

**DeKalb County School System**

***Consolidated School Improvement Plan  
2011-2012***



Division of Teaching and Learning  
Dr. Morcease Beasley, Interim Deputy Superintendent

**DeKalb County School System  
 CONSOLIDATED SCHOOL IMPROVEMENT PLAN 2010-2012  
 Title I School Wide Plan 2011-2012**

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

|   |  |
|---|--|
| <p><b>Elementary and Secondary Education Act (ESEA) of 1965<br/>                 (Formerly known as ESEA)</b></p>   | <p>Federal and State mandate<br/>                 Required for all DeKalb County Schools</p>   |
| <p><b>AdvancEd (SACS CASI)</b></p>  | <p>Required for District-wide Accreditation</p>  |
| <p><b>Georgia Department of Education Annual School Improvement Plan</b></p> <p><b>AYP Addendum (as appropriate)</b><br/>                 ___ NI School Improvement Focus (NI-1 and NI-2)<br/>                 ___ Corrective Action (NI-3 and NI-4)<br/>                 ___ Restructure (NI-5+)</p> | <p>Georgia DOE mandate<br/>                 Required for all DeKalb County Schools</p> <p>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.</p> |
| <p><b>Title I</b><br/>                 ___ New Title I Schoolwide Plan<br/> <u>X</u> Annual Addendum<br/>                 ___ Targeted Assistance Plan</p>  | <p>Required for all Title I DeKalb County Schools<br/>                 New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</p>  |
| <p><b>DeKalb County School System Departmental Action Plans</b><br/> <u>X</u> Professional Learning<br/> <u>X</u> Library-Media<br/> <u>X</u> School Climate<br/> <u>X</u> Teacher Retention<br/>                 ___ Career Technology (Middle and High Schools)</p>                                 | <p>Required for all DeKalb County Schools</p>  |

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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:<br>Mr. Thomas C. Powell   | Date: |
| Area Assistant Superintendent:<br>Ms. Debra White  | Date: |

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| <b>DeKalb County School System Departmental Action Plans</b><br>___ Professional Learning     ___ Library-Media<br>___ School Climate             ___ Teacher Retention<br>___ Career Technology (Middle and High Schools)               | Required for all DeKalb County Schools  |

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

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

|   |
|---|
| <b>AdvancED (SACS CASI) Accreditation Standards</b> |
| 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                |
| <b>Georgia School Key Strands</b>                   |
| 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.  | Mr. Hearn Dukes                  |                               |             |
| 2.  | Ms. Sherry Canion-Wright         |                               |             |
| 3.  | Ms. Stephanie Jerome             |                               |             |
| 4.  | Mr. Thomas Powell                |                               |             |
| 5.  | Ms. Marcia Williams              |                               |             |
| 6.  | Ms. Pat Woodard                  |                               |             |
| 7.  |                                  |                               |             |
| 8.  |                                  |                               |             |
| 9.  |                                  |                               |             |
| 10. |                                  |                               |             |
| 11. |                                  |                               |             |
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| 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**

| <b>Participant/Role</b>   | <b>Printed Name</b>        | <b>Signature</b> | <b>Date</b> |
|---|----------------------------|------------------|-------------|
| School Principal  | Thomas C. Powell           |                  |             |
| CSIP Facilitator  | Donna Johnson              |                  |             |
| Parent Representative<br><b>(can not be a school employee)</b>    | Marilyn Dukes              |                  |             |
| Student Representative<br><b>(required for High School)</b>       | N/A                        |                  |             |
| Community Representative<br><b>(can not be a school employee)</b> | —                          |                  |             |
| Title I Representative  | Jovita King<br>Jessie Carr |                  |             |
| School Counselor  | Donna Johnson              |                  |             |
| Special Education Representative                                  | Gierek Walker              |                  |             |
| Reading/ELA Chair   | Cheryl Bethel              |                  |             |
| Math Chair  | Berdell Wheeler-Gregg      |                  |             |
| Science Chair   | William DeHart             |                  |             |
| Social Studies Chair  | Serafina Williams          |                  |             |
| Professional Learning Liaison                                     | Sherry Canion-Wright       |                  |             |
| Library/Media   | Youlita Spann              |                  |             |
| School Climate  | Edward Lawrence            |                  |             |
| Teacher Retention   | Yolanda Beavers            |                  |             |

**Executive Summary of Consolidated School Improvement Plan (CSIP)**

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2011-2012. This includes the Needs Assessment, pertinent supporting data, and a plan for the new school year.

**The following programs, initiatives, and/or interventions were successful for 2010-2011:**

ELA Safety Net was established for all struggling students K-5.

Morning Tutorials were established to help any student needing additional assistance in Reading and Mathematics

Afternoon Tutorials were established to help any student needing additional assistance in Reading and Mathematics

Saturday Tutorials were established to assist Level 1 students in grade 3, 4, and 5.

Level 1 Plans

**The following programs, initiatives, and/or interventions were not as successful as hoped for 2010-2011:**

N/A

**The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:**

N/A

**Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2011-2012:**

All of the interventions that were aforementioned will be continued. More emphasis will be placed on the Level 1 Plans. Benchmarks have been established and close monitoring will take place to ensure successful outcome. Additionally, all students will take the Star Literacy Reading and Math Diagnostic Assessment. Response to Intervention will be ongoing and emphasis will be placed on tier one and two. Closer coordination and follow-up with parents will be instrumental in implementing strategies for success.



**School Mission and Vision**

|   | <b>DeKalb County School System</b>  | <b>School</b>  |
|---|---|--|
| <p><b>Vision</b><br/>What is our image of a successful school for our stakeholders?</p> | <p>Setting the standard for Educational Excellence</p>  | <p>To raise standards and increase academic achievement at DeKalb Elementary School of the Arts through implementation of the K-7 reading/language arts, math, science, social studies, and performing/visual arts programs.</p>   |
| <p><b>Mission</b><br/>How will we make our vision a reality?</p>                        | <p>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.</p>  | <p>The mission of DeKalb Elementary School of the Arts is “The home, school and community will work together to encourage students to become respectful, responsible and productive citizens”.</p>   |
| <p><b>Values</b><br/>What beliefs and standards guide our mission?</p>                  | <ul style="list-style-type: none"> <li>• Value and promote parent involvement</li> <li>• Regard quality education as essential</li> <li>• Honor universal human rights</li> <li>• Contribute to the common good of our community</li> <li>• Hold high expectations for ALL</li> </ul> | <ul style="list-style-type: none"> <li>○ The school environment will be supportive of the physical, emotional, and social development of students.</li> <li>○ Students will be nurtured, encouraged, and challenged to continue the development of self-esteem.</li> </ul> |

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

**The School Improvement Plan is subject to the school improvement provisions of section 1116 (SWP#18)**

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

**Geographic location**

**Enrollment**

**Subgroups (regardless of whether or not they affect AYP):**

All students at DeKalb Elementary School of the Arts (DESA) receive instruction in drama, dance, music, theater, and visual arts. Students are required to maintain a 3.0 Grade Point Average every semester. Parents are required to volunteer 16 hours each year and students are asked to wear uniforms daily. The school is located at 797 Fayetteville Road, Atlanta, Georgia 30316. The expected enrollment is 550 students. DESA student population is ninety nine percent African-American.

