

DeKalb County School District

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



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

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Statement of Quality Assurance

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

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

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

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

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Terry Segovis		
2.	Justin Howell		
3.			
4.			
5.			
6.			
7.			
8.			
9.			
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Mr. Terry Segovis		
CSIP Facilitator	Mr. Terry Segovis		
Parent Representative (can not be a school employee)	Mrs. Zinash Gurara		
Student Representative (required for High School)	Zem Zem Mohamud Mohammad Etimady		
Community Representative (can not be a school employee)	Mr. Bhanu Dhakal Mr. Justin Howell		
School Counselor	Dr. Robert Minter		
Special Education Representative	NA		
Reading/ELA Chair	Ms. Desiree Carter		
Math Chair	Ms. Doina Popovici		
Science Chair	Ms. Lisa Mozer		
Social Studies Chair	Mr. Yul Toombs		
Professional Learning Liaison	Mr. Yul Toombs		
Other (specify)			
Other (specify)			

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:

100% of the Intensive English students show progress in language acquisition each year. All students are given the W-APT, WIDA- ACCESS Placement Test, and have progressed from a Level 1-Entering Language Proficiency to Level 2-Beginning Language Proficiency; and on some occasions, to Level 3-Developing Language Proficiency.

Increased parental involvement is evidenced by data from the ELL Studies Department for Parent Conferences. The majority of our parents are new refugees and immigrants to the United States who have acquired neither employment nor transportation. They have great difficulty coming to school for conferences. We have an average of 60 parents per Title I Conference Night. Interpreters are available. There has been the establishment of a School-Wide Discipline Plan that lists the school rules and consequences for positive and negative behavior. The implementation of the In-School Suspension Program has provided a decrease in behavior discipline referrals and rewards for positive behaviors.

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

- On the reading/language arts portion of the test, 12.8% of students met or exceeded the standard.
- On the math portion of the test, 12.8% of the students met or exceeded the standard.
- On the Writing test, 2.7% of the students met or exceeded the standard.
- On the Science test, 1% of the students met or exceeded the standard.
- On the Social Studies test, 0% of the students met or exceeded the standard.

After school tutorials will give students more time for individualized assistance and allow teachers to develop a student's reading, writing, listening and speaking skills in the content areas of math and ELA.

➤ The ROOT CAUSE/s that we discovered for each of the needs were:

The major challenge for the DeKalb International Student Center is the educational gap that exists between the limited level of prior education of the Language Acquisition Based (LAB) Program students versus the county and state academic requirements and grade level expectations. Before SLIFE

(Students with Limited or Interrupted Formal Education) students can succeed on an 8th grade level criterion referenced test, they first must develop basic skills such as learning the alphabet, learn new English vocabulary, develop reading comprehension skills, and other basic skills. For example, learners need to understand that written English texts have a beginning, middle, and end; that English is read from left to right and from top to bottom; and that written word can represent a story or a message just as spoken words can (August and Shanahan, 2006). A major focus of the ESOL LAB program is to bridge this academic skills gap in student ability as well as the gaps in conceptual understanding that are taken for granted when working with general education students who are native English speakers of a similar age cohort and who have received the expected levels of schooling.

Fully 100% of the LAB students are immigrants (87% being classified as refugees) who have had interrupted or no formal education in their native countries. Additionally these students are enrolled and often placed in the 7th grade ESOL LAB Program regardless of their advanced age to prepare them for entering high school. Throughout the school year, students continuously enroll as they arrive in the United States; however, they are tested and expected to pass the 8th grade CRCT when it is administered during the month of April; no matter when they arrive prior to the test administration day. 31% of students were enrolled in the ESOL LAB Program during the 2nd semester of their entering school year; this means that a large percentage of our LAB students missed a considerable amount of the instruction on which they will be tested.

Additionally, 24% of the ESOL LAB students are non-literate in their primary language (L1) while 100% of the students are SLIFE. All entering students, when assessed, read and write between non-literate and the Entering level on the WIDA – Access Placement Test (W-APT) as well as being, on average, at the 3rd grade level on the math screening diagnostic (WRAT).

