

**Bibb County School District
 CONSOLIDATED SCHOOL IMPROVEMENT PLAN
 2010-2012**

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

<p>Elementary and Secondary Education Act (ESEA)</p>	<p>Federal and State mandate Required for all Bibb County Schools</p>
<p>AdvancEd (SACS CASI)</p>	<p>Required for District-wide Accreditation</p>
<p>Georgia Department of Education Annual School Improvement Plan</p> <p>AYP Addendum (as appropriate) <input checked="" type="checkbox"/> NI School Improvement Focus Plan (NI-1 and NI-2) <input type="checkbox"/> Corrective Action Plan (NI-3 and NI-4) <input type="checkbox"/> Restructuring Plan (NI-5+)</p>	<p>Georgia DOE mandate Required for all Bibb County School District Schools</p> <p>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.</p>
<p>Title I <input checked="" type="checkbox"/> New Title I Schoolwide Plan <input type="checkbox"/> Annual Addendum <input type="checkbox"/> Targeted Assistance Plan</p>	<p>Required for all Title I Bibb County School District Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</p>
<p>Bibb County School District Plans Special Education Plan Professional Learning Plan</p>	<p>Required for all Bibb County School District Schools The Professional Learning Budget should be placed in the CSIP Appendix and copied to the Department of Professional Learning.</p>

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Statement of Quality Assurance

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

The principal appoints a CSIP Facilitator and ensures that the Steering Committee (SC) is representative of all stakeholders. 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, the 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.

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

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

	AdvancED (SACS CASI) Accreditation Standards	Georgia School Standards
1	Vision and Purpose	Sequenced and Organized School Curriculum
2	Governance and Leadership	Collaborative Planning for Curriculum Delivery
3	Teaching and Learning	Systematic Process for Monitoring/Evaluating Curriculum Implementation
4	Documenting and Using Results	Systematic Use of Data to Maximize Student Achievement
5	Resources and Support Systems	Comprehensive School-Based Assessment and Evaluation System
6	Stakeholder Communications and Relationships	Data Analysis
7	Commitment to Continuous Improvement	Instructional Alignment with GPS and District Expectations
8		Research-Based Instruction
9		High Expectations for All Learners
10		Shared Vision and Mission
11		Comprehensive School Improvement Planning Process
12		Collaborative Planning for Fiscal Management and Resource Distribution
13		Safe, Productive, and Inviting Learning Atmosphere
14		Active and Sustained Involvement of Student, Family, and Community
15		Organizational Structures and Process for Stakeholder Involvement
16		Stakeholder Needs Addressed through Services and Partnerships

1 7		Professional Learning Communities
1 8		Alignment of Professional Learning with School Goals and Best Practices
1 9		Professional Learning Content
2 0		Leadership Commitment to High Expectations
2 1		Leadership Management and Organization
2 2		Distributed Leadership and Planning
2 3		Shared Governance
2 4		School Culture Reflects and Reinforces Stakeholder Growth
2 5		Community of Teaching and Learning

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature
CSIP Facilitator	Jeffrey Homan	
School Administrator	Jeffrey Homan	
School Counselor	Dorothy Krakow	
Special Education Representative	Joel Mannis	

Parent/Community Representative	Joy Agu	
Leadership Chair	Elizabeth Blair-Ricks	
Data Team Representative	Charlotte Eisel	
Research Chair	Jason Flanders	
Media Specialist	Nancy Taylor	
Professional Learning Liaison	Jeffrey Homan	
Classroom Teacher	Genie McMillan	
Writing and Editing Chair	Jeffrey Homan	
Family Engagement Facilitator	Daphne Brown	
Other	N/A	

CSIP Steering Committee Members

Participant/Role	Description of Role
CSIP Facilitator	Review plan and monitor progress in plan development
School Administrator	Communicate implementation of plan to Title I School Improvement Coordinators and stakeholders
School Counselor	Serve as liaison between parent and School Improvement implementation in the school guidance focus

Special Education Representative	Serve as liaison between general education and Special Education to ensure the needs of Students with Disabilities are met
Parent/Community Representative	Serve as voice for the parents and share their views on School Improvement
Leadership Chair	Represent the School Leadership Team in the School Improvement Process
Data Team Representative	Present data from a variety of sources on School Improvement
Research Chair	Work with data chair to evaluate current research to support the School Improvement process Share research with staff and support staff initiatives on School Improvement
Media Specialist	Provide information as to current resources available and work to ensure additional resources are procured to support School Improvement
Professional Learning Liaison	Coordinate professional learning process to support School Improvement Plan implementation
Classroom Teacher	Assist in identification of classroom practices that support School Improvement goals and student learning
Writing and Editing Chair	Consolidate information to write the plan and maintain the history of the process
Family Engagement Facilitator	Ensure family engagement opportunities through the plan development process

Developing a Comprehensive Needs Assessment (ESEA Mandate)

School Profile: See appendix for a copies of the Georgia DOE Report Card, AYP results, survey results, GAPSS analysis results, AS-400 data, and other test scores as appropriate.

Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include information about when, where, and how the team met*.

The review team members, who are leaders in the school, were selected based on the stakeholder group which they represent: teachers/grade and department chairs, learning coaches, technology support, parents and community partners. Each team member is charged with the responsibility of reviewing the current schoolwide plan, analyzing school data and making changes based on identified needs and areas of concern.

Parents were surveyed earlier in the year to determine areas they felt were are strengths and areas which need improvement. The information was reviewed and discussed with the School Improvement Team (Better seeking Team) and school council members. This information was reviewed and utilized in the formation of the CSIP.

List the types of data analyzed and placed in the appendix.

- School Report Card 2009-2010
- AYP Report 2009-2010
- Georgia High School Graduation Tests Results
- End-of-Course Tests Results
- CRCT Results for Miller Middle School 2009-2010
- SAT Results 2009-2010
- ACT Results 2009-2010
- PSAT Results 2009-2010
- Discipline – Schoolwide Discipline Plan
- Attendance Plan
- School Safety Plan

Identify the subgroups for which assessment results are disaggregated regardless of whether or not the subgroup is large enough to constitute a group that affects AYP.

The subgroups for which assessments results were analyzed were Asian, Black, White, Students w/ Disabilities /SWD and economically disadvantaged /ED students.

*All needs assessments are required to include stakeholder perception results and GAPSS analysis results (through a Georgia DOE Review, an OSI Review, or a Self-Assessment) in addition to test data. Conclusions based on data will be presented in the Leadership and Governance section.

	Bibb County School District	Central High School
Vision What is our image of a successful school for our stakeholders?	Achievement and Performance for... Every child Every classroom Every school	Achievement and Performance for Every Student...in Every Classroom
Mission How will we make our vision a reality?	Our Mission is to provide a high quality education for all Bibb County students in a	Inspiring learners to grow in knowledge and integrity to meet the challenges of a changing

	safe and comfortable environment, and to make use of all human and technological resources in preparing graduates for post-high school objectives	world.
Values What beliefs and standards guide our mission?	Values <ul style="list-style-type: none"> • Highly qualified workforce • Positive culture and climate • Communication and Information • Student Achievement 	Values <ul style="list-style-type: none"> • Highly qualified workforce • Positive culture and climate • Communication and Information • Student Achievement

Leadership and Governance

Describe the school’s strengths.