**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 CSIP Steering Committee along with several community business owners and parents, met to discuss a plan for conducting a comprehensive needs assessment. The meeting was held in the DeKalb Elementary School of the Arts Media Center and conducted in the spring of 2011. During the meeting, the Steering Committee noted the existing assessments/data that would be useful during this process. Specified evaluative instruments included GAPSS Analysis, Stakeholder Perception Results, attendance and discipline reports, writing assessments, benchmark tests, Lexia assessments, standardized and criteria referenced testing data. Additionally, the committee suggested conducting focus group discussions with parents, PTA executive board members, community stakeholders, students and teachers/staff members. The committee selected several individuals from the steering committee to chair the needs assessment breakout groups. Each group included teachers, paraprofessionals and other staff members. The groups were assigned various documents from which to synthesize strengths and weaknesses, and ultimately charged with developing a list of needs for the school.

**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 |                             |
|------------------------|-------------------------------------|------------------|---|-----------------------------------|-----------------------------|
|                        | School Report Card                  |                  | Enrollment (include ethnicity & gender) |                                   | GaDOE GAPSS Review          |
|                        | School AYP Report                   |                  | Students with Disabilities              |                                   | OSI GAPSS Review            |
| x                      | Georgia Criterion Referenced Test   |                  | Language Proficiency                    |                                   | America’s Choice DAT Review |
|                        | Georgia High School Graduation Test |                  | Free/Reduced Lunch Rate                 |                                   | 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                         |                                   | Staff Surveys               |
| x                      | Iowa Test of Basic Skills           |                  | Gifted Education                        |                                   | 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 (SWP #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.**

Strengths of the DeKalb Elementary School of the Arts are in the areas of Reading and Language Arts. Standardized test data shows consistent gains over the past three years (currently 96% of students met/exceeded the standards on CRCT). This is evident in the domains of reading comprehension and reading for information.

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

Social Studies is a challenge for students at DeKalb Elementary School of the Arts. The standardized test data shows no major gains in the past few years (currently 70% of students met/exceeded the standards on the CRCT). This is largely evident in the domain of geography where our students perform poorly.

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

Use county social studies coordinators to provide study groups for teachers to review student work, products and performances to improve instruction. Also, the need to develop daily benchmark assessments to measure student's learning in social studies is needed. Teachers will expand the use of a variety of assessments to monitor student progress.

Use student work and formative assessments to modify instruction to meet student's needs.

**There is evidence of teachers beginning to use formative assessments to inform instruction. A-2.2**

**Instruction by Highly Qualified Teachers (ESEA Mandate #3)**

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

- Administration ensures all staff members maintain certification and are "highly qualified."
- The Administration searches the DeKalb County employment website, "Pats," to view listings of all qualified teachers when additional staff is needed.
- Professional Liaison Staff member maintains Professional Learning Community information, and stores sign in sheets, notifies staff of missing documentation and monitors completion of required documents.
- According to NCLB – all teachers must be "highly qualified" (Screened and monitored by the county level Human Resources Department).
- The employment of a Title 1 teacher helps assure that we meet the needs of our student population (levels 1, 2, and 3).

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

- There are two Teacher Support Specialists on staff. A TSS is appointed to all new teachers. The school provides a welcome packet for TSS to give to new teachers. The packet will include:  
TSS room number and phone extension  
Welcome letter with mission/vision of the school  
List of staff and faculty members  
A complementary note pad and pencil
- Principal Has Open Door Policy – Policy that allows veteran teachers to freely utilize resources and expertise to meet student needs, shows respect for staff's time and is sensitive to staff's needs. A retention plan is being implemented that mirrors the plan used by DeKalb County Public Schools. Grade level meetings, as well as Professional Learning classes, are scheduled based on site-based needs of the school.

**School Name: DeKalb Elementary School of the Arts**

**Principal: Thomas C. Powell**  
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**Principal: Thomas C. Powell** Plan Year  
**Plan Year: 2011-2012**  
**Plan Year: 2011-2012**

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

Teachers at DeKalb Elementary School of the Arts participate in a variety of professional development activities that reinforce and support their professional growth and student academic growth (e.g., study groups, grade-level meetings, focus walks, peer reviews). In addition, every staff member has been assigned to a professional learning community group. The purpose of our professional learning community groups is to address the needs and goals of the school district, local school, staff, students and community. Faculty members meet once a month to evaluate data and resources and to establish or devise a plan that will enhance the climate and culture of the school. All staff members are committed to collaboration and shared decision-making that promote continuous professional growth to ensure student achievement and organizational productivity.

Additionally:

- Increased administrative involvement in Professional Learning to build understanding and support that fosters a positive school climate is in place.

- Ensure that all standard operating policies, practices and procedures are consistently implemented and monitored.
- The administrative team will be highly visible and actively involved in supporting the faculty.
- Curriculum meetings will be closely monitored by the school administration
- Administrative team and design team efforts are focused on developing organizational policies and procedures that protect teachers from discipline issues that detract from instructional time, protect the instructional time from unnecessary interruptions, and promote a positive climate among staff, students, and the community.
- The principal’s knowledge of standards-based classrooms will be provided to ensure a clear and focused framework for instruction.

**School Name: DeKalb Elementary School of the Arts**

**Principal: Thomas C. Powell**

**Plan Year: 2011-2012**

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

The school administration has established a leadership team comprised of individuals from various departments and grade levels the school. Those individuals serve in many capacities, one of which includes administrative liaison. As an administrative liaison, teachers are able to relay instructional information, concerns, observations, etc., between the leadership team and the department/grade level. Additionally, the administration welcomes input and ideas from the faculty and staff in both formal and informal settings. Teachers provide input on issuance of intermittent grade reports and updates. Additionally, teachers create, monitor and implement level one plans. Finally, better seeking teams and committees oversee academic, extracurricular and administrative tasks (clubs and organizations within the school).

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

Teachers plan for instruction using the Georgia Performance Standards. However, the length, depth and/or scope vary depending on the data from various academic assessments. Evaluation include; (quizzes, tests, oral responses, performance tasks, and portfolios.) For example, if the data suggests that a small sector of a fifth grade class is weak in converting decimals to fractions, the teacher will re-teach the concept in a small flexible group and/or incorporate a decimal to fraction center to allow for remediation opportunities. Furthermore, teachers use assessment data when developing opportunities to differentiate instruction via tiered assignments, curriculum compacting, acceleration, remediation, extension menus, strategies from level one plans, and flexible fluid ability grouping.

