DeKalb County School System

Wynbrooke Theme School

Consolidated School Improvement Plan

2010-2012

Published by the Office of School Improvement
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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:

No Child Left Behind Act of 2001	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 _x__Professional Learning _x__Library-Media _x__School Climate _x__Teacher Retention _x__Health and Wellness	Required for all DeKalb County Schools Copy to individual departments

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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:	Date:
Area Assistant Superintendent:	Date:
Director, Department of Teaching and Learning:	Date:
Coordinator, Office of School Improvement:	Date:
Executive Director, Office of School Improvement:	Date:
Executive Director of Assessment and Accountability:	Date:

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 approved by the school's local School Council.

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Myisha Warren		
2.	Kamiliah Crowder		
3.	Kate Patterson-Jones		
4.	Van Hawkins		
5.	Karen Allene-Pierre		
6.	Ron Ellington		
7.	Julia Larkins		
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

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	Dr. Myisha Warren		
CSIP Facilitator	Myisha Warren		
Parent Representative **(can not be a school employee)**	Karen Allen-Pierre		
Student Representative **(required for High School)**			
Community Representative **(can not be a school employee)**	Keith Lamar		
Title I Representative			
School Counselor	Lavorious Mullins		
Special Education Representative	Maude Summerville		
Reading/ELA Chair	Melissa Bond-Hill		
Math Chair	Keisha Walker		
Science Chair	Adrainne Butts		
Social Studies Chair	Joshua Dickerson		
Professional Learning Liaison	Toi Willis		
Other (specify)			
Other (specify)			

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	Blazing New Trails – Setting the standard for Excellence through unity and purpose.	• Wynbrooke students will exceed the national, state and local standards in all academic areas. • Wynbrooke students will be proactive citizens who can formulate creative solutions to societal problems. The faculty and staff of Wynbrooke will be proactive problem-solvers who formulate ideas that promote conflict resolutions within the school environment.
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.	The mission of Wynbrooke Traditional Theme School is to help every child develop his or her fullest intellectual, moral, emotional, physical, and social potential in a safe, supportive and nurturing environment where everyone is treated with respect. Students, teachers, families, and the community will work collaboratively to develop the skills and qualities that will produce life long learners who function as productive citizens.
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	• All students can learn and have an equal right to receive a high quality education in a safe and nurturing environment. • As a staff, it is our duty to prepare students with the knowledge, skills, and

	our community • Hold high expectations for ALL	attitudes they need to be productive, contributing members of society. • School staff, parents, students and the local community are all a part of the school community. The entire school community works collaboratively towards a shared purpose, enabling decision making to occur by consensus. • All members of the school community work together and share ideas. Students engage in individual and group learning. The entire school community works toward a shared purpose by meeting, discussing and learning from each other's experiences.

Developing a Comprehensive Needs Assessment (NCLB Mandates #1 and #11 – must be updated annually)

1) Provide a brief description of your school and community. Include the following information:

- **Geographic location-** Wynbrooke Theme School is located in Stone Mountain, Georgia
- **Enrollment-** We currently have 930 students enrolled at Wynbrooke
- **Subgroups (regardless of whether or not they affect AYP):**
  - Ethnicity- Hispanic- 7 students African-American- 923
  - Student with Disabilities (SWD)- 23 students
  - Economically Disadvantaged- 33% free and reduced lunch
  - English Language Learners (ELL)- 2 students

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

- **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**
- **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

The Criterion-Referenced Competency Tests (CRCT) and the Iowa Test of Basic Skills (ITBS) are the two standardized tests used at Wynbrooke. When we receive the test data, the stakeholders disaggregate the results, identify strengths and areas of concern, establish measurable goals, and summarize the data in graph form. The administration shares this information with staff during faculty and grade level meetings. This information includes The Theme School Program Formative Evaluation. Faculty and staff then discuss these findings in conjunction with their own classroom data, experiences, and observations. Another committee is then formed to locate scientifically-based research pertaining to our data. This information is made available for the various sub-committees to utilize as they plan interventions for improving our students' achievement. Sub-committee reports are pulled together in a comprehensive school improvement plan and shared with all stakeholders during meetings and via both our Wynbrooke's website and the DeKalb County School's website. Periodic meetings are held to ensure that our plan is implemented and to make needed modifications.

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply:

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	X	School Self Assessment

	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
x	Iowa Test of Basic Skills	x	Gifted Education	X	Student Surveys
	SAT, ACT, and AP Exams			X	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 (NCLB Mandate #12).

Leadership and Governance (NCLB 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.

Strengths:

- Reading/English LA CRCT test scores are school strengths
- Our school's curriculum focuses on students as active participants involved in research-centered assignments and hands-on projects in a highly structured interdisciplinary educational program
- Parental involvement and communication is very strong
- Approximately twenty –five percent of our students are in the Discovery Program

Data Sources:

- CRCT test Scores
- AYP data
- Parental involvement contract
- Agenda Planner
- School Web Page
- Calling Post to inform parents of calendar events and pertinent information
- Strong PTA involvement
- CSIP Parent Survey Results
- GAPSS Analysis

5) Write a narrative summarizing your school's challenges. Data sources from comprehensive needs assessment must be included in the narrative to support findings.

Challenges:

- There is a gender discrepancy in Level 3 reading, with male students under performing female students
- The number of students performing at Level 3 in all academic areas has declined

Data Sources:

- CRCT test Scores
- AYP data

6) List the professional development needed to address the challenges summarized above.

