

**DeKalb County School District**

***Consolidated School Improvement Plan  
2012-2013***



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

**Statement of Quality Assurance**

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

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

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

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

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

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

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

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

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

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

**School Council Approval Form**

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.			
2.			
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**A copy of this document must be maintained at the school.**

**School Name: Henderson Middle School Principal: Terese Allen Plan Year: 2012-2013**

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Terese Allen		
CSIP Facilitator	Ann Evett Nicole Meadows Madelyn Shepard		
Parent Representative <b>(can not be a school employee)</b>	Helen Brownell		
Student Representative <b>(required for High School)</b>	N/A		
Community Representative <b>(can not be a school employee)</b>	Barbara Arne		
School Counselor	Leslie McMillan		
Special Education Representative	Judy Hayes		
Reading/ELA Chair	Francine Peterson		
Math Chair	Trellis Davis		
Science Chair	Nwakaego Okafor		
Social Studies Chair	Patty Wilder		
Professional Learning Liaison	Reygan Reed		
Other (Career Tech)	Sandy Underhill		
Other (School Climate)	Adam Morrison		

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

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

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

FASTT Math and Read About were successful new interventions for our SWD population, grades 6-8. The SWD population was the only subgroup which saw significant gains in both Math and Reading/Language Arts CRCT scores. Study Island was a program which met with success as well.

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

The above-noted initiatives and/or interventions, used in 2011-2012, were successful in that HMS made AYP so far as we know.

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

As of January, 2011, the Accelerated Reader program transitioned into a web-based presentation, thus ending the ability of our teachers from using it in the past. Delayed training for the teachers created a serious impediment to their use of this web-based program. Title One schools were the first priority for the training as well as the funding; HMS is not a Title One school, and the lack of opportunity to use this program is unfortunate as many of our ELL and SWD students would benefit from it. The inability of reserving a computer lab and having access to it on a consistent basis was a detriment to the effective use of Study Island or other computer and web-based programs such as Georgia Online Assessment. The theft of the mobile computer lab (laptops) created not only a morale problem but increased already high competition for limited space in the computer labs.

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

FASTT Math and Read About will be continued. HMS has an active Data Room with a fixed location, and teachers are encouraged to utilize resources to improve their understanding of student's strengths and weaknesses. IDMS School Net is a web-based initiative which will be utilized to study each student's strengths and weaknesses in detail. HMS received a Title 3 grant in Spring 2012, used to fund a Math-based After-School Program. This program will be re-instituted beginning in Fall 2012. Mentoring for students from county-wide resources will hopefully come to pass. All core subjects have textbooks which are available on-line. These features make the textbook even more accessible to students. The Media Center will continue its Book Club to promote student literacy. The Media Center will continue to support HMS' At-Risk population by expanding its collection of high-interest, low-level books. Staff will continue to offer opportunities for students to enhance and enrich their experience at HMS with activities that appeal on all levels, such as music, drama, art, band, orchestra, Technology in addition to their usual academic endeavors.



**School Mission and Vision**

	<b>DeKalb County School System</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>Our vision is of a school where students are able to develop their individual gifts in order to reach their full potential in a global society.</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>Henderson Middle School is highly motivated for success through the active involvement of parents, school, and community.</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self direction</li> <li>• Social and cross cultural interaction</li> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> <li>• Information and technology literacy</li> <li>• Critical thinking and problem solving</li> <li>• Creativity and innovation</li> </ul>	<p>The values that guide Henderson Middle School in fulfilling this mission will help students to:</p> <p>Live responsibly</p> <p>Embrace diversity</p> <p>Achieve academic excellence</p> <p>Respect everyone</p> <p>Nurture the developing learner</p>

**Developing a Comprehensive Needs Assessment**

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

- **Geographic location**
- **Enrollment**
- **Subgroups (regardless of whether or not they affect AYP):**

Henderson Middle School is located on Henderson Mill Road in DeKalb County. Enrollment is 1591 students and growing

The subgroups for which assessment results are disaggregated include: Asian/Pacific Islander, Black, Hispanic, White, Multi-Racial, Students with Disability, Limited English Proficiency, and Economically Disadvantaged.

○ African American	28.33%
○ American Indian	0.31%
○ Asian/Pacific Islander	6.66%
○ Hispanic	30.78%
○ Multi-racial	2.70%
○ White	31.16%
○ Student with Disabilities (SWD)	8.42%
○ Economically Disadvantaged	54.96%
○ English Language Learners (ELL)	10.30%

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

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

At the end of each school year, teachers complete a survey regarding areas that need refinement and/or improvement for the following school year based on their observations of student performance and achievement. Focus walks are conducted during the year to provide a “snapshot” of the actual daily functioning of classrooms. These results are assessed by the Leadership Committee at the school during the summer in order to plan for the coming year. At the beginning of each school year, using data from the DOE Report Card, AYP results, and GAPSS analysis results, each academic department meets to review the current curriculum and the eight strands of the Georgia School Keys in order to discover gaps in the identified areas of need. At this stage the needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.) are identified. Using current research on effective teaching strategies, they develop an Action Plan, selecting supplemental materials and teaching strategies to address the identified areas of current weakness as well as areas that may need future addressing. The HMS Leadership Team then meets once a month to review and evaluate the effectiveness of these instructional and discipline strategies.

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

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

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

**Leadership and Governance**

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

Our school has a very strong and supportive administration which recognizes and honors individual teachers in their personal pursuit of professional development. Our PTSA is very active, supporting the school both academically, financially, and socially. The PTSA underwrites teacher enhancement/training programs, student recognition programs, and numerous curriculum development efforts with an annual budget of approximately \$35,000. The school has successfully attracted the business community's support. Current community partners include HoneyBaked Ham, Chevron, and Picasso Printing.

**HMS nurtures our students beyond the standard curriculum, recognizing and honoring students for academic achievement, attendance, and club participation.**

- For the 2011-2012 Honors Program, 758 students received straight As and As and Bs throughout the semester such awards, including 174 who won the Principal's Award.
- For outstanding achievement on the ITBS, 35 students qualified to be nominated as Board Scholars.
- 235 students qualified for the Duke TIP Program; twenty-one students won the Duke TIP State recognition and three students received the Duke TIP Grand Recognition.
- Georgia Music Educator's Association Conference: Henderson MS earned top ratings in the Large Group Performance Evaluation for District IV.
- 8<sup>th</sup> Grade Chorus, the 7<sup>th</sup> Grade Treble Chorus, and the 8<sup>th</sup> Grade Men's Chorus each won superior ratings in both performance and sight singing.
- Reading Bowl team: won 1<sup>st</sup> place in the DeKalb County Helen Ruffin Reading Bowl and 3<sup>rd</sup> place in the Metro Regional Reading Bowl.
- DeKalb County Spelling Bee, the Regional Spelling Bee, and the 2012 Georgia Spelling Bee: one eighth grader won 1<sup>st</sup> place in these competitions and will compete in the National Spelling Bee in Washington D.C.

**School Name: Henderson Middle School Principal: Terese Allen Plan Year: 2012-2013**

- Young Georgia Authors Competition: one seventh grader was the district winner and will represent the DeKalb County School District at the regional level.
- DeKalb County Social Studies Fair: one student won an award and went on to represent DeKalb County in the Regional Social Studies Fair.