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

Students in need of additional assistance are identified through informal and formal assessments, classroom observations, daily grades, placement tests, running records, and Lexile assessments (K-5). In addition, benchmark evaluations are used to further identify strengths and weaknesses. Finally, data from previous standardized assessments are incorporated to better assess student needs. The classroom teacher is responsible for identifying students in need who may benefit from the Student Support Team (SST). Students qualifying for SST services are provided additional support which includes, but is not limited to, the following:

- Positive Feedback
- Extended Work Time
- Modified Assignments
- Proximity Measures
- Repeated Directions
- Agenda
- Correspondance
- Peer Tutoring
- Mentoring
- Oral assignments
- Rubrics
- Differentiated Instructions

Formal and informal classroom assessments are conducted throughout the school year. Students who receive SST services also benefit from additional evaluations conducted by the responsible member on the Student Support Team.

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

As teachers identify students in need, academic progress is reviewed at regular intervals to determine whether progress is taking place. The review process includes the following measures: Level One Plans, daily class work, informal observations, homework, tests/assessments, grades, and benchmark evaluations. If an escalation of remedial strategies is required, further parental assistance and SST support will be requested. In addition to the regularly scheduled school-wide conferences, parents are invited to meet with their children's teachers, the school counselor, and the Assistant Principal for Instruction.

Meetings for students receiving SST services are scheduled by the school counselor. As individual data is received and reviewed, a determination is made concerning the effectiveness of an existing remediation plan. Revisions and/or modifications are conducted as needed, based on the Georgia Performance Standards.

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

Teachers receive opportunities through professional learning to analyze benchmark data and form study groups to improve academic performance. Also by analyzing data teachers are afforded the opportunity to view student's strengths and weaknesses. Through SST inservices, teachers are given the opportunity to review student performance and implement strategies through the pyramids of interventions. Some staff training opportunities include, but are not limited to: county staff development (throughout the year) re-deliveries, standards based faculty meetings, site-based in-services, grade level meetings, departmental meetings and team meetings.

**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.**

DESA provides the opportunity 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 through annual "curriculum nights", parent teacher conferences, Saturday workshops, and PTA meetings. Teachers and students have data talks to inform students of their weaknesses and strengths. Teachers offer tutorial before and after school to assist struggling students. Parent conferences are held to inform them of their child's difficulties and to review level one plans if necessary. As a title one school DESA offers six parent meetings to provide strategies at home to support student learning.

**Plans for Assisting Children during Transitions (ESEA 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.).**

New students come to our school through lottery and are introduced to us during the fall when school begins. As a result of this process, DeKalb Elementary School of the Arts employs the use of several programs, devices, and processes to assist in student transitions. They are as follows:

Kindergarten Round-Up (involves the processes of summer registration/orientation for kindergarten students.)

Visitations and Orientations to Middle and High Schools

Summer Enrichment (required summer reading program)

IEP Meetings

High Achievers and/or Gifted Program Orientation

Parent phone tree

Discipline brochure

Striving to Assume Responsibility (S.T.A.R.) (school-wide discipline program)

Major/Minor (performance arts specializations)

Placement evaluations in the performing arts

Student Orientation

Classroom Syllabus

Lunchroom Behavioral Modification (cafeteria management)

Adjudication for the Performing Arts

Student Agendas

### **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 | x | Community Agencies         | x | Parent/Administrator Conferences |
| x | 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.**

School Counselor(s): The school counselor organizes school-wide and/or grade level assemblies to address areas of concern, plans honors assemblies at the end of each semester, provides classroom guidance activities/discussions, heads the school wide incentive program for Student of the Month, meets with parents, consults with teachers and community agencies, organizes the mentoring program, provides individual counseling, and chairs the Student Support Team referral process. The school counselor also works with the social worker assigned to the school and monitors excessive absences and tardiness.

Psychologists: In addition to individually testing identified students, the school psychologist consults with staff and parents, provides professional learning activities, makes presentations to staff, is a member of SST and 504 committees, and serves on evidentiary hearings.

Social Workers:

- Function as a link between home, school, and community by bringing people together to promote the educational success of students.
- Intervene when there is a social, familial, or economic challenge, which impacts the learning process of students.
- Strengthen students' learning opportunities, achievements, and socio-emotional functioning by providing the following services:
  1. assisting families in identifying community services and resources
  2. providing casework services to students who have problems adjusting to school
  3. facilitating individual and group support sessions
  4. consulting with teachers, administrators, and parents regarding classroom behavior school policies, and procedures affecting student performance
  5. acting as mandated reporters of suspected child abuse

- 6. responding to suicidal statements made by students
- 7. participating in crisis intervention teams
- 8. coordinating with the juvenile court to uphold the Georgia Compulsory School Attendance Law
- 9. participating as an active member of relevant special committees

School Nurses: DeKalb County Schools registered nurse supervises our school’s clinician. The clinician is responsible for consulting with community agencies, making presentations to staff, providing referrals to external agencies, scheduling the mobile dentist, distributing medication to children, and ensuring that effective communication is provided to parents of children who exhibit ailments/ illnesses.

**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:**

|   |  |   |  |
|---|--|---|--|
|   | Site-based Parent Centers/Information Stations |   | Title I Parent Resource Centers and Facilitators |
|   | Parent Lending Libraries                       |   | Pre-K Family Resource Specialists                |
| x | Parental Involvement Workshops                 | x | 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.**

Through parent surveys DESA is able to gather information that allows us to better support parents in assisting with their children’s learning process. Information gathered from these surveys is also used to customize our workshops to meet the needs of both students and parents. The county offers two seminars per year for parents that address many major concerns that parents of school aged children face. At DESA we offer six parental involvement workshops that provide strategies for parents to utilize at home with their students in reading and math.

**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 |

|          |   |          |                                  |
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| <b>x</b> | Parent Right to Know Letter (ESEA Mandate)                                | <b>x</b> | AYP Status Letter (ESEA Mandate) |
| <b>x</b> | Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate) |          |                                  |
| <b>x</b> | 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).**

DESA has an established leadership team comprised of teachers, administrators, and faculty members. The purpose of this team is to help facilitate the implementation of the duties, responsibilities, and decision-making processes as it relates to school matters. The major stakeholders (teachers, parents, students, and administrators) function as shared governance community, which allows for input as it relates to the school’s needs.

