

**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.

**School Name: Cross Keys High School**

**Principal: Dr. Tasharah Wilson**

**Plan Year: 2012-2013**

|                                       |       |
|---------------------------------------|-------|
| Principal: <b>Dr. Tasharah Wilson</b> | Date: |
| Regional Superintendent:              | Date: |

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

|  |  |
|--|--|
| <b>AdvancEd (SACS CASI)</b>  | Required for District-wide Accreditation |
| <b>Georgia Department of Education Annual School Improvement Plan</b>  | Georgia DOE mandate                      |
| <b>DeKalb County School System Departmental Action Plans</b><br><br>___ Professional Learning    ___ Library-Media<br>___ School Climate        ___ Teacher Retention<br>___ 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:

| <b>AdvancED (SACS CASI) Accreditation Standards</b>   |
|---|
| <b>Standard 1: Purpose and Direction</b><br>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.                                   |
| <b>Standard 2: Governance and Leadership</b><br>The school operates under governance and leadership that promote and support student performance and school effectiveness.  |
| <b>Standard 3: Teaching and Assessing for Learning</b><br>The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.  |
| <b>Standard 4: Resources and Support Systems</b><br>The school has resources and provides services that support its purpose and direction to ensure success for all students.   |
| <b>Standard 5: Using Results for Continuous Improvement</b><br>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. |

|  |
|--|
| <b>Georgia School Key Strands</b>  |
| <b>Curriculum</b> - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.   |
| <b>Assessment</b> - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.  |
| <b>Instruction</b> - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).   |
| <b>Planning and organization</b> – 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.   |
| <b>Student, family, and community involvement and support</b> - 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. |
| <b>Professional learning</b> - 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   |
| <b>Leadership</b> - 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.   |
| <b>School culture</b> - 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.  | Dr. Tasharah Wilson, Principal                       |                               |             |
| 2.  | Ms. Mary Bostic, API                                 |                               |             |
| 3.  | Dr. Chikaodili Henrietta Onyema, Academic Data Coach |                               |             |
| 4.  | Gwen Lewis, Parent Representative                    |                               |             |
| 5.  | Darlene McFarland, Parent Representative             |                               |             |
| 6.  | Joshua Lewis, Student                                |                               |             |
| 7.  | Mr. Kim Gocke, Cross Keys Foundation                 |                               |             |
| 8.  | Tanya Henderson, School Counselor                    |                               |             |
| 9.  | Tracy Harrell, LTSE                                  |                               |             |
| 10. | Ms. Andrea Jetti, ELA Teacher                        |                               |             |
| 11. | Danielle Barnes, ELA Teacher                         |                               |             |
| 12. | Ms. Valorie Hamilton, Math Teacher                   |                               |             |
| 13. | Ms. Monique Raby-Davis, Science Teacher              |                               |             |
| 14. | Mr. John Travis, Social Studies Teacher              |                               |             |
| 15. | Rachel Campbell, Teacher Librarian                   |                               |             |
| 16. | Boddy Dunn, Chick fil-a                              |                               |             |
| 17. |  |                               |             |
| 18. |  |                               |             |
| 19. |  |                               |             |
| 20. |  |                               |             |

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

**CSIP Steering Committee Members**

| <b>Participant/Role</b>   | <b>Printed Name</b>                                       | <b>Signature</b> | <b>Date</b> |
|---|---|------------------|-------------|
| School Principal  | Dr. Tasharah Wilson                                       |                  |             |
| CSIP Facilitator  | Ms. Mary Bostic<br>and<br>Dr. Chikaodili Henrietta Onyema |                  |             |
| Parent Representative<br><b>(can not be a school employee)</b>    | Gwen Lewis & Darlene McFarland,                           |                  |             |
| Student Representative<br><b>(required for High School)</b>       | Joshua Lewis  |                  |             |
| Community Representative<br><b>(can not be a school employee)</b> | Mr. Kim Gocke   |                  |             |
| School Counselor  | Tanya Henderson   |                  |             |
| Special Education Representative                                  | Tracy Harrell   |                  |             |
| Reading/ELA Chair   | Ms. Andrea Jeddi & Danielle Barnes                        |                  |             |
| Math Chair  | Ms. Valorie Hamilton                                      |                  |             |
| Science Chair   | Ms. Monique Raby-Davis                                    |                  |             |
| Social Studies Chair  | Mr. John Travis & Ms. Rene White                          |                  |             |
| Professional Learning Liaison                                     | Ms. Nellie Horton   |                  |             |
| Other (specify)   |   |                  |             |
| Other (specify)   |   |                  |             |

|  |  |  |  |
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|  |  |  |  |
|--|--|--|--|

**Executive Summary of Consolidated School Improvement Plan (CSIP)**

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

**The following programs, initiatives, and/or interventions were successful for 2011-2012:**

-The ELA Department instituted tutorials for Juniors and Seniors in need of passing the Writing portion of the Georgia High School Writing Test. The tutorials took place after school on Tuesday and Thursday from 3:20-4:20 leading up to the writing test. In addition, Saturday tutorials were offered from 10:00am-12:00 noon. These tutorials were held during the month of September leading up to the writing test. Furthermore, a one-day pull out session was conducted the day before the test for all Juniors and repeating seniors. As a result of this preparation, the writing scores increased 3% which allowed Cross Keys to lead the district for improvement.

-Safety Net tutorials were held after school from 3:45-4:45 for students in all core classes needing extra help particularly ELA.

- Georgia High School Graduation Test Pull Out sessions were held for all students needing to pass certain subject areas of the graduation test. The ELA pull out occurred during the 1<sup>st</sup> block class period. Due to the amount of students, students were assigned to four different groups A-D. Groups A/B met on Monday and Tuesday, and groups C/D met on Wednesday and Thursday. The tutorial took place over a course of 4-5 weeks. Students were provided with materials and study packets in order to ensure success.

- The Classroom-Focused Improvement Process (CFIP) data process initiative was successful in the 2011-2012.

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

- The Safety Net Tutorials

- The GHSGT intervention for the Junior class was not successful.



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

There was high rate of non-participation among the students. The sessions were also too short to be truly effective.

-The Safety Net Tutorials were not as successful as they could have been because many teachers were not committed to staying after school for this effort. It was difficult to secure a teacher for every grade level.

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

|   | <b>DeKalb County School System</b>   | <b>School</b>   |
|---|--|---|
| <b>Vision</b><br>What is our image of a successful school for our stakeholders? | 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.                                | “Empowering Students by Educating to Excellence”  |
| <b>Mission</b><br>How will we make our vision a reality?                        | 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.  | The mission of Cross Keys High School is to empower students to be socially responsible individuals who excel and compete academically in an ever changing global society through partnerships with parents and the community.  |
| <b>Values</b><br>What beliefs and standards guide our mission?                  | The DeKalb Schools 21st Century student will demonstrate: <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self direction</li> <li>• Social and cross cultural interaction</li> </ul> | <ul style="list-style-type: none"> <li>• The school will provide a safe environment where the student is free to experiment and learn and where the curriculum is supported with varied activities.</li> <li>• It is our belief that all students can learn and succeed. Therefore the curriculum at Cross Keys with its methods and assessments will be</li> </ul> |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> <li>• Information and technology literacy</li> <li>• Critical thinking and problem solving</li> <li>• Creativity and innovation</li> </ul> | <p>structured to challenge students and provide opportunities for success.</p> <ul style="list-style-type: none"> <li>• Cross Keys’ educators have an responsibility to engage students in active, intellectually stimulating learning that promotes discovery, draws connections and a transfer of knowledge.</li> <li>• Student parents and the community are equally responsible</li> </ul> |
|--|---|--|

