

DeKalb County School System

Consolidated School Improvement Plan

2010-2012

Chamblee Charter High School



Published by the Office of School Improvement
Dr. Morcease Beasley, Interim Deputy Superintendent of Teaching and Learning
Dr. Audria Berry, Executive Director Office of School Improvement

**DeKalb County School System
CONSOLIDATED SCHOOL IMPROVEMENT PLAN 2010-2012
Title I School Wide Plan 2010-2012**

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

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

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance (ESEA Mandate)	3
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	4
Establishing a CSIP Facilitator, Committee, and Subcommittees	4
Steering Committee Members and Signatures	6
Mission and Vision (ESEA Mandate)	7
Developing a Comprehensive Needs Assessment (ESEA Mandate)	8
Leadership and Governance (ESEA Mandate)	9
Instruction by Highly Qualified Teachers (ESEA Mandate)	11
Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate)	14
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate)	14
Plans for Assisting Students during Transitions (ESEA Mandate)	16
Support Services for Student Learning (ESEA Mandate)	16
Strategies to Increase Parental Involvement (ESEA Mandate)	17
Stakeholder Communication (ESEA Mandate)	20
Scientifically Based Research (ESEA Mandate)	24
Coordination and Integration of Federal, State, and Local Services and Programs (ESEA Mandate)	27
Reading/ELA Action Plan (ESEA Mandate)	28
Math Action Plan (ESEA Mandate)	30
Science Action Plan	32
Social Studies Action Plan	34
2 nd Indicator – Attendance/Graduation Rate Plan (ESEA Mandate)	36
Library-Media Action Plan	38
Professional Learning (ESEA Mandate)	41
School Climate Action Plan (ESEA Mandate)	43
Teacher Retention Action Plan	45
Career Technology Action Plan (Middle and High Schools Only)	48

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: Rochelle Lowery	Date:
Area Assistant Superintendent: Terry Segovis	Date:
Director, Department of Teaching and Learning: Stacy Stepney	Date:
Coordinator, Office of School Improvement: Dr. Audria Berry	Date:
Executive Director, Office of School Improvement:	Date:
Executive Director of Assessment and Accountability:	Date:
Interim Deputy Superintendent of Teaching and Learning: Dr. Morcease Beasley	Date:

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Paul Ferguson		
2.	Darlene Copeland		
3.	Linda Podger-Williams		
4.	Kathleen Duffield		
5.	Kathryn Zuehlke		
6.	Todd Spearman		
7.	Stephen Rubino		
8.	James Demer		
9.	Caesar Burgess		
10.	Shelby Failing		
11.	Angela Swint		
12.	Linda Manley		
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Rochelle Lowery		9/16/10
CSIP Facilitator	Marcus Searcy		
Parent Representative (can not be a school employee)	Belinda Wedgewood		
Student Representative (required for High School)	Kristen Royal Carol Anne Spangler		
Community Representative (can not be a school employee)	Shawn Jett		
Title I Representative	N/A		
School Counselor	William “Alan” Loper		
Special Education Representative	Viki Stephens		
Reading/ELA Co-Chairs	James Demer Chris Smith		
Math Co-Chairs	Brooke Kline Gail Gavant		
Science Co-Chairs	Deann Peterson Karen Porter-Davis		
Social Studies Chair	Gail Barnes		
Professional Learning Liaison	Candace Steadman		
Assistant Principal Student/Teacher Support	Richard “Rick” Blitz		
Assistant Principal Attendance	John Prince		

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School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	“Premier DeKalb Schools” – Setting the standard for Excellence through unity and purpose.	“Premier Chamblee “-Creating an environment in which all students strive to reach their greatest potential.
Mission How will we make our vision a reality?	The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students’ social and academic potential, preparing them to compete in a global society.	The mission of Chamblee Charter High School is to foster excellence by promoting the intellectual, social, moral and physical growth of every student.
Values What beliefs and standards guide our mission?	<ul style="list-style-type: none"> ▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL 	<ul style="list-style-type: none"> ▪ We value integrity, honesty, and fairness ▪ We show respect and embrace diversity ▪ We value service to community ▪ We value self-control and self-discipline ▪ Through personal responsibility, we promote academic excellence and positive behavior

Developing a Comprehensive Needs Assessment (ESEA Mandates #1 and #11 – must be updated annually)

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)

Chamblee Charter High School is located at 3688 Chamblee-Dunwoody Road in DeKalb County. The total enrollment at the school is approximately 1422. This total includes the subgroups of Students with Disabilities (), Economically Disadvantaged, and English Language Learners ().

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

As a charter school, CCHS has a Governance Council. The Governance Council's guiding philosophy is to serve students more effectively by providing efficient communication between the stakeholders, encouraging and utilizing stakeholder collaboration and insuring timely student-centered decision making. The Governance Council will address, in a flexible and timely manner, issues that include, but are not limited to: curriculum, instruction, discipline, community service and human relations. The principal, as the chief administrator of CCHS, will continue to oversee the day-to-day operations of the school and accept recommendations from the Governance Council for approval.

The entire CCHS staff is divided into eight Talk Teams of approximately fifteen people per team. Each team contains a representative from every academic area as well as from other constituencies that make up the school staff. Each Talk Team leader will represent the Talk Team on the Governance Council.

The Student Government Association (SGA) shall determine the methods and procedures for choosing its two voting members on the Governance Council. The election of these representatives, who are limited to one sophomore and one junior, shall be under the direction and scrutiny of the SGA advisor. The SGA shall also select four students to serve as non-voting Governance Council members. Each of the non-voting members shall be from a different grade.

