DeKalb County School System

Consolidated School Improvement Plan
2010-2012

DeKalb County School System
CONSOLIDATED SCHOOL IMPROVEMENT PLAN 2010-2012
Title I School Wide Plan 2010-2012

The Consolidated School Improvement Plan (CSIP) contains and/or is aligned with the following guidelines and mandates:

Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)	Federal and State mandate Required for all DeKalb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan **AYP Addendum (as appropriate)** ___NI School Improvement Focus (NI-1 and NI-2) ___Corrective Action (NI-3 and NI-4) ___Restructure (NI-5+)	Georgia DOE mandate Required for all DeKalb County Schools NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.
Title I ___New Title I Schoolwide Plan ___Annual Addendum ___Targeted Assistance Plan	Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
DeKalb County School System Departmental Action Plans ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

School Name: Dunwoody Elementary   Principal: Johnathan Clark   Plan Year: 2010-2011

CSIP Table of Contents

Statement of Quality Assurance

To ensure that school and district stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal: Mr. Johnathan Clark	Date: 9-17-10
Area Assistant Superintendent: Mr. Terry Segovis	Date: 9-17-10
Director, Department of Teaching and Learning: Mrs. Kelli Wright	Date: 9-17-10
Coordinator, Office of School Improvement: Dr. Virginia Lucear-Johnson	Date: 9-17-10
Executive Director, Office of School Improvement: Dr. Audria Berry	Date: 9-17-10
Executive Director of Assessment and Accountability: Mr. Trenton Arnold	Date: 9-17-10
Interim Deputy Superintendent of Teaching and Learning: Dr. Morcease Beasley	Date: 9-17-10

Integration of AdvancED (SACS CASI) and Georgia DOE School Keys

The following standards are incorporated and adhered to in this CSIP document:

AdvancED (SACS CASI) Accreditation Standards
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

The principal will appoint a CSIP Facilitator and ensure that the Steering Committee (SC) is representative of all stakeholders. This includes school administrators, teachers, classified staff members, parents, and community members. **High schools must have at least one student representative.** The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school's success in implementing the Consolidated School Improvement Plan.

School Council Approval Form

Purpose of Meeting: According the 2009 Georgia School Code, all school improvement plans (CSIP) must be submitted to the local School Council for "review, comments, recommendations, and approval"**.**

The signatures below indicate that the Consolidated School Improvement Plan for the school above has been reviewed and approved by the school's local School Council.

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Kim Fobas		
2.	Carol O'Kelley		
3.	Kim Foster		
4.	Christine Houk		
5.	Johnathan Clark		
6.	Joi Kilpatrick		
7.	Renee Taylor		

A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Johnathan Clark		
CSIP Facilitator	Celia McCoy	- Funding Sources, Teacher Retention	
Parent Representative **(can not be a school employee)**	Peggy Stecker		
Community Representative **(can not be a school employee)**	TBD		
School Counselor	Steven Childs	- Attendance	
Special Education Representative	Pat Reis		
Reading/ELA Chair	Amanda Swerdlow		

Math Chair	Dianne Wilbur		
Science Chair	Amanda Mcgehee		
Social Studies Chair	Heather Hackett		
Professional Learning Liaison	Klare Mckee		
Other (Writing Chair)	Lauren Phillips	- Research	
Other (School Culture Chair)	Robin Hollis	- School Climate	
Other (Library Media Chair)	Janie Kossak	- Research	
Other (4th Grade Chair)	Joi Kilpatrick		
Other (5th Grade Chair)	Carla Nugent		
Other (5th Grade API)	Carol Lessley	- Funding Sources, Teacher Retention	

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	"Premier DeKalb Schools" – Setting the standard for Excellence through unity and purpose.	"Serving our community for today, Protecting our environment for tomorrow, Building leaders for our future."
Mission How will we make our vision a reality?	The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.	By providing students with the necessary tools to master skills, solve problems, pursue excellence, and become active members in their local and global communities.
Values What beliefs and standards guide our mission?	- Value and promote parent involvement - Regard quality public education as essential - Honor universal human rights - Contribute to the common good of our community - Hold high expectations for ALL	A safe and supportive environment that - nurtures individual growth - promotes excellence - engages creative thinking - develops a desire for life-long learning and - stimulates an appreciation for human diversity and the world in which we live.

<u>Developing a Comprehensive Needs Assessment (ESEA Mandates #1 and #11 – must be updated annually)</u>

1) Provide a brief description of your school and community.

Dunwoody Elementary School opened to students in August 2009. The new school is an 18-acre campus located on Womack Road down the street from Dunwoody High School and around the corner from Peachtree Charter Middle School. Dunwoody Elementary School serves 740 fourth and fifth grade students from three of the elementary schools in the feeder pattern: Austin, Chesnut, and Vanderlyn Elementary Schools.

Groups of students represented at Dunwoody Elementary are as follows:
White students - 68%
African American Students - 18%
Asian Students - 11%
American Indian Students - 1%
Multiracial Students - 2%
Student with Disabilities (SWD) - 6%
English Language Learners (ELL) - 6%
Economically Disadvantaged - 17%

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment.

Our CSIP Steering Committee and school stakeholders meet periodically to analyze and review relevant data in order to identify concerns and establish goals related to the need of all of our stakeholders. We use testing data (CRCT, ITBS, and Benchmark tests) along with attendance records to identify our strengths and areas of growth. We recognize that student achievement data is important information to help guide our efforts toward improvement.

