

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

SCHOOL IMPROVEMENT PLAN					
School Name: Washington Health Science & Nutrition			District Name: Atlanta Public Schools		
Principal Name: Sam Scavella			School Year: 2012-2013		
Title I Schoolwide Program <input checked="" type="checkbox"/>		Title I Targeted Assistance <input type="checkbox"/>		Non-Title I School <input type="checkbox"/>	
ESEA WAIVER ACCOUNTABILITY STATUS (Based on 2011 Data) (Check all boxes that apply and provide additional information if requested.)					
Priority School (SIG) <input type="checkbox"/>		Priority (Graduation Rate) <input type="checkbox"/>		Priority (Achievement) <input checked="" type="checkbox"/>	
Alert School <input type="checkbox"/> (Use 2011 Data)			Focus School <input checked="" type="checkbox"/> (Use 2011 Data)		
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Sub-Group Alert	<input type="checkbox"/>	List Sub-Group(s)	Achievement Gap	<input checked="" type="checkbox"/>	List High and Low Sub-Groups with Percentages
Graduation Alert	<input type="checkbox"/>	List Sub-Group(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	

Note: Double clicking on the gray squares brings up the option to check the squares.

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SMART Goal: Increase the percentage of students meeting and exceeding standards on the Math II End of Course Test from 24% to 34% by the end of spring 2013.

SMART Goal: In the inaugural year of assessment, 41% of students will meet and exceed standards on the CCGPS Algebra End of Course Test by the end of spring 2013.

SMART Goal: Increase the percentage of students meeting and exceeding standards on the US History End of Course Test from 25% to 35% by the end of spring 2013.

SMART Goal: In the inaugural year of assessment, ___percentage of students will meet and exceed standards on the Economics End of Course Test by the end of spring 2013.

SMART Goal: Increase the percentage of students meeting and exceeding standards on the 9th Grade Literature End of Course Test from 48% to 58% by the end of spring 2013.

SMART Goal: Increase the percentage of students meeting and exceeding standards on the American Literature End of Course Test from 70% to 80% by the end of spring 2013.

SMART Goal: Increase the percentage of students meeting and exceeding standards on the Biology End of Course Test from 48% to 58% by the end of spring 2013.

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Curriculum Standard 1	Teachers participate in developing curriculum maps/instructional focus calendars that provide the sequence of concepts, standards, and skills, and the time periods for teaching the content. Designated checkpoints using performance tasks, formative and summative assessments should be clear. A scope and sequence process or checklist is used to ensure that every element and standard will have designated instructional times within the maps. Some standards and elements require spiraling in the map design.	August 30, 2012 – September 7, 2013	No cost	Teacher	Curriculum Maps/Instructional Focus Calendars	Teachers are utilizing the curriculum maps and instructional focus calendars to sequence lessons. Vertical and horizontal teacher teams are familiar with grade level content maps/instructional focus calendars and can articulate how they are utilizing them.

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Assessment Standard 2	Grade level and content area teachers administer diagnostic assessments at the beginning of each unit of study to design instruction to build on student strengths, to clarify misconceptions, and introduce new or unknown concepts. Such assessments might include initial writing prompts, informal reading assessments, pre-tests, KWLs, anticipation guides, etc.	August 6, 2012 – September 7, 2013	No cost	Teacher	Diagnostic assessments Student results Instructional plans that address results, etc.	Teacher can identify individual and class strengths, misconceptions, and areas of weakness. Teacher can explain how instruction has been designed to meet student needs based on the diagnostic assessment.

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Curriculum Standard 2	Curriculum units are designed to include multiple tasks and assessments that require students to demonstrate an in-depth understanding through higher order thinking. For example, students are asked to explain the causes and effects of global warming as opposed to only being asked to define global warming.	August 6, 2012 – May 22, 2012	No cost	Teacher	Curriculum Units Teacher Assessments, etc. Student work samples	Teachers and administrators understand that the goal is to teach fewer concepts but with a deeper understanding, as opposed to covering numerous concepts with no or limited understanding.