The CCHS Leadership Team had a one-day Leadership Meeting August 6, 2010 in the media center to team build and to collaborate about school-wide goals and objectives.

Additionally, the department chairs are tasked to develop content action plans. After the development of the content action plans, the CSIP steering committee meets to discuss action plans and other components of the CSIP. Departmental meetings were held during August to discuss content action plans. Content action plans were turned into the CSIP facilitator in September. A CSIP meeting for all interested stakeholders is usually scheduled during the first week of September.

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply (see attached Balance Score Card for all schools and Smaller Learning Communities Data, if appropriate):

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

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

Leadership and Governance (ESEA Mandate #1 – must be updated annually)

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

1. Students excel in Advance Placement courses with an average of 67% of the students scoring a 3 or higher on the AP exams. On average, CCHS offers 22 different AP courses and administers over 900 exams annually.

2. At Chamblee Charter High School, tardiness is unacceptable. Students must be in class to receive appropriate and essential instruction. Tardiness interrupts the educational process and impedes student learning. All students who are tardy to school must report to the attendance office to receive an 'admit' pass to class. Students who are late to class during the school day must secure an admit pass from the attendance office.
3. The Evening-School Suspension Program (ESS) is used as a means of modifying student behavior, while providing the student the opportunity to receive classroom instruction. It is also designed to remove the undesirable behavior of the students who do not respond to established classroom management techniques. In the ESS program, students will be required to complete academic assignments under the close supervision of the ESS coordinator or administrator.
4. During the past three years, CCHS has increased the pass rates in the core areas of the Georgia High School Graduation Test by providing rigorous bell to bell instruction. Additionally, the high expectations of our parents, faculty, and students continue to drive our high test scores.

What evidence do you have to support this perception?

1. College Board Advanced Placement score reports from 2006-2010.
2. ESIS reports showing the percentage of students tardy during 2010.
3. ESIS reports showing the percentage of ESS assignments compared to ISS assignments.
4. The increase in the number of students receiving the Superintendent's Scholarship Award and the increase in the number of exams given and number of exam takers from 2006-2010.
5. Georgia High School Graduation Test results from 2006-2010.

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

1. CCHS needs to increase the number of students taking at least one AP course in order to meet the DCSS board goal of access and equity.
2. CCHS needs to increase overall parental involvement, while targeting underrepresented groups such as the economically disadvantaged and Hispanic stakeholders.

3. CCHS needs to focus on training the faculty on how to diversify instruction in order to meet the needs of all students and particularly students with disabilities (SWD) and English speakers of other language (ESOL) students.
4. CCHS needs to increase the number of students passing the Math I, Math II, and physical science End-of-Course tests.

What evidence do you have to support this perception?

1. CCHS has a higher percentage of Magnet students in Advanced Placement courses than is represented in the student population.
2. The economically disadvantaged, Hispanic, and SWD subgroups continue to score lower on the Annual Measurable Objectives (AMO) on the Georgia High School Graduation Test than other subgroups.

	Economically Disadvantaged		Students with Disabilities		Hispanic	
	Math	ELA	Math	ELA	Math	ELA
2007	73.10%	89.70%	26.70%	33.30%	80%	93.30%
2008	73.90%	91.30%	42.10%	65%	66.70%	90.50%
2009	72.80%	86.20%	50.00%	58.30%	65.20%	70.80%

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

Teachers are offered the opportunity to attend classes or conferences of their preference that they consider beneficial to their professional growth as it pertains to teaching students with learning challenges. Co-teaching in-services and collaborative sessions are held on an on-going basis. Additionally, teachers are encouraged to take advantage of the courses offered by DCSS' Professional Learning Department.

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

Describe the process the school will use to recruit highly qualified and effective teachers.

The principal and assistant principals communicate to all teachers and paraprofessionals any certification needs and notify parents of any non- “Highly Qualified” teachers. The assistant principal pulls and reviews all certifications in the spring to ensure that all teachers are “Highly Qualified” and are assigned classes for which they are certified. In addition, human resources provides principals with a list of teachers who are not highly qualified throughout the year and again during principals’ checkout. Principals have been reminded of the NCLB requirements since August 28, 2006 (notifications and updates are made through courier, First Class and through administrator's meetings).

The following information is also provided:

- o GACE Dates and Applicable Test(s)
- o Employee Progress Report
- o GACE Study Sessions Information
- o Plan or Statement of Intent for Meeting the “Highly Qualified” Provision
- o Stipend Reimbursement Program

List strategies that the school employs to retain highly qualified and effective teachers.

The Teacher Support Specialist, along with the principal and assistant principal for instruction, coordinate programs in place to retain and support new teachers. We assign mentors to assist both teachers new to the profession and those new to DeKalb County. Mentors assist in procedural matters, as well as provide advice in terms of classroom management, innovation, and differentiation in the classroom. Mentors submit a log to the TSS indicating the hours spent in mentoring activities. This log is submitted in April.

Describe the professional development activities that will be implemented to support new highly qualified teachers.

An after-school reception is usually held in September for new teachers to give them an opportunity to share experiences and concerns, as well as ask questions in a relaxed environment. This is coordinated by the TSS. Feedback is positive.

