



Name of School: Elizabeth Andrews High School Name of Principal: Merlon B. Jones

Name of District: DeKalb County Name of Superintendent: Dr. R. Stephen Green

Comprehensive Support School
 Schoolwide Title I School
 Non-Title I School
 Targeted Support School
 Targeted Assistance Title I School
 Opportunity School

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title I Director (Title I Schools only) _____ Date _____

Continuous Improvement Planning Core Team Members (SWP 8, 16)		
Name	Position/Role	Signature
Merlon B. Jones	Principal	
Joyce J. Frederick	Assistant Principal	
Alan Maradiago	Student	
Diamond Yorker	Student	
Rose Porter	Counselor	
Mercede Broadwater	Special Education Teacher	
Ladonna Morrow	Teacher	
Woodsen Plummer	Academic Coach	



Djameela Sabree	Teacher	
Teresa Massey	Teacher	
William Bradley	Teacher	
Angela Cochran-Walker	Teacher	
Melody Moten	Parent Community Liaison	
Betty Cook	Parent	
Terry Cunningham	Parent	



Highly Qualified Staff (SWP 3, 5)

Are all courses taught by highly qualified staff? Yes No

EAHS has 100% highly qualified teachers (31% of our teachers have four year degrees; 53% have five year degrees; 14% of six year degrees and 2% have seven year degrees). We provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. We have incorporated a teacher mentoring program. An orientation committee which includes administration, department chairs, team leaders, media specialist and the Certified Teacher Support Specialist aid new teachers to DeKalb and teachers new to the profession in becoming effective educators. Teachers who are working on certification are monitored to ensure that courses are completed according to the set timeline. Administration provides, when feasible, site-based classes and connects teachers with district level opportunities to assist with meeting certification deadlines. The district also provides PRIDE, a support class for new teachers. EAHS create our master schedule based on HiQ staff.

If no, explain:

List efforts to recruit highly qualified teachers to your school:

EAHS staff attends job fairs to promote the school; post jobs to DCSD Human Resources Portal; share the benefit package that the DCSD has to offer new employees; provide building tours; communicate with applicants by email and phone; assign new teachers to Teacher Support Specialist (TSS); provide professional learning to support new teachers in area(s) of need; provide new teachers a mentor for support; and teachers hired teach in area of certification and strength.

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on ___August 30th, 2016_____

Please indicate the programs that are consolidated in this plan: __Title-I Part A, FTE Per pupil_____

School Designated as a Priority School ___No___X___ (Yes or No) School Designated as a Focus School ___No___X___ (Yes or No)

Needs Assessment/Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Increase the number of students scoring in the developing range or higher in the following content areas that were identified by CCRPI and CNA.</p> <p>1) Math</p> <ul style="list-style-type: none"> • Analytic Geometry • Coordinate Algebra <p>2) English</p> <ul style="list-style-type: none"> • Ninth Grade Literature • American Literature <p>3) Social Studies</p> <ul style="list-style-type: none"> • US History • Economics 	<p>Access and Milestones Tests: The Georgia Department of Education has verified the validity and reliability of the disaggregated data for each category.</p> <p>Infinite Campus: Elizabeth Andrews HS and the DCSD have verified student grades, enrollment, withdrawal, attendance and discipline data through this system.</p> <p>CCRPI: Georgia Milestones data has been verified by the Georgia Department of Education.</p> <p>Teacher Attendance: Verified by Elizabeth Andrews High School and the DCSD.</p> <p>Comprehensive Needs Assessment (CNA): EAHS completed a comprehensive needs assessment to identify student academic, behavior, and attendance trends.</p>	<p>Merlon Jones, Principal</p> <p>Joyce Frederick, AP</p> <p>Freddy Perry, AP</p> <p>Karen Gordon, AP</p> <p>Rita Gilstrap, Registrar</p> <p>Shirley Jackson, Bookkeeper</p> <p>Melody Moton, Parent Liaison</p> <p>Mary Whitmore, Counselor</p> <p>Woodsen Plummer, Academic Coach</p> <p>Teresa Massey, Teacher</p> <p>Djameela Sabree, Teacher</p> <p>Angela Cochran-Walker, Teacher</p> <p>Magretha King, Teacher</p> <p>Cynthia Gipson, Social Worker</p> <p>Ladonna Morrow, Teacher</p>	<ul style="list-style-type: none"> • Parent Teacher conference • Student Conference • EAHS and DCSD Website • Letter • Parent, Student, Teacher Compact • Parent Portal. • Email • Text Messages • Phone Calls • Title-I Schoolwide Plan • Local Advisory Council meetings • Parent Meetings • At the current time, there is not a significant percentage of parents who speak a language other than English as their primary language for the plan to be translated. If in the future if a significant number of parents speak another language, this plan will be translated into their primary language. • Correspondence to Need and Delinquent facilitates • Counselors meet and share guidance/academic plan with students, so students will know their current grade level and what it needed to be promoted to the next grade level.

