

**Fulton County Schools  
School Improvement Plan  
2009-2012**

**School**                      **Creekside High School**

**Principal**                      **Kevin Robinson**

What is a priority area for improving **Student Achievement** at your school?

Objective 1	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
<b>Increase student achievement in math</b>  (Target Groups for EOCT include Students with Disabilities)  (Student Population as of 9/18/09 – 1413)  **Algebra I phased out in 08-09 ***Geometry phased out 09-10	Students enrolled in Math I	363	25.69	Percentage of students passing EOCT for Math I (Algebra I) **	----- (19.00)	----- (13.00)	40.00	45.00	50.00
	Students enrolled in Math II	346	24.48	Percentage of students passing EOCT for Math II (Geometry) ***	----- (34.00)	----- (18.00)	50.00	55.00	60.00
	GHSGT Target Group	TBD	TBD	Percentage of first time test takers passing the Math section of GHSGT	87.00	88.00	89.00	90.00	91.00
	GHSGT/AYP Target Group	TBD	TBD	Percentage of students achieving AYP indicator for GHSGT Enhanced Math	62.50	61.70	74.90	76.00	78.00
		TBD	TBD	SAT Math mean score	416	415	425	435	445
		TBD	TBD	PSAT Math mean score for Freshmen			Baseline		
		TBD	TBD	PSAT Math mean score for Sophomores			Baseline		
	TBD	TBD	PSAT Math mean score for Juniors			Baseline			

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Weekly/Biweekly Formative Assessment Data	Data Disaggregation Team	As scheduled
Benchmark results	Data Disaggregation Team	As scheduled
EOCT results for Math I and Math II	Testing Coordinator	FCS schedule
GHSGT results for first time test takers	Testing Coordinator	GDOE schedule

**Interim Data Collected – Mid-Year Update**

	County Checkpoints	CHS Fall Final Exam
Math I	29	50
Math II	N/A	47
GHS/GT Math	43	62 Algebra II    56 Geometry

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>Year-long professional development will cover numerous aspects of Rigor, Relevance, and Relationships Framework inclusive of a school-wide book study, "Rigor is Not a Four Letter Word." Emphasis will be placed on higher order thinking skills through practical classroom practices to bolster students' thinking skills through teacher's questioning techniques, activities, and assessments.</li> <li>Ongoing staff development will center on teacher's use of Achievement Series, an online program linked to SAMS and SASI. Teachers will be given training in how to utilize the data from weekly/biweekly common assessments to gear their lessons plans towards instruction designed to assist students in learning GPS or QCC standards that students need to be taught or that students have not mastered.</li> <li>A Data Disaggregation Team will conduct frequent analysis of data by tracking student performance on assessments through the use of Achievement Series. The results will be shared with teachers to assist in developing lesson plans reflecting GPS standards. The system will assist in designing learning and remediation activities that support student mastery of GPS standards. The data analysis will also provide opportunities for teacher collaboration in content team meetings.</li> <li>Content team meetings will occur on a regular basis to offer opportunities for collaboration and to guide instruction by insuring that staff members in each department are utilizing common standards and elements. Weekly assessments will be developed by each content team in order to evaluate effectiveness of instruction and to determine a need for remediation or acceleration. Members of each content team will utilize Online Assessment System (OAS) to improve their use of test banks, just released EOCT items and other online resources to guide instruction.</li> <li>To facilitate the consistent use of GPS standards and to contribute to the use of Student Learning logs teachers will daily display the standard being taught, the essential question, the daily objective taken from the elements and the homework assignment. The display of daily instructional goals will be monitored during Focus Walks conducted by members of the administration team.</li> <li>Student Learning Logs will be utilized by students in each class period to record the essential question, objective/element and homework. Parents will be able to follow</li> </ul>	<p>Administrative/Leadership Team</p>	

their child's daily learning activities. Students can use this information to determine their need for assistance as they report for tutoring through Guided Study Hall and/or after school or Saturday Tutorial Sessions offered through No Child Left Behind.

- Online instruction in all core subject areas is provided each period and during extended day for students who need credit recovery through PLATO provided by Fulton County Virtual School. In addition, students are able to participate in online instruction to supplement graduation requirements through FCVS coursework.
- Training for teachers is planned to provide an additional use of PLATO online academic support modules to support retention of a passing grade by creating a blended instructional model so students may receive direct instruction from their teachers supplemented by online instruction selected to remediate students' deficiencies or strengthen and/or enhance a students' knowledge base. The blended use of direct instruction supported by online instruction will be utilized to increase the success of students in mastering course content and decrease the rate of failure in core subjects.
- A model for Guided Study Hall/Advisement will be developed under the guideline of High Schools That Work (HSTW) to offer consistent guidance opportunities and a vehicle for students to have a time during the school day for tutoring, to make up missed assignments/tests, and to participate in small group instruction. Components of the Guidance/Counseling Department will be presented via television to students according to their class status.
- Pull-out sessions during Guided Study Hall/Advisement will occur on a regular basis to target 11<sup>th</sup> grade students indentified as having a weakness based on domains/strands determined by Benchmark testing in preparation for the GHSGT. Students needing to retake sections of the GHSGT will also participate.
- Pull-out sessions during Guided Study Hall will also occur to offer instruction designed to target particular domains or strands indicated from previous CRCT results and EOCT results.

#### SAT/PSAT Initiatives

- Georgia Performance of Education will provide onsite training for students and teachers on registration and use of SAT online resources offered through the DOE
- Teachers will use DOE SAT online resources embedded into their normal instructional planning to allow students opportunities for practice and familiarity with test format
- DOE will offer professional development writing seminars for Language Arts teachers who will then train teachers from other departments in writing across the curriculum techniques
- KAPLAN SAT workshops will be scheduled for students

#### Technology Initiatives

- An instructional technology focus group will identify, research and implement at least one technology tool and/or strategy per month within each content area.
- LiveScribe Pulse pens will be purchased and utilized to assist teachers and students in several ways: Teachers will prepare solutions to math problems in advance and post items to teacher web sites for 24/7 access to math solutions.

<p>Student will use LiveScribe Pulse pens to record solutions to math problems and share their solutions with the class. Student tutors will use LiveScribe Pulse pens to record solutions to math problems to serve as a study aide for students that need additional assistance with math problems.</p> <ul style="list-style-type: none"> <li>• Teachers will build a teacher web site and post their syllabus to communicate objectives, grading scale, assignments, test dates, sample problems, practice quizzes, and links to online math resources.</li> <li>• A school-wide technology lab will be established to allow students greater access to computers to utilize USA Test Prep, SAT Online, and other test prep resources.</li> <li>• Each teacher and student will be issued a Creekside High School email address via Google educational Apps for instructional use only to promote greater collaboration and communication between teachers and students.</li> </ul> <p><u>Media Center Initiatives</u> Media Staff will:</p> <ul style="list-style-type: none"> <li>• Purchase additional Daily Warm-Up books for each math subject. Purchase additional math videos to assist in instruction in math.</li> <li>• Meet with math department to review math tools and videos and identify best practices for instruction in October, December, and February.</li> <li>• Distribute SAT online registration codes to each math teacher to assist in math instruction and review.</li> </ul>		
<p><b>Actions Taken – Mid-Year Update</b></p> <p>Members of the math department designed push-in sessions for junior advisement classes whereby math teachers rotated to the classes once a week to deliver instruction on specific math strands in preparation for the GHSQT.</p>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p>What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?</p>		
<p><b>Implementation Plan for 2009-10</b></p>	<p><b>Position Responsible</b></p>	<p><b>Budget/Resources</b></p>
<ul style="list-style-type: none"> <li>• The involvement of the Local School Advisory Council (LSAC) and PTSA Executive Board will be ongoing in determining effective practices to unify the school community. Members of LSAC will also promote relations between the school and Hispanic stakeholders. An initiative is being put into place to teach Spanish to English speaking parents to promote positive relationships with the Hispanic parents and students in school and in the community.</li> <li>• Parent Liaison is provided by Title I funding to provide a series of parent workshops designed to support parents and their students in the development of life skills. Workshops will also be provided for parents and students in understanding “Life After High School.” Registration and training sessions will be provided for parents</li> </ul>		

<p>to assist them in understanding the benefits of monitoring their son or daughter's progress and the immediate availability of communication with teachers. A parent resource center will be maintained containing materials to support student achievement, performance in standardized testing, and the process to apply for colleges and/or technical schools. Materials will also be provided to parents concerning careers for parents as well as students. An initiative is being planned to incorporate the components of Parent University and other support services within Fulton County Government into offerings available at Creekside. A parent Newsletter will be designed and presented quarterly to update parents. Joint projects will be planned with PTSA to strengthen parent involvement and, therefore, improved student achievement.</p> <ul style="list-style-type: none"> <li>• No Child Left Behind After School and Saturday Tutorial Sessions will be arranged to provide additional academic instruction to students as part of Supplemental Educational Services (SES). A parent/student fair will be held to share information.</li> <li>• Provision of Sweep Bus Service to provide opportunity for students to remain after school for tutorial sessions with teachers, participation in extended day for credit recovery through PLATO, and participation in Night School classes.</li> <li>• Consideration given to arranging PTSA meetings periodically in surrounding communities to encourage parental participation</li> <li>• Parent Fair scheduled to inform parents of availability of free after school and Saturday tutorial sessions</li> </ul>		
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**Actions Taken – Mid-Year Update**

A Math Night was held for students and parents to provide instructional information on how parents can assist their son or daughter in the Math I and Math II curriculum components.

During the PTSA Math Night the Math I and Math II curriculum was presented to parents and members of the community.

**Actions Taken – End of Year Report**

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• As a participating school in the Smaller Learning Community Grant a restructuring will include teaching teams across core subjects at the ninth grade level. A Summer Bridge Program will be utilized with rising 8<sup>th</sup> grade students to prepare them for the high school setting and expectations. Smaller Learning Communities will be developed centering on four career focus areas. Current programs of study include AgriScience, Aviation Maintenance, Law and Justice, Business and Information Technology, Family and Consumer Sciences, and Music and Fine Arts. The development of four smaller learning community academies will utilized the programs that are in existence.</li> </ul>	<p>Administrative/Leadership Team</p>	

- As a Needs Improvement school according to the federal No Child Left Behind (NCLB) Act a systematic schedule of supplemental educational services (SES) will be offered to students who qualify for free and/or reduced lunch. Special fairs will occur periodically promoting the free tutoring services including extra help before and after school, and on weekends.
- A plan will be in place to issue progress reports every three weeks to raise the level of awareness of students and parents of success or potential failure so steps for remediation may be put in place before course failure occurs. The more frequent schedule for progress reports should provide a more frequent opportunity to review progress and schedule tutorials if needed for remediation of skills being taught.
- Bloom's Taxonomy Focus Walks will be conducted by members of the administrative team to structure classroom observations to monitor the use of daily focal points of instruction indentifying the cognitive levels of instructional practices in a teacher's lessons, activities, dialogue and assessments. Addition areas for observation include evidence of planning, Bloom's Rigor Rate of instruction, the classroom environment, and behavior management.
- A focus group will evaluate current grading practices and look into the use other practices such as the components of the Power or I (Incomplete) presented by a High School That Work (HSTW) model
- Core Area Department Chairs with administrative involvement will develop an in-school strategy to assist students in succeeding of the GHSGT. Each department will develop individualized curriculum components outlining strategies for students who are first-time test takers and students who need to retest with a plan for implementation including a timeline.