**HMS students excel in extra-curricular activities.**

- Winning entries in six categories in the DeKalb County Technology Fair; taking 1<sup>st</sup> place in the category of Hardware, 1<sup>st</sup> and 2<sup>nd</sup> places in Animated Graphic Design, and Digital Photography; 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> places in Digital Video Editing and Web 2.0; 3<sup>rd</sup> place in Multimedia.
- State Technology Fair one HMS student won awards in two categories: 1<sup>st</sup> place in Hardware and 2<sup>nd</sup> place in Web 2.0.
- DeKalb County Regional Science & Engineering Fair: seven students won 1<sup>st</sup> place, two won 2<sup>nd</sup> place, and one HMS student won 3<sup>rd</sup> place.
- State Science and Engineering Fair, two won 1<sup>st</sup> place, two won 2<sup>nd</sup> place, and one placed 3<sup>rd</sup>; also, two won three special awards, including the UGA Genetics GSA Best Project in Genetics Jr. Division, the U.S. Army Certificate of Achievement, the GA Science & Engineering Fair Best in category of Biochemistry Jr. Division, and the American Institute of Aeronautics & Astronautics, 2<sup>nd</sup> place Jr. Division;
- Science Olympiad Team won 4<sup>th</sup> place at the Regional Science Olympiad;
- HMS Boys Track Team won 1<sup>st</sup> place in DeKalb County Track and Field events; Girls Track Team won 3<sup>rd</sup> place in 2012; one track team member went on to excel at the State track and Field Championship, taking 1<sup>st</sup> place in Long Jump (20'2), 1<sup>st</sup> place in Triple Jump (42'1), 1<sup>st</sup> place in 100 Hurdles (14.07), and 2<sup>nd</sup> place in 300 Hurdles (42.3), setting a new state record in the 100 Hurdles and 300 Hurdles respectively, and winning the State Track and Field Championship Trophy for Best Overall Participant in the Field Events.
- HMS Dance Team won awards in several categories at the Encore Dance Competition in Greenville, South Carolina, taking two 1<sup>st</sup> place awards in the Hip-Hop and Pom-Pom categories; two students each won a 1<sup>st</sup> place award in the solo competition: one in Contemporary Dance and the other in Ballet.
- One student entered and won the "Why I am Proud to Pledge Allegiance to our Flag" essay contest sponsored by the Atlanta-Northlake Elks Lodge No. 78.
- One eighth grader received the DeKalb County CEO's Community Hero Award.
- HMS was selected by Kroger, Inc. to participate in their Corporate Arts Program.; eighteen sixth graders were selected to create two "Patchwork Paintings" sized 36" x 36" for their corporate client, hand deliver the artwork to the executive's office, and then give a formal presentation. They were then presented with a \$500 gift certificate for art supplies. In February HMS won Honorable Mention, along with a \$1,500 cash prize in the Kroger Earning plus Learning competition.

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

For 2011-2012, HMS made AYP. In SY 2012-2013, a new challenge is the smooth transition into the use of Common Core Standards and Teacher Keys. During the transition to Common Core, both Science and Social Studies teachers will require additional orientation in order to prepare for the new standards. Teacher Keys presents a new challenge to the documentation of the rigorous knowledge and skills expected of student in order to achieve success in preparation for college and/or careers, as well as to the personal growth and development of teachers. Additionally, teacher requests for increased technology options were noted on our self-assessment. The Technology Committee has undertaken training of various programs to support their needs. Focused walks and informal/formal observations as well as lesson plans indicated that a majority of classes were teacher-directed. Flexible grouping was not emphasized and whole group rather than small group instruction was the norm. The use of student-directed, collaborative activities as a learning strategy was rarely evident in the classrooms observed. More classrooms are transitioning from teacher-directed instruction to student-directed instruction in order to engage all learners. The process is often slowed by textbooks and resources which do not lend themselves to such presentation of materials. Since 2008-2009, each team at HMS now has a Promethean Active Board to share, allowing for the incorporation of far more technology into the classrooms which emphasize interactive instruction. Additional boards have been added over the years as funding would allow.

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

Additional training in Common Core Standards and Teacher Keys is needed for those unfamiliar with their objectives. Teachers who are proficient at using new technologies can present steps and methods to incorporate technology seamlessly in the classroom. Teachers are working to develop additional units which will emphasize student-directed instruction, either through learning communities or through personal adaptation of the content. Teachers continue to promote a learning environment that is rigorous, relevant, and flexible, based on their students' needs, thereby incorporating more student-directed instructional techniques.

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

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

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

School Counselors: Counselors work to analyze student needs based on data that is gathered from several sources: academic and/or behavioral performances in previous years; teacher comments; parent concerns; student requests; and student support services from previous years and/or schools. Once counselors have identified student needs, they work with teachers and other staff to support academic goals and plan safety nets for students requiring additional academic assistance.

Psychologists: HMS shares a psychologist with several other schools. She is available as needed.

Student Support Specialists: The county provides certain assistive technology and training for teachers on the proper use of many devices, such as microphones with transceivers, hearing aids, enlarged print copies for visually impaired, and/or an adaptive keyboard for those with poor or limited motor skills. Signing interpreters are provided for the deaf and/or hearing impaired. To assist with our diverse population, access to interpreters and Language Line has been provided to better meet the needs of students and their parents.

Social Workers: HMS shares a social worker with several other schools. She is available as needed.

School Nurses: HMS does not have a school nurse.

**Strategies to Increase Parental Involvement**

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

	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries		Pre-K Family Resource Specialists
<b>X</b>	Parental Involvement Workshops		
	Parental Involvement Survey/Summary	<b>X</b>	Others (list here) HMS open house, PTSA, Hispanic Outreach Night, Curriculum Night, and other special events

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

It is our philosophy that parental involvement is vital to the success of the student at Henderson Middle. HMS schedules an Open House at the start of each new school year. Parents are encouraged to attend, meet team teachers, and receive a general understanding of the year's curriculum. This fall, a Curriculum Night has been scheduled to help inform parents of the requirements based on the Common Core Standards. Teachers schedule meetings with parents whose children are not meeting standards or are having difficulty keeping up with the pace of class. Parents are strongly encouraged to attend PTSA meetings, Honors Day programs, music recitals, special events in classrooms, and accompany the class on field trips. We have an open-door policy for access to the faculty and staff at HMS. Parents are welcome to schedule a day to shadow their child in class or to read or share their skills and experiences. HMS hosts a wide variety of academic clubs which depend on active parent volunteers for the success of these programs such as Academic Bowl, Science Olympiad, Chess Club, and Beta Club. Parents are encouraged to share their expertise in many different ways including serving as assistants in the Attendance Office or Media Center.

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

<b>X</b>	Parental Involvement Handbook for Parents	<b>X</b>	Newsletters
<b>X</b>	School Website	<b>X</b>	Calling Post
<b>X</b>	DCSS Website/Community.Net	<b>X</b>	Parent Portal
<b>X</b>	Parent Right to Know Letter	<b>X</b>	Other (Specify) AYP Status Letter (ESEA Mandate), Weekly PTSA Email Blast

**Stakeholder Communication**

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

Teachers and administrators are in constant communication with our stakeholders. Teachers communicate with parents by means of phone calls, student agendas, weekly emails, the school website and parent-teacher conferences. Parents are aware of events at the school that support and celebrate student progress toward meeting standards. Parents are able to access students' grades in each class via Parent Portal.

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

HMS prides itself on its open communication with parents and the community regarding the changing aspects of the school and its development. Avenues of communication include parent conferences, our school website, our school newsletter, team newsletters, informational letters, and the PTSA. The PTSA also has weekly emails that are posted on its gmail system. In regard to individual information, standardized test scores are mailed home to each student's parent or guardian with an informative insert that explains test results. As needed, we will make any translation for parents who do not speak English. Additionally, we comply with the fullest extent required by the ADA. In regard to this specific plan, the same means of communication and distribution will be utilized.

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

An electronic copy of Henderson's School Improvement Plan is available for all stakeholders on Henderson's website. A hard copy is available for Stakeholders in the Media Center, as well as a copy in Spanish for our Latino parents. In regards to the CSIP, the same means of communication and distribution listed above will be utilized. We will use our school website, our school newsletter, team newsletters, and the PTSA newsletter. The PTSA also has weekly emails that are posted on its gmail system. As needed, we will make any translation for parents who do not speak English. Additionally, copies will be made available in the front office and the library media center for the public to access.