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

Based on the data collected from various sources, we have concluded that there is a need to implement strategies for improving attendance, strategies for increasing parental involvement, strategies to expand meaningful collaboration between school and community, and strategies to ease the trauma of cultural adjustment. This is a short term program designed to prepare students to be successful in their home schools as soon as possible, not to develop long term relationships with families or communities. The focus is teaching English, basic reading, math, and other content area skills, and getting students ready for participation in their home school environment with language support and other support services available there.

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:

Many of the students at the DeKalb International Student Center have issues with chronic absences and other attendance related concerns. In effort to address this concern, we will hire a part time Community Outreach Coordinator. This person will be responsible for making home visits to students with chronic absences when attempts to call or communicate in other ways have been exhausted. The Community Outreach Coordinator will also be responsible for making refugee/immigrant parents aware of U.S attendance/truancy laws and encourage them to follow proper procedures for student

absences. In addition, the Community Outreach Coordinator will be available to connect students and their families with long term care providers that will offer additional support they need to ease the trauma of cultural adjustment.

- The specific academic needs of those students that are to be addressed in the school wide program plan will be in the areas of Reading, English Language Arts and Math. Additionally, based on data, students demonstrate a need to develop Listening, Speaking, and Writing skills within these subjects.

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>The vision of the International Student Center is to provide a welcoming gateway to North American education for incoming international students. Preparing English Learners and their families from different cultures for academic achievement and social success in the United States.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>The mission of the International Student Center is to teach English to non-English speaking students. We will serve students who have been educated in their country of origin through our Intensive English Program. We will serve Students with Limited or Interrupted Formal Education (SLIFE) through our Language Acquisition Based (LAB) Program.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation 	<p>The staff members of the International Student Center will:</p> <ul style="list-style-type: none"> ▪ Provide quality instruction for English Language Learners that yields effective academic and social behaviors. ▪ Assess students at their functional level. ▪ Respect, recognize, and appreciate cultural diversity and universal human rights.

Developing a Comprehensive Needs Assessment

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

- Geographic location**
- Enrollment**
- Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

The DeKalb International Student Center (DISC) is located at 2383 N. Druid Hills Road, Atlanta, GA 30329. The school houses two programs and serves first-time DeKalb County School System enrollees who speak a language other than English as their first language. Currently we have 266 Intensive English students enrolled in the Intensive English Program. All students are tested for English language proficiency during registration. Students are assigned to the Intensive English program on a temporary basis to increase English language proficiency, before transitioning permanently to their home schools.

The ESOL LAB is designed for students ages 13-21 who have two major educational challenges: (1) all students are EL (English Learners) and (2) all students are SLIFE (Students with Limited or Interrupted Formal Education), meaning these are students with no formal education or fewer than seven years of formal education in their native countries. These students are placed in the 7th or 8th grade ESOL LAB for a maximum of three years. The ESOL LAB Program currently has 143 students from approximately 27 different countries not including the United States, speaking approximately 22 languages. About 24% of the current student population entering the LAB program is non-literate in their primary language. Additionally, 100% of the students are SLIFE. All entering students, when assessed, read and write between non-literate and the Entering level on the WIDA – Access Placement Test and on average, at the 3rd grade level on the math screening diagnostic (WRAT).

The DISC student body is comprised of 100% English Learners (EL) from a multitude of ethnicities, representing the six populated continents of the world. All of our students are either immigrants or refugees, and are newcomers to the country. They are categorized as economically disadvantaged because 99.07% of our student population qualifies for free and reduced priced meals. Currently, we do not serve special education students on site and we have one student with a 504 plans who is entitled to accommodations.

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

Include the following information:

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

School Keys

The steering committee met collectively on August 16th, 2012, while small group meetings were held daily from August 8th-August 17th. We discussed that we will meet weekly throughout September and monthly/as necessary thereafter to analyze data and to discuss the effectiveness of each intervention in effort to improve the level of curriculum implementation, instructional delivery and assessment validity.