Our CSIP Steering Committee identified areas of need based on the eight strands of the Georgia School Keys and disaggregated information from the following data sources:

CRCT Grades 4-5
ITBS Grades 3 and 5
CogAT Grades 3 and 5
Benchmark Tests in Math and ELA
Attendance Records

School Name: Dunwoody Elementary   Principal: Johnathan Clark   Plan Year: 2010-2011

The subgroups for which assessment results are disaggregated are:
Asian/Pacific Islander
African American
White
Multiracial
Students with disabilities (SWD)
English language learners (ELL)
Economically disadvantaged

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply (see attached Balance Score Card for all schools and Smaller Learning Communities Data, if appropriate):

Outcome/Summative Data		**Demographic Data**		**Process/Formative/Perception Data**	
X	School Report Card	X	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
X	School AYP Report	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America's Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate		School Self Assessment
	Georgia High School Writing Test		Discipline Data	X	Benchmark Scores
	Georgia Writing Assessment	X	Attendance		Focus Walk Results
	End of Course Tests		Graduation Rate		Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education		Student Surveys
	SAT, ACT, and AP Exams				Parent/Community Surveys

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide (ESEA Mandate #12).

Leadership and Governance (ESEA Mandate #1 – must be updated annually)

4) Write a narrative summarizing your school's strengths. Data sources from comprehensive needs assessment must be included in the narrative to support findings.
Dunwoody Elementary's strengths can be seen throughout our exceptional instructional program. These strengths are evidenced by

the collaborative decision-making that occurs in our school. Teachers and staff members have weekly planning together giving them the opportunity to collaborate and share in decision making. Dunwoody Elementary serves a diverse population including various ethic groups. There is a high level of parental involvement. Parents are regularly visible and active in our school helping in many capacities. We are fortunate to have a committed faculty and staff that ensures that bell-to-bell instruction occurs daily. We have a supportive and knowledgeable administrative staff that is experienced, innovative, supportive and enthusiastic. There is a positive climate at DES where parents, students, and faculty enjoy a collegial atmosphere. We have strong, ongoing communication with all stakeholders which includes a weekly school newsletter, weekly principal's newsletter, weekly student courier, Parent Assistant online application, Principal's Coffees, school website, and teachers' websites. Dunwoody Elementary also has a very active and involved PTO.

5) Write a narrative summarizing your school's challenges. Data sources from comprehensive needs assessment must be included in the narrative to support findings.
Having our first year behind us, we are glad to have our own data available to help us better plan for instruction. Being able to disaggregate data specific to Dunwoody Elementary helps us in numerous ways such as planning for instruction, scheduling to provide for the needs of all students, and maximizing FTE funding for our school.
In our first year, the Dunwoody Elementary stakeholders created productive working relationships in order to establish the mission, vision, procedures, policies, and guidelines by which we will operate. We are continually seeking opportunities for improvement and brainstorming new initiatives which will enable us to reach our full potential. Having access to data specific to Dunwoody Elementary will allow us to develop plans to meet the needs of all students in our building.

6) List the professional development needed to address the challenges summarized above.
Professional development opportunities which will assist teachers and staff in disaggregating data in order to plan for better instruction will be helpful throughout our school. Master teachers will use this data and their talents to develop and model best teaching practices in all subject areas.

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

7) Describe the process the school will use to recruit highly qualified and effective teachers.

Dunwoody Elementary is fortunate to be located in an area highly desired by individuals wanting to teach in the Atlanta area. Dunwoody's new school status and successful first year of operation enhances its desirability among individuals interested in the teaching profession. Teacher candidates at Dunwoody Elementary are usually interviewed first by the principal and/or assistant principals and then by a panel of teachers. Candidates are questioned about their expectations, professional goals, and how they expect to reach those goals. DCSS Department of Staff Services notifies school administration of the Highly Qualified status of teachers and paraprofessionals.

Any deficiencies are communicated to the administration and the appropriate staff. The teaching assignments and master schedule are developed based on certification areas of staff.

The administrative team participates in the DeKalb Job Fair to recruit highly qualified personnel. In addition, applicants are often asked to interview at the school with an interview panel. A countywide Job Fair is held in the spring in order to interview eligible applicants. In addition, applicants can apply on-line, through the PATS website, for specific positions.

8) List strategies that the school employs to retain highly qualified and effective teachers.
Dunwoody Elementary, in conjunction with the DeKalb County School System Department of Human Resources, audits the certification of all teachers each year. We ensure that each teacher is placed within their field of certification to achieve 100% placement of "Highly Qualified" teachers. In addition, Applicants are screened through Human Resources to ensure proper certification.

Human Resources and administration can access the certification requirements of teachers online at http://www.gapsc.com/ to check the teacher's status. Human Resources will send a list of highly qualified teachers to school principals or will email them about current teacher status. School administrators support teachers and paraprofessionals to fulfill GAPSC requirements by giving them time to attend the necessary classes for certification. Teachers who meet "Highly Qualified" designation fill the school master schedule

9) Describe the professional development activities that will be implemented to support <u>new</u> highly qualified teachers.
Dunwoody Elementary has a strong group of Teacher Support Specialists who work with new teachers to strengthen their skills and adopt the culture of excellence at Dunwoody.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)

10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.
Teachers utilize data notebooks to analyze data and revise instruction on a regular basis. Teachers identify domains that are in need of improvement and actively plan and implement strategies to seek improvement and obtain goals. (Action Plan, grade-level and staff meetings, building leadership teams, and better seeking teams, etc.) Teachers work on collaborative team planning by grade levels. Special area teachers, the EIP teacher, and Special Education teachers who work with these students attend the team planning meetings and assist with the decision-making. Backward design plans are expected for all academic areas. The content area teachers determine all assessments included. One of the main indicators of success on these plans is the assessment component. Our staff has had a large amount of support on assessment through staff development. The building level administrators need to work collaboratively with teachers on grade levels to help them understand test results. This data analysis is where strategies and plans for improvement are developed