Continuous Improvement Plan

DCSD Strategic Plan Goal Area		Student Success with Equity and Access					
DCSD Strategic Plan Performance Objective		Improve student's mastery of learning standards, increase graduation rate for all students					
SMART GOAL #1 (SWP 2, 7, 9, 10) (Include CCRPI Indicators)					Actual 2014-2015	Actual 2015-2016	Target 2016-2017
Increase number of students scoring at developing learner on Analytical Geometry Milestones test					N/A	3%	8%
Increase number of students scoring at developing learner on Coordinate Algebra Milestones test					N/A	6%	11%
Georgia School Performance Standard	Target Groups Student Group (All or subgroup), Parents, Teachers	Strategies/Action Steps	Primary Person Responsible	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation (Dates)	Estimated Cost, Funding Source, and/or Resources
				Artifacts	Evidence		
<u>Curriculum 2.2. Performance/Action 1</u>	All Students Teachers Parents	<ul style="list-style-type: none"> Align curriculum to Georgia Standards of Excellence (GSE) Before and After school tutorials Collaborative Planning with same content teacher Academic coach guide teachers through process of developing pacing guides Teacher develop pacing guides for four mini semesters Academic Coach provide teachers support in writing lesson plans GA Milestones Parent meeting Communicate GSE to Parents Incorporate Math Literacy Interactive Technology Using Gizmos 	Teachers Academic Coach Admin. Parent Liaison Dept. Chairs	<ul style="list-style-type: none"> Teacher meetings/ agendas/ minutes Professional learning logs Tutorial Logs Lesson Plans Pacing Guides Sample of common assessments Student Presentations Sample of Student Work Gizmo Report 	<p>School Leaders Demonstrate: Knowledge and understanding of pacing guides and lesson plans.</p> <p>Teachers Demonstrate: Knowledge and understanding of pacing guides and lesson plans.</p> <p>Students Demonstrate: Understanding of the GSE being taught using pacing guides and lesson plans.</p> <p>Parents Demonstrate: Parents will demonstrate an understanding GSE and GA Milestones</p>	2016 – 2017 Monitor lesson plans and pacing guides quarterly Observe teachers formally and informally monthly	Title-I Part A FTE



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				Artifacts	Evidence		
<u>Assessment 2.4, Performance/Action 1</u> <u>School Culture 1.3 Performance Action 1</u>	All Students Teachers Parents	<ul style="list-style-type: none"> ▪ Align assessments to Georgia Standards of Excellence (GSE) ▪ Use diagnostic assessment ▪ Create common assessments ▪ Use variety of formative assessments ▪ Utilize USA Test Prep for EOC preparation ▪ Use Descriptive and Evaluative Commentary • Incorporate Math Literacy ▪ Interactive Technology Using Gizmos ▪ Students are assigned mentors ▪ Students participate in academic advisement every semester ▪ Facilitate senior meeting to communicate graduation expectations to seniors 	Teachers Dept. Chairs Academic Coach Admin.	<ul style="list-style-type: none"> • Revised Lesson Plans • Benchmarks • Reports • Grade book • Records • Written Reflections • Anecdotal Notes • Formative data • Sample of student work • Sample of assessment • Student Presentations • Gizmo Report • Mentor assignment forms • Mentor logs • Counseling logs • Senior meeting agenda 	<p>School Leaders Demonstrate: Knowledge of formative and summative assessments</p> <p>Teachers Demonstrate: Knowledge of formative and summative assessments</p> <p>Students Demonstrate: Students can articulate their progress toward GSE mastery.</p> <p>Parents Demonstrate: Parents can articulate student mastery toward GSE.</p>	2016 – 2017 Monitor lesson plans quarterly Classroom observations monthly Monitor assessment given by teachers quarterly	Title-I Part A FTE