Central High School’s strengths include improving a culture of compliance during the past two years and incorporating focused walk-throughs as a means to implement standards-based instruction in all academic areas. In addition, Central High School employs a highly dedicated faculty and staff who are diligent in their pursuit of cultural, academic, and extra-curricular success for all students. As we strive to compete in a global economy, diversity represents a distinct advantage in an educational environment.

What evidence do you have to support this perception?

Chronic tardiness and discipline referrals based on classroom disruptions have declined significantly as the 2010 – 2011 school year began. Central High School test scores in the area of mathematics and language arts have declined over the past two assessment years. These figures may be attributed to an increased number of NCLB transfer students following the 2008 – 2009 school year.

NEED TO ADDRESS

Describe the school’s opportunities for improvement.

The faculty and staff in an effort to provide students identified most “at-risk” in the area of math, a documented area in need of improvement based on data analysis, will provide differentiated math opportunities for identified students. The additional instruction will be provided to support and supplement their math academic skills and performance on the Georgia High School Graduation Test (GHSGT). The targeted population will be ninth grade students enrolled in Math I for the first time.

Additional math teachers will be utilized for delivery of small group instruction. Students most 'at risk' will be provided with extended learning time during the school day. Scheduling for Math courses for the identified students will be done to coincide with blocks one and two for optimal leaning time. Instruction in Math I Support class will be delivered in reduced class size setting for more individualized instructional opportunities.

Computer software programs that are research-based and aligned with best practices will be incorporated into the math curriculum to enhance and supplement daily instruction. The Cognitive Tutor Program will be available for supplemental learning opportunities for students before and after school, as well as, extended learning at home. Instructional materials and resources will be purchased that supplement and enhance student retention through manipulatives and "hands-on" experiences.

Math teachers will participate in system training initiatives such as Response to Intervention (RtI), and Closing the Achievement Gap to enhance levels of instruction and delivery models. School-based professional learning will be presented to teachers in the area of math and in related areas that impact teacher delivery and student achievement. Differentiation and Classroom Assessments will be conducted by administrators to provide diagnostic feedback to ensure high quality instruction is evident.

In order to increase GHSGT scores in the area of social studies, and to avoid requiring two or three social studies teachers to work on an extended day contract, an additional teacher will be added to the department. Disappointing scores on the economics and U.S. History End of Course Test results in the past few years will also support the addition of this faculty position.

In an effort to create an environment that motivates students to make the effort to succeed, Central High School will implement Operation Graduation as a Teachers-as-Advisors initiative. Through this initiative students will be exposed to GHSGT remediation during the school day, as well as post-secondary education and career options for various student groups.

In an effort to improve the Graduation Rate, students will be provided with after-school opportunities to attend the e2020 Credit Recovery Lab. The lab will have a certified teacher available to assist students who are in need of online credit recovery options on Monday through Thursday for a two-hour "Fifth Period" after the regular school day.

What evidence do you have to support this perception?

The evidence is based on the Georgia High School Graduation Test, AYP results, End of Course Tests, benchmark assessments, surveys, report card grades and class work assignments.

Describe the current governance structure/decision-making process of the school.

The instructional leadership team, or Better Seeking Team, empowers faculty and holds them accountable for results, developing a plan for leadership succession. Teachers and students assume leadership roles outside of the classroom, actively participate in the school improvement process, and take ownership of resulting setbacks and successes. The instructional leadership team reflects a diversity of perspectives; the principal taps into staff members' interests and areas of expertise to strengthen school programs.

Describe how the school leadership makes instructional decisions regarding staffing, creating a master schedule, selecting instructional initiatives, and providing professional learning opportunities.

We believe that in order for schools to change student learning outcomes at scale, they must become learning organizations that use data in ongoing and agile ways to mobilize teams within the building to employ and assess targeted changes in instructional practice.

The Performance Learning Coach works closely with administrators and the Better Seeking Team to identify student learning needs, target those needs through instruction, develop professional learning plans that increase the capacity for instructional improvement, increase the quality of instruction through ongoing practice-feedback cycles, and continuously assess and revise plans based on the deliberate examination of student work, student data, and classroom practice.

Briefly describe how the leadership communicates and enlists the assistance of central office personnel to ensure that SACS standards are met in the areas of non-instructional support (facilities, finance, transportation, nutrition, and health).

Monthly meetings are held at the Board of Education with principals and the Director of Teaching and Learning to address the building needs of each principal. In these meetings, principals can request the assistance of district level academic and behavioral teams. Since adopting a new Math curriculum and standards, district Math Coordinators have been scheduled to do “in-school” training as well as after-school workshops throughout the year.

School Culture/Climate

Describe the methods utilized to ensure a school culture that is pervasively academic and demonstrates high expectations for teaching and learning. Consider such factors as maximization of instructional time, common planning time, job-embedded professional development, philosophy reflects belief that all students can and will learn, etc.

All teachers have been provided with an instructional script for ninety minute block instructing. This script helps teachers master the “time on task” policy to ensure maximum student learning and a minimum of classroom disruptions. Classes adhere to required instructional minutes for each subject. Procedures are in place to reduce the quantity of disruptions caused by tardy students. Programs such as Accelerated Reader and Cognitive Tutor provide extra academic opportunities. Community tutors, student teachers, enrichment programs and the many options offered after School are innovations that help ensure our school culture is academic.

Schedule (coursework, teaming, and grade level)

- Data indicates increased enrollment in IB courses and AP courses.
- Required enrollment in accelerated course or higher.
- Faculty collaborates through staff and department meetings.

- During department and grade level meetings, teachers discuss students' and teachers' needs.

Teaching

- Teachers dialogue with students and parents to promote academic success.
- Teachers collaboratively plan with other teachers to ensure that no child will be left behind.
- Teachers implement techniques identified as "best practices" in the classroom.
- Teachers participate in required conferences and sessions for students with identifiable needs.

Lesson Plan Monitoring System

- Monitoring of lesson plans promotes accountability in the classroom.
- Monitoring of lesson plans encourages collaborative effort among members of a department.
- Monitoring of lesson plans assures alignment to the state curriculum.

Classroom Observations

- Formal and informal walkthroughs and unscheduled observations encourage bell-to-bell instruction.
- Frequent walkthroughs encourage high expectations for a standards-based classroom.
- Peer evaluations offer teachers new strategies.

Professional Learning Plan

- It keeps the faculty abreast of changes in local, state, and national educational policies.
- It allows teachers opportunity to expand their knowledge base.
- Professional learning opportunities emerge from an analysis of school academic data.

