DeKalb County School System

Consolidated School Improvement Plan
2011-2012

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

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 School wide 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: Dominique Drew-Terrell	Date: 09-02-11
Area Assistant Superintendent: Kenneth Bradshaw	Date:

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

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

CSIP Table of Contents

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

The principal will appoint a CSIP Facilitator and ensure that the Leadership Design Team (LDT) 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 LDT is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The LDT and subcommittees are responsible for the development, on-going monitoring, and implementation of the CSIP. The LDT 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.	Dominique Drew- Terrell, Principal		
2.	Leticia Espinosa, Chairperson		
3.	Rosa Olivar- Parent		
4.	Maribel Sanchez- Parent		
5.	Hortenia Ramirez- Parent		
6.	Tiesha Wilson- Parent		
7.	John Martin- Community Member		
8.	Edye Simpson- Community Member		
9.	L. Fernando Juarez-Parent		
10.	Kathy Ames, Teacher, Vice Chairperson		
11.	Debra Mines, Teacher and Secretary		
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Dominique Drew-Terrell		
CSIP Facilitator	Anna G. Thomas		
Parent Representative **(can not be a school employee)**	Leticia Espinoza		
Student Representative **(required for High School)**			
Community Representative **(can not be a school employee)**	John Martin		
Title I Representative	Casey Weir		
School Counselor	Gerry L.Fairley		
Special Education Representative	Ashley Thomas		
Reading/ELA Chair	Ramona Young Debra Mines		
Math Chair	Lasheryl Wesley		
Science Chair	Anna G. Thomas		
Social Studies Chair	Antonette Campbell		
Professional Learning Liaison	Tasheena Johnson		
Other (specify)			
Other (specify)			

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 of action for the new school year.

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

Dresden Elementary School experienced success with its ELL program. Through the use of the inclusion model, ESOL collaboration, Sheltered Instruction Observation Protocol (SIOP) strategies and the utilization of Can Do Descriptors; Limited English Proficient (LEP) students exceeded the 2011 Reading AMO of 80% by 1.6 %.
The utilization of Developmental Reading Assessment (DRA) and the StoryTown Reading Series proved successful in analyzing reading strengths and weaknesses, assessing reading levels and providing strategic interventions to improve reading development. Dibels assessments were successful in analyzing and monitoring literacy skills and reading skills for primary learners. School-wide use of the Accelerated Reader was also successful in increasing reading improvement. Dresden Elementary School exceeded the 2011 Reading AMO of 80% in the all student category by 4.9%.
The Accelerated Math program and the implementation of DCSS Blended Usage Guide correlated to Math Frameworks established by the Georgia Department of Education was successful in serving Dresden's "all students" category. Dresden exceeded the 2011 Mathematics AMO of 75.7% by 1.9% in the "all students" category. The Saturday Tutorial Program was a mark of success for identified level one students in grades three through five. This year-long tutorial program provided intensive instructional support in reading and mathematics for below level students. The implementation and use of Marzano's High Yield Instructional Strategies, the Seven Steps for Teaching and Learning in DCSS also proved successful in consistent instructional strategies embedded in best practices among the instructional staff.

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

Programs, initiatives and interventions that were not as successful as hoped for was Mathematical interventions for the ELL population. Dresden's ELL population did not meet or exceed the 2011 Mathematics AMO of 75.7%. Dresden's ELL population scored 73.4%. There is a negative difference of 2.3%.

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
Issues that proved to be barriers to the failure of ELL students to meet or exceed the 2011 Mathematics AMO of 75.7% was more time allocated to mathematical support.

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:

Dresden Elementary School will continue the use of the inclusion model, SIOP strategies, Can Do descriptors and ESOL collaboration to serve English Language Learners. The inclusion model will also be utilized to serve and support the exceptional population.   The continued use of StoryTown Reading, DRA, Dibels, Accelerated Reading, Accelerated Math and benchmarks will assist teachers and instructional support staff in identifying struggling students, forming and differentiating instructional groups and instructional decision making.

Marzano's High Yield Strategies, the Seven Steps for Teaching and Learning in DCSS and the training, implementation and use of Performance Tasks will also be utilized during the 2011-2012 school year to provide guide instructional practice.

The Saturday School Tutorial Program will be implemented during second semester of the 2011-2012 school year. The program will serve Dresden's "bubble" students. This demographic is deemed as just below grade level and is projected to pass the 2011 reading and mathematics CRCT with intensive and targeted instructional assistance. Through Progress Monitoring Meetings of Dresden's Full Academic Year students instructional groups will be formed to provide in-school small group math support to Dresden's ELL population. ELL students will also utilize Imagine Learning software during the 2011-2012 school term to improve reading and mathematical support.