Teachers are faced with incorporating new programs and initiatives, as well a need to receive further training in incorporating new technology and software. In addition, we need to continue our training in differentiated instruction and other professional development learning.

Instruction by Highly Qualified Teachers (NCLB Mandate #3)

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

The Human Resources Department of the DeKalb County School System provides the policies and procedures to ensure that all teachers are highly qualified. Only teachers holding a valid in-field teaching certificate are hired at Wynbrooke and a copy of each teacher's certificate on file in the principal's office.

8) List strategies that the school employs to retain highly qualified and effective teachers.

All staff members (teachers, paraprofessionals, and administrators) meet the NCLB definition of highly qualified in core academic subjects. Wynbrooke has developed relationships with faculty members in the education departments at local colleges. As a result of these relationships and local job fairs, we are able to attract top students as beginning teachers. The new teachers are mentored by successful, experienced teachers based on grade level, subject matter, interpersonal skills, and individual needs.

Wynbrooke's Teacher Support Specialists (TSS), mentor and support all new teachers. The TSS conducts group meetings, individual protégé conferences and peer observation for all new teachers. In addition, numerous professional learning opportunities are available for teachers who are new to the profession or the district.

9) Describe the professional development activities that will be implemented to support new highly qualified teachers.

There are no new teachers at Wynbrooke.

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

10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.

Although some academic assessments are mandated at the district level, teachers select and use additional probes within grade levels according to individual student needs. These tools give teachers a more comprehensive view of student progress. Teachers are included in decisions regarding academic assessments. Their contribution provides valuable information on how to improve student performance. Data-driven instruction is used to guide assessment. At the beginning of the school year, they assess the academic strengths and weaknesses of their students by analyzing their standardized test scores and teacher-made tests. Next, they meet as a grade level to discuss grade level strengths and weaknesses and instructional and assessment strategies. The leadership committee, which consists of grade level chairs, special area teachers and the administrative staff, discusses the needs of the students and will, provides the staff with strategies that address identified needs. Instructional decisions regarding evaluation and meeting the needs of individual students are a collaborative effort made by all stakeholders. Administrators who employ techniques that embrace all stakeholders of an organization help staff members feel that they are taking an active role in the decision making process and that their contributions are valued.

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.

Data resulting from academic assessments are utilized school-wide to increase student achievement in a variety of ways. It is analyzed, graphed, and shared with all faculty members. Grade level teams meet at the beginning of the school year and develop strategies for differentiating instruction based on assessment data and research pertaining to best practices. The administrative team also meets with grade levels weekly to ensure that instruction is data driven and research based. Professional development is designed to address areas that need improvement as indicated by assessment data.

At the individual classroom level, teachers create data crates to assist them with differentiating their instruction. They also develop individual plans for all students, not just those who scored a level 1. This decision was made because our data indicate that we need to improve the quality of instruction for level 3 students. Monthly Focus Walks enable us to monitor our instruction and make adjustments as needed. Teachers also use data from observations, student conferences, and work samples to determine what students know and are able to do. This information helps teachers determine what type of support is needed to move students forward academically.

Observations, class assignments, projects, conferences, and quizzes are used to make informed decisions and adjustments to daily instruction. For example, when daily assessments indicate that a number of students have not reached the level of mastery, teachers conduct mini-lessons, provide practice opportunities and use other reteaching strategies. Assessments indicate that students need to be grouped together temporarily to work on specific concepts and/or skills. Teachers pull small groups while assigning others meaningful work. Pre-testing is a strategy teachers use to determine mastery of content material. Students who show evidence of content mastery are provided opportunities to apply that knowledge in a more challenging context. Students who have not mastered the content are given additional support, guided practice, and other reteaching strategies.

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

12) Describe the procedures in place to identify students who need additional assistance on a timely basis.

Students at risk are identified through test scores (formative and summative), teacher observations of classroom performance, and information provided by parents. Student data is reviewed every four and a half weeks when progress reports are sent home. Class work sent home in the weekly courier is also used to identify students who are struggling academically.

Opportunities for additional assistance include:

a. After school tutorial (Tuesdays and Thursdays) assist students with gaps in weekly lessons two hours each week.
b. Mentoring Program identifies students that could benefit from a partnership with a faculty/staff member.
c. Beta Club requires academic excellence and community service.
d. Jr. Executive Club offers 4th and 5th male students opportunities to learn from community leaders and experiences.
e. Book Club exposes students to a variety of literature and activities outside of academic reading.
f. Math Club provides math experiences and activities to enrich learning.
g. Etiquette Club provides 3rd – 5th grade girls with activities to encourage age and gender appropriate behavior.
h. Student Council trains 4th and 5th grade students to serve others and become more effective leaders in diverse settings.

13) Describe how and when data are reviewed to ensure that student progress is occurring.

Wynbrooke teachers conduct district-scheduled parent/teacher conferences as well as additional conferences when warranted. Teachers also confer with individual students during independent work and after school tutorials. All students take home a courier on Thursdays that contains graded work and teacher commentaries. A progress report that includes classwork, homework, tests, and quiz grades is sent home every four and a half weeks for parent/student review. Every six weeks data from Pre and Post benchmark tests are compared to determine student progress and instructional decisions. Students involved in mentoring and the Student Support Team will be tracked using grade reports and test scores to determine the effectiveness of the intervention program.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.

Teachers will be provided with professional learning that focuses on differentiated instruction, with an emphasis on identifying students at risk and strategies used to address academic barriers. A professional study group will also meet regularly to discuss issues concerning the male literacy gap at Wynbrooke.

