



**ATLANTA PUBLIC SCHOOLS**  
**CONTINUOUS SCHOOL IMPROVEMENT PLAN**  
**2012-2013**

## Continuous School Improvement Plan

School Name: Grady High School

Principal Name: Vincent D. Murray

School Year: 2012-2013

### School Improvement Plan Team Members

### School Mission, Beliefs, and Goals

#### **Our Beliefs:**

1. Each student is a valued and unique individual.
2. Each student can learn.
3. Each student has the right to learn in a clean, safe, disciplined, and intellectually stimulating environment.
4. Parents and schools working together provide the best atmosphere for student achievement.
5. Each student is accountable and responsible for his or her own behavior and choices.
6. Diversity, equal opportunity, and access to technology are the cornerstones of innovation.
7. Exposure to and participation in fine arts, hands-on sciences, humanities, problem-solving, and physical training are key to

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producing self-reliant students with depth and humanity.

8. All students should graduate with a well-informed plan of action for meeting their academic and personal career goals.

### **Mission:**

The mission of Henry W. Grady High School is to provide each student with a challenging and interactive education, to encourage students from all walks of life to strive for their highest level of achievement, and to model responsible and ethical behavior that empowers students with the skills to create positive change in our society.

### **Overall Goals:**

1. To increase overall student performance in all areas of achievement resulting in an increased graduation rate.
2. Heighten school-wide focus to increase student performance in Math II, Biology, and Physical Science resulting in a higher pass percentage on the EOCT.
3. Reduce the overall percentage of students reading below grade level.
4. Increase fidelity to and improve awareness and application of differentiated instruction to tailor to the needs of EVERY student resulting in an increase of student achievement.
5. Model school-wide high expectations by encouraging every student to take at least one Honors or AP course before graduation.

### **SMART Goals:**

**SWD - Grady High School - SMART goals – September 17, 2012**

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### **Graduation Rate**

The Grady High School team will close the gap between students with disabilities (SWD) and other subgroups' graduation rates by increasing the SWD graduation rate from 58%\* at the end of the SY 2011-2012 to a **61%** graduation rate at the end of the SY 2012-2013. (\* draft calculation provided pending official release of State calculated graduation rate)

### **Writing**

All first-time 11th grade SWD test-takers will increase their achievement on the Georgia High School Graduation Writing Tests from 92% meeting and exceeding standards at the end of the SY 2011-2012 to **94%** meeting and exceeding standards at the end of the SY 2012-2013.

### **9<sup>th</sup> Literature**

All first-time SWD test-takers will increase their achievement on the Georgia 9<sup>th</sup> Grade Literature End of Course Tests from 58% meeting and exceeding standards at the end of the SY 2011-2012 to **59%** meeting and exceeding standards at the end of the SY 2012-2013.

### **American Literature**

All first-time SWD test-takers will increase their achievement on the Georgia American Literature End of Course Tests from 71% meeting and exceeding standards at the end of the SY 2011-2012 to **72%** meeting and exceeding standards at the end of the SY 2012-2013.

### **Algebra**

All first-time SWD test-takers will increase their achievement on the Georgia Math I End of Course Tests from 40% meeting and exceeding standards at the end of the SY 2011-2012 to **42%** meeting and exceeding standards at the end of the SY 2012-2013.

### **Math II**

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All first-time SWD test-takers will increase their achievement on the Georgia Math II End of Course Tests from 12% meeting and exceeding standards at the end of the SY 2011-2012 to **37.7%** meeting and exceeding standards at the end of the SY 2012-2013.

### **Biology**

All first-time SWD test-takers will increase their achievement on the Georgia Biology End of Course Tests from 44% meeting and exceeding standards at the end of the SY 2011-2012 to **45.8%** meeting and exceeding standards at the end of the SY 2012-2013.

### **Physical Science**

All first-time SWD test-takers will increase their achievement on the Georgia Physical Science End of Course Tests from 20% meeting and exceeding standards at the end of the SY 2011-2012 to **34%** meeting and exceeding standards at the end of the SY 2012-2013.

### **US History**

All first-time SWD test-takers will increase their achievement on the Georgia US History End of Course Tests from 43% meeting and exceeding standards at the end of the SY 2011-2012 to **45.4%** meeting and exceeding standards at the end of the SY 2012-2013.

