

*Consolidated School Improvement Plan*  
**Elizabeth Andrews High School**  
**2012-2013**



Office of Federal Programs  
Dr. Sherry Everett, Executive Director

**Statement of Quality Assurance**

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

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

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

<b>Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)</b>	Federal and State mandate Required for all DeKalb County Schools
<b>AdvancEd (SACS CASI)</b>	Required for District-wide Accreditation
<b>Georgia Department of Education Annual School Improvement Plan</b>  <b>AYP Addendum (as appropriate)</b> ___ NI School Improvement Focus (NI-1 and NI-2) ___ Corrective Action (NI-3 and NI-4) ___ Restructure (NI-5+)	Georgia DOE mandate Required for all DeKalb County Schools NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.
<b>Title I</b> ___ New Title I Schoolwide Plan ___ Annual Addendum ___ Targeted Assistance Plan	Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
<b>DeKalb County School System Departmental Action Plans</b> ___ Professional Learning     ___ Library-Media ___ School Climate             ___ Teacher Retention ___ Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

**CSIP Table of Contents**

<b>Section</b>	<b>Page #</b>
Statement of Quality Assurance ( <b>ESEA Mandate</b> )	2
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	3
Establishing a CSIP Facilitator, Committee, and Subcommittees	3
Steering Committee Members and Signatures	5
Mission and Vision ( <b>ESEA Mandate</b> )	6
Developing a Comprehensive Needs Assessment ( <b>ESEA Mandate</b> )	11
Leadership and Governance ( <b>ESEA Mandate</b> )	12
Instruction by Highly Qualified Teachers ( <b>ESEA Mandate</b> )	14
Teacher Involvement in Decisions Regarding the Use of Academic Assessments ( <b>ESEA Mandate</b> )	15
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs ( <b>ESEA Mandate</b> )	16
Plans for Assisting Students during Transitions ( <b>ESEA Mandate</b> )	17
Support Services for Student Learning ( <b>ESEA Mandate</b> )	18
Strategies to Increase Parental Involvement ( <b>ESEA Mandate</b> )	19
Stakeholder Communication ( <b>ESEA Mandate</b> )	20
Scientifically Based Research ( <b>ESEA Mandate</b> )	24
Coordination and Integration of Federal, State, and Local Services and Programs ( <b>ESEA Mandate</b> )	26
Reading/ELA Action Plan ( <b>ESEA Mandate</b> )	27
Math Action Plan ( <b>ESEA Mandate</b> )	36
Science Action Plan	45
Social Studies Action Plan	56
2 <sup>nd</sup> Indicator – Attendance/Graduation Rate Plan ( <b>ESEA Mandate</b> )	66
Library-Media Action Plan	69
Professional Learning ( <b>ESEA Mandate</b> )	73
School Climate Action Plan ( <b>ESEA Mandate</b> )	75
Teacher Retention Action Plan	77
Career Technology Action Plan (Middle and High Schools Only)	79

**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>
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

<b>Georgia School Key Strands</b>
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

**Establishing a CSIP Facilitator, Steering Committee, and Subcommittees**

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

**School Council Approval Form**

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Angela Alex		
2.	Josephine Ellis		
3.	Kim Goodgame		
4.	LaTasha Page		
5.	Delores White		
6.	Clarence Wright		
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

**A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.**

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Merlon B. Jones		
CSIP Facilitator	Joyce Frederick		
Parent Representative <b>(can not be a school employee)</b>	Rina Magee		
Student Representative <b>(required for High School)</b>	Joshua Jackson		
Community Representative <b>(can not be a school employee)</b>	Clarence Wright		
Title I Representative	Rose Porter		
School Counselor	Mary Whitmore		
Special Education Representative	Melvin Dupree		
Reading/ELA Chair	Angela Alex		
Math Chair	Paulanna Millhollin		
Science Chair	Teresa Massey		
Social Studies Chair	Jason Tircuit		
Professional Learning Liaison	Sherica Freeman		
Academic Coach	Woodsen Plumer		
Academic Coach	Angela Brooks		

**School Mission and Vision**

	<b>DeKalb County School System</b>	<b>School</b>
<p><b>Vision</b> <i>What is our image of a successful school for our stakeholders?</i></p>	<p>Setting the standard for Excellence through unity and purpose.</p>	<p>To provide a rigorous educational vehicle by which each student will reach his or her academic potential in order to become a productive citizen</p>
<p><b>Mission</b> <i>What is the charge we accept to make our vision a reality?</i></p>	<p>The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.</p>	<p>To raise standards and increase academic achievement for all students through a rigorous educational curriculum supported by collaborative stakeholders' efforts</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<ul style="list-style-type: none"> <li>▪ Value and promote parent involvement</li> <li>▪ Regard quality public education as essential</li> <li>▪ Honor universal human rights</li> <li>▪ Contribute to the common good of our community</li> <li>▪ Hold high expectations for ALL</li> </ul>	<p><b><i>Elizabeth Andrews High School holds high expectation for all students and believes that all students can be successful.</i></b></p> <p>The chief priority and primary focus of the school should be providing educational opportunities for all students who want an education.</p> <p>Schools should seek the input of parents, students, teachers and the community whenever possible because we must operate as a unit in order to be a school of excellence. Learning should be achieved through meaningful instruction that addresses different learning styles, such as hands-on-activities and field trips so that students will be excited about learning and teachers will be excited about teaching.</p> <p>ESOL students and special students, including</p>

		<p>gifted and talented students should be provided with the necessary accommodations, services and resources in order to be successful learners.</p> <p>We believe in providing a safe and drug-free environment which is nurturing and which demonstrates genuine concern for the self-esteem and physical and emotional well-being of all students</p> <p>Teachers, administrators, staff students, and parents deserve respect and their opinions and concerns should be heard and considered as part of our effort to build character and model appropriate behavior.</p> <p>Expectations should be raised and should be clearly communicated such that each student, staff member, and parent understands his or her role in helping Elizabeth Andrews' students achieve success.</p> <p>We believe in embracing a diverse population in this changing world and in the notion of freedom and equality of the races and the sexes.</p> <p>We believe that Elizabeth Andrews provides a second chance opportunity for all and that we embrace the idea of excellence without excuses.</p> <p>We believe in motivating students and developing their skills according to their</p>
--	--	---

		needs and interest while making ourselves available to encourage positive attitudes and set appropriate parameters such that all students are held accountable for their role in making Elizabeth Andrews a place where student success is likely.
--	--	--

**(1) Comprehensive Needs Assessment # 1ESEA Mandate****Brief description of Elizabeth Andrews High School**

Elizabeth Andrews High School (EAHS) is located in Stone Mountain, Georgia, off of Hwy 78 and Mountain Industrial Boulevard.

The Elizabeth Andrews High School non-traditional secondary program provides an educational opportunity to high school students who wish to accelerate the rate at which they complete their remaining required units for graduation. In addition, our program provides an opportunity to high school students wishing to enter college or join the work force early, to students who need to make up courses for graduation, to dropouts seeking an education while gainfully employed or to married students. Enrollment is available to DeKalb County residents 16 years of age who have completed a minimum of 6 Carnegie units with 3 of the credits being in core classes.

**Student Body**

We have based our plan on information about all students in the school. Currently, two percent of the students we enroll are Asian; eighty-five percent of them are black; ten percent of them are Hispanic; none are Native American; six percent of them are white, while two percent of our students are multiracial. Also, seven percent of our students are students with disabilities; eight percent have limited English proficiency, and ninety-seven percent of our students are considered economically disadvantaged. Our student population represents a wide array of ethnic and socioeconomic groups. Our current enrollment is 693 students. We provide service to 21 high schools located in the DeKalb County School System (DCSS). In addition, any citizen who lives in DeKalb County may attend Elizabeth Andrews High if they have not yet earned a high school diploma. The student population is a combination of many different intellectual abilities ranging from gifted to at-risk. Approximately 65% of our student population is made up of African-American males who experienced challenges in a traditional high school. A number of our students have young families and may be responsible for their own room and board. Approximately 72% of our students are 18 years and older and consider themselves adults because, legally, they are.

Elizabeth Andrews High operates on a five day attendance policy. When a student has reached five and a half days absent, the student is dropped from his or her class and can apply for reinstatement if he or she has documentation of an illness, a court appearance or a death in his or her immediate family. There are some times when we have to be flexible when personal situations occur. The county does not provide transportation for students who attend Elizabeth Andrews. This presents unique attendance challenges for students who must provide their own transportation. In many cases, economic hardship hinders their ability to use MARTA (Metropolitan Atlanta Rapid Transit Authority) to travel to and from school each day. Ninety-seven percent of our student body is made up of economically disadvantaged students.

## UNIQUE ASSETS

- Elizabeth Andrews offers a non-traditional secondary school experience in a clearly defined structure wherein the student is given the opportunity to assume the adult role of responsibility for educational achievement and behavior.
- Students may graduate at the end of any nine week mini-semester.
- EAHS provides flexible scheduling for the student who needs it in order to help meet other commitments, such as job requirements and family responsibilities.
- Students may also participate in a peer counseling program and take joint enrollment college courses. For any student planning to attend college, an advanced placement college curriculum is available.
- We have a high school mentoring program that focuses on empowering students to make constructive choices which will lead to academic and personal success.
- The average student attends Elizabeth Andrews for one school year.

## OTHER STRENGTHS

The Georgia Performance Standards are clearly defined standards that are being utilized for effective instructional planning and delivery. Following implementation of these standards, Elizabeth Andrews High School's writing test scores increased from 68% in 2007-2008 to 85% in 2009-2010. A school-wide discipline plan has been developed and it is being implemented throughout the school. Changes will continue to be implemented as parents, students, teachers, and administrators deem them necessary to modify the school's climate. A leadership team composed primarily of teacher leaders (department chairpersons) has been in place to work with the administrations to facilitate and coordinate the school's improvement efforts. The faculty and student population are working diligently to increase student achievement.

Activities are utilized during Teacher Advisory Group (TAG) to support individual needs of students. Teachers and administrators are involved in professional development which focuses on needs identified in Schoolwide Improvement Action Plans. Professional development also focuses on root causes of failure and challenges identified in Title I Schoolwide Improvement Plan. All departments frequently have an opportunity to plan collaboratively. In addition, faculty and staff members are constantly analyzing and utilizing data to guide instruction and schoolwide educational activities. The addition of an instructional coach to the math department is considered strength of the school. The instructional coach is able to facilitate professional learning for teachers in the math department.

The following data, instruments, processes and procedures were used to complete our **Comprehensive Needs Assessment**

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

*Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide (ESEA Mandate #12).*

**MIGRANT CHILDREN**

**When students enroll at EAHS, they are given the occupational survey through the GA College 411 website.**

We have taken into account the needs of migrant children.

- We do not have migrant students, but we do have a plan in place and support services available if migrant students choose to enroll.
- We have a plan which involves referring other language speakers to the International Center for evaluation.
- We have a plan which involves referring migrant students to the Social Worker for follow up.

**CURRENT ACHIEVEMENT DATA /  
MEASURABLE GOALS TO ADDRESS OUR NEEDS**

We have reflected current achievement data that will help the school understand the skills and subject areas in which teaching and learning can be modified to do a better job of helping struggling students improve proficiency levels.

- **English Departmental Action Plan reflects the following goals for improvement:**

All students will improve performance on:

- 1) American Literature/Composition EOCT from 69% to 79%.
- 2) Ninth Grade Literature/Composition EOCT from 66% to 79%.

- **Mathematics Action Plan reflects the following goals for improvement:**

All students will improve performance on:

- 1) Math I EOCT from 20% to 70%
- 2) Math II EOCT from 19% to 70%
- 3) Math III EOCT scores will reflect an average of 70% correct answers

- **Science Action Plan reflects the following goals for improvement:**

All students will improve performance on:

- 1) Biology EOCT by moving from 51% to 70%
- 2) Physical Science EOCT by moving from 50%-70%

- **Social Studies Action Plan reflects the following goals for improvement:**

All students will improve performance on:

- 1) U.S. History EOCT from 45% to 70%
- 2) Economics EOCT from 56% to 70%.