#### **Actions Taken – Mid-Year Update**

A recovery policy was put in place that allows students to make-up work prior to grade reporting. In addition, a pilot program to strengthen remediation and recovery of credit in being implemented utilizing PLATO. A team, inclusive of department chairs and support personnel is being trained in the usage of PLATO in order to train teachers in each core subject area. The intent is to strengthen skills as well as allow students to have a means of exhibiting mastery of content in order to achieve a reduction in our student failures. This will also benefit students by keeping them on track for graduation.

#### **Actions Taken – End of Year Report**

#### **Mid-Year Summary**

Preliminary conclusions regarding progress on this objective:

Members of the math department express that they are trying to develop means to deal with student apathy and encourage students to strive to improve their skill base through participation in tutorial sessions and improve their grades by participating in grade recovery opportunities. The teachers were able to begin the process during first semester of identifying strands to review with the students and development a schedule that allowed math teachers to rotate between our 11<sup>th</sup>

grade advisement classes to review Algebra I and Geometry concepts with students. As we continue to have data talks which are derived from our own school-based formative and summative assessments, we were able to bring in an ETS trained consultant to work with our math teachers on assessment item writing analysis and training to ensure that our assessment items in math meet the goal of adequately assessing the knowledge we seek mastery from our students and that the items reflect the higher levels of Bloom's Taxonomy.

It is our belief that dialogue coming from content team meetings has continued to improve as we focus on data from various assessments, students' grades, and the practices we are using to foster student success. We will continue to strengthen the efficiency of data collection and review through the use of systems such as Achievement Series and Data Link to provide our teacher with assessment data as quickly and efficiently as possible so that they can use data from the current week of teaching to drive planning for the upcoming week of instruction as they plan for areas that require reteaching.

We have found that our move from six week to three week academic progress reports for our students has been met with positive feedback from our parents. The move from six week to three week academic progress reports has also given our parents more frequent feedback on the academic status of their son or daughter which will allow them to begin to work with a particular teacher much earlier in the semester to find ways to support their student.

The implementation of student learning logs has also met with positive feedback from our parents. Our student learning logs require students to document the essential question and learning objective from each period aligned to GPS along with their homework assignment. Parents are encouraged to review the student's learning log each evening with their child to see if he/she can respond to the essential question for each of their classes. If the child can not respond, then the parent has a means of answering the often asked question, "What did you learn today?" The parent will then immediately know which class the student may need additional support.

Additional action to be taken during remainder of this school year:

A Math II support teacher will be added to the department.

As part of our data analysis we will use Critical Friends protocols to develop systematic investigations of student work on a weekly basis to build a professional learning community (PLC) to improve mathematics instruction and assessment. Teachers will apply what they have learned with an ETS consultant first semester with respect to item analysis to developing more rigorous assessment items and work with our data team to implement a system of action research. These protocols and professional development will include a consultant that will provide training in motivational strategies for At-Risk students focused on mathematics motivation. In addition the PLC will apply research based strategies that have been shown to have the highest correlation of effectiveness of improving student achievement. Data will be collected with respect to these strategies to monitor and adapt them to insure effectiveness.

It is our belief that as Critical Friends protocols become a standard operating procedure, this will enable each person on our faculty to have a method to offer dialogue to shape the direction in which we impact student achievement and school management. This school year focus has been placed on the establishment of Focus Groups. It is our belief that we are still in need of a process that will ensure that each person is being given the opportunity to share their thoughts on specific goals or issues for discussion. We believe the Critical Friends process will allow us to improve that part of our dialogue for school reform.

### ***End of Year Summary***

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

What is a priority area for improving <b>Student Achievement</b> at your school?																					
Objective 2	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success														
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12												
<b>Increase student achievement in science</b>  (Target Groups for EOCT includes Students with Disabilities)  (Student Population as of 9/18/09 – 1413)	Students enrolled in Biology	389	27.53	Percentage of students passing EOCT for Biology	40.00	46.00	48.00	50.00	52.00												
	Students enrolled in Physical Science	327	23.14	Percentage of students passing EOCT for Physical Science	49.00	61.00	65.00	70.00	75.00												
	GHSGT Target Group	TBD	TBD	Percentage of first time test takers passing the Science section of GHSGT	82.00	85.00	88.00	90.00	92.00												
What <b>interim indicators</b> will be used to monitor progress during the year for this objective?																					
Data to be collected during 2009-10					Position Responsible			Frequency													
Weekly/Biweekly Formative Assessment Data					Data Disaggregation Team			As scheduled													
Benchmark results					Data Disaggregation Team			As scheduled													
EOCT results for Biology and Physical Science					Testing Coordinator			FCS schedule													
GHSGT results for first-time test takers					Testing Coordinator			GDOE schedule													
<p><b>Interim Data Collected – Mid-Year Update</b></p> <table border="0"> <tr> <td></td> <td>County Checkpoints</td> <td>CHS Fall Final Exam</td> </tr> <tr> <td>Biology</td> <td>29</td> <td>No data at this time</td> </tr> <tr> <td>Physical Sci.</td> <td>28</td> <td>71</td> </tr> <tr> <td>GHSGT Sci.</td> <td>44</td> <td>66 Earth Systems</td> </tr> </table>											County Checkpoints	CHS Fall Final Exam	Biology	29	No data at this time	Physical Sci.	28	71	GHSGT Sci.	44	66 Earth Systems
	County Checkpoints	CHS Fall Final Exam																			
Biology	29	No data at this time																			
Physical Sci.	28	71																			
GHSGT Sci.	44	66 Earth Systems																			

What initiatives/improvements will be implemented in the area of <b>School Initiatives/Professional Development</b> to support this objective?		
<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• Year-long professional development will cover numerous aspects of Rigor, Relevance, and Relationships Framework inclusive of a school-wide book study, "Rigor is Not a Four Letter Word." Emphasis will be placed on higher order thinking skills through practical classroom practices to bolster students' thinking skills through teacher's questioning techniques, activities, and assessments.</li> <li>• Ongoing staff development will center on teacher's use of Achievement Series, an online program linked to SAMS and SASI. Teachers will be given training in how to utilize the data from weekly/biweekly common assessments to gear their lessons plans towards instruction designed to assist students in learning GPS or QCC standards that students need to be taught or that students have not mastered.</li> <li>• A Data Disaggregation Team will conduct frequent analysis of data by tracking student performance on assessments through the use of Achievement Series. The results will be shared with teachers to assist in developing lesson plans reflecting GPS standards. The system will assist in designing learning and remediation activities that support student mastery of GPS standards. The data analysis will also provide opportunities for teacher collaboration in content team meetings.</li> <li>• Content team meetings will occur on a regular basis to offer opportunities for collaboration and to guide instruction by insuring that staff members in each department are utilizing common standards and elements. Weekly assessments will be developed by each content team in order to evaluate effectiveness of instruction and to determine a need for remediation or acceleration. Members of each content team will utilize Online Assessment System (OAS) to improve their use of test banks, just released EOCT items, and other online resources to guide instruction.</li> <li>• To facilitate the consistent use of GPS standards and to contribute to the use of Student Learning logs teachers will daily display the standard being taught, the essential question, the daily objective taken from the elements and the homework assignment. The display of daily instructional goals will be monitored during Focus Walks conducted by members of the administration team.</li> <li>• Student Learning Logs will be utilized by students in each class period to record the essential question, objective/element and homework. Parents will be able to follow their child's daily learning activities. Students can use this information to determine their need for assistance as they report for tutoring through Guided Study Hall and/or after school or Saturday Tutorial Sessions offered through No Child Left Behind.</li> <li>• Online instruction in all core subject areas is provided each period and during extended day for students who need credit recovery through PLATO provided by Fulton County Virtual School. In addition, students are able to participate in online instruction to supplement graduation requirements through FCVS coursework.</li> </ul>		

<ul style="list-style-type: none"> <li>• Training for teachers is planned to provide an additional use of PLATO online academic support modules to support retention of a passing grade by creating a blended instructional model so students may receive direct instruction from their teachers supplemented by online instruction selected to remediate students' deficiencies or strengthen and/or enhance a students' knowledge base. The blended use of direct instruction supported by online instruction will be utilized to increase the success of students in mastering course content and decrease the rate of failure in core subjects.</li> <li>• A model for Guided Study Hall/Advisement will be developed under the guideline of High Schools That Work (HSTW) to offer consistent guidance opportunities and a vehicle for students to have a time during the school day for tutoring, to make up missed assignments/tests, and to participate in small group instruction. Components of the Guidance/Counseling Department will be presented via television to students according to their class status.</li> <li>• Pull-out sessions during Guided Study Hall/Advisement will occur on a regular basis to target 11<sup>th</sup> grade students identified as having a weakness based on domains/strands determined by Benchmark testing in preparation for the GHS GT. Students needing to retake sections of the GHS GT will also participate.</li> <li>• Pull-out sessions during Guided Study Hall will also occur to offer instruction designed to target particular domains or strands indicated from previous CRCT results and EOCT results.</li> </ul>		
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**Actions Taken – Mid-Year Update**

Members of the science department offered intensified instructional strategies for GHS GT and EOCT. In-house/pullout tutorials rotations during class time were also made available to students.

A recovery policy was put in place that allows students to make-up work prior to grade reporting. In addition, a pilot program to strengthen remediation and recovery of credit in being implemented utilizing PLATO. A team, inclusive of department chairs and support personnel is being trained in the usage of PLATO in order to train teachers in each core subject area. The intent is to strengthen skills as well as allow students to have a means of exhibiting mastery of content in order to achieve a reduction in our student failures. This will also benefit students by keeping them on track for graduation.