### **Economics**

All first-time SWD test-takers will increase their achievement on the Georgia Economics End of Course Tests from 42% meeting and exceeding standards at the end of the SY 2011-2012 to **47.4%** meeting and exceeding standards at the end of the SY 2012-2013.

**ALL Students - Grady High School - SMART goals – September 17, 2012**

### **Graduation Rate**

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The Grady High School team will increase the graduation rate for all students from 73% at the end of the SY 2011-2012 to a 76% graduation rate at the end of the SY 2012-2013. (\* Draft calculation provided pending official release of State calculated graduation rate)

### **Writing**

All first-time 11th grade test-takers will increase their achievement on the Georgia High School Graduation Writing Tests from 96% meeting and exceeding standards at the end of the SY 2011-2012 to **98%** meeting and exceeding standards at the end of the SY 2012-2013.

### **9<sup>th</sup> Literature**

All first-time test-takers will increase their achievement on the Georgia 9<sup>th</sup> Grade Literature End of Course Tests from 85% meeting and exceeding standards at the end of the SY 2011-2012 to **87%** meeting and exceeding standards at the end of the SY 2012-2013.

### **American Literature**

All first-time test-takers will increase their achievement on the Georgia American Literature End of Course Tests from 94% meeting and exceeding standards at the end of the SY 2011-2012 to **97%** meeting and exceeding standards at the end of the SY 2012-2013.

### **Coordinate Algebra**

2012-13 is a baseline year.

### **Math II**

All first-time test-takers will increase their achievement on the Georgia Math II End of Course Tests from 39% meeting and exceeding standards at the end of the SY 2011-2012 to **41%** (64.4% State goal) meeting and exceeding standards at the end of the SY 2012-2013.

### **Biology**

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All first-time test-takers will increase their achievement on the Georgia Biology End of Course Tests from 72% meeting and exceeding standards at the end of the SY 2011-2012 to **74.3%** meeting and exceeding standards at the end of the SY 2012-2013.

### **Physical Science**

All first-time test-takers will increase their achievement on the Georgia Physical Science End of Course Tests from 47% meeting and exceeding standards at the end of the SY 2011-2012 to **49%** (64.4% State goal) meeting and exceeding standards at the end of the SY 2012-2013.

### **US History**

All first-time test-takers will increase their achievement on the Georgia US History End of Course Tests from 64% meeting and exceeding standards at the end of the SY 2011-2012 to **67%** (70.6% State goal) meeting and exceeding standards at the end of the SY 2012-2013.

### **Economics**

All first-time test-takers will increase their achievement on the Georgia Economics End of Course Tests from 82% meeting and exceeding standards at the end of the SY 2011-2012 to **84%** meeting and exceeding standards at the end of the SY 2012-2013.