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

The Student Contracts/Title I Compacts were developed by the Magnet Department. During the school year, the following activities are presented or implemented to fulfill Title I Compacts and Parent Involvement Policies:

- Open House is utilized to introduce curriculum and grade level syllabi
- Magnet Contracts are sent to parents at the start of the school year for their signature to acknowledge understanding of our mandatory parent involvement policy and academic requirements
- Behavior expectations are given to parents at a PTA meeting
- CRCT Workshop is held for parents to provide an overview of testing and expectations
- An annual Art Show highlights the efforts of students in the area of visual arts at all grade levels.
- Performances in the areas of dance, vocal music, instrumental music and drama showcase student achievement throughout the school year
- Parent dinners are held before PTA meetings to encourage parent interaction and involvement
- The calling Post is used to keep parents informed

**Stakeholder Communication (ESEA Mandate #10)**

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

AP goes over test scores and analysis with staff during faculty meetings

Scores are mailed and are discussed during parent teacher conferences and “Curriculum Nights”

Administration determines who shares student scores with parents

Scores are shared with students at the beginning of the semester performance and goals are set

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

Information is placed on state, county, and site based websites

Website data is broken down by grade levels

Principal conducts parental assessment forum at open house

Posting Report Cards – Known as the AYP report, it is uploaded to the school’s website

CSIP results are posted online for parents to review

Letters are sent home explaining AYP status at beginning of the school year

Testing bulletin board will be constructed for the purpose of informing parents

Calling Post messages go out weekly to keep parents informed of all school academic/extra curricula activities

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

- School counsel meetings
- School website,
- On file in media center (media clerk will be responsible for providing information to stakeholders)
- PTA meetings

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. (SWP#17)

**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.

**Selecting Appropriate Interventions Using Scientifically Based Research (ESEA 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 (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.

| <b><u>Identified Need</u></b> | <b><u>Action Plan and Page #</u></b> | <b><u>Citation and Abstract</u></b> |
|-------------------------------|--------------------------------------|-------------------------------------|
|                               |                                      |                                     |
|                               |                                      |                                     |
|                               |                                      |                                     |
|                               |                                      |                                     |
|                               |                                      |                                     |

**\*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  | Title 1 funds are used to support the programs outlined below:<br>Salary for two teachers<br>Continue to purchase classroom library leveled books on a variety of subjects and interests in efforts to increase student achievement in Inference and Vocabulary based domains on CRCT tests<br>Purchase instructional resources and provide workshops/Georgia Performance Standards Information meeting to increase parent involvement and promote reading for enjoyment in the home<br>Purchase books for the Principal’s Book-of-the Month Program<br>Cover expenses for the After-School Tutorial Academy, which will serve as a safety net program to strengthen decoding, vocabulary, math and reading comprehension skills |
| State Funds  | State funding will be used to support the school through personnel, supplies and equipment.  |
| GA DOE School Improvement Grant (Needs Improvement Title I Schools Only) |  |
| Federal School Improvement Grants  |  |
| Local Professional Learning Funds  | These funds will be utilized to provided resources to support the school improvement plan (reading materials for the staff and training)   |
| Grants (list)  |  |
| PTSA   | These funds are allocated to enhance the instructional program and to increase parental involvement.   |
| Partners in Education  | These funds are to support student incentive and parental involvement programs.  |
| Other (list) Extended Day Program  | These funds are used to provide material to enhance classroom instruction/staff development  |

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

| <b>Reading/English/Language Arts Action Plan (ESEA Mandate #2)</b>  |                                       |  |  |  |
|---|---------------------------------------|--|--|--|
| <b>Annual Measurable Objective:</b> To increase the percentage of students performing at Level II and Level III on the reading and language arts portions of the state mandated Georgia Criterion-Referenced Competency from 97% to 99%.  |                                       |  |  |  |
| <b>Intervention</b>   | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>  | <b>Means of Evaluation</b>   |  |
|   |                                       |  | <b>Artifacts</b>   | <b>Evidence</b>  |
| <p><b>Curriculum 3.1 PA 2</b><br/>                     Routinely disaggregate formative and summative assessment data to adjust implementation of the curriculum and improve instruction.<br/>                     Diagnose the needs of students and create an appropriate Classroom Profile Summary to include:<br/>                         Power Standards<br/>                         Multiple Intelligences<br/>                     Formative Assessment Strategies<br/>                         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.<br/>                         Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered.<br/>                         Administer summative assessments to validate that students have mastered standards and update classroom profile</p> | Title 1 Funds as allotted.            | 8/2011-5/2012<br><br><ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> | Disaggregated formative assessment results<br>Disaggregated summative assessment results<br>Disaggregated teacher made assessment results<br>Rubrics<br>Reading inventories or reading logs, etc.<br>Class profile forms<br>Teacher/student conferencing notes | The principal and other school leaders are aware of the students who struggle to meet standards, as well as those who exceed the standards. They are also responsible for monitoring student progress during classroom visits. Teachers can articulate how instruction is revised as a result of disaggregated data. |

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| <p>records.</p> <p><b>Instruction 2.1 PA 1</b><br/>Utilize and monitor the three part lesson as an instructional framework for all lessons.</p> | <p>Title 1 Funds as allotted.</p> | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> | <p>Lesson plans</p> <p>Observation of an established delivery model</p> <p>Observation of various instructional roles of teacher as facilitator, presenter, and/or coach during lesson, etc.</p> <p>Varying activities for opening, work time, closings, inquiry, etc.</p> | <p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p> |
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| <p><b>Instruction 2.2 PA 1</b><br/>                 Study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.<br/>                 Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.<br/>                 Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc.<br/>                 Ask high-level questions needed to assess students' understanding of concepts during instruction.<br/>                 Utilize Thinking Maps to organize concepts for understanding<br/>                 Implement Marzano's nine high yield Strategies</p> | <p>Title 1 Funds as allotted.</p> | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> | <p>Open-ended questions on assessments<br/>                 Performance tasks<br/>                 Rubrics<br/>                 Graphic organizers<br/>                 Classroom assessments<br/>                 Posted essential questions, standards.</p> | <p>Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking and promote depth of knowledge.</p>  |
| <p><b>Assessment 3.1 PA 4</b><br/>                 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.<br/>                 ELT<br/>                 Saturday School, Before and After school tutorials, Tutorials during student lunch periods<br/>                 Re-teach or provide additional support to students who have not mastered the</p>  | <p>Title 1 Funds as allotted.</p> | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> | <p>Safety net rosters<br/>                 Student data<br/>                 Formative assessment<br/>                 Summative Assessments, etc.</p>  | <p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored. Teachers transition students in and out of the program based on assessment results.</p> <p>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based</p> |

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| <p>standard(s). Document RTI when students are not mastering content.</p>  |                                   |  |  | <p>on assessment results.</p>   |
| <p><b>Instruction 3.2 PA 2</b><br/>                 Implement a school-wide reading program for students to read 25 books or 1000 words or more during the school year. Monitor student progress towards meeting the 25-books standard, establish classroom routines for book discussions, and celebrate reading accomplishments.</p>  | <p>Title 1 Funds as allotted</p>  | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> | <p>School-wide reading plan to achieve the 25-books standard<br/>                 Student goal sheets<br/>                 Up-to-date independent reading logs<br/>                 Grade level reading lists<br/>                 Classroom libraries<br/>                 Leveled text, etc.</p> | <p>Students can explain the expectations of the school-wide reading plan. Students have established their reading goals and can articulate their progress toward meeting their goals.</p>   |
| <p><b>Instruction 2.3 PA 3</b><br/>                 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.<br/>                 Multiple Intelligences Surveys<br/>                 Leveled Libraries<br/>                 Flexible grouping of students<br/>                 Magnet Performing Arts Program</p> | <p>Title 1 Funds as allotted.</p> | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> | <p>Student work<br/>                 Unit plans<br/>                 End of unit products<br/>                 Conference notes<br/>                 Analysis of formative Assessments<br/>                 Various leveled texts on topics aligned to the standards, etc.</p>                     | <p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading. Teachers can explain how different performance tasks require different skills.<br/>                 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</p> |