**Developing a Comprehensive Needs Assessment**

**1) Provide a**

**brief description of your school and community. Include the following information:**

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

Cross Keys High School is a culturally diverse Title I high school made up roughly over 1000 students. These students live in what is called the “Buford Highway Corridor” in reference to the main thoroughfare of the school district. The school literally separates two very different sides of the track. At the back side of the school is the Buford Highway Corridor consisting of a variety of cultures, mainly Hispanic, but also Asian, including Vietnamese, Chinese, Cambodian, African-America, Somalian, Ethiopian, Bosnian, Croatian, Indian, Middle Eastern, including Pakistani and Afghani, and Caucasian. At the front of the school exists quarter and half million dollar homes in gated communities where parents send their children to private schools; therefore, these students are not part of the demographics of the school. The students come from both legal and illegal immigrant families, who are blue-collar worker, and live in run-down apartment complexes on Buford Highway and its side streets. The parents spend most of their time working and caring for their own children, and because they often do not speak English, are not well-informed about their child’s education. Many students have jobs that help support the family, and while they may be the first in their families to graduate high school, they often are ineligible for college because of immigration status, language difficulties, or the fact that it

- **Geographic location**
- **Enrollment**
  - 9th grade – 310
  - 10th grade – 279
  - 11th grade – 187
  - 12th grade – 184
- **Subgroups (regardless of whether or not they affect AYP):**
  - Ethnicity

- \_ Hispanic Males – 411
- \_ Hispanic Females – 320
- \_ Non-Hispanic Males – 144
- \_ Non-Hispanic Females – 121
- o Student with Disabilities (SWD)-84
- o Economically Disadvantaged
- o English Language Learners (ELL)-312

**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**

At the beginning of the 2012-2013 school year, a Leadership Team meeting was held conducted by the Principal and the Title I Academic Data Coach. The Leadership Committee is comprised of all department chairs representing the various disciplines, and the school administrators. During the meeting, the Principal and the Academic Data Coach presented the CSIP components. The presentation entailed the various components for successfully completing the CSIP. During the presentation, the committee discussed needs for school improvement using data from the previous school year in order to drive change. The Academic Data Coach then charged each department with a task of completing the current CSIP based on the data and needs for individual core content areas. As a result, the input from all content areas were submitted and incorporated for a complete CSIP document.

**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          |
| X                      | CCPRI                               | X                | Students with Disabilities              |                                   | OSI GAPSS Review            |
|                        | Georgia Criterion Referenced Test   |                  | Language Proficiency                    |                                   | America’s Choice DAT Review |
| X                      | Georgia High School Graduation Test |                  | Free/Reduced Lunch Rate                 |                                   | 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                         |                                   | Staff Surveys               |
|                        | Iowa Test of Basic Skills           | X                | Gifted Education                        |                                   | Student Surveys             |
| X                      | SAT, ACT, and AP Exams              |                  |   |                                   | 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.**

The current administrative team at Cross Keys High School consists of four administrators: principal, a discipline assistant principal, an attendance principal, and an assistant principal in charge of curriculum and instruction. The administrative team meets on a weekly basis to discuss issues relative to school climate, discipline, attendance, curriculum and instruction. As the principal is ultimately responsible for the local school, each administrator serves as liaison for various instructional departments. Cross Keys has also a leadership team that consists of the administration, teacher leaders from each academic department, the counseling department and the teacher-librarian. Leadership team meetings are held monthly to discuss issues relating to school governance. In addition to our leadership team, Cross Keys has implemented school wide improvement committees. These committees meet monthly and are chaired by classroom teachers. Cross Keys High School also has a School Council that acts in an advisory and support capacity. This council is made up of the principal, teachers, and community members. The School Council meets frequently during the year to address school wide issues. Students at Cross Keys have a voice in school wide issues.

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

Cross Keys High School needs to improve parental involvement and communicating good news about Cross Keys High School to the public. Because of our diversity at Cross Keys High School, some parents have different cultural views about the importance of school attendance are hesitant about getting involved. Parents often enroll their children late into the semester without having had them enrolled in a previous school, or parents request that their children be allowed to miss the last two weeks before the end of the semester in order to travel back to their country for vacation. Because some of our parents are undocumented, we face challenges of getting them involved in school activities. We also understand the need for improving communication in and around the community. The community is constantly changing. Although we have made conscious efforts to include the community in several areas, we find there is still a lack of consistent involvement from local businesses. Based on the data, we find that we need to place more of an emphasis on the students in grades 9, 10, and 12. Although we have made significant gains on the GHSGT, our students continue to struggle on EOCT exams. Given the fact that the GDOE will soon use EOCT scores as a barometer for graduation we must strategically plan for an increased passage rate on the EOCT exams.

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

Upon reviewing the data, the leadership team realized that we must provide teachers with staff development on Depth of Knowledge, Thinking Maps, and Data Teams. The training on DOK and Thinking Maps will help teachers to increase the rigor in their classroom while improving student achievement. The addition of data team training will help our teachers to plan for EOCT courses and exams. More specifically, teachers on the EOCT data teams will collaboratively plan together on a weekly basis. They will also disaggregate the data to determine what material needs to be re-taught for mastery of the standard. We will also utilize the Classroom Focused Improvement Process (CFIP) to evaluate student work and develop strategies to improve individual student achievement.

**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 serve as the first line of support for students who have social and emotional needs. The counselors at Cross Keys High School address many of the concerns and regularly consult with other team members when additional assistance is required. The school counselors work with a number of community agencies to insure that the needs of our students are met

**Psychologists:** The school psychologist serves a liaison for students in need of additional psychological support from community agencies. The Psychologist also work with representatives at the county office to obtain needed resources.

**Student Support Specialists:** Our Student Support Specialist serves a liaison between the school and outside agencies such as the Latin America Association, The Brookhaven Community Connection, The Salvation Army, Wells Fargo, and Georgia Federal Credit Union.

**Social Workers:** Our social worker serves as the link to many resources in our local community.

**School Nurses:** We do not have a school nurse on site.

**Strategies to Increase Parental Involvement**

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

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

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

Cross Keys High Schools works through a variety of avenues to keeps parents informed about student progress and to build capacity for supporting student growth. First, the lines of communication are kept open through parent/teacher conferences, call posts, a school website, School Council meetings, and direct mailings. In addition to the six parent/teacher conferences that are scheduled per year. Cross Keys also holds informational sessions throughout the school year, for parents, students and community members. Some of the sessions include: preparing students for college, applying for financial aid, Junior and Senior Parent nights, DeKalb Graduates Night, How to Help Your Child Be Successful in High School, Freshman Orientation, Pinning Ceremony, Gang Awareness, and Parenting Skills.

In addition to keeping parents informed about school activities and opportunities, Cross Keys High School strives to increase the involvement of parents and community members in the daily school operations and site-based decision-making. Parents serve as members of the school improvement and Title I Budget planning committees, and the school council meets throughout the school year to provide feedback and insight to the administrative team. Cross Keys has an open door policy. Parents are always welcome to come to our school to get support with their children academically and socially. Families are strongly encouraged to set up conferences to meet with the teachers and administrators. To meet the needs of our parents and the community, we have a full time Spanish interpreter. Her goal is to assist in communication with our families and community resources/ projects. Another resource that we have is Communities in Schools. Communities in Schools, work with our at-risk ninth graders. The mission of the program is to provide support to our at risk ninth graders. Their goal is to focus on the areas of academics, attendance and discipline. Some resources that Communities in Schools provide is: tutoring for students throughout the day with Emory students, informational sessions for parents to decrease dropouts, pregnancy and support. Cross Keys also has a Student Support Specialist. Her job is to encourage parents to get involved in their child’s education. Her goal is to educate both parents and students on the importance of graduating high school and working as a team to insure that this happens.