School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence

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<p>Leadership, Planning and Organization</p>	<p><b>LEADERSHIP TEAM:</b></p> <p>Add additional monthly meeting designated for Focus School business</p> <p>Develop a School Improvement Plan (SIP) to address data-driven school improvement initiatives</p> <p>Develop Short Term Action Plan to implement and monitor the SIP</p>	<p>August 2012</p> <p>Aug. – Sept. 2012</p> <p>Oct. 17, 2012</p>	<p>No funds needed</p> <p>School personnel</p>	<p>Principal, Leadership Team, Focus School Task Force</p>	<p>Leadership Team and Focus School Task Force plan for next steps in areas not operational or fully operational.</p>	<p>Leadership team members can articulate the LT process and protocols</p> <p>Monthly agendas and Minutes will be provided to SIS for feedback</p>
<p>Curriculum, Instruction, Assessment, Leadership, Planning and Organizing</p>	<p><b>SCHOOL-WIDE CURRICULUM AND INSTRUCTIONAL DELIVERY</b></p> <p>Provide all CORE teachers adequate time and resources to collaboratively plan instruction for effective implementation of CCGPS.</p> <p>Establish a collaborative planning process that includes refining lesson plan template to ensure that the plan:</p> <ul style="list-style-type: none"> <li>• Is data-driven</li> <li>• Includes differentiation of instruction</li> <li>• Uses of technology to support instruction</li> <li>• Aligning formative assessments with the rigor/DOK level of CCGPS</li> <li>• Includes co-teaching models, strategies and accommodations for SWD</li> </ul> <p>Provide technology devices to enhance teaching and learning by applying real-world connections</p>	<p>August 2012</p> <p>Sept. 2012</p> <p>Sept. – May, 2013</p> <p style="text-align: center;">↓</p>	<p>No funds needed</p> <p>School personnel District and State personnel</p> <p>\$40,000 (SIP Budget)</p>	<p>Principal, Assistant Principals, Teachers, District support</p>	<p>Master/daily school schedule, Agenda, Sign-in sheets, lesson plans, Focus walks, assessments, student work</p>	<p>Teachers are able to demonstrate proficiency in teaching, planning, and instructional delivery as indicated by a proficient score on the TKES and by increased student achievement on assessments/benchmarks.</p> <p>Co-taught teams are able to demonstrate an understanding of CCGPS and 3-part instructional framework.</p> <p>Increased percentage of student meeting standards on formative assessment and student work.</p> <p>Analysis of assessments and student work indicate that they are aligned to taught standards.</p>
<p>Curriculum, Instructional, Assessment, Leadership, Planning and Organizing</p>	<p><b>MATH</b></p> <p>Improve the focus in mathematics to increase student performance in Math I and II resulting in a higher pass percentage on the EOCTs</p> <p>Plan CCGPS lessons to focus on:</p> <ul style="list-style-type: none"> <li>• Determining clear Learning Targets</li> <li>• Fluency</li> <li>• Content Mastery for SWD</li> <li>• Language/vocabulary of the CCGPS</li> </ul>	<p>August 2012 – May 2013</p>	<p>No funds needed</p> <p>School personnel District and State personnel</p>	<p>Principal, Assistant Principals, Teacher Leaders, Academy Leaders, District Professional, MRESA Specialist</p>	<p>Unit plans, Lesson plans, Awareness Walks, Departmental meeting agendas, Collaborative planning meeting agendas/sign-in sheets, student portfolio for Tier I FLP students</p>	<p>All teachers are able to demonstrate effective implementation of CCGPS by scoring proficient on the TKES and the percent of students meeting standards continually increase on assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all</p>



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	<ul style="list-style-type: none"> <li>Increase varied practice for retention</li> <li>Effectively implementation of Standards for Mathematical Practice (SMP)</li> </ul> <p>Offer small group instruction in math for identified students through FLP program.</p>					<p>formative, student work and/or benchmarks.</p> <p>Administrators/teachers are able to articulate the monitoring process for implementing SMP.</p>
Curriculum, Instructional, Assessment, Leadership, Planning and Organizing	<p><b><u>ELA/READING/WRITING</u></b></p> <p>Plan ELA CCGPS lessons to focus on:</p> <ul style="list-style-type: none"> <li>Text Complexity</li> <li>Content Mastery for SWD</li> <li>Built in content/course recovery</li> <li>Language/vocabulary of the CCGPS</li> </ul> <p>Offer small group instruction in literacy for identified students through FLP program.</p>	August 2012 – May 2013	<p>No funds needed</p> <p>School, district, state, and MResa personnel</p> <p>\$17,276.00 (FLP Budget) University Instructors</p>	Principal, Assistant Principals, Teacher Leaders, Academy Leaders, District Professional, MRESA Specialist	Unit plans, lesson plans, Awareness Walks, Department meeting agendas, Collaborative planning meeting agendas/sign-in sheets, student portfolio for Tier I FLP students	<p>All teachers are able to demonstrate effective implementation of CCGPS by scoring proficient on the TKES and the percent of students meeting standards continually increase on common/benchmark assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all common/formative, student work and/or benchmarks</p> <p>Reading probes show increased lexile scores for identified student (monitored every 60 days) through FLP.</p>
Curriculum, Instructional, Assessment, Leadership, Planning and Organizing	<p><b><u>SCIENCE</u></b></p> <p>Improve the focus in science to increase student performance in biology and physical science resulting in a higher pass percentage on the EOCTs</p> <p>Plan CCGPS lessons to focus on:</p> <ul style="list-style-type: none"> <li>Content Mastery for SWD</li> <li>Built in content/course recovery</li> <li>Language/vocabulary of the CCGPS</li> <li>Use manipulatives with students having difficulty understanding concepts</li> </ul>	August 2012 – May 2013	<p>No funds needed</p> <p>School, district, state, and MResa personnel</p>	Principal, Assistant Principals, Teacher Leaders, Academy Leaders, District Professional, MRESA Specialist	Lesson plans, Walk-through observations, Awareness Walks, Department meeting agendas, agendas, Collaborative planning meeting agendas/sign-in sheets	<p>All teachers are able to demonstrate effective implementation of CCGPS by scoring proficient on the TKES and the percent of students meeting standards continually increase on assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all formative, student work and/or benchmarks</p>

