

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: Dr. Rochelle Lowery	Date:
Regional Superintendent: Ms. Rachel R. Zeigler	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 ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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

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

AdvancED (SACS CASI) Accreditation Standards
<p>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.</p>
<p>Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.</p>
<p>Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</p>
<p>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.</p>
<p>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.</p>

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.	Pradeep Agrawal		
2.	Beverly Moon		
3.	Nancy Kelly		
4.	Jan Levie		
5.	Leslie Marwitz		
6.	Mark Kelly		
7.	Denise Warner		
8.	Linda Podger-Williams		
9.	Belinda Wedgwood		
10.	Nancy Farrey		
11.	Laura Bentley		
12.	Delicia Grimmesey		
13.	Ruth Kenny		
14.			
15.			
16.			
17.			
18.			
19.			
20.			

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Rochelle Lowery		
CSIP Facilitator	Candace Steadman		
Parent Representative (can not be a school employee)	Delicia Grimmesey		
Student Representative (required for High School)	Chloe Brantley Chadwick Smith		
Community Representative (can not be a school employee)	Belinda Wedgwood		
School Counselor	William “Alan” Loper		
Special Education Representative	Terri Dayan		
Reading/ELA Chair	Christopher Y. Smith James Demer		
Math Chair	Gail Gavant		
Science Chair	Deann Peterson Karen Porter-Davis		
Social Studies Chair	Gail Barnes		
Professional Learning Liaison	Shervette Miller- Payton		
EL Teacher	Toni Humphrey		
Assistant Principal(s)	Richard “Rick” Blitz Loukisha Walker		

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:

- Multiple Intelligence ●Accelerated Math Diagnostic Tests ●Turnitin.com ●Ninth Grade Reading Test ●Cox Mentoring
- USA Test Prep ●Thinking Maps ●PSAT (all juniors) ●Suicide Ideations/Coping with Life ●MathBits.com
- Peer Tutoring ●Principal's Club

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

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

- Lack of and/or loss of computers, time restraints, lack of computer lab space
- Building is under construction
- Lack of meeting space
- Overcrowded classrooms

* We are successful in spite of our challenges

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: The school improvement team and faculty will analyze Benchmarks, Student Learning Objectives (SLOs), and Multiple Intelligence data to ensure all efforts and resources are focused on the most pressing student academic needs and achievement.

School Mission and Vision

The mission of CCHS is to foster excellence by promoting the intellectual, social, moral and physical growth of every student.

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	“Chamblee Charter High School”- Creating an environment in which all students strive to reach their greatest potential.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	The mission of 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?	<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 	<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 ▪ Parent Involvement

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)

Chamblee Charter High School is located in Chamblee, Georgia; a suburb of Atlanta. It is a public school in the DeKalb County School District and includes grades 9 through 12. The student body is composed of local attendance area students, as well as students drawn from throughout the county by way of selection to either the *Charter Program* or *Magnet Program for High Achievers* or by *DCSS transfer*. The school has a racially balanced, culturally and economically diverse student body. The enrollment for the 2012/2013 school year started at approximately 1275, with 288 students in the graduating class of 2013. The student population includes 609 Black, 328 White, 175 Hispanic, 171 Asian and 99 Multi students. The Students with Disabilities (SWD) group is composed of 95 students. The deadline for 2012-2013 Free & Reduced Lunch applications is September 14, 2012. Therefore, the 2011-2012 Economically Disadvantaged Subgroup data, 489 students, will be used until this year's numbers are available. The English Language Learners (ELL) Group contains 58 students.

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**

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
	CCPRI	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	X	Focus Walk Results
X	End of Course Tests	X	Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
X	SAT, ACT, and AP Exams			X	Parent/Community Surveys

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

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.