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.

Wynbrooke has several ways in which we provide opportunities for parent-teacher conferences. At the beginning of the year we have a new parent orientation at the beginning of each school year providing the new parents with information to further prepare parents for working with their children at home in developmentally appropriate ways. Also, teachers hold workshops twice a year in the areas of reading and math. During this time Parents can gather resources and strategies to facilitate learning at home. After each grading period we have parent conference night to discuss the progress of the students at that point. We have a curriculum night that we have in the beginning and the end of the year preparing the parents for Standardized testing as well as reinforcement of some skills previously taught. Wynbrooke maintains a Parent Resource center as well as a section on the school's website which contains links to other resources regarding child development. Our counseling department is an additional resource for parents. Teachers periodically receive training, updates, information and resources regarding student development.

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

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

We have open house at Wynbrooke twice a year, once at the beginning of the year and once in March for new theme school students and parents. We have a "Make and Take" night for parents to learn strategies and activities for their students, whether they need acceleration or remediation, as well as a CRCT workshop. This workshop provides tips for parents to practice these strategies at home with their students.

Pre-Kindergarten students have an option to enroll into a Kindergarten class at the end of their school year at Wynbrooke. In the first semester a 5th grade induction is held, comprised of a series of workshops and seminars to equip the students with the skills they need to adjust to 5th grade and middle school. During the second semester, a 5th grade summit is hosted at one of the feeder middle schools for parents and students. At the summit, students and parents change from workshop to workshop using a bell schedule. Together they have the opportunity to listen to administrators, teachers, former students and representatives from school organizations that tell them about the middle school experience.

New students are encouraged to enroll in the Wynbrooke Summer Camp Program (Camp WB). This provides students the opportunity to become acclimated to the school culture. It is especially beneficial for the Pre-Kindergarten students and those students who are performing below grade level. The Pre-Kindergarten students who attend Camp WB exhibit less separation anxiety than those students who do not. The students are grouped by grade level to expose them to skills presented in their rising grade level.

Towards the end of the school year, our Pre-Kindergarten class has a Kindergarten round up where they spend time with our Kindergarten teachers. They are introduced to the people, places, and procedures that they will experience the following year. An end of the year ceremony celebrates their achievement in Pre-Kindergarten and welcomes them as future Kindergarten students.

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:

X	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	X	Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists	X	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.

Wynbrooke has been assigned a social worker to address the needs (family, clothing, financial) of our students. Specifically, the Social Worker has provided support to homeless families, families in financial trouble (receiving uniforms, school supplies, and toys), and families with transportation difficulties. The social worker, school psychologists and counselors provide expertise in the identification of resources and information sharing with the administration, classroom teachers, and other faculty and staff. Also, the school administrators, counselors and school psychologists contact outside agencies to solicit donations, financial aid, and other types of support for our students and their families. Wynbrooke also participates in the Partners for Education program. Our partners provide both academic and financial services to foster student achievement. There is a uniform repository located in the nurse's office as well.

Strategies to Increase Parental Involvement (NCLB 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
X	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		Title I Parental Involvement Conferences
x	Parental Involvement Survey/Summary		Others (list here)

20) Describe how the school uses the strategies checked above to increase parental involvement.

- Parent workshops are offered throughout the year to provide parents with information and strategies to assist their child with the Criterion- Referenced Competency Test (CRCT).

- Grandparents Day occurs in September to provide family members a chance to meet classroom teachers, engage with students through various activities, and meet or greet the administration.

- An African-American Read-In is held during the month of February to encourage reading among our students. It also promotes community involvement by providing various members of the community a chance to come into the classroom to promote literacy.

- Each year Career Day is held to provide each student a chance to learn more about community helpers such as firemen, police officers, health care workers, etc. This is an opportunity for community members to interact with groups of students from pre-kindergarten to fifth grade.

- During Book Character Day (held annually) parents and members of the community come together to decorate classrooms/ hallways, evaluate individual classrooms and creativity in regards to class book, and participate in a school-wide parade. These activities assist in fostering enjoyment and a love for literacy.

- Curriculum Nights are held twice a year (one per semester). Parents participate in activities that will assist them in helping their child in the areas of Reading and Mathematics. Emphasis is placed on parental assistance with homework.

- School Council and PTA meetings provide opportunities for parents and community members to give vital input into the implementation of the School Improvement Plan.

- Parent Beautification Saturday

- Parent/Child Spring Social

- Level 1students are placed in the Early Intervention Program (EIP). These students are pulled out by the Reading and Mathematics specialists (depending on the need) to work in small group sessions. An orientation is held for the Parents of these students to provide them with information about the program. The orientation is held during the first week of October followed by parent instructional in-services in November, January, March and April.

- Teacher/Staff mentors are assigned to students to assist with challenges that may impede academic progress.

- Parent Volunteer Appreciation

- Make and Take Night

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 (NCLB Mandate)	X	AYP Status Letter (NCLB 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).

Through our PTA and School Council meetings, and parent teacher conferences, we reinforce the self-governance and self improvement of our stakeholders. We also support the district's actions in reinforcing these characteristics by providing information about various programs that provide guidance to parents on how to further help their children both emotionally and academically.

Surveys and needs assessments are distributed to parents and community stakeholders on a regular basis to identify both areas of strength and areas that need improvement. Further discussion also occurs during regularly held PTA and School Council Meetings. We also have a PTA suggestion box for the stakeholders to voice any questions or concerns.