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

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

**School Name: Henderson Middle School Principal: Terese Allen Plan Year: 2012-2013**

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

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



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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	NONE
State Funds Library Media Allotment  Per Pupil Money	The teacher-librarians will use Allotment money to buy print and non-print materials which support the AMO and curriculum of each department.  Teachers in each department use Per Pupil funds to buy supplies and equipment to enhance classroom instruction
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	NONE
Federal School Improvement Grants	NONE
Local Professional Learning Funds	Professional Learning funds will used to purchase materials and pay instructors for training sessions in new strategies and technologies.
Grants (list)	NONE
PTSA	At the beginning of the school year the PTSA reimburses each teacher for classroom supplies up to \$40 with the submission of a receipt. PTSA also gives money to each department to support instruction. In addition, they sponsor Scholastic Book Fairs to raise money to buy materials for the school library.
Partners in Education	Our Partners in Education provide HMS with discounted prices for printing (Picasso Brothers).
Other (list)	NONE

<b>Reading/English/Language Arts Action Plan</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students in all subgroups meeting or exceeding the standard in Reading/Language Arts (of 2012 CRCT results) in grades 6-8 for SY 2012-2013.				
<b>SY 2011-2012</b>		<b>SY 2012-2013</b>		
<b>Reading:</b>		<b>Reading:</b>		
6 <sup>th</sup> grade – 97%;		6 <sup>th</sup> grade – 99%		
7 <sup>th</sup> grade – 96%;		7 <sup>th</sup> grade – 98%		
8 <sup>th</sup> grade – 98%		8 <sup>th</sup> grade – 100%		
<b>Language Arts:</b>		<b>Language Arts:</b>		
6 <sup>th</sup> grade – 93%;		6 <sup>th</sup> grade – 95%		
7 <sup>th</sup> grade – 95%;		7 <sup>th</sup> grade – 97%		
8 <sup>th</sup> grade – 98%;		8 <sup>th</sup> grade – 100%		
<b>8<sup>th</sup> Grade Writing Scores</b>		<b>8<sup>th</sup> Grade Writing Scores</b>		
85% on or above target level		87% on or above target level		
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>All Students</u></b> Actively engage all students through higher level thinking skills across the curriculum to demonstrate greater literacy through:</p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Comparison and contrast</li> <li>• Critical thinking skills</li> <li>• Creative thinking processes</li> <li>• Problem solving skills</li> </ul> <p><b>Instruction Standard 2.2 Performance Action 1</b></p>	GPS manuals Workshops Coach books No funding needed.	Aug. 2012 –May 2013 County Staff Department Chair Teachers Administrators Instructional Coaches Support Staff	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Essays</li> <li>• Reading logs</li> <li>• Journals</li> <li>• Projects</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>
<p><b><u>At-Risk Students</u></b> Identify all students who scored 15 points or less above the standard on the 2012 CRCT and provide:</p> <ul style="list-style-type: none"> <li>• Modified instruction and/or assignments</li> </ul>	GPS manuals Workshops Coach books Power Reading No funding needed.	Aug. 2012 - May 2013 Resource teacher Collaborative teachers Teachers Administrators Support Staff	<ul style="list-style-type: none"> <li>• Student Work</li> <li>• Progress Reports</li> <li>• Portfolios</li> <li>• Journals</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>

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<ul style="list-style-type: none"> <li>• Cooperative groups</li> <li>• Inquiry based activities and/or hands-on projects</li> <li>• Tutorials arranged by teacher convenience.</li> </ul> <p><b>Instruction Standard 2 Performance Action 2.3</b></p>				<ul style="list-style-type: none"> <li>• Level 1 Plans</li> </ul>
<p><b><u>Students with Disabilities</u></b> Use preferred Co-Teaching Models to increase student achievement by lowering student-teacher ratio in classrooms through:</p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Adjusting content</li> <li>• Adjusting product</li> <li>• Identifying learning styles</li> <li>• Diagnosing readiness levels</li> </ul> <p><b>Instruction Standard 2 Performance/Action 2.3</b></p>	<p>County and local staff development Professional days are provided by the principal. No funding needed</p>	<p>Aug 2012- May 2013 Administration General and Special Ed. Teachers Principal</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Weekly Progress Report</li> <li>• Checklist via tutorial program</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal student assessments results</li> <li>• OAS testing results</li> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>
<p><b><u>Students with Disabilities</u></b> Identify all students who scored 15 points or less above the performance standard in order to:</p> <ul style="list-style-type: none"> <li>• Provide accelerated instruction</li> <li>• Create level one plan</li> <li>• Develop appropriate IEP goals and objectives/services for LRE</li> </ul> <p><b>Instruction Standard 2 Performance/Action 2.5</b></p>	<p>County and local staff development Professional days are provided by the principal. No funding needed</p>	<p>Aug 2012- May 2013 Administration General and Special Ed. Teachers Principal</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Weekly Progress Report</li> <li>• Checklist via tutorial program</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal Student assessment results</li> <li>• OAS testing</li> <li>• standardized test scores</li> </ul>
<p><b><u>English Language Learners*</u></b></p> <ul style="list-style-type: none"> <li>• Identify all ELL/LEP students and support content comprehension through:</li> </ul>	<p>Coach books No funding needed.</p>	<p>Aug. 2012- May 2013 ELL teachers Teachers State DOE</p>	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Portfolios</li> <li>• Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> </ul>

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<ul style="list-style-type: none"> <li>• Peer tutoring within the classroom setting</li> <li>• Modified assignments or tests</li> <li>• Use of visuals and organizational charts technology</li> <li>• The use of Spanish language resources accompanying the textbooks</li> </ul> <p><b>Instruction Standard 2.5 Performance Action 5</b></p>		<p>Administrators Support Staff</p>	<ul style="list-style-type: none"> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Access Scores</li> </ul>
<p><b><u>Technology Integration</u></b> Create lessons that will emphasize concepts and allow for hands-on student discovery, research, development and interactive use of various types of technology throughout the school year through:</p> <ul style="list-style-type: none"> <li>• Integrating technology in lesson implementation</li> <li>• Increased use of web access for homework assignments</li> <li>• Links for websites and resources embedded within teacher web pages</li> </ul> <p><b>Instruction Standard 2.7 Performance Action 1</b></p>	<p>Computers AV equipment Smart Board Research No funding needed.</p>	<p>Aug. 2012 - May 2013 Teacher-Librarians Classroom teachers Tech support</p>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Quiz/Test Scores</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>

<b>Mathematics Action Plan</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students in all subgroups meeting or exceeding the standard in Math (of 2012 CRCT results) in grades 6-8 for SY 2012-2013.				
<b>SY 2011 - 2012:</b>		<b>SY 2012-2013</b>		
6 <sup>th</sup> grade – 88%;		6 <sup>th</sup> grade – 90%;		
7 <sup>th</sup> grade – 94%;		7 <sup>th</sup> grade – 96%;		
8 <sup>th</sup> grade – 85%		8 <sup>th</sup> grade – 87%		
8 <sup>th</sup> grade Math 1 End of Course Test: 100%		8 <sup>th</sup> grade Math 1 End of Course Test – 100%		
<b>Performance Action or Initiative</b> (Performance Actions 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><b><u>All Students</u></b> Actively engage all students through higher level thinking skills across the curriculum to demonstrate greater literacy through:</p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Comparison and contrast</li> <li>• Critical thinking skills</li> <li>• Creative thinking processes</li> <li>• Problem solving skills</li> </ul> <p><b>Instruction Standard 2.2 Performance Action 1</b></p>	<ul style="list-style-type: none"> <li>• GPS manuals</li> <li>• Workshops</li> <li>• Coach books</li> </ul> <p>No funding needed.</p>	<p>Aug. 2012 –May 2013</p> <ul style="list-style-type: none"> <li>• County Staff</li> <li>• Department Chair</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Instructional Coaches</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Essays</li> <li>• Reading logs</li> <li>• Journals</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>
<p><b><u>At-Risk Students</u></b> Identify all students who scored 15 points or less above the standard on the 2012 CRCT and provide:</p> <ul style="list-style-type: none"> <li>• Modified instruction and/or assignments</li> <li>• Cooperative groups</li> <li>• Inquiry based activities and/or hands-on projects</li> <li>• Tutorials arranged by teacher convenience.</li> </ul> <p><b>Instruction Standard 2 Performance Action 2.3</b></p>	<ul style="list-style-type: none"> <li>• GPS manuals</li> <li>• Workshops</li> <li>• Coach books</li> <li>• Power Reading</li> </ul> <p>No funding needed.</p>	<p>Aug. 2012 - May 2013</p> <ul style="list-style-type: none"> <li>• Resource teacher</li> <li>• Collaborative teachers</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Student Work</li> <li>• Progress Reports</li> <li>• Portfolios</li> <li>• Journals</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>