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.
The academic assessments used by teachers include Benchmark Assessments, pre and post tests, teacher made tests, and formal and informal inventories that are used to inform instruction. Teachers use data from these academic assessments to increase student achievement and to plan instructional lessons that target weaknesses and strengths.
Each teacher collects and maintains a team and individual data notebook to prepare and plan for instruction. A daily Extended Learning Time (ELT) period is used to provide additional support for students. Scheduling and content for the ELT period is based on data and student needs. Students are grouped based on similar needs. Data is disseminated through various collaborative vehicles such as pre-planning meetings, weekly team meetings, vertical alignment team meetings, leadership team meetings, and action team meetings. Teachers use data to re-evaluate their own teaching style, type of instruction, and additions that need to be made to lessons. Teachers collaborate with adjacent grade levels to plan how to best extend and remediate skills needed for proficiency and to introduce curriculum using data gathered from various assessments.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)

12) Describe the procedures in place to identify students who need additional assistance on a timely basis.
Teachers use a variety of means for assessing student performance such as teacher observation, benchmark testing, rubrics, and student/teacher conferencing. Communication among parents, teachers, and students is a critical component of assessment. Teachers conference with parents to gather data about students' interests, and learning styles so that differentiated instruction can be planned. They also utilize conferencing to set academic goals for the student to meet throughout the year.

Demonstrated academic, emotional, social, behavioral, and/or speech/language problems are first addressed by teachers at a team meeting to gauge the scope of the problem. Team teachers, in consultation with the DES counselor and administration, initiate support strategies and continue to closely monitor student progress. If the student remains in need, he or she is a potential candidate for an SST referral. SST personnel and teachers analyze local assessments, standardized norm-referenced tests (below the 35th percentile), portfolios, Student Support Team (SST) Checklist, EIP Checklist, or other checklists to determine student needs. The SST process will be followed as outlined in the *Response to Intervention: Georgia's Student Achievement Pyramid of Interventions.*

13) Describe how and when data are reviewed to ensure that student progress is occurring.
Student assessment data, both formal and informal, is monitored throughout the year in a variety of ways. Teachers use the electronic gradebook features to analyze assessments and identify student needs. Teachers include differentiated instruction methods on weekly lesson plans. During weekly meetings, team teachers discuss student assessment and share strategies for improving student achievement. Parent conferences are held on a regular basis to also review the student's progress and engage home support.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.
  * In-house staff development planned to meet local faculty needs
    o Differentiated Instruction presentation by Dr. Carolyn Coil (September 2009)
    o Faces of Bullying by DCSS personnel (February 2010)
  * Professional Learning Communities collaborative planning monthly
  * DCSS-sponsored staff development
  * Professional development opportunities sponsored by professional organizations

15) Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

Timely feedback on student progress is provided through an open schedule of conferencing and specific extended-day conference times. A specific night (Curriculum Night) is set aside for parents to address standards and expectations for learning. Teachers are readily available to meet with parents to provide support and communication for struggling students. Many teachers choose to provide before or after school tutoring for students in need of additional help.

Plans for Assisting Children during Transitions (ESEA Mandate #6)

16) Describe your plans for assisting all other levels of student transition

Lower Elementary to Upper Elementary:
Each spring, third-graders from Austin, Vanderlyn, and Chesnut are introduced to DES by a school-day visit. Meetings for prospective parents are held at different times to allow them to ask questions and receive information. Registration materials include a brochure of frequently asked questions with their answers. The DES website has information concerning the registration process and information booklets are given out to any parent who visits the school and expresses an interest in his/her child attending.

Elementary To Middle
During the 5th grade year at Dunwoody Elementary, teachers prepare students for the transition to middle school. Throughout the school year, meetings take place between 5th grade teachers and members of the middle school faculty. During these meetings, teachers use vertical planning and content mapping in order to create a seamless transition of instruction between elementary school and middle school. Various instructional processes specific to the middle school environment (changing classes, note-taking, time management, responsibility for personal belongings and school materials) are incorporated into the instructional program during the 5th grade year. This enabling of the students provides a secure and stress-free transition for the first few months of the 6th grade year. Rising 6th graders get an opportunity to visit our feeder middle school, Peachtree Charter, in the spring. Peachtree offers informative orientation meetings for parent and students to acquaint them with school expectations.

Special Education Programs:
Formal Support Team meetings are held to determine any special transition requirements for students with 504 plans or IEPs. Accommodations at Dunwoody include parking spaces, ramps and doorways for accessibility to mobility-impaired persons. Accommodations also include modifications to our toilets, an on-site speech pathologist, special education paraprofessionals who assist students to and from class if needed, and teachers for homebound students who cannot attend school on a regular basis.

Because Dunwoody primarily uses the inclusion model for special education classes, no specific transition activities are necessary. Once the school year has started, Dunwoody does not usually receive many new students. Therefore, transitions for new students are usually handled on an individual basis with the homeroom teachers assigning buddies to assist the new student. The Dunwoody PTO has a New Families Committee that welcomes new families and assists with the family transition into the community.
Dunwoody works with Peachtree Middle school to transition students to the middle school level. Open House is held for parents of 5th graders early in the school year and a parent information coffee is held with only Dunwoody parents in attendance so concerns are addressed in a smaller setting. The 5th grade students are taken to Peachtree Charter Middle School for a tour during the year.

Support Services for Student Learning

17) Identify how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor. Check all that apply:

	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs		Community Agencies	X	Parent/Administrator Conferences
	Group Counseling	X	School Psychologists		Student Support Specialists
X	School Counselors	X	School Social Workers		Graduation Coaches

18) Describe how the following student support personnel work with the district office and outside agencies to meet student needs.

When Dunwoody Elementary can not meet the needs of a student, district support personnel and outside agencies are contacted to work collaboratively to provide for the student's needs. Meetings are held locally when possible and include teachers, administrators,

parents, and support personnel.