**Actions Taken – End of Year Report**

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What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?		
<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• The involvement of the Local School Advisory Council (LSAC) and PTSA Executive Board will be ongoing in determining effective practices to unify the school community. Members of LSAC will also promote relations between the school and Hispanic stakeholders. An initiative is being put into place to teach Spanish to English speaking parents to promote positive relationships with the Hispanic parents and students in school and in the community.</li> <li>• Parent Liaison is provided by Title I funding to provide a series of parent workshops designed to support SEC parents in the development of Life Skills. Workshops will also be provided for parents of general education students in understanding "Life After High School." Registration and training sessions will be provided for parents to assist them in understanding the benefits of monitoring their son or daughter's progress and the immediate availability of communication with teachers. A parent resource center will be maintained containing materials to support student achievement, performance in standardized testing, and the process to apply for colleges and/or technical schools. Materials will also be provided to parents concerning careers for parents as well as students. An initiative is being planned to incorporate the components of Parent University and other support services within Fulton County Government into offerings available at Creekside. A parent Newsletter will be designed and presented quarterly to update parents. Joint projects will be planned with PTSA to strengthen parent involvement and, therefore, improved student achievement.</li> <li>• No Child Left Behind After School and Saturday Tutorial Sessions will be arranged to provide additional academic instruction to students as part of Supplemental Educational Services (SES). A parent/student fair will be held to share information.</li> <li>• Provision of Sweep Bus Service to provide opportunity for students to remain after school for tutorial sessions with teachers, participation in extended day for credit recovery through PLATO, and participation in Night School classes.</li> <li>• Consideration given to arranging PTSA meetings periodically in surrounding communities to encourage parental participation</li> <li>• Parent Fair scheduled to inform parents of availability of free after school and Saturday tutorial sessions</li> </ul>	Administrative/Leadership Team	
<p><b>Actions Taken – Mid-Year Update</b></p> <p>Members of the science department sent home letters regarding graduation requirements and information related to the GHS GT. In addition, we were able to develop a new program called "Mission 516" to not only set up tutorial sessions for our students in preparation of passing each section of the graduation test, but to also stress the importance of them to exceed expectation on each part of the test. We have been able to work with our business partners to obtain incentives for our students as they meet the various levels of success on the graduation test to provide motivation for our students to work harder to achieve a higher level of success.</p>		

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• As a participating school in the Smaller Learning Community Grant a restructuring will include teaching teams across core subjects at the ninth grade level. A Summer Bridge Program will be utilized with rising 8<sup>th</sup> grade students to prepare them for the high school setting and expectations. Smaller Learning Communities will be developed centering on four career focus areas. Current programs of study include AgriScience, Aviation Maintenance, Law and Justice, Business and Information Technology, Family and Consumer Sciences, and Music and Fine Arts. The development of four smaller learning community academies will utilized the programs that are in existence.</li> <li>• As a Needs Improvement school according to the federal No Child Left Behind (NCLB) Act a systematic schedule of supplemental educational services (SES) will be offered to students who qualify for free and/or reduced lunch. Special fairs will occur periodically promoting the free tutoring services including extra help before and after school, and on weekends.</li> <li>• A plan will be in place to issue progress reports every three weeks to raise the level of awareness of students and parents of success or potential failure so steps for remediation may be put in place before course failure occurs. The more frequent schedule for progress reports should provide a more frequent opportunity to review progress and schedule tutorials if needed for remediation of skills being taught.</li> <li>• Bloom’s Taxonomy Focus Walks will be conducted by members of the administrative team to structure classroom observations to monitor the use of daily focal points of instruction indentifying the cognitive levels of instructional practices in a teacher’s lessons, activities, dialogue and assessments. Addition areas for observation include evidence of planning, Bloom’s Rigor Rate of instruction, the classroom environment, and behavior management.</li> <li>• A focus group will evaluate current grading practices and look into the use other practices such as the components of the Power or I (Incomplete) presented by a High School That Work (HSTW) model.</li> <li>• Core Area Department Chairs with administrative involvement will develop an in-school strategy to assist students in succeeding of the GHSGT. Each department will develop individualized curriculum components outlining strategies for students who are first-time test takers and students who need to retest with a plan for implementation including a timeline.</li> </ul> <p><u>Technology Initiatives</u></p> <ul style="list-style-type: none"> <li>• An instructional technology focus group will identify, research and implement at least one technology tool and/or strategy per month within each content area.</li> <li>• LiveScribe Pulse pens will be purchased and utilized to assist teachers and students in several ways: Teachers will prepare lecture notes in advance and post</li> </ul>	<p>Administrative/Leadership Team</p>	

<p>items to teacher web sites for 24/7 access to science content. Students will use LiveScribe Pulse pens to record solutions to science questions and share their responses with the class. Student tutors will use LiveScribe Pulse pens to record solutions to science questions to serve as a study aide for students that need additional assistance in science.</p> <ul style="list-style-type: none"> <li>• Teachers will build a teacher web site and post their syllabus to communicate objectives, grading scale, assignments, test dates, sample problems, practice quizzes, and links to online resources in each core subject area.</li> <li>• A school-wide technology lab will be established to allow students greater access to computers to utilize USA Test Prep, SAT Online, and other test prep resources.</li> <li>• Each teacher and student will be issued a Creekside High School email address via Google educational Apps for instructional use only to promote greater collaboration and communication between teachers and students.</li> </ul>		
<p><b>Actions Taken – Mid-Year Update</b></p> <p>As part of our data analysis we will use Critical Friends protocols to develop systematic investigations of student work on a weekly basis to build a professional learning community (PLC) to improve mathematics instruction and assessment. Teachers will apply what they have learned with an ETS consultant first semester with respect to item analysis to developing more rigorous assessment items and work with our data team to implement a system of action research. These protocols and professional development will include a consultant that will provide training in motivational strategies for At-Risk students focused on mathematics motivation. In addition the PLC will apply research based strategies that have been shown to have the highest correlation of effectiveness of improving student achievement. Data will be collected with respect to these strategies to monitor and adapt them to insure effectiveness.</p> <p>It is our belief that as Critical Friends protocols become a standard operating procedure, this will enable each person on our faculty to have a method to offer dialogue to shape the direction in which we impact student achievement and school management. This school year focus has been placed on the establishment of Focus Groups. It is our belief that we are still in need of a process that will ensure that each person is being given the opportunity to share their thoughts on specific goals or issues for discussion. We believe the Critical Friends process will allow us to improve that part of our dialogue for school reform.</p>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p><b>Mid-Year Summary</b></p>		
<p>Preliminary conclusions regarding progress on this objective:</p> <p>Members of our science department have continued to identify students and organize them into targeted groups for instruction in specific areas. The science teachers have also improved their ability to blend their current curriculum with review opportunities for their students. They have also maximized the use of Saturday tutorials by offering incentives for their students to attend.</p>		

Additional action to be taken during remainder of this school year:

Members of the science department plan to increase the availability of Saturday tutorial times and advertise the availability through various forms of contacts with students and parents.

Tutorial sessions will be offered to targeted assisted students in the 9<sup>th</sup> grade academy during extended day and tailored according to areas of weaknesses pinpointed in each three week grading period.

### **End of Year Summary**

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

What is a priority area for improving **Student Achievement** at your school?

Objective 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
<b>Increase student achievement in language arts</b>	Students enrolled in 9 <sup>th</sup> Gr Language Arts	389	27.53	Percentage of students passing EOCT for 9 <sup>th</sup> Grade Literature and Composition	57.00	57.00	59.00	60.00	61.00
		331	23.43	Percentage of students passing EOCT for 11 <sup>th</sup> Grade American Literature	77.00	78.00	79.00	80.00	81.00
<b>Increase student achievement in social studies</b>	Students enrolled in 11 <sup>th</sup> American Literature	TBD	TBD	Percentage of students passing the Writing section of the GHSGT – first time test takers	90.00	88.00	90.00	91.00	92.00
Language Arts and Social Studies incorporate similar academic skills.	GHSGT/AYP Target Group	TBD	TBD	Percentage of students passing the Language Arts section of the GHSGT – first time test takers	90.00	88.00	90.00	91.00	92.00
	SAT Target	TBD		SAT Critical Reading mean score	436	429	436	446	456

(Target Groups for EOCT includes Students with Disabilities)  (Student Population as of 9/18/09 – 1413)	Group	TBD		SAT Writing mean score	429	418	429	439	449	
	PSAT Target Groups in Freshmen, Sophomore, and Junior classes	TBD		PSAT Critical Reading mean score for Freshmen			Baseline			
		TBD		PSAT Writing mean score for Freshmen			Baseline			
		TBD		PSAT Critical Reading mean score for Sophomores			Baseline			
		TBD		PSAT Writing mean score for Sophomores			Baseline			
		TBD		PSAT Critical Reading mean score for Juniors			Baseline			
		TBD		PSAT Writing mean score for Juniors			Baseline			
		343	24.27	Percentage of students passing EOCT for US History	62.00	47.00	52.00	56.00	60.00	
	183 (S1) S2 TBD	12.95	Percentage of students passing EOCT for Economics (S1 and S2)	63.00	54.00	60.00	62.00	64.00		
	Students enrolled in US History	TBD	TBD	Percentage of students passing the Social Studies Section of the GHSGT – first time test takers	85.00	84.00	85.00	86.00	87.00	
Students enrolled in Economics										
GHSGT Target Group										

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Weekly/Biweekly Formative Assessment Data	Data Disaggregation Team	As scheduled
Benchmark results	Data Disaggregation Team	As scheduled
EOCT results for 9 <sup>th</sup> and 11 <sup>th</sup> Grade Literature	Testing Coordinator	FCS schedule
GHSGT results for first-time test takers	Testing Coordinator	GDOE schedule

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<b>Interim Data Collected – Mid-Year Update</b>		
	<b>County Checkpoints</b>	<b>CHS Fall Final Exam</b>
9 <sup>th</sup> Gr. Lit.	43	61
11 <sup>th</sup> Gr. Lit.	40	58

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• Year-long professional development will cover numerous aspects of Rigor, Relevance, and Relationships Framework inclusive of a school-wide book study, "Rigor is Not a Four Letter Word." Emphasis will be placed on higher order thinking skills through practical classroom practices to bolster students' thinking skills through teacher's questioning techniques, activities, and assessments.</li> <li>• Ongoing staff development will center on teacher's use of Achievement Series, an online program linked to SAMS and SASI. Teachers will be given training in how to utilize the data from weekly/biweekly common assessments to gear their lessons plans towards instruction designed to assist students in learning GPS or QCC standards that students need to be taught or that students have not mastered.</li> <li>• A Data Disaggregation Team will conduct frequent analysis of data by tracking student performance on assessments through the use of Achievement Series. The results will be shared with teachers to assist in developing lesson plans reflecting GPS standards. The system will assist in designing learning and remediation activities that support student mastery of GPS standards. The data analysis will also provide opportunities for teacher collaboration in content team meetings.</li> <li>• Content team meetings will occur on a regular basis to offer opportunities for collaboration and to guide instruction by insuring that staff members in each department are utilizing common standards and elements. Weekly assessments will be developed by each content team in order to evaluate effectiveness of instruction and to determine a need for remediation or acceleration. Members of each content team will utilize Online Assessment System (OAS) to improve their use of test banks, just released EOCT items, and other online resources to guide instruction.</li> <li>• To facilitate the consistent use of GPS standards and to contribute to the use of Student Learning logs teachers will daily display the standard being taught, the essential question, the daily objective taken from the elements and the homework assignment. The display of daily instructional goals will be monitored during Focus Walks conducted by members of the administration team.</li> <li>• Student Learning Logs will be utilized by students in each class period to record the essential question, objective/element and homework. Parents will be able to follow their child's daily learning activities. Students can use this information to determine their need for assistance as they report for tutoring through Guided Study Hall</li> </ul>		

and/or after school or Saturday Tutorial Sessions offered through No Child Left Behind.