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

Not Applicable

Stakeholder Communication (NCLB Mandate #10)

24) Describe how individual student assessment results will be provided to and interpreted for parents.

Teachers and administrators are educated on interpreting testing data through testing in-services. The school counselors, teachers, administrators, and stakeholders meet, discuss and devise detailed plans for students with special needs.

After test administration, parents receive a copy of their child's test results as well as an interpretative guide. Parent conferences are regularly scheduled throughout the school year. Parents or teachers may request a conference when deemed necessary. Testing data is analyzed and interpreted in a school-wide AYP meeting at the beginning of the year for all stakeholders.

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

School data is communicated through school council meetings, PTA, Curriculum Nights, Parent Teacher conferences, faculty meetings, professional development workshops and newsletters. Wynbrooke's website provides links to the websites of the Governor's Office of Student Achievement, the Department of Education and the DeKalb County School System. Local newspapers are provided information from the Public Relations Department of the DeKalb county School System.

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

The Consolidated School Improvement Plan will be shared with the school stakeholders at PTA meetings and School Council meetings. The Plan will be posted to the DeKalb County School System's website and the Wynbrooke website. A copy will be housed in the main office and the school library.

Translation or interpretation of the Plan shall be provided for any language necessary.

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 (NCLB Mandate #12).

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

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 (NCLB 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.

Identified Need	**Action Plan and Page #**	**Citation and Abstract**
All intervention have been selected from the GAPSS Implementation Resource Guide or approved by the DeKalb Board of Education		

***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 (NCLB 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	
State Funds	Per Pupil funds are used to purchase supplies and materials needed to implement the instructional program
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Professional Learning funds are used to provide teachers with additional training in instructional strategies
Grants (list)	
PTSA	PTA funds are used to support incentive programs for students and teachers, the purchase of instructional materials and supplies, and field trips.
Partners in Education	Partners In Education funds are used to support incentive programs for students, the purchase of instructional materials and supplies, field trips and cultural arts experiences
Other (list)	

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan (NCLB Mandate #2)

Annual Measurable Objective:

Students in **1st grade** will increase the percentage of correct responses in the domain of **Comprehension** from **82% to 84%** as measured by the Spring CRCT. Students in **2nd grade** will increase the percentage of correct responses in the domain of **Comprehension** from **88% to 90%** as measured by the Spring CRCT. Students in **3rd grade** will increase the percentage of correct responses in the domain of **Literary Comprehension** from **79% to 81%** as measured by the Spring CRCT. Students in **4th grade** will increase the percentage of correct responses in the domain of **Literary Comprehension** from **79% to 81%** as measured by the Spring CRCT. Students in **5th grade** will increase the percentage of correct responses in the domain of **Literary Comprehension** from **77% to79%** as measured by the Spring CRCT. The percentage of **male students** in **1st grade exceeding standards in reading** will increase from **40% to 42%** as measured by the Spring CRCT. The percentage of **male students** in **2nd grade exceeding standards in reading** will increase from **43% to 45%** as measured by the Spring CRCT. The percentage of **male students** in **3rd grade exceeding standards in reading** will increase from **42% to 44%** as measured by the Spring CRCT. The percentage of **male students** in **4th grade exceeding standards in reading** will increase from **38% to 40%** as measured by the Spring CRCT. The percentage of **male students** in **5th grade exceeding standards in reading** will increase from **22% to 24%** as measured by the Spring CRCT.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 2: 2.5 **Performance/Action 2** Implement Differentiated Instruction Attend Differentiated Instruction in-services Utilize diagnostic and formative assessments to group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses. Conferences are held with students to review progress in mastery of	$1000 Professional Learning Funds	August 2010 - May 2011 Administrators Department/ Grade level Chairs Teachers	Pre/Post Test Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observation Data Crates	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students are able to choose assignments according to their level of development.

appropriate standards and establish next steps for improvement.			GAPSS Analysis	
Three-Part Lesson **Instruction Standard 2: Performance/Action 1** Utilize and monitor the three part lesson as an instructional framework for all lessons. The framework includes: Before the Lesson - The beginning of the lesson clearly establishes the expected learning outcomes. During the Lesson - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications. Ending the Lesson - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements.	No local funding needed	August 2010 - May 2011 Administrators Department/ Grade level Chairs Teachers	Pre/Post Test Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.
Materials and supplies **Planning and Organization Standard 2: 3.1 Performance/Action 1/2** Select supplemental materials and supplies, based upon school and student data collected and analyzed, to address the identified needs in Reading/Language Arts. • Continue to acquire more nonfiction	$5,000 Per Pupil funds PTA funds Partners in Education funds	August 2010 - May 2011 Administrators Department/ Grade level Chairs Teachers Teacher Librarian	Pre/Post Test Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks	Teachers can describe the variety of resources utilized to teach the standards. Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.

books and graphic materials magazines to encourage high-interest reading from our male students both in the Media Center and the classroom. • Invite male authors/poets in to read and talk with students. • Have reading events sponsored by the Jr. Executive Club such as a Boys Night Out for Reading and favorite book poster contests. • Students and staff will participate in Book Character Day activities.			Formal and Informal Observations Data Crates	
<u>Tutorial/Safety Nets</u> **Assessment Standard 3: 3.1** **Performance/Action 4** Place students who are not meeting the standards into groups according to assessment results and assign them to safety net instruction. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.	$0	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Test Benchmark assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results
<u>Students with Disabilities Collaboration</u> **Instruction Standard 3: 3.2** **Performance/Action 1**	No local funds needed	August 2010 - May 2011 Administrators Grade level	Pre/Post Tests Benchmark Assessments Rubrics	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate

Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Provide students time to share the concepts learned orally or in writing. Specify lessons with appropriate modifications and accommodations for class instruction and assessment.		Chairs Teachers	Journals Projects Work Samples Focus Walks Formal and Informal Observations	how teachers work together to deliver instruction utilizing the preferred models of co-teaching. Co-teachers consistently collaborate to ensure effective lesson plans and classroom implementation
<u>English Language Learners*</u> *Must be completed for schools with ten or more ELL students				
<u>Technology Integration:</u> **Instruction Standard 2**: **2.7 Performance/ Action 2** Utilize the mobile laptops, student computers and promethean boards to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. Additional Promethean Boards will be purchased for AYP grade levels. The technology activities used promote differentiation and instruction aligned to individual student needs. Use interactive computer games that give reinforcement and enrichment with sight words, comprehension, main idea and cause and effect.	$32,000 provided by local funds $13,000 PTA	August 2010 - May 2011 Administrators Grade level Chairs Teachers October 2010-May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis Active Expression Voters	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. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Mathematics Action Plan (NCLB Mandate #2)

Annual Measurable Objective:
Students in 1st grade will increase the AMO from 84 % to 87%, 2nd grade from 92% to 95%, 3rd grade from 93% to 95%, 4th grade 88% to 90% while the students in 5th grade will increase the AMO from 95% to 97% as measured by the Spring CRCT

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 2: 2.5 **Performance/Action 2** Implement Differentiated Instruction Attend Differentiated Instruction in-services Utilize diagnostic and formative assessments to group their students in a variety of ways to include: whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement. ▪ Provide tutorial or additional opportunities for review/retest	$1000 Professional Learning Funds	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students are able to choose assignments
<u>Three-Part Lesson</u> **Instruction Standard 2:** **Performance/Action 1** Utilize and monitor the three part lesson as an instructional framework for all lessons. The framework includes:	$1000 Professional Learning Funds	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.

Before the Lesson - The beginning of the lesson clearly establishes the expected learning outcomes. The standards as well as elements will be discussed. During the Lesson – The lesson will be taught and modeled then students will be given opportunities to demonstrate understanding. Students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications. Students are also monitored to see whether they are understanding the concept and if not then reteaching is provided After the Lesson - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Students will also utilize their journal to convey their understanding. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements.			Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	
<u>Materials and supplies</u> **Planning and Organization Standard 2: 3.1 Performance/Action 1/2** Select supplemental materials and supplies, based upon school and student data collected and analyzed, to address the identified needs in Math.	$5,000 Per Pupil funds PTA funds Partners in Education	August 2010 - May 2011 Administrators Department/ Grade level Chairs Teachers Teacher	Pre/Post Test Benchmark Assessments Rubrics Journals Projects Work Samples	Teachers can describe the variety of resources utilized to teach the standards. Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.

	funds	Librarian	Focus Walks Formal and Informal Observations Data Crates	
Tutorial/Safety Nets **Assessment Standard 3: 3.1** **Performance/Action 4** Place students who are not meeting the standards into groups according to assessment results and assign them to safety net instruction. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.	$0	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Test Benchmark assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results
Students with Disabilities Collaboration **Instruction Standard 3: 3.2** **Performance/Action 1** Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Provide students' time to share the concepts learned orally or in writing. Specify lessons with appropriate	No local funds needed	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Symphony Math	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. Co-teachers consistently collaborate to ensure effective lesson plans and classroom implementation

modifications and accommodations for class instruction and assessment.				
English Language Learners* *Must be completed for schools with ten or more ELL students				
Technology Integration: **Instruction Standard 2**: **2.7 Performance/ Action 2** Utilize the mobile laptops, student computers and promethean boards to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. Use interactive computer games that give reinforcement. Student will have opportunities to work in group and use virtual manipulatives to assist in their understanding. Students will utilize compass learning as an additional resource for teaching and reteaching. Equipments: Mobile laptops with wireless connection Desktops with internet access Promethean boards Software: Compass Learning OAS Brain Pop Quia Virtual Library Textbook additional online resources	No local funds needed	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	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. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Science Action Plan

Annual Measurable Objective: Students in **3rd grade** will increase the AMO from 93% to 95% and **5th grade** from 87% to 90%. Students in **3rd grade** will increase the percentage of correct responses in the domain of **Earth Science** from **70% to 72%** as measured by the Spring CRCT. Students in **4th grade** will increase the percentage of correct responses in the domain of **Earth Science** from **72% to 74%** as measured by the Spring CRCT. Students in **5th grade** will increase the percentage of correct responses in the domain of **Earth Science** from 6**2% to 64%** as measured by the Spring CRCT. Decrease the percentage of **5th grade** students performing on **level 1** in **science** from **13%-10%** as measured by the Spring CRCT.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 2: 2.5 Performance/Action 2 Implement Differentiated Instruction, using leveled science readers, trade books, and for level 1 students the Spotlight on Standards science book. Utilize diagnostic and formative assessments to group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses. Review progress in student conferences about mastery of appropriate standards and establish next steps for improvement. Use graphic organizers in the classroom to enhance and extend understanding of the science concepts and vocabulary. Integrate	$1000 Professional Learning Funds	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students are able to choose assignments

content area literature within the reading block, to include trade books. Hands on experiences: Incorporate Dekalb County's Critical experiences for Science within the science curriculum. These experiences are linked to Georgia Performances Standards and provide help to solidify the enduring understandings and big ideas. Utilize the science lab to incorporate the critical experiences, also using the AIMS series for further science discovery and activities related to Georgia Performance Standards. Use parent volunteers to assist in the science lab during activities. Schedule Fernbank field trips, as well as other field trips that will further extend what is learned in the classroom.				
<u>Three-Part Lesson</u> **Instruction Standard 2:** **Performance/Action 1** Utilize and monitor the three part lesson as an instructional framework for all lessons. The framework includes: Before the Lesson - The beginning of the lesson clearly establishes the expected learning outcomes. During the Lesson - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real	$1000 Professional Learning Funds	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.