Chamblee Charter High School has academic strength in core subjects and Advanced Placement (AP) offerings. Students excel in AP courses with an average of 67% of the students scoring a 3 or higher on the AP exams. Chamblee Charter High offers 23 different AP courses and administers over 900 exams annually. In addition, CCHS has numerous curriculum enrichment options including art, music and sporting activities. Chamblee Charter High provides many opportunities for all students to participate in one or more of the sixty-one extracurricular activities available. Although CCHS students benefit from advanced scholastic opportunities, the school also has a myriad of resources to support English Learners (EL) and Students with Disabilities. For the more technically oriented student, CCHS offers several career pathway programs, including Engineering, Education, Computer Science, Business, JROTC and Early Childhood Care. These career pathway programs allow students to integrate their academic studies and career interests, creating a meaningful linkage between secondary and post-secondary education. Moreover, during the past three years, CCHS has increased the pass rates in several core areas of the End-of-Course 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. Chamblee Charter High has a strong spirit of volunteerism including booster clubs, PTSA, Governance Council, and Blue & Gold Foundation. CCHS has a dedicated faculty, truly interested in helping students succeed at all levels.

5) 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 will strive 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 will strive to increase overall parental involvement, while targeting underrepresented groups such as the economically disadvantaged and Hispanic stakeholders.
3. CCHS will strive to focus on training the faculty on how to diversify instruction in order to meet the needs of all students, particularly students with disabilities (SWD), and English Learners (EL) students.

6) 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 DCSD's Professional Learning Department.

Moreover, Chamblee Charter High School provided teachers valuable in-service training locally. Teachers were given the opportunity to gain insight with Thinking Maps, Differentiation of Instruction, Data Notebooks, Pre-AP workshops, Building English Learners Identities, Math I/Math II support alignment, and Supporting EL Learners.

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

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

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

School Counselors: Identify students for special programs (Simon Scholars, Governors Honors, Gates Scholars, etc.). Consult with DeKalb County probation officers when necessary. Attend frequent trainings on school policy and procedures. Notify students of opportunities for scholarship, employment, training, testing, and other special programs. Counselors regularly monitor the academic progress of students to ensure timely completion of graduation requirements. Provides referrals to Elizabeth Andrews High School and GED programs for students who are substantially behind in earning credits needed for graduation within 4 years.

Psychologists: Coordinate testing services and support students on a 504 plan. Serve as part of the SST committee when possible.

Social Workers: Provides referrals to outside agencies (counseling, medical, etc) for students as needed. Provide annual child abuse protocol training to faculty.

School Nurses: The primary role of the school nurse is to support student learning. The nurse accomplishes this by implementing strategies that promote student and staff health and safety.

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations	✓	Financial Aid Night
	Parent Lending Libraries		Pre-K Family Resource Specialists
✓	Parental Involvement Workshops	✓	College Admissions Night
✓	Parental Involvement Survey/Summary PTSA Bulldog Bulletin	✓	Others ---CSIP meetings, New Student Orientation, PTSA, Parent Volunteer Sign-up list, Explore/Plan Results Night , PSAT Results Night, PSO Night, Curriculum Night

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

The PTSA and Governance Council post meetings and informational updates in Bulldog Bulletin. The PTSA also solicits membership during school registration and throughout the school year. The PTSA also solicits membership during its regularly scheduled meetings. The PTSA maintains a parent volunteer form that solicits parental involvement on a daily basis. Athletic coaches/ sponsors encourage parental support in athletics and extra curricular activities.

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

	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter	X	Other (Specify) – PTSA Bulldog Bulletin (Electronic) -Blue and Gold Newspaper -PTSA Paw Print

Stakeholder Communication

12) Describe how individual student assessment results will be provided to and interpreted for parents. Individual score reports will be distributed to students. Students will be instructed to take individual score reports home. In addition, a message to inform parents of the score report distribution will be sent via PTSA Bulldog Bulletin. For designated assessments, information sessions will be scheduled for parents.

13) Describe how disaggregated school data results will be provided to school stakeholders.** Disaggregated school data will be posted on the school's website. Various segments of disaggregated data will be shared electronically via PTSA Bulldog Bulletin. In addition, disaggregated school data is usually posted on the district's website by a district-level staff member. Individual score reports are also distributed to Department Chairs to review with department members, who will, in turn, distribute to their students.