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				Artifacts	Evidence		
<u>Instruction 2.1, Performance/Action 2</u>	All students Teachers	<ul style="list-style-type: none"> ▪ Develop profile to identify struggling students ▪ Teachers will collaboratively plan together in content areas ▪ Analyze student work to plan and revise lesson plans ▪ Time is allotted for teachers to communicate formative and summative assessments results to students ▪ Teachers will used agreed upon instructional framework: Opening, Work Period, Closing ▪ Teachers will differentiate instruction based on data and student needs ▪ Teachers will provide Student Choice for Assignments ▪ Implement Co-teaching for Ex. Ed. and ELL ▪ Incorporate Math Literacy ▪ Integrate Technology Using Gizmos ▪ Use IXL Math to supplement Instruction 	Teachers Dept. Chair Academic Coach Admin.	<ul style="list-style-type: none"> • Grouping strategies • Student work samples • Lesson Plans • Collaborative planning minutes • Student conference logs • Student Profiles • Student Presentations • Gizmo Report 	<p>School Leaders Demonstrate: Leaders will monitor teachers' instructional activities and classroom rigor..</p> <p>Teachers Demonstrate: Teachers can explain the language used in the GSE and the performance actions that will be required by students</p> <p>Students Demonstrate: Efficacy toward classwork and clear understanding of performance goals</p> <p>Parents Demonstrate: Parents will encourage students to work hard to master GSE.</p>	2016-2017 Monitor lesson plans quarterly Classroom observations monthly	Title-I Part A FTE



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				Artifacts	Evidence		
<u>Curriculum 3.2</u> <u>PA 2</u>	All Students Teachers Parents	<ul style="list-style-type: none"> ▪ Academic Coach will support job-embedded professional learning ▪ Academic Coach will facilitate data analysis ▪ Academic Coach will support teacher lesson planning, test preparation, and core pedagogy ▪ Parent Liaison will promote family and community engagement, conduct workshops, and keep parents informed on how to support their student and the school. 	Principal Academic Coach Parent Liaison DCSD T-1 Office	<ul style="list-style-type: none"> • Professional Learning Agendas • Professional Learning Sign-in sheets • Classroom observations • Parent Meeting Agendas • Parent Sign-in Sheets • GA Milestones • Academic Coach log • Parent Liaison log 	<p>School Leaders Demonstrate: Ability to organize professional development and parent workshops to support parents, and teachers with student achievement.</p> <p>Teachers Demonstrate: Application of professional learning topic during planning and in classroom.</p> <p>Students Demonstrate: Understanding of skill and content.</p> <p>Parents Demonstrate: Understanding of what they can do to support their child.</p>	2016 – 2017 Monitor parental engagement quarterly Monitor professional learning quarterly Monitor Academic Coach duties and responsibilities quarterly Monitor parent Liaison duties and responsibilities quarterly	Hire Academic Coach Hire Community Liaison Title-I Part A \$127,399.30 FTE



DCSD Strategic Plan Goal Area		Student Success with Equity and Access					
DCSD Strategic Plan Performance Objective		Improve student’s mastery of learning standards, increase graduation rate for all students					
SMART GOAL #2 (SWP 2, 7, 9, 10) (Include CCRPI Indicators)				Actual 2014-2015	Actual 2015-2016	Target 2016-2017	
Increase number of students scoring at developing learner on Ninth Grade Literature Milestones test				5%	7%	12%	
Increase number of students scoring at developing learner on American Literature Milestones test				4%	10%	15%	
Georgia School Performance Standard	Target Groups Student Group (All or subgroup), Parents, Teachers	Strategies/Action Steps	Primary Person Responsible	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation (Dates)	Estimated Cost, Funding Source, and/or Resources
				Artifacts	Evidence		
<u>Curriculum 2.2, Performance/Action 1</u>	All Students Teachers Parents	<ul style="list-style-type: none"> Align curriculum to Georgia Standards of Excellence (GSE) Before and After school tutorials Collaborative Planning with same content teacher Academic coach guide teachers through process of developing pacing guides Teacher develop pacing guides for four mini semesters Academic Coach provide teachers support in writing lesson plans GA Milestones Parent meeting Communicate GSE to Parents 	Teachers Academic Coach Dept. Chairs Admin. Parent Liaison	<ul style="list-style-type: none"> Teacher meetings/ agendas/ minutes Professional learning logs Tutorial Logs Lesson Plans Pacing Guides Sample of common assessments 	<p>School Leaders Demonstrate: Knowledge and understanding of pacing guides and lesson plans.</p> <p>Teachers Demonstrate: Knowledge and understanding of pacing guides and lesson plans.</p> <p>Students Demonstrate: Understanding of the GSE being taught using pacing guides and lesson plans.</p> <p>Parents Demonstrate: Parents will demonstrate an understanding GSE and GA Milestones</p>	2016 – 2017 Monitor lesson plans and pacing guides quarterly Observe teachers formally and informally monthly	Title-I Part A FTE