School Name: Chamblee Charter High School Principal: Rochelle Lowery Plan Year: 2010-2011

Basic school supplies, such as tape, staplers, pens, correction tape, and file folders were also purchased by the school and distributed to new teachers at the beginning of the school year. This gesture welcomed them to the school, as well as provided necessary tools. Teachers new to the school also receive a free school t-shirt.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)

Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.

1. Teachers posting GPS objectives in the classroom.
2. Common syllabi outlining the standards and communicating those standards to the parents.
3. Development of common lesson plans, assessments, and projects for same level subjects based on the standards.
4. Vertical and horizontal curriculum alignment based on the GPS.
5. Classroom observations by administrators, department chairs, and teachers to monitor the standards-based curriculum.
6. Lesson plans submitted weekly to the department chairs and the assistant principal for review.

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.

Teachers use both formative and summative assessments. Teachers use formative assessments to guide daily instruction. If teachers see that students do not know the objective, re-teaching will take place. If students are unable to pass summative assessments teachers will re-teach the material.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)

Describe the procedures in place to identify students who need additional assistance on a timely basis.

Constant communication is essential when dealing with students who may need additional assistance. Teachers are asked to identify students who may be in danger of not meeting academic expectations based on tasks and assessments. CRCT test results are reviewed each year by the core content areas to identify students who may need additional support.

Describe how and when data are reviewed to ensure that student progress is occurring.

The core content areas utilize planning time to review results from benchmark tests, common assessments, and other standardized tests. Chamblee Charter High School maintains a data wall in a common area so all stakeholders may review test results.

List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.

Teachers are offered the opportunity to attend classes or conferences of their preference that they consider beneficial to their professional growth as it pertains to teaching students with learning challenges. Co-teaching in-services and collaborative sessions are held on an on-going basis. Additionally, teachers are encouraged to take advantage of the courses offered by DCSS' Professional Learning Department.

Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

Chamblee Charter High School offers four afternoon conference days per year, and will arrange conferences for parents who are unable to attend any of those four afternoons. The school will assist students who are not meeting expectations through tutorial sessions with individual teachers. Each teacher has tutorial times that are announced for any students who need extra help. Students who are in need of extra help in mathematics have the ability to get help from advanced students in the mornings. Students identified as at risk are given extra tutorial time before final exams and before standardized state testing. At these tutorial sessions either students or teachers will lead the session in preparation for the upcoming event.

In regards to non academic help, the school provides opportunities for mentoring with our Partners in Education. In these programs students are given an adult who can listen to any issue that the student may be experiencing.

Plans for Assisting Children during Transitions (ESEA Mandate #6)

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

Each year new students are welcomed to Chamblee Charter High at our New Student Orientation Night. We also offer a Summer Bridge Program for rising ninth grade students. At this program ninth graders have the ability to orient themselves to the school and to our culture. The skills necessary for success at Chamblee Charter High are the focus of this program.

Our special education program gets students ready for living on their own through their community based instruction. In this program students are taught how to live socially within the community and get jobs at local jobs.

Chamblee teachers collaborate in many ways to serve our diverse population. Co-teaching and collaboration is a means of integrating students with disabilities into our general education classes. Teachers are also able to get support for our English Language Learners through collaboration not only with each other but with our ELL teacher.

Support Services for Student Learning

17) 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
x	Group Counseling	x	School Psychologists	x	Student Support Specialists
x	School Counselors	x	School Social Workers	x	Graduation Coaches

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

School Counselors: Counselors help to identify students for special programs and services (i.e., Superintendent's Scholars, STAR Student, Gates Millennium Scholars, etc...). Counselors also provide intervention programs for at risk students, such as mentoring, Principal's Club, and group/individual counseling sessions. Counselors regularly monitor the academic progress of students to ensure timely completion of graduation credits.

Psychologists: co-facilitate RtI, SST, and 504; also provide suicide protocol training to staff.

Student Support Specialists: serves as a liason between parental concerns and principal's office.

Social Workers: provides child abuse protocol training to staff.

School Nurses: provides training to staff members on how to deal with diabetic students.

Strategies to Increase Parental Involvement (ESEA Mandate #5)

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

<input type="checkbox"/>	Site-based Parent Centers/Information Stations	<input type="checkbox"/>	Title I Parent Resource Centers and Facilitators
<input type="checkbox"/>	Parent Lending Libraries	<input type="checkbox"/>	Pre-K Family Resource Specialists
<input type="checkbox"/>	Parental Involvement Workshops	<input type="checkbox"/>	Title I Parental Involvement Conferences
<input type="checkbox"/>	Parental Involvement Survey/Summary	<input type="checkbox"/>	Others PTSA, Governance Council to include Standing Committees, Parent Volunteerism, Booster Clubs
<input type="checkbox"/>		<input type="checkbox"/>	

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

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

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

Describe how parents and community members are involved in the school decision-making process and the development of the Consolidated School Improvement Plan (CSIP).

Shared governance is a significant asset to the successful operation of any school, but it is essential for a charter school. The Governance Council's guiding philosophy is to serve students more effectively by providing efficient communication between the stakeholders, encouraging and utilizing stakeholder collaboration, and insuring timely student-centered decision making. The Governance Council addresses issues that include, but are not limited to: curriculum, instruction, discipline, community service and human relations. The principal, as the chief administrator of CCHS, oversees the day-to-day operations of the school and accepts recommendations from the Governance Council for approval.

The Governance Council considers those matters set out below and addresses other issues, which it determines by vote that have a school-wide impact and can be best resolved in the Governance Council with approval by the principal.

