



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

## Continuous School Improvement Plan

School Name: Grady High School

Principal Name: Vincent D. Murray

School Year: 2012-2013

### School Mission, Beliefs, and Goals

#### **Our Beliefs:**

1. Each student is a valued and unique individual.
2. Each student can learn.
3. Each student has the right to learn in a clean, safe, disciplined, and intellectually stimulating environment.
4. Parents and schools working together provide the best atmosphere for student achievement.
5. Each student is accountable and responsible for his or her own behavior and choices.
6. Diversity, equal opportunity, and access to technology are the cornerstones of innovation.
7. Exposure to and participation in fine arts, hands-on sciences, humanities, problem-solving, and physical training are key to producing self-reliant students with depth and humanity.
8. All students should graduate with a well-informed plan of action for meeting their academic and personal career goals.

#### **Mission:**

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

#### **Overall Goals:**

1. To increase overall student performance in all areas of achievement resulting in an increased graduation rate.
2. Heighten school-wide focus to increase student performance in Math II, Biology, and Physical Science resulting in a higher pass percentage on the EOCT.

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3. Reduce the overall percentage of students reading below grade level.
4. Increase fidelity to and improve awareness and application of differentiated instruction to tailor to the needs of EVERY student resulting in an increase of student achievement.
5. Model school-wide high expectations by encouraging every student to take at least one Honors or AP course before graduation.

### SMART Goals:

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

#### Graduation Rate

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

#### Writing

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

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

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

#### American Literature

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

### **Algebra**

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

### **Math II**

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

### **Biology**

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

### **Physical Science**

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

### **US History**

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

### **Economics**

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

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

#### **Graduation Rate**

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

#### **Writing**

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

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

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

#### **American Literature**

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

#### **Coordinate Algebra**

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2012-13 is a baseline year.

### **Math II**

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

### **Biology**

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

### **Physical Science**

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

### **US History**

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

### **Economics**

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

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School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Leadership, Planning and Organization	<p><b><u>LEADERSHIP TEAM:</u></b></p> <p>Add additional monthly meeting designated for Focus School business</p> <p>Develop a School Improvement Plan (SIP) to address data-driven school improvement initiatives</p> <p>Develop Short Term Action Plan to implement and monitor the SIP</p>	<p>August 2012</p> <p>Aug. – Sept. 2012</p> <p>Oct. 17, 2012</p>	<p>No funds needed</p> <p>School personnel</p>	Principal, Leadership Team, Focus School Task Force	<p>Leadership Team and Focus School Task Force plan for next steps in areas not operational or fully operational.</p>	<p>Leadership team members can articulate the LT process and protocols</p> <p>Monthly agendas and Minutes will be provided to SIS for feedback</p>
Curriculum, Instruction, Assessment, Leadership, Planning and Organizing	<p><b><u>SCHOOL-WIDE CURRICULUM AND INSTRUCTIONAL DELIVERY</u></b></p> <p>Provide all CORE teachers adequate time and resources to collaboratively plan instruction for effective implementation of CCGPS.</p> <p>Establish a collaborative planning process that includes refining lesson plan template to ensure that the plan:</p> <ul style="list-style-type: none"> <li>• Is data-driven</li> <li>• Includes differentiation of instruction</li> <li>• Uses of technology to support instruction</li> <li>• Aligning formative assessments with the rigor/DOK level of CCGPS</li> <li>• Includes co-teaching models, strategies and accommodations for SWD</li> </ul> <p>Provide assistive technology devices to enhance teaching and learning by applying real-world</p>	<p>August 2012</p> <p>Sept. 2012</p> <p>Sept. – May, 2013</p> <p style="text-align: center;">↓</p>	<p>No funds needed</p> <p>School personnel District and State personnel</p> <p>\$453.00 (SIP Budget)</p>	Principal, Assistant Principals, Teachers, District support	<p>Master/daily school schedule, Agenda, Sign-in sheets, lesson plans, Focus walks, assessments, student work</p>	<p>Teachers are able to demonstrate proficiency in teaching, planning, and instructional delivery as indicated by a proficient score on the TKES and by increased student achievement on assessments/benchmarks.</p> <p>Co-taught teams are able to demonstrate an understanding of CCGPS and 3-part instructional framework.</p> <p>Increased percentage of student meeting standards on formative assessment and student work.</p> <p>Analysis of assessments and student work indicate that they are aligned to taught standards.</p>