14) Describe how the CSIP will be communicated with and made available to school stakeholders.** The CSIP will be posted on the school's website as well as on the district's website.

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, drives the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

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

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

School Name:

Principal:

Plan Year:

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

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	Title II-A, Federal funds will be used for professional learning opportunities and teachers and administrators.
State Funds	PLASCO Trak – Student Tracking System, printers/scanners for TKES, student supplies, Human Anatomy Interactive Notebooks, main office fax machine
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	These funds are designated specifically for teacher improvement professional developments.
Local Professional Learning Funds	Seminars and conferences for teachers; resource materials for teachers.
Grants (list)	N/A
PTSA	PTSA provides opportunities for teachers and other staff members to apply for grants to support classroom instruction and school improvement initiatives. Grants are approved on individual basis according to need(s).
Partners in Education	Cox Communications provides funding to support our Cox Mentoring Program, character education initiatives, athletic programs, staff development, and faculty/staff/student needs.
Other (list)	Blue & Gold Foundation provides opportunities for teachers to apply for grants to support classroom instruction and school improvement initiatives. Grants are approved on an individual basis according to need(s).

School Name:

Principal:

Plan Year:

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

Smith /Demer

Reading/English/Language Arts Action Plan

Annual Measurable Objective: Reading/English/Language Arts Action Plan (ESEA Mandate #2)

**Annual Measurable Objective: To increase 9th grade EOCT Lit/Comp score to 464 from 459.
To increase 11th grade American Lit EOCT score to 453 from 448.**

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
Administer reading test (Nelson-Denny) to 9 th grade students to identify and track low-scoring students throughout their high school careers.	\$500 Per pupil funds	September 2012; 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
Develop and implement a system for ELA teachers to 1) use common rubrics for grading similar types of writing; 2) use common graphic organizers (Thinking Maps) to prepare students for standardized tests. Once implemented with ELA teachers across grade and skill levels, develop and implement similar system across the curriculum.	\$0	ELA teachers and Department Chairs	Student grades; student work; reading test scores	Improved student grades; increased reading comprehension and literary analysis percentages
Develop and implement a system of support (Response to Intervention) for English	\$0	Ongoing Principal;	Student grades;	Improved student grades; increased reading comprehension and literary

School Name:		Principal:		Plan Year:
Learners and Students With Disabilities.		Assistant Principals; Department Co-Chairs; EL Teachers; LTSE; Counselors; EL Teachers; SWD Teachers	student work; reading test scores; Student supports; IEPs	analysis percentages; passing EOCT scores; Pre and post benchmark scores.
<u>Students with Disabilities</u> Develop and implement a system of support (Response to Intervention) for Students With Disabilities	\$0	Ongoing; Administration, Math Chair, Sp. Dept. Chair, LTSE, Teachers	Student grades, student work, reading test scores, benchmark score, SLO scores, Student Supports from IEP, tutorial logs	Improved student grades, increased reading comprehension and literary analysis percentages, increased student achievement on EOCTs and SLOs
<u>English Language Learners*</u> Utilize successful classroom teaching strategies and online resources to improve English Learners' language acquisition and reading comprehension skills.	\$0	Ongoing Department chairs; ELA teachers; ESOL teacher	Lesson plans; Benchmark tests; Student work; Remediation plans	Increased student achievement on GHSGT, GHSGWT, EOCT, and ACCESS
<u>Technology Integration</u>				

*Must be completed for schools with ten or more ELL students.