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

- B. Although we do not currently serve migrant students at the DeKalb International Student Center, we have taken into account the needs of migrant children and how to identify and support them. Fortunately, because we serve a unique population of EL students, many of our current procedures could be implemented for the benefit of a migrant child. These are the procedures we would follow should such students be in attendance:
- Inviting parents to participate in the SWP process and encouraging parental involvement through conferences, personal contacts, parent committees, and social events
 - Using resources to ensure the migrant child's instructional and support needs are met
 - Disaggregating student achievement measures as needed to develop and support a system of continuous improvement
 - Establishing support services, such as transportation, medical screening, social work/outreach.
- C. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example our Comprehensive Needs Assessment demonstrates where improvement is needed and instructional adjustments necessary for increasing student achievement.
- D. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:
- Economically disadvantaged students -99% Free/Reduced Lunch

- Students from Major racial and ethnic groups -100% from major racial and ethnic groups
- Students with disabilities- 0%
- Students with limited English proficiency -100% students with limited English proficiency

Based on the data collected from various sources, we have concluded that there is a need to implement strategies for improving attendance, strategies for increasing parental involvement, strategies to expand meaningful collaboration between school and community, and strategies to ease the trauma of cultural adjustment

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
x	School Report Card	x	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
x	Georgia Criterion Referenced Test	x	Students with Disabilities	x	School GAPSS Self Assessment
	Georgia High School Graduation Test	x	Language Proficiency	x	Benchmark Scores
	Georgia High School Writing Test	x	Free/Reduced Lunch Rate	x	Focus Walk Results
x	Georgia Writing Assessment	x	Discipline Data	x	Staff Surveys
	End of Course Tests	x	Attendance	x	Student Surveys
x	Iowa Test of Basic Skills		Graduation Rate	x	Parent Surveys
			Gifted Education	x	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.

It is notable to mention that DeKalb County was the first school system in the state of Georgia to develop the Intensive English Program for newcomers and the ESOL LAB Program for immigrant/refugee students. The ESOL LAB Program is designed for teenage refugee and immigrant students who have no formal education or less than seven years of formal education in their native countries. The 2011 school year represents the fourth year that both programs have been consolidated under one roof as the DeKalb International Student Center. Additional strengths that the school possesses include:

100% of the Intensive English students gain progress in language acquisition each year. All students are given the W-APT, WIDA- ACCESS Placement Test, and have progressed from a Level 1-Entering Language Proficiency to Level 2-Beginning Language Proficiency; and on some occasions, to Level 3-Developing Language Proficiency.

Increased parental involvement is supported by data from the ELL Studies Department. The majority of our parents are refugees and immigrants who are new to the country and have acquired neither employment nor transportation. They also have great difficulty coming to school for conferences. We have an average of 60 parents per Title I Conference Night. Interpreters are available for their convenience. There has been the establishment of a School-Wide Discipline Plan that lists the school rules and consequences for positive and negative. The implementation of the In-School Suspension Program has provided a decrease in behavior discipline referrals and rewards for positive behaviors.

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 the general ELL, it takes a minimum of five to ten years for the most advantaged limited-English-proficiency student to acquire the language for academic purposes (Collier and Thomas, 1989). It is important to note that this does NOT take into consideration a student who has limited or interrupted formal education.
- Betsy Parrish (2004) interprets these findings to mean that cognitive academic language proficiency can take up fifteen years to develop for someone who has had limited or interrupted formal schooling and is barely literate in their native language (L1).
- Research indicates that students who were below grade level in native language literacy also took 7-10 years to reach the 50th percentile on standardized tests. Many of these students never reached grade level norms (Thomas & Collier, 1997).
- Thomas and Collier (1997) concluded that these research findings hold true regardless of home language, country of origin, and socioeconomic status.

With awareness of the research regarding SLIFE students, the ESOL LAB program strives to deliver instruction in a manner that allows students to reach social and academic English proficiency as quickly as possible, allowing them to complete the ESOL LAB program and graduate from high school.

In addition, due to the continual enrollment of new students in the Intensive English Program and the ESOL LAB Program, teachers must constantly review and re-teach previously taught material to bring new arrivals up to date with classroom instruction. Due to the varied educational backgrounds of our students it is necessary for teachers to have on-going academic assessment and monitoring of our students' progress and achievement in order to differentiate instruction to adequately prepare them for mastery of Common Core Georgia Performance Standards.

- The 2012 CRCT test results validate and verify the academic challenges facing our ELL and SLIFE student population given that these standardized tests assume that the test-taker is fluent in the English language, aware of cultural assumptions made by American students, and have the requisite background and grade-level content knowledge to be successful on the test.