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	connections. This includes supplemental equipment for Apple iPads for one class set of 30. Allocations includes Apple Dock Connector, Mag. Safe Adapters, and Mini-Display Port from class set of iPad orders placed via Title I.					
Curriculum, Instruction, Assessment, Leadership, Planning and Organizing	<p><b><u>SUMMER LEARNING INSTITUTES AND CAMPS</u></b></p> <p>The following tutorial-based programs are designed to improve student performance in all CORE areas of instructions resulting in increased achievement of Students with Disabilities (Focus School Summer Institute) and students that preform below proficiency in reading and math (Literacy and Math Camps).</p> <p><b>Focus School Summer Institute (Salaries, Facilitators, Transportation, Resources)</b>            Summer Institute for CORE Instruction:            June 3 – June 27, 2013            (Monday-Thursday 8:30-1:30)            Salaries: 20 hours per week for 4 weeks = 80 hours x \$29.24 = \$2339.20 x 6 teachers = <b>\$14,035.20</b>  <b>Allocation: \$14,035.20</b></p> <p><b>Literacy Camp (Salaries, Transportation, Resources)</b>            June 3 – June 27, 2013            (Monday-Friday 10:00am-3:00pm)            Salaries: 20 hours per week for 6 weeks = 120 hours x \$29.24 = \$3508.80 x 2 teachers = <b>\$7017.60</b></p> <p><b>Math Camp (Salaries, Transportation, Resources)</b>            June 3 – June 27, 2013            (Monday-Friday 10:00am-3:00pm)            Salaries: 20 hours per week for 6 weeks = 120</p>	June 3 – June 27, 2013	\$34,512.40 (SIP)	Principal, Leadership Team, Instructional Coaches, Teacher Leaders, Focus School Task Force, Classroom Teachers	SIP plan and budget, program schedule, agenda, sign-in sheets, student portfolios, student work	<p>Student display progress via on-going assessments.</p> <p>Increased percentage of students meeting standards on formative assessment, student work, and periodic program assessments.</p> <p>Reading probes how increased lexile scores for identified students</p> <p>Student progress reports measuring on-going performance.</p>



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	<p>hours x \$29.24 = \$3508.80 x 2 teachers =  <b>\$7017.60</b>                      Transportation: Included in Title I and FLP currently</p> <p><b>Materials and Supplies/Books other than text-Lawson: \$5600.00</b>  <b>Benefits: \$842.00</b></p>					
Curriculum, Instructional, Assessment, Leadership, Planning and Organizing	<p><b><u>MATH</u></b>                      Improve the focus in mathematics to increase student performance in Math I and II resulting in a higher pass percentage on the EOCTs</p> <p>Plan CCGPS lessons to focus on:</p> <ul style="list-style-type: none"> <li>• Determining clear Learning Targets</li> <li>• Fluency</li> <li>• Content Mastery for SWD</li> <li>• Language/vocabulary of the CCGPS</li> <li>• Increase varied practice for retention</li> <li>• Effectively implementation of Standards for Mathematical Practice (SMP)</li> </ul> <p>Offer small group instruction in math for identified students through FLP program.</p>	August 2012 – May 2013	No funds needed  School personnel District and State personnel	Principal, Assistant Principals, Teacher Leaders, Academy Leaders, District Professional, MRESA Specialist	Unit plans, Lesson plans, Awareness Walks, Departmental meeting agendas, Collaborative planning meeting agendas/sign-in sheets, student portfolio for Tier I FLP students	<p>All teachers are able to demonstrate effective implementation of CCGPS by scoring proficient on the TKES and the percent of students meeting standards continually increase on assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all formative, student work and/or benchmarks.</p> <p>Administrators/teachers are able to articulate the monitoring process for implementing SMP.</p>
Curriculum, Instructional, Assessment, Leadership, Planning and Organizing	<p><b><u>ELA/READING/WRITING</u></b></p> <p>Plan ELA CCGPS lessons to focus on:</p> <ul style="list-style-type: none"> <li>• Text Complexity</li> <li>• Content Mastery for SWD</li> <li>• Built in content/course recovery</li> <li>• Language/vocabulary of the CCGPS</li> </ul> <p>Offer small group instruction in literacy for identified students through FLP program.</p>	August 2012 – May 2013	No funds needed  School, district, state, and MResa personnel	Principal, Assistant Principals, Teacher Leaders, Academy Leaders, District Professional, MRESA Specialist	Unit plans, lesson plans, Awareness Walks, Department meeting agendas, Collaborative planning meeting agendas/sign-in sheets, student portfolio for Tier I FLP students	<p>All teachers are able to demonstrate effective implementation of CCGPS by scoring proficient on the TKES and the percent of students meeting standards continually increase on common/benchmark assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all common/formative, student work and/or benchmarks</p> <p>Reading probes show increased lexile</p>