## NEEDS ADDRESSING

### MAJOR NEEDS

To increase our Graduation Rate to the Annual Measurable Objectives level set by the state, we will improve rigor and relevance and relate instruction to the Georgia Performance Standards. We will also decrease the dropout rate and improve attendance statistics by decreasing the number of students who drop one or more classes each semester. We will evaluate the extent to which we use technology to appropriately address the instructional needs of students.

### CHALLENGES

EAHS operates on four mini-semesters. Therefore, the makeup of the student body constantly changes as enrollment statistics fluctuate. The number of ELL students, the number of students classified as migrant students, the number of juniors, etc. varies from semester to semester. There is no continuity in terms of identification of the types of students we serve because that variable remains inconsistent from one registration period to the next and from year to year.

### ROOT CAUSES OF THESE NEEDS

Low parental involvement continues to be a concern at Elizabeth Andrews High. Seventy-two percent of our student population is 18 years or older (legal adult). Many of these students have jobs and have children of their own. This places limitations on the time they devote to homework, studying and attending tutorials. In addition, student efficacy must improve in order for EAHS to reach the maximum level of student achievement and improve student attendance, particularly the rate at which students have been dropping classes. This has been prolonging students' graduation dates due to the fact that it has resulted in students having to retake classes. Also, our ELL (English Language Learners) population and our SWD (Students with Disabilities) population have increased over the last three years. Reading levels of incoming students are documented during registration whenever possible. The fact that a large percentage of our population consists of students who are not reading on grade level may be a root cause of failure on standardized tests.

### Selecting Appropriate Interventions Using Scientifically Based Research #2 ESEA

All interventions or initiatives provided by the Georgia Department of Education or DeKalb County School System are predicated on scientifically-based research and do not require citations. If an individual school chooses to select an intervention or initiative in addition to the sources provided, then a citation and abstract of the pertinent research is required. Please use the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

Identified Need	Action Plan and Page #	Citation and Abstract
Small Group Instruction	28	Gibson, Vicki and Fisher, Douglas. (Managing Small Groups: A How-To Guide: Macmillan/McGraw-Hill Education.
Differentiated Instruction	34	Gregory, Gayle H. and Chapman, Carolyn (2007). <i>Differentiated Instructional Strategies</i> . Corwin Press  Conklin, Wendy (2004). <i>Applying Differentiation Strategies</i> . McREL.
Interdisciplinary Instruction	34	Martinello, Marian L. / Cook, Gillian E. (2000) <i>Interdisciplinary Inquiry in Teaching and Learning</i> . Merrill Education/Prentice Hall.
Data-Driven Instruction  Conducting Peer Observations	41	Marzano, Robert J. / Pickering, Debra J. / Pollock, Jane E. (2001) <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i>  Mento, Anthony J. Giampetro-Meyer, Andrea (2001) <i>Peer Observation of Teaching as a True Developmental Opportunity</i> .

### **3) Providing Instruction by Highly Qualified Teachers. # 3 ESEA**

EAHS has 100% highly qualified teachers (31% of our teachers have four year degrees; 53% have five year degrees; 14% of six year degrees and 2% have seven year degrees). We provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. We have incorporated a teacher mentoring program. An orientation committee which includes administration, department chairs, team leaders, media specialist and the Certified Teacher Support Specialist aid new teachers to DeKalb and teachers new to the profession in becoming effective educators. Teachers who are working on certification are monitored to ensure that courses are completed according to the set timeline. Administration provides, when feasible, site-based classes and connects teachers with district level opportunities to assist with meeting certification deadlines. The district also provides PRIDE, a support class for new teachers.

#### **The strategies we will use to attract highly-qualified teachers are...**

There are representatives from Elizabeth Andrews High School at recruitment fairs eagerly soliciting the most qualified candidates. Our administrative team makes sure that teachers teaching in core academic subjects are highly qualified. Staff members are selected from a pool of highly qualified applicants from the DeKalb's Paperless Applicant Tracking System. Department chairs and administrative staff review credentials (certification and qualifications) and create interview questions that suit the position available for hire. Prior to interviewing, applicants must meet the minimum requirements of the state, i.e., up-to-date certificates, and GACE (Georgia Assessment for the Certification of Educators) scores. During the interviewing process, we request resumes that provide the applicants' background information and experience. Highly qualified teachers normally have portfolios and resumes that display their accomplishments and experience. During the interview process, applicants are asked in-depth interview questions concerning instructional and disciplinary strategies. With assistance from DeKalb County School System's Human Resources Department, Elizabeth Andrews reviews the qualifications of every teacher in the building and notifies them if they are not highly qualified. An orientation committee, which includes administration, department chairs, team leaders, media specialist and the Certified Teacher Support Specialist aids teachers who are new to DeKalb and teachers who are new to the profession in becoming effective educators. Teachers who are working on certification are monitored to ensure that courses are completed according to the set timeline. Administration provides, when feasible, site-based classes and connects teachers with district level opportunities to assist with meeting certification deadlines. The district also provides support courses for new teachers.

#### 4) Professional Development #4 ESEA

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development to collaboratively address the root causes of our identified needs. For example...

- Our Teacher Support Specialist, department chairpersons and leadership team provide direct support and workshops for new teachers to assist with instruction, assessment, classroom management, parent conferences, and creating successful lesson plans.
- The Teacher Support Specialist has developed a mentoring program that is beneficial in assisting with professional development.
- English Language Learners Workshop covers topics related to creating a culture of support for speakers of other languages.
- Common Core Georgia Performance Standards Workshop covers topics relative to relating instruction to state standards.
- Rigor, Relevance, and Relationship Workshop covers topics relative to relating relevant, challenging lessons to standards.
- Differentiated Instruction Workshop addresses strategies used to address the multiple intelligences of learners.
- Parental Involvement Workshop concerns ways to increase parental involvement.
- Response to Intervention /Student Support Team/504 Workshop addresses interventions for special populations of learners.
- World Class Instructional Design and Assessment Standards Workshop concerns can do descriptors for other language speakers.
- Flexible Grouping Workshop
- Read 180 enhances reading skills and is implemented after reading levels of students have been identified.
- SRI Reading Inventory is used to determine what grade level students are reading on.
- Lesson Study is a teaching improvement activity whereby instructors jointly develop, teach, observe, analyze and revise lessons.
- Virtual Learning Site-Based Cohorts are groups concerned with internet-based learning systems to support teaching.
- Geometer's Sketchpad Workshop concerns mathematics visualization software.
- IDMS (Instructional Data Management System) Training concerns creating and administering tests and managing test data.
- Depth of Knowledge concerns cognitive demand scales reflecting four levels of complexity.
- Language of the Standards concerns involving the vocabulary of the standards in daily lessons.

#### **We have aligned professional development with the state's academic content standards...**

- Standards-Based Instruction Workshop
- Differentiated Instruction Workshop
- Rigor, Relevance and Relationship Workshop
- RTI (Response to Intervention), SST (Student Support Team)/504, and Exceptional Education Workshop
- WIDA (World Class Instructional Design and Assessment) Standards Workshop
- Flexible Grouping Workshop

**We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.**

- Promethean Boards improve technology-based training.
- Promethean Board Workshops train teachers to deliver instruction through effective use of their resources.
- I-Pad Workshop train teachers to utilize iPads to engage students in learning standards.
- Computer-Based Multiple Intelligence Surveys support the creation of individual student profiles to reflect specific needs of each student.
- Games, such as Scrabble, Monopoly, etc. support learning in the areas of vocabulary, economics, mathematics, etc.
- Technology labs support literacy, research, guided practice and tutorial programs.
- Title I and Title II A funds support professional development.

**We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve the achievement of individual students and the overall instructional program.**

- Data Workshops have been utilized to disaggregate test data.
- RTI (Response to Intervention) Workshops have taught teachers how to document learning deficits and remediation efforts.
- Promethean Board Workshops help train teachers to deliver instruction through effective use of their classroom resources.
- Computer-Based Multiple Intelligence Surveys support the creation of individual student profiles to reflect specific needs of each student.

#### **5) Develop Strategies to Increase Parental Involvement #5ESEA**

**We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by...**

- We invited parents, students and community members to join the Title I Schoolwide Improvement Team, shared information with them, held meetings and workshops and encouraged their input. We invited parents, students and community members to join the local School Advisory Council, shared information with them, held meetings and workshops and encouraged their input.

**We have developed a parental involvement policy (included in our appendices) that...**

- Includes strategies to increase parental involvement (such as family literacy services)
- Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents.
- Makes the parental involvement policy available to the local educational agency, parents, and the public.
- We invited parents to utilize our parent center.

**6) Devise a plan for assisting students with transition. #6 ESEA**

- The following are our plans for assisting children in the transition from a traditional to a non-traditional program. Also included are transition plans for students entering from private schools and schools within our system throughout the school year. We communicate with the home-school to such an extent that students who are entering Elizabeth Andrews and coming from another DeKalb school are expected to come to registration with an EAHS schedule which was generated at the feeder school by having each child's previous guidance counselor assess the academic needs for each student for the upcoming semester. These students must have reached 16 years of age and must have earned six units of high school credits, three elective and three core, prior to enrollment at Elizabeth Andrews. In addition, there is a general practice at this school of testing students' reading levels upon their entry to or registration at Elizabeth Andrews High School so that receiving teachers will have an idea of what their needs are and will be better able to pair instruction with ability level.
- Case managers are assigned to students receiving Special Education services to assist them with transition. Counseling staff works in conjunction with the International Center to provide services to acclimate English Language Learners to school and countywide procedures and practices. This is accomplished by providing interpreters and International Center Academic Advisors.
- Registration packets and orientation video are sent to feeder schools.
- Orientation is held at Elizabeth Andrews High School after students enroll for each new semester.

**7) Evaluation: Include teachers in decisions regarding the use of academic assessment information for the purpose of improving student achievement. #7 ESEA**

- Elizabeth Andrews High School has a shared decision-making process through which teachers attend faculty and department meetings and volunteer to serve on committees as a function of their effort to be a part of the decision-making process. Teachers are urged and encouraged to be a part of the Schoolwide Planning Team. Instructional decision-making is data-driven (Summative, Formative, Benchmark) and based on current research and the needs of our students. Additionally, the Local School Advisory Council meets two to four times a year to discuss school improvement issues.
- Departments have developed action plans using the data from test scores. Department chairpersons and designated onsite instructors readily share information across the curriculum during staff meetings to provide support for integrated course study and continued collaborative efforts across the curriculum. Strategies and technological interventions are utilized both to enhance student academic performance and behavioral methodology and to give insight to all teachers on the latest motivational strategies, policies, laws and regulations set forth by the state of Georgia and the DeKalb County School District.

**8) Coordinate and integrate federal, state and local services and programs. #8 ESEA**

**The following are our listing of federal, state, and local services and programs and a full explanation of how we are coordinating and integrating those services and programs...**

**Funding Sources:**

We will coordinate funding sources in an effort to maximize our resources and not duplicate spending. We will coordinate between the various funds for instruction, supplies, equipment, computers, software, books and periodicals, personnel, salaries, student and teacher resources, equipment, tutorials, professional development, conference registration, books and periodicals, transportation and travel, contracted services and parental involvement.