Many of the students at the DeKalb International Student Center experience have issues with chronic absences and other attendance related concerns. In effort to address this concern, we will hire a part time Community Outreach Coordinator. This person will be responsible for making home visits to students with chronic absences when attempts to call or communicate in other ways have been exhausted. The Community Outreach Coordinator will also be responsible for making refugee/immigrant parents aware of U.S attendance/truancy laws and encourage them to follow proper procedures for student absences. In addition, the Community Outreach Coordinator will be available to connect students and their families with long term care providers that will offer additional support they need to ease the trauma of cultural adjustment.

- The specific academic needs of those students that are to be addressed in the school wide program plan will be in the areas of Reading, English Language Arts and Math. Additionally, based on data, students demonstrate a need to develop Listening, Speaking, and Writing skills within these subjects.

The challenges for the students and faculty/staff at the DeKalb International Student Center are reflected in the following CRCT results for the previous 8th grade class of students:

- On the reading/language arts portion of the test, 12.8% of students met or exceeded the standard.
- On the math portion of the test, 12.8% of the students met or exceeded the standard.
- On the Writing test, 2.7% of the students met or exceeded the standard.
- On the Science test, 1% of the students met or exceeded the standard.
- On the Social Studies test, 0% of the students met or exceeded the standard.

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

A. We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our professional learning that addresses the root causes of our identified needs. For example:

- Teaching Strategies for Implementing Reading and Writing Across the Curriculum
- SIOP Training
- Implementing Teaching Centers in the Classroom
- Disaggregating Data in the Classroom for Data Driven Instruction
- Thinking Maps
- Standards Based Instruction
- Making Instructional Rubrics
- Multicultural Training
- RTI Strategies
- Instructional Training for Paraprofessionals and Tutors
- Math Training
- Reading/ELA and Writing Training
- Collaboration-Teaching and Learning
- Power Standards and Depth of Knowledge
- Multiple Intelligences
- Differentiated Instruction
- Formative Assessment Strategies
- Grant Writing
- System 44
- Professional Learning Communities
- Conferences (Reading, English, Math, Differentiation, Technology, TESOL, Professional Development, ASCD, etc)
- Framework for Understanding Poverty (Ruby Payne)
- True Colors
- Classroom Arrangement to Maximize Instruction
- Basic/Balanced Literacy
- Pre-Reading & Early Reading Instructional Strategies

These professional learning activities were conducted during the previous school year; however, based on needs assessment results, they will all be continued and/or expanded for the current school year.

B. We have aligned professional development with the State’s academic content and student academic achievement standards.

- Flexible Learning Program for Priority Schools
- Implementing Common Core Performance Standards
- Response to Intervention (RTI) / Student Support Team (SST) and Mentoring In-Service
- Strategies for how to teach reading and writing across the curriculum

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

- Grant Writing
- Professional Educators Code of Ethics/Sexual Harassment and Bullying In-Service
- Social Worker and Psychologist In-Service “Child Abuse / Suicide Protocol” In-Service
- Response to Intervention (RTI) / Student Support Team (SST) and Mentoring In-Service

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

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

Support personnel include the various agencies for immigrant support, along with businesses in the community. Because the English Language Learners (ELL) Department is housed in the same building as the students at the DeKalb International Student Center, professional services from the Instructional Coordinators are used to train, and support teachers in the instructional program.

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

School Counselor: Our counselor works with the district office and outside agencies to meet student needs by

- Scheduling small and large group counseling sessions to address cultural, educational, and social issues. Counseling sessions provide an opportunity for students to express their concerns about daily school and life experiences. Its aim is to help students adjust to the cultural differences present in school, home, and the community.
- Classroom guidance lessons aim to meet the general concerns of students and teachers by providing large group instruction in regards to values, skills needed for school success, along with social and emotional growth for personal well-being. The school counselor oversees a Mentoring Program that matches staff members to students in need. This program provides extra support to students in helping them meet their full potential in the learning environment.
- The school also participates in “The No Place for Hate” initiative which promotes and embraces cultural differences. School-wide activities are planned throughout the year to enhance the school culture in order to meet the needs of all students.
- In addition, in-services on the RTI/SST and 504 processes are provided to teachers to help in the process of differentiating instruction in all content areas to meet student needs.