- Online instruction in all core subject areas is provided each period and during extended day for students who need credit recovery through PLATO provided by Fulton County Virtual School. In addition, students are able to participate in online instruction to supplement graduation requirements through FCVS coursework.
- Training for teachers is planned to provide an additional use of PLATO online academic support modules to support retention of a passing grade by creating a blended instructional model so students may receive direct instruction from their teachers supplemented by online instruction selected to remediate students' deficiencies or strengthen and/or enhance a students' knowledge base. The blended use of direct instruction supported by online instruction will be utilized to increase the success of students in mastering course content and decrease the rate of failure in core subjects.
- A model for Guided Study Hall/Advisement will be developed under the guideline of High Schools That Work (HSTW) to offer consistent guidance opportunities and a vehicle for students to have a time during the school day for tutoring, to make up missed assignments/tests, and to participate in small group instruction. Components of the Guidance/Counseling Department will be presented via television to students according to their class status.
- Pull-out sessions during Guided Study Hall/Advisement will occur on a regular basis to target 11<sup>th</sup> grade students identified as having a weakness based on domains/strands determined by Benchmark testing in preparation for the GHS GT. Students needing to retake sections of the GHS GT will also participate.
- Pull-out sessions during Guided Study Hall will also occur to offer instruction designed to target particular domains or strands indicated from previous CRCT results and EOCT results.

#### SAT/PSAT Initiatives

- Georgia Performance of Education will provide onsite training for students and teachers on registration and use of SAT online resources offered through the DOE
- Teachers will use DOE SAT online resources embedded into their normal instructional planning to allow students opportunities for practice and familiarity with test format
- DOE will offer professional development writing seminars for Language Arts teachers who will then train teachers from other departments in writing across the curriculum techniques
- KAPLAN SAT workshops will be scheduled for students

#### Language Arts Department Initiatives

- Emphasis will be placed on content team meetings stressing common planning for instructors in each language arts subject. The outcome expected will be a more consistent alignment to standards through jointly planned instruction taking place in each classroom aligned to standards and elements.
- Teachers in each language arts subject area will develop common assessments including weekly formative assessments to determine students' progress in the mastery of standards and elements.

- Pullout sessions will be scheduled during Guided Study Hall/Advisement to remediate retest students on the Writing and Language arts sections of the GHSGT.
- Writing prompts will be utilized during Guided Study Hall/ Advisement for all students in preparation for the Writing section of the GHSGT which will include peer editing and writing test reviews.
- GHSGT Writing prompts will be utilized and graded in all 11<sup>th</sup> grade language arts classrooms.
- Weekly “EOCT Prep Days” will occur in 9<sup>th</sup> grade language arts classrooms to familiarize students with content vocabulary, test terminology, test-taking strategies, and testing procedures.
- Members of the language arts department will coordinate with the Reading/Writing Across the Curriculum Focus Group to provide extra-curricular enrichment opportunities for students including activities such as book clubs, reading rewards, and writer’s workshops. Reading and writing strategies will also be provided for teachers in non-ELA subjects.
- Participation in the use of PLATO instructional modules stressing standards in each language arts subject to support instruction for enrichment and remediation.
- Consideration given to purchasing and implementing a pilot of SOLO seats in the ELA computer lab to aid students with mechanics, usage, spelling, organization, and word-prediction in preparation for the Writing section of the GHSGT.

#### Social Studies Department Initiatives

- The Social Studies Department will host bi-monthly USA Test Prep sessions as part of the US History curriculum. Teachers will schedule refresher sessions focusing on strands inclusive of American Government, World History, and Geography. The philosophy is to expose all first time test-takers to subjects they may need to revisit.
- US History teachers in the Social Studies Department will schedule bi-monthly refresher sessions for World History, American Government, and Geography strands.
- Training by PLATO consultants will occur to make available Social Studies modules aligned to GPS standards that may be used online to enhance direct instruction in the classroom.
- Members of the Social Studies Department will identify students who failed the Social Studies section of the GHSGT and determine the specific strands in need of remediation. Tutorial sessions will occur during Guided Study Hall/Advisement period. USA Test Prep will also be utilized for tutorial sessions. A GHSGT study guide prepared by the Georgia Department of Education will be provided to each student needing remediation for retesting.
- The Social Studies Department will collaborate with teachers of SEC students to assist students in practicing for the Social Studies section of the GHSGT. A meeting with parents of SEC students will be conducted by the SEC Department to inform parents of the collaborative efforts being offered.

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**Actions Taken – Mid-Year Update**

We scheduled planning sessions with our language arts teachers, FCS language arts coordinator, and TAG coordinator in the redevelopment of our language arts plan to make sure we will be able to address any gaps in learning during these the absence of two of our 11<sup>th</sup> grade language arts teachers and to review of plan to move forwards in the preparation of our students for the GHS GT.

In the language arts department an emphasis has been placed on common planning session for content team for the development and implementation of common weekly assessments using Achievement Series for data collection. An analysis of the test items on common assessments occurred to determine rigor and the use of educational support technology available through coordination with the media center. Also, the development and implementation of common semester exam using Achievement Series occurred. Check points assessments took place at the beginning of the school year to help guide instruction.

Members of the language arts department participated in the Saturday tutorial sessions for the GHS GT and pull-out sessions for GHS GT sessions were held for at-risk 11<sup>th</sup> grade students utilizing online resources and general test information. Push-in sessions for GHS GT Prep took place for all 11<sup>th</sup> grade students and provided resources list, test-taking tips, and content aids, and daily GHS GT Prep questions. Emphasis was placed on students' use of USA TestPrep and other online resources. A CD containing preparation files in all subject areas was made available to students.

During the Advisement period pull-out test prep sessions was scheduled for students who needed a retest of the Language Arts section of the GHS GT which included test-taking tips, resources list, content aids, online resources and general test information.

Members of the social studies department collaborated with the graduation coach to target students who failed the GHS GT in social studies. A report was generated which elaborated on the specific strands of the GHS GT that caused problems for our students. A letter was given to each retest student to encourage attendance of special pullout tutorial sessions during our advisement periods and after school to assist with skill development in the specific strands that caused problems. USA TestPrep was also utilized. Individual conferences were held with students to encourage them to focus on their specific areas of weakness in preparation of the GHS GT.

**Actions Taken – End of Year Report**

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>The involvement of the Local School Advisory Council (LSAC) and PTSA Executive Board will be ongoing in determining effective practices to unify the school community. Members of LSAC will also promote relations between the school and Hispanic stakeholders. An initiative is being put into place to teach Spanish to English speaking parents to promote positive relationships with the Hispanic parents and students in school and in the community.</li> <li>Parent Liaison is provided by Title I funding to provide a series of parent workshops</li> </ul>	Administrative/Leadership Team	

<p>designed to support SEC parents in the development of Life Skills. Workshops will also be provided for parents of general education students in understanding “Life After High School.” Registration and training sessions will be provided for parents to assist them in understanding the benefits of monitoring their son or daughter’s progress and the immediate availability of communication with teachers. A parent resource center will be maintained containing materials to support student achievement, performance in standardized testing, and the process to apply for colleges and/or technical schools. Materials will also be provided to parents concerning careers for parents as well as students. An initiative is being planned to incorporate the components of Parent University and other support services within Fulton County Government into offerings available at Creekside. A parent Newsletter will be designed and presented quarterly to update parents. Joint projects will be planned with PTSA to strengthen parent involvement and, therefore, improved student achievement.</p> <ul style="list-style-type: none"> <li>• No Child Left Behind After School and Saturday Tutorial Sessions will be arranged to provide additional academic instruction to students as part of Supplemental Educational Services (SES). A parent/student fair will be held to share information.</li> <li>• Provision of Sweep Bus Service to provide opportunity for students to remain after school for tutorial sessions with teachers, participation in extended day for credit recovery through PLATO, and participation in Night School classes.</li> <li>• Consideration given to arranging PTSA meetings periodically in surrounding communities to encourage parental participation</li> <li>• Parent Fair scheduled to inform parents of availability of free after school and Saturday tutorial sessions</li> </ul>		
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**Actions Taken – Mid-Year Update**

Members of the language arts department compiled a Winning Words list with input from all core subject department chairs. The word list was created based words/terms/phases likely to appear on the GHSGT. Flyers were posted throughout the school with the word and the definition. In addition, we were able to develop a new program called “Mission 516” to not only set up tutorial sessions for our students in preparation of passing each section of the graduation test, but to also stress the importance of them to exceed expectation on each part of the test. We have been able to work with our business partners to obtain incentives for our students as they meet the various levels of success on the graduation test to provide motivation for our students to work harder to achieve a higher level of success.

A recovery policy was put in place that allows students to make-up work prior to grade reporting. In addition, a pilot program to strengthen remediation and recovery of credit in being implemented utilizing PLATO. A team, inclusive of department chairs and support personnel is being trained in the usage of PLATO in order to train teachers in each core subject area. The intent is to strengthen skills as well as allow students to have a means of exhibiting mastery of content in order to achieve a reduction in our student failures. This will also benefit students by keeping them on track for graduation.