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	<ul style="list-style-type: none"> <li>Use more station and lab based teaching for additional practice and re-teaching of standards.</li> </ul>					
Curriculum, Instructional, Assessment, Leadership, Planning and Organizing	<p><b><u>SOCIAL STUDIES</u></b></p> <p>Plan CCGPS lessons to focus on:</p> <ul style="list-style-type: none"> <li>Content Mastery for SWD</li> <li>Built in content/course recovery</li> <li>Language/vocabulary of the CCGPS</li> <li>Allowing students to participate in more virtual field trips</li> <li>Using manipulatives with students having difficulty understanding concepts</li> <li>Using more station teaching for additional practice and re-teaching of standards.</li> </ul>	August 2012 – May 2013	No funds needed  School, district, state, and MResa personnel	Principal, Assistant Principals, Teacher Leaders, Academy Leaders, District Professional, MRESA Specialist Pat Guillory	Lesson plans, Awareness Walks, Department meeting agendas, Collaborative planning meeting agendas/sign-in sheet, and copies of student work.	<p>All teachers are able to demonstrate effective implementation of CCGPS by scoring proficient on the TKES and the percent of students meeting standards continually increase on assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all common/formative, student work and/or benchmarks.</p>
Planning & Organization	<p><b><u>FLEXIBLE LEARNING PROGRAM (FLP)</u></b></p> <p>Identify SWDs who will benefit the most from intervention strategies; this is our target population</p> <p>Develop the needs of targeted students through Flexible Learning Plan. SWD and economical disadvantages serve as tier I priority. Provide supplemental support to address basic reading &amp; math delays i.e.: Great Leaps for Reading &amp; Math Navigator.</p>	August 2012  October 2012	No cost  Infinite Campus  \$182, 475.00 of FLP funds (See SWD for details)	Byron Barnes  Miz Holmes-Ferguson  Principal, Leadership Team, Instructional Coaches, Teacher Leaders, Focus School Task Force	List of students  FLP plan and budget	<p>Test data (GHSWT, GHSGT, EOCT), transcripts</p> <p>University Instructors proposal, student portfolio, planning documentation, students target list</p>
Planning, Organization, Instruction	Incorporate the FLP program to cater to the needs of students according to the following point curriculum: SWD (5 points), F/R (4 points), DNM in EOCT/GGT (3 points), Retained/Repeat same grade (2 points), and scored below proficiency on the Gates MacGinite Reading Test (1 point). With a total of fifteen possible points, students with the highest scores received the greatest variation of	November 2012	\$182,475.00  (FLP budget which includes a contract with University Instructors)	Principal, Leadership Team, Instructional Coaches, Teacher Leaders, Focus School Task Force	FLP plan and budget, University Instructors proposal and action plan, program schedule, agenda, sign-in sheets, student portfolios, student work	<p>Student display progress via on-going within small group, after-school, Saturday Academy, and classroom assessments.</p> <p>Increased percentage of students meeting standards on formative assessment, student work, and periodic program assessments.</p> <p>Reading probes how increased lexile scores for identified students (monitored</p>