School Mission and Vision | Dekalb County School | Dresden ES

	Dekalb County School	Dresden ES
Vision What is our image of a successful school for our stakeholders?	"Premier DeKalb Schools" – Setting the Standard for Educational Excellence.	The Vision of Dresden Elementary School is to raise standards and increase academic achievement through implementation of best practices. In addition, our goal is to enhance our community spirit by unifying school and neighborhood.
Mission How will we make our vision a reality?	The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.	The mission of Dresden Elementary School is to ensure that all students reach their academic and social potential through collaborative efforts of the school and community with the ultimate goal of fostering productive citizens that are able to compete in a global society.
Values What beliefs and standards guide our mission?	▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL	The environment at Dresden Elementary School is designed to enhance parental involvement, professional learning, career and technological awareness, and problem solving techniques. Through these strategies, students will excel in academic achievement, self-esteem, personal growth, creativity, independence, and knowledge of the world around them.

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

1) Provide a brief description of your school and community.
Dresden Elementary School is located .3 miles from the I-85 Shallowford Road Exit in Chamblee, Georgia. The current enrollment bolsters 860 students. Dresden Elementary School is 99% Hispanic. The primary language in the homes of most student is Spanish. 93% of Dresden's student population qualifies for free or reduced lunch, this percentage designates Dresden as a Title I School. Dresden's largest subgroups are Hispanic, Economically Disadvantaged and English Language Learners. The parents of Dresden Elementary School are as helpful as they can be. They hold high expectations for their children and try to support the school. Through the use of a full-time interpreter, translators provided by the district and several staff members, we communicate with the community.

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.**

▫ During the 2010-2011 school year, Dresden Elementary staff, students, parents, and community participated in several surveys to identify target goals for student learning. Parent surveys were sent home and returned to school by the students. In addition, surveys were completed and compiled during monthly Parent Coffee and Conversations. The community survey was completed during a meeting held at Dresden with the principal and the business partners. After parent survey results were analyzed, the faculty and staff met in small group settings to develop action plans based upon content areas they taught. Target goals, strategies, interventions and timelines were identified for student learning. The faculty and staff met twice, in hour long small group sessions to develop the action plans. After input and collaboration from the teaching staff, each of the plans were reviewed by the steering committee to ensure consistency with the school's profile, beliefs, mission, and desired results for student learning. Following the small group meetings, the plan was presented to the entire staff in a third hour long presentation of each action plan. Staff members were provided a final opportunity for input and consensus before the plan was finalized by the steering committee.
▫ Based upon the comprehensive needs assessment Dresden Elementary School will address curriculum needs by using a school wide common framework. Our teachers use a common curriculum design to make connections across all subject areas. In doing so, it challenges all learners to demonstrate a depth of knowledge and understanding including. The comprehensive needs assessment also ensures all administrators and instructional personnel work to ensure that students are making progress toward meeting or exceeding the Georgia Performance Standards (GPS). This will include; teacher collaboration, assessment and

feedback regarding GPS and common frameworks. It also includes students demonstrating the ability to explain what they are doing and why they are doing it "starting with the end in mind".

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

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

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

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

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

The principal, school administrators, teachers, students, parents and community members of Dresden Elementary are committed to active and sustained learning and maintaining a focus on academic achievement for all students. The leadership is enhanced through collaborative discussions and inquiries into ways to improve student achievement and to reduce or eliminate any barriers to the learning process. There is a commitment to involve representatives of all stakeholders among faculty, family, and community groups.

The principal and school administrative team understands the curriculum and is fully involved in curriculum, assessment, analysis and instruction. They are directly involved in the alignment of the curriculum with assessment, analysis of the data, and the use of data outcomes to make sound instructional decision's designed to improve school achievement. They are engaged in the monitoring of instruction, assessment practices, and coaching.

A review of the spring 2011 CRCT data indicates strengths in the area of Reading/English Language Arts and Mathematics. Pupils in the" all students" category met or exceeded 2011 Annual Mearsureable Objectives.

Design Team - The principal, assistant principals, and a representative group of teachers focus on important instructional goals and topics. They work collaboratively to determine selected target areas for improvement and to revise and implement the Consolidated School Improvement Plan (CSIP). Effectiveness and productivity is enhanced due to the extensive monitoring of the implementation of the school improvement plan.

Dresden Elementary provides a supportive learning environment in which there is emphasis placed on a safe, orderly, and inviting school environment. Administrative management, organizational and instructional practices are consistently implemented. Instructional time is maximized and discipline is maintained to ensure that students are provided opportunities to focus on instruction with few distractions due to discipline issues. Schedules are created with attention to protecting instructional time.