Extra-curricular activities

- Service learning groups promote public service and volunteerism.
- Students must acquire a certain academic score to participate in extracurricular activities.
- Activities promote team work.

Describe how the school-wide discipline plan is developed and/or revised*.

We have a school-wide discipline committee comprised of administrators and teachers who look at discipline data every semester and annually to determine a plan for each year and submit changes to promote appropriate student behaviors and consequences. In addition, Central High School has implemented a Positive Behavior Supports program in order to recognize those students who are compliant and making progress toward behavioral and academic goals.

Describe the methods utilized to address the social and emotional growth of each student.

Central High School has incorporated a holistic approach that is student-centered whereby activities and opportunities are created to meet the needs of the whole child. The student's social and emotional growth is supported through a team network consisting of teachers, counselors, resource personnel, parents and administrators. We strive to balance academic challenges with a range of support services and extracurricular activities for students.

Needs assessments and student progress are monitored on a systematic and continuous basis. Our Leadership Team meets monthly to identify and plan alternative strategies and modifications for students experiencing academic, behavioral, social or emotional difficulties. The team offers support to the student, the student's teachers, and the student's parents.

Individual and classroom guidance support is provided through the Guidance and Counseling Program at Central High School. Skills and information are also introduced in small group and individual settings. Consultations between stakeholders are regularly conducted with the goal of helping students become caring, respectful, responsible people who solve problems non-violently, think critically, and make choices based on right and wrong.

In seeking to produce broadly educated students proficient in demonstrating citizenship, respect, and personal responsibility, many opportunities exist which allows students to explore and develop their individual talents, skills and interests. The Beta Club, Book Club, Math Club, Literary Club, Mock Trial Team, Talent Show, Musical Programs, FCA, DECA programs and Model UN programs, are examples beyond the regular classroom in which students interact with one another in a multicultural and diverse environment.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate)**Explain how data resulting from academic assessments are used to inform and revise daily instruction.**

The teachers disaggregate and analyze data on state assessments, benchmarks, progress reports and course grades. Data is collected and analyzed during faculty and department/grade level meetings throughout the year. During common planning time at grade level and department meetings students' individual needs are discussed and strategies are developed aligned to the deficiencies. Rubrics, assessments, and instruction is planned and developed to utilize with the students in instructional settings.

Teachers are specifically involved in analyzing the following assessments:

- End of Course Tests
- Georgia High School Graduation Test
- Diagnostic Testing in Content Areas
- TSARS testing of rising 11th graders for English, Science, Social Studies, and Math
- Credit Recovery Reports

- Pre and Post Testing in Mathematics and Language Arts
- Benchmark Testing for Mathematics and Language Arts

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

Central High School faculty and staff are involved in disaggregating and analyzing data on formative and summative assessments. Data is collected and analyzed during faculty meetings, common planning time and grade level and departmental meetings throughout the school year. As a result of disaggregating and analyzing data, the teachers discuss ways and strategies to meet the individual needs of their students. They develop aligned assessments and utilize rubrics to monitor students' academic progress and mastery of Standards. Teachers are involved in utilizing and analyzing assessments which drive their instruction. Teachers monitor data by reviewing results of students' assessments to determine if instruction is aligning to success of student learning. In addition, teachers work with the learning coaches to analyze the data derived from the review assessments and make academic decisions which drive instruction and staff development.

Stakeholder Communication (ESEA Mandate)

1. Provide Individual Student Assessment Results and Interpretation to Parents

Describe the process by which teachers and administrators interpret and articulate assessment results to stakeholders.

The State Assessments are the End of the Course Test (EOCT) and the Georgia High School Graduation Test (GHSGT). The (EOCT) and the (GHSGT) are given in four content areas: English, Mathematics, Science, and Social Studies. The assessment results for the EOCT and GHSGT are shared with stakeholders through the following methods:

- ❖ Parent Conferences
- ❖ PTO Meeting/Test Talks Meetings
- ❖ Individual reports are provided to students and interpreted by teacher
- ❖ Progress Reports
- ❖ Classroom Performance on Report Cards

2. Provisions for Public Reporting of Disaggregated Data

Describe the various ways by which your school will communicate to the widest possible range of stakeholders (e.g., parents and community) the results of the disaggregated data.

Throughout the school year test data is collected according to state guidelines by the system's Director of Assessments and Accountability. The Georgia State Department of Education disaggregates the data and provides the results to the system by school. The data is posted on the

Department of Education's website and released to the media through the central office. The staff at Central High School analyzes the data to determine the school's strengths and deficiencies to plan and guide instruction. The data is further disaggregated in Better Seeking Team meetings, department meetings and grade level meetings. Student test data is utilized to evaluate current practices and programs are aligned to instructional practices. The Better Seeking Team expands the control of End of Course Test and Georgia High School Graduation Test data beyond the administrators and allows a group of staff members to collect and disaggregate data. Some of the key functions of a Better Seeking team include working to focus data use on a set of essential questions, identifying data that should be disseminated to different groups in the school, developing a schedule for data dissemination and analysis, helping staff members analyze and interpret data, engaging staff members in setting targets for improvement, supplying individual teachers with data, and responding to data requests from staff members. The Better Seeking team is comprised of school leaders, faculty, media specialists, and guidance personnel.

3. Public Dissemination of the School Improvement Plan to all Stakeholders

Describe the methods and media by which the CSIP will be communicated with school stakeholders, including staff members, student, parents, and community members. *

The school will utilize a wide variety of ways to communicate the mission and goals of the school to the stakeholders. The Consolidated School Improvement Plan (CSIP) will be available on the school's website, in the media center and in the administrative offices.

* 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.

Instruction by Highly Qualified Teachers (ESEA Mandate)

Describe the policies and procedures used to ensure adherence to Federal mandates regarding "Highly Qualified" instructors.

At the district level the Bibb County Recruitment Team has upgraded its recruiting tools to include thumb drives that include all pertinent information to prospective employees. Additionally, the Bibb County video used to recruit highly qualified teachers is located on the thumb drive. At the annual Middle Georgia Teacher Recruitment Fair, all individuals who are interested in teaching in the Middle Georgia area are given a thumb drive on which links to the on-line application and directions for applying are provided. This new tool will strategically allow Bibb County to hire the "best of the best" in this new technologically advanced workforce. Other information that is provided on the thumb drives include salary schedules, certification information, school locations and contact information. The new generation of teacher recruits utilizes the on-line forums as a tool for networking and finding jobs.

Describe policies, procedures, initiative, and programs in place to recruit and retain highly qualified instructors at this school.