1. Gathering information and ideas from all staff, administrators, students and parents through faculty meetings, Talk Teams, PTSA, committees and other resources.
2. Disseminating information gathered as well as communicating the substance of Governance Council discussions and decisions reached.

3. Establishing school-wide improvement priorities and collecting and assessing information concerning efforts for and results of improvement initiatives.
4. Coordinating task forces and committees.
5. Considering and acting on business brought by any member of the CCHS community, provided it has initially come through the principal. It is anticipated that issues involving student affairs including, but not limited to, discipline will be handled consistent with currently existing procedures.
6. Proposing, defining and establishing amendments to the charter.
7. Ensuring that all decisions are consistent with our guiding principles, goals and objectives.
8. Offering input in the hiring of the principal and assistant principals.

The administration (the principal and all assistant principals) is being responsible for the day-to-day operations of CCHS and for carrying out the policies and procedures of the CCHS charter and/or the DeKalb County and State of Georgia Board of Education. The principal serves as the Chief Executive Officer of CCHS. The Governance Council takes no action that is in violation of state or local educational policies (excluding policies from which CCHS is exempt under the charter), legitimate legal codes or any other government regulations that may apply.

The Governance Council consists of 33 voting members and 6 non-voting members, as follows:

Voting Members

- 1 principal (a permanent position)
- 1 assistant principal (to be elected to the GC by faculty)
- 8 certified staff (1 teacher from each Talk Team)
- 2 students (1 sophomore; 1 junior)
- 17 parents of CCHS students
- 1 immediate past Governance Council chairperson
- 1 parent of a CCHS student also representing the Dunwoody-Chamblee Parents Council
- 1 member of the community
- 1 liaison from Cox Enterprises, Inc.

Non-Voting Advisory Seats on the Governance Council

1 parliamentarian

1 DeKalb County School Board member who represents the Chamblee district

4 students, one from each grade level

CCHS stakeholders receive timely notifications through DeKalb County's calling post as well as through our PTSA sponsored yahoo email system and other postings about upcoming planning meetings and are encouraged to attend. As the dynamics of the school and our community evolve from year to year, providing the opportunity for interested constituents to be part of the planning committee formed for the current school year is pivotal to establishing the direction for outlining our CSIP goals and objectives.

Outlined below are the dates and locations of regular scheduled meetings and other held meetings:

Monthly Governance Council meetings	CCHS Media Center	Every first Friday of the month 7:00 a.m.
Monthly PTSA meetings	CCHS Media Center	Every third Monday of the month 7:00 p.m.
Talk Team meetings	Various locations throughout building	Second Wednesday of each month
Leadership Team Kick-off Meeting	Media Center	August 25, 2009; 3:45 – 7:00 p.m.
CSIP Committee meeting	CCHS Media Center	September 7, 2010 6:00 p.m.
AP Informational meeting	CCHS Cafeteria	

23) Describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).

****Title I schools only****

Stakeholder Communication (ESEA Mandate #10)

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

Website: <http://www.dekalb.k12.ga.us/chambleehs/>

School Sign Board

Yahoo Mail Group

“Paw Print” newsletter

“Blue and Gold” student newspaper

9th Grade Parent/Student Orientation

New Parent/Student Orientation

Annual Open House
Annual PTSA/Curriculum Night
Governance Council Meetings
PTSA Meetings
Parent-Teacher conferences
The Dunwoody Crier, neighborhood weekly newspaper
Booster Club Meetings

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

At Chamblee Charter High School faculty and staff are required to attend in-service training sessions on test data and analysis. These in-service trainings focus on disaggregating data to identify patterns for specific students or groups of students. Language arts and math teachers also review PSAT results with students to identify areas of strengths and weaknesses.

Parents are updated on the distribution of test results through the distribution of our quarterly school newsletter, list serve e-mails, and Parent Portal. Guidance counselors also meet individually with parents and students annually to review standardized test data and test taking strategies. Moreover, all faculty and staff encourage students to use USATestPrep and The Official SAT OnLine Course to review essential concepts and improve test results.

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

Website: <http://www.dekalb.k12.ga.us/chambleehs/>
School Sign Board
Yahoo Mail Group
“Paw Print” newsletter
“Blue and Gold” student newspaper
9th Grade Parent/Student Orientation

New Parent/Student Orientation
Annual Open House
Annual PTSA/Curriculum Night
Governance Council Meetings
PTSA Meetings
Parent-Teacher conferences
The Dunwoody Crier, neighborhood weekly newspaper
Booster Club Meetings

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

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

Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students' reading and math levels, their students' learning styles as reflected in the knowledge-base of multiple intelligences, and their students' individual aspirations for achievement in school.

1. Diagnose the needs of students and create an appropriate Classroom Profile Summary.
 - Power Standards

- Multiple Intelligences
- Formative Assessment Strategies
- Instructional Strategies

2. Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano's High Yield Strategies, and instructional assessment strategies within the context of Webb's Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.

3. Plan engaging lessons:

- Three-part lesson (opening, work period, and summary)
- Essential question(s)
- Engaging instructional activities based upon the identified power standards and depth of knowledge

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

4. Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

5. Utilize formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning

and mastery of the standards.