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	<p>support.</p> <p>FLP services include additional interdisciplinary, remedial focused tutorials after-school and on Saturdays, specialized professional development for FLP appointed teachers, two (2) University Instructor interventionists to host small group classes in math and reading, and one (1) University Instructor Inclusion Coach to provide instructional support to inclusion-modeled classes.</p>					<p>every 60 days)</p> <p>Student progress reports measuring on-going performance.</p>
Student, Family, Community Involvement and Support	<p>Provide after-school tutorial that includes support and remediation for core classes and test preparation for EOCTs, GHSGT, and GHSWT.</p> <p>Partner with volunteers at the Beacon of Hope/Tabernacle</p> <p>Provide transportation for students to attend teachers' after-school tutorials</p>	September 2012-May 2013	<p>\$10,000.00 (FLP)</p> <p>Cost of background checks, MARTA cards for transportation, supplies and resources</p>	<p>Charmaine Gray, Graduation Coach</p> <p>Sister Meredith and the Beacon of Hope/Tabernacle</p>	<p>Sign-in sheets</p> <p>Logs of tutorial activities</p>	<p>Student performance in core classes and on state-mandated tests (GHSGT, GHSWT, EOCTs)</p>
Planning & Organization	<p>Address behavioral deficits, thereby increasing instructional time for SWDs by reducing incidence of ISS and OSS</p> <p>Additional hall monitoring and casual mentoring provided by the Grady Grid Iron Dads</p>	September 2012-May 2013	<p>No funds needed</p> <p>Community support</p> <p>Infinite Campus and State data systems</p>	<p>Rodney Howard, AP</p> <p>David Propst, AP</p> <p>Grid Iron Dads</p>	<p>Number of behavior infractions</p>	<p>Behavior logs generated for each student in the target population from Infinite Campus</p>
School Culture	<p>Targeted students and 11.5 repeaters will participate in the "It's for Me" program during advisement and non-school hours. The goal of the program is to improve student performance while raising self-awareness and confidence to ensure students will graduate in four years.</p>	September 2012-May 2013	<p>\$9627.60 (FLP Budget)</p> <p>Grady faculty</p>	<p>Principal, Leadership team, Graduation Coach, Academy Leaders, Instructional Coach, Repeater Homeroom Teachers, Project Success Coordinator, Mecca Handy, and Sulimar Akbar</p>	<p>Contact logs, advisement lessons, sign-in sheets, agendas, perception surveys</p>	<p>Improved academic success for SWDs</p> <p>Improved attendance for SWDs</p> <p>Improved behavior for SWDs</p>

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<p>Curriculum &amp; Instruction</p> <p>Professional Learning</p>	<p>Provide professional development for all teachers who work with an inclusion teacher. PD will include:</p> <ul style="list-style-type: none"> <li>Effective collaboration methods</li> <li>Teaching students problem-solving skills</li> <li>Diffusing and de-escalating conflicts</li> </ul> <p>Provide program-specific professional development for FLP teachers to address the needs of SWD population</p> <p>Develop professional development plan that addressed implementation of CCGPS in all CORE</p>	<p>September 2012-February 2013</p>	<p>\$44,000 (FLP, Title I, SIP)</p>     <p>\$27,310.40 (FLP Budget)</p> <p>School, district, state, national and MResa personnel and workshops</p>	<p>Instructional Coaches, University Instructors, MResa professionals</p>	<p>Sign-in sheets from PD sessions Lesson Plans</p>	<p>Implementing new strategies in the classroom.</p> <p>Improved academic success for SWDs.</p> <p>See evidence listed in CORE content area planning</p>
<p>Student, Family, Community Involvement and Support</p>	<p>Hold workshops for the families of students in the target population. Topics will include:</p> <ul style="list-style-type: none"> <li>State-mandated testing</li> <li>Providing support at home for SWDs</li> <li>Transitioning from high school to the world of work or other post-secondary options</li> <li>Additional support offered by the school</li> </ul>	<p>September 2012-April 2013</p>	<p>Included in FLP budget (182,475.00)</p>    <p>School, district, state, and MResa personnel</p>	<p>PEC lead teachers Graduation Coach</p> <p>Principal, Leadership Team, Instructional Coaches, Teacher Leaders, Focus School Task Force</p>	<p>Sign-in sheets</p>	<p>Enhanced at-home support for SWDs</p> <p>Greater participation in student support programs</p>
<p>Planning and Organization, School Culture, Leadership</p>	<p><b>GRADUATION RATE</b></p> <p>1. Develop, implement, and monitor “It’s for ME” program initiatives for Students with Disabilities and/or in danger of not graduating. Establish a school team that focuses on Graduation Rate:</p> <ul style="list-style-type: none"> <li>• Dropout Prevention</li> <li>• Attendance</li> <li>• LRE Data</li> <li>• Cognitive Engagement</li> <li>• Parent and Family Engagement</li> </ul>	<p>October – May 2012</p>	<p>Included in FLP budget (\$182,475.00)</p> <p>Infinite Campus</p>   <p>School, district, state, and MResa personnel</p>	<p>Graduation Coach, Project Success Coordinator, Guidance Counselors</p>	<p>Individual Student Progress data Forms, SPDG Data Probe documentation, SPDG Data Probe Discussion Guide documentation, “It’s for Me” Team meeting agendas</p>	<p>The committee monitoring these actions will report increase, concerns and/or changes in these areas during the bi-monthly Leadership Team meetings. Leadership Team members will be able to articulate and provide data supporting progress, revisions, professional learning and/or implementation actions in these areas. Additional evidence includes:</p> <p>Decreased student retention or course repeater rate.</p> <p>Increase student achievement scores on</p>