In conclusion, Cross Keys High School has worked in collaboration with our community at large. As a school, we participate in innumerable community activities. Cross Keys High School’s goal is to maintain close relationships with our supportive businesses as well as give back to them. One of our most valued Partners in Education is the Latin American Association. Cross Keys also has a foundation that was developed in 2009. Through the foundation, they have been able to assist our students and their families on :annual scholarships for graduating seniors, providing programs and amenities to our students, teachers and families.

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

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

**Stakeholder Communication**

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

During Curriculum Night and Senior Parent Night on August 25, 2011 parents were given their child’s individual STAR reading and STAR math test results. For parents who did not pick up the test scores, they will receive them via US mail. Teachers in the core areas (Math, Science, Language Arts and Social Studies) are required to administer benchmark assessments. Based on the data, teachers discuss the areas of strength and weaknesses during their weekly collaborative meetings. Teachers are then assigned to re-teach the curriculum according to the assessment data. All pertinent data relative to student learning and assessment is being developed and stored with each member of the data team. There are biweekly data team meetings where all core departments gather to discuss student data. From these meetings, plans are developed to adjust instruction to increase student learning. Departmental collaborative meetings are scheduled for each Monday so teachers and administrators can make data-driven decisions for the upcoming school year. During high stakes testing, (EOCT, GHS GT), parents are notified via letter and DeKalb County Telecommunications System with details of the upcoming tests. Student progress reports are distributed every four and a half weeks. Parent Teacher Conferences are scheduled throughout the school year so parents can meet with teachers to discuss student performance. Parental Alert Post Cards are also used as a source of communicating with parents. Test scores are distributed to students once score reports arrive after high stakes testing. Advisors distribute test scores to their advisement groups, and the score report is interpreted during the advisement class. The counselors also meet with individual students and parents during class meetings to discuss graduation test scores.

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

School data results provided to parent’s teachers, students and community stakeholders via open communications during parent/student conferences and meetings, Cross Keys School web site and school mailings. Teaching and Learning data will be provided and discussed with staff members during bi-weekly Data Team and department meeting in conjunction with the school’s monthly faculty meetings. All data will be disaggregated via

student population groups to include students with disabilities, graduation rates, GHSGT pass fail ratios, EOCT scores with attendance and discipline data.

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

Parents are able to view a copy of the CSIP via the school website, by communicating with a member of the School Council, or by requesting a copy in the front office. The CSIP document is open for review and we are happy to share it with any member of our community.

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

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

**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.

**School Name:**

**Principal:**

**Plan Year:**

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

| <b>Funding Sources</b>   | <b>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.</b>  |
|--|--|
| Federal Funds  | The Title I School-wide Funds will be used for parental involvement activities and supplies, purchasing instructional supplies and equipment for classroom teachers, professional development resources, and tutorials.  |
| State Funds  | FTE/Per pupil funds will be used to supplement classroom instruction and purchase student supplies based on department needs.  |
| GA DOE School Improvement Grant (Needs Improvement Title I Schools Only) | The Title I Needs Improvement Grant will be used to send teachers to professional learning conferences, purchase instructional materials, provide tutorials, attend SIOP training, purchase test preparation materials, conduct training in peer observations, and provide release time for peer observations and visiting model classrooms. |
| Federal School Improvement Grants  |  |
| Local Professional Learning Funds  | Local professional learning funds will be used to pay for local conferences and substitute teachers.   |
| Grants (list)  |  |
| PTSA   |  |
| Partners in Education  |  |
| Other (list)   |  |

**School Name:**

**Principal:**

**Plan Year:**

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.

| <b>Reading/English/Language Arts Action Plan</b>  |  |  |  |   |
|---|--|--|--|---|
| <b>Annual Measurable Objective:</b> Increase the passing rate of first-time test takers on the ELA portion of the GHS GT to from 79.7% to the state AMO of 90.%.  |  |  |  |   |
| <b>Performance Action or Initiative</b>   | <b>Estimated Cost/Funding Sources</b>  | <b>Timeline and Positions Responsible</b>  | <b>Means of Evaluation</b>   |   |
|   |  |  | <b>Artifacts</b>   | <b>Evidence</b>   |
| <p><b>Curriculum 3.2 , PA 2</b><br/>Utilize federal, state, and local resources to support the student needs and curriculum implementation in the following ways:<br/>           _ <b>Time</b> – Master schedule/extended day<br/>           _ <b>Personnel</b> – Reading Title I Teachers, Academic Data Coaches, Data clerks, Student Support Specialist.<br/>           _ <b>Technology</b> - Interactive Boards and printers, LCD Projectors, Mobile Labs, Computer Equipment, DOLA, IDMS, and Maintenance Supplies<br/>           _ <b>Resources</b>– online tutorials, Test Prep Books<br/>           _ Community Members<br/>           _ Afterschool tutorials<br/>           _ Collaborative Planning<br/>           _ Professional Learning</p> | <p>School Wide<br/>Title 1 Funds;<br/>\$473,574.85 –<br/>Title 1 teachers’ Salaries, substitutes teachers’ salaries, Tutorial teachers salaries and Transportation</p> | <p>2012-2013<br/>Principal, API, Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, Core Dept. Chairs, LTSE, EOCT teachers</p> | <p>Schedules<br/>_ Personnel<br/>_ Budgets<br/>_ Leadership Team Meeting Minutes<br/>_ Agendas<br/>_ Student work<br/>_ SIOP</p> | <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 GPS/CCGPS. Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology.</p> |
| <p><b>Assessment 3.1, PA 4</b><br/>Group students according to assessment results and assign to safety net instruction which occurs before, during, and after school.<br/>Monitor all extended learning session for</p>   | <p>School-wide<br/>Title 1:<br/><b>\$24,600.00</b> - Salaries for tutorial,<br/><b>\$,4,000</b> -</p>  | <p>October 2012-<br/>May <b>2013</b><br/>Principal, Assistant Principal of Instruction</p>   | <p>Safety net rosters<br/>_ Student data<br/>_ Other program rosters with</p>  | <p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is Continuously monitored and teachers can explain</p>  |

| <b>School Name:</b>   | <b>Principal:</b>   | <b>Plan Year:</b>   |   |   |
|---|---|---|---|---|
| effectiveness by analyzing data from assessments on a regular basis.<br>_ EOCT Data Teams<br>_ Leadership Team Meeting<br>_ Student Profiles<br>_ Departmental Collaborative Planning<br>_ after school tutorial<br>_ DOLA<br>_ E-Walks<br>_ AmeriCorps Supplemental Instruction  | transportation<br><b>\$1,500</b> – Energy (Gas, Diesel fuel) for two buses for after school program.  | (API), Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, Core Department Chairs, LTSE, EOCT teacher                              | assessment results<br>_ Formative assessment<br>_ Summative assessments, etc.             | how students are moved in and out of the program based on assessment results.<br>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.   |
| <b>Instruction 2.1, PA 2</b><br>Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding.<br>_ Three-part lesson<br>_ Marzano’s High Yield Strategies<br>_ Educators Toolbox<br>_ SIOP<br>_ Standards Based Classroom<br>_ DCSS Instructional Frameworks   | No Funding needed   | August 2012- May 2013<br>Principal, Assistant Principal of Instruction (API), Academic Data Coaches, SCHOOL SUPPORT SPECIALIST                  | Flexible groups observed<br>_ Lesson Plans<br>_ Posted work<br>_ Materials and technology | Teachers and students can explain different instructional phases of a lesson.<br>Teachers can explain the specific purposes how students are grouped and the data that supports decisions. Students transition smoothly from one activity to another. Students can explain different grouping options                   |
| <b>Instruction 2.3, PA 3</b><br>Use the standards as an expectation for learning but assess the needs of students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding, Learning style, etc.<br>_ Student profiles<br>_ Multiple Intelligences Assessments<br>_ ELL Endorsement Courses<br>_ LRE/Co-Teaching Training<br>_ Technology Training | School-wide Title 1;<br><b>\$8,000</b> – Substitutes.<br><br>\$24,455.27 – 2013 ASCD summer conference; 2013 NCTM conference; 2013 NSTA conference. | August 2012 – May 2013<br>Principal, Assistant Principal of Instruction (API), Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, | Student work<br>_ Unit plans<br>_ End of unit products<br>_ Student Profiles              | Teachers can describe different ways to scaffold learning (read-aloud/think a-loud, collaborative pairs, shared reading, math manipulative, etc. All students can articulate the same expectations of the lesson although tasks grouping, pacing etc. may vary.<br>All students are working to meet the same standards. |