Funding Sources	
<ul style="list-style-type: none"> <li>• <b>Federal Funds</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>School Improvement funds represent monies provided for schools in Needs Improvement Status</b></li> <li>• <b>Title I funds represent monies provided to schools based upon the number of students who eat free and reduced-cost lunch</b></li> <li>• <b>Title II funds represent monies to support professional learning</b></li> <li>• <b>Title III funds represent monies to support the ESOL (English for Speakers of Other Languages) program</b></li> <li>• <b>Title IV funds represent monies for the media center</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>State Funds</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Monies will be used to purchase resources (teacher and student) that support Common Core Georgia Performance Standards, classroom instruction and student achievement.</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Monies will be used for professional development that supports federal, state, district and local goals and to purchase resources that support English and Math classrooms (equipment, supplies, software, instructional material).</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Federal School Improvement Grants</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Local Professional Learning Funds</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Monies will be used for conference registrations, substitutes and resources for professional learning that supports student achievement.</b></li> </ul>

**9) Timely Assistance: Strategies for increasing academic achievement for students having difficulty mastering standards.  
#9ESEA**

**The measures we will take to ensure students with difficulties are identified in a timely manner are:**

- During enrollment, students meet with their teachers, counselors and administrators to discuss their academic needs. Each student with a disability, an I.E.P. (Individualized Educational Program), a 504 Plan or an SST (Student Support Team) plan will be monitored and provided the appropriate educational services.
- During the year, teachers administer pre-tests along with other classroom assessments to determine students' current academic ability in specific content areas. Teachers constantly review student (classroom, standardized test, and other pertinent) data to make appropriate decisions to provide support for students. Recently, the staff has begun to offer test-taking strategy sessions that further enhances the students' ability to perform sufficiently on all tests.
- Before and after-school tutorials are offered to students.
- Teachers use research-based strategies such as Marzano's High Yield Strategies and instructional assessment strategies within the context of Webb's Depth of Knowledge, instructional level rubrics, differentiation of instruction, and the three- part lesson cycle (opening, work period, and summary/closure).
- Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

**We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be effectively provided with additional assistance in a timely manner.**

- Re-teach or provide additional support to students who have not mastered the standard.
- Document RTI (Response to Intervention) when students are not mastering content.
- Advanced Organizers
- Choice Boards
- Concept Maps
- Comic Stripping
- Computer-Based Training
- Frayer Model (w/graphic organizers used to learn vocabulary)
- Distance Learning
- Project-Based Learning
- Peer-Assisted Learning
- Reciprocal Teaching
- Song Analysis
- Story Mapping
- Discussion Groups
- Book Talks
- SIOP Model (for ELL)

**Periodic training will be provided to teachers to provide methods and strategies for the identification of difficulties faced by students and appropriate methods of assistance for addressing these difficulties. (List planned trainings.)**

- Differentiated instruction workshops are conducted to teach teachers varied instructional strategies to support at-risk students.
- Standards-Based Instruction Workshops(CCGPS)
- Rigor, Relevance and Relationship Workshops
- RTI (Response to Intervention), SST(Student Support Team)/504, and Exceptional Education Workshops
- WIDA (World Class Instructional Design and Assessment) Standards Workshops
- Project-Based Learning Workshops
- Peer-Assisted Learning Workshops
- Reciprocal Teaching Workshops
- SRI (Scholastic Reading Inventory)
- Read 180

**10) Communication with Parents: Individual student assessment results and interpretation will be provided to parents in the following manner: #10 ESEA**

- Parent-teacher conferences are held once each semester. The conferences are held midway through each nine-week mini-semester. Each parent is provided an opportunity to receive an update on how his/her child is performing in his/her class or classes. Teachers communicate what each instructional provider will do to help the child be successful (ex: Parent Compact, Deficiency Report, and Plan of Action). Parents are informed of before and after-school tutorials that support academic advancement and the GHSGT (Georgia High School Graduation Test) initiatives.
- Student Support Team conferences are held monthly. Test scores are among the items discussed at these meetings.
- Counseling conferences with students are held daily. Test scores are among the items discussed at these meetings.
- Teacher Student conferences are held every mini semester.

**11) Our provisions for the collection and disaggregation of data on the achievement and assessment results of students are....#11 ESEA**

Elizabeth Andrews High School utilizes data to create goals for action plans that support student achievement and improved delivery of instruction. Teachers utilize academic assessments to design lesson plans and provide differentiated instruction for students. Test data is evaluated to determine which groups and which subgroups made progress or failed to make progress on standardized tests. Also, departments evaluate which students showed improvement on standardized tests by grade level (e.g. 9th grade Lit EOCT). This is taken into consideration when departmental goals are outlined.

**12) Our provisions for seeking statistically sound results for each category for which assessment results are disaggregated ...#12 ESEA**

- School Report Card and Department of Education Website are consulted when obtaining AYP (Adequate Yearly Progress) reports and other information relative to our standardized test scores.
- Instructional Data Management System (IDMS) and other county-approved programs are consulted as sources of statistical data relative to student test scores (e.g. End of Course Test scores).
- Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable.
- Georgia High School Graduation Test and End of Course Test are used to set goals and address areas wherein support is needed.

**13) Our plans for public reporting of disaggregated data are... #13 ESEA**

Faculty and staff members use professional learning meeting time to disaggregate data. Test data is evaluated to determine which groups and which subgroups made progress or failed to make progress on standardized tests. Also, departments evaluate which students showed improvement on standardized tests by grade level, etc. (e.g. 9th grade Lit End of Course Test). This is taken into consideration when departmental goals are outlined. Then, information relative to school test data is communicated to stakeholders, parents, community members, and Local School Advisory Council members through the following methods:

x	• Parental Involvement Handbook for Parents	x	• Newsletters
x	• School Website		• Calling Post
x	• DCSS Website/Community.Net	x	• Parent Portal
x	• Parent Right to Know Letter (ESEA Mandate)	x	• AYP Status Letter (ESEA Mandate)
x	• Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
x	• DCSS and School Parental Involvement Policy (Title I Mandate)		

**14) Our plan is revised each year with the support of the stakeholders. #14 ESEA**

The initial plan was developed during a one year period and each year the plan will be revised. The leadership team periodically meets to review the plan, assess and evaluate related data and discuss additional areas of concern. The plan is also periodically discussed with parents on teacher conference days.

**15) Plan Availability: Our plan was developed with the involvement of the community members it was intended to serve and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students. Describe the process used to include all stakeholders in plan development. #15 ESEA**

- Merlon Jones, Principal
- Joyce Frederick, Assistant Principal
- Rose Porter, Counselor
- Kathy Watson, Paraprofessional Educator
- Angela Alex, Teacher
- Joshua Jackson, Student
- Rina Magee, Parent
- Mary Whitmore, Head Counselor
- Erica Nimmons, Graduation Specialist
- Angela Brooks Academic Coach

Faculty, staff, student, parent, community, teacher, counselor, instructional coach, administrative and paraprofessional representatives were invited to join the Schoolwide Planning Team. All members of the committee were asked for feedback and input and urged to attend any and all meetings related to schoolwide improvement. Changes and revisions to the plan were discussed with all members. Suggestions were welcomed from all members and changes made to the plan were emailed to all members after they were reviewed at school improvement meetings. Active participation in the process is strongly encouraged. In addition, a parent survey is given out each year allowing parents to give their opinions and offer suggestions concerning our parental involvement program. Each year we review and revise our Parental Involvement and Schoolwide Improvement Plans. Then we present both plans to our local School Advisory Council for feedback and suggestions before we update them.

**16) Our plan is made available to the LEA (local educational agency), parents, and the public in the following ways... #16 ESEA**

**A copy of the plan will be sent home with each student.**

The School-wide Improvement Plan is posted on our website and a link is available from the DCSS (DeKalb County School System) website for parent access and review. Letters are sent home with students and parents have access to our school newsletter. Copies of the Schoolwide Plan are delivered to surrounding businesses for review and input, are sent via First Class to all teachers and are provided to parents in the parent center, in the main office and in the media center. Additionally, the Schoolwide Improvement Plan was and will continue to be reviewed and discussed during Local Advisory Council meetings.

**17) Our plan is translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in our school speak as their primary language. #17 ESEA**

English is the primary language of the vast majority of our students; however, we do provide translations for students who need it. Currently, Spanish is the most significant second language spoken by our students.

**18) Plan is subject to the school improvement provisions of section 1116. If our school enters Needs Improvement Status we will complete and participate in all requirements according to state and federal guidelines. # 18 ESEA**

Both the Elizabeth Andrews High School Comprehensive Schoolwide Improvement Plan and the Elizabeth Andrews High School Title I Schoolwide Improvement Plan are based on assessments and strategies to help students meet state standards. Both address how the Comprehensive Schoolwide Improvement Planning Team and the Title I Schoolwide Improvement Planning Team collaboratively plan to analyze assessments, to determine needed strategies and to decide what program funding will be used to help students meet state standards and show evidence that the Title I Schoolwide Improvement Plan is subject to the School Improvement

Provisions of Section 1116. The Comprehensive Schoolwide Improvement Plan and the Title I School Improvement Plan act not in isolation of one another. They work together in assisting students in meeting and achieving state standards.

<b>Reading/English/Language Arts Action Plan (ESEA Mandate #2)</b>				
<b>Annual Measurable Objective:</b>				
<p><b>All students will improve performance on:</b>  <b>1) Ninth Grade Literature/Composition EOCT from 66% to 76%.</b>  <b>2) American Literature/Composition EOCT from 69% to 79%.</b></p>				
<b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> )	<b>Estimated Cost/ Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><u>Curriculum 2.2, Performance/Action 1</u>                      Establish a process to determine what all learners should know, do, and understand by the end of each grading period, at all grade levels.</p>	N/A	2012-2013  1. Teachers 2. Instructional Coordinator 3. State Facilitator	1. Teacher meetings/ agendas/ minutes 2. Professional learning plans 3. Analyze Formative Data 4. Adjusted Plans	Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. Expectations are consistent within and across grade levels.
<p><u>Curriculum 2.2 Performance/Action 2</u>                      Across-the-Curriculum Teachers work collaboratively to develop a school wide CCGPS curriculum map of writing activities designed to:                      a) motivate all students to write                      b) reward above proficiency writer                      c) encourage basic proficiency writers                      d) remediate below proficiency writers</p>	<p><u>Local Funds</u>                      \$300.00                      student rewards</p>	2012-2013  1. Teachers 2. Dept. Chair	1. Student Work 2. GHSWT rubric 3. School wide student work display 4. Art and Literature Magazine 5. Analyze Formative Data	1) Teachers can explain the language used in the standards and the performance actions that will be required by students. 2) Increase in scores on Summative Assessments 3) Increase in scores on Classroom Formative assessments/student work.

<p><u>Curriculum 2.2 Performance/Action 3</u>                  Across-the-Curriculum Teachers work collaboratively to develop school wide GHSGT (brief) intercom activities designed to:                  a) stimulate interest in mastery of performance standards                  b) remediate below proficiency test takers</p>	<p><u>Local Funds</u>                  \$50.00 student rewards</p>	<p>2012-2013                  1. Dept. Chair                  2. Teachers</p>	<p>1. GHSGT                  2. EOCT                  3. GPS Curriculum Writing Map                  4. Training Log                  5. Analyze Formative Data</p>	<p>1) Teachers can explain the language used in the standards and the performance actions that will be required by students.                  2) Increase in scores on Summative Assessments                  3) Increase in scores on Classroom Formative assessment/student work</p>
<p><u>Assessment 1.1, Performance/Action 5</u>                  Monitors the implementation of the teachers' action plans and provides support as needed. Monitoring may occur in many different ways to include a review of formative classroom data on a regular basis (including ELL ACCESS scores), periodic teacher-leadership conferences, classroom observations, etc. Support may include resources such as time, money, materials, mentoring, professional learning, etc.</p>		<p>2012-2013                  1. Teachers                  2. Dept. Chair                  3. Admin.</p>	<p>1. Data room                  2. Classroom profiles                  3. Meeting agendas and minutes                  4. Teacher action plans                  5. Professional learning log                  6. Observation records                  7. Instructional resources                  8. ACCESS scores</p>	<p>1) Students know where they are in relation to the identified goals.                  2) Students can identify next steps needed to meet the standards.</p>
<p><u>Assessment 2.1, Performance/Action 1</u>                  Entry administration (upon arrival to Elizabeth Andrews) of a diagnostic assessment tool and use of ELL ACCESS scores are used to identify students who will benefit from placement in appropriate courses. The data is also used to identify areas of students' needs.</p>		<p>2012-2013                  1. Reading                  2. Specialist                  3. Counselors                  4. Registrar</p>	<p>1. Read 180 scores                  2. Transcripts                  3. Classroom Profiles                  4. Formative Test data                  5. ACCESS scores</p>	<p>Teachers can identify individual strengths and design instruction to meet students needs                  Increase in student achievement on GHSGT, GHSWT, EOCT, ACCESS and Course Grades</p>