**Actions Taken – End of Year Report**

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What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• As a participating school in the Smaller Learning Community Grant a restructuring will include teaching teams across core subjects at the ninth grade level. A Summer Bridge Program will be utilized with rising 8<sup>th</sup> grade students to prepare them for the high school setting and expectations. Smaller Learning Communities will be developed centering on four career focus areas. Current programs of study include AgriScience, Aviation Maintenance, Law and Justice, Business and Information Technology, Family and Consumer Sciences, and Music and Fine Arts. The development of four smaller learning community academies will utilize the programs that are in existence.</li> <li>• As a Needs Improvement school according to the federal No Child Left Behind (NCLB) Act a systematic schedule of supplemental educational services (SES) will be offered to students who qualify for free and/or reduced lunch. Special fairs will occur periodically promoting the free tutoring services including extra help before and after school, and on weekends.</li> <li>• A plan will be in place to issue progress reports every three weeks to raise the level of awareness of students and parents of success or potential failure so steps for remediation may be put in place before course failure occurs. The more frequent schedule for progress reports should provide a more frequent opportunity to review progress and schedule tutorials if needed for remediation of skills being taught.</li> <li>• Bloom's Taxonomy Focus Walks will be conducted by members of the administrative team to structure classroom observations to monitor the use of daily focal points of instruction identifying the cognitive levels of instructional practices in a teacher's lessons, activities, dialogue and assessments. Additional areas for observation include evidence of planning, Bloom's Rigor Rate of instruction, the classroom environment, and behavior management.</li> <li>• A focus group will evaluate current grading practices and look into the use of other practices such as the components of the Power or I (Incomplete) presented by a High School That Work (HSTW) model.</li> <li>• Core Area Department Chairs with administrative involvement will develop an in-school strategy to assist students in succeeding on the GHSGT. Each department will develop individualized curriculum components outlining strategies for students who are first-time test takers and students who need to retake with a plan for implementation including a timeline.</li> </ul> <p><u>Technology Initiatives</u></p> <ul style="list-style-type: none"> <li>• An instructional technology focus group will identify, research and implement at least one technology tool and/or strategy per month within each content area.</li> <li>• LiveScribe Pulse pens will be purchased and utilized to assist teachers and students in several ways: Teachers will prepare lecture notes in advance and post items to teacher web sites for 24/7 access to language arts and social studies content. Students will use LiveScribe Pulse pens to record answers to language</li> </ul>	<p>Administrative/Leadership Team</p>	

<p>arts and social studies questions and share their responses with the class. Student tutors will use LiveScribe Pulse pens to record solutions to language arts and social studies questions to serve as a study aide for students that need additional assistance in these content areas.</p> <ul style="list-style-type: none"> <li>• Teachers will build a teacher web site and post their syllabus to communicate objectives, grading scale, assignments, test dates, sample questions, practice quizzes, and links to online resources in each core subject area.</li> <li>• A school-wide technology lab will be established to allow students greater access to computers to utilize USA Test Prep, SAT Online, and other test prep resources.</li> <li>• Each teacher and student will be issued a Creekside High School email address via Google educational Apps for instructional use only to promote greater collaboration and communication between teachers and students.</li> </ul>		
<p><b>Actions Taken – Mid-Year Update</b></p> <p>As part of our data analysis we will use Critical Friends protocols to develop systematic investigations of student work on a weekly basis to build a professional learning community (PLC) to improve mathematics instruction and assessment. Teachers will apply what they have learned with an ETS consultant first semester with respect to item analysis to developing more rigorous assessment items and work with our data team to implement a system of action research. These protocols and professional development will include a consultant that will provide training in motivational strategies for At-Risk students focused on mathematics motivation. In addition the PLC will apply research based strategies that have been shown to have the highest correlation of effectiveness of improving student achievement. Data will be collected with respect to these strategies to monitor and adapt them to insure effectiveness.</p> <p>It is our belief that as Critical Friends protocols become a standard operating procedure, this will enable each person on our faculty to have a method to offer dialogue to shape the direction in which we impact student achievement and school management. This school year focus has been placed on the establishment of Focus Groups. It is our belief that we are still in need of a process that will ensure that each person is being given the opportunity to share their thoughts on specific goals or issues for discussion. We believe the Critical Friends process will allow us to improve that part of our dialogue for school reform.</p>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p><b>Mid-Year Summary</b></p>		
<p>Preliminary conclusions regarding progress on this objective:</p> <p>In striving to achieve progress on this objective our administration and members of the language arts department have dealt with the challenge of having two of the three teachers on extended leave who taught 11<sup>th</sup> grade students. Personnel shifts have occurred to accommodate trying to place experienced teachers with the 11<sup>th</sup> grade students in order to continue with preparation for the GHS GT as well as provide the availability of a teacher trained in Advanced Placement for those students in 11<sup>th</sup> grade. The switching of teacher class assignments and the utilization of long-term substitutes has also impacted the team-taught classes for students with disabilities and 10<sup>th</sup> grade students who are in the process of preparing for the GHS GT Writing.</p> <p>Members of the social studies department found that due to the push for common pacing consistent with keeping in step with our common planning initiatives in content meetings, strategy 1 in-class sessions addressing increasing the passing rate of students on the GHS GT initially seemed successful. However, our US</p>		

History teachers began to realize that the push in sessions cause problems with meeting the expectations of the curriculum map calendar. Teachers expressed they felt rushed to cover content swiftly without much opportunity to go in depth in areas where students needed assistance in re-teaching and opportunities to demonstrate mastery of content. Saturday morning tutorial sessions during first semester began with a classroom size amount of students in attendance, although attendance of these sessions decreased considerably through the last session. Over 100 letters were hand delivered to students identified in strategy 3 to encourage participation in the individualized tutorial sessions planned during Guided Study Hall/Advisement period. Only 16 students participated in the initial session and the number decreased to seven consistent attendees, who were mainly retest students with disabilities.

Additional action to be taken during remainder of this school year:

As part of our data analysis we will use Critical Friends protocols to develop systematic investigations of student work on a weekly basis to build a professional learning community (PLC) to improve mathematics instruction and assessment. Teachers will apply what they have learned with an ETS consultant first semester with respect to item analysis to developing more rigorous assessment items and work with our data team to implement a system of action research. These protocols and professional development will include a consultant that will provide training in motivational strategies for At-Risk students focused on mathematics motivation. In addition the PLC will apply research based strategies that have been shown to have the highest correlation of effectiveness of improving student achievement. Data will be collected with respect to these strategies to monitor and adapt them to insure effectiveness.

It is our belief that as Critical Friends protocols become a standard operating procedure, this will enable each person on our faculty to have a method to offer dialogue to shape the direction in which we impact student achievement and school management. This school year focus has been placed on the establishment of Focus Groups. It is our belief that we are still in need of a process that will ensure that each person is being given the opportunity to share their thoughts on specific goals or issues for discussion. We believe the Critical Friends process will allow us to improve that part of our dialogue for school reform.

### ***End of Year Summary***

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

What is a priority area for improving **Student Achievement** at your school?

Objective 4	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success			
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12	
<b>Increase achievement of students with disabilities</b>	SWD in Math I (Algebra I)	43	00.04	Percentage of SWD passing EOCT for Math I (Algebra I)		3.60	6.00	8.00	10.00	
	SWD in Math II (Geometry)	22	22.04	Percentage of SWD passing EOCT for Math II (Geometry)		2.00	4.00	6.00	8.00	
	SWD – Students with Disabilities	TBD	TBD	Percentage of SWD passing Math section of GHSQT/AYP results		21.40	24.00	26.00	28.00	
	(Student Population as of 9/18/09 – 1413)	SWD in 9 <sup>th</sup> Gr Literature	67	00.05	Percentage of SWD passing 9 <sup>th</sup> Grade Literature/Composition		5.00	7.00	9.00	11.00
	(SWD Population as of 9/18/09 – 144 )	SWD in 11 <sup>th</sup> Gr Literature	37	00.03	Percentage of SWD passing 11 <sup>th</sup> Grade American Literature		24.00	26.00	28.00	30.00
		GHSQT/AYP SWD results for Lang. Arts	TBD	TBD	Percentage of SWD passing Language Arts section of GHSQT/AYP results		38.10	40.00	42.00	44.00
		SWD in Biology	67	00.05	Percentage of SWC passing EOCT for Biology		7.00	9.00	11.00	13.00
		SWD in Physical Science	35	00.03	Percentage of SWD passing EOCT for Physical Science		11.00	13.00	15.00	17.00
		GHSQT SWD results for Science	TBD	TBD	Percentage of SWD passing the Science section of the GHSQT		26.00	28.00	30.00	32.00
		SWD in US History	31	00.02	Percentage of SWD passing EOCT for US History		11.00	13.00	15.00	17.00
	SWD in Economics	19	00.01	Percentage of SWD passing EOCT for Economics S1 (S2 to be added)		0.00	3.00	6.00	9.00	

	GHSGT SWD results for Social Studies	TBD	TBD	Percentage of SWD passing the Social Studies section of the GHSGT		39.00	41.00	43.00	45.00
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What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Weekly/Biweekly Formative Assessment Data	Data Disaggregation Team	As scheduled
Benchmark results	Data Disaggregation Team	As scheduled
EOCT results for designated courses for Level 7 and Level 8 Students With Disabilities	Testing Coordinator	FCS schedule
GHSGT results for first time test takers for SWD	Testing Coordinator	GDOE schedule

**Interim Data Collected – Mid-Year Update**

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>Year-long professional development will cover numerous aspects of Rigor, Relevance, and Relationships Framework inclusive of a school-wide book study, "Rigor is Not a Four Letter Word." Emphasis will be placed on higher order thinking skills through practical classroom practices to bolster students' thinking skills through teacher's questioning techniques, activities, and assessments.</li> <li>Ongoing staff development will center on teacher's use of Achievement Series, an online program linked to SAMS and SASI. Teachers will be given training in how to utilize the data from weekly/biweekly common assessments to gear their lessons plans towards instruction designed to assist students in learning GPS or QCC standards that students need to be taught or that students have not mastered.</li> <li>A Data Disaggregation Team will conduct frequent analysis of data by tracking student performance on assessments through the use of Achievement Series. The results will be shared with teachers to assist in developing lesson plans reflecting GPS standards. The system will assist in designing learning and remediation activities that support student mastery of GPS standards. The data analysis will also provide opportunities for teacher collaboration in content team meetings.</li> <li>Content team meetings will occur on a regular basis to offer opportunities for collaboration and to guide instruction by insuring that staff members in each department are utilizing common standards and elements. Weekly assessments will be developed by each content team in order to evaluate effectiveness of instruction and to determine a need for remediation or acceleration. Members of each content team will utilize Online Assessment System (OAS) to improve their</li> </ul>	Administrative/Leadership Team	

use of test banks, just released EOCT items, and other online resources to guide instruction.