6.Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

7.Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 and follow the process until all standards have been taught and mastered by all students.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

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* are 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.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*, then a citation and abstract of the pertinent research is required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

<u>Identified Need</u>	<u>Action Plan and Page #</u>	<u>Citation and Abstract</u>

***If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.**

Coordination and Integration of Federal, State, and Local Services and Program Funds (ESEA Mandate # 8 – must be updated annually)

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	N/A
State Funds	State funds will be used for instructional equipment and supplies used by teacher in the classroom, professional learning activities, and Summer Bridge
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Seminars and conferences for teachers; resource materials for teachers
Grants (list)	N/A
PTSA	PTSA funds will be used as teacher grants (classroom supplies and equipment), Jim Cherrey Emergency Clothing Fund, Gladys Cook Scholarship, PTA Council Dinners, Reflections, College Fair, mentoring program support, CCHS PTSA Scholarships, Principal discretionary monies, and volunteer services.
Partners in Education	Cox Communications provides monetary donations, student scholarships, a mentoring program, Summer Bridge support and professional support; Metals and Materials Engineers provides student scholarships
Other (list)	

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: To increase the academic performance of the economically disadvantaged subgroup from 86.2% to 90.8 Improve pass percentage of GHSGT in Reading Comprehension and Literary Analysis Domain by 2%(current pass percentage Reading Comprehension is 82%; current pass Percentage Literary Analysis is 80%)				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Develop and implement a system of support (Response to Intervention) for English Language Learners and Students With Disabilities	\$0	Ongoing Principal; Assistant Principals; Department Co-Chairs; ELA Teachers; Graduation Coach; Counselors; ESOL Teachers; SWD Teachers	Student grades; student work; reading test scores	Improved student grades; increased reading comprehension and literary analysis percentages
Administer reading test to 9 th grade students to identify and track low-scoring students throughout their high school careers.	\$500 Per pupil funds	August – September 2010; 9 th grade ELA teachers	Reading tests; reading test scores	Students assigned to appropriate course levels; Teachers of low-scoring students are notified to focus on improving student's reading comprehension throughout high school career

Implement a common practice among all ELA teachers in core classes to regularly practice reading comprehension and literary analysis questions similar to those found on GHSGT, PSAT, or SAT. Create a portfolio (online or hard copy) of useful	\$0	Ongoing; Department Co-Chairs; ELA teachers	Teacher lesson plans and attendance rosters; Benchmark tests	Increased student achievement on GHSGT, GHSGWT, PSAT, SAT, and ACT
<u>Students with Disabilities</u>				
<u>English Language Learners*</u> online resources for teachers to use with students for test prep	\$0	Ongoing; Department Co-Chairs; ELA teachers	Teacher lesson plans	Increased student achievement on GHSGT, GHSGWT, PSAT, SAT, and ACT
<u>Technology Integration</u> Use of Turn-It-In.com will decrease the use of plagiarism. Use of PearsonSuccess.net online resources for standards-based instruction. Increase use of USA TestPrep, AP Central, SAT Online, ELA online resources, Georgia Department of Education Online testing site for building reading, conventions, writing skills, comprehension skills, and teacher developed websites; these will improve student test taking skills	\$0	Ongoing; Department Co-Chairs; ELA teachers; Media Specialists	Teacher lesson plans and Teacher Assistant	Decrease in plagiarism; Increased usage of online programs – SAT online, USA TestPrep; Increased usage of Promethean boards; Overall increased usage of technology in the ELA Department

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

Mathematics Action Plan (ESEA Mandate #2)

Annual Measurable Objective:

CCHS will strive to increase the passing rate on the mathematics portion of the GHSGT from 93% to 95%.

CCHS will strive to increase the pass-plus rate on the mathematics portion of the GHSGT from 84.8% to 88%.

CCHS will strive to increase the passing rate on the Math I EOCT from 62% to 70%.

CCHS will strive to increase the passing rate on the Math II EOCT from 82% to 85%.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Identify and encourage the use of successful classroom teaching strategies used in GPS mathematics classrooms to improve students' higher order thinking skills. Instruction Standard 1.3: Performance Action 1.	\$0	8/2010-5/2011 Administration, Math Chair, Teachers	Lesson plans, Focus Walks, Classroom Observations, Collaborative planning notes and student work.	Increased scores on Progress Reports, Report Cards, EOCT, SAT and ACT
Implement collaborative meetings with Chamblee Middle School to improve placement of incoming ninth graders in high school mathematics classes and to identify academic skills required for achievement in Math 1.	\$0	8/2010-5/2011 Administration, Math Chair, Teachers	Benchmark assessments, lesson plans, teacher websites	Increased scores on Progress Reports, Report Cards, EOCT, GHSGT, SAT, and ACT

Instruction Standard 1.2: Performance Action 1.				
Provide an educational alternative for students who wish to develop specialized skills and explore special interests through a magnet program in high achievement. Instruction Standard 2.1: Performance Action 2.	Local school funds	8/2010-5/2011 Administration, Governance Council	Lesson plans, Collaborative planning notes, Focus walks	Increased scores on EOCT, GHSGT, SAT, ACT
Implement Math 1and Math 2 EOCT review tutorials and Math 3/GHSGT review tutorials. Assessment Standard 3.1: Performance Action 4.	\$0	3/2011-5/2011 Administration, Graduation Coach, Math Chair, Teachers	Logs of attendance Outline of review materials	Increased scores on EOCT, GHSGT, SAT, and ACT
Administer a mathematics diagnostic test to		8/2010-5/2011	Diagnostic test data,	

all juniors. Analyze the data to determine the remediation steps necessary to assure juniors that need remediation receive tutorial help. Assessment Standard 2.1: Performance Action 1.	\$0	Administration, Graduation Coach, Math Chair, Teachers	Remediation Plans, Log of student attendees	Increased scores on GHSGT
<u>Students with Disabilities</u>				
<u>English Language Learners*</u>				
<u>Technology Integration</u> Augment the use of Promethean boards in the classroom to deliver instruction and motivate student participation. Continue to employ graphing calculators to increase student achievement. Increase the use of USA Test Prep and SAT online. Instruction Standard 2.7: Performance Action 2.	\$0	8/2010-5/2011 Principals, Assistant Principals, Teachers	Classroom Observations, Focus Walks, Student Work, Lesson Plans, Benchmark Assessments Logs of student use	Unit tests and increased scores on EOCT, SAT, ACT, and GHSGT