<p><u>Assessment 2.4, Performance/Action 1</u>                  Teachers utilize a variety of formative assessments to monitor student progress over the course of a unit, and adjust instruction to maximize student achievement:</p> <ul style="list-style-type: none"> <li>▪ Benchmarks</li> <li>▪ Observations</li> <li>▪ Written Reflections</li> <li>▪ Questioning</li> <li>▪ Update CDs of Sample Questions for GHSQT</li> </ul>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept Chairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Revised Lesson Plans</li> <li>2. Benchmark</li> <li>3. Reports</li> <li>4. Grade book</li> <li>5. Records</li> <li>6. Written Reflections</li> <li>7. Anecdotal Notes</li> <li>8. Formative data</li> </ol>	<ol style="list-style-type: none"> <li>1) Teachers can explain how they have revised instruction based on specific formative results.</li> <li>2) Teachers can articulate the types of formative assessments used regularly to gauge student progress.</li> </ol>
<p><u>Instruction 1.3, Performance/Action 2</u>                  Time is scheduled to communicate summative and formative assessment results to students.</p> <ul style="list-style-type: none"> <li>▪ Teachers work with students to establish learning goals based on their assessment results and the standards.</li> <li>▪ Student conferences may be held with the teacher, administrators, graduation coach, peers, parents or a combination of these persons to define student learning goals.</li> <li>▪ Learning goals are written by the students as age appropriate.</li> <li>▪ Teacher instruction includes the identified needs of students, and flexible grouping is used to enable students to reach mastery of the standards and learning goals.</li> <li>▪ A manageable assessment system is in place for teachers and students to maintain records of student mastery of standards and personal goals.</li> </ul>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Counselors</li> <li>3. Graduation</li> <li>4. Coach</li> <li>5. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Test Talk conference schedules</li> <li>2. EOCT</li> <li>3. GHSQT</li> <li>4. Benchmarks</li> <li>5. Progress Reports</li> </ol>	<ol style="list-style-type: none"> <li>1) Teachers can identify students' strengths and next steps toward meeting the standards and related learning goals.</li> <li>2) Students can articulate their learning goals and discuss their progress toward meeting the learning goals.</li> </ol>

<p><u>Instruction 2.1, Performance/Action 1</u>                  Teachers will continue to demonstrate selected instructional framework:</p> <ul style="list-style-type: none"> <li>▪ Opening, Work Period, Closing</li> <li>▪ CCGPS Instructional Boards</li> <li>▪ Before, During and After School Tutorials</li> <li>▪ Differentiated Instruction (use of Can-do-descriptors for ELL)</li> <li>▪ SIOP Model</li> <li>▪ Teachers coach students to identify standards embedded in instructional activities.</li> </ul>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chair</li> <li>3. Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Bulletin Board</li> <li>2. White boards</li> <li>3. Tutorial schedule</li> <li>4. Lesson Plans</li> <li>5. Performance standards</li> <li>6. English language proficiency standards</li> <li>7. Can-do-descriptors</li> </ol>	<p>Students can show where their work demonstrates standards or elements.                  Students can identify phase of lesson.                  Administration can describe progress toward school-wide implementation of the organizing frame work.                  Teachers are familiar with Can-do descriptors.</p>
<p><u>Instruction 2.1, Performance/Action 2</u>                  From studying the standards and elements, teachers develop instructional activities and materials that provide rigor, relevance, and higher-order applications.                  Flexible grouping strategies are also incorporated into the delivery of performance standards.</p>	<p><u>Local Funds</u>                  \$300                  Incentives</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chair</li> <li>3. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grouping strategies</li> <li>2. Performance Standards</li> <li>3. School wide student work display</li> <li>4. Lesson Plans</li> </ol>	<p>Teachers can explain the language used in the standards and the performance actions that will be required by students</p> <p>Increase in student organizational and critical thinking skills</p>
<p><u>School Culture 1.2, Performance/Action 2</u>                  The school celebrates and acknowledges individual, small group, and organizational accomplishments and are positive about the school culture and climate.</p>		<p>2012-2013</p> <p>Administrator</p> <p>Department Chair</p> <p>Teachers</p>	<p>Announcements</p> <p>Flyers</p> <p>Newsletter articles</p> <p>Notes home to parents</p> <p>Surveys, etc.</p>	<p>Staff and students express a feeling of satisfaction with the recognition of organizational accomplishments and are positive about the school culture and climate.</p>

<p><u>Students with Disabilities</u> <u>Performance/Action 2 (2.1)</u> From studying the standards and elements, teachers develop instructional activities and materials that provide rigor, relevance, and higher-order applications. Flexible grouping strategies are also incorporated into the delivery of performance standards. Co-taught classes use one of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist. Instructional Strategies Used by Teachers:</p> <ul style="list-style-type: none"> <li>▪ Provide explicit instruction to promote language/vocabulary development             <ul style="list-style-type: none"> <li>▫ Provide language-rich environments</li> <li>▫ Explicitly teach "World Words."</li> <li>▫ Provide explicit instruction in content-specific vocabulary development</li> </ul> </li> <li>▪ Drastically increase the number of "practice turns" and targeted feedback that is provided             <ul style="list-style-type: none"> <li>▫ Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time</li> <li>▫ Provide small group instruction with differentiated, targeted feedback</li> <li>▫ Maximize every second of instructional time.</li> </ul> </li> </ul>	<p><u>Local</u> <u>Funds</u> \$300 Incentives</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chair</li> <li>3. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grouping strategies</li> <li>2. Performance tasks</li> <li>3. Standards</li> <li>4. School wide student work display</li> <li>5. Co-Teaching Lesson Plans</li> </ol>	<p>Teachers can explain the language used in the standards and the performance actions that will be required by students.</p> <p>Increase in student organizational and critical thinking skills.</p> <p>The delivery modes observed support the learning goals of the lesson and students' needs.</p>
---	---	---	--	--

<ul style="list-style-type: none"> <li>▪ Provide “fill-the-gap fluency/automaticity” instruction as appropriate in:             <ul style="list-style-type: none"> <li>▫ Reinforce effort rather than misperceived innate ability</li> <li>▫ Provide explicit instruction (“I do it, we do it, you do it”)</li> <li>▫ Explicitly teach students strategies to approach word problems</li> </ul> </li> </ul>				
<p><u>English Language Learners*</u>  <u>Performance/Action 3 (1.3)</u>            Teachers develop performance tasks that require all learners to demonstrate a depth of understanding to include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Department Chair</li> <li>3. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. English language proficiency standards</li> <li>2. Performance Tasks</li> <li>3. Classroom assessments</li> <li>4. Rubrics</li> <li>5. Student work samples</li> <li>6. Units</li> <li>7. Classroom observation results</li> </ol>	<p>Evidence of higher order-thinking are reflected in assigned performance tasks. Teachers ask appropriate questions to assess higher order thinking and problem solving ability. Students are asked to explain and support their answers as well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to retell and summarize what they have read or learned.</p>
<p><u>Assessment 1.2, Performance/Action 2</u>            Teachers identify exemplary work that exemplifies the standard(s). Teachers refer to this work as a model of the expectations for performance.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Department Chair</li> <li>3. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Exemplary work</li> <li>2. Teacher commentary</li> <li>3. Student commentary</li> </ol>	<p>Teachers and students can identify how and where the exemplary work meets standard. Students can show examples of the elements in their own work or in the exemplary work. Students refer to the exemplary work to understand what is expected.</p>

<p><u>Technology Integration</u>  <u>Instruction 2.7, Performance/Action 1</u>                  Teachers integrate a wide-range of research-based instructional activities with technology. Performance Standards driven, students develop critical thinking, and higher-order thinking skills.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Instructional Technology Specialists</li> <li>3. Dept. Chair</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer</li> <li>2. LCD Projectors</li> <li>3. Lesson Plans</li> <li>4. Teacher meeting/ agenda</li> </ol>	<p>Students can explain the various skills needed to produce a product.                  Teachers can articulate the use of technology to enhance student learning.</p>
---	--	---	---	---

<b>Mathematics Action Plan (ESEA Mandate #2)</b>				
<b>Annual Measurable Objective:</b>				
<p style="text-align: center;"><b>All students will improve performance on:</b></p> <p style="text-align: center;">1) <b>Math I EOCT from 20% to 70%</b></p> <p style="text-align: center;">2) <b>Math II EOCT from 19% to 70%</b></p> <p style="text-align: center;">3) <b>Math III EOCT scores will average 70% correct answers</b></p>				
<b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> )	<b>Estimated Cost/ Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<u>Curriculum 2.2, Performance/Action 1</u> Establish a process to determine what all learners should know, do, and understand by the end of each grading period, at all grade levels.	N/A	2012-2013  1. Teachers 2. Instructional Coordinator 3. State Facilitator	1. Teacher meetings/ agendas/ minutes 2. Professional learning plans 3. Analyze Formative Data 4. Adjusted Plans	Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. Expectations are consistent within and across grade levels.
<u>Curriculum 2.2 Performance/Action 2</u> Across-the-Curriculum Teachers work collaboratively to develop a school wide CCGPS curriculum map of writing activities designed to: a) motivate all students to write b) reward above proficiency writer c) encourage basic proficiency writers d) remediate below proficiency writers	<u>Local Funds</u> \$300.00 student rewards	2012-2013  1. Teachers 2. Dept. Chair	1. Student Work 2. GHSWT rubric 3. School wide student work display 4. Art and Literature Magazine 5. Analyze Formative Data	1) Teachers can explain the language used in the standards and the performance actions that will be required by students. 2) Increase in scores on Summative Assessments 3) Increase in scores on Classroom Formative assessments/student work.

<p><u>Curriculum 2.2 Performance/Action 3</u>                  Across-the-Curriculum Teachers work collaboratively to develop school wide GHSGT (brief) intercom activities designed to:                  a) stimulate interest in mastery of performance standards                  b) remediate below proficiency test takers</p>	<p><u>Local Funds</u>                  \$50.00 student rewards</p>	<p>2012-2013                  1. Dept. Chair                  2. Teachers</p>	<p>1. GHSGT                  2. EOCT                  3. GPS Curriculum Writing Map                  4. Training Log                  5. Analyze Formative Data</p>	<p>1) Teachers can explain the language used in the standards and the performance actions that will be required by students.                  2) Increase in scores on Summative Assessments                  3) Increase in scores on Classroom Formative assessment/student work</p>
<p><u>Assessment 1.1, Performance/Action 5</u>                  Monitors the implementation of the teachers' action plans and provides support as needed. Monitoring may occur in many different ways to include a review of formative classroom data on a regular basis (including ELL ACCESS scores), periodic teacher-leadership conferences, classroom observations, etc. Support may include resources such as time, money, materials, mentoring, professional learning, etc.</p>		<p>2012-2013                  1. Teachers                  2. Dept. Chair                  3. Admin.</p>	<p>1. Data room                  2. Classroom profiles                  3. Meeting agendas and minutes                  4. Teacher action plans                  5. Professional learning log                  6. Observation records                  7. Instructional resources                  8. ACCESS scores</p>	<p>1) Students know where they are in relation to the identified goals.                  2) Students can identify next steps needed to meet the standards.</p>
<p><u>Assessment 2.1, Performance/Action 1</u>                  Entry administration (upon arrival to Elizabeth Andrews) of a diagnostic assessment tool and use of ELL ACCESS scores are used to identify students who will benefit from placement in appropriate courses. The data is also used to identify areas of students' needs.</p>		<p>2012-2013                  1. Reading                  2. Specialist                  3. Counselors                  4. Registrar</p>	<p>1. Read 180 scores                  2. Transcripts                  3. Classroom Profiles                  4. Formative Test data                  5. ACCESS scores</p>	<p>Teachers can identify individual strengths and design instruction to meet students needs                  Increase in student achievement on GHSGT, GHSWT, EOCT, ACCESS and Course Grades</p>