Counselors first consult with the DCSS Guidance and Counseling Coordinator and local school social worker for direction on contacting the proper resource within the district or outside agencies to meet student needs. Counselors have been given a resource list of different agencies to contact for various student needs. The list includes, for example, summer enrichment camps for students, a cultural festival for hurricane evacuees, and camps and tutorial sessions for homeless students. In addition, private agencies, such as private counselors, psychologists, tutors, and counseling centers, contact counselors to inform them of their services.

Each of the following personnel provides the services listed:

School Counselors: school-wide and grade level assemblies to address areas of concern; classroom guidance activities; school-wide incentive programs; character education initiative; parent conferences; consultation with teachers and community agencies; assigning mentors to students; individual counseling; participation in and/or chairing SST referral process.

Psychologists: Consultation with staff and parents; professional learning activities; presentations to staff; consultation at 504 meetings, service on evidentiary hearings.

Social Workers: Consultation with staff and parents; presentations to staff; interpretation services at school-sponsored meetings; serve in evidentiary hearings; support referrals to external agencies.

School Nurses: Consultation with community agencies, presentations to staff; provision of referrals to external agencies.

Prevention/Intervention Specialists: Drug education; social-emotional learning classroom activities; facilitation of Second Step; Coping with Life (suicide prevention); SADD chapters (High Schools), Parenting for Prevention classes; referrals to community agencies.

Strategies to Increase Parental Involvement (ESEA Mandate #5)

19) Identify how the school provides parents and community outreach/support through activities and initiatives. Check all that apply:

X	Site-based Parent Centers/Information Stations		Title I Parent Resource Centers and Facilitators
	Parent Lending Libraries		Pre-K Family Resource Specialists
	Parental Involvement Workshops		Title I Parental Involvement Conferences
	Parental Involvement Survey/Summary	X	Others : Principal's Coffees PTO Activities School Council Bookfair Spirit Days Family Fun Night

20) Describe how the school uses the strategies checked above to increase parental involvement.
Timely feedback on student progress is provided through an open schedule of conferencing and specific extended-day conference times. A specific night (Curriculum Night) is set aside for parents to address standards and expectations for learning. PTO business meetings are open to all parents and staff. Administrators are available to address questions regarding standards and implementation. Room Parents coordinate volunteer opportunities for classroom and school wide activities. The school nurse/clinician assists in communicating to parents the importance of updating immunization certificates and hearing and vision requirements, as well as contacting parents when children are ill or have had accidents. Numerous parents choose to volunteer in different capacities throughout the school year.

21) Identify how the school communicates with parents as partners in education. Check all that apply:

X	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter (ESEA Mandate)	X	AYP Status Letter (ESEA Mandate)
	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
	DCSS and School Parental Involvement Policy (Title I Mandate)		

22) Describe how parents and community members are involved in the school decision-making process and the development of the Consolidated School Improvement Plan (CSIP).

DES ensures that a representative cross-sample of our stakeholder population is involved by offering a variety of volunteer opportunities within PTO and active governance roles within School Council, while also inviting parents inside the school building for many different events in an attempt to produce significant and positive changes in school operations, organizational performances, and, most importantly, student achievement. School Council meetings are also open to the public.
Parent and community members of DES Parent-Teacher Organization (PTO) and DES School Council are continually involved in the planning and improvement process. They provide valuable input through active involvement in many different committees.

The CSIP document will be shared via posting to DES and DCSS websites. Additional requests for CSIP feedback from parents and community will be distributed via Tiger Papers and Tiger Talk. Feedback will be collected, studied, and addressed by the faculty and staff.

23) Describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable). NA

Stakeholder Communication (ESEA Mandate #10)

24) Describe how individual student assessment results will be provided to and interpreted for parents.
Teachers and administrators ensure that communications among and between staff, stakeholders, and schools are clear and effective:
- School Council meetings with staff and stakeholders.
- High level of PTO involvement and communication through PTO electronic newsletter.
- School-wide, grade-level, and individual classroom newsletters.
- Thursday Information Packets sent home on a weekly basis.
- School-wide and classroom websites.
- First Class communication through postings, emails, and announcements.

Teachers maintain individual and team data of CRCT and NRT results for the students they teach. Administrators meet with each grade level to examine results of performance. Analysis of individual scores at the domain level leads to intervention planning. Parents are provided the individual score reports and a letter that explains how to interpret their child scores. Teachers who provide content instruction meet with parents to explain test results. The CSIP is discussed at School Council meetings, faculty meetings, and is posted on the Dunwoody Elementary website. A copy of the document is also on file in our media center. The administrative team is available to any stakeholders who want additional information regarding the CSIP document.

25) Describe how disaggregated school data results will be provided to school stakeholders*.

Dunwoody Elementary communicates regularly with stakeholders through the weekly electronic PTO newsletter and the school's weekly student courier (T.I.P folder). School-wide information concerning school data is disseminated to stakeholders through School Council meetings. The school's website also contains extensive information concerning the academic program of the school.

The results of disaggregated data are also communicated to stakeholders in the following ways:

a. Individual data results are sent home with students.

b. Communication of data is in the form of newsletters, Curriculum Night presentations, letters to parents, our school website, parent conferences, the online school report card (OSA), and the superintendent's State of the School address.

    c.   The Atlanta Journal Constitution publishes the DeKalb County School System's test scores.

    d.   The School Council and PTO board will receive disaggregated results in a meeting as well as in writing. Test data is distributed to all staff members and administration. Results are analyzed and interpreted to ensure that everyone will be able to effectively articulate the results to all stakeholders. In addition, data will be shared in SST meetings when addressing Tiers I, II, and III of the Pyramids of Intervention.

    e.   In Parent / Teacher conferences, held throughout the year, assessment is referred to as an ongoing part of the instructional program.