When barriers or obstacles impede academic achievement or productivity at Dresden, Subject Area Vertical Teams engage in a purposeful problem-solving process to determine appropriate solutions and make decisions regarding implementation of those solutions. The impact of the decisions is monitored and evaluated to examine the effectiveness based on data analysis. Modifications are made as necessary and integrated into the school improvement planning process.

There is distributed leadership at Dresden. All faculty and staff members have opportunities to provide input and to serve in a variety of ways as instructional leaders in the school. Faculty Council representatives comprised of a teacher from each grade level and/or department work cohesively to support communication between grade levels and content areas. Every person on staff has been assigned to a subcommittee based on their strengths and expertise.

Longitudinal Evidence to support the mission.
During the spring of each school year, every certified staff member at Dresden participated in the administration of the "Survey of Instructional and Organizational Effectiveness," which is based on the National Study for School Evaluation's (NSSE) Indicators of School Quality. After the survey results were tabulated and summarized, evidence was gathered from the teaching staff to support the survey results. The information was examined to gain an understanding of how well our instructional and organizational practices are aligned and provide a sound program of instruction for our students. We used the information gathered to suggest ways to maximize our strengths and address our weakness.

• The curriculum reflects culture and gender diversity.
• ELL Program addresses needs of limited English proficient students through the inclusion delivery model.
• Title I and EIP Programs provide instructional support in math and reading.
• Interrelated Program provides instruction for Special Education

- StoryTown Reading Resource and textbooks provides analysis of reading strengths or weaknesses along with leveled texts for students.
- Discovery/Gifted Itinerant teacher, along with gifted-certified homeroom teachers, provides the opportunity to expand the curriculum.
- Before School, Saturday School, and Tutorial Programs provide supplemental reading and math instruction.
- Performance Based Standards serve as the basis for determining assessment and teaching practices.
- Reading Intervention Program diagnostic materials and Developmental Reading Assessment (DRA) are used to assess students' reading levels.
- Georgia Kindergarten Inventory of Developing Skills (GKIDS) is administered throughout the year to kindergarten students.
- DeKalb County Blended Usage Guide is correlated to Math Frameworks established by the Georgia Department of Education.

Dresden Elementary provides consistent assessment of student performance. A variety of techniques and methods are used to gain data and diagnostic information.

Key findings from the 2011 CRCT are as follows:

Grades 3-5 Reading, English/Language Arts and Mathematics – *spring* testing cycle for all students
- The percent of third through fifth grade students meeting and exceeding the 2010 standard set for Reading/English/Language arts decreased by 3.9% (88.8% in 2010 to 84.9% in 2011) Subtest mathematics scores increased for all students by 3.9% (80.1% in 2010 to 84.9% in 2011).

Formative/Summative Assessments:
- Data from the (CRCT), (ITBS), (COGAT), and (GKIDS) are used to plan instructional programs.
- Teacher-made assessments and informal observations are used to monitor student growth.
- Students with Special Needs are administered a battery of assessments to determine eligibility and to formulate IEP goals and objectives.
- Diagnostic Inventories and checklists are used for Title I and EIP placement.
- Student Support Team (SST) develops plans of remediation for students. Further special testing is recommended when appropriate.
- ELL Students served in the ESOL program are administered two assessments: WAP-T in the fall and ACCESS in the spring to determine eligibility and proficiency.
- Teacher observation, unit tests and diagnostic reading assessments are used to determine placement in reading.
- Running records, Reading Intervention Program and Accelerated Reading are used to determine instructional and independent reading levels.
- Pre/post math tests, Math Intervention Program assessment materials and Accelerated are used to determine proficiency of

performance standards.
- Results from standardized tests are discussed among grade levels and special area teachers to plan strategies for improving student achievement.
- Student data assessment notebooks are kept by teachers to share with parents and students during conferences.
- Benchmark assessments from Georgia Online Assessments are given three times a year to identify proficiency of grade level standards.

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

Grades 3-5 Reading, English/Language Arts and Mathematics – *spring* testing cycle for all students

Dresden's challenges include but are not limited to attracting and retaining highly qualified staff that represent the population in our community. There is a need to decrease the number of Level 1 students in the areas of Reading/English Language Arts and Mathematics.   The percent of third through fifth grade students meeting and exceeding the 2010 standard set for Reading/English/Language arts decreased by 3.9% (88.8% in 2010 to 84.9% in 2011) Subtest mathematics scores increased for all students by 3.9% (80.1% in 2010 to 84.9% in 2011). There is a need to schedule additional collaboration models and content area instruction for students. There is a need to implement ways for parents and students to be part of the decision making-process. There is a need to provide Professional learning on higher order thinking, problem and differentiating instruction. We will also provide professional learning in the use of classroom assessments; using data-driven instruction. Lastly, Establish Professional Learning Communities to assist with implementing, monitoring and evaluating the curriculum.