Psychologists:

The counselor works with the psychologist in conducting 504 and SST meetings along with consultations with teachers, administrators and parents. The psychologist provides instructional and behavioral strategies for implementation in the classroom. The psychologist may also evaluate students to identify strengths and weaknesses for Tier 3 interventions.

Student Support Specialists:

The counselor conducts meetings with parents, teachers, social workers, interpreters, and psychologist to provide strategies for student improvement concerning academic, social, and emotional needs. In addition, in-services on the RTI/SST and 504 processes are provided to teachers to help in the process of differentiating instruction in all content areas to meet student needs.

Social Workers:

The Social Worker is instrumental in providing support to students, parents, staff and administrators by communicating pertinent information to all in regards to protocol for support delivery. Referrals are made when needed to help support students.

School Nurses:

Currently our school does not have a campus nurse; however, the county provides services based on specific medical needs of the students.

Strategies to Increase Parental Involvement

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

X	Site-based Parent Centers/Information Stations	X	Parental Involvement Workshops
X	Parent Lending Libraries	X	Parental Involvement Survey/Summary

A. We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by inviting and encouraging them to be on the School Wide Plan Steering Committee. At this time, there is no formal PTA due to parent work schedules, economic constraints, and lack of reliable transportation. We will make a more concerted effort to involve parents by changing our meeting venues to places that are more readily accessible to parents, providing translated communication between the school and family or community representative. We will also maintain a website to more effectively disseminate information about upcoming meetings and events.

Parents and community members will be invited to attend Open House and Title I Parent Meetings. They will also be given opportunities to discuss the SWP and to provide input in the developing stages. A needs assessment survey from teachers, parents, and students will be analyzed and given consideration for school improvement. Ideas generated from all interested parties will be discussed by the SWP Steering committee to be included in the completed plan where feasible.

- A. We have developed a parent involvement policy that
- includes strategies to increase parental involvement (such as family literacy services)
 - describes how the school will provide individual student academic assessment results, including an interpretation of those results
 - makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - compacts required – include with policy
 - Parent Involvement checklist included

The International Student Center has completed implementing a Site-based Parent Center/Information Station for the 2012-2013 School Year. We have purchased computers for the parent center for our parents to utilize different subject area web sites, parent portal, communicate with teachers, and other instructional uses. In addition, Parent Involvement workshops will be increased to address parental needs and concerns. Parent Involvement Surveys/Summaries will continue to be administered in native languages via:

- Parent letters sent home
- Parent Meetings
- Computers
- Parent Outreach Program

Title I Parent Meetings occur frequently throughout the year. In order to meet the needs of our unique parent populations, these meetings involve facilitators and interpreters to communicate with parents in the major language groups that we serve. During the Title I Meetings, parents also participate in conferences and are informed about the testing process, student academic achievement, and school progress. The following three dates have been designated for Title I meetings for the 2012-13 school year.

- September 10, 2012 Title I Parent Meeting and Parent Conference Open House/Curriculum Night/Level I Parent/Student Orientation (Parent Involvement Policy, Title I Program, School wide/School Improvement Plan (SWP/SIP), Title I Budget, Review of Instructional Program, Signing of the Compacts)
- December 19, 2012
- May 17, 2013

The open house will include curriculum based information. Every effort is maintained to keep our parents informed of these meetings through phone/email/calling post. Interpreters and community liaisons are used to communicate with our parents. Teachers send progress reports/letters explaining the academic performance in students’ native languages. Additionally, parent Outreach Programs are conducted to provide language classes, information and skills to aid parents in supporting their children.

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

The parents of the students at the DeKalb International Student Center will receive information from the various high schools in the DeKalb County School District to meet for an Informational Meeting during the spring semester. At this meeting, parents and students will receive a tour of the high school building and meet the administrators, teachers, and counseling staff. ESOL LAB graduates are invited to return to the DeKalb International Student Center to speak to the students about their experience of transitioning to the high school setting. The counseling staff will review the diploma choices and four-year plans. Parents and students will be introduced to the various extracurricular activities. Parents and students will be allowed to ask any questions and voice any concerns.

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

X	Parental Right to Know Letter	X	Newsletters (E-News)
X	School Website	X	Parent Portal
X	DCSS Website/Community.Net		

Stakeholder Communication

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

During grade level meetings teachers are trained by the leadership team in data analysis. A variety of assessments and reading tests are administered in the first two weeks of school. Teachers analyze the data and develop lessons to meet the needs of the students. This data is shared with parents.