26) Describe how the CSIP will be communicated with and made available to school stakeholders**.

Goals of the school improvement plan are discussed in School Council meetings and PTO board meetings. The CSIP is posted on the school's website and the DCSS website. It is also available in hard copy in the front office and in the media center. The report is available to all stakeholders upon request.

* Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide*.* Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

** Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students' reading and math levels, their students' learning styles as reflected in the knowledge-base of multiple intelligences, and their students' individual aspirations for achievement in school.

    1.Diagnose the needs of students and create an appropriate Classroom Profile Summary.
- Power Standards
- Multiple Intelligences
- Formative Assessment Strategies
- Instructional Strategies

    2.Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano's High Yield Strategies, and instructional assessment strategies within the context of Webb's Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.

    3.Plan engaging lessons:
- Three-part lesson (opening, work period, and summary)
- Essential question(s)
- Engaging instructional activities based upon the identified power standards and depth of knowledge

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

    4.Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

5. Utilize formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards.

6. Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

7. Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 and follow the process until all standards have been taught and mastered by all students.

<u>Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)</u>

All interventions based on the Georgia School Keys are predicated on scientifically-based research and do not require citations.

The School Keys: *Unlocking Excellence through the Georgia School Standards* are the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia's students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, What Works in Schools (2003), School Leadership that Works, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*, then a citation and abstract of the pertinent research is required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.   NA

Identified Need	Action Plan and Page #	Citation and Abstract

*If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.

Coordination and Integration of Federal, State, and Local Services and Program Funds (ESEA Mandate # 8 – must be updated annually)

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	N/A
State Funds	Per Pupil monies will be used to purchase materials and supplies to support the instructional program.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Professional Learning funds will be used to increase student achievement and provide peer observation activities for the teachers to observe successful strategies in classrooms. Training opportunities will be provided in the following areas: • Use of technology • Differentiation of Instruction • Increase writing and reading instruction
Grants (list)	N/A
PTSA	PTO funds are used to supplement district and state funding for instructional materials, professional learning, facilities improvements, and community outreach.
Partners in Education	Partners in education resources and funds are used to supplement district and state funds for instructional materials, professional learning opportunities and community outreach events.
Other (list)	

Reading/English/Language Arts Action Plan (ESEA Mandate #2)
Annual Measurable Objective: All students in grades 4 and 5 meet or exceed standards in Reading and Writing.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction.	$0; provided by DCSS	Annually; Spring 2011 All ELA Teachers	CRCT IDMS Data	Teachers disaggregate data from IDMS to determine individualized instruction.
Diagnostic Assessments are given at the start of each unit of study to design instruction to build on strengths, clarify misconceptions, and introduce new concepts.	F & P System purchased for all ELA Teachers during 2009-10 School Year	Three times per year; At the start of each unit	Fountas and Pinnel Benchmark Assessment System, Storytown Textbook Benchmarks	Students are placed in small groups for differentiated instruction.
School wide reading plan is developed to meet the guidelines for the 25 book standard.	Varies	One school year: 2010-11	Classroom Libraries, Bookroom Sets, Media Center Collection	Students have established their reading goals and can articulate their progress toward meeting their goals.
<u>Students with Disabilities</u> A student's IEP or other academic plan is reviewed and applied. The co-teaching model is implemented in all ELA classrooms.	Varies	One school year: 2010-11	RTI or IEP strategy results	IEP meetings to review goals. Collaborative meetings to discuss student needs and/or strengths.
<u>English Language Learners*</u> Students receive small group instruction in language acquisition.	Varies	One school year: 2010-11	ACCESS test results	Teachers disaggregate results of ACCESS test to determine if student

				can be exited from services.
Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction.	$0; provided by DCSS	Annually; Spring 2011 All ELA Teachers	CRCT IDMS Data	Teachers disaggregate data from IDMS to determine individualized instruction.
Diagnostic Assessments are given at the start of each unit of study to design instruction to build on strengths, clarify misconceptions, and introduce new concepts.	F & P System purchased for all ELA Teachers during 2009-10 School Year	Three times per year; At the start of each unit	Fountas and Pinnel Benchmark Assessment System, Storytown Textbook Benchmarks	Students are placed in small groups for differentiated instruction.
School wide reading plan is developed to meet the guidelines for the 25 book standard.	Varies	One school year: 2010-11	Classroom Libraries, Bookroom Sets, Media Center Collection	Students have established their reading goals and can articulate their progress toward meeting their goals.
Students with Disabilities -Houghton-Mifflin "Story Town" Strategic Intervention component. - Improve the most efficient ways to utilize co-teaching. - Project ICE in regular classrooms. - Use Fontas and Pinnell Benchmark Assessment to drive instructional groups. - After school tutoring program. - Wilson Tutorial program	-$0 .00 Resources are already available.	Classroom teacher, homeroom teacher and LTSE. 08/2010 and ongoing.	-Lesson Plans -IEP goals and objectives. -Student Work portfolios -Professional Learning Community.	- Improved CRCT scores - Improved ITBS scores - Progress Reports - Report Cards
English Language Learners* Students receive small group instruction in language acquisition.	Varies	One school year: 2010-11	ACCESS test results	Teachers disaggregate results of ACCESS test to

				determine if student can be exited from services.
				CRCT, ITBS, Unit Benchmarks and GA Writing Assessment results

Mathematics Action Plan (ESEA Mandate #2)