world applications. Allow students to apply concepts and demonstrate knowledge of concepts using foldables or techniques that foster the various multiple intelligences and learning styles. After the Lesson - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements.			GAPSS Analysis	
Materials and supplies **Planning and Organization Standard 2: 3.1 Performance/Action 1/2** Select supplemental materials and supplies, based upon school and student data collected and analyzed, to address the identified needs in Math.	$5,000 Per Pupil funds PTA funds Partners in Education funds	August 2010 - May 2011 Administrators Department/ Grade level Chairs Teachers Teacher Librarian	Pre/Post Test Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates	Teachers can describe the variety of resources utilized to teach the standards. Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.
Students with Disabilities Collaboration **Instruction Standard 3: 3.2 Performance/Action 1** Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts	No local funds needed	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. Co-teachers consistently collaborate

to be mastered and provide time for independent practice, peer or group support and application of the concepts. Provide students time to share the concepts learned orally or in writing. Specify lessons with appropriate modifications and accommodations for class instruction and assessment.			Focus Walks Formal and Informal Observations	to ensure effective lesson plans and classroom implementation
<u>English Language Learners*</u> *Must be completed for schools with ten or more ELL students				
<u>Technology Integration:</u> **Instruction Standard 2**: **2.7 Performance/ Action 2** Utilize the mobile laptops, student computers and promethean boards to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. Take advantage of websites subscriptions that are available through DeKalb County, such as United Streaming, Discovery Science, Brain Pop, etc.	No local funds needed	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	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. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Social Studies Action Plan

Annual Measurable Objective:
Students in **3rd grade** will increase the AMO from 93% to 95%, **4th grade** will increase the AMO from 92% to 95%, and **5th grade** will increase the AMO from 90% to 93% as measured by the Spring CRCT. Students in **3rd grade** will increase the percentage of correct responses in the domain of **Government/Civics** from **59% to 61%** as measured by the Spring CRCT. Students in **4th grade** will increase the percentage of correct responses in the domain of **History** from **70% to 72%** as measured by the Spring CRCT. Students in **5th grade** will increase the percentage of correct responses in the domain of **History** from **72% to 74%** as measured by the Spring CRCT.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 2: 2.5 **Performance/Action 2** • Implement Differentiated Instruction. Specifically by implementing tiered lessons, compacting and small group instruction with hands on activities to help with the acquisition of knowledge. • Utilize teacher – made assessments to develop work stations. • Incorporate SS standards, and curriculum into the Language Arts segment as a substitute in some cases for the basil. • Utilize previous CRCT exams or practice test to aid with deficiencies. • Increase the overall time on task with Social Studies.	$1000 Professional Learning Funds	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students are able to choose assignments

• Hold conferences with students to review progress in mastery of appropriate standards and establish next steps for improvement.				
Three-Part Lesson **Instruction Standard 2:** **Performance/Action 1** Utilize and monitor the three part lesson as an instructional framework for all lessons. The framework includes: Before the Lesson - The beginning of the lesson clearly establishes the expected learning outcomes. During the Lesson - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications. After the Lesson - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements.	$1000 Professional Learning Funds	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.
Materials and supplies **Planning and Organization Standard 2:** **3.1 Performance/Action 1/2** Select supplemental materials and supplies, based upon school and student data collected and analyzed, to address the identified needs in Math.	$5,000 Per Pupil funds PTA funds Partners in	August 2010 - May 2011 Administrators Department/ Grade level Chairs Teachers	Pre/Post Test Benchmark Assessments Rubrics Journals Projects Work	Teachers can describe the variety of resources utilized to teach the standards. Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the

	Education funds	Teacher Librarian	Samples Focus Walks Formal and Informal Observations Data Crates	implementation of the GPS.
Students with Disabilities Collaboration **Instruction Standard 3: 3.2 Performance/Action 1** Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Provide students time to share the concepts learned orally or in writing. Specify lessons with appropriate modifications and accommodations for class instruction and assessment.	No local funds needed	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. Co-teachers consistently collaborate to ensure effective lesson plans and classroom implementation
English Language Learners* *Must be completed for schools with ten or more ELL students				
Technology Integration: **Instruction Standard 2**: **2.7 Performance/ Action 2** Utilize the mobile laptops, student computers and promethean boards to provide real world application, to enhance	No local funds needed	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects	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

students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. Take advantage of websites subscriptions that are available through DeKalb County, such as United Streaming, Discovery Science, Brain Pop, etc.			Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	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. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Second Indicator: Attendance Action Plan

Annual Measurable Objective:
Decrease the number of AYP students missing 15 days or more from 2.6% to 2.4%