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<u>Assessment 2.4, Performance/Action 1</u> <u>School Culture 1.3 Performance Action 1</u>	All Students Teachers Parents	<ul style="list-style-type: none"> ▪ Align assessments to Georgia Standards of Excellence (GSE) ▪ Use diagnostic assessment ▪ Create common assessments ▪ Use variety of formative assessments ▪ Utilize USA Test Prep for EOC preparation ▪ Use Descriptive and Evaluative Commentary ▪ Use Oral Presentations to assess mastery of standards ▪ Use Rosetta Stone to support ELL students with literacy ▪ Students are assigned mentors ▪ Students participate in academic advisement every semester ▪ Senior meeting to communicate graduation expectations to seniors 	Teachers Dept. Chairs Academic Coach Admin.	<ul style="list-style-type: none"> • Revised Lesson Plans • Benchmarks • Reports • Grade book • Records • Written Reflections • Anecdotal Notes • Formative data • Sample of student work • Sample of assessment • Rosetta Stone reports • Mentor assignment forms • Mentor logs • Counseling logs • Senior meeting agenda 	<p>School Leaders Demonstrate: Knowledge of formative and summative assessments</p> <p>Teachers Demonstrate: Knowledge of formative and summative assessments</p> <p>Students Demonstrate: Students can articulate their progress toward GSE mastery.</p> <p>Parents Demonstrate: Parents can articulate student mastery toward GSE.</p>	2016 – 2017 Monitor lesson plans quarterly Classroom observations quarterly Monitor assessment given by teachers quarterly	Title-I Part A FTE



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<u>Instruction 2.1, Performance/Action 2</u>	All students Teachers	<ul style="list-style-type: none"> ▪ Develop profile to identify struggling students ▪ Teachers will collaboratively plan together in content areas ▪ Analyze student work to plan and revise lesson plans ▪ Time is allotted for teachers to communicate formative and summative assessments results to students ▪ Teachers will used agreed upon instructional framework: Opening, Work Period, Closing ▪ Teachers will differentiate instruction based on data and student needs ▪ Teachers will provide Student Choice for Assignments ▪ Implement Co-teaching for Ex. Ed. and ELL ▪ Utilize independent Reading ▪ Students will share writing ▪ Students will engage in peer response editing ▪ Students will participate in oral presentations ▪ Use Rosetta Stone to support student literacy 	Teachers Dept. Chair Academic Coach Admin.	<ul style="list-style-type: none"> • Grouping strategies • Student Profiles • Student work samples • Lesson Plans • Collaborative planning minutes • Student conference logs • Reading logs • Rosetta Stone reports 	<p>School Leaders Demonstrate: Leaders will monitor teachers' instructional activities and classroom rigor.</p> <p>Teachers Demonstrate: Teachers can explain the language used in the GSE and the performance actions that will be required by students</p> <p>Students Demonstrate: Efficacy toward classwork and clear understanding of performance goals</p> <p>Parents Demonstrate: Parents will encourage students to work hard to master GSE.</p>	2016-2017 Monitor lesson plans quarterly Classroom observations quarterly	Title-I Part A FTE