- To facilitate the consistent use of GPS standards and to contribute to the use of Student Learning logs teachers will daily display the standard being taught, the essential question, the daily objective taken from the elements and the homework assignment. The display of daily instructional goals will be monitored during Focus Walks conducted by members of the administration team.
- Student Learning Logs will be utilized by students in each class period to record the essential question, objective/element and homework. Parents will be able to follow their child's daily learning activities. Students can use this information to determine their need for assistance as they report for tutoring through Guided Study Hall and/or after school or Saturday Tutorial Sessions offered through No Child Left Behind.
- Online instruction in all core subject areas is provided each period and during extended day for students who need credit recovery through PLATO provided by Fulton County Virtual School. In addition, students are able to participate in online instruction to supplement graduation requirements through FCVS coursework.
- Training for teachers is planned to provide an additional use of PLATO online academic support modules to support retention of a passing grade by creating a blended instructional model so students may receive direct instruction from their teachers supplemented by online instruction selected to remediate students' deficiencies or strengthen and/or enhance a students' knowledge base. The blended use of direct instruction supported by online instruction will be utilized to increase the success of students in mastering course content and decrease the rate of failure in core subjects.
- A model for Guided Study Hall/Advisement will be developed under the guideline of High Schools That Work (HSTW) to offer consistent guidance opportunities and a vehicle for students to have a time during the school day for tutoring, to make up missed assignments/tests, and to participate in small group instruction. Components of the Guidance/Counseling Department will be presented via television to students according to their class status.
- Pull-out sessions during Guided Study Hall/Advisement will occur on a regular basis to target 11<sup>th</sup> grade students indentified as having a weakness based on domains/strands determined by Benchmark testing in preparation for the GHS GT. Students needing to retake sections of the GHS GT will also participate.
- Pull-out sessions during Guided Study Hall will also occur to offer instruction designed to target particular domains or strands indicated from previous CRCT results and EOCT results.

#### Services for Exceptional Children Initiatives

- Register all juniors/seniors needing to retake sections of the GHS GT for study skills to allow students the opportunity to participate in USA Test Prep, SOLO, and PLATO focusing on target areas identified from SAMS, CRCT, and EOCT Benchmark Testing.
- Hold AM and PM Junior/Senior Graduation Informational Meeting for parents and students to disseminate information on graduation requirements, GHS GT, EOCT,

Saturday Academy, pull-out during advisement period, tutorial schedules, waivers and variances for GHSGT, and the work-based learning program.

- Provide Parents Make a Difference Awards.
- Celebrate student accomplishments during Disabilities Month/SEC week.
- Increase self-advocacy skills for students with disabilities.
- Provide opportunities for students, who previously participated in the SEC program, to return as motivational speakers for students needing to take or retakes sections of the GHSGT.
- Implement SOLO in the SEC computer Lab with targeted students who are identified as part of a bubble group.
- Provide professional development opportunities for general education and special education teachers who participate in team teaching/co-teaching.
- Provide training opportunities for the faculty to enhance the co-teaching program.
- Provide co-teaching opportunities in core subjects and electives for Level 7 students as needed.
- Provide co-teaching opportunity for Level 8 students in Environmental Science and Earth Systems.
- SEC teachers will participate with general education teachers in content team meetings.
- Utilize general education curriculum and resources (book, DVDs, etc.) in SEC classrooms to supplement the SEC curriculum and resources.
- Involve SEC students in the programming for SEC PTSA Night.

#### Career and Technical Intervention Program (CTI) Initiatives

- Provide instruction to assist SEC students in participating successfully in career technology pathways.
- Participate in Individual Educational Planning (IEP) to provide technology/career/occupational input.
- Participate in the development of the Transitional Plan for SEC students.
- Conduct career/technical interest and aptitude assessments for SEC students.
- Communicate with parents of CTI students regarding their child's progress.
- Seek out and establish community resources available to assist in provide transitional opportunities to address students' career interests.

#### ARRA Intervention Teacher Initiatives

- Design and implement instruction to enhance student skills in the general curriculum.
- Monitor progress of individual or small groups of students with disabilities.
- Emphasis will be placed on remediation for SEC students in 11<sup>th</sup> grade coursework requiring EOCTs and preparation for all sections of the GHSGT.

#### **Actions Taken – Mid-Year Update**

- **ARRA teacher and teacher assistant were added to the SEC staff to work with students with disabilities who are identified for additional support.**
- **Identified junior and senior students who have not passed sections of the GHSGT for placement in Study Skills classes.**
- **Assistive Technology and SOLO training for teachers to enhance writing and reading skills of students with disabilities.**

- PLATO training for teachers to provided opportunity to utilize PLATO coursework and instructional strands for remediation and mastery.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• The involvement of the Local School Advisory Council (LSAC) and PTSA Executive Board will be ongoing in determining effective practices to unify the school community. Members of LSAC will also promote relations between the school and Hispanic stakeholders. An initiative is being put into place to teach Spanish to English speaking parents to promote positive relationships with the Hispanic parents and students in school and in the community.</li> <li>• Parent Liaison is provided by Title I funding to provide a series of parent workshops designed to support parents and students in the development of life skills. Workshops will also be provided for parents and students in understanding “Life After High School.” Registration and training sessions will be provided for parents to assist them in understanding the benefits of monitoring their son or daughter’s progress and the immediate availability of communication with teachers. A parent resource center will be maintained containing materials to support student achievement, performance in standardized testing, and the process to apply for colleges and/or technical schools. Materials will also be provided to parents concerning careers for parents as well as students. An initiative is being planned to incorporate the components of Parent University and other support services within Fulton County Government into offerings available at Creekside. A parent Newsletter will be designed and presented quarterly to update parents. Joint projects will be planned with PTSA to strengthen parent involvement and, therefore, improved student achievement.</li> <li>• No Child Left Behind After School and Saturday Tutorial Sessions will be arranged to provide additional academic instruction to students as part of Supplemental Educational Services (SES). A parent/student fair will be held to share information.</li> <li>• Provision of Sweep Bus Service to provide opportunity for students to remain after school for tutorial sessions with teachers, participation in extended day for credit recovery through PLATO, and participation in Night School classes.</li> <li>• Consideration given to arranging PTSA meetings periodically in surrounding communities to encourage parental participation</li> <li>• Parent Fair scheduled to inform parents of availability of free after school and Saturday tutorial sessions</li> </ul>	<p>Administrative/Leadership Team</p>	

Actions Taken – Mid-Year Update

Emphasis placed on communication with parents through telephone/email contact and parent informational sessions.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• As a participating school in the Smaller Learning Community Grant a restructuring will include teaching teams across core subjects at the ninth grade level. A Summer Bridge Program will be utilized with rising 8<sup>th</sup> grade students to prepare them for the high school setting and expectations. Smaller Learning Communities will be developed centering on four career focus areas. Current programs of study include AgriScience, Aviation Maintenance, Law and Justice, Business and Information Technology, Family and Consumer Sciences, and Music and Fine Arts. The development of four smaller learning community academies will utilize the programs that are in existence.</li> <li>• As a Needs Improvement school according to the federal No Child Left Behind (NCLB) Act a systematic schedule of supplemental educational services (SES) will be offered to students who qualify for free and/or reduced lunch. Special fairs will occur periodically promoting the free tutoring services including extra help before and after school, and on weekends.</li> <li>• A plan will be in place to issue progress reports every three weeks to raise the level of awareness of students and parents of success or potential failure so steps for remediation may be put in place before course failure occurs. The more frequent schedule for progress reports should provide a more frequent opportunity to review progress and schedule tutorials if needed for remediation of skills being taught.</li> <li>• Bloom's Taxonomy Focus Walks will be conducted by members of the administrative team to structure classroom observations to monitor the use of daily focal points of instruction identifying the cognitive levels of instructional practices in a teacher's lessons, activities, dialogue and assessments. Addition areas for observation include evidence of planning, Bloom's Rigor Rate of instruction, the classroom environment, and behavior management.</li> <li>• A focus group will evaluate current grading practices and look into the use other practices such as the components of the Power or I (Incomplete) presented by a High School That Work (HSTW) model</li> <li>• Core Area Department Chairs with administrative involvement will develop an in-school strategy to assist students in succeeding of the GHSGT. Each department will develop individualized curriculum components outlining strategies for students who are first-time test takers and students who need to retest with a plan for implementation including a timeline.</li> </ul>	<p>Administrative/Leadership Team</p>	

Actions Taken – Mid-Year Update		
Actions Taken – End of Year Report		
<b>Mid-Year Summary</b>		
Preliminary conclusions regarding progress on this objective:		
<p>The standardized test administered to students with disabilities during first semester was the EOCT for Economics. The results indicated that only 3 of the 21 students achieved a passing score and the scores ranged from 46 to 79. Emphasis needs to be placed on the implementation of strategies to place emphasis on improving the performance of students with disabilities on standardized tests.</p> <p>With the addition of our Intervention Specialist through ARRA approved funds of Title I, we have increased our pull-out opportunities students with disabilities. We have also increased our use of SOLO and one-on-one student diagnostic opportunities to work with our students on mastery of the Georgia Professional Standards that the students would receive in regular education curriculum. We will continue to increase the opportunities for teachers to identify areas of weakness for students with disabilities and then allow for pull-out opportunities for these students to focus on improving their areas of weakness.</p>		
Additional action to be taken during remainder of this school year:		
<ul style="list-style-type: none"> <li>• Increase number of Study Skills classes designed for provide academic support</li> <li>• Provide intensive support classes (SRA Reading/SOLO) for students needing development of basic skills necessary to meet demands of regular education curriculum.</li> <li>• Increase number of team-taught classes and team-taught planning times among SEC and general education teachers.</li> <li>• Align classes/teachers so SEC teachers in team-taught classes teach like subjects in self-contained to meet the objective of increasing exposure to content.</li> <li>• Pilot a self-contained class with a general education class for content exposure.</li> </ul>		
<b>End of Year Summary</b>		
Overall Conclusions regarding this Objective:		
Future Steps to Address this Objective:		

What is a priority area for improving <b>Student Achievement</b> at your school?									
Objective 5	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
<b>Increase in Student Graduation</b>  (Student Population as of 9/18/09 – 1413)  **AP Percentages  Student Enrollment 2008-09 2643 AP students - 103 08-09 03.89  Student Enrollment 2009-10 1413 AP students - 105 09-10 07.43	Students eligible for graduation	TBD	TBD	AYP Graduation Percentage	77.60	78.80	79.80	80.80	81.80
		TBD	TBD	Student s on-track for graduation at completion of:					
		TBD	TBD	Freshman Year			Baseline		
		TBD	TBD	Sophomore Year			Baseline		
		TBD	TBD	Junior Year			Baseline		
		TBD	TBD	SAT Math & Critical Reading mean score	852	844	852	860	860
		TBD	TBD	SAT Math, Critical Reading, & Writing mean score	1,281	1,262	1,281	1,290	1,300
		TBD	TBD	ACT mean score	17.00	16.8	17.20	17.80	18.40
		TBD	TBD	Increase in number of AP courses offered to students	7.00	8.00	7.00	11.00	15.00
	105	07.43	Increase in percentage of students in AP classes **	03.10	03.89	07.43	09.50	11.50	
	TBD	TBD	Increase in AP total pass rates across subjects	13.50	12.00	13.50	14.00	15.00	
What <b>interim indicators</b> will be used to monitor progress during the year for this objective?									
<b>Data to be collected during 2009-10</b>					<b>Position Responsible</b>			<b>Frequency</b>	
Achievement Series Assessment Data					Data Disaggregation Team			As scheduled	
Benchmark results					Data Disaggregation Team			As scheduled	
EOCT results for designated coursework					Testing Coordinator			FCS schedule	
GHS GT results for first time test takers					Testing Coordinator/Head Counselor			GDOE schedule	
Advanced Placement Test results					Head Counselor			As scheduled	