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

Parents and community stakeholders are informed of school wide data via the CSIP, general meetings, and Title One Parent meetings. The following items will be posted to the school website for their review: CSIP, School Report Cards, Priority School information, and Flexible Learning Program results.

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

The Consolidated School Improvement Plan available to all stakeholders by posting the document on the school website. Parents will be notified once the document is posted concerning how to view the document. Additionally, all stakeholders will be notified that available copies of the document are stored in the main office and media center.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school 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	None
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	Priority School Grant will provide materials and supplies for enrichment and extended learning time through the flexible learning program.
Federal School Improvement Grants	None
Local Professional Learning Funds	Local professional learning funds will provide job embedded in-services to improve instructional strategies.
Grants (list)	Title II-A funds will be used to offer ESOL and SIOP training for faculty members. 21 st Century Community Learning Centers – Safe Places Grant for after school tutorials
PTSA	None
Partners in Education	None
Foundation	None

Select appropriate research-based performance actions that support your plan. If an individual school chooses to select a performance action or initiative other than those sited in the Georgia School Keys Implementation Resource Guide, a citation is necessary. Cited research should directly align with the performance action or initiative it supports. Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan * ALL STUDENTS ARE ENGLISH LANGUAGE LEARNERS *

- A. **Annual Measurable Objective:** We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Students in need of additional assistance are identified through previous standardized test data (CRCT, ITBS, 8th Grade Writing Test, ACCESS), pre- and post-unit assessments, district mandated benchmarks, and teacher observations. Instructional plans from these collected data sources will be developed, monitored, and evaluated every six (6) weeks in departmental and leadership team meetings. Students whose grades are lower than 75% are provided with remediation plans. Low performing students will be pulled out in the afternoon to work with Intensive English teachers. Lab teachers will collaborate with Intensive English teachers to provide information to be remediated during the pull-out tutorials. Appropriate websites, software, and other technology will be utilized to aid in bridging the instructional gap. Students will be referred to RTI/SST when needed.
- B. **All Students will show one year’s growth as measured by the ACCESS**

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Instruction 2.2 PA 1:</u> Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop the high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions need to assess students’ understanding of concepts during instruction	None	Ongoing Leadership Team, Data Team, ELA Department Chair, Teachers, Students	Open-ended questions on Assessments, Performance tasks, Rubrics, Graphic Organizers	Teachers can explain how assessments, performance tasks, etc., emphasize and develop higher order thinking.
<u>Instruction 2.6 PA 1:</u> The leadership team collaborates to develop, implement, and monitor a pyramid of intervention which details levels of interventions for students who need additional support to achieve mastery of standards and prevents any student or subgroup from “falling through the cracks” by increasing reading comprehension across all disciplines.	None	August 2012 Leadership Team	Roster of targeted students, student learning goals, student portfolios, etc.	Teachers can explain the data that support student participation in particular interventions. Teachers and administration can outline the process utilized to target and schedule students who need additional assistance.

<p><u>English Language Learners*</u> <u>Professional Learning Standard 2.2, 2.3, 3.1</u> Provide professional learning opportunities to staff members to increase the number of teachers who have received Sheltered Instruction Observation Protocol (SIOP) training.</p>	<p>None</p>	<p>August 2012- May 2013; Principal, Teachers</p>	<p>Training dates; agendas; lesson plans</p>	<p>Teachers and administrators can articulate their progress on implementing expected practices in their classrooms and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.</p>
<p><u>Technology Integration</u> <u>Instruction Standard 2.7 PA2</u> Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning by utilizing the computer lab and classroom computers for web searches and software: www.classzone.com www.ESOLhelp.com</p>	<p>None</p>	<p>Ongoing Leadership Team</p>	<p>Computers, lessons or unit plans, LCD projectors, Activboards, Ipads, Media center/lab use schedule, student work enhanced by technology</p>	<p>Students can articulate how technology supports their learning. Students can provide example of student work that has been enhanced by technology. Teachers can explain how the use of technology is aligned with the DCSD Excellence in Education Plan</p>