**School Name:****Principal:****Plan Year:**

|  |                      |  |  |  |
|--|----------------------|--|--|--|
| <ul style="list-style-type: none"> <li>_ SIOP Training</li> <li>_ ESOL courses</li> <li>_ Diagnostic Tests</li> </ul>  |                      | Core<br>Department<br>Chairs, LTSE,<br>EOCT teachers                         |  |  |
| <p><u>Students with Disabilities</u></p> <p><b>Performance/Action 3</b><br/>           When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>_ Ensuring that both adults are actively teaching the entire instructional segment.</li> <li>_ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching</li> <li>_ Station Teaching</li> <li>_ Parallel Teaching</li> <li>_ Alternative Teaching</li> </ul> | No funding<br>Needed | 2012-2013<br>Principal, API,<br>LTSE, Dept.<br>Chair,<br>Teachers            | Collaborative<br>planning<br>meeting<br>dates<br><ul style="list-style-type: none"> <li>_ Agendas</li> <li>_ Minutes</li> <li>_ Lesson plans</li> <li>_ Classroom observation data</li> <li>_ Focus walk data</li> </ul> | Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.  |
| <p><u>English Language Learners*</u></p> <p><b>Performance/Action 8</b><br/>           Provide constant monitoring of student progress and ongoing assessment to check understanding</p>   | No funding<br>Needed | 2012-2013<br>Principal, API,<br>ELL Lead<br>Teacher, Dept.<br>Chair, Teacher | Classroom<br>observation<br>documents<br>Focus walk<br>documents<br>Lesson plans<br>Formative<br>assessment<br>data  | Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. Teachers can articulate their grade level and classroom areas of focus and can show assessment data of individual students demonstrating progress towards meeting the performance targets. Lesson plans and classroom activities show evidence of |

| School Name:   | Principal:        | Plan Year:  |  |   |
|--|-------------------|---|--|---|
|  |                   |   | monitoring and assessment data being used to inform and revise instruction.  |   |
| <u>Technology Integration</u><br><b>Instruction 2.7, PA 2</b><br>Work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum. Teachers effectively use technology to enhance students' research skills, differentiate instruction, and maximize student learning.<br>_LCD Projectors and PowerPoint Presentations will be given and utilized by teachers and students for major projects and presentations<br>_USA Test Prep and Project One will be used to increase math skills for students | No funding Needed | Ongoing<br>Teacher/Media Specialist<br>Classroom teachers | Computers<br>LCD<br>Projectors<br>Lesson Plans<br>Observation of an established delivery model<br>Comprehensive plan to integrate technology | Students can articulate how technology supports their learning.<br>Students can provide examples of student work that has been enhanced by technology.<br>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process. |

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

| <b>Mathematics Action Plan</b>   |   |   |   |   |
|--|---|---|---|---|
| <b>Annual Measurable Objective:</b> Increase the AYP passing rate of first-time test takers on the Mathematics portion of the GHSGT from 74.9% to the state AMO of 81.2%.: Increase Math II EOCT from 66% to 70%; Increase EOCT from 53% to 60%. |   |   |   |   |
| Performance Action or Initiative   | Estimated Cost/Funding Sources  | Timeline and Positions Responsible                                  | Means of Evaluation   |   |
|  |   |   | Artifacts   | Evidence  |
| <b>Curriculum 3.2 , PA 2</b><br>Utilize federal, state, and local resources to support the student needs and curriculum implementation in the following ways:<br>_ <b>Time</b> – Master schedule/extended day                                    | School Wide<br>Title 1 Funds;<br>\$473,574.85 –<br>Title 1<br>teachers' | 2012-2013<br>Principal, API,<br>Academic Data<br>Coaches,<br>SCHOOL | Schedules<br>_ Personnel<br>_ Budgets<br>_ Leadership<br>Team Meeting | <b>Curriculum 3.2 , PA 2</b><br>Utilize federal, state, and local resources to support the student needs and curriculum implementation in the following |

| <b>School Name:</b>  | <b>Principal:</b>  | <b>Plan Year:</b>  | <b>Plan Year:</b>   | <b>Plan Year:</b>  |
|--|--|--|---|--|
| <p>_ <b>Personnel</b> - Title I Math Teacher, Academic Data Coaches, Data clerks, Student Support Specialist.</p> <p>_ <b>Technology</b> - Interactive Boards and printers, LCD Projectors, Mobile Labs, Computer Equipment, DOLA, IDMS, and Maintenance Supplies</p> <p>_ <b>Resources</b>– online tutorials, Test Prep Books</p> <p>_ Community Members</p> <p>_ Afterschool tutorials</p> <p>_ Collaborative Planning</p> <p>_ Professional Learning</p>                              | <p>Salaries, substitutes teachers' salaries, Tutorial teachers and Transportation</p>  | <p>SUPPORT SPECIALIST, PI Specialist, Core Dept. Chairs, LTSE, EOCT teachers</p>   | <p>Minutes</p> <p>_ Agendas</p> <p>_ Student work</p> <p>_ SIOP</p>   | <p>ways:</p> <p>_ <b>Time</b> – Master schedule/extended day</p> <p>_ <b>Personnel</b> – Reading Title I Teachers, Academic Data Coaches, Data clerks, Student Support Specialist.</p> <p>_ <b>Technology</b> - Interactive Boards and printers, LCD Projectors, Mobile Labs, Computer Equipment, DOLA, IDMS, and Maintenance Supplies</p> <p>_ <b>Resources</b>– online tutorials, Test Prep Books</p> <p>_ Community Members</p> <p>_ Afterschool tutorials</p> <p>_ Collaborative Planning</p> <p>_ Professional Learning</p> |
| <p><b>Assessment 3.1, PA 4</b></p> <p>Group students according to assessment results and assign to safety net instruction which occurs before, during, and after school.</p> <p>Monitor all extended learning session for effectiveness by analyzing data from assessments on a regular basis.</p> <p>_ EOCT Data Teams</p> <p>_ Leadership Team Meeting</p> <p>_ Student Profiles</p> <p>_ Departmental Collaborative Planning after school tutorial</p> <p>_ DOLA</p> <p>_ E-Walks</p> | <p>School-wide Title 1: <b>\$24,600.00</b> - Salaries for tutorial, <b>\$4,000</b> - transportation <b>\$1,500</b> – Energy (Gas, Diesel fuel) for two buses for after school program.</p> | <p>October 2012-May <b>2013</b></p> <p>Principal, Assistant Principal of Instruction (API), Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, Core Department</p> | <p>Safety net rosters</p> <p>_ Student data</p> <p>_ Other program rosters with assessment results</p> <p>_ Formative assessment</p> <p>_ Summative assessments, etc.</p> | <p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is Continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>   |