<p><u>Assessment 2.4, Performance/Action 1</u>                  Teachers utilize a variety of formative assessments to monitor student progress over the course of a unit, and adjust instruction to maximize student achievement:</p> <ul style="list-style-type: none"> <li>▪ Benchmarks</li> <li>▪ Observations</li> <li>▪ Written Reflections</li> <li>▪ Questioning</li> <li>▪ Update CDs of Sample Questions for GHSGT</li> </ul>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Revised Lesson Plans</li> <li>2. Benchmark</li> <li>3. Reports</li> <li>4. Grade book</li> <li>5. Records</li> <li>6. Written Reflections</li> <li>7. Anecdotal Notes</li> <li>8. Formative data</li> </ol>	<ol style="list-style-type: none"> <li>1) Teachers can explain how they have revised instruction based on specific formative results.</li> <li>2) Teachers can articulate the types of formative assessments used regularly to gauge student progress.</li> </ol>
<p><u>Instruction 1.3, Performance/Action 2</u>                  Time is scheduled to communicate summative and formative assessment results to students.</p> <ul style="list-style-type: none"> <li>▪ Teachers work with students to establish learning goals based on their assessment results and the standards.</li> <li>▪ Student conferences may be held with the teacher, administrators, graduation coach, peers, parents or a combination of these persons to define student learning goals.</li> <li>▪ Learning goals are written by the students as age appropriate.</li> <li>▪ Teacher instruction includes the identified needs of students, and flexible grouping is used to enable students to reach mastery of the standards and learning goals.</li> <li>▪ A manageable assessment system is in place for teachers and students to maintain records of student mastery of standards and personal goals.</li> </ul>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Counselors</li> <li>3. Graduation</li> <li>4. Coach</li> <li>5. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Test Talk conference schedules</li> <li>2. EOCT</li> <li>3. GHSGT</li> <li>4. Benchmarks</li> <li>5. Progress Reports</li> </ol>	<ol style="list-style-type: none"> <li>1) Teachers can identify students' strengths and next steps toward meeting the standards and related learning goals.</li> <li>2) Students can articulate their learning goals and discuss their progress toward meeting the learning goals.</li> </ol>

<p><u>Instruction 2.1, Performance/Action 1</u>                  Teachers will continue to demonstrate selected instructional framework:</p> <ul style="list-style-type: none"> <li>▪ Opening, Work Period, Closing</li> <li>▪ GPS Instructional Boards</li> <li>▪ Before, During and After School Tutorials</li> <li>▪ Differentiated Instruction (use of Can-do-descriptors for ELL)</li> <li>▪ SIOP Model</li> <li>▪ Teachers coach students to identify standards embedded in instructional activities.</li> </ul>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chair</li> <li>3. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bulletin Board</li> <li>2. White boards</li> <li>3. Tutorial schedule</li> <li>4. Lesson Plans</li> <li>5. Performance standards</li> <li>6. English language proficiency standards</li> <li>7. Can-do-descriptors</li> </ol>	<p>Students can show where their work demonstrates standards or elements.                  Students can identify phase of lesson.                  Administration can describe progress toward school-wide implementation of the organizing frame work.                  Teachers are familiar with Can-do descriptors.</p>
<p><u>Instruction 2.1, Performance/Action 2</u>                  From studying the standards and elements, teachers develop instructional activities and materials that provide rigor, relevance, and higher-order applications.                  Flexible grouping strategies are also incorporated into the delivery of performance standards.</p>	<p><u>Local Funds</u>                  \$300                  Incentives</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chair</li> <li>3. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grouping strategies</li> <li>2. Performance Standards</li> <li>3. School wide student work display</li> <li>4. Lesson Plans</li> </ol>	<p>Teachers can explain the language used in the standards and the performance actions that will be required by students</p> <p>Increase in student organizational and critical thinking skills</p>
<p><u>School Culture 1.2, Performance/Action 2</u>                  The school celebrates and acknowledges individual, small group, and organizational accomplishments and are positive about the school culture and climate.</p>		<p>2012-2013</p> <p>Administrator</p> <p>Department Chair</p> <p>Teachers</p>	<p>Announcements</p> <p>Flyers</p> <p>Newsletter articles</p> <p>Notes home to parents</p> <p>Surveys, etc.</p>	<p>Staff and students express a feeling of satisfaction with the recognition of organizational accomplishments and are positive about the school culture and climate.</p>

<p><u>Students with Disabilities</u> <u>Performance/Action 2 (2.1)</u> From studying the standards and elements, teachers develop instructional activities and materials that provide rigor, relevance, and higher-order applications. Flexible grouping strategies are also incorporated into the delivery of performance standards. Co-taught classes use one of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist. Instructional Strategies Used by Teachers:</p> <ul style="list-style-type: none"> <li>▪ Provide explicit instruction to promote language/vocabulary development             <ul style="list-style-type: none"> <li>▫ Provide language-rich environments</li> <li>▫ Explicitly teach "World Words."</li> <li>▫ Provide explicit instruction in content-specific vocabulary development</li> </ul> </li> <li>▪ Drastically increase the number of "practice turns" and targeted feedback that is provided             <ul style="list-style-type: none"> <li>▫ Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time</li> <li>▫ Provide small group instruction with differentiated, targeted feedback</li> <li>▫ Maximize every second of instructional time.</li> </ul> </li> </ul>	<p><u>Local Funds</u> \$300 Incentives</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chair</li> <li>3. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grouping strategies</li> <li>2. Performance tasks</li> <li>3. Standards</li> <li>4. School wide student work display</li> <li>5. Co-Teaching Lesson Plans</li> </ol>	<p>Teachers can explain the language used in the standards and the performance actions that will be required by students.</p> <p>Increase in student organizational and critical thinking skills.</p> <p>The delivery modes observed support the learning goals of the lesson and students' needs.</p>
---	--	---	--	--

<ul style="list-style-type: none"> <li>▪ Provide “fill-the-gap fluency/automaticity” instruction as appropriate in:             <ul style="list-style-type: none"> <li>▫ Reinforce effort rather than misperceived innate ability</li> <li>▫ Provide explicit instruction (“I do it, we do it, you do it”)</li> <li>▫ Explicitly teach students strategies to approach word problems</li> </ul> </li> </ul>				
<p><u>English Language Learners*</u>  <u>Performance/Action 3 (1.3)</u>            Teachers develop performance tasks that require all learners to demonstrate a depth of understanding to include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Department Chair</li> <li>3. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. English language proficiency standards</li> <li>2. Performance Tasks</li> <li>3. Classroom assessments</li> <li>4. Rubrics</li> <li>5. Student work samples</li> <li>6. Units</li> <li>7. Classroom observation results</li> </ol>	<p>Evidence of higher order-thinking are reflected in assigned performance tasks. Teachers ask appropriate questions to assess higher order thinking and problem solving ability. Students are asked to explain and support their answers as well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to retell and summarize what they have read or learned.</p>
<p><u>Assessment 1.2, Performance/Action 2</u>            Teachers identify exemplary work that exemplifies the standard(s). Teachers refer to this work as a model of the expectations for performance.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Department Chair</li> <li>3. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Exemplary work</li> <li>2. Teacher commentary</li> <li>3. Student commentary</li> </ol>	<p>Teachers and students can identify how and where the exemplary work meets standard. Students can show examples of the elements in their own work or in the exemplary work. Students refer to the exemplary work to understand what is expected.</p>

<p><u>Technology Integration</u>  <u>Instruction 2.7, Performance/Action 1</u>                  Teachers integrate a wide-range of research-based instructional activities with technology. Performance Standards driven, students develop critical thinking, and higher-order thinking skills.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Instructional Technology Specialists</li> <li>3. Dept. Chair</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer</li> <li>2. LCD Projectors</li> <li>3. Lesson Plans</li> <li>4. Teacher meeting/ agenda</li> </ol>	<p>Students can explain the various skills needed to produce a product.                  Teachers can articulate the use of technology to enhance student learning.</p>
---	--	---	---	---

<b>Professional Learning Plan (ESEA Mandate #4)</b>					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
N/A	<b>Response to Intervention RT3 / Data Analysis:</b> Staff needs to utilize data to make informed decisions.	Teachers will take a look at various forms of data (GHSGT, EOCT, ACCESS, teacher made assessments) to develop action plans for student improvement.	2012-2013	-Professional learning logs -Actions Plans	Increase GHSGT EOCT
N/A	<b>Interwrite Pad training/ Promethean Board:</b> Provide teachers and students with an opportunity to experience technology in the classroom.	Teachers will be trained how to engage students in learning utilizing technology in the classroom with the Interwrite Pad and Promethean Board.	2012-2013	Lesson plans Observations -Syllabi -Training log	Increase GHSGT EOCT -Sample of student work that meets standard
N/A	<b>Assessment for learning:</b> Teachers will incorporate varied assessment strategies in the class room to improve student achievement. Rubrics: provide students an opportunity to know if their work meets standard	Teachers will learn how to utilize different student assessments and how to develop rubrics to support standards – based instruction.	2012-2013	Lesson plans Observations -Syllabi -Training log -Sample of student work	Increase GHSGT EOCT -Sample of student work that meets standard

N/A	<p><b>CCGPS Workshops:</b> Rigor, relevance and relationship.</p> <p>Standards-based instruction to enhance student performance.</p>	Teachers will participate in state, regional and county workshops learning how to facilitate and enhance standards-based classroom.	2012-2013	<p>Lesson plans Observations -Syllabi -Training log</p> <p>-Sample of student work</p>	<p>Increase GHS GT EOCT -Sample of student work that meets standard</p>
N/A	<p><b>Differentiated Instruction:</b> All students can learn; however, they learn by different methods and strategies.</p>	Teachers will learn how to align instruction based on the needs of the student. Teachers will be able to utilize interventions to increase student achievement.	2012-2013	<p>Lesson plans Observations -Syllabi -Training log -Sample of student work</p>	<p>Increase GHS GT EOCT -Sample of student work that meets standard</p>
N/A	<p><b>Understanding and using Technology Resources:</b> Technological resources are an integral part of school improvement</p>	Teachers will receive on going training on how to access data (Test Trax), Utilizing Netrekker, Smartboard, USA and SAT test prep to support standards-based instruction.	2012-2012	<p>Lesson plans Observations -Syllabi -Training log -Sample of student work</p>	<p>Increase GHS GT EOCT -Sample of student work that meets standard</p>
N/A	<p><b>ELL Workshop:</b> Creating a culture of support for student achievement. WIDA standards Can-do-descriptors SIOP Training</p>	Teachers will participate in trainings and gain knowledge of how to build a standards-based classroom and aligning language and content standards.	2012-2012	<p>Lesson plans Observations -Syllabi -Training log -Sample of student work</p>	<p>Increase GHS GT EOCT GPA Graduation rate -Reduce failure rate -Increase student attendance</p>

<b>Science Action Plan</b>				
<b>Annual Measurable Objective:</b>				
<p style="text-align: center;"><b>All students will improve performance on:</b></p> <p style="text-align: center;">1) <b>Biology EOCT by moving from 51% to 70%</b></p> <p style="text-align: center;">2) <b>Physical Science EOCT by moving from 50%-70%</b></p>				
<b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> )	<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 Standard 2: Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performances.</b>				
<p><b><u>Performance/Action 2 (2.1)</u></b>                      Student work is analyzed weekly in teacher meetings to adjust instructional plans and improve safety nets. Various protocols for analyzing student work are used as appropriate by teachers and administrators.</p>	N/A	2012-2013  1. Admin. 2. Teachers 3. State Facilitator 4. DCSS Science Coordinator 5. Science Cadre 6. DCSS Professional Learning Department	1. Teacher meetings, minutes and agendas 2. Analyze Formative Data 3. Lesson plans 4. Student work sample	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 in lesson plans.