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

Mathematics Action Plan				
Annual Measurable Objective: Students will show one year of growth as measured by the WRAT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Instruction Standard 1.3</u> Time is scheduled to communicate assessment results to students. Teachers work with students to establish learning goals based on their assessment results and the standards. Additionally, a process is developed for students to use work samples to monitor targets and goals for improvement.	None	August 2012-May 2013; Leadership Team, Data Team, Dept. Chair, Teachers, students	Student goal sheets; benchmark work; student portfolios of work over time; teacher commentary/rubrics	Teachers can identify students' strengths and next steps toward meeting the standards and related learning goals, and students can articulate their learning goals and discuss their progress toward the learning goals. Students can show their work and can verbalize the targets and goals, and can articulate their strengths and weaknesses.
<u>Instruction Standard 2.3</u> Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction (CRCT results by domain, for example). Classroom instruction is differentiated based on students' levels of understanding.	None	August 2012-May 2013; Leadership Team, Data Team, Dept. Chair, Teachers, students	Student work; math assignments using manipulatives; analysis of student work; FAL (formative assessment lessons)	Teachers can describe different ways to scaffold learning. Students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary.
<u>Instruction Standard 3.1</u> To reach consensus on high and clear expectations, an adequate number of collaborative teacher work sessions are held to establish common tasks, analyze student work, and develop scoring rubrics.	None	August 2012-May 2013; Leadership Team, Data Team, Dept. Chair, Teachers, students	Meeting minutes and agendas; student work analyzed to ensure alignment to the elements of the standards with commentary	Teachers can articulate how all students are held to the same standards and can explain the supports that are in place to ensure success for all students.
<u>Professional Learning Standard 1.1</u>	None	August 2012-	Horizontal and	Teachers can articulate the changes

Teachers provide feedback to their colleagues about classroom practice.		May 2013; Leadership Team, Data Team, Dept. Chair, Teachers, students	vertical team meeting agendas and minutes; peer observation protocol; schedule for observations	in the classroom practice as a result of feedback given by colleagues during meetings. Teachers and administrators can articulate how they use results to identify strengths and weaknesses in their individual practice, to help each other address areas of concern, and to improve their effectiveness in helping all students learn.
<u>DCSS Goal 1 – Student Achievement and Success</u> Develop and implement professional learning plans based upon professional learning needs of staff	None	August 2012- May 2013; Leadership Team, Data Team, Dept. Chair, Teachers, students	DOE unit webinars	Lesson plans and observations indicate that teachers are utilizing recommended strategies and materials to ensure the necessary rigor of the CCGPS is being addressed.
<u>English Language Learners*</u> <u>Professional Learning Standard 2.2, 2.3, 3.1</u> Provide professional learning opportunities to staff members to increase the number of teachers who have received Sheltered Instruction Observation Protocol (SIOP) training.	None	August 2012- May 2013; Principal, Assistant Principal, Teachers	Training dates; agendas; lesson plans	Teachers and administrators can articulate their progress on implementing expected practices in their classrooms and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.
<u>Technology Integration Instruction Standard 2.7</u> Teachers effectively use technology to provide real-world application and to differentiate instruction.	None	August 2012- May 2013; Teachers, students	Computers; ActivBoards; lesson plans	Students can articulate how technology supports their learning and can provide examples of work that have been enhanced by technology.

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

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Decrease the number of students absent more than 15 days from 7.9% (2012) to 6.9% (2013).				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Reduce the number of in- school suspensions and discipline referrals by 10%	None	August 2012- May 2013 Teachers, Principal,	Artifacts: ESIS Attendance reports. Six-day absence letters	eSIS reports
Reduce student absentee rate by 10%	None	August 2012- May 2013 Attendance office staff, Counselor	ESIS attendance reports. Six-day absence letters.	eSIS reports