SAT/ACT results	Head Counselor	As scheduled
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Interim Data Collected – Mid-Year Update

No Data Available

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>Year-long professional development will cover numerous aspects of Rigor, Relevance, and Relationships Framework inclusive of a school-wide book study, "Rigor is Not a Four Letter Word." Emphasis will be placed on higher order thinking skills through practical classroom practices to bolster students' thinking skills through teacher's questioning techniques, activities, and assessments.</li> <li>Advisement program implemented to focus on the "Relationship" portion of Rigor, Relevance, and Relationships Framework as a means to foster a culture of staff's desire to assist students in reaching academic and social success. Life Coaches (Advisors) will work with small groups of students and serve as extensions of guidance counselors to help identify needs and assist with student issues that may become obstacles against students reaching graduation, such as, lack of parental involvement /communication, monitoring of grades, and securing academic support as needed. Life Coaches will act as student advocates, assist students in the development of social skills, help students determine academic/career pathways, and post secondary options.</li> <li>Ongoing staff development will center on teacher's use of Achievement Series, an online program linked to SAMS and SASI. Teachers will be given training in how to utilize the data to gear from weekly/biweekly common assessments their lessons plans towards instruction designed to assist students in learning GPS or QCC standards that students need to be taught or that students have not mastered.</li> <li>A Data Disaggregation Team will conduct frequent analysis of data by tracking student performance on assessments through the use of Achievement Series. The results will be shared with teachers to assist in developing lesson plans reflecting GPS standards. The system will assist in designing learning and remediation activities that support student mastery of GPS standards. The data analysis will also provide opportunities for teacher collaboration in content team meetings.</li> <li>Content team meetings will occur on a regular basis to offer opportunities for collaboration and to guide instruction by insuring that staff members in each department are utilizing common standards and elements. Weekly assessments will be developed by each content team in order to evaluate effectiveness of instruction and to determine a need for remediation or acceleration. Members of each content team will utilize Online Assessment System (OAS) to improve their use of test banks, just released EOCT items, and other online resources to guide</li> </ul>	<p>Administrative/Leadership Team</p>	

instruction.

- To facilitate the consistent use of GPS standards and to contribute to the use of Student Learning logs teachers will daily display the standard being taught, the essential question, the daily objective taken from the elements and the homework assignment. The display of daily instructional goals will be monitored during Focus Walks conducted by members of the administration team.
- Student Learning Logs will be utilized by students in each class period to record the essential question, objective/element and homework. Parents will be able to follow their child's daily learning activities. Students can use this information to determine their need for assistance as they report for tutoring through Guided Study Hall and/or after school or Saturday Tutorial Sessions offered through No Child Left Behind.
- Online instruction in all core subject areas is provided each period and during extended day for students who need credit recovery through PLATO provided by Fulton County Virtual School. In addition, students are able to participate in online instruction to supplement graduation requirements through FCVS coursework.
- Training for teachers is planned to provide an additional use of PLATO online academic support modules for to support retention of a passing grade by creating a blended instructional model so students may receive direct instruction from their teachers supplemented by online instruction selected to remediate students' deficiencies or strengthen and/or enhance a students' knowledge base. The blended use of direct instruction supported by online instruction will be utilized to increase the success of students in mastering course content and decrease the rate of failure in core subjects.
- A model for Guided Study Hall/Advisement will be developed under the guideline of High Schools That Work (HSTW) to offer consistent guidance opportunities and a vehicle for students to have a time during the school day for tutoring, to make up missed assignments/tests, and to participate in small group instruction. Components of the Guidance/Counseling Department will be presented via television to students according to their class status.
- Pull-out sessions during Guided Study Hall/Advisement will occur on a regular basis to target 11<sup>th</sup> grade students identified as having a weakness based on domains/strands determined by Benchmark testing in preparation for the GHS GT. Students needing to retake sections of the GHS GT will also participate.
- Pull-out sessions during Guided Study Hall will also occur to offer instruction designed to target particular domains or strands indicated from previous CRCT results and EOCT results.

#### SAT/PSAT Initiatives

- Georgia Performance of Education will provide onsite training for students and teachers on registration and use of SAT online resources offered through the DOE
- Teachers will use DOE SAT online resources embedded into their normal instructional planning to allow students opportunities for practice and familiarity with test format
- DOE will offer professional development writing seminars for Language Arts teachers who will then train teachers from other departments in writing across the

curriculum techniques

- KAPLAN SAT workshops will be scheduled for students

#### Technology Initiatives

- An instructional technology focus group will identify, research and implement at least one technology tool and/or strategy per month within each content area.
- LiveScribe Pulse pens will be purchased and utilized to assist teachers and students in delivering instruction and developing study aides for test review.
- Teachers will build a teacher web site and post their syllabus to communicate objectives, grading scale, assignments, test dates, sample problems, practice quizzes, and links to online resources in each core subject area.
- A school-wide technology lab will be established to allow students greater access to computers to utilize USA Test Prep, SAT Online, and other test prep resources.
- Each teacher and student will be issued a Creekside High School email address via Google educational Apps for instructional use only to promote greater collaboration and communication between teachers and students.

#### Media Center Initiatives

Media Staff will:

- Host technology workshops to ensure that students gain working knowledge of web site design, PowerPoint, Publisher, Digital photography, resume writing, and video editing for use when completing class projects and assignments.
- Distribute SAT Online registration codes to each SAT Prep teacher, the TAG teacher, senior language arts teachers and other teachers upon request to ensure that students have access to SAT Online.
- Conduct media orientation with freshmen teachers to ensure that students are knowledgeable of the skills necessary to locate and access information locally and online.
- In cooperation with the Reading/Writing Across the Curriculum Focus Group, organize a competition book club, a leisure-reading book club, reading incentives, and writing workshops.
- In cooperation with CTI and Career Tech teachers, develop a career prep workshop series to include resume writing, interview skills, essay writing, and job search skills to promote a successful transition from high school to college or career.

#### Counseling Department Initiatives

- Inform parent and students of upcoming standardized testing dates and availability of tutorial opportunities.
- Work with faculty in all departments to assure students who have not passed sections of the GHSGT are aware of tutorial opportunities and retest dates.
- Develop four year plan of study for individual students and update students and parents of student's status in meeting graduation requirements.
- Hold informative grade level meetings in the evening for students and parents to provide pertinent information supporting students performance and graduation requirements.
- Visit with students in Honors classes and Talented and Gifted classes to encourage students to enroll in Advanced Placement classes.
- Work with Talented and Gifted coordinator in identifying students who may be a

<p>candidate for participating in the Talented and Gifted program components.</p> <ul style="list-style-type: none"> <li>• Hold AP Night for students and parents to provide information about Advanced Placement course opportunities and to give students and parents the opportunity to meet with AP teachers to discuss the requirements for participation and the advantages of participating in AP coursework.</li> </ul> <p><u>Graduation Coach Initiatives</u></p> <ul style="list-style-type: none"> <li>• Hold Credit Recovery Nights during both semesters.</li> <li>• Schedule meetings with students and parents individually to discuss credit recovery options.</li> <li>• Assist students and parents with transcript review.</li> <li>• Host monthly individual and small group sessions with students to discuss graduation requirements.</li> <li>• Review student test data (GHSGT, EOCT, and CRCT) and select students needing additional tutorial support in completing classes or passing the GHSGT.</li> <li>• Prepare reports on standardized test data for the Data Administrative Team.</li> <li>• Conduct small group and individualized instruction on study skills, test-taking skills, and time management.</li> <li>• Identify a target group of students for frequent contact. Look for at-risk factors (attendance, socio-economic factors, social problems, etc.) and provide interventions as needed.</li> <li>• Initiate contact between Peer Tutors/Counselors and target students.</li> <li>• Develop relationships with funding sources to assist students who are unable to pay for credit recovery coursework.</li> <li>• Design a communication campaign to stress the importance of credit recovery in a timely manner for graduation.</li> <li>• Introduce the Peer2Peer tutoring and counseling program for students who exhibit academic and behavioral success.</li> <li>• Introduce students to the Dual Enrollment Program with Atlanta Technical College.</li> <li>• Introduce the Just Us Girls and Girls, Inc. programs for “at-risk” female students.</li> </ul> <p><u>Jobs for Georgia Graduates Initiative</u></p> <ul style="list-style-type: none"> <li>• Career development course having the primary objective of providing seniors with pre-employment training, work skills, motivational activities and job placement while assisting the students through the graduation process.</li> <li>• Program support includes training in workplace readiness, post-secondary education selection and life skills.</li> <li>• Students participate in service learning projects to build activities for resume.</li> <li>• Program provides a twelve month follow-up contact component after graduation to assure successful transition from high school to post-secondary plans.</li> </ul>		
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**Actions Taken – Mid-Year Update**

Teleparent training was provided for teachers to increase communication with parents. Teachers could use the online tool the increase parent communication concerning student progress, and upcoming projects and/or tests.

We have developed a new program called “Mission 516” to not only set up tutorial sessions for our students in preparation of passing each section of the

graduation test, but to also stress the importance of them to exceed expectation on each part of the test. We have been able to work with our business partners to obtain incentives for our students as they meet the various levels of success on the graduation test to provide motivation for our students to work harder to achieve a higher level of success.

Teachers are participating in an online book study entitled *Rigor is Not a Four Letter Word* through Blackboard.