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

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

Monthly meetings are held to provide support and professional growth in the areas of Reading/ English Language Arts and Mathematics. These areas include curriculum planning, classroom management, and a review of guidelines integral to the implementation of Georgia Performance Standards.   Teachers will also receive support in implementing higher order thinking, problem and differentiating instruction Additional provisions are made available to teachers to provide direction in assessing, monitoring, and ensuring student achievement. District and local record keeping procedures are also examined. The school endorses and encourages continual professional and pedagogical development beyond ESEA Mandate #3 by offering a wide array of professional development of learning opportunities to faculty and staff during each school year.

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

At this time, sixty-two certified staff members at Dresden Elementary are educating in field. The System Personnel Director/Professional Development Director is responsible for informing principals of those not meeting Highly Qualified criteria, working with teachers to get them Highly Qualified through professional development courses, advising them to take the test-out option or by using HOUSSE, and tracking their progress toward Highly Qualified/Certified status.

Each year the DeKalb County schools recruits Highly Qualified Teachers through job fairs, job postings and during university visits. Due to the high ELL population, Dresden seeks applicants holding reading and ESOL endorsements. Currently, Dresden has 10 staff members certified in Reading, 24 certified in ESOL, and 4 certified in Gifted. We have one Nationally Board Certified Teacher on staff and three PhDs.

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

The 2011-2012 school year brings four teachers new to the profession to Dresden Elementary School. Efforts are made to retain these teachers through a strong professional development program and the assignment of mentor teachers through the Teacher Support Specialists program. Please see Teacher Retention Action Plan.

We have aligned professional development with the State's academic content and student academic achievement standards. Dresden Elementary offers employees the opportunity to become a part of a professional learning community that values collaboration, professional development, and training in its efforts to increase student achievement.

Vertical teams have been designed to allow collaboration across all grade levels in specific content areas to determine the needs of all students.

Grade level teams meet weekly to discuss strategies and share best practices that will support student learning in the classroom.

Additional funding has been provided on all grade levels to allow teachers to purchase materials in Reading, Language Arts, and Math.

Teachers attend site based and local conferences such as SIOP model, Project ICE. Using the Train-The-Trainer Model, teachers redeliver information obtained from the conference to the faculty or grade level.

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

Dresden maintains an academic school culture by providing professional development in-service for faculty and staff members. The in-service help to prepare faculty and staff with strategies to engage students in standards-based, hands-on instruction to increase academic achievement. As the instructional leader of Dresden, the principal models and monitors her expectations for Dresden as a learning community for all stakeholders (teachers, students, staff members, parents, community members and partners in education). Forums used to communicate and ensure a pervasively academic school culture include PTA meetings, faculty and staff meetings, School Council meetings, Parent-Teacher Conferences, Parent Coffee and Conversation, Everybody Wins, International Week, PASSport, morning and afternoon tutorials, Saturday School Tutorial, Design Team Meetings, Grade Level Teacher Meetings, Open House, morning and afternoon announcements, school newsletters and letters to parents and community.

Weekly Teacher Meetings and monthly Vertical Team meetings are held to provide members of the team an opportunity to share with team members the direction in which we are headed academically. In addition, members of these teams participate in book talks, analyze and disaggregate data, and collaborate on strategies to assist students who are identified as "at-risk." Progress Monitoring Meetings are held every 3 weeks to ensure academic growth for all students. Additionally, weekly Design Team Meetings are held to provide opportunities for staff input on various issues.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)
10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.

Dresden Elementary School has developed the following strategies that enable teachers to be active members in the academic assessments that help to improve the educational performance of individual students:
• Developed and shared annual measurable objectives (AMO) based on GPS/ QCC for each grade level in reading, language arts, and math
• Helped teachers to identify the weakest domains to prioritize instructional goals
• Supported teachers in setting goals for academic progress in reading, language arts and math
• Trained teachers in creating online CRCT test for students
• Implemented DRA running records three times a year in grades 4 and 5
• Developed grade level teacher meetings that provide teachers with assessment strategies
• Encouraged teachers to use the math pacing chart so that they will be prepared to administer the county pre and post math tests
• Encouraged teachers to use the accelerated reading and math, and star reading and math programs to assess students
• Empowered special area teachers to provide morning tutorials for students that are below grade level in reading and math

Teachers give input on desired professional learning needs to effectively implement changes built on scientifically based research. Dresden uses weekly teacher meetings to allow teachers and administrators the opportunity to share new strategies, which impact the classroom in both positive and negative ways. The meetings allow teachers to constructively share what is working and what is needed in order to meet students' needs. Administrators and literacy coaches make periodic classroom observations and are given the opportunity to see the implementation of newly learned strategies and activities.