Annual Measurable Objective: Increase the number of students achieving Level 2 statues from Level 1 on the CRCT in math in 4th and 5th grades.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Students will need to show mastery of the basic facts in addition, subtraction, multiplication, and division. Additionally, as students progress, they could come to mixed practice or larger problems.	$0.00 -Resources already available.	8/10 and ongoing All math teachers APIs - Mrs. McCoy and Ms. Lessley	Scores recorded on a data sheet or spreadsheet; Students may progress through different levels upon mastery with a plan to cycle back from time to time to make sure complete mastery	Improved CRCT and ITBS scores on all math Benchmark assessments.
Formative and summative assessment data are routinely disaggregated to adjust the implantation of the curriculum and	$0.00; Provided by DCSS	8/10 and ongoing All math teachers APIs - Mrs. McCoy	CRCT IDMS Data	Teachers disaggregated data from IDMS to determine/ individual student needs.

improve instruction.		and Ms. Lessley		
Grade level math teachers administer diagnostic assessments at the beginning of each unit to design instruction to build on student strengths, to clarify misconception, and introduce new or unknown concepts.	Provided by DCSS	Six times a year at the start of each unit	GA Math; Expressions; DOE Frameworks; Benchmark assessments	Students are placed into smaller instructional groups for differentiated instruction; E-Time, Discovery, ELL
Informal, formative assessments are embedded in teaching and learning activities, are explicitly aligned to the standards, and used to revise instruction.	$0.00	Daily	Classroom Observation, conferencing, tell your neighbor, Ticket out the Door	Students can establish math goals and gauge their successes. Students may progress through different levels upon mastery with a plan to cycle back from time
Meet on 2nd week of the month as a math department: discuss research-based math instruction strategies and plan for implementation.	Teachers have opportunities to attend a professional learning session (with approval from administration) Teachers collaborate and share ideas for planning and activities in the classroom.	Approx. cost $500.00 Instructional Budgets/Professional Development Budget	8/10 and ongoing Math teachers Interrelated teachers APIs –Mrs. McCoy and Ms. Lessley Principal –Mr. Clark	Formal/informal observations Lesson plans Departmental notes
Students with Disabilities	-$0 .00 Resources are	Classroom teacher, homeroom teacher	-Lesson Plans -IEP goals and objectives.	- Improved CRCT scores - Improved ITBS scores

- Symphony Math Web based computer program. - Improve the most efficient ways to utilize co-teaching. - Project ICE in regular classrooms. - After school tutoring program. - Additional use of manipulatives.	already available	and LTSE. 08/2010 and ongoing.	-Student Work portfolios -Professional Learning Community	- Progress Reports - Report Cards
English Language Learners* Students receive small group instruction for language acquisition which should aid understanding of math word problems and numbers.	Varies	2010-2011 School Year	ACCESS TEST RESULTS	Teacher disaggregated results to determine if student can be exited.
Technology Integration Present new web sites and math tips via our in-school TV system WDES News Full utilization of the Online Assessment System (OAS) by all	$0.00 Camtasia (or related computer to video capturing device) video of login to be shown on WDES $0.00 -Resources	none Review of features and use	Automated reports will be generated and saved in electronic format (these can be forwarded to administration) OAS/ Compass Learning/ Progress Reports generated from the site	Improved CRCT, ITBS scores on all math benchmark assessments

content area staff, including creation of tailored assessments focused on targeted GPS skills and concepts. Use of Compass Learning and Study Island to assist students with mastering content skills.	already available			

Science Action Plan

Annual Measurable Objective:

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Curriculum Standard 2: Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s). Performance Action #1 & #4 • Reach consensus of what students are expected to know, do and understand • Identify strengths and weaknesses in student understanding • Help guide instruction from class to class • Identify instructional plans within units	None	All science teachers, API and principal to help with scheduling of meetings (Ongoing all year)	Notes from collaborative meetings, teacher lesson plans, science lab schedule	Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans. Teachers and administrators understand that the goal is to teach fewer concepts but with a deeper understanding, as opposed to

that need to be strengthened • Promote consistency in rigor from class to class Curriculum units are designed to include multiple tasks and assessments that require students to demonstrate an in-depth understanding through higher order thinking.				covering numerous concepts with no or limited understanding.

Instruction Standard 2- Research-based instruction is standard practice.
Performance Action #1
    • Incorporate experiments and hands-on activities into daily lessons, and critical experiences.
    • Make connections between scientific concepts and real-world applications in lessons, activities, and projects
    • Schedule in-house and off-site field trips to provide hands-on learning opportunities in all areas of science
    • Provide authentic science experiences through use of outdoor greenspace and the science laboratory
	none	Teachers (on going all year)	Open-ended questions on assessments
			
			Performance tasks
			  Rubrics
			  Graphic organizers
			   Classroom assessments
			   Posted essential questions, standards, etc.
				Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking.

Assessment Standard 2
Performance Action #1 and #2
 	
• Questioning
 	
• Conferencing
 	
• Written reflections (3-2-1, ticket out the
	none	Teachers, APIs	Conference logs
			  Anecdotal notes
			   Written reflections
			   Graphic representations
				Teachers can articulate the types of formative assessments used regularly to gauge student progress. Teachers can explain how they have revised instruction based on specific formative assessment results.

door, KWL, etc.)				
• Observations • Rubrics • Group discussions • Graphic representations of thinking Teachers use teaching and scoring rubrics as a guideline for assessing and evaluating student work and performance.			Revised lesson plans Flexible grouping records, etc. Teaching and scoring rubrics Teaching charts Analyzed student work, etc.	Students can articulate the expectations for their work. Students explain how they use rubrics to revise their work. Teachers explain how they assess student work with rubrics and determine next steps.
<u>Students with Disabilities</u> - Project ICE in regular classrooms.	-$0 .00 Resources are already available	Classroom teacher, homeroom teacher and LTSE. 08/2010 and ongoing.	-Lesson Plans -IEP goals and objectives. -Student Work portfolios -Professional Learning Community	- Improved CRCT scores - Improved ITBS scores - Progress Reports - Report Cards
<u>English Language Learners*</u> Instruction: Standard 2.3- Performance Action #1, 2, & 3 Instruction: Standard 2.5- Performance Action #1 and 2. Professional Learning: Standard 1.1- Performance Action #1, 2, 4, & 5. ☐ Employ and support modified assignments and instruction for all students	None- possibly a cost if teachers desire and need professional development	ESOL teachers, teachers of ESOL students, APIs, and the principal	Student work Unit plans End of unit products Conference notes Diagnostic assessment results Formative assessment results	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction. Teachers can describe different ways to scaffold learning. Teachers can explain how different