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|   |                                |   |  | are working on in their work. Students are working to meet the same standards.  |
| <p><u>Students with Disabilities: PA8</u><br/>                 Provide “fill the gap fluency/automaticity” instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the area of reading fluency.</p> <ul style="list-style-type: none"> <li>○ Supplemental materials will be used by interrelated teacher to reinforce skills</li> <li>○ Tutorial will be offered before school</li> </ul>          | N/A                            | 8/2011-5/2012 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>                               | Lesson plans<br>-classroom observation documents<br>-focus walk documents  | Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities. Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts. Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with written expression, reading fluency, reading comprehension. |
| <p><u>Technology Integration</u><br/> <b>Instruction Standard 2: Research-based instruction is standard practice.</b><br/> <b>2.7 Use of Technology - Performance/ Action 2</b><br/>                 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> <li>• Interactive Board lessons</li> </ul> | Funding:<br><b>\$ 4,336.50</b> | 8/2011-5/2012 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student Support Personnel</li> </ul> | Lesson or unit plans identifying use of technology<br>Focus walk data on the use of technology<br>Media center/lab use schedule<br>Samples of Student work | Students can articulate how technology supports their learning.<br><br>Students can provide examples of student work that has been enhanced by technology.<br><br>Students demonstrate true   |

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| <ul style="list-style-type: none"> <li>• Lessons utilizing LCD Projectors, document cameras, small group instruction, mobile computer labs and/or computers in the classroom</li> <li>• Small group instruction utilizing mobile computer labs and classroom computers</li> <li>• Star Reading</li> <li>• USA TestPrep</li> <li>• Compass Learning</li> <li>• Study Island</li> <li>• OAS</li> </ul> |  |  | <p>Samples of Performance tasks<br/>Research projects, etc.</p> | <p>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.</p> |
|--|--|--|---|---|

| <p><b>Mathematics Action Plan (ESEA Mandate #2)</b></p> <p><b>Annual Measurable Objective:</b> To increase the percentage of students performing at Level II and Level III on the math portions of the state mandated Georgia Criterion-Referenced Competency from 30% to 35%</p> |                                       |   |   |  |
|---|---------------------------------------|---|---|--|
| <b>Intervention</b><br>(Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> )  | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>   | <b>Means of Evaluation</b>  |  |
|   |                                       |   | <b>Artifacts</b>  | <b>Evidence</b>  |
| <p><b>Curriculum 3.1 PA 2</b><br/>Routinely disaggregate formative and summative assessment data to adjust implementation of the curriculum and improve instruction.</p>  | <p>Title 1 Funds as allotted.</p>     | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> </ul> | <p>Disaggregated formative assessment results<br/>Disaggregated</p> | <p>Principals and other school leaders are aware of the students who are struggling to meet standards, as well as those who exceed the standards and monitor</p> |



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| <p>Diagnose the needs of students and create an appropriate Classroom Profile Summary to include:<br/>         Power Standards<br/>         Multiple Intelligences<br/>         Formative Assessment Strategies<br/>         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.<br/>         Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered. Administer summative assessments to validate that students have mastered standards and update classroom profile records.</p> <p><b>Instruction 2.1 PA 1</b><br/>         Utilize and monitor the three part lesson as an instructional framework for all lessons.</p> | <p>Title 1 Funds as allotted.</p> | <ul style="list-style-type: none"> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> | <ul style="list-style-type: none"> <li>-Disaggregated Summative/Formative assessment results</li> <li>-Disaggregated teacher made assessment results</li> <li>-Rubrics</li> <li>-Math Journals, etc.</li> <li>-Class profile forms</li> <li>-Teacher/student conferencing notes</li> </ul> <p>Lesson plans<br/>         Observation of an established delivery model<br/>         Observation of various instructional roles of teacher as facilitator,</p> | <p>their progress during classroom visits.</p> <p>Teachers can articulate how instruction is revised as a result of disaggregated data.</p> <p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p> |
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|   |                                   |  | <p>presenter, and/or coach during lesson, etc.</p> <p>Varying activities for opening, work time, closings, inquiry, etc.</p>  |  |
| <p><b>Instruction 2.2 PA 1</b><br/>                 Study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.<br/>                 Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level. Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc.<br/>                 Ask high-level questions needed to assess students' understanding of concepts during instruction. Utilize Thinking Maps to organize concepts for understanding<br/>                 Implement Marzano's nine high yield Strategies</p> | <p>Title 1 Funds as allotted.</p> | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>Dept. Chairs</li> <li>Teachers</li> <li>Student support personnel</li> </ul> | <p>Open-ended questions on assessments<br/>                 Performance tasks<br/>                 Rubrics<br/>                 Graphic organizers<br/>                 Classroom assessments<br/>                 Posted essential questions, standards.</p> | <p>Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking and promote depth of knowledge.</p> |
| <p><b>Assessment 3.1 PA 4</b><br/>                 Place students who are not meeting standard(s) into group according to assessment results and</p>  | <p>Title 1 Funds as allotted</p>  | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>Principal</li> </ul>   | <p>Safety net rosters<br/>                 Student data<br/>                 Formative</p>  | <p>Students who need additional assistance in meeting the standards are enrolled in</p>  |

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| <p>assign them to safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <p>ELT<br/>Saturday School, Before and After school tutorials, Tutorials during student lunch periods<br/>Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.</p> |                                   | <ul style="list-style-type: none"> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul>   | <p>assessment<br/>Summative Assessments, etc.</p>   | <p>safety nets.</p> <p>Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p> |
| <p><b>Instruction 2.3 PA 3</b><br/>Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.</p> <p>Multiple Intelligences Surveys<br/>Flexible grouping of students<br/>Magnet Performing Arts Program</p>  | <p>Title 1 Funds as allotted.</p> | <p>8/2011-5/2012</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student support personnel</li> </ul> | <p>Student work<br/>Unit plans<br/>End of unit products<br/>Conference notes<br/>Analysis of formative Assessments<br/>Various leveled texts on topics aligned to the standards, etc.</p> | <p>Teachers can describe different ways to scaffold learning (collaborative pairs.)</p> <p>Teachers can explain how different performance tasks require different skills.</p> <p>All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary.</p>                |