Central High School will provide high-quality curriculum and instruction in a supportive and effective learning environment by a highly qualified faculty that enables students to meet the State's student academic achievement standards as follows:

- Highly qualified teachers and staff will utilize research-based instructional strategies. The school will provide training to staff that will strengthen teacher's ability to educate students. Data obtained through class assessments and standardized testing will assist teachers in helping students meet Georgia Performance Standards. All students will be exposed to a supportive and effective learning environment through the regular classroom, computer labs, credit recovery and tutoring programs.
- The Central High School faculty consists of highly qualified teachers ranging from beginning teachers to veteran teachers with advanced degrees. On-going professional learning opportunities will be provided throughout the year for the faculty to further develop instructional knowledge and skills through the following means: professional learning opportunities based on proven scientific research will be provided throughout the year to increase the level of proficiency in the area of math instruction identified through data analysis; and, faculty will review individual student deficiencies as well as develop strategies to address the students' needs during math departmental meetings, meetings with the performance learning coach, or Title I coordinator.
- In order to support and retain quality teachers the Central High School administration and Leadership Team provides the following: experienced mentors for new teachers; informal and formal observation instruments to provide quality feedback regarding best practices in teaching and instruction; regularly scheduled department and faculty meetings focusing on student achievement and relevant professional learning.

Focusing Daily Lessons and Differentiating Instruction to Meet Student Needs (ESEA Mandate)

Describe how administrators, teachers, and instructional support personnel ensure the use of a standards based curriculum delivery.

Content area teachers begin to develop their plans for instruction by first looking at our state standards. These standards were developed so that teachers and students can have a clear understanding of what standards are to be met in order to demonstrate mastery. Teachers' instructional design and implementation reflect the areas of the curriculum that our state has deemed the most important concepts for our students to learn. The standards assist teachers in writing plans that will ultimately direct each student's learning. Hopefully, this student learning will ensure that each student will meet the standards of the Georgia High School Graduation Test and End-of-Course Tests. We design pacing guides and use strategies for success to ensure that we are meeting district expectations. Content area teachers implement common lesson plans that are GPS driven. Teachers post the standards, essential questions, and word wall in their classrooms.

The administrators at Central High School will continue to monitor instructional effectiveness by conducting informal and formal evaluations of teacher performance. The purpose of these evaluations is to reinforce standards-based instructional practices. In addition, administrators will check lesson plans on a monthly basis. Each department will meet a minimum of one time per month to review progress monitoring data, formative evaluation data, best practices in teaching their particular content, and/or lesson and benchmark collaboration activities.

Describe how administrators, teachers, and instructional support personnel: plan for, implement, and monitor research-based instruction that is effective and appropriate to student needs.

Teachers are given specific data on which to base their classroom plans. Classroom teachers are tasked with implementing standards-based instruction, utilizing best practices, essential questions, and critical thinking skills. Teachers look at the standardized scores of the students on their roll and use those scores to make adjustments in their methodology, classroom structure, and lesson plans. Teachers are also asked to peer plan and collaborate in order to make each department stronger. Fidelity to the state-mandated standards will improve instruction to meet the students' needs. Administrators are monitoring standardized test scores to see which teachers need additional professional learning, support and mentoring. The Performance Learning Coach assists teachers to monitor their instructional processes and provide additional support when teachers and administrators need it. Coaches provide for new teachers and/or those having difficulty, especially in classroom management, by providing research-based techniques and personal classroom experience that can improve student achievement and success. At Central High School, planning begins with the standards for each academic area and ends with assessment of data to see if the standards are met. Once that assessment has been completed, adjustments are made to improve success.

Explain the role of RtI/Student Support Team (SST) process in identifying students at risk and the process established to customize, monitor, and evaluate effective strategies used to address students academic barriers.

SST is a process that occurs at the Tier 3 level on the Pyramid of Intervention as designed by the Georgia Department of Education. SST assists in the identification of impediments to learning for all students including those deemed "at risk". SST facilitates a process by which teaching strategies can be targeted and documented to help students achieve success in the areas of academic, social and emotional performance. SST provides a team approach to problem solving for an individual student's needs, documents strategies that have been tried and the results of those efforts and the student's responses to intervention. SST also serves to document the student's progress, strengths and weaknesses and the teacher's concerns. The SST process exhausts strategies to help the student at the regular education level and, where necessary, the SST team makes referrals for further evaluation and to special education if the student is not making sufficient progress after other strategies have been tried and documented.

Describe how plans are developed and implemented to address the needs of students who have not met expectations.

Plans are established by teachers and administrator to develop a learning plan for students who are performing below grade level and/or did not perform well on the GHSGT/EOCT tests. These plans may include the need for students to be placed in Tier 2 of the Pyramid of Intervention based on the student's baseline data.

Describe the procedures in place to identify and address the needs of students who have met expectations in order to facilitate their progress toward exceeding expectations.

The procedures for moving these students to the next level are as follows:

- Analyze data from the previous year.
- Identify students who did meet expectations.

- Develop a plan for each student indicating areas of strengths and weaknesses.
- Plan for enrichment.
- Establish academic groups based on needs of students using subgroups for the standardized tests.

Describe the school-wide policies, procedures and programs in place to address the needs of gifted, talented, and high achieving students through academic rigor (advanced academics). How does the school schedule and classroom instruction ensure academic rigor, promote student engagement, and increase student achievement for students with high ability levels?

Teachers at Central High School demonstrate high expectations by actively teaching requirements for student work products, posting and explaining examples of superior work, showing students how to achieve excellence, and following through to make sure that students create the work expected by national, state and county standards.

Administrators, faculty and staff constantly encourage all our students to produce their personal best work, and we teach that our goal for them is not simply to prepare well for the next grade, but to be ready for college, graduate or professional school, and life. We teach that the work skills, social development, and educational knowledge developed in high school will become the foundation for all their future success.

In addition we ensure academic rigor and promote student engagement through the following:

- Scheduling of International Baccalaureate, Fine Arts, Advanced Placement (AP) and gifted classes
- Increasing the number of AP courses offered each year
- Offering workshops and tutorials
- Utilizing the full ninety minutes of instruction during each class period
- Providing rigorous assignments which demand higher level thinking skills
- Participation in joint enrollment programs

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

Describe how and when students in need of additional assistance are identified.

The teachers disaggregate and analyze data on state assessments, benchmarks, progress reports and course grades. Data is collected and analyzed during faculty and department/grade level meetings throughout the year. During common planning time at grade level and department meetings students' individual needs are discussed and strategies are developed aligned to the deficiencies which impact instructional practices. Rubrics, assessments, and instruction is planned and developed to utilize with the students in instructional settings.

Teachers are specifically involved in the analyzing the following assessments utilized to drive instructional decisions:

- End of Course Tests
- Georgia High School Graduation Test

- Diagnostic Testing in Content Areas
- TSARS testing of rising 11th graders for English, Science, Social Studies, and Math
- Credit Recovery Reports
- Pre and Post Testing in Math and Language Arts
- Benchmark Testing for Math and Language Arts
- AIMSWeb
- Thinkgate

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

Through a process of testing, diagnosis, prescription and assessment, teachers identify which students are in need of assistance and the appropriate strategies for intervention. Because of its standards-based approach, all students are placed in the (RtI) program at the appropriate tier.

Strategies and processes used to assist students with academic difficulties are monitored through weekly teacher meetings, weekly grade level meetings, progress monitoring, informal and formal teacher observations, focus walks, parent volunteer logs and parent conferences.