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Curriculum Standard 3	Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction.	September 14, 2012 October 17, 2012 January 11, 2013 February 15, 2013 March 20, 2013 April 30, 2013 May 23, 2013	No cost	Teacher	Disaggregated formative assessment results Disaggregated summative assessment results Disaggregated teacher made assessment results Rubrics Teacher/student conferencing notes/SSPs	Teacher and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teacher can explain how their instructional plans are adjusted based upon assessment data and student work. Principal and other school leaders are aware of the students who are struggling to meet standard, as well as those who exceed the standard and monitor their progress during classroom visits. Teacher can

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						articulate how instruction is revised as a result of disaggregated data.

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Assessment Standard 1	Student data from state assessment results (Writing Assessments, EOCT, etc.) is disaggregated to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning priorities for the school improvement plan.	August 22, 2012 – September 14, 2012	No cost	Teacher Principal Instructional Coach	Disaggregated test data Agendas and minutes Classroom profiles, etc.	Leadership and teacher can communicate the strengths and weaknesses identified in state assessment data at a variety of levels to include the school, individual grades, as well as classrooms.
Assessment Standard 1	Performance targets are established to address student needs and desired outcomes at each grade level and/or content area.	September 14, 2012 October 17, 2012 January 11, 2013 February 15, 2013 March 20, 2013 April 30, 2013 May 23, 2013	No cost	Teacher	Data room School Improvement Plan Grade/team plans Classroom profile sheets Performance targets	Teacher's assessments address the performance targets. Teacher can discuss the performance targets and know which students are meeting or exceeding the targets, as well as which students need additional instruction.

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Assessment Standard 1	The school leadership meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher’s plan for meeting individual student academic needs.	September 14, 2012 October 17, 2012 January 11, 2013 February 15, 2013 March 20, 2013 April 30, 2013 May 23, 2013	No cost	Principal Leadership Team Teacher	Schedule of teacher meetings Leadership-teacher conference minutes Feedback forms Performance targets, etc.	Teacher can articulate their grade level and classroom areas of focus and can describe their instructional goals for meeting individual student academic needs. Leadership can articulate the instructional focus for each grade level and monitor specific goals.

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Assessment Standard 3	Students not meeting standard(s) are grouped according to assessment results and are assigned 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.	August 6, 2012 – May 20, 2013	No cost	Teacher	Safety net rosters Student data Other program rosters with assessment results Formative assessments Summative assessments, etc.	Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teacher can explain how students are moved in and out of the program based on assessment results.

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Instruction Standard 2	Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also utilize research-based instructional strategies and ask high-level questions needed to assess students' understanding of concepts during instruction.	August 6, 2012 – May 20, 2013	No cost	Teacher	Open-ended questions on assessments Performance tasks Rubrics Graphic organizers Classroom assessments Posted essential questions, standards, etc. Feedback Forms	Teacher demonstrates effective research-based instructional strategies and can explain how an assessment, performance task, etc., emphasize higher-order thinking and result in student understanding.

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Instruction Standard 2	Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planned quarterly by the leadership team and in collaborative teacher meetings. Follow-up support may include planning teacher meetings on management of formative assessment data to guide differentiated instruction, facilitating work groups, varying tasks, etc., scheduling demonstration lessons and teacher observations, videotaping classes for additional professional learning.	August 6, 2012 – May 20, 2013	\$1,000 for books for study groups	Teacher Instructional Coach Principal Leadership Team	Professional learning schedules, sign in sheets, agendas and minutes Classroom arrangements Sample activities and performance tasks in lesson plans Group assignment charts Student choice of assignments, etc.	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teacher can explain how data supports differentiated instruction.