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

Science Action Plan

Annual Measurable Objective: Increase GHS GT Science student pass rate from 93% to 95% Increase EOCT Biology pass rate from 68% to 73% Increase EOCT Physical Science pass rate from 53% to 70%				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Implement data driven instruction using 9 week benchmark assessments in Biology and Physical Science courses.	Local School Funds	08/2010 - 5/2011 Principal; Assistant Principals; Co-Chairs; Teachers	Lesson Plans, Focus walks, Classroom Observations, Collaborative planning notes	Increased scores on Progress Reports, Report Cards, EOCT, GHS GT, Benchmark Assessment Data
Implement Extra –help sessions by adding effective before or after school tutorials for GHS GT and EOCT.	\$0	08/2010– 5/2011 Graduation Coach; Co-Chairs; Teachers	Tutorial log	Increased scores on GHS GT and EOCT
Provide an educational alternative for students who wish to develop specialized skills and explore special interests through a magnet program in high achievement.	Local school funds	08/2010-5/2011 Principal; Assistant Principals; Governance Council	Lesson plans Focus walks	Increased scores on EOCT and GHS GT
Implement data driven tutorials using the TSAR (science diagnostic) test to all juniors. Analyze the data to determine the remediation steps necessary to assure juniors that need	\$0	08/2010 - 5/2011 Principal; Assistant Principals;	TSARS data Remediation Plans	Increased scores on Progress Reports, Report Cards, and GHS GT

remediation receive tutorial help (# 2 above).		Co-Chairs; Teachers		
Implement a CCHS Science Fair for all science students. Students will perform research, experimental design, analysis, and presentation skills on a qualified topic of their choice in accordance with ISEF rules.	Local School funds	8/2010-2/2011 Science department teachers	Lesson plans, Focus walks, Science fair results	Increased scores on Progress reports, EOCT, and GHSGT
<u>Technology Integration</u> Integrate Explore Learning GIZMOS, United Streaming, Beyond Question, ActiveVote, Webassign, Turnitin.com, Vernier Labpro, Hippocampus.org, Polleverywhere.com and ActivBoard technology into daily lessons.	\$0	08/2010 - 5/2011 Principal; Assistant Principals; Science Co-Chairs; Teachers	Lesson Plans Focus walks Computer lab Classroom Observations	Increased scores on GHSGT and EOCT

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

Social Studies Action Plan

Annual Measurable Objective: CCHS will strive to increase the Social Studies GHSGT pass rate by 3%.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Implement collaborative meeting time for social studies disciplines a. establish expectations for disciplines b. develop a monitoring process revise plan as needed	\$0	Ongoing 2010-2011 Principal; Assistant Principals;	Lesson plans, meeting minutes, examined student work, common	Increased GHSGT and EOCT scores

		Department Chair; Teachers	assessments, units or research plans	
Continue GHSGT tutoring sessions to improve all strands of the graduation test in social studies resulting in a net increase to 89% pass rate for all first time test takers, paying particular attention to US history to 1865 a. analyze benchmark data b. establish sessions and publicize	\$0	3 weeks prior to GHSGT; Principal; Assistant Principals; Department Chair; Teachers Junior teachers; 1 st semester Department; February and March	Tutoring Logs Collaborative meeting minutes announcements	Increased GHSGT scores
respectively. c. analyze benchmark data d. establish sessions and publicize	\$0	Ongoing 2010-2011 Principals; Department Chair; Teachers	Benchmark data, Gradebook data	Increased GHSGT and EOCT scores

<u>Students with Disabilities</u>	\$0	Ongoing 2010-2011 Principals; Department Chair; Teachers	Benchmark data, Gradebook data	Increased GHSGT and EOCT scores
Social Studies department will disaggregate data to identify patterns for specific students or groups of students				
<u>English Language Learners*</u>	\$0	Ongoing 2010-2011 Principals; Department Chair; Teachers	Lesson Plans, Observations, Student Work	Increased GHSGT and EOCT scores for all students
Social Studies department will disaggregate data to identify patterns for specific students or groups of students				
<u>Technology Integration</u>	Further training use of all websites	\$0	Ongoing 2010-2011 Principals; Department Chair; Teachers	Increased GHSGT and EOCT scores for all students
Continued use of SAT Online, USA TestPrep, GHSGT Review software, GaDOE website, Translation software, Translation websites				

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

Second Indicator: Attendance/Graduation Rate Action Plan			
Annual Measurable Objective: Improve overall attendance from 95.3% to 97.0% Decrease the number of students who miss 15 or more days by 10% Increase graduation rate by 1%			
Intervention	Estimated	Timeline and	Means of Evaluation

(Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Cost/Funding Sources	Positions Responsible	Artifacts	Evidence
Assessment Standard 1.1; Performance Act 1 Establish an Attendance Protocol Committee lead by Attendance Protocol Manager to monitor unexcused absences.	Box of Manila Folders to be created for each student with 3 or more unexcused absences-\$20; Postage for mailing letters \$50; Funded through principal discretionary fund	August 2010 to May 2011, APM-Assistant Principal of Attendance, Graduation Coach, and Social Worker	Number of folders created for Attendance Protocol; Number of social worker referrals; ESIS reports	Decrease in unexcused absences; Increase in number of referrals to the Justice Dept. by Social Worker. Increased Student Achievement
Curriculum Standard 1.3; performance Act 1 Maintain frequent communication with parents about attendance, including absences, skipping, and tardies.	Postage for mailing letters \$50; certificate paper \$30 Calling post machine (county provided) colored paper for notices (\$50); TAAPS paper \$500	Aug. 2010 to May 2011. AP for Attendance, Attendance secretary, Teachers, and Counselors	Number of students receiving award for perfect attendance; number of students receiving letters for lack of attendance; ESIS reports Decrease in tardies, skipping	Improvement in grades due to increased time in class. Increased graduation rate

	Funded through principal discretionary fund.		referrals, Communication log for calls	
School Culture 2.2; Performance Action 1 Issue firm yet consistent consequences for students who are truant, skipping school, and those with unexcused absences	\$0	August 2010-April 2011 AP for Attendance, Attendance Secretary, and Student Relations	Issues certificates of non-compliance for TAADRA; ESIS reports	Recognition of students following the rules

Library-Media Action Plan

Annual Measurable Objective: Students' EOCT and GHSGT scores in reading comprehension will increase.
Students' ELA EOCT (Domain III) and GHSGT scores in writing will increase.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence

<i>Implementation Resource</i>				
Instructional Standard 2.2/Action 1 Promote academic integrity through proper source citation, note-taking, paraphrasing, proper source quotation, and critical webpage evaluation.	\$0.	Ongoing. Teacher-librarians & teachers.	Collaborative lesson plans, MLA citation handouts, tutorials and information on library website.	Decrease in incidents of student plagiarism.
Instructional Standard 2.2/Action 1 Facilitate student information processing skills through access to digital and print primary sources for research and project-based learning.	\$0	Ongoing. Teacher-librarians & teachers.	Primary source lesson plans, tutorials in GALILEO and Library of Congress digital library.	Increased EOCT & GHSGT scores across the curriculum.
Instructional Standard 3.2/Action 2 Promote self-selected, independent reading through reading incentive programs such as Read to Feed, the CCHS book club, book club participation in the Helen Ruffin Reading Bowl, promoting Book Swap program, faculty picks display and school-wide participation in Poetry Out Loud.	\$0	Ongoing. Teacher-librarians & teachers & club sponsors	Circulation statistics, student participation in Read to Feed, Poetry Out Loud, Helen Ruffin Reading Bowl, and Book Club.	Increased EOCT & GHSGT scores in ELA, Science, and Social Studies.

<u>Technology Integration</u> Instructional Standard 2.1/Action 2 Facilitate differentiated instruction school-wide through the use of technology in the Media Center that supports all learning styles.	\$0	Ongoing. Teacher-librarians & teachers	Use of laptop cart, interactive whiteboard, document camera, video camera, digital camera, LCD projector, and computers available for use in the Media Center. Use of laptop cart, interactive whiteboard, document camera, video camera, digital camera, LCD projector, and computers available for use in the Media Center.	Increased EOCT & GHSGT scores across the curriculum.

Professional Learning Plan (ESEA Mandate #4)

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)	CCHS will increase passing and pass plus rates on the GHSGT and the meet and exceeds rates on the EOCT.	1. CCHS will conduct vertical and horizontal team (bi-weekly) meetings for collaborative planning. 2. CCHS will conduct training and encourage the use of USATestprep.org to prepare students for the state mandated test. 3. CCHS will conduct bi-weekly collaborative meetings in all core content areas. 4. CCHS will conduct monthly co-teacher meetings for all co-teachers.	August 2010 – May 2011	Sign-in sheets from team meetings, Sign-in sheets from training sessions, number of student log-ins and number of student assignments posted on site.	Increase in the number of students scoring honors or pass/pass plus on the GHSGT by 2%. ELA-30% to 32% (honors); Math-92%/70% to 94%/72% (pass/pass plus); Science-30% to 32% (honors); Social Studies-43%-45% (honors). Increase in

					the number of students scoring meets/exceeds by 2 % on EOCT content areas— Economics – 88% to 90%; Amer. Lit/Comp 91% to 93%; 9 th Grade Literature – 85% to 87%; Math I – 62% to 70%; Biology 68% to 70%; Math II – 82% to 85%; Physical Science – 53% to 54%; US History – 78% to 80%
Local	Reduce ninth grade failure and retention rates.	<ol style="list-style-type: none"> 1. CCHS will conduct a Summer Bridge program to assist students in transitioning from middle to high school. 2. CCHS faculty will conduct focused walk observations to identify GPS implementation, best practices, and make 	August 2010 – May 2011	Number of students attending Summer Bridge, Teacher focused walk reports.	Reduction in retention and failure rates of all students by 2-3%.

		recommendations for improvement. 3. CCHS administrators will observe classes to identify GPS implementation, best practices, and make recommendations for improvements.		Staff evaluations	
State	Reduce failure rates, dropout rates, and retention rates among Hispanic students.	1. CCHS will host International Community meetings to inform parents of the academic process to include graduation requirements. 2. CCHS will encourage the Conexion Latino Club to attend college fairs and to go on college visits	September 2010; November 2010; February 2010 Ongoing	Sign-in sheets	Reduction in the number of Hispanic students retained, dropping out, and failure rates 2-3%

School Climate Action Plan

Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.