School Name:

Principal:

Plan Year:

Gavant

Mathematics Action Plan

Annual Measurable Objective: Increase the Math I EOCT pass rate (*meets expectations* or *exceeds expectations*) by 4%
Increase the Math II EOCT pass rate (*meets expectations* or *exceeds expectations*) by 3.6%

Performance Action or Initiative	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 and CCGPS mathematics classrooms to improve students' higher order thinking skills. Instruction Standard 1.3: Performance Action 1.	\$0	8/2012-5/2013 Administration, Math Chair, Teachers	Lesson plans, Classroom Observations, Collaborative planning, Formative Assessment Lessons, notes and student work	Improved scores on Progress Reports, Report Cards, EOCT, SAT and ACT
Engage in 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 freshmen students' entry level math course. Instruction Standard 1.2: Performance Action 1.	\$0	8/2012-5/2013 Administration, Math Chair, Teachers	Benchmark assessments, lesson plans, teacher websites	Improved scores on Progress Reports, Report Cards, EOCT, GHSGT, SAT, and ACT

School Name:		Principal:		Plan Year:
<p>Provide an educational alternative for students who wish to develop specialized skills and explore special interests through a magnet program in high achievement.</p> <p>Instruction Standard 2.1: Performance Action 2.</p>	Local school funds	<p>8/2012-5/2013</p> <p>Administration, Governance Council</p>	<p>Lesson plans, Collaborative planning, and notes</p>	Improved scores on EOCT, GHSGT, SAT, and ACT
<p>Implement review tutorials for students preparing for the EOCT in Math I, Math II, GPS Geometry, and CCGPS Coordinate Algebra.</p> <p>Assessment Standard 3.1: Performance Action 4.</p>	Local school funds	<p>3/2013-5/2013</p> <p>Administration, Math Chair, Teachers</p>	<p>Logs of attendance</p> <p>Outline of review materials</p>	Improved scores on EOCT, GHSGT, SAT, and ACT
<p>Utilize common planning time within the department to plan collaboratively with colleagues in the math department</p> <p>Curriculum Standard 2.2:</p>	\$0	<p>8/2012-5/2013</p> <p>Administration, Math Chair, Teachers</p>	<p>Lesson plans, student work, common projects or assessments</p>	Improved scores on EOCT, GHSGT, SAT, and ACT
<p><u>Students with Disabilities</u></p> <p>Develop and implement a system of support (Response to Intervention) for Students With Disabilities.</p>	\$0	<p>8/2012-5/2013</p> <p>Administration, Math Chair, Sp. Dept. Chair, LTSE, Teachers</p>	<p>Student grades, student work, reading test scores, benchmark score, SLO scores, Student Supports from IEP, tutorial logs</p>	Improved student grades, increased student achievement on post-benchmarks, increased student achievement on EOCTs and SLOs

School Name:		Principal:		Plan Year:
<u>English Language Learners*</u> Implement EOCT review tutorials tailored for ELL students Assessment Standard 3.1: Performance Action 4.	\$0	2/2013 - 5/2013 Administration, Math Chair, Math Teachers, ELL Teachers	Logs of attendance Outline of review materials	Improved scores on EOCT, GHSGT, SAT, and ACT
<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 OAS. Instruction Standard 2.7: Performance Action 2.	\$0	8/2012-5/2013 Principals, Assistant Principals, Teachers	Classroom Observations, Student Work, Lesson Plans, Benchmark Assessments Logs of student use	Unit tests and improved scores on EOCT, SAT, ACT, and GHSGT

*Must be completed for schools with ten or more ELL students.

Peterson/Porter

Science Action Plan				
Annual Measurable Objective: Increase EOCT Biology pass rate from 74% to 78% Increase EOCT Physical Science pass rate from 54 to 70 %				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Assessment Standard 3.1: Performance Act. 4	\$0	08/2012–5/2013	Tutorial log	GHSGT and EOCT