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|   |          |   |   | Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.   |
| <p><u>Students with Disabilities: PA8:</u><br/>                 Provide “fill the gap fluency/automaticity” instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the area of math calculation.<br/>                 Instruction will be implemented by use of:</p> <ul style="list-style-type: none"> <li>o Symphony Math</li> <li>o Supplemental materials will be used by the interrelated teacher</li> </ul> <p>Tutorial will be offered before school</p> | N/A      | 8/2011-5/2012<br><br>Principal,<br>Assistant Principals<br>Instructional Coach<br>Math Department Chair<br>Math department Teachers | Collaborative planning meeting dates<br>Agendas<br>Minutes<br>Lesson plans<br>Classroom observation data<br>Focus walk data | Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities.<br><br>Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts.<br><br>Classroom observations and instructional focus walks show that students are given short, timed opportunities to math calculation skills. |
| <u>Technology Integration</u>   | Funding: | 8/2011-5/2012   | Lesson or unit plans  | Students can articulate how   |

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| <p><b>Instruction Standard 2: Research-based instruction is standard practice.</b><br/> <b>2.7 Use of Technology - Performance/ Action 2</b><br/>                 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> <li>• Interactive Board lessons</li> <li>• Lessons utilizing LCD Projectors, document cameras, jump drives, small group instruction, mobile computer labs and/or computers in the classroom</li> <li>• Small group instruction utilizing mobile computer labs and classroom computers</li> <br/> <li>• Star Math</li> <li>• USA Test Prep</li> <li>• Compass Learning</li> <li>• Study Island</li> <li>• OAS</li> <li>• Symphony Math</li> </ul> | <p><b>\$5,000</b></p> | <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Dept. Chairs</li> <li>• Teachers</li> <li>• Student Support Personnel</li> </ul> | <p>identifying use of technology<br/>                 Focus walk data on the use of technology<br/>                 Media center/lab use schedule<br/>                 Samples of Student work<br/>                 Samples of Performance tasks<br/>                 Research projects, etc.</p> | <p>technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology.</p> <p>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.</p> |
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| <b>Science Action Plan</b>   |                                       |  |  |  |
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| <b>Annual Measurable Objective:</b> To increase the percentage of students performing at Level 1 and Level II on the math portions of the state mandated Georgia Criterion-Referenced Competency from 88% to 91%   |                                       |  |  |  |
| <b>Intervention</b><br>(Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> )   | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>  | <b>Means of Evaluation</b>   |  |
|  |                                       |  | <b>Artifacts</b>   | <b>Evidence</b>  |
| <p><u>Instruction 2.3, PA 3:</u> Teachers use the standards as expectations for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding.</p> <p>Professional learning on DI strategies<br/>                     Collaborative planning for differentiation of strategies<br/>                     Implementation and Monitoring of DI strategies:</p> <p>Place students who are not meeting standards into groups according to science assessment results and assign them to safety net instruction before or after school.</p> | Title I Funds<br>\$1,500              | 8/2011-5/2012<br><br>Principal,<br>Assistant<br>Principal<br>Science<br>Dept.<br>Chair<br>Grade<br>Level<br>Chairs<br>PL Liaison<br>Teachers | Student work<br>Lesson plans<br>Meeting notes<br>Sign in sheets<br>Group lists<br>Pretests<br>Post-tests<br>Portfolios<br>Manipulatives<br>Student choice<br>activates<br>Classroom arrangements<br>Observations | <b>CRCT Performance</b>  |
| <p><u>Students with Disabilities:</u><br/>                     Increase the percent of students with disabilities who are educated in general education classes:</p> <ul style="list-style-type: none"> <li>Implement co-teaching classes when feasible</li> </ul>   |                                       | 8/2011-5/2012<br>Principal,<br>Assistant<br>Principals<br>Instructional<br>Coach   | -Master Schedule<br>-Class lists<br>-Collaborative planning meeting dates<br>-Agendas  | The LRE Report on Tie Net for the school indicates that an increasing number of students with disabilities are being educated in general education classes for at least 80% of the |

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| <ul style="list-style-type: none"> <li>• Implement “supportive instruction” in which special education paraprofessionals provide support by co-teaching with general education teachers.</li> <li>• Increase the number of students with disabilities who participate in general education classes with only one teacher.<br/>Write IEPs accordingly.</li> </ul> |             | <p>LTSE<br/>Teachers</p>   | <p>-Minutes<br/>-Lesson plans<br/>-IEP s</p>  | <p>school day or if the rate is above the state average, then it remains above that level.</p>   |
| <p><u>Technology Integration – Instruction 2.7:</u><br/><u>PA 2:</u> Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> <li>Computer Lab</li> <li>Class multi-media projects</li> <li>▫ Laboratory projects</li> </ul>   | <p>None</p> | <p>8/2011-5/2012<br/><br/>Principal<br/>Asst. Principal<br/>Science Dept.<br/>Chair<br/>Teachers</p> | <p>Computers<br/>Technical<br/>Equipment<br/>Student work<br/>samples<br/>(projects)<br/>Lesson plans<br/>containing<br/>differentiated<br/>instruction</p> | <p>Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to enhance their learning process.</p> |

| <b>Social Studies Action Plan</b>  |  |   |   |   |
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| <b>Annual Measurable Objective:</b> To increase the percentage of students performing at Level II and Level III on the math portions of the state mandated Georgia Criterion-Referenced Competency from 70% to 73%   |  |   |   |   |
| <b>Intervention</b><br>(Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> )   | <b>Estimated Cost/Funding Sources</b>  | <b>Timeline and Positions Responsible</b>   | <b>Means of Evaluation</b>  |   |
|  |  |   | <b>Artifacts</b>  | <b>Evidence</b>   |
| <u>Instruction 2.2, PA 1:</u> Teachers and other instructional leaders study the standards and elements and develop high level questions for assessments and performance task that require critical thinking application, etc. Implementation and monitoring of strategies such as informational writing through research on a specific topic. Emphasize geography skills. | <b>Professional Learning Funds</b><br><br><b>200.00 DCSS</b><br><br><b>State/National Conference</b><br><b>\$2,000</b> | <b>8/2011-5/2012</b><br><br><b>Principal Assistance</b><br><b>Principal Social Studies Department Teachers</b>    | <b>Open-ended questions</b><br><b>Performance tasks</b><br><b>Rubrics</b><br><b>Graphic organizers</b><br><b>Posted essential questions</b> | <b>Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking.</b>   |
| <u>Tutorial/Safety Nets/ELT</u><br><u>Assessment Standard 3: 3.1</u><br><u>Performance/Action 4</u><br>Students not meeting standards are grouped according to assessment results and are assigned to safety net instruction which occurs before and during school. All  | <b>No local funds needed</b>   | <b>Session I</b><br><b>October &amp; November, 2011</b><br><b>Session II</b><br><b>February &amp; March, 2012</b> | <b>Benchmark test and teacher made test</b><br><b>CRCT</b><br><b>Practice test</b>  | <b>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of</b> |