			Assessment class profile charts, etc	performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.
□ Utilize small group instruction to support the integration of critical experiences into lessons □ Implement a Co-teaching model of instructional delivery to facilitate differentiation				
Technology Integration Instruction- Standard 2.7- Performance Action #1 & 2 □ All students will utilize technology resources (classroom computers, Activ Boards, Laptops, projectors, computer lab, digital cameras, etc.) to explore, investigate, and demonstrate knowledge of grade appropriate subject matter through the use of educational programs, online text, websites, software, and Microsoft office. □ Science lab equipment- microscopes, barometers, binoculars, etc.	The cost of maintaining technology that we have available at our school	CTSS, teachers, APIs	Computers Lesson and unit plans LCD projectors and other technological equipment Comprehensive plan to integrate technology Collaborative teacher meeting minutes and agendas, etc.	Teachers can articulate the use of a comprehensive technology plan to enhance student learning. Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.

Social Studies Action Plan

Annual Measurable Objective: All students in grades 4and 5 meet or exceed standards in Social Studies.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Increase active and meaningful engagement by incorporating the enduring understandings, long term projects, hands on activities, simulations, "Bringing Social Studies Alive", technology	Simulations $100 DES	All SS teachers, parent volunteers

Social Studies Units | photographs, student projects journals | CRCT, ITBS, Assessments Journals. teacher lesson plans |
| Emphasize reading opportunities and strategies within social studies units. Teachers will implement reading strategies, skills, comprehension support, vocabulary support, and Reader's Theater within each unit. | Purchase supplemental materials, non- fiction books and Reader's Theater plays $200 | SS and ELA teachers

During social studies units | Journals Observation check lists | Teacher lesson plans, unit assessments |
| Increase cross-curricular and visual learning opportunities through an emphasis on fine art within social studies lessons to highlight historical connections and visual learning. | DES | SS Teachers Art, Music PE Specialists

Art 1 unit, PE 1 unit, Music 1 unit | projects | CRCT Unit Tests Teacher lesson plans, unit assessments |
| <u>Students with Disabilities</u>

- Project ICE in regular classrooms. | -$0 .00 Resources are already available | Classroom teacher, homeroom teacher and | -Lesson Plans -IEP goals and objectives. -Student Work portfolios | - Improved CRCT scores - Improved ITBS scores - Progress Reports |

		LTSE. 08/2010 and ongoing.	-Professional Learning Community	- Report Cards
English Language Learners* Students receive small group instruction in language acquisition. Use of the textbook on line or CD's so the students may listen to the text being read.	varies	One school year 2010-2011	Unit Assessments	CRCT
Technology Integration Utilize Activ Board, computers for Power Point, Internet, video cameras in classroom and building	We have this equipment in DES	One school year 2010-2011	Classroom computers, ACTIV boards, mobile laptops projectors, video, photographs, Power Point projects	CRCT Unit Tests

Second Indicator: Attendance/Graduation Rate Action Plan **Annual Measurable Objective:**				
Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Conferences with students and parents	none	Academic year, Counselor and Assistant Principals	Letters to parents, Counselor attendance log, Discipline referrals, Teacher referrals, School	Improved individual & School-wide attendance

			Council reports, Monthly reports to Student Relations	
Attendance Contracts	none	Academic year, Counselor and Assistant Principals	Letters to parents, Counselor attendance log, Attendance Contract, Counseling sessions with students and parents	Improved individual & School-wide attendance
Social Work referrals	none	Academic year, Counselor, Assistant Principals and Social Worker	Letters to parents, Counselor attendance log, Attendance Contract, Social Worker referrals, Referrals to Solicitor General	Improved individual and School-wide attendance

Library-Media Action Plan

Annual Measurable Objective: To increase the number of students that meet and/or exceed the standards on the Spring 2011 CRCT for grades 4-5. in the following areas with a 95% participation rate:

Reading/Language Arts from 73.3% to 80%   Social Studies from 51.3% to 55.3%
Mathematics from 67.6% to 75.7%   Science from 62% to 65%

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Assessment 1.1: PA5: Library media program supports maximum student achievement by providing access to resources needed to align and adjust instruction to assessed needs. • Flexible student access to resources maintained by school admin • Teacher input utilized for all	100% allocation of state funds directed to site where earned	8/2010-5/2011 • Principal • Leadership Team • Teacher-Librarian • All content area	• School schedule • TL-teacher communication of resources needed • TL-created resource lists	Media Center resources are correlated to grade level units of study. TL can describe how services are coordinated to support classroom instruction.

ordering decisions • Curriculum mapping of collection		teachers	on Destiny	
Technology Integration—Instruction 2.7: PA 1: Teachers effectively use technology to differentiate the teaching-learning process to accommodate students' readiness needs, interests, and learning profiles. • Flexible student access to resources maintained by school admin • Resource-based projects • Performance tasks • Study Island • Student choice of presentation platforms incorporating multi-media	N/A	8/2010-5/2011 • Principal • Leadership Team • Teacher-Librarian • All content area teachers	• School schedule • Student work samples • Computers & peripherals • FC calendars for equipment reservation & library use • Study Island admin reports	Students can demonstrate independent use of technology tools to enhance learning. Examples of student work demonstrate how technology resources support differentiation and achievement of standards.