Continuous Improvement Plan

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Curriculum 3.2 <u>PA 2</u>	All Students Teachers Parents	<ul style="list-style-type: none"> ▪ Academic Coach will support job-embedded professional learning ▪ Academic Coach will facilitate data analysis ▪ Academic Coach will support teacher lesson planning, test preparation, and core pedagogy ▪ Parent Liaison will promote family and community engagement, conduct workshops, and keep parents informed on how to support their student and the school. 	Principal Academic Coach Parent Liaison DCSD T-1 Office	<ul style="list-style-type: none"> • Professional Learning Agendas • Professional Learning Sign-in sheets • Classroom observations • Parent Meeting Agendas • Parent Sign-in Sheets • GA Milestones • Academic Coach log • Parent Liaison log 	<p>School Leaders Demonstrate: Ability to organize professional development and parent workshops to support parents, and teachers with student achievement.</p> <p>Teachers Demonstrate: Application of professional learning topic during planning and in classroom.</p> <p>Students Demonstrate: Understanding of skill and content.</p> <p>Parents Demonstrate: Understanding of what they can do to support their child.</p>	2016 – 2017 Monitor parental engagement quarterly Monitor professional learning quarterly Monitor Academic Coach duties and responsibilities quarterly Monitor parent Liaison duties and responsibilities quarterly	Hire Academic Coach Hire Community Liaison Title-I Part A \$127,399.30 FTE



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DCSD Strategic Plan Performance Objective		Improve student's mastery of learning standards, increase graduation rate for all students						
SMART GOAL #3 (SWP 2, 7, 9, 10) (Include CCRPI Indicators)						Actual 2014-2015	Actual 2015-2016	Target 2016-2017
Increase Number of Students scoring at Developing Learner on US History Milestones						2%	11%	16%
Increase Number of Students Scoring at Developing Learner on Economics Millstones						13%	18%	23%
Georgia School Performance Standard	Target Groups Student Group (All or subgroup), Parents, Teachers	Strategies/Action Steps	Primary Person Responsible	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation (Dates)	Estimated Cost, Funding Source, and/or Resources	
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<u>Curriculum 2.2, Performance/Action 1</u>	All Students Teachers Parents	<ul style="list-style-type: none"> Align curriculum to Georgia Performance Standards (GPS) Before and After school tutorials Collaborative Planning with same content teacher Academic coach guide teachers through process of developing pacing guides Teacher develop pacing guides for four mini semesters Academic Coach provide teachers support in writing lesson plans GA Milestones Parent meeting Communicate GPS to Parents Teachers will Implement Data Based Questioning(DBQ) Teachers will chunk information Teachers will scaffold lessons 	Teachers Academic Coach Admin. Dept. Chairs Parent Liaison	<ul style="list-style-type: none"> Teacher meetings/ agendas/ minutes Professional learning logs Tutorial Logs Lesson Plans Pacing Guides Sample of common assessments Oral Presentations 	<p>School Leaders Demonstrate: Knowledge and understanding of pacing guides and lesson plans.</p> <p>Teachers Demonstrate: Knowledge and understanding of pacing guides and lesson plans.</p> <p>Students Demonstrate: Understanding of the GSE being taught using pacing guides and lesson plans.</p> <p>Parents Demonstrate: Parents will demonstrate an understanding GSE and GA Milestones</p>	2016 – 2017 Monitor lesson plans and pacing guides quarterly Observe teachers formally and informally quarterly	Title-I Part A FTE	



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Professional Learning Plan to Support Continuous Improvement Plan (SWP 4)

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible and Position	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p>Collaborative Planning: Teachers will receive professional learning on how to engage in collaborative planning to support student achievement, lesson planning, and teacher performance.</p>	<p>2016 – 2017 Quarterly</p>	<p>Academic Coach Teachers</p>	<p>Teacher Principal Assistant Principals Academic Coach Dept. Chairs</p>	<p>Collaborative Planning Logs Lesson Plans Professional Learning Logs</p>	<p>Increase Milestone Scores</p>
<p>Response to Intervention RTI / Data Analysis: Teachers will receive professional learning on how to utilize data to make informed decisions and how to take a look at various forms of data (Milestone, ACCESS, SLDS, Infinite Campus, VERGE, teacher made assessments, etc.) to develop action plans for student improvement.</p>	<p>2016 – 2017 Quarterly</p>	<p>Academic Coach Teachers</p>	<p>Principal Assistant Principals Academic Coach Dept. Chairs</p>	<p>Professional learning logs Actions Plans Data Talks</p>	<p>Increase Milestone Scores</p>
<p>Assessment for learning: Teachers receive professional learning on how to develop performance task and incorporate varied assessment strategies in the classroom to improve student achievement.</p>	<p>2016 – 2017 Quarterly</p>	<p>Academic Coach Teachers</p>	<p>Teacher Principal Assistant Principals Academic Coach Dept. Chairs</p>	<p>Lesson plans Observations Syllabi Training log Sample of student work</p>	<p>Increase Milestone Scores</p>