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| <p>extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.<br/>Student data Formative assessment Summative assessment, etc.</p>   |   | <p><b>Teachers<br/>Grade three<br/>And up</b></p>   |   | <p><b>the program based on assessment results.</b></p>   |
| <p><u>Classroom Instructions that Works, Marzano</u><br/><u>Instruction Standard 2.5 Performance/Action 2</u><br/>Utilize graphic organizers on a weekly basis to enhance understandings of content area concepts with utilization of Interactive Board and Spider Webs Power Point presentation.<br/><u>Diagnostic test results</u><br/><u>Assessment class profile charts</u><br/><u>Grouping assignments</u><br/><u>Unit and/or lesson plans</u></p> | <p><b>Title I Funds</b><br/><br/><b>\$2,000</b></p> | <p><b>2010-2011<br/>Principal<br/>API<br/>PL Liaison<br/>Social Studies<br/>Chairperson</b></p>                         | <p><b>Benchmark test, ITBS &amp; CRCT performance</b></p>   | <p><b>Teachers can show examples of diagnostic and formative assessment that have been used to determine flexible groups</b></p>   |
| <p><u>Students with Disabilities PA1</u><br/>Increase the percent of students with disabilities who are educated in general education classes:<br/>Implement co-teaching classes when feasible<br/>Implement “supportive instruction” in which special education paraprofessionals provide support by co-teaching with general education teachers.<br/>Increase the number of students with disabilities who participate in general</p>                 | <p><b>N/a</b></p>                                   | <p><b>8/2011-5/2012<br/>Principal<br/>Assistant<br/>Principal<br/>Instructional<br/>Coach<br/>LTSE<br/>Teachers</b></p> | <p><b>Master<br/>Schedule<br/>Class lists<br/>Collaborative<br/>planning<br/>Meeting<br/>dates<br/>Agendas<br/>Minutes<br/>Lesson plans<br/>IEP s</b></p> | <p><b>The LRE Report on Tie Net for the school indicates that an increasing number of students with disabilities are being educated in general education classes for at least 80% of the school day or if the rate is above the state average, then it remains above that level.</b></p> |

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| <p>education classes with only one teacher.<br/>Write IEPs accordingly</p>  |                       |  |  |   |
| <p><u>Technology Integration</u><br/>Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as means to motivate and support students' conceptual understanding and independent application of the core curriculum.</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• LCD projectors and other technological equipment</li> <li>• Comprehensive plan to integrate technology</li> </ul> | <p><b>No cost</b></p> | <p><b>8/2011-5/2012</b><br/><br/><b>Classroom teachers</b></p> | <p><b>CRCT Test scores, benchmarks</b></p> | <p><b>Teachers can articulate the use of comprehensive technology plans to enhance student learning</b></p> |

**Second Indicator: Attendance/Graduation Rate Action Plan (NCLB Mandate)**

| <b>Annual Measurable Objective: To decrease student tardiness by 25%</b>   |   |   |                                |  |
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| <b>Intervention</b><br>(Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i> )  | <b>Estimated Cost/Funding Sources</b>         | <b>Timeline and Positions Responsible</b>   | <b>Means of Evaluation</b>     |  |
|  |   |   | <b>Artifacts</b>               | <b>Evidence</b>  |
| <p><b><u>Attendance/Graduation Rate PA 1</u></b><br/>A site based team will be established and will meet monthly to concentrate on student tardiness and how we may decrease the number of tardy students by a minimum of 25%.</p> <ul style="list-style-type: none"> <li>Collect analyze and interpret trend data indicative of high-school attendance and incorporate some of those components into this schools' rituals and routines.</li> </ul> | <b>Title I funds 300.00 (for incentives.)</b> | <b>8/2010-5/2010</b><br><b>-Counselor</b><br><b>-Social Worker</b><br><b>-Leadership Team</b> | <b>Minutes and sign-sheets</b> | The attendance team exists and meets regularly to discuss trends and best practices to address student attendance.   |
| <p><b><u>Attendance/Graduation Rate PA 8</u></b><br/>The attendance team will continually ask for input from staff members on how to decrease tardiness among the student population.</p>  | <b>No cost</b>                                | <b>8/2011-5/2012</b><br><b>-Counselor</b><br><b>-Social Worker</b><br><b>-Leadership Team</b> | <b>Questionnaires, Surveys</b> | The school leaders describe how decisions are made through input from Questionnaires, surveys, etc. All personnel can describe how they are able to provide input for decisions. |

**Library-Media Action Plan**

| <b>Annual Measurable Objective:</b> To increase the number of students that meet/exceed the standards on the spring 2012 CRCT for grades 1-7 in the following areas with a 95% participation rate: Reading /Language Arts from 98% to 100% ,Mathematics from 88% to 91%, Social Studies from 70% to 73%, and Science (grades 3-7) from 70% to 73%.   |                                |   |   |  |
|--|--------------------------------|---|---|--|
| Intervention<br>(Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> )   | Estimated Cost/Funding Sources | Timeline and Positions Responsible  | Means of Evaluation   |  |
|  |                                |   | Artifacts   | Evidence   |
| <u>Instruction 1.2:PA 4</u><br>The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation<br>Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team<br>Leveled books are made available to students based on reading levels.<br>Teacher-Librarian purchases resources to support grade level units of study | \$3000/Media Center Budget     | 8/2011-5/2012<br><br>Principal Leadership Team<br>Teacher-Librarian<br>Grade Level Chairs | Local reading reports<br>Resource alignment to units<br>Media circulation records, etc.                                   | 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.                                   |
| <u>Technology Integration – Instruction 2.7: PA 2:</u> Teachers effectively use technology to provide real world application and to maximize student learning.<br>Accelerated Reader<br>Class multi-media projects<br>GALILEO<br>Destiny<br>STAR Reading<br>NEO2 (2 class sets)  | \$7,450.00 Title I             | 8/2011-5/2012<br>Principal Leadership Team<br>Teacher-Librarian<br>Grade Level Chairs     | Computers and other technological equipment<br>Media center/lab use schedule<br>Research Projects<br>Lesson or unit plans | Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to complement their learning process. |

| <b>Professional Learning Plan (ESEA Mandate #4)</b>  |  |  |   |   |   |
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| 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)   | <p>School wide Mathematic and Reading scores will increase by 3% the number of Level II and Level III students and Decrease by 3% the number of students who scored in Level I in Total Reading on the Spring 2012 Administration of the CRCT in the following domains:</p> <ul style="list-style-type: none"> <li>• Research and Writing process,</li> <li>• Grammar and sentence construction</li> <li>• Reading for Vocabulary</li> <li>• Improvement and Math GPS.</li> </ul> <p>To develop a cadre of teacher/ leaders at the</p> | <p><b>Effective Use of Classroom Centers:</b><br/>Teachers will participate in a series of workshops on the effective use of classroom centers in order to meet the needs of Level I, Level 2, and Level 3 students in Reading and Mathematic Students will utilize technology, hands-on activities, and peer tutoring to increase daily academic performance in Reading, Mathematic and Writing.</p> <p>Teachers will participate in leadership training that will focus on developing school-level decision making skills.</p> | <p>August 2011-May 2012</p> <p>May, 2011 and May 2012</p> | <p><b>Reports, Projects, Presentations, Portfolios, Benchmark Test, Formal and Informal teacher observation</b></p> <p><b>Evaluation of sessions that the teacher give to the parents</b></p> | <p>DRA Assessment, Lexica, Scott Foresman Pre/Post Test, Scott Foresman Unit and End-of-Year Skill Tests, Scott Foresman Georgia Unit and End-of-Year Benchmark Tests in CRCT Format, CRCT On-line Practice Tests. Teacher-made Test/Quizzes,</p> |