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<p><b><u>Students with Disabilities</u></b>          Use preferred Co-Teaching Models to increase student achievement by lowering student-teacher ratio in classrooms through:</p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Adjusting content</li> <li>• Adjusting product</li> <li>• Identifying learning styles</li> <li>• Diagnosing readiness levels</li> </ul> <p><b>Instruction Standard 2 Performance/Action 2.3</b></p>	<p>County and local staff development professional days are provided by the principal.          No funding needed</p>	<p>Aug 2012- May 2013</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• General and Special Ed. Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Weekly Progress Report</li> <li>• Checklist via tutorial program</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal student assessments results</li> <li>• OAS testing results</li> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> </ul>
<p><b><u>Students with Disabilities</u></b>          Identify all students who scored 15 points or less above the performance standard in order to:</p> <ul style="list-style-type: none"> <li>• Provide accelerated instruction</li> <li>• Create level one plan</li> <li>• Develop appropriate IEP goals and objectives/services for LRE</li> </ul> <p><b>Instruction Standard 2 Performance/Action 2.5</b></p>	<p>County and local staff development professional days are provided by the principal.          No funding needed</p>	<p>Aug 2012- May 2013</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• General and Special Ed. Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Weekly Progress Report</li> <li>• Checklist via tutorial program</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal Student assessment results</li> <li>• OAS testing</li> <li>• standardized test scores</li> </ul>
<p><b><u>English Language Learners*</u></b>          Identify all ELL students and support content comprehension through :</p> <ul style="list-style-type: none"> <li>• Peer tutoring within the classroom setting,</li> <li>• Modified assignments or tests,</li> <li>• Before and after school tutorial, and</li> <li>• The use of Spanish language resources accompanying the textbooks.</li> </ul> <p><b>Instruction Standard 2 Performance/Action 2.3</b></p>	<p>Coach books          Local Staff Development          Individualized After school tutorial          No funding needed.</p>	<p>Aug2012- May 2013          ELL teachers          Teachers          Math teacher          Administration          Support Staff</p>	<p>Progress Reports</p> <ul style="list-style-type: none"> <li>• Student Work Conference Logs</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> <li>• Study Island</li> <li>• Georgia OAS website</li> </ul>

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<p><b><u>Technology Integration</u></b>                  Create lessons that will emphasize concepts and allow for hands-on student discovery, research, development and interactive use of various types of technology throughout the school year through:</p> <ul style="list-style-type: none"> <li>• Integrating technology in lesson implementation</li> <li>• Increased use of web access for homework assignments</li> <li>• Links for websites and resources embedded within teacher web pages</li> </ul> <p><b>Instruction Standard 2.7 Performance Action 1</b></p>	Computers AV equipment Smart Board Research No funding needed.	Aug. 2012 - May 2013 Teacher-Librarians Classroom teachers Tech support	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Quiz/Test Scores</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> <li>• Technology Fair Participation</li> </ul>
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<b>Science Action Plan</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students in all subgroups meeting or exceeding the standard in Science (of 2012 CRCT results) in grades 6-8 for SY 2012-2013.				
<b>SY 2011-2012:</b>		<b>SY 2012-2013</b>		
6 <sup>th</sup> grade – 79%;		6 <sup>th</sup> grade – 81%		
7 <sup>th</sup> grade – 83%;		7 <sup>th</sup> grade – 85%		
8 <sup>th</sup> grade – 76%		8 <sup>th</sup> grade – 78%		
<b>Performance Action or Initiative</b> Intervention (Performance Actions 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><b><u>All Students</u></b> Actively engage all students through higher level thinking skills across the curriculum to demonstrate greater literacy through:</p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Comparison and contrast</li> <li>• Critical thinking skills</li> <li>• Creative thinking processes</li> <li>• Problem solving skills</li> </ul> <p><b>Instruction Standard 2.2 Performance Action 1</b></p>	<ul style="list-style-type: none"> <li>• GPS manuals</li> <li>• Workshops</li> <li>• Coach books</li> </ul> <p>No funding needed.</p>	<p>Aug. 2012 –May 2013</p> <ul style="list-style-type: none"> <li>• County Staff</li> <li>• Department Chair</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Instructional Coaches</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Essays</li> <li>• Logs</li> <li>• Journals</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>
<p><b><u>At-Risk Students</u></b> Identify all students who scored 15 points or less above the standard on the 2012 CRCT and provide:</p> <ul style="list-style-type: none"> <li>• Modified instruction and/or assignments</li> <li>• Cooperative groups</li> <li>• Inquiry based activities and/or hands-on projects</li> <li>• Tutorials arranged by teacher convenience.</li> </ul> <p><b>Instruction Standard 2 Performance Action 2.3</b></p>	<ul style="list-style-type: none"> <li>• GPS manuals</li> <li>• Workshops</li> <li>• Coach books</li> <li>• Power Reading</li> </ul> <p>No funding needed.</p>	<p>Aug. 2012 - May 2013</p> <ul style="list-style-type: none"> <li>• Resource teacher</li> <li>• Collaborative teachers</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Student Work</li> <li>• Progress Reports</li> <li>• Portfolios</li> <li>• Journals</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>



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<p><b><u>Students with Disabilities</u></b>          Use preferred Co-Teaching Models to increase student achievement by lowering student-teacher ratio in classrooms through:</p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Adjusting content</li> <li>• Adjusting product</li> <li>• Identifying learning styles</li> <li>• Diagnosing readiness levels</li> </ul> <p><b>Instruction Standard 2          Performance/Action 2.3</b></p>	<p>County and local staff development          Professional days are provided by the principal.          No funding needed</p>	<p>Aug 2012- May 2013</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• General and Special Ed. Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Weekly Progress Report</li> <li>• checklist via tutorial program</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal student assessments results</li> <li>• OAS testing results</li> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> </ul>
<p><b><u>Students with Disabilities</u></b>          Identify all students who scored 15 points or less above the performance standard in order to:</p> <ul style="list-style-type: none"> <li>• Provide accelerated instruction</li> <li>• Create level one plan</li> <li>• Develop appropriate IEP goals and objectives/services for LRE</li> </ul> <p><b>Instruction Standard 2          Performance/Action 2.5</b></p>	<p>County and local staff development          Professional days are provided by the principal.          No funding needed</p>	<p>Aug 2012- May 2013</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• General and Special Ed. Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Weekly Progress Report</li> <li>• checklist via tutorial program</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal Student assessment results</li> <li>• OAS testing</li> <li>• standardized test scores</li> </ul>
<p><b><u>English Language Learners*</u></b></p> <ul style="list-style-type: none"> <li>• Identify all ELL/LEP students and support content comprehension through:</li> <li>• Peer tutoring within the classroom setting</li> <li>• Modified assignments or tests</li> <li>• Use of visuals and organizational charts technology</li> <li>• The use of Spanish language resources accompanying the textbooks</li> </ul> <p><b>Instruction Standard 2.5 Performance          Action 5</b></p>	<ul style="list-style-type: none"> <li>• Coach books</li> </ul> <p>No funding needed.</p>	<p>Aug. 2012- May 2013</p> <ul style="list-style-type: none"> <li>• ELL teachers</li> <li>• Teachers</li> <li>• State DOE</li> <li>• Administrators</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Portfolios</li> <li>• Student Work</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> <li>• Access Scores</li> </ul>