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						scores for identified student (monitored every 60 days) through FLP.
Curriculum, Instructional, Assessment, Leadership, Planning and Organizing	<p><b><u>SCIENCE</u></b></p> <p>Improve the focus in science to increase student performance in biology and physical science resulting in a higher pass percentage on the EOCTs</p> <p>Plan CCGPS lessons to focus on:</p> <ul style="list-style-type: none"> <li>• Content Mastery for SWD</li> <li>• Built in content/course recovery</li> <li>• Language/vocabulary of the CCGPS</li> <li>• Use manipulatives with students having difficulty understanding concepts</li> <li>• Use more station and lab based teaching for additional practice and re-teaching of standards.</li> </ul>	August 2012 – May 2013	No funds needed  School, district, state, and MResa personnel	Principal, Assistant Principals, Teacher Leaders, Academy Leaders, District Professional, MRESA Specialist	Lesson plans, Walk-through observations, Awareness Walks, Department meeting agendas, agendas, Collaborative planning meeting agendas/sign-in sheets	<p>All teachers are able to demonstrate effective implementation of CCGPS by scoring proficient on the TKES and the percent of students meeting standards continually increase on assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all formative, student work and/or benchmarks</p>
Curriculum, Instructional, Assessment, Leadership, Planning and Organizing	<p><b><u>SOCIAL STUDIES</u></b></p> <p>Plan CCGPS lessons to focus on:</p> <ul style="list-style-type: none"> <li>• Content Mastery for SWD</li> <li>• Built in content/course recovery</li> <li>• Language/vocabulary of the CCGPS</li> <li>• Allowing students to participate in more virtual field trips</li> <li>• Using manipulatives with students having difficulty understanding concepts</li> <li>• Using more station teaching for additional practice and re-teaching of standards.</li> </ul>	August 2012 – May 2013	No funds needed  School, district, state, and MResa personnel	Principal, Assistant Principals, Teacher Leaders, Academy Leaders, District Professional, MRESA Specialist Pat Guillory	Lesson plans, Awareness Walks, Department meeting agendas, Collaborative planning meeting agendas/sign-in sheet, and copies of student work.	<p>All teachers are able to demonstrate effective implementation of CCGPS by scoring proficient on the TKES and the percent of students meeting standards continually increase on assessments.</p> <p>Increased content mastery for SWD students to 70/70 (seventy percent of students passing at 70% or higher on all common/formative, student work and/or benchmarks.</p>