| <b>School Name:</b>  |   | <b>Principal:</b>   |   | <b>Plan Year:</b>  |
|--|---|---|---|--|
| _ AmeriCorps Supplemental Instruction  |   | Chairs, LTSE, EOCT teacher  |   |  |
| <b>Instruction 2.1, PA 2</b><br>Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding.<br>_ Three-part lesson<br>_ Marzano’s High Yield Strategies<br>_ Educators Toolbox<br>_ SIOP<br>_ Standards Based Classroom<br>_ DCSS Instructional Frameworks  | No Funding needed   | August 2012- May 2013<br>Principal, Assistant Principal of Instruction (API), Academic Data Coaches, SCHOOL SUPPORT SPECIALIST,   | Flexible groups observed<br>_ Lesson Plans<br>_ Posted work<br>_ Materials and technology | Teachers and students can explain different instructional phases of a lesson. Teachers can explain the specific purposes how students are grouped and the data that supports decisions. Students transition smoothly from one activity to another. Students can explain different grouping options                   |
| <b>Instruction 2.3, PA 3</b><br>Use the standards as an expectation for learning but assess the needs of students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding, Learning style, etc.<br>_ Student profiles<br>_ Multiple Intelligences Assessments<br>_ ELL Endorsement Courses<br>_ LRE/Co-Teaching Training<br>_ Technology Training<br>_ SIOP Training<br>_ ESOL courses<br>_ Diagnostic Tests | School-wide Title 1;<br><b>\$8,000</b> – Substitutes.<br><br><b>\$24,455.27</b> – 2013 ASCD summer conference; 2013 NCTM conference; 2013 NSTA conference | August 2012 – May 2013<br>Principal, Assistant Principal of Instruction (API), Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, Core Department Chairs, LTSE, EOCT teachers | Student work<br>_ Unit plans<br>_ End of unit products<br>_ Student Profiles              | Teachers can describe different ways to scaffold learning (read-aloud/think a-loud, collaborative pairs, shared reading, math manipulative, etc. All students can articulate the same expectations of the lesson although tasks grouping, pacing etc. may vary. All students are working to meet the same standards. |
| <u>Students with Disabilities</u><br><br><b>Performance/Action 3</b><br>When co-teaching, maximize personnel   | No funding Needed   | 2011-2012<br>Principal, API, LTSE, Dept. Chair,   | Collaborative planning meeting dates  | Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate   |



| <b>School Name:</b>   |                   | <b>Principal:</b>  |  | <b>Plan Year:</b>  |
|---|-------------------|--|--|--|
| and instruction by:<br>_ Ensuring that both adults are actively teaching the entire instructional segment.<br>_ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching<br>_ Station Teaching<br>_ Parallel Teaching<br>_ Alternative Teaching |                   | Teachers   | _ Agendas<br>_ Minutes<br>_ Lesson plans<br>_ Classroom observation data<br>_ Focus walk data        | how teachers work together to deliver instruction utilizing the preferred models of co-teaching.   |
| <u>English Language Learners*</u><br><br><b>Performance/Action 8</b><br>Provide constant monitoring of student progress and ongoing assessment to check understanding   | No funding needed | 2012-2013<br>Principal, API, ELL Lead<br>Teacher, Dept. Chair, Teacher | Classroom observation documents<br>Focus walk documents<br>Lesson plans<br>Formative assessment data | Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. Teachers can articulate their grade level and classroom areas of focus and can show assessment data of individual students demonstrating progress towards meeting the performance targets. Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction. |
| <u>Technology Integration</u><br><br><b>Instruction 2.7, PA 2</b><br>Work collaboratively to develop a clear, comprehensive plan to integrate technology  |                   | Ongoing<br>Teacher/Media Specialist<br>Classroom teachers              | Computers<br>LCD<br>Projectors<br>Lesson Plans<br>Observation of                                     | Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students   |

| <b>School Name:</b>  | <b>Principal:</b> | <b>Plan Year:</b>   |
|--|-------------------|---|
| <p>into the curriculum. Teachers effectively use technology to enhance students' research skills, differentiate instruction, and maximize student learning.</p> <p>_LCD Projectors and PowerPoint Presentations will be given and utilized by teachers and students for major projects and presentations</p> <p>_USA Test Prep and Project One will be used to increase math skills for students in grades 9-12.</p> |                   | <p>an established delivery model</p> <p>Comprehensive plan to integrate technology</p>                                |
|  |                   | <p>demonstrate true ownership of technology as a set of tools and resources to complement their learning process.</p> |

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

| <b>Science Action Plan</b>   |                                       |   |                            |  |
|--|---------------------------------------|---|----------------------------|--|
| <b>Annual Measurable Objective:</b> Increase the passing rate of first-time test takers on the Science of the GHSGT from 90% to 91%. |                                       |   |                            |  |
| <b>Performance Action or Initiative</b>  | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b> | <b>Means of Evaluation</b> |  |
|  |                                       |   | <b>Artifacts</b>           | <b>Evidence</b>  |
| <b>Curriculum 3.2 , PA 2</b><br>Utilize federal, state, and local resources to   | School Wide<br>Title 1 Funds;         | 2012-2013<br>Principal, API,              | Schedules<br>_ Personnel   | Teachers can describe the variety of resources utilized to teach the |

| <b>School Name:</b>  | <b>Principal:</b>  | <b>Plan Year:</b>  |  |   |
|--|--|--|--|---|
| <p>support the student needs and curriculum implementation in the following ways:</p> <ul style="list-style-type: none"> <li>_ <b>Time</b> – Master schedule/extended day</li> <li>_ <b>Personnel</b> – Title I Science Teacher, Academic Data Coaches, Data clerks, Student Support Specialist.</li> <li>_ <b>Technology</b> - Interactive Boards and printers, LCD Projectors, Mobile Labs, Computer Equipment, DOLA, IDMS, and Maintenance Supplies</li> <li>_ <b>Resources</b>– online tutorials, Test Prep Books</li> <li>_ Community Members</li> <li>_ Afterschool tutorials</li> <li>_ Collaborative Planning</li> <li>_ Professional Learning.</li> </ul> | <p>\$473,574.85 – Title 1 teachers’ Salaries, substitutes teachers’ salaries, Tutorial teachers and Transportation.</p>  | <p>Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, Core Dept. Chairs, LTSE, EOCT teachers</p>   | <ul style="list-style-type: none"> <li>_ Budgets</li> <li>_ Leadership Team Meeting Minutes</li> <li>_ Agendas</li> <li>_ Student work</li> <li>_ SIOP</li> </ul>  | <p>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 GPS/CCGPS. Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology.</p>                                  |
| <p><b>Assessment 3.1, PA 4</b><br/>Group students according to assessment results and assign to safety net instruction which occurs before, during, and after school.<br/>Monitor all extended learning session for effectiveness by analyzing data from assessments on a regular basis.</p> <ul style="list-style-type: none"> <li>_ EOCT Data Teams</li> <li>_ Leadership Team Meeting</li> <li>_ Student Profiles</li> <li>_ Departmental Collaborative Planning after school tutorial</li> <li>_ DOLA</li> <li>_ E-Walks</li> <li>_ AmeriCorps Supplemental Instruction</li> </ul>   | <p>School-wide Title 1: <b>\$24,600.00</b> - Salaries for tutorial, <b>\$4,000</b> - transportation <b>\$1,500</b> – Energy (Gas, Diesel fuel) for two buses for after school program.</p> | <p>October 2012- May 2013<br/>Principal, Assistant Principal of Instruction (API), Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, Core Department Chairs, LTSE, EOCT teacher</p> | <p>Safety net rosters</p> <ul style="list-style-type: none"> <li>_ Student data</li> <li>_ Other program rosters with assessment results</li> <li>_ Formative assessment</li> <li>_ Summative assessments, etc.</li> </ul> | <p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is Continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.<br/>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p> |
| <p><b>Instruction 2.1, PA 2</b></p>  | <p>No Funding</p>  | <p>August 2012-</p>  | <p>Flexible</p>  | <p>Teachers and students can explain</p>  |