School Name:		Principal:		Plan Year:
Implement Extra Help sessions by adding effective before or after school tutorials for GHSGT and EOCT.		Principal; Science Co-Chairs; Teachers		
Instruction Standard 2.1: Performance Act. 2 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	08/2012-5/2013 Principal; Assistant Principals; Governance Council	Lesson plans Focus walks	EOCT
Provide hands-on learning activities for students by holding a whole school Science Fair competition for all science classes.	Local School Funds	08/2012–5/2013 Principal; Science Co-Chairs; Teachers	Lesson Plans, Focus walks, Classroom Observations, Collaborative planning notes	EOCT
Provide an instructional environment that utilizes research based instructional techniques that include collaborative planning, Thinking Maps, Interactive Notebook, Jigsaw, science lab activities, whiteboards, student reflections, case studies and group project work.	Local School Funds	08/2012–5/2013 Principal; Science Co-Chairs; Teachers	Lesson Plans, Focus walks, Classroom Observations,	EOCT
<u>Students with Disabilities</u> Develop and implement a system of support (Response to Intervention) for Students With Disabilities.	\$0	8/2012-5/2013 Administration, Math Chair, Sp. Dept. Chair, LTSE, Teachers	Student grades, student work, reading test scores, benchmark score, SLO scores, Student	Improved student grades, increased student achievement on post-benchmarks, increased student achievement on EOCTs and SLOs

School Name:		Principal:	Plan Year:	
			Supports from IEP, tutorial logs	
<u>English Language Learners*</u> Utilize successful classroom teaching strategies and online resources to improve English Learners' language acquisition and reading comprehension skills.	\$0	Ongoing Department chairs; ELA teachers; ESOL teacher	Lesson plans; Benchmark tests; Student work; Remediation plans	Increased student achievement on GHSGT, GHSGWT, EOCT, and ACCESS
<u>Technology Integration:</u> Instruction Standard 2.7: Performance Act 2 Integrate United Streaming, Beyond Question, USA Testprep, ActiveVote, WebAssign, Turnitin.com, Vernier Labquest, Hippocampus.org, Kahnacademy.com, Polleverywhere.com and ActivBoard technology into daily lessons.	\$2500	08/2012 - 5/2013 Principal; Assistant Principals; Science Co-Chairs; Teachers	Lesson Plans Focus walks Computer lab Classroom Observations	EOCT

*Must be completed for schools with ten or more ELL students.

School Name:

Principal:

Plan Year:

Barnes

Social Studies Action Plan

Annual Measurable Objective: Annual Measurable Objective: CCHS will strive to increase the Social Studies Economics EOCT pass rate by 2.35 and the US History EOCT pass rate by 3%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Utilize collaborative meeting time for social studies disciplines a. Implement data driven instruction using 8 week benchmark assessments for US History and Economics and SLO assessments for all other courses	\$0	Ongoing 2012-2013 Principal, Assistant Principals, Department Chair; Teachers	Lesson plans, meeting minutes, examined student work, common assessments, units or research plans	Increased EOCT scores
Continue tutorials to improve all strands of both the US History and Economics EOCT tests	\$0	April-May 2013 Department Chair; Teachers	Tutorial Log	Increased EOCT scores
<u>Students with Disabilities</u> Develop and implement a system of support (Response to Intervention) for Students With Disabilities.	\$0	8/2012-5/2013 Administration, Math Chair, Sp. Dept. Chair, LTSE,	Student grades, student work, reading test scores, benchmark	Improved student grades, increased student achievement on post-benchmarks, increased student achievement on EOCTs and SLOs

School Name:		Principal:	Plan Year:	
		Teachers	score, SLO scores, Student Supports from IEP, tutorial logs	
English Language Learners* Identify patterns for specific students or groups of students	\$0	Ongoing 2012-2013 Principal, Assistant Principals, Department Chair, Teachers	Benchmark and SLO data, Gradebook Data	Increased EOCT scores
Technology Integration Continue utilizing OAS, USA TestPrep, GaDOE website, Translation software, Activevote, Turnitin.com	\$0	Ongoing 2012-2013; Principal, Assistant Principals, Department Chair, Teachers	Training Logs, meeting minutes	Increased EOCT scores

*Must be completed for schools with ten or more ELL students.