Library-Media Action Plan				
Annual Measurable Objective: Increase circulation by 15%				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content and ensure mastery of the Common Core Georgia Performance Standards by all students.</p> <ul style="list-style-type: none"> ○ Media specialists plans collaboratively with teachers and serve on Leadership Team. ○ Student reading level information is available to media specialists and appropriately leveled books are available to students. 	None	<p>Ongoing</p> <ul style="list-style-type: none"> ○ Principal ○ Leadership Team ○ Media Specialist ○ Classroom Teachers 	<p>-Local reading reports</p> <p>-Resource alignment to units</p> <p>-Media circulation records</p> <p>-Minutes of Library Media/ - Technology Committee meetings</p> <p>-Collaborative Lesson Plans</p>	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.
<p>Teachers and administrators serve on Library Media/Technology Committee and have input into selection of media resources</p>	None	<p>Ongoing</p> <ul style="list-style-type: none"> ○ Principal ○ Leadership Team ○ Media Specialist ○ Classroom Teachers 	<p>-Resource alignment to units</p> <p>-Collaborative Lesson Plans</p> <p>-Minutes of Library Media/ - Technology Committee meetings</p>	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.

<p><u>Technology Integration</u> The media specialist collaborates with teachers to design lessons that utilize technologies, including software (Destiny; Microsoft Word, Powerpoint, Excel; FirstClass), and hardware (computers, LCD projectors, ActivBoards, ActivExpressions, Document Cameras) and promote responsible and safe use of technologies (cyber safety, adherence to copyright law).</p>	<p>None</p>	<p>Ongoing</p> <ul style="list-style-type: none">○ Principal○ Leadership Team○ Media Specialist○ Classroom Teachers		
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Professional Learning Plan					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Professional Learning Budgets are frozen at this time				
Federal	None				
Grants	Title IIA	Training of Teachers for ESOL Endorsement	TBA	Registration and attendance	Increased student awareness of course work to career relationship
Local	PLC	Series of monthly Professional Learning Activities: TKES, Analyzing Data, Backwards Planning, Creating Classroom Tests, Differentiation, Classroom Management.	Pre-planning through February	Attendance through IDMS Observations of instruction (TKES)	Improved overall scores on classroom assessments and End of Course Assessments

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
The Safe Schools Committee members develop a Positive School Discipline Plan to prevent ISS and OSS Referrals.	None	Sept. 2012 - May 2013 Safe School Committee	Free-response forms Pyramid of Interventions	Posted Discipline Plan in All Classrooms: Rules Positives Consequences Severe Clause Documented classroom intervention strategies for student offenses Documented conferences with counselors, parents, and/or teachers Documented classroom lessons taught on bullying, stress, and risky behaviors Reduction in the number of ISS and OSS suspensions
The Safe Schools Committee members develop yearly outcome-based objectives based on the needs assessed during the data review.	None	Sept. 2012 - May 2013 Safe School Committee	Written monthly summary of discipline report	Committee members, faculty, and staff can articulate the climate needs of the school and the objectives that will address these needs.
The staff is given safe school training, including safe school audit training.	None	October 2012 - May 2012 Safe School Committee	Sign-in Sheet	Informal Safe School Audits will be implemented, and the results will inform the objectives to be addressed. Reduction in the number of incidents

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Performance/Action 1 A site-based Leadership Team is formed to focus on data analysis and strategy development based on prioritized needs in order to create a supportive school culture and utilize teacher retention best practices. The school maintains and supports a teacher retention committee that <ul style="list-style-type: none"> • knows best practices in teacher support as it impacts school culture. • analyzes teacher retention needs based on school concerns. • Recruit and retain highly qualified teachers • Attend job/career fair when held by the county • Recruit teacher leaders from every classroom 	None	8/2012– 5/2013 Leadership Team	<ul style="list-style-type: none"> • Agendas • Minutes 	Committee exists and meets regularly to discuss the best practices on teacher retention as it relates to school culture and to develop a positive and proactive plan for teacher support.

Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Conduct effective and meaningful professional learning sessions for the use of technology in the classroom.	None	SY 12-13 Teachers Administrators DeKalb County School System Kennesaw State University	PLU course offering IDMS Registration Sign-in Sheets	PLU course completion data
Increase teacher technology use in their daily lessons designs.	None	SY 12-13 Teachers Administrators DeKalb County School System Kennesaw State University	PLU course offering IDMS Registration Sign-in Sheets Teacher Lessons	PLU course completion data Teacher lesson plans
Expand student access and use of technology in the classroom.	None	SY 12-13 Teachers Administrators DeKalb County School System	Teacher Lessons	Teacher lesson plans
Increase student capability with use of Microsoft Office.	None	SY 12-13 Teachers Administrators	Teacher Lessons	Teacher lesson plans