| <b>School Name:</b>  |  | <b>Principal:</b>  |  | <b>Plan Year:</b>  |
|--|--|--|--|--|
| <p>Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding.</p> <ul style="list-style-type: none"> <li>_ Three-part lesson</li> <li>_ Marzano’s High Yield Strategies</li> <li>_ Educators Toolbox</li> <li>_ SIOP</li> <li>_ Standards Based Classroom</li> <li>_ DCSS Instructional Frameworks</li> </ul>  | needed   | May 2013<br>Principal,<br>Assistant<br>Principal of<br>Instruction<br>(API),<br>Academic Data<br>Coaches,<br>SCHOOL<br>SUPPORT<br>SPECIALIST,  | groups<br>observed<br>_ Lesson Plans<br>_ Posted work<br>_ Materials and<br>technology                   | different instructional phases of a lesson. Teachers can explain the specific purposes how students are grouped and the data that supports decisions. Students transition smoothly from one activity to another. Students can explain different grouping options   |
| <p><b>Instruction 2.3, PA 3</b><br/>           Use the standards as an expectation for learning but assess the needs of students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding, Learning style, etc.</p> <ul style="list-style-type: none"> <li>_ Student profiles</li> <li>_ Multiple Intelligences Assessments</li> <li>_ ELL Endorsement Courses</li> <li>_ LRE/Co-Teaching Training</li> <li>_ Technology Training</li> <li>_ SIOP Training</li> <li>_ ESOL courses</li> <li>_ Diagnostic Tests</li> </ul> | School-wide<br>Title 1;<br><b>\$8,000</b> –<br>Substitutes.<br><br><b>\$24,455.27</b> –<br>2013 ASCD<br>summer<br>conference;<br>2013 NCTM<br>conference;<br>2013 NSTA<br>conference | August 2012 –<br>May 2013<br>Principal,<br>Assistant<br>Principal of<br>Instruction<br>(API),<br>Academic Data<br>Coaches,<br>SCHOOL<br>SUPPORT<br>SPECIALIST,<br>PI Specialist,<br>Core<br>Department<br>Chairs, LTSE,<br>EOCT teachers | Student work<br>_ Unit plans<br>_ End of unit<br>products<br>_ Student<br>Profiles                       | Teachers can describe different ways to scaffold learning (read-aloud/think a-loud, collaborative pairs, shared reading, math manipulative, etc. All students can articulate the same expectations of the lesson although tasks grouping, pacing etc. may vary. All students are working to meet the same standards. |
| <p><u>Students with Disabilities</u><br/> <b>Performance/Action 3</b><br/>           When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>_ Ensuring that both adults are actively teaching the entire instructional segment.</li> <li>_ Utilizing flexible, small group</li> </ul>   | No funding Needed  | 2012-2013<br>Principal, API,<br>LTSE, Dept.<br>Chair,<br>Teachers  | Collaborative<br>planning<br>meeting<br>dates<br>_ Agendas<br>_ Minutes<br>_ Lesson plans<br>_ Classroom | Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.  |

| School Name:   |                          | Principal:  | Plan Year:  |   |
|--|--------------------------|---|---|---|
| <p>instruction most of the time by implementing the preferred models of co-teaching</p> <ul style="list-style-type: none"> <li>_ Station Teaching</li> <li>_ Parallel Teaching</li> <li>_ Alternative Teaching</li> </ul>  |                          |   | <p>observation data</p> <ul style="list-style-type: none"> <li>_ Focus walk data</li> </ul>   |   |
| <p><u>English Language Learners*</u></p> <p><b>Performance/Action 8</b><br/>Provide constant monitoring of student progress and ongoing assessment to check understanding.</p>   | <p>no funding needed</p> | <p>2012-2013<br/>Principal, API, ELL Lead Teacher, Dept. Chair, Teacher</p> | <p>2012-2013<br/>Principal, API, ELL Lead Teacher, Dept. Chair, Teacher</p>   | <p>Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. Teachers can articulate their grade level and classroom areas of focus and can show assessment data of individual students demonstrating progress towards meeting the performance targets. Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction.</p> |
| <p><u>Technology Integration</u></p> <p><b>Instruction 2.7, PA 2</b><br/>Work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum. Teachers effectively use technology to enhance students' research skills, differentiate instruction, and maximize student learning.</p> <ul style="list-style-type: none"> <li>_LCD Projectors and PowerPoint</li> </ul> | <p>No funding needed</p> | <p>Ongoing<br/>Teacher/Media Specialist<br/>Classroom teachers</p>          | <p>Computers<br/>LCD<br/>Projectors<br/>Lesson Plans<br/>Observation of an established delivery model<br/>Comprehensive plan to integrate</p> | <p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process.</p>  |

**School Name:****Principal:****Plan Year:**

|   |  |  |            |  |
|---|--|--|------------|--|
| Presentations will be given and utilized by teachers and students for major projects and presentations<br>_ USA Test Prep and Project One will be used to increase math skills for students in grades 9-12. |  |  | technology |  |
|---|--|--|------------|--|

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

| <b>Social Studies Action Plan</b>  |   |  |   |  |
|--|---|--|---|--|
| <b>Annual Measurable Objective:</b> Increase EOCT passing rates from 77 to 80% in Economics. Increase EOCT passing rate in US History from 43 to 50% in US History.  |   |  |   |  |
| <b>Performance Action or Initiative</b>  | <b>Estimated Cost/Funding Sources</b>   | <b>Timeline and Positions Responsible</b>  | <b>Means of Evaluation</b>  |  |
|  |   |  | <b>Artifacts</b>  | <b>Evidence</b>  |
| <b>Curriculum 3.2 , PA 2</b><br>Utilize federal, state, and local resources to support the student needs and curriculum implementation in the following ways:<br>_ <b>Time</b> – Master schedule/extended day<br>_ <b>Personnel</b> – Academic Data Coaches, Data clerks, Student Support Specialist.<br>_ <b>Technology</b> - Interactive Boards and printers, LCD Projectors, Mobile Labs, Computer Equipment, DOLA, IDMS, and Maintenance Supplies<br>_ <b>Resources</b> – online tutorials, Test Prep Books<br>_ Community Members | School Wide Title 1 Funds; \$473,574.85 – Title 1 teachers’ Salaries, substitutes teachers’ salaries, Tutorial teachers and Transportation. | 2012-2013<br>Principal, API, Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, Core Dept. Chairs, LTSE, EOCT teachers | Schedules<br>_ Personnel<br>_ Budgets<br>_ Leadership Team Meeting Minutes<br>_ Agendas<br>_ Student work<br>_ SIOP | 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 GPS/CCGPS. Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. |

| <b>School Name:</b>   |  | <b>Principal:</b>   |  | <b>Plan Year:</b>   |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>_ Afterschool tutorials</li> <li>_ Collaborative Planning</li> <li>_ Professional Learning.</li> </ul> <p><b>Assessment 3.1, PA 4</b><br/> Group students according to assessment results and assign to safety net instruction which occurs before, during, and after school.<br/> Monitor all extended learning session for effectiveness by analyzing data from assessments on a regular basis.</p> <ul style="list-style-type: none"> <li>_ EOCT Data Teams</li> <li>_ Leadership Team Meeting</li> <li>_ Student Profiles</li> <li>_ Departmental Collaborative Planning after school tutorial</li> <li>_ DOLA</li> <li>_ E-Walks</li> <li>_ AmeriCorps</li> </ul> | School-wide<br>Title 1:<br><b>\$24,600.00</b> - Salaries for tutorial,<br><b>\$4,000</b> - transportation<br><b>\$1,500</b> – Energy (Gas, Diesel fuel) for two buses for after school program | October 2012-<br>May 2013<br>Principal,<br>Assistant Principal of Instruction (API),<br>Academic Data Coaches,<br>SCHOOL SUPPORT SPECIALIST,<br>PI Specialist,<br>Core Department Chairs, LTSE,<br>EOCT teacher | Safety net rosters<br><ul style="list-style-type: none"> <li>_ Student data</li> <li>_ Other program rosters with assessment results</li> <li>_ Formative assessment</li> <li>_ Summative assessments, etc.</li> </ul> | Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is Continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.<br>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results. |
| <p><b>Instruction 2.1, PA 2</b><br/> Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding.</p> <ul style="list-style-type: none"> <li>_ Three-part lesson</li> <li>_ Marzano’s High Yield Strategies</li> <li>_ Educators Toolbox</li> <li>_ SIOP</li> <li>_ Standards Based Classroom</li> <li>_ DCSS Instructional Frameworks</li> </ul>   | No Funding needed  | August 2012-<br>May 2013<br>Principal,<br>Assistant Principal of Instruction (API),<br>Academic Data Coaches,<br>SCHOOL SUPPORT SPECIALIST,   | Flexible groups observed<br><ul style="list-style-type: none"> <li>_ Lesson Plans</li> <li>_ Posted work</li> <li>_ Materials and technology</li> </ul>  | Teachers and students can explain different instructional phases of a lesson. Teachers can explain the specific purposes how students are grouped and the data that supports decisions. Students transition smoothly from one activity to another. Students can explain different grouping options  |