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Improve overall attendance from 92.3% to 95.0% ; decrease the number of students who miss 15 or more days by 10%				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence

School Name:	Principal:	Plan Year:		
Assessment Standard 1.1; Performance Act 1 Establish an Attendance Protocol Committee lead by Attendance Protocol Manager to monitor unexcused absences.	Postage for mailing letters \$50-Principal's discretionary funds.	August 2012 to May 2013, APM-Assistant Principal of Attendance, and Social Worker	Number of Social Worker referrals; ESIS reports	Decrease in unexcused absences; 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); Funded through principal discretionary fund.	Aug. 2012 to May 2013. 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 referrals, Communication log for calls	Improvement in grades due to increased time in class.
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 2012 to April 2013 AP for Attendance, Attendance Secretary	Issues certificates of non-compliance for TAADRA; ESIS reports	Recognition of students following the rules

School Name:

Principal:

Plan Year:

Library-Media Action Plan

Annual Measurable Objective:

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Facilitate independent reading by providing high interest, non-fiction text to support CCGPS across the curriculum. Collaborate with teachers to promote non-fiction text in the classroom.	\$0	Ongoing-Teacher-librarians and teachers.	Circulation statistics, Increase in non-fiction, high interest titles to support CCGPS.	Increase in EOCT scores in reading comprehension and writing.
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Instruct students and teachers in Destiny features including Lexile reading levels, CCGPS alignment, search functions, and citation management. Conduct tutorials on online databases including LOC's American Memory & GALILEO for primary source materials and translation features. Deliver tutorials in United Streaming, FirstClass email and webpage design, and ebook access.	\$0	Ongoing, Teacher-Librarians	Lesson plans on library orientation, FirstClass, Primary & Secondary sources, ebooks, DESTINY, American Memory and	Increase in circulation. Increase in EOCT scores across the curriculum. *Per capita statistics, since enrollment is down from the previous year.

School Name:		Principal:	Plan Year:	
			GALILEO.	
Promote academic integrity through proper source citation, note-taking, paraphrasing, proper source quotation and critical webpage evaluation		Ongoing, Teacher-librarians and teachers.	Collaborative lesson plans, MLA citation, handouts, tutorials, and information on library website	Decrease in incidents of student plagiarism
Facilitate student information processing skills through access to digital and print primary sources for research and project-based learning.		Ongoing, Teacher-librarians and teachers	Primary source lesson plans, tutorials in GALILEO and Library of Congress digital library.	Increased EOCT scores across the curriculum.
Facilitate reading comprehension through the use of online tools such as GALILEO, ebooks and DESTINY'S Lexile search functions.		Ongoing, Teacher librarians and teachers	Documented library orientations and tutorials	Increased EOCT scores in reading comprehension and writing
Promote independent reading through reading incentive programs including Read to Feed, CCHS Book Club, participation in the Helen Ruffin Reading Bowl, book swap program, faculty picks display, high interest, non-fiction and multicultural displays. School-wide participation in Poetry Out Loud		Ongoing, Teacher-librarians, teachers and club sponsors.	Circulation statistics, Student participation in Read to Feed, Helen Ruffin Reading Bowl, CCHS Book Club	Increase EOCT scores in ELA, Science and Social Studies.

School Name:		Principal:		Plan Year:
			and Poetry Out Loud.	
<u>Techhnology Integration</u> Facilitate differentiated instruction school-wide through the use of technology in the Media Center that supports all learning styles.	\$0	Ongoing, Teacher-librarians and teachers	Use of laptop carts, Promethean board, document camera, video camera, digital camera, LCD projector, and computers.	Increased EOCT scores across the curriculum.
	\$0			
	\$0			
	\$0			

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.

