweekly basis • Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes • Monitor lesson plans and classroom activities for evidence of collaborative planning • Train faculty members on how to develop and implement effective collaborative planning protocols 	<p>Professional Development funds Title I funds</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Instructional Leaders • Instructional Coaches • Teachers 	<ul style="list-style-type: none"> • Master schedule • Calendar of collaborative planning events • Collaborative planning meeting minutes • Lesson plans • Classroom observations 	<p>Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning.</p> <p>Teachers provide support to another to improve instruction and student learning.</p> <p>Instructional adjustments are made within unit plans</p>
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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>Performance/Action 1 Increase the percentage of students graduating with industry recognized credentials and college credits:</p> <ul style="list-style-type: none"> • Ensure that all Career Tech teachers are certified and capable to teach all courses in all pathways in the area of their certification. • Offer the appropriate amount of sections of each course in pathways to ensure students have opportunities to complete pathways. • Monitor student enrollment to ensure correct placement and course offerings. 	N/A	8/2012-5/2013 • Principal • Assistant Principals • Career Tech Department Chair • Career Tech Teachers	<ul style="list-style-type: none"> • Master schedule • Class lists • Dept. meeting minutes. • Administration of end of pathway assessments • List of students receiving industry certification • School-based enterprises operated by students • List of dual enrollment and articulated courses with area technical colleges • Year-round recruitment activities; brochures and documents from career days/fairs 	Pathway completion data will provide information for continued improvement to increase student numbers each year. Students will receive certifications as they progress through the pathways. End of pathway assessments will provide data for instructional improvements. Program certification standards are met. All Career Tech programs have reached maximum classroom enrollment.

<p>Performance/Action 2 Increase leadership development of students by increasing participation in Career Technology Student Organizations (CTSOs) Future Business Leaders of America (FBLA), Family Careers, Community and Leaders of America (FCCLA), Technology Student Association (TSA), Health Occupations Leaders of America (HOSA), Marketing (DECA), and SkillsUSA:</p>		8/2012-5/2013 • Principal • Assistant Principals • Career Tech Department Chair • Career Tech Teachers	<ul style="list-style-type: none"> • Membership roster • Student leadership conference attendance • Advertisement of community service projects • Agendas and minutes • Students' presentations 	Students' leadership development activities are scheduled throughout the school year. Increase in students competing in regional, state and national events.
<p>Performance/Action 3 Structure Work-Based Learning (WBL) so that it is age appropriate experiences near the end of Career pathways to prepare students for school-to-career transition.</p> <ul style="list-style-type: none"> • Enhance pathway instruction and certifications with real world apply with increasing the number of students participating in work-based learning. 		8/2012-5/2013 • Principal • Assistant Principals • Career Tech Department Chair • Career Tech Teachers	<ul style="list-style-type: none"> • WBL Coordinators' lesson plans • WBL placement records • List of employer partners • Extended day program of work • List of students enrolled in WBL 	All Career Tech teachers, students, counselors, and administrators can articulate how WBL is connected to all Career Tech programs. Career awareness media on display or available on bulletin board and in all Career Tech classrooms.