List training opportunities provided to teachers in the identification of student difficulties, data analysis, and the appropriate assistance for identified difficulties.

Professional learning opportunities aligned to specific deficiencies will be provided to all staff at Central High School. Disaggregating assessment data at the district and school levels will be used to identify specific academic weaknesses, drive curriculum decisions, and direct decisions regarding the types of high quality, sustained professional development offered to the school's staff.

Central High School recognizes that on-going professional development is imperative for teachers to be equipped with the necessary knowledge and skills necessary to reach all levels of learners. The development workshops at the school and system levels will be conducted to enhance teachers' expertise and classroom effectiveness and management skills. The following professional development will be conducted during the 2010-11 school year:

- Research-Based Instructional Strategies
- Book Studies
- Response to Intervention (RtI)
- Content Based with a focus on Math
- Differentiation Instructional Strategies
- Standards-based Instruction
- Classroom Management
- Closing the Achievement Gap
- Building Collaboration Teams

Describe any academic or behavioral growth opportunities provided outside the regular classroom environment in order to assist students in identifying and reaching their goals.

Students' data from the state assessments and other examples of students' work is analyzed to identify and address problems that may impact student achievement in the area of math. Central High School will implement instructional strategies and methods of instruction that are aligned to scientifically-based research that have proven effective in addressing specific instructional issues in math. The following instructional strategies and programs will be implemented and coordinated to support the regular instructional curriculum program in an effort to impact student achievement in the area of math:

- Instructional strategies to be used
 - Additional math teachers for reducing class size
 - Yearlong Math I with Support Math I for extended learning opportunities during the school day
 - Time of Day for optimal learning for math students deemed most "at risk"

- Scheduling models utilized
 - Math I support class with reduced class size for remediation and extended learning
 - Teachers-as-Advisors model will be used to prepare students for careers and post-secondary education by improving curriculum and instruction

- Supplemental instructional activities
 - USA Test Prep Computer Program utilized for preparing for the Math I EOCT
 - Cognitive Tutor for supplemental learning before school, after school or at home extended learning opportunities
 - Home School Facilitator to increase parent involvement and awareness of requirements and expectations of the four-year plan for Math
 - Professional learning opportunities (AIMSweb, RtI Training, Thinkgate, etc.)
 - System and school-based initiative training
 - Purchase instructional materials/resources aligned to students' math deficiencies

The following instructional strategies and programs will be implemented and coordinated to support the regular instructional curriculum program in an effort to impact student achievement in the area of social studies:

- Instructional strategies to be used
 - Additional social studies teacher to decrease class size and avoid faculty teaching on an extended day contract
 - Time of Day for optimal learning for social studies students deemed most "at risk"

- Scheduling models utilized
 - Teachers-as-Advisors model will be used to prepare students for careers and post-secondary education by improving curriculum and instruction
- Supplemental instructional activities
 - USA Test Prep Computer Program utilized for preparing for the U.S. History and Economics sections of the EOCT
 - Supplemental learning opportunities before school, after school or at home extended learning opportunities
 - Home School Facilitator to increase parent involvement and awareness of requirements and expectations of the four-year plan for social studies education.
 - GHSGT Coach books for Mathematics and Language Arts to be used during advisement period
 - Professional learning opportunities (i.e. co-teaching and RtI Training, etc.)
 - System and school-based initiative training

Plans for Assisting Children during Transitions (ESEA Mandate)

Describe your plans for assisting 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.). CSIP, GNETS, Ombudsman, Neel Academy, and Home School.

The transition from Middle School to high school may be challenging for rising ninth grade students. In an effort to promote a smooth transition from middle school to high school, the following activities are implemented:

- Central High School participates in the district-wide “Smooth Move” program in which middle school students visit the high school.
- Central High School teachers, counselors, and several students visit the middle school and talk to the eighth grade students regarding goals and expectations, academic courses, school attire, extra-curricular activities/clubs and athletics.

Support Services for Student Learning

To be completed by the counselor(s):

Describe how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor.

Central High School will utilize three full-time counselors to provide support to all learners. Individual counseling conferences are held in all grade levels. Students are assigned to counselors by magnet program (IB or Fine Arts) or by alphabet. Counselors provide counseling activities for

every grade level geared toward career counseling, making college count, coping with life, etc. Each staff member will serve as a mentor to at least one student each year. Students are encouraged to be a part of the mentoring program. The Teachers-as-Advisors Program ensures that all students complete an accelerated program of study with an academic and vocational focus. In addition, a part-time Education Support Specialist will assist counselors, the Performance Learning Coach, and Family Engagement Facilitator to implement Graduation First initiatives developed during the 2009 – 2010 school year.

In addition to seeing students individually and in classroom guidance, the counselor introduces skills and information in small group settings. Components of the counseling program aid students in Learning to Live (Personal/Social Development), Learning to Learn (Educational Development) and Learning to Work (Career Development). Through these domains, activities and opportunities are created to meet the needs of all students. Responsive Services are provided to meet the immediate needs and concerns of students and parents. Regular collaboration with parents, teachers and community resources occurs to address students' learning issues and to support classroom achievement.

Parent-teacher meetings are scheduled and problem solving is facilitated and effectiveness of interventions is monitored in increasing student achievement. Excessive absenteeism and tardiness are also monitored to reduce the negative impact these factors have on academic performance.

Describe how counselors, social workers, Prevention/Intervention specialists, and other student support personnel work with the district office and outside agencies to meet student needs.

The social worker coordinates with the juvenile court to uphold the Georgia Compulsory School Attendance Law. The administrator that coordinates the RtI/Student Support Team (SST) process receives referrals from teachers, administrators, counselors, and social workers. The RtI/SST process functions within the regular education program to identify and plan a support system for at-risk students. The RtI/SST administrator and the School Psychologist, with the aid of teachers, develop strategies to help the student achieve a level of success. The administrator and teachers collect data to assess the effectiveness of the strategies employed and the student's response to intervention.

- Health issues are covered through health classes taught by the Physical Education and Health faculty. Issues of student pregnancy are handled by the counseling department which offers programs, services, and counseling for teenage parents.
- Two meals a day (breakfast and lunch) are provided at the school. Free and reduced lunch programs are also available for those in need.
- Safety on campus is monitored by a team consisting of resource officers and security team members.
- Transportation to and from school is provided by the county's buses.
- Students with disabilities receive support through the Program for Exceptional Children (PEC) Department. This program serves students with mild, moderate and severe disabilities. Services are provided in the general education setting or through a pull-out model as determined by the needs of the student in their individual education plan.

Strategies to Increase Parental Involvement (ESEAMandate)**Describe the parent/community outreach activities and initiatives in place.**

Research indicates that when parents receive frequent and useful communication from the school, their involvement and support increases, their overall assessment of educators improves, and their attitudes toward the school is more positive. Research further validates that parent involvement and support is essential to a student's success. Central High School will actively engage and involve parents in its commitment to increase math achievement for our targeted assistance students. The school will continue conducting parent informational meetings, hosting math curriculum nights, and providing parents with materials and workshops aligned to the math strands and domains identified on state assessments.