<p><b><u>Performance/Action 1 (2.2)</u></b>  <b><u>(Corrective Action)</u></b>          Establish a process to determine what all learners should know, do, and understand by the end of each grading period, at all grade levels</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Teachers</li> <li>3. State Facilitator</li> <li>4. DCSS Science Coordinator</li> <li>5. Science Cadre</li> <li>6. DCSS Professional Learning Department</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher meetings, minutes and agendas</li> <li>2. Analyze Formative Data</li> <li>3. Lesson plans</li> <li>4. Student work sample</li> </ol>	<p>Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work.</p>
<p><b><u>Assessment Standard 1:</u></b>  <b>A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.</b></p>				
<p><b><u>Performance/Action 5 (1.1)</u></b>  <b><u>(Corrective Action)</u></b>          Monitors the implementation of the teachers' action plans and provides support as needed. Monitoring may occur in many different ways to include a review of formative classroom data on a regular basis (including ELL ACCESS scores), periodic teacher-leadership conferences, classroom observations, etc. Support may include resources such as time, money, materials, mentoring, professional learning, etc.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Dept. Chairs</li> <li>3. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Data room</li> <li>2. Classroom profiles</li> <li>3. Meeting agendas and minutes</li> <li>4. Teacher action plans</li> <li>5. Professional learning log</li> <li>6. Observation records</li> <li>7. Instructional resources</li> <li>8. ACCESS scores</li> </ol>	<p>Students know where they are in relation to the identified goals.</p> <p>Students can identify next steps needed to meet the standards</p>

<p><b><u>Assessment Standard 3:</u></b>  <b>Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.</b></p>				
<p><b><u>Performance/Action 4 (3.1)</u></b>                  Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Teachers</li> <li>3. State Facilitator</li> <li>4. DCSS Science Coordinator</li> <li>5. Science Cadre</li> <li>6.. DCSS Professional Learning Department</li> </ol>	<ol style="list-style-type: none"> <li>1. Safety net rosters</li> <li>2. Student data</li> <li>3. Other program rosters with assessment results (Science Predictor Test),</li> <li>4. Formative and summative assessments, etc.</li> </ol>	<p>Students who need additional assistance in meeting 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><b><u>Instruction Standard 1:</u></b>  <b>Instructional design and implementation are clearly and consistently aligned with CCGPS and district expectations for learning.</b></p>				

<p><b><u>Performance Action 2 (1.3)</u></b>  <b><u>(Corrective Action)</u></b>                  Time is scheduled to communicate summative and formative assessment results to students. Teachers work with students to establish learning goals based on their assessment results and the standards. Student conferences may be held with the teacher, administrators, graduation coach, peers, parents or a combination of these persons to define student learning goals. Learning goals are written by the students as age appropriate. Teacher instruction includes the identified needs of students, and flexible grouping is used to enable students to reach mastery of the standards and learning goals. A manageable assessment system is in place for teachers and students to maintain records of student mastery of standards and personal goals.</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Teachers</li> <li>3. State Facilitator</li> <li>4. DCSS Science Coordinator</li> <li>5. Science Cadre</li> <li>6. DCSS Professional Learning Department</li> </ol>	<ol style="list-style-type: none"> <li>1. Test Talk conference schedules</li> <li>2. EOCT, GHS GT, Benchmarks, etc.</li> <li>3. Progress reports</li> <li>4. Analyze Formative Data</li> </ol>	<p>Teachers can identify student’s strengths and next steps toward meeting the standards and related learning goals.</p> <p>Students can articulate their learning goals and discuss their progress toward meeting the learning goals.</p>
<p><b><u>Instruction Standard 2:</u></b>  <b>Research-based instruction is standard practice.</b></p>				
<p><b><u>Performance/Action 1 (2.1)</u></b>                  Teachers will continue to demonstrate selected instructional framework:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opening, Work Period, Closing</li> <li><input type="checkbox"/> CCGPS Instructional Boards</li> <li><input type="checkbox"/> Before, During and After School Tutorials</li> </ul>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Admin.</li> <li>3. Department Chairs</li> <li>4. Leadership Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson plans</li> <li>2. Observation of an established delivery mode open-work-close.</li> <li>3. Observation of various instructional roles of teacher during lesson.</li> </ol>	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiated Instruction (use of Can-do-descriptors for ELL)</li> <li><input type="checkbox"/> SIOP Model</li> <li><input type="checkbox"/> Teachers coach students to identify standards embedded in instructional activities.</li> </ul>			<p>4. Varying activities for opening, work time, closings, inquiry, etc.                      5. English language proficiency standards                      6. Can-do-descriptors</p>	<p>Teachers are familiar with Can-do descriptors.</p>
<p><b><u>Instruction Standard 3:</u></b>  <b>High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.</b></p>				
<p><b><u>Performance/Action 1 (3.2)</u></b>                      Teachers work collaboratively to develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share concepts learned orally or in writing.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Teachers</li> <li>3. State Facilitator</li> <li>4. DCSS Science Coordinator</li> <li>5. Science Cadre</li> <li>6.. DCSS Professional Learning Department</li> </ol>	<ol style="list-style-type: none"> <li>1. Units or lessons aligned to the appropriate standards and elements,</li> <li>2. Posted learning goals, standards/elements, essential questions,</li> <li>3. Performance tasks, projects</li> <li>4. Teacher meetings, agenda and minutes</li> <li>5. Student learning goals</li> </ol>	<p>Students articulate that their learning goals are challenging but attainable. Using student work or assessment results, students can express goals and standards they have mastered as well as those they need to strengthen.</p>

<p><b>Professional Learning Standard 2: The process-the how-of professional learning is aligned with articulated goals and purposes, data driven, research based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.</b></p>				
<p><b>Performance/Action 8 (2.4,2.5)</b> Teachers participate in a variety of professional development learning designs to enhance their content knowledge related to the GPS to more effectively design and implement quality instruction and student performances</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Teachers</li> <li>3. State Facilitator</li> <li>4. DCSS Science Coordinator</li> <li>5. Science Cadre</li> <li>6.. DCSS Professional Learning Department</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshop agendas</li> <li>2. Conference agendas,</li> <li>3. Various protocols,</li> <li>4. Student performance tasks</li> <li>5. Unit or lesson plans</li> </ol>	<p>Teachers articulate and demonstrate their understanding of content through lessons they design and implement with rigorous student performances accomplished.</p>
<p><b>School Culture Standard 1:</b> <b>The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.</b></p>				

<p><b>Performance/Action 2 (1.2)</b>                  The school celebrates and acknowledges individual, small group, and organizational accomplishments and are positive about the school culture and climate.</p>		2012-2013  Administrator  Department Chair  Teachers	Announcements  Flyers  Newsletter articles  Notes home to parents  Surveys, etc.	Staff and students express a feeling of satisfaction with the recognition of organizational accomplishments and are positive about the school culture and climate.
<p><u>Students with Disabilities</u></p> <p><b>Instruction Standard 2:                  Research-based instruction is standard practice.</b></p>				
<p><b>Performance/Action 2 (2.1)</b>                  From studying the standards and elements, teachers develop instructional activities and materials that provide rigor, relevance, and higher-order applications. Flexible grouping strategies are also incorporated into the delivery of performance standards. Co-taught classes use one of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist.</p>	\$300	2012-2013  1. Teachers 2. Dept. Chair 3. Admin.	1. Grouping strategies 2. Performance tasks 3. Standards 4. School wide student work display 5. Co-Teaching Lesson Plans	Teachers can explain the language used in the standards and the performance actions that will be required by students.  Increase in student organizational and critical thinking skills.

<p>Instructional Strategies Used by Teachers:</p> <ul style="list-style-type: none"> <li>▪ Provide explicit instruction to promote language/vocabulary development             <ul style="list-style-type: none"> <li>- Provide language-rich environments</li> <li>- Explicitly teach “World Words.”</li> <li>- Provide explicit instruction in content-specific vocabulary development</li> </ul> </li> <li>▪ Drastically increase the number of “practice turns” and targeted feedback that is provided             <ul style="list-style-type: none"> <li>- Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time</li> <li>- Provide small group instruction with differentiated, targeted feedback.</li> <li>- Maximize every second of instructional time.</li> </ul> </li> <li>▪ Provide “fill-the-gap fluency/automaticity” instruction as appropriate in:             <ul style="list-style-type: none"> <li>- Reinforce effort rather than misperceived innate ability</li> <li>- Provide explicit instruction (“I do it, we do it, you do it”)</li> <li>- Explicitly teach students strategies to approach word problems</li> </ul> </li> </ul>				<p>The delivery modes observed support the learning goals of the lesson and students’ needs.</p>
--	--	--	--	--

<p><u>English Language Learners*</u></p> <p><b>Curriculum Standard 1: The school’s curriculum it sequenced and organized to ensure students know, do and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan.</b></p>				
<p><b><u>Performance/Action 3 (1.3)</u></b>                  Teachers develop performance tasks that require all learners to demonstrate a depth of understanding to include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Department Chair</li> <li>3. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. English language proficiency standards</li> <li>2. Performance Tasks</li> <li>3. Classroom assessments</li> <li>4. Rubrics</li> <li>5. Student work samples</li> <li>6. Units</li> <li>7. Classroom observation results</li> </ol>	<p>Evidence of higher order-thinking are reflected in assigned performance tasks. Teachers ask appropriate questions to assess higher order thinking and problem solving ability. Students are asked to explain and support their answers as well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to retell and summarize what they have read or learned.</p>
<p><b>Assessment Standard 1:</b>  <b>A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.</b></p>				

<p><b>Performance/Action 2 (1.2)</b>                  Teachers identify exemplary work that exemplifies the standard(s). Teachers refer to this work as a model of the expectations for performance.</p>	<p>N/A</p>	<p>2012-2013                   1. Admin.                  2. Department Chair                  3. Teachers</p>	<p>1. Exemplary work                  2. Teacher commentary                  3. Student commentary</p>	<p>Teachers and students can identify how and where the exemplary work meets standard.                  Students can show examples of the elements in their own work or in the exemplary work. Students refer to the exemplary work to understand what is expected.</p>
<p><u>Technology Integration</u>   <b>Instruction Standard 2:</b>  <b>Research-based instruction is standard practice.</b></p>				
<p><b>Performance/Action 1 (2.7)</b>                  Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.</p>		<p>2012-2013                   1. Admin.                  2. Teachers                  3. State Facilitator                  4. DCSS Science Coordinator                  5. Science Cadre                  6. DCSS Professional Learning Department</p>	<p>1. Computers                  2. Lesson and unit plans                  3. LCD projectors and other technological equipment                  4. Comprehensive plan to integrate technology                  5. Collaborative teacher meeting minutes and agenda</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

<p><b><u>Performance/Action 2 (2.7)</u></b>                  Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote the differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Teachers</li> <li>3. State Facilitator</li> <li>4. DCSS Science Coordinator</li> <li>5. Science Cadre</li> <li>6.. DCSS Professional Learning Department</li> </ol>	<ol style="list-style-type: none"> <li>1. Computers</li> <li>2. Lesson and unit plans</li> <li>3. LCD projectors and other technological equipment</li> <li>4. Media center/lab use schedule</li> <li>5. Student work enhanced by technology</li> <li>6. Performance tasks incorporating technology</li> <li>7. Research projects, etc.</li> </ol>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>
---	--	---	--	---

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

<p><b>Social Studies Action Plan</b></p> <p><b>Annual Measurable Objective:</b></p> <p style="text-align: center;"><b>All students will improve performance on:</b></p> <p style="text-align: center;">1) <b>U.S. History EOCT from 45% to 70%</b></p> <p style="text-align: center;">2) <b>Economics EOCT from 56% to 70%.</b></p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> )	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b>Curriculum Standard 2:</b>  <b>Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performances.</b></p>				
<p><b>Performance/Action 1 (2.2)</b>  <b>(Corrective Action)</b> Establish a process to determine what all learners should know, do, and understand by the end of each grading period, at all grade levels.</p>	N/A	<p>2012-2013</p> <p>1. Administrator                  2. Dept. Chair                  3. Teachers                  4. State Facilitator</p> <p>1. DCSS High School Dept. of Instruction</p>	<p>1. Teacher meetings/agendas/minutes                  2. Professional learning plans                  3. Analyze Formative Data                  4. Adjusted Plans</p>	<p>Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students.                  Teachers can explain how their instructional plans are adjusted based upon student work.                  Expectations are consistent within and across grade levels.</p>