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

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 meetings for collaborative planning.	August 2012 – May 2013	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.	Continue to increase student achievement in EOCT content areas.
	CCHS will increase passing and pass plus rates on the GHSGT and the meet and exceeds rates on the EOCT through professional learning activities.	2. CCHS will conduct training and encourage the use of USATestprep.org and OAS to prepare students for state mandated tests.			
	CCHS students will improve their average score on the Georgia High School Writing Test.	3. CCHS will conduct monthly collaborative meetings in all core content areas.			
	CCHS EL students will improve language proficiency and average score on Assessing Comprehension	4. CCHS will conduct monthly co-teacher meetings for all co-teachers.			
		5. Common Core Redelivery training to assist in preparing students for success in college and/or the 21 st century workplace.			
		6. Curriculum, Instruction, Assessment & Professional Learning (CIAPL) training to outline DCSD's Instructional Framework.			
		7. Thinking Maps refresher training to improve student writing and comprehension of material.			
		8. Benchmark training to orient teachers to the new online			

School Name:

Principal:

Plan Year:

	<p>and Communication in English State-to-State for English Language Learners (ACCSS).</p> <p>CCHS faculty will consider the impact of bullying on the school as whole, and learn about safe ways to help a student who has been mistreated.</p> <p>CCHS will continue to promote music education through programs that encourage and support teaching, performance, composition and research.</p>	<p>assessments targeted to support teachers and students in achieving college and career readiness.</p> <p>9. Student Learning Objective training to assess student knowledge and objectives.</p> <p>10. Bullying Awareness training to improve the school climate by educating all faculty members on bullying and harassment issues.</p> <p>11. Georgia Music Educators Association (GMEA) In-Service to assist music teachers in deepening their content knowledge and instructional presentations to students.</p>			
Federal					
Grants					

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

Local	Reduce ninth grade failure and retention rates.	<ol style="list-style-type: none">1. CCHS will conduct a Freshmen Orientation 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 recommendations for improvement.3. CCHS administrators will observe classes to identify GPS implementation, best practices, and make recommendations for improvements.	August 2012 – May 2013	Number of students attending Summer Bridge, Teacher focused walk reports. Staff evaluations	Reduction in retention and failure rates of all students by 2-3%

School Name:

Principal:

Plan Year:

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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 <u>cited</u> from the <i>DCSD Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>The Safe School Committee was initiated to focus on data analysis and strategy development based on prioritized needs in order to create a safe school climate:</p> <p>(1) collects and analyzes local, state, and national data and school climate on a yearly basis; (2) knows best practices in violence prevention and school climate; (3) actively shares with the faculty research based on safe schools.</p>	NA	<p>School Year 2012-13</p> <p>Principal</p> <p>Assistant Principal – Discipline</p> <p>SRO</p> <p>Faculty Sponsor of No Place for Hate Club</p> <p>Character Education Committee</p> <p>Sponsor of Gay/Straight Alliance</p>	<p>-Member list</p> <p>-Meeting dates</p> <p>-Sign-in sheets</p> <p>-Agendas</p> <p>-Minutes</p>	<p>The Safe School Committee meets regularly to review data and to discuss the best practices on violence prevention and the development of a positive school climate. Committee members include school administrators, teachers, support staff (counselors, social worker, student support specialist), club sponsors, parents and students.</p>

School Name:	Principal:		Plan Year:	
		Sponsor of SADD		
School leadership regularly analyses data to address safety issues and to discuss solutions during faculty meetings to promote character education.	NA	Quarterly or as needed Principal Assistant Principal - Discipline	Faculty meeting sign-in sheets -Teacher team meeting agendas -Character Education Committee agendas -Discipline data	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.
School staff and students are held accountable to the <i>DeKalb County School District Code of Student Conduct & Responsibilities and Character Development Handbook</i> .	NA	August 2012 - May 2013	-Posted rules -Posted Academic Honor Code -Student referrals -Teacher data for referrals -DCSD Student Code of Conduct	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. -Parents are informed of classroom, school and district-wide expectations and are consistently provided feedback regarding student behavior. -Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before