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<p><b><u>Technology Integration</u></b>          Create lessons that will emphasize concepts and allow for hands-on student discovery, research, development and interactive use of various types of technology throughout the school year through:</p> <ul style="list-style-type: none"> <li>• Integrating technology in lesson implementation</li> <li>• Increased use of web access for homework assignments</li> <li>• Links for websites and resources embedded within teacher web pages</li> </ul> <p><b>Instruction Standard 2.7 Performance Action 1</b></p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• AV equipment</li> <li>• Smart Board</li> <li>• Research</li> </ul> <p>No funding needed.</p>	<p>Aug. 2012 - May 2013</p> <ul style="list-style-type: none"> <li>• Teacher-Librarians</li> <li>• Classroom teachers</li> <li>• Tech support</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolio Self Assessments Quiz/Test Scores</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>
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<b>Social Studies Action Plan</b>				
<p><b>Annual Measurable Objective:</b> Increase the number of students in all subgroups meeting or exceeding the standard in Social Studies (over 2012 CRCT results) in grades 6-8 for the SY 2012-2013.</p> <p><b>SY 2011-2012:</b>                      6<sup>th</sup> grade – 80%;                      7<sup>th</sup> grade – 80%;                      8<sup>th</sup> grade – 79%</p> <p><b>SY 2012-2013:</b>                      6<sup>th</sup> grade – 82%;                      7<sup>th</sup> grade – 82%;                      8<sup>th</sup> grade – 81%</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><b>Actively engage all students through higher level thinking skills across the social studies curriculum</b> through:</p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Comparison and contrast</li> <li>• Critical thinking skills</li> <li>• Creative thinking processes</li> <li>• Problem solving skills</li> </ul> <p><b>Instruction Standard 2 PA 2.2</b></p>	Professional Days are provided by the principal. No funding needed.	Aug. 2012 –May 2013 County Staff Department Chair Teachers Administrators Instructional Coaches Support Staff	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Essays</li> <li>• Logs</li> <li>• Journals</li> <li>• Projects</li> <li>• Graphic Organizers</li> </ul>	Lesson Plans Progress Reports Pre and Post Tests GPS Benchmark Tests CRCT Assessments
Provide meaningful differentiated instruction focusing on the connections of man’s development of economic, cultural, social and political systems through: <ul style="list-style-type: none"> <li>• Modified instruction and/or assignments</li> <li>• Cooperative groups</li> <li>• Inquiry based activities and/or hands-on projects</li> <li>• Tutorials arranged by teacher convenience.</li> </ul> <p><b>Instruction Standard 2 PA 2.2</b></p>	Professional Days are provided by the principal. No funding needed.	Aug. 2012 - May 2013 Resource teacher Inclusion teacher Teachers Administrators Support Staff	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Essays</li> <li>• Logs</li> <li>• Journals</li> <li>• Projects</li> <li>• Graphic Organizers</li> </ul>	Lesson Plans GPS Benchmark Tests Pre and Post Tests CRCT Assessments Stock Market Game Pre and Post tests
Identify all 6-7-8 <sup>th</sup> grade students who scored 15 points or less over the standard on the 2012 CRCT, and provide modified instruction and/or assignments through: <ul style="list-style-type: none"> <li>• Modified instruction and/or assignments</li> <li>• Cooperative groups</li> </ul>	County and local staff development Professional days are provided by the	Aug 2012- May 2013 Administration General and Special Ed. Teachers Principal	Student Portfolio Self Assessments Weekly Progress Report checklist via	Informal/Formal Student assessment results OAS testing standardized test scores

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<ul style="list-style-type: none"> <li>• Inquiry based activities and/or hands-on projects</li> <li>• Tutorials arranged by teacher convenience.</li> </ul> <p><b><i>.Instruction Standard 2 PA 2.5</i></b></p>	<p>principal. No funding needed</p>		<p>tutorial program</p>	
<p><u>Students with Disabilities</u> Use preferred Co Teaching Models to increase student achievement by lowering student-teacher ratio in classrooms through:</p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Adjusting content</li> <li>• Adjusting product</li> <li>• Identifying learning styles</li> <li>• Diagnosing readiness levels</li> </ul> <p><b><i>Instruction Standard 2 PA 2.3</i></b></p>	<p>County and local staff development professional days are provided by the principal. No funding needed</p>	<p>Aug 2012- May 2013 Administration General and Special Ed. Teachers Principal</p>	<p>Student Portfolio Self Assessments Weekly Progress Report checklist via tutorial program</p>	<p>Lesson Plans Informal/Formal Student assessment results OAS testing standardized test scores</p>
<p><u>English Language Learners*</u> Identify all ELL/LEP students and support content comprehension in order to:</p> <ul style="list-style-type: none"> <li>• Provide accelerated instruction</li> <li>• Create level one plan</li> <li>• Develop appropriate IEP goals and objectives/services for LRE</li> </ul> <p><b><i>Instruction Standard 2.5 PA 2</i></b></p>	<p>Professional Days are provided by the principal. No funding needed.</p>	<p>Aug. 2012- May 2013 ELL teachers Teachers State DOE Administrators Support Staff</p>	<p>Department Chair County staff Teachers Instructional AP Principal</p>	<p>Lesson Plans GPS Benchmark Tests Pre and Post Tests CRCT Assessments</p>
<p><u>Technology Integration</u> Create lessons that will emphasize concepts and allow for hands-on student discovery, research, development and interactive use through the use of various types of technology through:</p> <ul style="list-style-type: none"> <li>• Integrating technology in lesson implementation</li> <li>• Increased use of web access for homework assignments</li> <li>• Links for websites and resources embedded within teacher web pages</li> </ul> <p><b><i>Instruction Standard 2.7 PA 2</i></b></p>	<p>Workshops to build understanding of various uses of technology. No funding needed</p>	<p>Aug. 2012 - May 2013 Teacher-Librarians Classroom teachers Tech support</p>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Essays</li> <li>• Logs</li> <li>• Journals</li> <li>• Projects</li> </ul>	<p>Lesson Plans GPS Benchmark Tests Pre and Post Tests CRCT Assessments</p>

**Second Indicator: Attendance/Graduation Rate Action Plan**

**Annual Measurable Objective: Increase overall attendance by reducing the number of students who missed more than 15 days from school by 5% over numbers from SY 2011-2012 in all subgroups for SY2012-2013.** The increase in attendance is based on the number of students who miss more than 15 days.

**Number of students absent over 10 days for SY 2011-2012:**

All students:	274
Asian/pacific islander:	8
Black:	87
Hispanic:	108
White:	56
Multi-racial:	5
SWD:	31
ELL(LEP):	16
Econ. Disadvantaged:	192

**Number of students absent over 10 days for SY 2012-2013:**

All students	260
Asian/Pacific Islander	7
Black	83
Hispanic	103
White	53
Multi-racial	4
SWD	29
ELL (LEP)	15
Econ. Disadvantaged	182

<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><u>All students</u></b> Work to create an engaging learning environment designed to meet the specific needs of each student with emphasis on special education students, incorporating student readiness, interests, learning style and learning goals which are created and modified in a proactive manner based on:</p> <ul style="list-style-type: none"> <li>• Flexible groupings of students,</li> <li>• Ongoing diagnosis; and</li> <li>• Formative assessments.</li> </ul> <p><b><i>Instruction Standard 2.5 PA 1</i></b></p>	<p>In-service training on Teaching and Learning: "Engaged Learning", "Differentiated Instruction", "Brain Based Learning", "Conceptual Teaching" and Portfolios. Professional days provided by Principal. Redelivery during PLC' as well as faculty meetings</p>	<p>August 2012- May 2013 Administration Team Counselors Teachers PLC Committee</p>	<p>A wide variety of student created artifacts, portfolios, cooperative grouping, alternative assessments</p>	<p>Student Engagement Survey; Increased Attendance on Progress Reports, decrease unexcused absences, concept walls, student led conferences, portfolio displays at PTSA meetings, walk through reports, administrative observations.</p>

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<p>1-2 absences, school notifies the parent of absence. 3-5 absences school notifies parents and refers student to the counselor or assistant principal who will then meet with the student and/or parent for the purposes of discussing the reasons for the absences and signing an attendance contract. 6-7 absences, letter sent to parents/guardians informing him/her of the student's absences and the administrative and legal consequences of continued absence from school. 8+ absences, counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency, in which the school serves as a community resources and initiates effective programs to build family capacity through appropriate educational services.</p> <p><b>Student, Family, and Community Involvement and Support Standard (SFC) 3.1 PA 1</b></p> <p><b>Code of Student Conduct Students Rights and Responsibilities 2010-2011</b></p>	<p>Training on how to generate reports using eSIS—Provided by the county, printing and mailing \$200.00</p>	<p>August 2012- May 2013 Assistant Principal Attendance Secretary Principal Teachers</p>	<p>Display of attendance data, call logs, report of data to school council, report of attendance to teachers , Team conference logs</p>	<p>Monthly Student Absence Reports Letter to parents, call logs, decreases in students absent over 5 and 10 days, record of referrals to counselors and Juvenile Courts</p>
<p>Parents of absentee students will also receive notice via the <i>Student Absence Reporter</i> (an automated voice calling system) in order to provide parents with regular, consistent and meaningful communication in its goal to reach student achievement goals.</p> <p><b>Student, Family, and Community Involvement and Support Standard 1.1 PA1.1</b></p>	<p>SAR generate electronic call system</p>	<p>August 2012- May 2013 Assistant Principal Attendance Secretary</p>	<p>Electronic recording log</p>	<p>Decrease in student absences over 5 and 10 days</p>
<p>Provide attendance incentives for students that maintain good attendance and for those who have improved attendance in order to motivate them and others to maintain good attendance.</p> <p><b>School Culture Supports Academic Achievement of Learners Standard 1 PA 1.2, 1.3 1.4</b></p>	<p>Homework passes printed once every 4 ½ progress reports</p>	<p>August 2012- May 2013 Media Center, Attendance office Teachers</p>	<p>Attendance reports, homework passed, display of competition between teams, and grade levels</p>	<p>Decrease in student absences over 5 and 10 days,</p>