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource Supplement* or the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Student attendance **GSS Leadership Standard 2.3** **Performance Action 5** **Performance/Action 5** The school leaders keep the community informed by presenting at PTAs and other parent meetings as well as through newsletters and other school written Communications. Utilize school wide attendance plan policies and procedures to communicate about and address tardy and absentee behavior. Increase student attendance by communicating with parents via calling post, conducting home visits, and written notifications.	No local funds needed	Aug. 2010-May 2011 Attendance Protocol Manager Principal	Attendance Verification Reports	The administrator, in conjunction with the leadership team, can describe the school's communication plan for informing the community. Community members are aware of school initiatives and offer support
GSS School Culture Standard 2.2 **Performance Action 1** The principal and school staff consistently	$2000 Local funds	Aug. 2010-May 2011	Attendance Verification Reports	The school staff can describe ways in which they model acceptance and respect and how they recognize and

model acceptance and respect for all and recognize individual accomplishments. Monitor attendance data and provide incentives for attendance and/or develop interventions to increase attendance (counseling small groups, home visits, utilizing various methods of parent communication, parent workshops, and mentors). • Identify those students who have been absent 15 or more days and place those students into the mentoring program. • Hold parent conferences to discuss the importance of attendance. • Recognize students who have decreased their absenteeism with positive praise and rewards. • Continue to recognize students who maintain perfect attendance throughout each semester. • Create a monthly perfect attendance bulletin board and provide monthly perfect attendance incentives	PTA funds Partners in Education	Attendance Protocol Manager Principal		celebrate individual efforts and accomplishments.

Library-Media Action Plan

Annual Measurable Objective: Students in **1st grade** will increase the percentage of correct responses in the domain of **Comprehension** from **82% to 84%** as measured by the Spring CRCT. Students in **2nd grade** will increase the percentage of correct responses in the domain of **Comprehension** from **88% to 90%** as measured by the Spring CRCT. Students in **3rd grade** will increase the percentage of correct responses in the domain of **Literary Comprehension** from **79% to 81%** as measured by the Spring CRCT. Students in **4th grade** will increase the percentage of correct responses in the domain of **Literary Comprehension** from **79% to 81%** as measured by the Spring CRCT. Students in **5th grade** will increase the percentage of correct responses in the domain of **Literary Comprehension** from **77% to79%** as measured by the Spring CRCT. The percentage of **male students** in **1st grade exceeding standards in reading** will increase from **40% to 42%** as measured by the Spring CRCT. The percentage of **male students** in **2nd grade exceeding standards in reading** will increase from **43% to 45%** as measured by the Spring CRCT. The percentage of **male students** in **3rd grade exceeding standards in reading** will increase from **42% to 44%** as measured by the Spring CRCT. The percentage of **male students** in **4th grade exceeding standards in reading** will increase from **38% to 40%** as measured by the Spring CRCT. The percentage of **male students** in **5th grade exceeding standards in reading** will increase from **22% to 24%** as measured by the Spring CRCT.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource Supplement* or the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
GSS Instruction Standard 1.2 **Performance Action 4** The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.	$500.00 Local funds Per pupil funds	Aug. 2010-May 2011 The Teacher-Librarian, Classroom teachers, Principal Assistant Principal Counselors	Disaggregated Lexile reports and /or local reading reports 25-Books Standard committee guidelines Resource alignment to units	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.

Collaboratively plan and teach lessons with classroom teachers integrating information literacy skills into the Mathematics, Science, and Social Studies content areas: • Read and collaboratively respond to both fiction and non-fiction books read in classroom reading circles. These books will be housed in and circulated by the library media center. Emphasis will be placed on developing collections for grades 1, 2, and 3. • Continue to provide students who arrive to school early books to read while they wait to be dismissed to their classrooms. For students without library or other books with them, a book cart of donated books and magazines will be made available. • Select a Principal's Book of the Month each month, correlated with the system's character education concept of the month. Every effort will be made to have the entire school read the book or have the book read to them. The Principal will "book talk the Book of the Month on the daily news program to be distributed via closed circuit television. The principal will film follow-up discussions and activities throughout the month."			Media circulation records, etc.	

• Wynbrooke participate in The African American Read In hold another Read-In for the NEA's Read Across America Today • Continue to increase Media Center's holding of high interest fiction and non-fiction titles appealing to male students. This will include increasing the library's holdings of graphic novels and library bound comic-books • Upgrade Accelerated Reader program to the web-hosted Renaissance Place, which allows access to the entire library of AR quizzes, home access, and access to vocabulary and other reading tests.	$1,886.50 Local Funds			
<u>Technology Integration:</u> **Instruction Standard 2**: **2.7 Performance/ Action 2** Utilize the mobile laptops, student computers and promethean boards to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. Take advantage of websites subscriptions that are available through DeKalb County, such as United Streaming, Discovery Science, Brain Pop, etc.	No local funds needed	August 2010 - May 2011 Administrators Grade level Chairs Teachers	Pre/Post Tests Benchmark Assessments Rubrics Journals Projects Work Samples Focus Walks Formal and Informal Observations Data Crates GAPSS Analysis	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. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Professional Learning Plan (NCLB 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**
Local and PL Budget $240	Increase teacher use of differentiated instructional strategies. Increase students' CRCT scores in Reading and Mathematics by 2%	Send small group of teachers to a conference on, and then have them redeliver the information from the conference to the entire staff. Have ProCorp do an in-service on differentiated instruction	Aug. 2010-May 2011	Sign in sheets Lesson plans Focus Walks Informal/Formal observations Benchmark Assessments Student work samples Rubrics	CRCT ITBS Lexia Benchmarks Progress Reports Report Cards
Local	Analyze student data to improve increase students' CRCT scores in Reading and Mathematics by 2%	Compile data notebooks and graphs for data room. Cross curriculum planning with data driven instruction.	Aug. 2010-May 2011	Data Room Data Notebook Lesson plans Focus Walks	CRCT ITBS Lexia Benchmarks