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Instruction Standard 2	Collaborative teacher meetings are held to determine the approximate reading level of resources (textbooks, software, etc.) and to review the reading levels of students. Follow-up teacher meetings are held to clarify how these two sources of information will be used to plan appropriate instruction, provide students with resources that are accessible, and develop reading strategies.	August 6, 2012 – May 20, 2013	\$28,000 for software programs for students	Teacher Instructional Coach Leadership Team	Student reading level data (ex. Lexile, Dibles, Gates) Reading level text assessments Agendas and minutes form teacher meetings: -to determine reading levels of text -to plan appropriate instructional strategies Conference notebooks, etc.	Teacher can demonstrate a method used to determine the reading level of their textbooks or other reading material. Teacher uses instructional strategies necessary for students to understand and apply standards when the textbook exceeds the student's reading level (e.g., Read aloud-Think aloud, questioning the author, etc.)

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Professional Learning Standard 1	Teachers are engaged in planning professional learning experiences for the school and articulate the intended results of professional learning. This includes working with the principal and other staff to develop plans for monitoring the implementation of classroom strategies, creating a system of follow-up support, and identifying the results of these strategies on student learning.	August 6, 2012 – May 20, 2013	\$1,000	Teacher Leadership Team Principal	School Improvement Plan which includes professional learning Evaluation of professional learning developed to demonstrate implementation and impact Awareness walk documentation Feedback form Student work Benchmark assessments, etc.	School leaders and teacher can articulate what instructional strategies and practices are being implemented. School leaders and teacher can articulate the next steps for professional learning and for improving instruction. School leaders and teacher can articulate and show student work that is evidence that the implementation of these strategies has resulted in improving student learning.

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SMART Goal: Decrease the percentage of students who have 10 unexcused absences from school from 42% to 22% by the end of spring 2013.

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School Culture Student, Family, & Community	One the 1 st & 2 nd occasion that a student is absent from class, the <u>teacher</u> will call and counsel parents regarding the requirements to report to school regularly and on time. Contents of the conference <u>must</u> be documented. The <u>attendance designee</u> will mail a letter to the parents indicating the number of absences. These letters will be filed in the Attendance Office Clerk’s office. The student will have to serve a mandatory minor (30 minute) detention.	Aug. 6 – May 20 th	\$2000	Teacher Office Clerk	Contact Log Attendance letter	Parents & students will be aware of daily attendance and the impact on student learning and success.

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School Culture Student, Family, & Community	On the 3 rd & 4 th occasion that a student is absent from class, a Social Worker referral <u>must</u> be completed and sent to the School Social Worker. In addition, the Attendance Office Clerk will call and counsel parents regarding the requirements for their child to report to school on time every day. The Attendance Office Clerk will conduct a Mandatory Attendance Meeting with the parents/guardians/student and complete the Compulsory Attendance Form and carefully document the contents of the conference and file a copy of that form in the Attendance Clerk’s Office. The student will serve a major (1 hour) detention with the grade level team. The school will initiate the SST process on the student.	Aug. 6 – May 20 th	No cost	Teacher Attendance Office Clerk Social Worker SST Chairperson	Social Worker Referral Contact log	Student and parent will be held responsible for compulsory attendance and the student will demonstrate regular and punctual attendance as a result.
School Culture Student, Family, & Community	On the 5 th & 6 th occasion that a student is absent, the teacher will notify the parent. The Attendance Office Clerk will contact the parents/guardians to conduct another attendance meeting. Attendance violation letters will be sent home. The student will attend Saturday School (3 hours) and/or ISS. Further documentation will be collected through the SST process. The School Social Worker will conduct a home visit, if necessary.	Aug. 6 – May 10 th	\$1000	Teacher Attendance Office Clerk Grade Level Administrator	Contact logs Attendance Violation Letter Meeting minutes	Student and parent are aware of attendance violation and make immediate steps to improve student attendance.