Professional Learning Plan (ESEA Mandate #4)					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	**Goal to Improve Student Achievement**	**Description of Activity**	**Timeline**	**Means of Evaluation**	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Improve collaborating cultures and high performing teams	Provide teacher with team building activities designed to increase strengths-based leadership, engaging employees, and the essential elements of wellbeing	2010 ongoing	Leadership meetings Collaborative planning Classroom	CRCT ITBS

				observations School Survey Book Study	
Local	Increase student achievement in ELA	Master teachers will use their talents to develop and model best teaching practices in literacy.	2010 ongoing	Collaborative meetings Classroom Observations Leadership meetings Focus Walks Lesson Plans	CRCT ITBS Authentic Assessments
Local	Increase student achievement in writing	Master Teachers provided training on specific strategies, materials and ideas to support good writing practices	2010 ongoing	Collaborative meetings Classroom Observations Leadership meetings Lesson Plans	CRCT ITBS Writing Assessment
Local	Support instructional strategies and teacher growth	Teachers and staff will work with other teachers to explore and share effective classroom procedures. Teacher will be exposed to "Best Practices".	2010 ongoing	Collaborative meetings Classroom Observations Leadership meetings Focus Walks Lesson Plans	CRCT ITBS

School Climate Action Plan

Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment**.**

Intervention (Performance Actions should be selected and <u>cited</u> from the *DCSS Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
The School's Mission and Vision focus on Academic excellence for every child in our building. Our faculty demonstrates high expectations for teaching and learning by analyzing data, monitoring progress, and providing enrichment activities to meet the needs of all learners. Teachers are divided into teams on each grade level to focus on the needs of students on their particular teams. The Master Schedule at DES was built to maximize instructional time in the core area and provide all students the needed resource to succeed.	<u>**n/a**</u>	Ongoing Faculty Administration	- Attendance data - Annual Awards recognition. - Lesson plans - Positive discipline plans. - Parent conferences and communication. -Team meeting minutes.	Each team utilizes the following activities: -Establish attendance policy and incentives. -Encourage high achievement through use of academic honors and awards. -Initiate Project ICE (Instruction, Collaboration, Environment) and differentiate instruction based on student strengths and needs. -Implement art and music study to increase student capacity for critical and creative thinking skills in an effort to increase standardized test scores. -Ensure the use of Best Practices within the classroom setting and overall school environment. -Encourage and incorporate

				a high level of parental support and involvement to ensure a strong school-home relationship and connection
The School-wide discipline plan in place at DES was created through input from out teachers, leadership team, and administrators. The discipline plan provides low-impact interventions to minimize distractions and provide the students with the tools to succeed in the future. Our discipline plan also follows and supports the policies and procedures set forth in the DCSS student code of conduct.	<u>N/A</u>	Faculty Administration Counselor	- Behavior action plans (documentation) - Give Me 5 (school-wide policy) - Discipline plans - Posted rules	Teachers set expectations for student behavior, communicate expectations, monitor behavior and provide concrete feedback to students in a continuous cycle.
Dunwoody Elementary School supports the social and emotional growth and development of all learners. The school strives to develop the ability for students to self-evaluate and interact positively with adults and peers in a diverse environment.	<u>N/A</u>	Ongoing Counselor Faculty Admin		These initiatives are fostered through Character Education and various counseling programs in and out of the classroom. We also offer small group counseling session and a mentoring program. Outside assistance and support is provided by the local Rotarian club, our own after school program, school psychologist, social worker, and the LSTE.
Positive support and social interaction for faculty and staff.	Sunshine donations (teacher-	Sunshine committee Social	Meals and/or financial support for staff families in times	In addition to providing a supportive climate for our students, our staff supports

41

	funded) Social programs $500-	Committee Admin	of need Staff outings	each other through Sunshine (recognizes staff members in times of celebration and times of need) and social interaction and team building activities.

Teacher Retention Action Plan

Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.

Intervention (Performance Actions should be selected and <u>cited</u> from the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
<u>**Performance/Action 6**</u> The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions: □ Assign mentors to teachers new to the profession □ Assign mentors to teachers new to the building □ Provide mentors to veteran teachers upon request □ Schedule a formal time for mentors and mentees to meet □ Provide guidelines to mentors regarding how to effectively serve in their roles.	$0	2010-2011 school year	□ Mentoring handbook □ Mentor assignment list □ Scheduled mentoring meeting times □ Calendar of mentor-mentee activities □ Training agendas □ Training sign-in sheets	Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of and effective implementation of best mentoring practices.

Performance/Action 8 The school will provide a collaborative planning time for teachers through one or more of the following actions: ▫ Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once per semester ▫ Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis ▫ Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes ▫ Monitor lesson plans and classroom activities for evidence of collaborative planning ▫ Train faculty members on how to develop and implement effective collaborative planning protocols	$0	2010-2011 school year	▫ Master schedule ▫ Calendar of collaborative planning events ▫ Collaborative planning meeting minutes ▫ Lesson plans ▫ Classroom observations	Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.
Performance/Action 11 School administrators and department chairs will conduct a minimum of two informal observations prior to a formal observation for any teacher new to the school and provide a follow-up conference.	$0	2010-2011 school year	▫ Observation notes ▫ Feedback forms ▫ Observation calendar	School leaders can articulate what they look for in an observation. They can discuss instructional delivery and student work as it relates to the GPS elements and standards.
Performance/Action 16 The school leaders show concern and interest for the well-being of faculty and staff members. School leadership, parents, and community members will promote a proactive	$0	2010-2011 school year	▫ Calendar reflects record keeping of staff birthdays ▫ Recognition of achievements,	The school leaders describe how he/she recognizes faculty/staff birthdays, anniversaries and/or achievements such as earning advanced educational degrees, etc.

and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation.			etc.	