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<p>Planning &amp; Organization</p>	<p><b><u>FLEXIBLE LEARNING PROGRAM (FLP)</u></b> Identify SWDs who will benefit the most from intervention strategies; this is our target population</p> <p>Develop the needs of targeted students through Flexible Learning Plan. SWD and economical disadvantages serve as tier I priority. Provide supplemental support to address basic reading &amp; math delays i.e.: Great Leaps for Reading &amp; Math Navigator.</p>	<p>August 2012</p> <p>October 2012</p>	<p>No cost</p> <p>Infinite Campus</p> <p>\$182, 475.00 of FLP funds (See SWD for details)</p>	<p>Byron Barnes</p> <p>Miz Holmes-Ferguson</p> <p>Principal, Leadership Team, Instructional Coaches, Teacher Leaders, Focus School Task Force</p>	<p>List of students</p> <p>FLP plan and budget</p>	<p>Test data (GHSWT, GHSGT, EOCT), transcripts</p> <p>University Instructors proposal, student portfolio, planning documentation, students target list</p>
<p>Planning, Organization, Instruction</p>	<p>Incorporate the FLP program to cater to the needs of students according to the following point curriculum: SWD (5 points), F/R (4 points), DNM in EOCT/GGT (3 points), Retained/Repeat same grade (2 points), and scored below proficiency on the Gates MacGinite Reading Test (1 point). With a total of fifteen possible points, students with the highest scores received the greatest variation of support.</p> <p>FLP services include additional interdisciplinary, remedial focused tutorials after-school and on Saturdays, specialized professional development for FLP appointed teachers, two (2) University Instructor interventionists to host small group classes in math and reading, and one (1) University Instructor Inclusion Coach to provide instructional support to inclusion-modeled classes.</p>	<p>November 2012</p>	<p>\$182,475.00</p> <p>(FLP budget which includes a contract with University Instructors)</p>	<p>Principal, Leadership Team, Instructional Coaches, Teacher Leaders, Focus School Task Force</p>	<p>FLP plan and budget, University Instructors proposal and action plan, program schedule, agenda, sign-in sheets, student portfolios, student work</p>	<p>Student display progress via on-going within small group, after-school, Saturday Academy, and classroom assessments.</p> <p>Increased percentage of students meeting standards on formative assessment, student work, and periodic program assessments.</p> <p>Reading probes how increased lexile scores for identified students (monitored every 60 days)</p> <p>Student progress reports measuring on-going performance.</p>

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Student, Family, Community Involvement and Support	Provide after-school tutorial that includes support and remediation for core classes and test preparation for EOCTs, GHSGT, and GHSWT. Partner with volunteers at the Beacon of Hope/Tabernacle Provide transportation for students to attend teachers' after-school tutorials	September 2012-May 2013	\$10,000.00 (FLP) Cost of background checks, MARTA cards for transportation, supplies and resources	Charmaine Gray, Graduation Coach  Sister Meredith and the Beacon of Hope/Tabernacle	Sign-in sheets Logs of tutorial activities	Student performance in core classes and on state-mandated tests (GHSGT, GHSWT, EOCTs)
Planning & Organization	Address behavioral deficits, thereby increasing instructional time for SWDs by reducing incidence of ISS and OSS Additional hall monitoring and casual mentoring provided by the Grady Grid Iron Dads	September 2012-May 2013	No funds needed  Community support  Infinite Campus and State data systems	Rodney Howard, AP David Propst, AP Grid Iron Dads	Number of behavior infractions	Behavior logs generated for each student in the target population from Infinite Campus
School Culture	Targeted students and 11.5 repeaters will participate in the "It's for Me" program during advisement and non-school hours. The goal of the program is to improve student performance while raising self-awareness and confidence to ensure students will graduate in four years.	September 2012-May 2013	\$9627.60 (FLP Budget)  Grady faculty	Principal, Leadership team, Graduation Coach, Academy Leaders, Instructional Coach, Repeater Homeroom Teachers, Project Success Coordinator, Mecca Handy, and Sulimar Akbar	Contact logs, advisement lessons, sign-in sheets, agendas, perception surveys	Improved academic success for SWDs  Improved attendance for SWDs  Improved behavior for SWDs
Curriculum & Instruction  Professional Learning	Provide professional development for all teachers who work with an inclusion teacher. PD will include: Effective collaboration methods Teaching students problem-solving skills Diffusing and de-escalating conflicts  Professional Learning for Inclusion Staff – 26 total (16 general ed. + 10 special ed.)  PL will be delivered in ½ day shifts, 13 teachers per shift requiring 13 substitutes	September 2012-February 2013    May 15, 2013	\$18,035.90 (SIP)    \$1500.00 (SIP Budget)	Instructional Coaches, University Instructors, MResa professionals    School, district, state, national and MResa personnel and workshops	Sign-in sheets from PD sessions Lesson Plans PD Notes and Resources	Implementing new strategies in the classroom.  Improved academic success for SWDs.  See evidence listed in CORE content area planning  Conference agenda, itinerary, educational rationale  Post-professional development presentation, sign-in and handouts.