- Parent resources offered:
 - Open House will be conducted once per semester
 - Math Informational night (CRCT results, graduation requirements, resources availability i.e. websites, graduation coach, performance learning coach and home facilitator job description/responsibilities)
 - School web site
 - School newsletter
 - Parent email group
 - Parent Portal access through Infinite Campus.

Central High School will specifically involve parents in the following manner with the assistance of the Home School Facilitator as indicated in the school parent involvement compact:

- 1. Conduct parent-teacher conferences during which the parent involvement compact will be discussed as it relates to individual student's achievement.** Specifically, those conferences will be held:

This compact will be available at Open House and will be signed by parents at Parent Night. The school will review with staff and parents the academic areas that will be targeted with Title I funds.

Teachers will also be available before school, after school, and during planning times throughout the school year as needed for parents and students.

After-school tutoring opportunities will be available for all students in the areas of language arts, mathematics, social studies, and science. Each department will develop a plan to implement tutoring services to begin prior to September 15, 2010.

2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents will have access to Parent Portal, which is a web-based grade monitoring system provided by Infinite Campus. Through this system, students' schedules, attendance and progress can be monitored on a daily basis. Weekly assignments are also posted on this system. Progress reports will be provided for all students at increments of four and one-half weeks during each semester. Each nine-week grading period, paper report cards will be sent home with the students, allowing parents without internet access the ability to monitor their student's progress.

Regular communication will be documented through notes written in student planners, through phone calls or other methods as specified by teachers.

3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers will be available before school, after school, and during planning times throughout the school year. Teachers can be reached by phone, email and/or written communication.

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are welcome to make appointments through the office to observe their child's classroom. If, during parent- teacher conference, it is determined that a parent's participation in the classroom will improve their child's academic achievement, a schedule will be established for the parent to volunteer or participate in class as practically possible.

5. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Letters of explanation will be provided for parents via U.S. mail in the event of a teacher being assigned who is not highly qualified within the above regulation.

6. Provide parents notice of their right to request the following information about the professional qualifications of their child's teacher(s):

- Certification
- College major/graduate certification or degree held by the teacher
- Qualifications of the paraprofessional, if paraprofessional services are provided

7. Parents will participate in an interest based needs/skills survey. Parents will respond to topics in a survey pertinent to their child's academic needs as well as requested parenting skills to determine the workshops that will be scheduled for the upcoming school year.

Describe how parents and community members are involved in the school decision-making process.

School Council members include parents, teachers, Partners in Education, and local community members who meet monthly to provide advice and recommendations to the school principal, area assistant superintendent, superintendent, and, when appropriate, the local board of education, on any matter related to student achievement and school improvement, such as student attendance and academic achievement, school improvement plans, school budget priorities, extracurricular activities, student discipline and safety, and community use of school. The PTSA has committee chairs for various projects and activities sponsored by the PTSA, and these committee members meet with the PTSA council periodically to participate in the school's decision-making process.

Describe the level of involvement of parents and community members in the development of the CSIP.

Parents and community members provide feedback and make suggestions via surveys and questionnaires provided during meetings and via email and mail.

***Briefly describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).**

We begin each school year with a Title I Parent Meeting that should be completed by the first week of October. At this meeting, we explain our Title I Plan and federal requirements. Parents are given surveys to complete to solicit their input. We also have a Family Engagement Facilitator who encourages parents to volunteer for our Parent Committee. The Parent Committee is responsible for developing the Title I compact and Parent Involvement Policies.

Coordination and Integration of Federal, State, and Local Services and Programs

Central High School combines Title I funds with other federal, state and local funding to more effectively achieve the goal of raising academic achievement through optimal learning opportunities for all students. The opportunities such as instructional materials, resources, additional personnel, professional learning, and parental involvement are provided to enhance and supplement the state mandated curriculum. A list of all programs and funding sources are outlined in the chart below:

Funding Sources	Amount	Targeted Audience	State connection to SI plan by providing 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	\$256,000	Schoolwide	Title I Funds - These funds will be used to provide staff development; supplemental teachers and paraprofessionals; and supplies for reading and math classes. The funds will also help boost parental involvement which also helps to improve student achievement. In addition, these funds will be used to provide tutorial sessions for students in the areas of English and math. Title V - When these funds are received by the school, they are used to purchase books and equipment for the media center to enhance student instruction. ARRA budget to support reading and math instruction.
State Funds			Per Pupil funds are used to purchase instructional material and equipment for each department in the school.
School Improvement Grant (Needs Improvement Title I Schools Only)			N/A
SIG (other than Title I)			N/A
Local Professional Learning Funds			These funds are used to provide staff development on different teaching strategies and other subjects that will assist teachers in the quest for improving student achievement. These funds are used to subsidize teacher expenses for attending workshops.
Grants (list)			Teachers apply for grants as needed.
PTSA/PTA/ PTO			Funds support incentive programs for the students.

Partners in Education			Business partners support the instructional program by providing services. They also support the Parental Involvement program by providing incentives and meals.
Other (list)			N/A

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

<p>Reading/English/Language Arts Action Plan (ESEA Mandate)</p> <p>Annual Measurable Objective: The percentage of students scoring in the meets or exceeds category on the Reading/English/Language Arts section of the GHSGT will increase from 80% to 90.8% as measured by the GHSGT results 2010. The Mean Conversion Score for students who take the EOCT in 9th Grade Literature will increase from 76 to 86 and the Mean Conversion Score for students who take EOCT in American Literature will increase from 81 to 90.</p>					
<p>Intervention</p>	<p>Professional Learning Needed</p>	<p>Estimated Cost and Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
				<p>Evidence of Progress Monitoring</p>	<p>Evidence of Mastery</p>
<p>Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and after school. (All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.)</p>	<p>Training for the Tutors</p>	<p>Title I Funds for Tutorial and materials in GHSGT, EOCT, ACT, and SAT test preparation</p>	<p>August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers</p>	<p>Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects</p>	<p>EOCT, GHSGT, and GHSWT</p>

<p>Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs in the English Language Arts Department</p>	<p>Strategies for improving vocabulary, reading comprehension skills, and critical thinking</p>	<p>Title I funds</p>	<p>August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers</p>	<p>Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects</p>	<p>EOCT, GHSGT, and GHSWT</p>
<p>Utilize the available financial resources to fund one Reading teacher in a manner that enhances student learning and maintains a focus on student achievement in the area of Reading comprehension and fluency.</p>	<p>Strategies for improving vocabulary, reading comprehension skills, and critical thinking</p>	<p>Title I funds</p>	<p>August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers</p>	<p>Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects</p>	<p>EOCT, GHSGT, and GHSWT</p>
<p>Economically disadvantaged students must improve reading comprehension and writing skills to meet GPS standards. General education teachers will offer one-on-one tutorials based on benchmark results; reading intervention will be used to move students toward grade level reading; students will make text connections to self, other texts, and world, especially by incorporating their community investigations into their ELA curriculum. An attendance intervention plan will be in place for students who are absent for more than four days.</p>	<p>Instructional strategies to include: differentiation, reading, use of graphic organizers and advanced organizers;</p>	<p>None</p>	<p>August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers</p>	<p>Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects</p>	<p>EOCT, GHSGT, and GHSWT</p>