<p><b><u>Assessment Standard 1:</u></b>  <b>A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.</b></p>				
<p><b><u>Performance/Action 1 (1.1)</u></b>          Student data from state assessment results (Writing, EOCT's, and GHSGT's) is disaggregated to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning priorities for the school improvement plan.</p>	-	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Department Chair</li> <li>3. State facilitator</li> <li>4. Graduation Specialist</li> </ol>	<ol style="list-style-type: none"> <li>1. Disaggregated test data</li> <li>2. Agendas and minutes</li> <li>3. Classroom profiles, etc.</li> </ol>	<p>Leadership and teachers can communicate the strengths and weaknesses identified in state assessment data at a variety of levels to include the school, individual grades, as well as classrooms.</p>
<p><b><u>Performance/Action 5 (1.1)</u></b>  <b><u>(Corrective Action)</u></b>          Monitors the implementation of the teachers' action plans and provides support as needed. Monitoring may occur in many different ways to include a review of formative classroom data on a regular basis (including ELL ACCESS scores), periodic teacher-leadership conferences, classroom observations, etc. Support may include resources such as time, money, materials, mentoring, professional learning, etc.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers,</li> <li>2. Dept. Chairs</li> <li>3. Administrator</li> </ol>	<ol style="list-style-type: none"> <li>1. Data room</li> <li>2. Classroom profiles</li> <li>3. Meeting agendas and minutes</li> <li>4. Teacher action plans</li> <li>5. Professional learning logs</li> <li>6. Observation records</li> <li>7. Instructional resources</li> <li>8. ACCESS scores</li> </ol>	<p>Students know where they are in relation to the identified goals.</p> <p>Students can identify next steps needed to meet the standards.</p>

<p><b><u>Instruction Standard 1:</u></b>  <b>Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.</b></p>				
<p><b><u>Performance Action 2 (1.3)</u></b>  <b><u>(Corrective Action)</u></b>          Time is scheduled to communicate summative and formative assessment results to students. Teachers work with students to establish learning goals based on their assessment results and the standards. Student conferences may be held with the teacher, administrators, graduation coach, peers, parents or a combination of these persons to define student learning goals. Learning goals are written by the students as age appropriate. Teacher instruction includes the identified needs of students, and flexible grouping is used to enable students to reach mastery of the standards and learning goals. A manageable assessment system is in place for teachers and students to maintain records of student mastery of standards and personal goals.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Counselors</li> <li>3. Graduation Coach</li> <li>4. Administrator</li> </ol>	<ol style="list-style-type: none"> <li>1. Test Talk conference schedules</li> <li>2. EOCT</li> <li>3. GHS GT</li> <li>4. Benchmarks</li> <li>5. Progress Reports</li> </ol>	<p>Teachers can identify students' strengths and next steps toward meeting the standards and related learning goals.</p> <p>Students can articulate their learning goals and discuss their progress toward meeting the learning goals.</p>

<p><b><u>Instruction Standard 2:</u></b>  <b>Research-based instruction is standard practice.</b></p>				
<p><b><u>Performance/Action 1 (2.1)</u></b>          Teachers will continue to demonstrate selected instructional framework:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opening, Work Period, Closing</li> <li><input type="checkbox"/> CCGPS Instructional Boards</li> <li><input type="checkbox"/> Before, During and After School Tutorials</li> <li><input type="checkbox"/> Differentiated Instruction (use of Can-do-descriptors for ELL)</li> <li><input type="checkbox"/> SIOP Model</li> <li><input type="checkbox"/> Teachers coach students to identify standards embedded in instructional activities.</li> </ul>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Administration</li> <li>3. Department Chairs</li> <li>4. Leadership Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson plans</li> <li>2. Observation of an established delivery mode open-work-close.</li> <li>3. Observation of various instructional roles of teacher during lesson.</li> <li>4. Varying activities for opening, work time, closings, inquiry, etc.</li> <li>5. English language proficiency standards</li> <li>6. Can-do-descriptors</li> </ol>	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p> <p>Teachers are familiar with Can-do-descriptors.</p>
<p><b><u>Performance/Action 1 (2.3)</u></b>          Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up in planned quarterly by the leadership team and in collaborative teacher meetings. Follow-up support may include planning teacher meetings on management of formative assessment data to guide differentiated instruction, facilitating</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Administration</li> <li>3. Leadership Team</li> <li>4. DCSS Professional Learning Department</li> <li>5. Social Studies Cadre</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional learning schedule, sign-in sheets, agendas, and minutes</li> <li>2. Classroom arrangements</li> <li>3. Sample activities and performance tasks in lesson</li> </ol>	<p>Observations indicate students working toward the same standard but in varying ways.</p> <p>Instruction may be paced or presented differently; tasks may vary based on interest and student needs.</p>

<p>work groups, varying tasks, etc., scheduling demonstration lessons and teacher observations, videotaping classes for additional professional learning.</p>			<p>plans 4. Group assignment charts 5. Student choice of assignments, etc.</p>	<p>Teachers can explain how data supports the differentiated instruction.</p>
<p><b>School Culture Standard 1:</b> <b>The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.</b></p>				
<p><b>Performance/Action 2 (1.2)</b> The school celebrates and acknowledges individual, small group, and organizational accomplishments and are positive about the school culture and climate.</p>		<p>2012-2013  Administrator  Department Chair  Teachers</p>	<p>Announcements  Flyers  Newsletter articles  Notes home to parents  Surveys, etc.</p>	<p>Staff and students express a feeling of satisfaction with the recognition of organizational accomplishments and are positive about the school culture and climate.</p>

<p><u>Students with Disabilities</u></p> <p><b><u>Instruction Standard 2:</u></b>  <b>Research-based instruction is standard practice.</b></p>				
<p><b><u>Performance/Action 2 (2.1)</u></b></p> <p>From studying the standards and elements, teachers develop instructional activities and materials that provide rigor, relevance, and higher-order applications. Flexible grouping strategies are also incorporated into the delivery of performance standards. Co-taught classes use one of the five instructional models to best support students’ mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist.</p> <p>Instructional Strategies Used by Teachers:</p> <ul style="list-style-type: none"> <li>▪ Provide explicit instruction to promote language/vocabulary development             <ul style="list-style-type: none"> <li>- Provide language-rich environments</li> <li>- Explicitly teach “World Words.”</li> <li>- Provide explicit instruction in content-specific vocabulary development</li> </ul> </li> <li>▪ Drastically increase the number of</li> </ul>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chair</li> <li>3. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grouping strategies</li> <li>2. Performance tasks</li> <li>3. Standards</li> <li>4. School wide student work display</li> <li>5. Co-Teaching Lesson Plans</li> </ol>	<p>Teachers can explain the language used in the standards and the performance actions that will be required by students.</p> <p>Increase in student organizational and critical thinking skills.</p> <p>The delivery modes observed support the learning goals of the lesson and students’ needs.</p>

<p>“practice turns” and targeted feedback that is provided</p> <ul style="list-style-type: none"><li>- Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time</li><li>- Provide small group instruction with differentiated, targeted feedback.</li><li>- Maximize every second of instructional time.</li></ul> <p>▪ Provide “fill-the-gap fluency/automaticity” instruction as appropriate in:</p> <ul style="list-style-type: none"><li>- Reinforce effort rather than misperceived innate ability</li><li>- Provide explicit instruction (“I do it, we do it, you do it”)</li> <li>- Explicitly teach students strategies to approach word problems</li></ul>				
--	--	--	--	--

<p><u>English Language Learners*</u></p> <p><b>Curriculum Standard 1: The school’s curriculum it sequenced and organized to ensure students know, do and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan.</b></p>				
<p><b><u>Performance/Action 3 (1.3)</u></b>                  Teachers develop performance tasks that require all learners to demonstrate a depth of understanding to include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Department Chair</li> <li>3. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. English language proficiency standards</li> <li>2. Performance Tasks</li> <li>3. Classroom assessments</li> <li>4. Rubrics</li> <li>5. Student work samples</li> <li>6. Units</li> <li>7. Classroom observation results</li> </ol>	<p>Evidence of higher order-thinking are reflected in assigned performance tasks. Teachers ask appropriate questions to assess higher order thinking and problem solving ability. Students are asked to explain and support their answers as well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to retell and summarize what they have read or learned.</p>
<p><b>Assessment Standard 1:</b>  <b>A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.</b></p>				

<p><b>Performance/Action 2 (1.2)</b>                  Teachers identify exemplary work that exemplifies the standard(s). Teachers refer to this work as a model of the expectations for performance.</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Department Chair</li> <li>3. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Exemplary work</li> <li>2. Teacher commentary</li> <li>3. Student commentary</li> </ol>	<p>Teachers and students can identify how and where the exemplary work meets standard.                  Students can show examples of the elements in their own work or in the exemplary work. Students refer to the exemplary work to understand what is expected.</p>
<p><u>Technology Integration</u></p> <p><b>Instructional Standard 2:                  Research-based instruction is standard practice.</b></p> <p><b>Performance/Action 2 (2.7)</b>                  Teachers effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to students’ needs.</p> <p>The technology used by teachers and students promote content research and require the conceptual application of the standards.</p>		<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Administration</li> <li>3. Leadership Team</li> <li>4. DCSS Professional Learning Department</li> <li>5. Social Studies Cadre</li> </ol>	<ol style="list-style-type: none"> <li>1. Computers</li> <li>2. Lesson plans</li> <li>3. LCD projectors and other technological equipment</li> <li>4. Media center/lab use schedule</li> <li>5. Student work enhanced by technology</li> <li>6. Performance tasks incorporating technology</li> <li>7. Research projects, etc.</li> </ol>	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology.</p> <p>Students demonstrate true ownership of technology as a set of tools and resources to compliment their learning process, as well as reinforce their ability to investigate and analyze information.</p>

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

<b>Second Indicator: Attendance/Graduation Rate Action Plan</b>				
<b>Annual Measurable Objective: 1) The overall graduation rate will increase from 38.5% to 50%.</b>				
<b>Intervention</b> (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i> )	<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>1. Drop-out intervention/Early drop intervention</b> At 3 absences, counselors will meet with students who have 3 absences in their classes and they will complete a counselor support form and sign an attendance contract; on-going monitoring will be provided for students. Graduation Specialist will conduct drop-out prevention groups.</p>	N/A	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Admin.</li> <li>2. Dept. Chair</li> <li>3. Counselors</li> <li>4. Teachers</li> <li>5. Graduation Coach</li> </ol>	<ol style="list-style-type: none"> <li>1. Drop list form attendance office</li> <li>2. Graduation rate data</li> <li>3. Teacher Intervention Forms</li> </ol>	<p>Improved attendance</p> <p>Increase in graduation rate</p>
<p><b>2. Monitor Progress</b> – progress reports will be generated every 3 weeks to identify potential failures. Teachers will provide a potential failure list to counseling department for follow-up and intervention.</p>	N/A	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Counselors</li> <li>2. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will provide a potential failure list and the intervention form;</li> <li>2. Progress reports</li> </ol>	<p>Academic Improvement and decrease in referrals</p> <p>Increase graduation rate</p> <p>Decrease failure rate</p>

<p><b>3. TAG –Teacher Advisement</b> Teacher Advisement Groups activities that help to improve social and emotional behavior and attitude. Our graduation status report generated for students to keep them on track for graduation.</p>	<p>N/A</p>	<p>2012-2013 1. Admin 2. Counselors 3. Graduation Coach 4. Teachers</p>	<p>1. Tag Preplanned Lessons 2. TAG Observation Form</p>	<p>Improvement in School climate  Increase in scores on GHSGT, EOCT, Course grades,  Increase graduation rate</p>
<p><b>4. Academic Advisement</b> Individual student conferences; Within each nine-week term, students receive advisement on scheduling, career and college choices, academic progress and graduation status. The plan will keep the student of tract of graduation requirements, GHSGT &amp; EOCT needed, and plans beyond high school.</p>	<p>N/A</p>	<p>2012-2013 1. Teachers 2. Counselors 3. Graduation Coach</p>	<p>1. Individual student plans 2. Daily activity log</p>	<p>Increase in rate of student’s graduating on time  Increase in scores on GHSGT, EOCT and grades</p>
<p><b>5. Post-Secondary Options</b> Provide students with post-secondary information so they can chart their career path for life after high school. Education counts so students have to understand how their current performance will affect their future outcome.</p>	<p>N/A</p>	<p>2012-2013 1. Teachers 2. Counselors 3. Graduation Coach</p>	<p>1. Daily activities log 2. Number of sessions offered throughout the year</p>	<p>Number of students prepared to move successfully towards career options  Increase in graduation rate</p>
<p><b>6. College Fairs</b> Will provide students exposure to colleges and college representatives in Georgia and throughout the US. Students will have an opportunity to apply and be accepted to</p>	<p>N/A</p>	<p>2012-2013 1. Graduation Coach 2. Counselors</p>	<p>1. Student participation log 2. Daily Activities log</p>	<p>Participating students’ reports indicating college selection and completion of college applications and submission.</p>