				Informal/Formal observations Benchmark Assessments	Progress Reports Report Cards.
PL Budget **$800.00**	Increase students' CRCT scores in Reading and Mathematics by 2%	**Reading and Math Conferences** Whole group and grade level discussions of information obtained from National Reform Conferences that enable teachers to increase student achievement by effectively implementing Standards Based Instruction and Best Practices.	Aug. 2010- May 2011	Professional Learning Surveys / Questionnaires Grade Level Planning Minutes Classroom Observations	CRCT ITBS Lexia Benchmarks Progress Reports Report Cards
PL Budget **$880.00**	Develop a shared sense of school to focus and align increased student achievement of all students with common mission, vision, values, and goals	Book Study- "Productive Group Work" by: Nancy Frey, Douglas Fisher and Sandi Everlove	Aug. 2010- May 2011	Teacher commentary Book logs Benchmark Assessments Informal/Formal observations	CRCT ITBS Lexia Benchmarks Progress Reports Report Cards

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 cited from the *Georgia School Keys Implementation Resource Supplement* or the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Performance/Action 1 A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that • Knows best practices in violence prevention and school culture. • Actively shares with the faculty and community research-based safe schools. • Collects and analyzes local, state, and national data on violence and school climate on a yearly basis.	No funding needed	August 2010 - May 2011 Principal APs Counselors Registrar Secretary Nurse Custodian Parents Teachers Students	Member list Meeting dates Sign-in sheets Agendas Minutes	A Safe School Committee exists and meets monthly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, custodian, paraprofessionals, school nurse, parent coordinator
Performance/Action 2 The Safe School Committee cultivates innovative programs for students to address violence	No funding needed	August 2010 - May 2011 Principal APs Counselors Teachers	"Don't Bully" video Bullying assemblies Counselor groups Wall of Fame	-School will continue to participate in the No Place for Hate initiative as set forth by DeKalb County - A student organization (Students Against All Bullying) will be organized to teach other students about bullying and strategies to prevent bullying -Ongoing student organizations- Etiquette Club, Student Council, Jr.

				Executive and Beta Club- will continue to reinforce positive behavior - A "Building Good Character" Wall will be utilized to honor students who have made positive contributions to the school - Student names and contributions will be read over the morning announcements
Performance/Action 3 The Safe Schools Committee develops a Positive School Discipline Plan to prevent ISS and OSS Referrals. This plan should be based on a pyramid of interventions.	No funding needed	August 2010 - May 2011 Principal APs Counselors Teachers	Pyramid of interventions Written school discipline plan List of persons responsible Time line of implementation	Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment. An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom. All students are aware classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies. A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with school counselor, parent/teacher conferences, tutoring, mentoring, support

				groups, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions.
Performance/Action 7 School staff is continuously instructed by the principal to implement research-based safe school standards.	No funding needed	August 2010 - May 2011 Principal APs Counselors	Faculty meeting agendas Sign-in sheets Memorandum Posted school policies and protocols	Safe school standards are posted throughout the school. Research-based safe school standards are discussed at faculty meetings and in professional learning communities. Teachers, support staff, and administrators can articulate best practices that are utilized school wide to positively impact student behavior.

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 cited from the *Georgia School Keys Implementation Resource Supplement* or the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Performance/Action 1 The school will develop and maintain policies, procedures, and protocols to ensure that the school environment supports teachers in the following ways: • Assign mentors and TSS to teachers new to the profession • Assign mentors and TSS to teachers new to the building • Provide mentors to veteran teachers upon request or based on need • Schedule a formal time for TSS and mentees to meet • Provide guidelines to mentors regarding how to effectively serve in their roles.	No funding needed	August 2010 - May 2011 Principal APs Counselors TSS Teacher Mentors	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 3 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	Professional Learning Budget	August 2010 - May 2011 Principal APs TSS Teacher Mentors	Master schedule Calendar of collaborative planning events Collaborative planning meeting	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.

• 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			minutes Lesson plans Classroom observations	
Performance/Action 5 The principal will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.	No funding needed	August 2010 - May 2011 Principal APs TSS Teacher Mentors	Meeting minutes and talk points Documentation of support actions	School leaders facilitate coaching meetings with teachers and/or administrators, and they can describe how they developed their coaching plans and the progress that the teacher or administrator has made.
Performance/Action 7 Establish and maintain a FirstClass icon within the school house specifically designed and accessed by new teachers. Use this icon for the following functions: • Weekly tips regarding instruction, communication, documentation, and available resources • A list of faculty members with identified expertise in specified areas • Discussion groups	No funding needed	August 2010 - May 2011 Principal APs TSS Counselors Teacher Mentors WebMaster	FirstClass links Printouts of tips and on-line discussions, other electronic support List of teacher leaders	Teachers can articulate and demonstrate how technology has been utilized to provide additional support. Teachers can describe how resources have been provided and their impact on teacher practice and student achievement.

• Pertinent links regarding research, professional learning opportunities, suggested materials, support, etc.				