|                | <p>school level who will participate in the decision making process through Professional Learning Communities.</p> <p>To develop effective “customer service skills” that will improve communication with parents.</p>   | <p>Teachers will participate in a two part workshop that will equip them with effective ways to communicate a child’s academic strengths and weaknesses to parents.</p>   | <p>October 2011 and October 2012</p> |   | <p>Accelerated Readers</p> <p>Benchmark Tests in CRCT Format, On-line Practice Tests.</p>   |
|----------------|--|---|--------------------------------------|---|---|
| Funding Source | Goal to Improve Student Achievement  | Description of Activity   | Timeline                             | Means of Evaluation   |   |
|                |  |   |                                      | Evidence of Monitoring  | Evidence of Impact  |
| Federal        | <p>Reading: Increase by 4% the percentage of Level II and Level III students. Decrease by 4% the percentage of students who scored in Level I in Total Reading on the Spring 2011 Administration of the CRCT in the following domains: Research and Writing process, Grammar and sentence construction and Reading for Vocabulary Improvement.</p> | <p><b>Guided Reading Workshop:</b><br/>Teachers will participate in a series of Guided Reading Workshop in order to increase Level 1, Level 2, and Level 3 students’ comprehension skills, locating information (dictionary, table of contents, and high-order thinking skills.</p> | <p>August 2010-May 2012</p>          | <p><b>Reports, Projects, Presentations, Portfolios, Benchmark Test, Formal and Informal teacher observation</b></p> | <p>DRA Assessment, Lexica, Houghton Mifflin Harcourt, Pre/Post Test, Houghton Mifflin Harcourt Unit and End-of-Year Skill Tests, Houghton Mifflin Harcourt Georgia Unit and End-of-Year</p> |

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|               |  |  |                             |                                 | Benchmark Tests in CRCT Format, CRCT On-line Practice Tests. Teacher-made Test/Quizzes, Accelerated Readers |
| <b>Grants</b> |  |  |                             |                                 |   |
| <b>Local</b>  | To increase the number of students meeting and exceeding the standard on the Writing Assessment by 4% on the third and fifth grade writing test. | Site-based grade level training will be taught on the Six Traits of Writing. | <b>Sept. 2010 Jan. 2012</b> | <b>Students writing samples</b> | Third and Fifth grades writing test   |

Professional Learning Liaison

Date

Administrator of Department

Date

| <b>School Climate Action Plan</b>  |                                       |   |  |   |
|--|---------------------------------------|---|--|---|
| <b>Objective:</b> Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.   |                                       |   |  |   |
| <b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> )   | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b> | <b>Means of Evaluation</b>   |   |
|  |                                       |   | <b>Artifacts</b>   | <b>Evidence</b>   |
| <p><b>Performance/Action 3 (DCSS IR Supplement)</b><br/>                     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</p> |                                       |   | Pyramid of interventions<br>Written school discipline plan<br>List of persons responsible<br>Time line of implementation | <p>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 (i.e., classroom meetings, teaching and supporting the use of pro-social skills such as empathy and social problem solving, teaching and supporting health promotion strategies that support good nutrition and exercise).</p> <p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.<br/>                     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</p> |



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|  |  |  |  | <p>strategies.</p> <p>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.</p>   |
| <p><b>Performance/Action 13<br/>(DCSS IR Supplement)</b><br/>School staff and students are held accountable to the Positive School Discipline Plan</p> |  |  | <p>Posted rules<br/>Posted standards for success<br/>Documentation for tiers of intervention prior to referral<br/>Anecdotal data<br/>Student referrals<br/>Dispositions<br/>Teacher data for referrals<br/>Walk-through checklist</p> | <p>Teachers and students can articulate classroom expectations. This includes rules, policies, and procedures for activities and transitions as well as behavior that demonstrate respect for others.</p> <p>Parents are informed of classroom and school wide expectations and are consistently provided feedback regarding their child's behavior.</p> <p>Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before administrative referrals.</p> |

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| <p><b><u>Performance/Action 15</u></b><br/><b>(DCSS IR Supplement)</b><br/>The School Safety Parent Module is implemented during a PTA session</p> |  |  | <p>Sign-in sheets<br/>Agendas</p> | <p>Parents, teachers and administrators can discuss the contents of the Parent Module and can describe how it relates to their school. Parents can describe their role in maintaining a safe school environment.</p> |
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| <b>Teacher Retention Action Plan</b>  |                                       |   |   |   |
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| <b>Objective:</b> Increase teacher retention through best practices in school policy, professional learning, and teacher support.   |                                       |   |   |   |
| <b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> )  | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>   | <b>Means of Evaluation</b>  |   |
|   |                                       |   | <b>Artifacts</b>  | <b>Evidence</b>   |
| <p>The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> <li>Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis</li> <li>Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes</li> <li>Monitor lesson plans and classroom activities for evidence of collaborative planning</li> <li>Train faculty members on how to develop and implement effective collaborative planning protocols</li> </ul> | \$1000                                | <p>August 2011 – April 2012</p> <p>TSS:<br/>Cheryl Bethel<br/>Pricilla Marshall</p> | <p>Master schedule<br/>Calendar of collaborative planning events<br/>Collaborative planning meeting minutes<br/>Lesson plans<br/>Classroom observations</p> | <p>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.</p> |
| <p>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</p>   | NA                                    |   | <p>Calendar reflects record keeping of staff birthdays</p>  | <p>The school leaders describe how he/she recognizes faculty/staff birthdays, anniversaries and/or achievements such as earning advanced educational degrees, etc.</p>  |

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| proactive and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation. |  |  | Recognition of achievements, etc. |  |
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| <b>Career Technology Action Plan (for high schools and middle schools only)</b>  |                                       |   |                            |                 |
|--|---------------------------------------|---|----------------------------|-----------------|
| <b>Objective:</b> Increase instructional effectiveness through best practices in career technology instruction.                        |                                       |   |                            |                 |
| <b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> ) | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b> | <b>Means of Evaluation</b> |                 |
|  |                                       |   | <b>Artifacts</b>           | <b>Evidence</b> |
|  |                                       |   |                            |                 |
|  |                                       |   |                            |                 |
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|  |                                       |   |                            |                 |
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