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School Culture Student, Family, & Community	On the 7 th or more occasions that a student is absent, the teacher will complete another Social Worker Referral Form. The teacher will attach all the documents of previous actions taken to the referral. The School Social Worker will meet/counsel with the parent on the Attendance Policy and explain that any further absences will result in the filing of a petition in the Juvenile Court system. The parent will be provided services to assist the family with this issue. The Social Worker will carefully document the contents of the conference and file a copy of that form in the school Social Worker office. The student and parent will be notified that any further absences will result in a referral being made for a tribunal hearing for alternative school placement.	Aug. 6 – May 10 th	No cost	Teacher Social Worker Grade Level Administrator	Social Worker Referral Previous documents Meeting minutes Juvenile Petitions	Student and parent understands the importance of regular and punctual attendance and make steps to regulate student's attendance.

SMART Goal: Ensure that 60% of parents/guardians are actively involved in the school and knowledgeable about school events and support mechanisms as evidenced by 75% of customer satisfaction surveys by the end of spring 2013.

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Student, Family, & Community Involvement & Support Standard 1	The school creates a standards-based newsletter focusing on student work and progress toward meeting standards. The standards-based newsletter informs parents of the school’s mission and progress in becoming a standards-based school. Student work that meets or progresses toward meeting the standard is highlighted in the newsletter. Parents are aware of upcoming events at the school that support and celebrate student progress toward meeting standards.	Sept. 17 th Dec. 3 rd Feb. 4 th Apr. 15 th	\$1000	Grade Level Teams Instructional Coach Administration	Standards-based Newsletter Student work with commentary, etc.	Teachers and parents can explain how their student/child is progressing towards meeting or exceeding the standards.
Student, Family, & Community Involvement & Support Standard 1	The school creates a standards-snapshot by grade level that highlights student’s work and informs parents of the standards that their students are working toward.	Aug. 6 – May 20 th	No cost	Teacher	Standards-snapshots Student work with commentary, etc.	Parents are aware of the standards that their children are working on in the classroom. Parents can identify how their children are progressing toward meeting the standards.

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Student, Family, & Community Involvement & Support Standard 1	The school’s council meets consistently and has active parent, teacher, and community/business members’ participation.	Sept. 18 th Dec. 4 th Feb. 5 th Apr. 16 th	No cost	Principal Elected Teachers	Agenda and minutes, etc.	Parents, teachers, community members, and principal participate in the school’s council. School Council members can articulate how they are involved in shared-decision making and how the decisions made at school council impact student learning.
Student, Family, & Community Involvement & Support Standard 1	The school has an active Parent/Student/Teacher organization similar to PTO/PTA.	Sept. 18 th Dec. 4 th Feb. 5 th Apr. 16 th	No cost	Principal Teachers Support Staff	Master schedule of meetings Meeting agendas and minutes Sign-in sheets, etc.	Parent/Teacher organizational meetings are regularly scheduled. All stakeholders express how active parental involvement in the school impacts student learning.

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Student, Family, & Community Involvement & Support Standard 1	The school offers scheduled informational sessions related to parenting skills to the community.	Sept. 18 th Dec. 4 th Feb. 5 th Apr. 16 th	No cost	Principal Teachers Support Staff	Parent invitation Flyers for the community Dates on school marquee' Email communications Newsletters with listing of events Sign-in sheets Session agendas, etc.	Parents can communicate and implement newly acquired strategies/topics/ideas from parenting skills training. Parents explain how they support the school in assisting their children with their learning needs.
Student, Family, & Community Involvement & Support Standard 2	The school offers a variety of volunteer opportunities for parents.	Aug. 6 – May 20 th	No cost	Home School Liaison Principal Support Staff	Volunteer notebooks maintained to indicate specific area (cafeteria, office, classroom, etc.) Evidence of media center time provided to/by parents, etc.	Parents can explain how the school involves parents through volunteer opportunities and how these volunteer opportunities directly support student learning.

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Student, Family, & Community Involvement & Support Standard 3	The school counselor serves as a liaison with community agencies to provide services to student and parents.	Aug. 6 – May 20 th	No cost	School Counselor Principal	Community service plan Community resource pamphlets Referral forms, documentation, etc.	The school counselor is able to discuss the collaborative efforts with other community agencies to provide services to students and parents. They can articulate how these services support student relational, emotional, and academic needs.