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Community Involvement and Support	State-mandated testing Providing support at home for SWDs Transitioning from high school to the world of work or other post-secondary options Additional support offered by the school	2013	(182,475.00)  School, district, state, and MResa personnel	Principal, Leadership Team, Instructional Coaches, Teacher Leaders, Focus School Task Force		Greater participation in student support programs
Planning and Organization, School Culture, Leadership	<b><u>GRADUATION RATE</u></b> 1. Develop, implement, and monitor “It’s for ME” program initiatives for Students with Disabilities and/or in danger of not graduating. Establish a school team that focuses on Graduation Rate: <ul style="list-style-type: none"> <li>• Dropout Prevention</li> <li>• Attendance</li> <li>• LRE Data</li> <li>• Cognitive Engagement</li> <li>• Parent and Family Engagement</li> </ul>	October – May 2012	Included in FLP budget (\$182,475.00)  Infinite Campus  School, district, state, and MResa personnel	Graduation Coach, Project Success Coordinator, Guidance Counselors	Individual Student Progress data Forms, SPDG Data Probe documentation, SPDG Data Probe Discussion Guide documentation, “It’s for Me” Team meeting agendas	The committee monitoring these actions will report increase, concerns and/or changes in these areas during the bi-monthly Leadership Team meetings. Leadership Team members will be able to articulate and provide data supporting progress, revisions, professional learning and/or implementation actions in these areas. Additional evidence includes:  Decreased student retention or course repeater rate.  Increase student achievement scores on assessments and student work.  “It’s For Me” Team meets as scheduled and reports data back to Leadership Team monthly.
School Culture, Planning and Organization Student, Family and Community Leadership, School	<b><u>SCHOOL-WIDE OPERATIONS AND INITIATIVES</u></b> Develop procedures and processes which facilitate a positive school culture that increases student achievement by revising the school culture plan using current data to include: 1. Monitoring/Increasing student attendance by amending the attendance plan to include: <ul style="list-style-type: none"> <li>• Monitoring attendance data and implementing interventions by subgroups at the 3, 5, 10 day intervals</li> </ul>		\$53,000  (SIP Budget)  Infinite Campus  School, district,	Teachers, Counselors, Social worker, Graduation Coach, Project Success Coordinator  Parenting Center Liaison, PTA, School Council, Community Resources, Graduation Coach	Leadership meeting minutes and agendas, List of target students, Monthly attendance data, Copy of the Parental Involvement Plan, Newsletters, Telephone log, Teacher Conference log, Minutes from meeting	The committee monitoring these actions will report increase, concerns and/or changes in these areas during the bi-monthly Leadership Team meetings. Leadership Team members will be able to articulate and provide data supporting progress, revisions, professional learning and/or implementation actions in these areas. Additional evidence includes:  Data indicate that student attendance is



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	<p>Placement courses and scoring three or higher on at least AP exam.</p> <p>7. Increase percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test</p> <p>8. Increase or maintain percent of graduates taking a nationally recognized college entrance examination.</p>					
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\*Blue text denotes amendment made on April 30, 2013.