Intervention (Performance Actions should be selected and cited from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
A Safe School Committee is formed to	\$0	October 2010	-Member list	A Safe School Committee exists

<p>focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that</p> <ul style="list-style-type: none"> -knows best practices in violence prevention and school culture -actively shares with the faculty research-based safe schools -collects and analyzes local, state, and national data and school climate on a yearly basis 		<p>January 2011 April 2011</p> <p>Principal</p> <p>Assistant Principal – Discipline</p> <p>SRO</p>	<p>-Meeting dates</p> <p>-Sign-in sheets</p> <p>-Agendas</p> <p>-Minutes</p>	<p>and meets quarterly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff (counselors, social worker, graduation coach/student support specialist). Parents and students serves as committee advisors.</p>
<p>School leadership regularly presents data-driven school “hot spots” and solutions during faculty meetings.</p>	\$0	<p>October 2010 January 2011 April 2010</p> <p>Principal</p> <p>Assistant Principal - Discipline</p>	<p>Sign-in sheets</p> <p>-Teacher team meeting agendas</p> <p>-Focus walk forms and results</p> <p>-Discipline data</p>	<p>Teachers and administrators can articulate current school needs based on data. Research-based strategies and plans of action for addressing these needs are available in written form.</p>
<p>School staff and students are held accountable to a school-wide and classroom discipline plans.</p>	<p>\$300-500</p> <p>Vending</p>	<p>August 2010 May 2011</p>	<p>-Posted rules</p> <p>-Posted Academic Honor Code</p> <p>-Student referrals</p> <p>-Teacher data for referrals</p> <p>-Walk-</p>	<p>Teachers and students can articulate classroom expectations. This includes rules, policies, and procedures for activities and transitions as well as behavior that demonstrate respect for others.</p> <p>-Parents are informed of classroom and school-wide expectations and are consistently provided feedback</p>

			through checklist -Student-parent	regarding their child's behavior. -Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before administrative referrals.
The school fosters relationships with law enforcement and community agencies to provide extracurricular opportunities for students.	none	Principal; Assistant Principals; Counselors; Campus Supervisors; SRO; Coaches and Club Sponsors	-Program agendas -Community service logs -Community resource pamphlets	School leaders are able to discuss the collaborative efforts with other community agencies to provide services to students and parents. They can articulate how these services support student relational, emotional, and academic needs.

Teacher Retention Action Plan

Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.

Intervention (Performance Actions should be selected and cited from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance Action:</u>	\$200/Vending	August – TSS	-Mentor	Mentors and mentees can articulate

<p>The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:</p> <ul style="list-style-type: none"> -Assign mentors to teachers new to the profession -Assign mentors to teacher new to the building -Provide mentors to veteran teachers upon request 		<p>December – TSS March – TSS May – TSS</p>	<p>assignment list -Scheduled mentoring meeting times</p>	<p>policies, procedures, and protocols regarding teacher mentoring. A faculty handbook exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of and effective implementation of best mentoring practices</p>
<p><u>Performance Action:</u> The school will adhere DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:</p> <ul style="list-style-type: none"> -Assign TSS to new teachers (0-2 years previous experience) -Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles -Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results 	<p>\$200/Vending</p>	<p>August – TSS December – TSS March – TSS May – TSS</p>	<p>-TSS guidelines -Scheduled TSS meeting times -Calendar of TSS activities</p>	<p>New teachers can articulate how the TSS program provides support. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of increased skills.</p>
<p><u>Performance Action:</u></p>	<p>N/A</p>	<p>Principal -</p>	<p>-Collaborative</p>	<p>can articulate progress made in</p>

<p>The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> -Develop and maintain a master schedule that allows collaborative planning time for core subject teachers. -Protect collaborative planning time and refrain from using it for professional learning or clerical purposes. 		Instruction	<p>planning minutes</p> <ul style="list-style-type: none"> -Lesson plans -Classroom observations 	<p>student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans</p>
<p><u>Performance Action:</u> The principal will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.</p>	N/A	<p>August – September and February – March</p> <p>Principal</p>	<p>-Meeting minutes and talk points</p> <ul style="list-style-type: none"> - Documentation of support actions 	<p>School leaders facilitate coaching meetings with teachers and/or administrators, and they can describe how they developed their coaching plans and the progress that the teacher or administrator has made.</p>
<p><u>Performance Action:</u> The school will enhance teacher retention by promoting a positive and safe school climate for staff and students.</p>	N/A	August - May	<p>-CSIP Action Plans</p> <ul style="list-style-type: none"> - Student/Parent Handbook -Faculty Handbook -Calendar of emergency 	<p>Staff members can articulate how a safe and positive school climate is conducive to learning and enhances job satisfaction.</p>

			drills	
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Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Increase the number of student in Work-Based Learning from all Career Tech program areas	\$200 for recruitment materials	2010-2011, ongoing, Teachers and Administrators	Brochures presentation designed to make student aware of program	Increased enrollment roster. CNET, data industry Certification
Encourage all Career Technology students to complete their chosen pathway	\$0	Process ongoing, teachers, administrators	Elective Fair	End of pathway! Tests and certifications.

School Name: Chamblee Charter High School

Principal: Rochelle Lowery

Plan Year: 2010-2011

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