<p>colleges during College Fair.</p> <ul style="list-style-type: none"> <li>• National Scholarship Service(NSS) College Fair</li> <li>• PROBE College Fair</li> <li>• EAHS Fall College Fair</li> </ul>		<p>3. Teachers</p>		<p>Increase in graduation rate</p> <p>Student Feedback Forms</p> <p>Number of completed and submitted college applications</p>
<p><b>7. Eleventh Graders</b> Be proactive by designing interventions and strategies for success. Also, provide post-secondary options information sessions for early planning about career direction.</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Administrator</li> <li>2. Counselors</li> <li>3. Graduation Coach</li> <li>4. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance Logs</li> <li>2. Daily Activity Log</li> </ol>	<p>The Number of 11<sup>th</sup> grade students who successfully pass GHSGT the 1<sup>st</sup> time.</p> <p>An increase of Pass and Pass Plus scores on GHSGT</p> <p>Increase in Graduation Rate</p>
<p><b>8. Faculty Mentoring Program</b> The mentor provides consistent support, guidance and concrete help to a student who is in need of a positive role model.</p>	<p>N/A</p>	<p>2012-2013</p> <p>EAHS Faculty and Staff</p>	<ol style="list-style-type: none"> <li>1. Mentoring Summary Sheet</li> <li>2. End of the Year Report</li> <li>3. The % of students pared with Mentors</li> </ol>	<p>Improved student performance</p> <p>Improved student attendance</p> <p>Increased student retention</p> <p>Increased graduation rate</p>

<b>Library-Media Action Plan</b>				
<b>Annual Measurable Objective:</b>				
<b>Intervention</b> (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> )	<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 Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.</b>				
<b>Performance/Action 4 (1.2)</b> Teacher-Librarians plan collaboratively with Teachers to develop and implement instruction that includes methods and strategies to maximize student learning.	Library allotment funds  Per Pupil funds	2012-2013  Principal API Teacher-Librarians Dept. Chairs Teachers	Teachers integrate media services and resources into instruction.  Students improve literacy competencies.  Increase in media center use and circulation  -Cooperative planning records show evidence of collaboration. -Library Media Technology Committee minutes and agendas	Increase Scores: GHS GT EOCT Writing Test Read 180  Improve: Graduation rate Student GPA  Students demonstrate critical thinking and become more effective users of information.  Resources are correlated to grade level units of study.

<p><b>Instruction Standard 2: Research-based instruction is standard practice.</b></p>				
<p><b>Performance/Action 2 (2.1)</b>                  Teacher-Librarians provide individual, small-group, and class instruction to students.</p>	<p>Library allotment funds                   Per Pupil funds</p>	<p>2012-2013                   Principal                  API                  Teacher-Librarians                  Dept. Chairs                  Teachers</p>	<p>Teachers integrate media services and resources into instruction.                   Students improve literacy competencies.                   Increase in media center use and circulation                   Cooperative planning records show evidence of collaboration.                   Library Media Technology Committee minutes and agendas</p>	<p>Increase Scores:                  GHS GT EOCT                  Writing Test                  Read 180                   Improve:                  Graduation rate                  Student GPA                   Students demonstrate critical thinking and become more effective users of information.                   Resources are correlated to grade level units of study.</p>

<p><b>Performance/Action 3 (2.1)</b>                  Teacher-Librarians serve on the Leadership Team and provide services and resources that support school units and lesson plans.</p>	<p>Library allotment funds                   Per Pupil funds</p>	<p>2012-2013                   Principal                  API                  Teacher-Librarians                  Dept. Chairs                  Teachers</p>	<p>Teachers integrate media services and resources into instruction.                   Students improve literacy competencies.                   Increase in media center use and circulation                   Cooperative planning records show evidence of collaboration.                   Library Media Technology Committee minutes and agendas</p>	<p>Increase Scores:                  GHS GT EOCT                  Writing Test                  Read 180                   Improve:                  Graduation rate                  Student GPA                   Students demonstrate critical thinking and become more effective users of information.                   Resources are correlated to grade level units of study.</p>
<p><u>Technology Integration</u>   <b>Instruction Standard 2: Research-based instruction is standard practice.</b></p>				
<p><b>Performance/Action 2 (2.7)</b>                  Teacher-Librarians effectively use technology to provide real world application, to enhance student research</p>		<p>2012-2013                   Principal                  API                  Teacher-</p>	<p>Lesson/Unit Plans                   Media Center Use                   Student work</p>	<p>Teachers incorporate Destiny features of Lexile levels, Georgia Professional Standards, and embedded subject-appropriate websites into lesson</p>

<p>skills, and to differentiate instruction for a diverse student population.</p> <p>Teacher-Librarians train and reinforce technology skills of teachers and students, emphasizing the integration of Destiny, Galileo, United Streaming, Net trekker, and other web-based tools into instruction.</p>		<p>Librarians, Dept. Chairs, Teachers,</p> <p>Instructional Technology Specialist</p>	<p>Pre-and Post training surveys for teachers</p>	<p>plans and classroom instruction.</p> <p>Students demonstrate proficiency in online researching and assessing information.</p> <p>Student work shows increased comprehension and organization.</p>
---	--	---	---	--

<b>School Climate Action Plan</b>				
<b>Planning and Organization Standard 4:</b> All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.				
<b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> )	<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><u>Performance/Action 1:</u></b></p> <p>A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that</p> <ul style="list-style-type: none"> <li>• Knows best practices in violence prevention and school culture.</li> <li>• Actively shares with the faculty research-based safe schools.</li> <li>• Collects and analyzes local, state, and national data on violence and school climate on a yearly basis.</li> </ul>	NA	2012-2013  Discipline Administrator  Teachers  Discipline Committee  Administrators	Member list Meeting dates Sign-in sheets Agendas Minutes	A Safe School Committee exists and meets monthly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff (counselors, social worker, graduation coach, prevention/intervention specialist, student support specialist, nurse, etc.). Parents and students serve as committee advisors.

<p><b><u>Performance/Action 2:</u></b></p> <p>The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion:</p> <ul style="list-style-type: none"> <li>• Grade level</li> <li>• Gender</li> <li>• Location and time of infraction</li> <li>• Teacher referral</li> <li>• Repeat offenders</li> </ul>	<p><b>NA</b></p>	<p>2012-2013</p> <p>Ongoing</p> <p>Discipline Administrator</p> <p>Teachers</p>	<p>Meeting dates</p> <p>Sign-in sheets</p> <p>Agendas</p> <p>Minutes</p> <p>Spreadsheets</p> <p>Reports</p>	<p>Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.</p>
---	------------------	---	---	--

<b>Teacher Retention Action Plan</b>				
<b>Leadership Standard 2:</b>				
<b>The principal and school administrators facilitate the development, implementation, and maintenance of a supportive learning environment for teachers and students through strong management and organizational skills.</b>				
<b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> )	<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><u>Performance Action/1:</u></b></p> <p>A site-based Teacher Retention Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a supportive school culture and utilize teacher retention best practices. The school maintains and supports a teacher retention committee that</p> <ul style="list-style-type: none"> <li>• Knows best practices in teacher support as it impacts school culture.</li> <li>• Actively shares with the faculty research-based initiatives and interventions for teacher retention.</li> <li>• Analyze teacher retention needs based on individual school concerns.</li> </ul>		<p>2012-2013</p> <p>Once per week initially, then daily, weekly as needed</p> <p>TSS Department Chairs API</p>	<p>Member list Meeting dates Sign-in sheets Agendas Minutes</p>	<p>A teacher retention committee exists and meets regularly to discuss the best practices on teacher retention as it relates to school culture and to develop a positive and proactive plan for teacher support.</p>

<p><b><u>Performance Action/2 :</u></b></p> <p>The school will adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:</p> <ul style="list-style-type: none"> <li>• Assign TSS to new teachers (0-2 years previous experience)</li> <li>• Schedule a formal time for mentors and mentees to meet at least once per month</li> <li>• Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles</li> <li>• Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results through the following actions:</li> <li>• Assign TSS to new teachers (0-2 years previous experience)</li> <li>• Schedule a formal time for mentors and mentees to meet at least once per month</li> <li>• Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles</li> <li>• Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results</li> </ul>		<p>2012-2013</p> <p>Daily, weekly, as needed.</p> <p>TSS Department Chairs API</p>	<p>TSS guidelines</p> <p>TSS assignment list</p> <p>Scheduled TSS meeting times</p> <p>Calendar of TSS activities</p> <p>TSS activity agendas</p> <p>TSS activity sign-in sheets</p>	<p>New teachers can articulate how the TSS program provides support.</p> <p>New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction.</p> <p>Instruction and discipline data supports teacher perception of increased skills.</p>
--	--	--	--	---

<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>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> )	<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 Standard 2:</b>  Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performances.				
<b><u>Performance/Action 1 (2.2)</u></b> <b><u>(Corrective Action)</u></b> Establish a process to determine what all learners should know, do, and understand by the end of each grading period, at all grade levels.	N/A	2012-2013  1. Teachers 2. Instructional Coordinator 3. State Facilitator	1. Teacher meetings/ agendas/ minutes 2. Professional learning plans 3. Analyze Formative Data 4. Adjusted Plans	Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. Expectations are consistent within and across grade levels
<b>Assessment Standard 2:</b> A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as a part of a comprehensive school-based assessment and evaluation system.				

<p><b>Performance/Action 1 (2.4)</b>                  Teachers utilize a variety of formative assessments to monitor student progress over the course of a unit, and adjust instruction to maximize student achievement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Benchmarks</li> <li><input type="checkbox"/> Observations</li> <li><input type="checkbox"/> Written Reflections</li> <li><input type="checkbox"/> Questioning</li> </ul>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Revised Lesson Plans</li> <li>2. Benchmark</li> <li>3. Reports</li> <li>4. Grade book</li> <li>5. Records</li> <li>6. Written Reflections</li> <li>7. Anecdotal Notes</li> <li>8. Formative data</li> </ol>	<ol style="list-style-type: none"> <li>1) Teachers can explain how they have revised instruction based on specific formative results.</li> <li>2) Teachers can articulate the types of formative assessments used regularly to gauge student progress.</li> </ol>
<p><b>Instructional Standard 2:                  Research-based instruction is standard practice.</b></p>				
<p><b>Performance/Action 1 (2.1)</b>                  Teachers will continue to demonstrate selected instructional framework:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opening, Work Period, Closing</li> <li><input type="checkbox"/> CCPS Instructional Boards</li> <li><input type="checkbox"/> Before, During and After School Tutorials</li> <li><input type="checkbox"/> Differentiated Instruction</li> </ul> <p>Teachers coach students to identify standards embedded in instructional activities.</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Dept. Chair</li> <li>3. Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bulletin Board</li> <li>2. White boards</li> <li>3. Tutorial schedule</li> <li>4. Lesson Plans</li> <li>5. Performance standards</li> </ol>	<p>Students can show where their work demonstrates standards or elements. Students can identify phase of lesson. Administration can describe progress toward school-wide implementation of the organizing frame work.</p>

<p><b><u>Performance/Action 1 (2.7)</u></b>                  Teachers integrate a wide-range of research-based instructional activities with technology. Performance Standards driven, students develop critical thinking, and higher-order thinking skills.</p>	<p>N/A</p>	<p>2012-2013</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Instructional Technology Specialists</li> <li>3. Dept. Chair</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer</li> <li>2. LCD Projectors</li> <li>3. Lesson Plans</li> <li>4. Teacher meeting/ agenda</li> </ol>	<p>Students can explain the various skills needed to produce a product. Teachers can articulate the use of technology to enhance student learning.</p>
--	------------	---	---	--