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<p>Create relationship building opportunities that will foster the growth of positive relationships among students, faculty and staff. Maintaining a positive school culture and climate for all students for feel safe and valued.</p> <p><b><i>School Culture Supports Academic Achievement of Learners Standard 1 PA 1.2, 1.3 &amp; 1.4</i></b></p> <p><b>What makes schools effective?: A comparison of the relationship of communitarian and academic climate to mathematics achievement and attendance during middle school: <i>American Educational Research Journal</i></b></p> <p><b>Epstein, J.L. and Sheldon, S.B(2002) Present and accounted for: Improving student attendance through family and community involvement: <i>Journal of Educational Research</i></b></p> <p><b><i>Understanding Poverty: Ruby Payne</i></b></p>	<p>Redelivery of relationship building strategies, and diversity Professional days provided by Principal. Redelivery during PLC' as well as faculty meetings</p>	<p>August 2012- May 2013 Administration Team Counselors Teachers PLC Committee</p>	<p>Mentoring reports, monthly student reports, professional learning logs, school culture survey</p>	<p>Decrease in student absences over 5 and 10 days, attendance logs at in-services, positive response on student teacher relationship survey.</p>
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**Library-Media Action Plan**

**Annual Measurable Objective:** Maintain the percentage of students in all subgroups meeting or exceeding the standard in Reading/Language Arts and Math (of 2012 CRCT results) in grades 6-8 for SY 2012-2013.

**SY 2011-2012 Reading:**

- 6<sup>th</sup> grade – 97%;
- 7<sup>th</sup> grade – 96%;
- 8<sup>th</sup> grade – 98%

**SY 2011-2012 Language Arts:**

- 6<sup>th</sup> grade – 93%;
- 7<sup>th</sup> grade – 95%;
- 8<sup>th</sup> grade – 98%;

**SY 2011-2012 8<sup>th</sup> Grade Writing Scores**

85% on or above target level

**SY 2011-2012 Math:**

- 6<sup>th</sup> grade – 88%;
- 7<sup>th</sup> grade – 94%;
- 8<sup>th</sup> grade – 85%
- 8<sup>th</sup> grade Math 1 End of Course Test: 100%

**SY 2012-2013 Reading:**

- 6<sup>th</sup> grade – 99%;
- 7<sup>th</sup> grade – 98%;
- 8<sup>th</sup> grade – 100%

**SY 2012-2013 Language Arts:**

- 6<sup>th</sup> grade – 95%;
- 7<sup>th</sup> grade – 97%;
- 8<sup>th</sup> grade – 100%

**SY 2012-2013 8<sup>th</sup> Grade Writing Scores**

87% on or above target level

**SY 2012-2013 Math:**

- 6<sup>th</sup> grade – 90%;
- 7<sup>th</sup> grade – 96%;
- 8<sup>th</sup> grade – 87%
- 8<sup>th</sup> grade Math 1 End of Course Test: 100%

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Actively engage students in reading and reading programs in the Media Center and throughout the school through Reading Bowl Club <ul style="list-style-type: none"> <li>• Classroom book talks/oral readings</li> <li>• Six Flags Read To Succeed program</li> <li>• Media Squad</li> <li>• Media Center Book Club</li> </ul> <b>Instruction Standard 2 PA 2.2</b>	\$1500-PTSA grant \$ 900 – PTSA Adopt-A-Book Program	Aug 2012 - May 20123 <ul style="list-style-type: none"> <li>• Teacher- Librarian Faculty</li> <li>• Administration</li> <li>• PTSA</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Destiny circulation reports</li> <li>• Membership in clubs</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• ITBS scores</li> <li>• Awards received in Reading</li> </ul>
Collaborate with the Department Chairs to develop the print and non-print collections to reflect and support the curriculum ensuring that instructional implementation is clearly aligned with GPS and district expectations for learning. <b>Instruction Standard 1 PA 1.2</b>	\$19,467.00--State Media Allotment funds	Aug 2012 - May 2013 <ul style="list-style-type: none"> <li>• Teacher-Librarian Department Chairs</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Destiny circulation reports</li> <li>• Research classes in Media Center</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• ITBS scores</li> </ul>
The teacher-librarians will collaborate with all classroom teachers to provide the appropriate instruction and support for our At-Risk students by: <ul style="list-style-type: none"> <li>• expanding our collection of high interest-low reading level books</li> <li>• expanding our collection of non-fiction math books</li> </ul> <b>Instruction Standard 1 PA 1.2; Instruction Standard 2 PA 2.3</b>	\$2000-State Media Funds (included in the amount listed directly above). \$1500 – PTSA grant	Aug 2012 - May 2013 <ul style="list-style-type: none"> <li>• Teacher-Librarian classroom teachers</li> <li>• Principal</li> </ul>	Destiny circulation reports	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• ITBS scores</li> </ul>



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<p><b>Technology Integration:</b> Actively engage all students in the use of media center technology, software, and online sources for use in the Media Center and throughout the school. These include:</p> <ul style="list-style-type: none"> <li>• Destiny</li> <li>• Galileo</li> <li>• Technology Fair</li> <li>• First Class</li> <li>• News Production</li> </ul> <p><b>Instruction Standard 2 PA 2.7</b></p>	<p>\$1,500 – PTSA grants \$1,500 – Kroger Earning Plus Learning Competition</p>	<p>Aug 2012-May 2013</p> <ul style="list-style-type: none"> <li>• Teacher-Librarians</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Student projects,</li> <li>• Technology Fair projects</li> <li>• WHMS news program</li> </ul>	<p>CRCT scores ITBS scores Awards received in Technology</p>
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<b>Professional Learning Plan</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
<b>State (PL Funds)</b>	<p><b>Language Arts:</b> Increase the percentage of students in all subgroups meeting or exceeding the standard in Reading/Language Arts (of 2012 CRCT results) in grades 6-8 for SY 2012-2013.</p> <p><b>Reading:</b>                      6<sup>th</sup> grade – 99%;                      7<sup>th</sup> grade – 98%;                      8<sup>th</sup> grade – 100%</p> <p><b>Language Arts:</b>                      6<sup>th</sup> grade – 95%;                      7<sup>th</sup> grade – 97%;                      8<sup>th</sup> grade – 100%;</p> <p><b>8<sup>th</sup> Grade Writing Scores</b>                      87% on or above target level</p> <p><b>Math:</b> Maintain the percentage of students in all subgroups meeting or exceeding the standard in Math (of 2012 CRCT results) in grades 6-8 for SY 2012-2013.</p> <p><b>Math:</b>                      6<sup>th</sup> grade – 90%;                      7<sup>th</sup> grade – 96%;                      8<sup>th</sup> grade – 87%                      8<sup>th</sup> grade Math 1 End of Course Test: 100%</p> <p><b>Science</b> Increase the percentage of students in all subgroups meeting or exceeding the standard in Science (of 2012 CRCT results) in grades 6-8 for SY 2012-2013.</p> <p><b>Science:</b></p>	<p>Teachers will participate in a High Yield Strategies Learning Institute in order to increase knowledge and the use of differentiation techniques which will create a learning environment that is rigorous, relevant, and flexible.</p> <p>Teachers will receive training on how to analyze data in order to inform instructional practices, reteach, and address the needs of at-risk sub groups.</p> <p>Teachers will meet weekly with grade level professional learning communities to plan for, assess, and monitor student achievement by analyzing student work and teaching practices.</p> <p>Teachers will use diagnostic and formative assessments along with student learning profiles to develop, implement, and monitor a pyramid of intervention.</p>	<p>August 2012 - May 2013</p>	<p>Weekly/Unit Lesson Plans</p> <p>Professional Development Planner</p> <p>Professional Development Profiles</p> <p>Classroom Observations</p>	<p>Results of CRCT</p> <p>Benchmark Tests</p>