<p><u>Technology Integration:</u></p> <p>Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p>	<p>Technology Training</p>	<p>None</p>	<p>Every school year</p>	<p>Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects</p>	<p>EOCT GHS GT IEP Goals GAA</p>

<p>Mathematics Action Plan (ESEA Mandate)</p> <p>Annual Measurable Objective: The percentage of students scoring in the meets or exceeds category on the Mathematics section of the GHS GT will increase from 50% to 81.2% as measured by the GHS GT results 2010. The Mean Conversion Score for students who take the EOCT in Math I will increase from 69 to 79 and the Mean Conversion Score for students who take EOCT in Math II will increase from 68 to 78.</p>					
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Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs during and after school. (All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.)	Training for the Tutors	Title I Funds for Tutorial and materials in GHSGT, EOCT, ACT, and SAT test preparation	August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers	Sponge activities; quizzes; lesson plans, observations, tutorial logs, projects, data walls and meeting logs	EOCT, GHSGT, Benchmarks
Group students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. Differentiate instructions.	Differentiated Instruction for regular education and special education students	Title I Professional learning Funds \$500	August 2010-May 2011 Principal APs Department Chairs Title I Instructional Coaches Teachers	Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects	EOCT, GHSGT, Benchmarks
Utilize common, collaborative planning times to review assessments, student work, and lesson plans.	Collaborative Planning for Teachers	None	August 2010-May 2011 Principal APs Department Chairs Title I Instructional Coaches	Sponge activities; quizzes; lesson plans, observations, tutorial logs, projects, data walls and	Unit Tests, Benchmarks, EOCT, GHSGT, SAT, ACT

			Teachers	meeting logs	
Unpack standards and elements to determine the higher order thinking skills needed to understand the standards and incorporate the use of manipulatives.	GPS training, critical Thinking Workshop, manipulatives workshop	Title I Professional learning Funds \$1000	August 2010-May 2011 Principal APs Department Chairs Title I Instructional Coaches Teachers	Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects	Unit Tests, Benchmarks, EOCT, GHSGT, SAT, ACT
<u>Technology Integration:</u> Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.	Technology Training	None	Every school year	Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects	EOCT GHSGT IEP Goals GAA

Science Action Plan (NCLB Mandate) Annual Measurable Objective: The percentage of students scoring in the meet or exceed category on the Science section of the GHSGT will increase from 70% to 80% as measured by the GHSGT results of 2010. The Mean Conversion Score for students who take the EOCT in Biology will increase from 70 to 80.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Progress Monitoring	Evidence of Impact
Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and after school. (All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.)	Training for the Tutors	Title I Funds for Tutorial and materials in GHSGT, EOCT, ACT, and SAT test preparation	August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers		EOCT, GHSGT, Benchmarks
Require one lab class per week (minimum) in all science content area classes. Use lab simulations, multimedia presentations, simulations, and web based videos for all students including SWD.	"Improving Knowledge and Attitudes through Hands-on Activities in Science"	None	August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers	Lab Logs, Lesson Plans, Student Lab Journals, Syllabi	Unit Tests Benchmark Assessments, EOCTs and GHSGT

<p>Utilize common, collaborative planning times to review assessments, student work, and lesson plans.</p>	<p>Collaborative Planning for Teachers</p>	<p>None</p>	<p>August 2010- May 2011 Principal APs Department Chairs Title I Instructional Coaches Teachers</p>	<p>Sponge activities; quizzes; lesson plans, observations, tutorial logs, projects, data walls and meeting logs</p>	<p>EOCT, GHS GT, Benchmarks</p>
<p>Technology Integration: Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p>	<p>Technology Training</p>	<p>None</p>	<p>Every school year</p>	<p>Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects</p>	<p>EOCT GHS GT IEP Goals GAA</p>

<p>Social Studies Action Plan Annual Measurable Objective: The percentage of students scoring in the meets or exceeds category will increase on the following standardized tests: The Social Studies section of the GHS GT will increase from 52% to 65% as measured by the GHS GT results of 2010. The Mean Conversion Score for students who take the EOCT in U.S. History will increase from 70 to 80 and the Mean Conversion Score for students who take EOCT in Economics will increase from 69 to 79.</p>					
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Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and after school. (All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.)	Training for the Tutors	Title I Funds for Tutorial and materials in GHSGT, EOCT, ACT, and SAT test preparation	August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers	Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects	EOCT, GHSGT, Benchmarks
Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.	Differentiated Instruction Workshop	Professional Learning Funds \$500	August 2010-May 2011 Principal, AP's, Department Chairs, Title I Instructional Coaches, and Teachers	Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects	EOCT, GHSGT, Benchmarks
Utilize common, collaborative planning times to review assessments, student work, and lesson plans.	Collaborative Planning for Teachers	None	August 2010-May 2011 Principal APs Department	Sponge activities; quizzes; lesson plans,	EOCT, GHSGT, Benchmarks

			Chairs Title I Instructional Coaches Teachers	observations, tutorial logs, projects, data walls and meeting logs	
<p><u>Technology Integration:</u></p> <p>Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p>	Technology Training	None	Every school year	Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects	EOCT GHSGT IEP Goals GAA

<p>Attendance Action Plan (ESEA Mandate)</p> <p>Annual Measurable Objective: CHS will have fewer than 10% of our students with 15 or more absences per year.</p>					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact

<p>Students and parents will be notified when students have more than the specified number of unexcused absences per month.</p> <p>Student tardy information will be monitored using PLASCO event tracker software. Morning tardiness and classroom tardiness will decrease as a result of implementing a revised Tardy Policy to begin the 2010 – 2011 school year</p>	<p>NONE</p> <p>Basic software use training</p>	<p>NONE</p> <p>Included in the price of the software</p>	<p>Each School Year</p> <p>August 2010 – bookkeeper and AP</p>	<p>Monthly attendance reports</p> <p>Infinite Campus discipline data and daily ISS role</p>	<p>Improvement of EOCT and GHSGT</p> <p>Increased time in class resulting in improved EOCT and GHSGT</p>
<p>Using data from the prior school year students identified as at risk for poor attendance will be monitored carefully to see that more productive patterns are established. This will include our economically disadvantaged population. Incentives will be distributed at least once each semester.</p>	<p>NONE</p>	<p>NONE</p>	<p>Each School Year</p>	<p>Monthly attendance reports</p>	<p>Improvement of EOCT and GHSGT</p> <p>Improved Attendance</p> <p>AYP Report</p>
<p>Individual teachers will keep accurate daily and summative attendance records.</p>	<p>NONE</p>	<p>NONE</p>	<p>Daily</p>	<p>Monthly attendance reports</p>	<p>Improved Attendance</p> <p>AYP Report</p>
<p>Inform and educate all stakeholders of the attendance policy.</p>	<p>NONE</p>	<p>NONE</p>	<p>Each School Year</p>	<p>Monthly attendance reports</p> <p>Attendance summaries</p>	<p>Improved Attendance</p> <p>AYP Report</p>