**Actions Taken – End of Year Report**

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• The involvement of the Local School Advisory Council (LSAC) will be ongoing in determining effective practices to unify the school community. Members of LSAC will also promote relations between the school and Hispanic stakeholders. An initiative is being put into place to teach Spanish to English speaking parents to promote positive relationships with the Hispanic parents and students in school and in the community.</li> <li>• School Social Worker will increase student attendance by monitoring attendance records and initiating involvement with students and parents through conferences, telephone contacts, and home visits and provide feedback to staff and teachers. Compulsory school attendance law will be enforced as needed.</li> <li>• Parent Liaison is provided by the Smaller Learning Community Grant to provide a series of parent workshops designed to support SEC parents in the development of Life Skills. Workshops will also be provided for parents of general education students in understanding “Life After High School.” Registration and training sessions will be provided for parents to assist them in understanding the benefits of monitoring their son or daughter’s progress and the immediate availability of communication with teachers. A parent resource center will be maintained containing materials to support student achievement, performance in standardized testing, and the process to apply for colleges and/or technical schools. Materials will also be provided to parents concerning careers for parents as well as students. An initiative is being planned to incorporate the components of Parent University and other support services within Fulton County Government into offerings available at Creekside. A parent Newsletter will be designed and presented quarterly to update parents. Joint projects will be planned with PTSA to strengthen parent involvement and, therefore, improved student achievement.</li> <li>• No Child Left Behind After School and Saturday Tutorial Sessions will be arranged to provide additional academic instruction to students as part of Supplemental Educational Services (SES). A parent/student fair will be held to share information.</li> <li>• Provision of Sweep Bus Service to provide opportunity for students to remain after school for tutorial sessions with teachers, participation in extended day for credit recovery through PLATO, and participation in Night School classes.</li> </ul>	<p>Administrative/Leadership Team</p>	

<ul style="list-style-type: none"> <li>• Consideration given to arranging PTSA meetings periodically in surrounding communities to encourage parental participation</li> <li>• Parent Fair scheduled to inform parents of availability of free after school and Saturday tutorial sessions</li> </ul>		
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**Actions Taken – Mid-Year Update**

Core area department chairs and administration representative developed an in-school strategy to assist students in passing the sections of the GHSGT. Each department designed an individual curriculum map outlining strategies for the re-test and first time test taker population. The social studies department utilized bi-monthly in-class session time to utilize an online resource developed by a staff member. A website was also developed so students have access to review slides for the GHSGT. Department members utilized these resources to assist in remediation for first-time test takers.

Saturday Morning tutorial sessions for GHSGT preparation were scheduled during first semester to supplement Saturday morning tutorial sessions normally scheduled in second semester prior to the administration of the GHSGT.

A recovery policy was put in place that allows students to make-up work prior to grade reporting. In addition, a pilot program to strengthen remediation and recovery of credit in being implemented utilizing PLATO. A team, inclusive of department chairs and support personnel is being trained in the usage of PLATO in order to train teachers in each core subject area. The intent is to strengthen skills as well as allow students to have a means of exhibiting mastery of content in order to achieve a reduction in our student failures. This will also benefit students by keeping them on track for graduation.

**Actions Taken – End of Year Report**

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• As a participating school in the Smaller Learning Community Grant a restructuring will include teaching teams across core subjects at the ninth grade level. A Summer Bridge Program will be utilized with rising 8<sup>th</sup> grade students to prepare them for the high school setting and expectations. Smaller Learning Communities will be developed centering on four career focus areas. Current programs of study include AgriScience, Aviation Maintenance, Law and Justice, Business and Information Technology, Family and Consumer Sciences, and Music and Fine Arts. The development of four smaller learning community academies will utilize the programs that are in existence.</li> <li>• As a Needs Improvement school according to the federal No Child Left Behind (NCLB) Act a systematic schedule of supplemental educational services (SES) will be offered to students who qualify for free and/or reduced lunch. Special fairs will occur periodically promoting the free tutoring services including extra help before and after school, and on weekends.</li> <li>• A plan will be in place to issue progress reports every three weeks to raise the level of awareness of students and parents of success or potential failure so steps for remediation may be put in place before course failure occurs. The more frequent schedule for progress reports should provide a more frequent opportunity to review</li> </ul>	<p>Administrative/Leadership Team</p>	

<p>progress and schedule tutorials if needed for remediation of skills being taught.</p> <ul style="list-style-type: none"> <li>• Bloom's Taxonomy Focus Walks will be conducted by members of the administrative team to structure classroom observations to monitor the use of daily focal points of instruction indentifying the cognitive levels of instructional practices in a teacher's lessons, activities, dialogue and assessments. Addition areas for observation include evidence of planning, Bloom's Rigor Rate of instruction, the classroom environment, and behavior management.</li> <li>• A focus group will evaluate current grading practices and look into the use other practices such as the components of the Power or I (Incomplete) presented by a High School That Work (HSTW) model</li> <li>• Core Area Department Chairs with administrative involvement will develop an in-school strategy to assist students in succeeding of the GHSGT. Each department will develop individualized curriculum components outlining strategies for students who are first-time test takers and students who need to retest with a plan for implementation including a timeline.</li> </ul>		
<p><b>Actions Taken – Mid-Year Update</b></p> <p>We are continuing our focus on improving the critical thinking of our students and increasing the level of rigor being offered through the curriculum available in each class. We have continued our book study discussion on Blackboard of "Rigor is not a Four Letter Word" and we will spend this upcoming semester discussing practices offered by the author that can be implemented into our classrooms to support the learning levels of our students.</p> <p>Our extended day programs and Saturday tutorials have continued to offer additional opportunities for students to receive additional academic assistance outside of the regular school day. We, however, are also focusing on ways to further maximize the time we have with students during the school day to address academic deficiencies.</p>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p><b>Mid-Year Summary</b></p>		
<p>Preliminary conclusions regarding progress on this objective:</p> <p>Credit recovery through the use of online instruction through PLATO has proven to be effective and an emphasis is being placed on expanding the use of the program by providing training to teachers in the use of PLATO to strengthen remediation and to provide an option to determine a student's mastery of content. We have scheduled a professional learning opportunity for our teachers for the second semester on the use of PLATO as a means to differentiate instruction within the core subject classrooms to allow teachers a resource to enrich the learning of students in areas that students need extra support. We have previously had good success utilizing PLATO to offer students a method of credit recovery for core subjects that they failed in order to get students back on track for graduation. It is our goal to now use PLATO to assist with instruction in the classroom so that teachers have an additional resource that may be used to decrease our failure rates in core subjects and, therefore, continue to improve our graduation rate.</p> <p>We believe that dialogue coming from our content team meetings has continued to improve as we focus on data from various assessments, students'</p>		

grades, and the practices we are using to foster student success. We will continue to strengthen the efficiency of data collection and review through the use of systems such as Achievement Series and Data Link to provide our teachers with assessment data as quickly and efficiently as possible so that they can use data from the current weeks of teaching to drive planning for the upcoming weeks of instruction as they plan for areas that require reteaching.

The implementation of student learning logs and the move from six week to three week academic progress reports for our students has been met with positive feedback from our parents. Our student learning logs require students to document the essential question and learning objective from each period aligned to GPS along with their homework assignment. Parents are then asked to review their student's learning log each evening with their child to see if he/she can respond to the essential question for each of their classes. If the child can not provide the answer, then the parent has a means of answering the often asked question, "What did you learn today?" The parent will then immediately know the class that their son or daughter needs additional support. The move from six week to three week progress reports has given our parents more frequent feedback on the academic status of their son or daughter which will allow the parent an opportunity to begin working with a particular teacher much earlier in the semester to find ways to support their student.

Teachers utilizing Teleparent, a automatic telephone messaging system, report that they find it to be a usely toll in increasing parent communication in an effort to reduce failure rates by providing frequent messaging to parents and information to encourage students to participate in tutorial/remediation/credit recovery sessions.

Additional action to be taken during remainder of this school year:

Progression with our school's Smaller Learning Communities has continued as we make plans to restructure our school to meet students' career interests. Planning for the shift to academies for next school year has been consistent throughout the school year and we have met our timelines for implementation. We have worked with SREB representatives to assess our status and to gain their expertise as we continue to plan. Checklists provided by SREB show that we are in a very good position at this point to successfully implement our Smaller Learning Communities for the upcoming school year.

Our SLC Design Team has invited a former curriculum assistant principal from Akins High School in Austin, Texas to assist with our master scheduling process and to share insight into the transition of their school. A return visit in March is scheduled so a review of our master schedule can take place to assist in troubleshooting any potential problems. We also plan to have key members of our staff visit the school in Texas during the month of March to view the structure of their academies in order to bring back ideas that will benefit the development of our SLC academy design.

We have shared our SLC academy design concepts with our faculty and parents over the past school year. We plan to meet with our faculty again during the month of February to share our status and seek further input from them. We plan to also hold further parent meeting for our high school and rising middle school parents to share information of the implementation of our SLC pathways.

Critical Friends protocols are being introduced into our Leadership Team meetings as a means to foster, and allow, more input from each individual as we discuss school goals. After our department chairpersons have been trained on these protocols, the protocols will be introduced into our department meetings and then content team meetings as a way to make sure we have a certain set of questions being asked and then responses received from each individual in our school. The comments from these meetings may then be collected and tallied as a means of receiving input from every member of our staff.

We believe as we have the Critical Friends protocols become a standard operating procedure within our discussions, we will be able to give each person on our faculty a method to offer dialogue to shape the direction in which we impact student achievement and school management. We have noted that even with the establishment of Focus Groups, which are committees aligned to our school initiative, this school year, we believe we are still in need of a process that ensures

each person is being given the opportunity to share their thoughts on specific goals or issues for discussion. It is our belief that the Critical Friends process will allow us to improve that part of our dialogue for school reform.

Core area Department chairs will attend PLATO training and share their training with members of their department on how to utilize PLATO for remediation within their classrooms or during tutorial sessions to assist students in obtaining mastery on missed standards and elements. Teachers will also be able to use the GHS GT preparation modules in PLATO to help their students prepare for success of the GHS GT. PLATO modules may also be used to assist with acceleration, differentiation of instruction, and increasing rigor for students who may demonstrate mastery of certain standards and elements.

In the area of preparation for the GHS GT, we were able to develop a new program called “Mission 516” to not only set up tutorial sessions for our students to prepare for passing their graduation test but to stress the importance of them exceeding expectations on each part of their test. We plan to continue to work with our business partners in coming up with incentives for our students as they meet the various levels of success on the graduation test to hopefully provide some motivation for groups of our student to work harder to achieve a higher level of success.

We are continuing to focus on improving the critical thinking of our students and the level of rigor being offered through our classes. We have continued our book study discussion on Blackboard on “Rigor is a Four Letter Word” and we will spend this semester discussing practices offered by the author that can be implemented into our classrooms to support the learning levels of our students.

Our extended day programs and Saturday tutorials will continue to offer additional opportunities for students to receive additional academic assistance outside of the regular school day. We, however, will also focus on ways to further maximize the time we have with students during the school day to address academic deficiencies.

Department chairs plan to work with the Graduation Coach in developing resources for the graduation coach in developing a CD to be given to parents and students at the Junior Parent Night. Power Point presentations are being developed by departments to address various standards and elements in preparation for the GHS GT.

Saturday Tutorial Sessions are planned during second semester during January and March I preparation for the GHS GT.

***End of Year Summary***

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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