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	<p>6<sup>th</sup> grade –81%; 7<sup>th</sup> grade –85%; 8<sup>th</sup> grade –78%</p> <p><b>Social Studies:</b> Increase the number of students in all subgroups meeting or exceeding the standard in Social Studies (over 2012 CRCT results) in grades 6-8 for the SY 2012-2013.</p> <p><b>Social Studies:</b> 6<sup>th</sup> grade –82%; 7<sup>th</sup> grade –82%; 8<sup>th</sup> grade –81%</p>				
	<p><b>Technology:</b> To increase student achievement by creating an engaging learning environment through the use of various forms of technology.</p>	<p>Teachers will receive training on IDMS, how to create engaging lessons using the Promethean Board, the Classroom Performance System, graphing calculators, United Streaming, Brain Pop, and other educational software.</p>	<p>August 2012- May 2013</p>	<p>Weekly/Unit Lesson Plans Computer Lab Sign-in Sheet Student Products</p>	<p>Results of CRCT</p>

<b>School Climate Action Plan</b>				
<b>Objective:</b> Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
<b>Intervention</b> (Performance Actions should be selected and cited 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><u>Performance Action:</u> Classroom teachers conduct Code of Conduct Handbook review at start of year and reinforce it throughout the school year by posting school policies and protocols in classrooms, modeling behavior and rewarding students who demonstrate appropriate behavior. <b>School Culture Standard 2 PA 2.1</b></p>	No cost to school	Aug 2012-May 2013 Administrators Teachers Counselors Social Worker SRO Campus Security	Conduct Test scores Discipline Referrals/Data Lesson Plans WHMS News episodes Yearbook	Weekly and Monthly reports Monitoring of behavior Focused walks Mentoring Program Mediation Parent Conferences
<p><u>Performance Action:</u> Administrators, teachers, counselors and other pertinent staff both promote and model county's standardized Dress Code Policy. <b>School Culture Standard 2 PA 2.1</b></p>	No cost to school	Aug 2012-May 2013 Administrators Teachers Counselors Social Worker SRO Campus Security	Conduct Test scores Discipline Referrals/Data WHMS News episodes Yearbook	Weekly and Monthly reports Monitoring of behavior Focused walks Mentoring Program Mediation Parent Conferences
<p><u>Performance Action:</u> Utilize Safe School Plan by implementing standards and displaying posters throughout the school. Classroom teachers teach Safe School module. <b>School Culture Standard 2 PA 2.1</b></p>	No cost to school	Aug 2012-May 2013 Administrators Teachers Counselors Social Worker SRO Campus Security	Faculty meeting agenda County-wide videos	Safe School presentations School policies & protocols posted in classrooms Red Ribbon Week Mentoring Program
<p><u>Performance Action:</u> Students have opportunity to participate in Youth Crime Watch. <b>School Culture Standard 2 PA 2.3</b></p>	No cost to school	Aug 2012-May 2013 Administrators Teachers Counselors SRO Campus Security	Monthly meeting agendas Club roster, memos and sign-in sheets WHMS News episodes Yearbook	Discipline Data Mentoring Program
<p><u>Performance Action:</u> Having demonstrated the qualifications necessary to earn the ranking, continue policies of No Place for Hate Organization. <b>School Culture Standard 2 PA 2.1</b></p>	No cost to school	Aug 2012-May 2013 Administrators Teachers Counselors SRO Campus Security	School bulletin board Posters Faculty meeting agenda WHMS News episodes Yearbook	Discipline Referral Data Monitoring of behavior Mentoring Program Mediation Parent Conferences

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<b>Teacher Retention Action Plan</b>				
<b>Objective:</b> Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
<b>Intervention</b> (Performance Actions should be selected and cited from the DCSS <i>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>
Follow TSS monthly action plan(selected items) <b>School Culture Standard 1 PA 1.5</b>	The calendar, journals No funding needed.	Aug. 2012 – May 2013 TSS, Spirit Committee, and administrators	Calendar check list, journal reflections	HMS teacher retention rate, TSS log
Assign new teachers and/ or experienced teachers a mentor.  <b>School Culture Standard 1 PA 1.5</b>	TSS and veteran teachers planning time No funding needed.	Aug. 2012 – May 2013 Principal, TSS	Teacher reflections Teacher survey, informal observations and conferences, TSS log	Member list of both mentors and mentees
Provide opportunities for TSS and veteran teachers to observe and give feedback to new teachers and experienced teachers. <b>School Culture Standard 1 PA 1.5</b>	TSS and veteran teachers In-house or full-day substitutes as needed No funding needed.	Aug. 2012 – May 2013 Principal or designee for assignments Mentoring teachers	Informal teacher observation forms and notes GTOI GTEP	HMS teacher retention rate
Provide opportunities for new teachers and experienced teachers to shadow/observe their peers including their mentor at least once a semester. <b>School Culture Standard 1 PA 1.5</b>	Planning time No funding needed.	Aug. 2012-May 2013 Principal, TSS	Teacher observations and reflections Teacher survey Journal entries	Healthy climate and school culture, CSIP Implementation of observed strategies
Team Leaders, TSS, and Department Chairs will meet regularly with new teachers and experienced teachers to provide support, review, and reflection <b>School Culture Standard 1 PA 1.5</b>	Planning time No funding needed.	Aug. 2012 – May 2013 Team Leaders Department Chairs TSS	Teacher reflections Teacher survey TSS log	HMS teacher retention rate, healthy school culture and climate
In Professional Learning Communities discuss strategies for differentiated instruction, classroom management issues, best practices, brain based teaching strategies, RTI, and school wide book study <b>School Culture Standard 1 PA 1.5</b>	PLC, Planning time, <u>Differentiating Instruction in the Regular Classroom</u> , PLC log No funding needed.	Aug. 2012 – May 2013 Administration Teachers, and grade/content level representative	PLC log	HMS teacher retention rate, healthy school culture and climate

<b>Career Technology Action Plan (for high schools and middle schools only)</b>				
<b>Objective:</b> Increase instructional effectiveness through best practices in career technology instruction.				
<b>Performance Action or Initiative:</b> (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>Use of a variety of teaching strategies that is aimed at reinforcing academic skills and achieving:</p> <ul style="list-style-type: none"> <li>✧ greater technology literacy</li> <li>✧ greater application of critical thinking skills across all career technology subjects</li> <li>✧ greater development and understanding of career choices and goals</li> </ul> <p><b>Instruction Standard 2 PA 2.2</b></p>	<ul style="list-style-type: none"> <li>✧ GPS manuals</li> <li>✧ Textbooks</li> <li>✧ Computer programs</li> <li>✧ Computers</li> <li>✧ AV equipment</li> <li>✧ Smart Board</li> <li>✧ Research and materials—Provided by the county</li> <li>✧ Professional Days are provided by the principal.</li> </ul>	<p><b>Aug. 2012 –May 2013</b></p> <ul style="list-style-type: none"> <li>✧ Department Chair</li> <li>✧ Teachers</li> <li>✧ Administrators</li> <li>✧ Instructional Coaches</li> <li>✧ Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>✧ Portfolios</li> <li>✧ Observations</li> <li>✧ Student work</li> <li>✧ Informal/Formal Assessments</li> </ul>	<ul style="list-style-type: none"> <li>❖ Progress Reports</li> <li>❖ Pre and Post tests</li> </ul>
<p>Create engaging, hands-on, student centered lessons and activities such as:</p> <ul style="list-style-type: none"> <li>✧ student created Word Wall,</li> <li>✧ MS computer applications &amp; technology in general</li> <li>✧ use of World Wide Web to increase technology basic literacy and comprehension of visual arts</li> </ul> <p><b>Instruction Standard 2 PA 2.1</b></p>	<ul style="list-style-type: none"> <li>✧ GPS manuals</li> <li>✧ Textbooks</li> <li>✧ Computer programs</li> <li>✧ Computers</li> <li>✧ AV equipment</li> <li>✧ Smart Board</li> <li>✧ Research and materials—Provided by the county</li> <li>✧ Professional Days are provided by the principal.</li> </ul>	<p><b>Aug. 2012 –May 2013</b></p> <ul style="list-style-type: none"> <li>✧ Department Chair</li> <li>✧ Teachers</li> <li>✧ Administrators</li> <li>✧ Instructional Coaches</li> <li>✧ Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>✧ Portfolios</li> <li>✧ Observations</li> <li>✧ Student work</li> <li>✧ Informal/Formal Assessments</li> </ul>	<ul style="list-style-type: none"> <li>✧ Progress Reports</li> <li>✧ Pre and Post tests</li> </ul>
<p>Provide meaningful, content-based, student-centered, inquiry driven differentiated instruction that requires higher level thinking skills focusing on the following:</p> <ul style="list-style-type: none"> <li>✧ <b>6<sup>th</sup> grade:</b> Keyboarding Techniques and Skills, Engineering Design Processing, Careers</li> <li>✧ <b>7<sup>th</sup> grade:</b> MS Word, Computer Applications, Basic Business Concepts, Invention and Innovation, Careers</li> <li>✧ <b>8<sup>th</sup> grade:</b> Portfolio Development, MS Excel, Technological Systems, Careers</li> </ul> <p><b>Instruction Standard 3 PA 3.1</b></p>	<ul style="list-style-type: none"> <li>✧ GPS manuals</li> <li>✧ Textbooks</li> <li>✧ Computer programs</li> <li>✧ Computers</li> <li>✧ AV equipment</li> <li>✧ Smart Board</li> <li>✧ Research and materials—Provided by the county</li> <li>✧ Professional Days are provided by the principal.</li> </ul>	<p><b>Aug. 2012 –May 2013</b></p> <ul style="list-style-type: none"> <li>✧ Department Chair</li> <li>✧ Teachers</li> <li>✧ Administrators</li> <li>✧ Instructional Coaches</li> <li>✧ Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>✧ Portfolios</li> <li>✧ Observations</li> <li>✧ Student work</li> <li>✧ Informal/Formal Assessments</li> </ul>	<ul style="list-style-type: none"> <li>✧ Progress Reports</li> <li>✧ Pre and Post tests</li> </ul>