<p>Graduation Rate Action Plan (HIGH SCHOOLS ONLY)</p> <p>Annual Measurable Objective: We will have at least 80% of our students graduate per year.</p>					
<p>Intervention</p>	<p>Professional Learning Needed</p>	<p>Estimated Cost and Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
				<p>Evidence of Monitoring Progress</p>	<p>Evidence of Impact</p>
<p>Remediate those students who have not passed the areas of the <i>GHSGT</i> through after-school study groups by using research-based instructional strategies and area content study materials from Georgia Department of Education and US Test Prep. Utilize Project Express and offer Summer remediation opportunities.</p>	<p>Professional learning as needed</p>	<p>None</p>	<p>Academic year Administration, Counselors, SS Specialist, Graduation Coach, and Teachers</p>	<p>Parental contact logs, tutorial and attendance rosters</p>	<p>Improved GHSGT scores</p>
<p>Utilize individualized <i>Graduation Plans</i> to support potential graduates' (seniors and 4th year juniors) grades and attendance.</p>	<p>None</p>	<p>None</p>	<p>August 2009- May 2010 Principal, AP, Counselor, Social Worker</p>	<p>Monitor At-risk Students, Parent Conferences, Call Log</p>	<p>AYP, Graduation Rate, EOCT, GHSGT</p>

<p>Open the e2020 virtual classroom for a “Fifth Period” after school in order to allow students to participate in credit recovery opportunities.</p>	<p>Lab operation training</p>	<p>Lab operator will be paid for 2 additional hours, four days per week</p>	<p>August 2010 – May 2011</p>	<p>Increased number of Carnegie Units attained by students</p>	<p>Increasing Graduation Rate, improved GPA</p>
<p>Parent Involvement/Communication: -Meet with parents regarding academic requirements for graduation -Hold parent information meetings (at least six meetings). - Confer with teachers and counselors, regarding students who may be at risk for graduation to contact parents and schedule conferences with parents, students and support staff.</p>	<p>None</p>	<p>None</p>	<p>August 2009- May 2010 Principal, AP, Counselor, Social Worker</p>	<p>Monitor At-risk Students, Parent Conferences, Call Log</p>	<p>AYP, Graduation Rate, EOCT, GHSGT</p>

<p>Special Education Action Plan (ESEA Mandate)</p> <p>Annual Measurable Objective: Increase the academic achievements of students with disabilities. Provide services to students with disabilities in the least restrictive environment appropriate to meet their needs. Increase the high school graduation rate for students with disabilities. Increase the achievement of students with disabilities from 19% to 33% on the GHGST Mathematics. Increase the achievement of students with disabilities from 40% to 60% on the GHGST ELA.</p>					
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Intervention	Professional Learning Needed	Estimated Cost/Funding Sources	Timeline/ Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
<p>Increase the achievement of students with disabilities by ensuring the effectiveness of collaborative classrooms. Teaching teams should plan together for effective instruction.</p> <ul style="list-style-type: none"> Develop lessons collaboratively that have clearly established goals based on the subject and/or grade level standards and elements in collaboration. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. 	<p>Teacher Collaboration</p> <p>GPS Training Workshops</p>	<p>District Budget</p>	<p>August 2010-December 2010</p>	<p>Staff Development logs</p> <p>Staff meeting attendance log</p>	<p>IEP progress; GAA; GHSGT; EOCT</p>
<p>Special Education Teachers will be given the opportunity to attend staff development training in math, language arts, science and social studies.</p>	<p>Teacher Collaboration</p> <p>GPS Training Workshops</p>	<p>District Budget</p>	<p>August 2010-December 2010</p>	<p>Staff Development logs</p> <p>Staff meeting attendance log</p>	<p>IEP progress; GAA; GHSGT; EOCT</p>
<p>Teachers will attend mandatory co-teaching training at the beginning of each school term.</p>	<p>Teacher Collaboration</p> <p>GPS Training Workshops</p>	<p>District Budget</p>	<p>August 2010</p>	<p>Staff Development logs</p> <p>Staff meeting attendance log</p>	<p>IEP progress; GAA; GHSGT; EOCT</p>
<p>Implement strategies with the study skills classes; offer collaborative classes in core classes; provide General Education teachers with methods/strategies to improve student achievement in general population.</p>	<p>Teacher Collaboration</p>	<p>\$200</p>	<p>August 2010-December 2010</p>	<p>Staff Development logs</p> <p>Staff meeting attendance log</p>	<p>IEP progress; GAA; GHSGT; EOCT</p>

<p><u>Technology Integration:</u></p> <p>Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p>	Technology Training	None	Every School Year	Lesson Plans Benchmark assessments Formal and Informal Observations Professional Learning Logs Student journals, portfolios, projects	EOCT GHSGT IEP Goals GAA

Professional Learning Plan

The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	Evidence of Impact
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	<p>Increase the percentage of students meeting and exceeding expectations on GHSGT and EOCT</p> <p>Integrate Differentiated Instruction in the classroom.</p>	<p>Participate in professional learning activities on differentiated instruction.</p> <p>Develop lesson plans that support the Georgia</p>	Fall 2010-Spring 2011	<p>Benchmark Assessments</p> <p>Performance-based Assessments</p> <p>Data</p>	<p>Student Discipline Referrals;</p> <p>Student referrals to Special</p>

	<p>All teachers disaggregate data and use data to drive instruction</p> <p>Integrate use of technology in the classroom</p> <p>Increase parent and community involvement and awareness</p>	<p>Performance Standards</p> <p>Utilize the computer lab and classroom computers to develop student responses to curriculum.</p>		<p>Analysis Assessment Form</p> <p>Lesson Plans</p> <p>Classroom Observations</p> <p>Student work samples</p>	<p>Education; EOCT results; GHSGT results; graduation rate; student attrition; teacher retention</p>
Federal	N/A				
Grants	N/A				
Local	Fully implement Collaborative Planning	<ul style="list-style-type: none"> ❖ Formulate collaborative unit plans ❖ Collaborative lesson plans ❖ Formulate common exams and test 	Fall 2010-Spring 2011	Unit plans, lesson plans, exams, and tests	<p>Student Discipline Referrals;</p> <p>Student referrals to Special Education;</p> <p>EOCT results;</p> <p>GHSGT results;</p> <p>graduation rate; student attrition; teacher retention</p>

School Name: Central High School

Principal: Jeffrey Homan

Plan Year: 2010-2012