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

				administrative referrals are made.
The school fosters relationships with our partners-in-education, local law enforcement and community agencies to provide opportunities for character development.	NA	Principal; Assistant Principals; Counselors; Campus Supervisors; SRO; Coaches and Club Sponsors	-Program agendas -community service logs -meeting minutes	School and student leaders are able to discuss the collaborative efforts to promote character education
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	Evidence
<u>Performance Action:</u> The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions: -Assign mentors to teachers new to the building -Provide mentors to veteran teachers upon request	\$200/Vending	August – TSS December – TSS March – TSS May – TSS	-Mentor assignment list -Scheduled mentoring meeting times	Mentors and mentees can articulate 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
<u>Performance Action:</u> The school will adhere DCSD Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:	\$200/Vending	August – TSS December – TSS March – TSS May – TSS	-TSS guidelines -Scheduled TSS meeting times	New teachers can articulate how the TSS program provides support. New teachers are able to demonstrate increased

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

-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			-Calendar of TSS activities	skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of increased skills.
<u>Performance Action:</u> The school will provide a collaborative planning time for teachers through one or more of the following actions: -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.	N/A	Principal - Instruction	-Collaborative planning minutes -Lesson plans -Classroom observations	Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.
<u>Performance Action:</u> The school will enhance teacher retention by promoting a positive and safe school climate for staff and students.	N/A	August - May	-CSIP Action Plans -Student/Parent Handbook -Faculty Handbook -Calendar of emergency drills	Staff members can articulate how a safe and positive school climate is conducive to learning and enhances job satisfaction.

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

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	
Encourage all Career Technology students to complete a pathway	\$0	This process will be ongoing. Career Technology teachers and all counselors should encourage students to complete a pathway.		End of pathway tests, industry certifications, College and Career Readiness Index	
Having a LCD Projector and Laptop to ensure students are using up- to- date material in their class studies of Teaching as a Profession and Early Childhood Education instructional tools. Increase Engineering enrollment to support a second pathway of Engineering Graphic Communication to allow two teachers once new facility opens.	\$1500.00 \$0	CTSO (Career Technology Student Organizations) Recruit at the middle school prior to students	Volunteer hours for resumes and college	Ensuring that volunteer opportunities are available for student Larger class sizes.	

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

		choosing electives for high school		
Having a LCD Projector and Laptop to ensure students are using up to date material in their class studies of Teaching as a Profession and Early Childhood Education instructional tools.	\$1500.00	CTSO (Career Technology Student Organizations)	Volunteer hours for resumes and college	Ensuring that volunteer opportunities are available for student
Increase Engineering enrollment to support a second pathway of Engineering Graphic Communication to allow two teachers once new facility opens.	\$0	Recruit at the middle school prior to students choosing electives for high school		Larger class sizes.
Mastery of the Army Junior ROTC standards through project-based learning, service learning and leadership development activities will prepare students for the 21st Century leadership responsibilities.	\$0	Ongoing, Instructors, Principal, Assistant Principal – Discipline SRO, Parents, Teachers	Leadership positions, accountability, responsibility, classroom performance, cadets grades, involvement, leadership lab	<ul style="list-style-type: none"> • Build effective relationships with peers, co-workers, and the community with information and communications skill development • Develop leadership skills • Incorporate principles of mental and physical

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

				<p>wellness into behaviors and decisions with health and wellness awareness</p> <ul style="list-style-type: none"> • Relate events in U.S. history to choices and responsibilities Americans have today • Understand the importance that financial, economic, business, and entrepreneurial literacy have in the work force
Integrate Technology into the lessons on a daily basis	\$0	Ongoing, Instructors, Principal, Assistant Principal - Discipline	Cadet use of the curriculum manager device. Teach the 4 phases of the lesson plan: Inquire, Gather, Process, and Apply	Cadets can use the technology to teach the lesson, use the device to practice SAT or ACT questions, show proficiency using the thinking maps throughout each lesson
Implement Service learning projects and community service	\$0	Ongoing, Instructors, Principal, Assistant Principal, teachers	Junior Achievement, Financial Planning, Empty Stocking, Service learning logs, mentorship at feeder school	<ul style="list-style-type: none"> • Understand the importance that financial, economic, business, and entrepreneurial literacy have in the work force • Maximize potential for success through learning, self-management and development of employability “soft skills”