**Exceeding the Bar Action Plan**

**Annual Measurable Objective:** Increase the percentage of students in all subgroups meeting or exceeding the standards in grades 6-8 for SY 2012-2013.

**Reading:**

6<sup>th</sup> grade – 99%;  
7<sup>th</sup> grade – 98%;  
8<sup>th</sup> grade – 100%

**Language Arts:**

6<sup>th</sup> grade – 95%;  
7<sup>th</sup> grade – 97%;  
8<sup>th</sup> grade – 100%;

**8<sup>th</sup> Grade Writing Scores**

87% on or above target level

**Math:**

6<sup>th</sup> grade – 90%;  
7<sup>th</sup> grade – 96%;  
8<sup>th</sup> grade – 87%  
8<sup>th</sup> grade Math 1 End of Course Test: 100%

**Science:**

6<sup>th</sup> grade –81%;  
7<sup>th</sup> grade –85%;  
8<sup>th</sup> grade –78%

**Social Studies:**

6<sup>th</sup> grade –82%;  
7<sup>th</sup> grade –82%  
8<sup>th</sup> grade –81%

**Performance Action or Initiative**

Supplemental CCRPI actions and/or initiatives which demonstrate this readiness include the following specific measures:

**Number of ELL students with positive movement from one performance band to a higher performance band as measured by the ACCESS**

**2011-2012 10 exited program**

**2012-2013 Goal equal or greater growth**

**Post Middle School Readiness.6**

**Estimated Cost/Funding Sources**

- Coach books
  - Power Reading
- No funding needed.

**Timeline and Positions Responsible**

- Aug. 2012 –May 2013
- County Staff
  - Department Chair
  - Teachers
  - Administrators
  - Instructional Coaches
  - Support Staff

**Means of Evaluation**

**Artifacts**

- Portfolios
- Essays
- Reading logs
- Journals
- Projects

**Evidence**

- CRCT scores
- Benchmarks
- Observations
- Progress Reports
- Lesson Plans

**School Name: Henderson Middle School Principal: Terese Allen Plan Year: 2012-2013**

<p><b>Percent of SWD served in general education environment greater than 80% of the school day</b>                  2010-2011 80%                  2011-2012 80%                  2012-2013 80%                  Post Middle School Readiness.7</p>	<ul style="list-style-type: none"> <li>• GPS manuals</li> <li>• Coach books</li> <li>• Power Reading</li> </ul> <p>No funding needed.</p>	<p>Aug. 2012 - May 2013</p> <ul style="list-style-type: none"> <li>• Resource teacher</li> <li>• Collaborative teachers</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Student Work</li> <li>• Progress Reports</li> <li>• Portfolios</li> <li>• Journals</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> </ul>
<p><b>Percent of 8<sup>th</sup> grade students scoring at Meets or Exceeds on EGWA</b>                  2010-2011 85%                  2011-2012 85%                  2012-2013 87%                  Post Middle School Readiness.8</p>	<p>County and local staff development Professional days are provided by the principal.                  No funding needed</p>	<p>Aug 2012- May 2013</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• General and Special Ed. Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Weekly Progress Report</li> <li>• Checklist via tutorial program</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal student assessments results</li> <li>• OAS testing results</li> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> </ul>
<p><b>Percent of 8<sup>th</sup> grade students achieving a Lexile Measure equal to or greater than 1050</b>                  2011-2012 51.5%                  2012-2013 54%                  Post Middle School Readiness.9</p>	<p>County and local staff development Professional days are provided by the principal.                  No funding needed</p>	<p>Aug 2012- May 2013</p> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Teacher-Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Weekly Progress Report</li> <li>• Checklist via tutorial program</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal Student assessment results</li> <li>• OAS testing</li> <li>• standardized test scores</li> </ul>
<p><b>Percent of students completing 2 or more state defined Career Interest Inventories by the end of grade 8</b>                  2010-2011 80%                  2011-2012 100%                  2012-2013 100%                  Post Middle School Readiness.10</p>	<p>County and local staff development Professional days are provided by the principal.                  No funding needed.</p>	<p>Aug 2012- May 2013</p> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Teacher-Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Student Work</li> <li>• Conference Logs</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> <li>• Study Island</li> <li>• Georgia OAS website</li> </ul>



**School Name: Henderson Middle School Principal: Terese Allen Plan Year: 2012-2013**

<p><b>Percent of students with a complete state defined Individual Graduation Plan by the end of grade 8.</b>  <b>2010-2011 50%</b>  <b>2011-2012 70%</b>  <b>2012-20013 100%</b>  <b>Post Middle School Readiness.11</b></p>	<p>County and local staff development Professional days are provided by the principal.          No funding needed.</p>	<p>Aug. 2012 - May 2013</p> <ul style="list-style-type: none"> <li>• Teacher-Librarian</li> <li>• Classroom teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolio</li> <li>• Self Assessments</li> <li>• Quiz/Test Scores</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Lesson Plans</li> <li>• Technology Fair Participation</li> </ul>
<p><b>Percent of students in grades 6-8 successfully completing above-grade level core courses.</b>  <b>2012-2013</b>  <b>6<sup>th</sup> Accel Math 9.6%</b>  <b>7<sup>th</sup> French 10.4%</b>  <b>Spanish 31.6%</b>  <b>Accel. Math 8.9%</b>  <b>8<sup>th</sup> French 14%</b>  <b>Spanish 21.3%</b>  <b>Accel. Math 9.4%</b>   <b>Exceeding the Bar.1</b></p>	<p>County and local staff development Professional days are provided by the principal.          No funding needed</p>	<p>Aug. 2012 - May 2013</p> <ul style="list-style-type: none"> <li>• Teacher-Librarians</li> <li>• Classroom teachers</li> <li>• Tech support</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Student Work</li> <li>• Conference Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal student assessments results</li> <li>• OAS testing results</li> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Final Report Cards</li> </ul>
<p><b>Percent of students in grades 6-8 with a fully documented <i>Fitnessgram</i> assessment.</b>  <b>2010-2011 90%</b>  <b>2011-2012 90%</b>  <b>Goal 2012-2013 90%</b>   <b>Exceeding the Bar.6</b></p>	<p>County and local staff development Professional days are provided by the principal.          No funding needed</p>	<p>Aug. 2012 - May 2013</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• General and Special Ed. Teachers</li> <li>• Coaches and PE staff</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Student Work</li> <li>• Conference Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Informal/Formal student assessments results</li> <li>• OAS testing results</li> <li>• CRCT scores</li> <li>• Benchmarks</li> <li>• Observations</li> <li>• Progress Reports</li> <li>• Final Report Cards</li> </ul>