| <b>School Name:</b>   | <b>Principal:</b>   | <b>Plan Year:</b>   |   |   |
|---|---|---|---|---|
| <p><b>Instruction 2.3, PA 3</b><br/>Use the standards as an expectation for learning but assess the needs of students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding, Learning style, etc.</p> <ul style="list-style-type: none"> <li>_ Student profiles</li> <li>_ Multiple Intelligences Assessments</li> <li>_ ELL Endorsement Courses</li> <li>_ LRE/Co-Teaching Training</li> <li>_ Technology Training</li> <li>_ SIOP Training</li> <li>_ ESOL courses</li> <li>_ Diagnostic Tests</li> </ul> | <p>School-wide Title 1;<br/><b>\$8,000</b> – Substitutes.<br/><br/><b>\$24,455.27</b> – 2013 ASCD summer conference; 2013 NCTM conference; 2013 NSTA conference</p> | <p>August 2012 – May 2013<br/>Principal, Assistant Principal of Instruction (API), Academic Data Coaches, SCHOOL SUPPORT SPECIALIST, PI Specialist, Core Department Chairs, LTSE, EOCT teachers</p> | <p>Student work</p> <ul style="list-style-type: none"> <li>_ Unit plans</li> <li>_ End of unit products</li> <li>_ Student Profiles</li> </ul>  | <p>Teachers can describe different ways to scaffold learning (read-aloud/think a-loud, collaborative pairs, shared reading, math manipulative, etc. All students can articulate the same expectations of the lesson although tasks grouping, pacing etc. may vary. All students are working to meet the same standards.</p> |
| <p><u>Students with Disabilities</u></p> <p><b>Performance/Action 3</b><br/>When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>_ Ensuring that both adults are actively teaching the entire instructional segment.</li> <li>_ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching</li> <li>_ Station Teaching</li> <li>_ Parallel Teaching</li> <li>_ Alternative Teaching</li> </ul>   | <p>No funding Needed</p>  | <p>2012-2013<br/>Principal, API, LTSE, Dept. Chair, Teachers</p>  | <p>Collaborative planning meeting dates</p> <ul style="list-style-type: none"> <li>_ Agendas</li> <li>_ Minutes</li> <li>_ Lesson plans</li> <li>_ Classroom observation data</li> <li>_ Focus walk data</li> </ul> | <p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>  |
| <p><u>English Language Learners*</u><br/>Performance/Action 8<br/>Provide constant monitoring of student</p>  | <p>no funding needed</p>  | <p>2012-2013<br/>Principal, API, ELL Lead</p>   | <p>Classroom observation documents</p>  | <p>Teachers and students can explain student understanding is formatively assessed and how</p>  |



| <b>School Name:</b>   |                   | <b>Principal:</b>                                   |  | <b>Plan Year:</b>  |
|---|-------------------|---|--|--|
| progress and ongoing assessment to check understanding  |                   | Teacher, Dept. Chair, Teacher                       | Focus walk documents<br>Lesson plans<br>Formative assessment data  | targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. Teachers can articulate their grade level and classroom areas of focus and can show assessment data of individual students demonstrating progress towards meeting the performance targets. Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction. |
| <p><b><u>Technology Integration</u></b></p> <p><b>Instruction 2.7, PA 2</b><br/>Work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum. Teachers effectively use technology to enhance students' research skills, differentiate instruction, and maximize student learning.<br/>_LCD Projectors and PowerPoint Presentations will be given and utilized by teachers and students for major projects and presentations<br/>_USA Test Prep and Project One will be used to increase math skills for students in grades 9-12.</p> | No funding needed | Ongoing Teacher/Media Specialist Classroom teachers | Computers<br>LCD<br>Projectors<br>Lesson Plans<br>Observation of an established delivery model<br>Comprehensive plan to integrate technology | 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.  |

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

**School Name:**

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**Plan Year:**

**Attendance/Graduation Rate Action Plan**

**Annual Measurable Objective:** Cross Keys High School will increase the graduation rate from 82.9.% to 88.7% for the 2012-2013 school year.

| <b>Performance Action or Initiative</b>   | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>   | <b>Means of Evaluation</b>  |                                 |
|---|---------------------------------------|---|---|---------------------------------|
|   |                                       |   | <b>Artifacts</b>  | <b>Evidence</b>                 |
| The Graduation/Attendance team will conduct an assessment to create a profile of students within the school, identify students with multiple risk factors, and identify possible barriers to student success. | No local funds needed                 | 8/2012-5/2013<br>_ Principal<br>_ Assistant Principals<br>_ Graduation Team<br>_ Counselors<br>_ CIS Coordinator<br>_ Student Support Specialists | Assessment guidelines<br>_ Attendance data<br>_ Progress reports<br>_ Discipline reports<br>_ Test results, CRCT, GHSGT, EOCT, and benchmark data<br>_ Summary of teacher failures<br>_ Data wall/data room | Increased graduation rate data. |

**School Name:**

**Principal:**

**Plan Year:**

| <b>Library-Media Action Plan</b>  |  |  |   |  |
|---|--|--|---|--|
| <b>Annual Measurable Objective:</b> Support instructional staff in improving students’ academic achievement on the ELA EOCT through the 25-books campaign. Support instructional staff in improving students’ academic achievement on Math EOCT by increasing the number of students passing through the use of technology.   |  |  |   |  |
| <b>Performance Action or Initiative</b>   | <b>Estimated Cost/Funding Sources</b>  | <b>Timeline and Positions Responsible</b>                                | <b>Means of Evaluation</b>  |  |
|   |  |  | <b>Artifacts</b>  | <b>Evidence</b>  |
| <b>Instruction 1.2:PA4</b><br>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 lessons. Implementation Teacher –Librarian attends collaborative planning meetings and serves on Leadership Team Leveled books are made available to based on reading levels Teacher-Librarian facilitates the 25 Books Campaign | <b>No funding needed</b>               | <b>9/2012-5/2013<br/>Principal Leadership Team<br/>Teacher-Librarian</b> | <b>Resource alignment to curriculum<br/>Media circulation records, etc.</b>     | <b>Resources from the media center are correlated to the curriculum and standards. The media specialist can describe how services are coordinated to support classroom instruction.</b>    |
| Teacher-Librarian coordinates the Star Reading and Star Math Assessment Program   | <b>Renaissance Learning Assessment</b> | <b>Teacher-Librarian</b>   | <b>Star Reading &amp; Star Math Data</b>  |  |
| <u>Technology Integration</u><br><br><b>Instruction 2.7, PA 2</b><br>Work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum. Teachers effectively use  | No funding needed                      | Ongoing<br>Teacher/Media Specialist<br>Classroom teachers                | Computers<br>LCD<br>Projectors<br>Lesson Plans<br>Observation of an established | 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 |