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						assessments and student work.  “It’s For Me” Team meets as scheduled and reports data back to Leadership Team monthly.
School Culture, Planning and Organization Student, Family and Community  Leadership, School Culture	<p><b><u>SCHOOL-WIDE OPERATIONS AND INITIATIVES</u></b></p> <p>Develop procedures and processes which facilitate a positive school culture that increases student achievement by revising the school culture plan using current data to include:</p> <ol style="list-style-type: none"> <li>Monitoring/Increasing student attendance by amending the attendance plan to include: <ul style="list-style-type: none"> <li>Monitoring attendance data and implementing interventions by subgroups at the 3, 5, 10 day intervals</li> <li>Referrals to social Worker</li> <li>Parent letters</li> </ul> </li> <li>A process for monitoring and decreasing discipline referrals by subgroup, grade and teacher.</li> <li>Redesigning the current ISS/OSS procedures and protocols to include more grade/content level standards and emotional support for assigned students.</li> <li>Identifying students need for behavioral and emotional support.</li> </ol> <p>Establish a team or teams to monitor:</p> <ol style="list-style-type: none"> <li>Students’ Graduation Plan</li> <li>Increase in participation and performance in AP/accelerate Classes <ul style="list-style-type: none"> <li>Host a yearly fair to communicate diverse/rigorous course offerings.</li> </ul> </li> </ol> <p><b>(EVERY STUDENT TAKES AT LEAST ONE AP OR HONORS COURSE BEFORE GRADUATION.)</b></p>		\$54,000  (SIP Budget)  Infinite Campus  School, district, state, and MResa personnel  School, district, state, and MResa personnel	Teachers, Counselors, Social worker, Graduation Coach, Project Success Coordinator  Parenting Center Liaison, PTA, School Council, Community Resources, Graduation Coach	Leadership meeting minutes and agendas, List of target students, Monthly attendance data, Copy of the Parental Involvement Plan, Newsletters, Telephone log, Teacher Conference log, Minutes from meeting with Community partners, Parent Center log, Parent needs survey, Parent participation logs, Discipline reports, Master Schedule	<p>The committee monitoring these actions will report increase, concerns and/or changes in these areas during the bi-monthly Leadership Team meetings. Leadership Team members will be able to articulate and provide data supporting progress, revisions, professional learning and/or implementation actions in these areas. Additional evidence includes:</p> <p>Data indicate that student attendance is improved.</p> <p>Increased parental participation. Decrease in complaints documented by the school.</p> <p>Parents are able to verbalize the school vision/goals.</p> <p>Parents indicated that they aware of the goals in the SIP.</p> <p>Students are able to explain the discipline procedures and consequences.</p> <p>Teachers are able to articulate how decisions are made at the school.</p> <p>Parent Center Liaison is able to produce log and list of activities conducted during the current school year.</p> <p>ISS/OSS logs indicate a decrease in</p>

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	<ol style="list-style-type: none"> <li>3. Increase or maintain percent of graduates completing a CTAE, advanced academic or a fine arts pathway</li> <li>4. Increase or maintain Percent of CTAE pathway technical skills assessment test takers earning a national industry recognized credential, or a passing score on a GaDOE recognized end of pathway assessment</li> <li>5. Increase or maintain percent of graduates earning high school credit(s) for accelerated (dual) enrollment via ACCEL, Move On When Ready, or Advanced Placement courses.</li> <li>6. Increase percent of graduates successfully completing 1 or more Advanced Placement courses and scoring three or higher on at least AP exam.</li> <li>7. Increase percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test</li> <li>8. Increase or maintain percent of graduates taking a nationally recognized college entrance examination.</li> </ol>					<p>attendance.</p> <p>Students in ISS are able to articulate the continuation service provided during their stay.</p>
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