**School Name:****Principal:****Plan Year:**

|  |  |  |   |   |
|--|--|--|---|---|
| <p>technology to enhance students' research skills, differentiate instruction, and maximize student learning.<br/>         _LCD Projectors and PowerPoint Presentations will be given and utilized by teachers and students for major projects and presentations<br/>         _USA Test Prep and Project One will be used to increase math skills for students in grades 9-12.</p> |  |  | <p>delivery model<br/>         Comprehensive plan to integrate technology</p> | <p>technology as a set of tools and resources to complement their learning process.</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.

| <b>Funding Source</b>   | <b>Goal to Improve Student Achievement</b>   | <b>Description of Activity</b>   | <b>Timeline</b> | <b>Means of Evaluation</b>   |   |
|-------------------------|--|--|-----------------|--|---|
|                         |  |  |                 | <b>Evidence of Monitoring</b>  | <b>Evidence of Impact</b>   |
| <b>State (PL Funds)</b> | Execute collaborative teaching as mandated by NCLB that will promote and foster rigorous learning for all students Erase Boards, Wall Pads, EOCT | Using technology to increase the effectiveness of collaborative teaching<br>_ Book Study on Marzano's High Yield Strategies<br>_ Training on DOK<br>_ Graphic Organizers Workshop<br>_ Sponge Resources<br>_ Provide on-site and off-site training | 2012-2013       | Collaboration log, sign-in sheets, agendas, and conference notes, sign in sheets for power standards | Increased student achievement on Unit Tests, Benchmarks, EOCT, GHSGT, Formative |

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**Plan Year:**

|                |  |   |           |   |   |
|----------------|--|---|-----------|---|---|
|                |  | for formative and summative student assessment.<br>_ Teachers and teacher-leaders will as well attend professional learning Illuminates and on-site learning symposiums to develop content area power standards.<br>_ Professional Development offered through the Georgia Department of Education                      |           | development and formative assessment trainings  | Assessments   |
| <b>Federal</b> | Provide a four by four block schedule while maintaining standards based instruction.         | Summer Leadership Conference (DOE)<br>_ Differentiated Instruction Professional Conferences _ Technology Use in the Classroom<br>_ National Council of Teachers of Mathematics<br>_ National Science Teachers Association Conference.<br>_ ASCD conference<br>_ National Title 1 Conference<br>_ Thinking Maps Training | 2012-2013 | Collaboration log, sign-in sheets, agendas, and conference notes, sign in sheets for power standards development and formative assessment trainings | Increased student achievement on Unit Tests, Benchmarks, EOCT, GHSGT, Formative Assessments |
| <b>Grants</b>  |  |   |           |   |   |
| <b>Local</b>   | Reduce the gap in student achievement by using research based strategies to enhance learning | ELL Endorsement Courses<br>_ LRE/Co-Teaching Training<br>_ AP Training<br>_ Technology Training<br>_ ICE Model Training<br>_ Data Analysis Training<br>_ Peer Classroom Observation<br>_ Formative Assessment Training  | 2012-2013 | Collaboration log, sign-in sheets, agendas, and conference notes, sign in sheets for power  | Increased student achievement on Unit Tests, Benchmarks, EOCT, GHSGT,                       |

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|  |  |   |  |  |                       |
|--|--|---|--|--|-----------------------|
|  |  | _ SIOP Model<br>_ Standards Based Classroom<br>_ DCSS Instructional Framework |  | standards development and formative assessment trainings | Formative Assessments |
|--|--|---|--|--|-----------------------|

| <b>School Climate Action Plan</b>   |                                       |   |  |   |
|---|---------------------------------------|---|--|---|
| <b>Objective:</b> Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.  |                                       |   |  |   |
| <b>Performance Action or Initiative</b>   | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>   | <b>Means of Evaluation</b>   |   |
|   |                                       |   | <b>Artifacts</b>   | <b>Evidence</b>   |
| <b>Performance/Action 2</b><br>The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion:<br>_ Grade level<br>_ Gender<br>_ Location and time of infraction<br>_ Teacher referral<br>_ Repeat offenders | <b>None</b>                           | 2012-2013<br>Principal,<br>Department of Professional Learning,<br>Assistant Principals | Meeting dates<br>_ Sign-in sheets<br>_ Agendas<br>_ Minutes<br>_ Spreadsheets<br>_ 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. |

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**Plan Year:**

| <b>Teacher Retention Action Plan</b>   |                                       |  |  |  |
|--|---------------------------------------|--|--|--|
| <b>Objective:</b> Increase teacher retention through best practices in school policy, professional learning, and teacher support.  |                                       |  |  |  |
| <b>Performance Action or Initiative</b>  | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>  | <b>Means of Evaluation</b>   |  |
|  |                                       |  | <b>Artifacts</b>   | <b>Evidence</b>  |
| <b>Performance/Action 8</b><br>The school will provide a collaborative planning time for teachers through one or more of the following actions:<br>_ Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once per semester<br>_ Develop and maintain a master schedule that allows collaborative planning time on a weekly or biweekly basis<br>_ Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes<br>_ Monitor lesson plans and classroom activities for evidence of collaborative planning<br>_ Train faculty members on how to | <b>None</b>                           | 2012-2013<br>Principal,<br>Department of Professional Learning,<br>Assistant Principals, | _ Master schedule<br>_ Calendar of collaborative planning events<br>_ Collaborative planning meeting minutes<br>_ Lesson plans<br>_ Classroom observations | Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans. |

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**Plan Year:**

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| develop and implement effective |  |  |  |  |
|                                 |  |  |  |  |

| <b>Career Technology Action Plan (for high schools and middle schools only)</b>   |                                       |  |  |   |
|---|---------------------------------------|--|--|---|
| <b>Objective:</b> Increase instructional effectiveness through best practices in career technology instruction.   |                                       |  |  |   |
| <b>Performance Action or Initiative</b>   | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>  | <b>Means of Evaluation</b>   |   |
|   |                                       |  | <b>Artifacts</b>   | <b>Evidence</b>   |
| Increase the percent of students graduating with industry recognized credentials and college credits:<br>_ Ensure that all Career Tech teachers are certified and capable to teach all courses in all pathways in the area of their certification.<br>_ Offer the appropriate amount of sections of each course in pathways to ensure students have opportunities to complete pathways.<br>_ Monitor student enrollment of students to ensure correct placement and course offerings. | <b>None</b>                           | 2012-2013<br>Principals,<br>Teachers,<br>API,<br>Dept. Chair,<br>WBL<br>Coordinators | End of pathway assessments<br>_ List of students receiving industry certification<br>_ Advisory committee meeting agendas and minutes<br>_ School based enterprises operated by students | Pathway completion data will provide information for continued improvement to increase student numbers each year. Students will receive certifications as they progress |



**School Name:**

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**Plan Year:**

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|--|--|---|---|--|
|  |  |   | <ul style="list-style-type: none"><li>_ List of dual enrollment and articulated courses with area technical colleges</li><li>_ Year-round recruitment activities – brochures and documents from career fair days.</li></ul>                             |  |
| <p><b>Performance/Action 2</b><br/>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> <ul style="list-style-type: none"><li>_ Implement co-curricular activities.</li><li>_ Increase community service projects.</li><li>_ Increase student engagement in school activities.</li><li>_ Extend classroom instruction for relevance</li></ul> |  | 2012-2013<br>API, Dept. Chair, WBL Coordinators, Career Tech Teachers | <ul style="list-style-type: none"><li>_ Membership roster</li><li>_ Student leadership conference attendance</li><li>– Advertisement of community Service projects</li><li>_ Agendas and minutes</li><li>_ Students’ PowerPoint presentations</li></ul> | Students’ leadership development activities are scheduled throughout the school year. There is an increase in students competing in regional, state and national events. |

**School Name:**

**Principal:**

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