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

Dresden uses the CRCT, GKAP, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Peabody Picture Vocabulary Test (PPVT), ITBS, ACCESS, Math Pre/Post Test, Developmental Reading Assessment (DRA) and Houghton Mifflin StoryTown diagnostic instruments to assess student progress and achievement and fluency in reading. Teachers use an array of test scores to form flexible groups, differentiate instruction, determine student eligibility for supplemental services, and identify students' level of instruction.

Dresden uses benchmark and daily assessments to create a differentiated, risk free learning environment that meets the needs of each student. Benchmarks and assessments (DIBELS, PPVT-III) are used to inform and revise daily instruction. In grades 4 and 5, several informal assessments include the DRA, teacher-made tests, math pre/post tests and teacher observations. Reading and Math Intervention Program Test results are also used to track student progress. These assessments are used to provide flexible grouping and interventions for struggling students.

In addition, teachers analyze student test scores and utilize the data to develop and implement Three-Part Lessons. This data is used to monitor students on an on-going basis throughout the year and is recorded in the student data notebook. Teachers refer to these notebooks to effectively plan for acceleration or intervention.

Measures to include teachers in decisions regarding the use of academic assessments to provide information and to improve the performance of individual students and the overall instructional program are strongly encouraged. Based on CRCT scores, Level I Plans are developed for those students' not meeting standards. Parents are contacted to meet with teachers to discuss strategies that will be used to assist students in meeting or exceeding standards. The school has three parent evening conferences to review student progress. Parents of students failing to meet standards are sent "At Risk" letters along with a timeline. Correspondence sent in January and May (last day of school) notifies parents of the child's lack of progress. At this time, a conference is set up concerning retention. The second semester consists of one conference to meet with parents to review progress. After CRCT test scores are

received, a "Probable Retention" letter is sent to parents for those students who are failing in reading and/or math. Parent conferences are held over the summer advising parents of the new data on students.

The School-Parent Compact is a voluntary agreement between the school and the parents. The compact outlines how parents, the school staff and students will share responsibility for improved student achievement in meeting the learning targets. In addition, Dresden has a Title I Compact which identifies shared responsibilities to help children achieve high standards, communicate effectively and frequently between home and school, and build capacity for the school-family partnership through volunteering and training; and include parents in decisions that affect the school and their children.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)
12) Describe the procedures in place to identify students who need additional assistance on a timely basis.

Students are provided specific content-related feedback through teacher/student conferences, progress reports, rubrics, daily grades and report cards. On a daily basis, students and teachers review the GPS standards and targeted skills for the week.

Students' academic strengths, weaknesses and patterns are identified through building and grade level profiles from the CRCT Spring 2011. School-wide benchmarks are established to monitor student progress throughout the school year. Performance data are used to ensure that students are progressing toward the standards. Students identified through the SST process are provided strategies to address and meet individual academic and behavioral needs. Annual reviews are conducted to review student progress. We have a school-wide inclusion and resource delivery model to serve identified goals and objectives. Additional support from SE paraprofessionals ensures collaboration between the classroom teacher and the SE teacher in improving student achievement. Newly enrolled students with active Individualized Education Plans are given necessary support through placement in classrooms providing SE support.

ESOL and SE teachers are provided quality professional learning experiences designed to provide teachers with additional remediation skills to effectively teach struggling readers. An ESOL teacher and SE teacher are scheduled to attend in-depth training for struggling readers during the current school year. Teaching strategies learned from these sessions will be redelivered to all staff members through regularly scheduled professional learning activities. Additionally, teachers are being trained on following the safety nets imbedded in the Pyramid of Interventions for Instruction. This pyramid represents a paradigm shift in the design and implementation of strategies and interventions to address the needs of students who are "at risk."

Tutorial classes are extensions of the regular instructional day and are offered along with January of 2011. PASSport classes for parents to learn study skills, etc. will be offered again during the 2010-2012 school year.

A school-wide Data Room is used to record and monitor student progress. During weekly grade level meetings, teachers have an opportunity to review the progress of their students and evaluate the implementation of the curriculum. Teachers articulate the needs of students by forming flexible grouping and planning for differentiation within the classroom setting.

Literally, from the first day of school, teachers align instructional design and implementation with state standards and district expectations for learning using grade-appropriate pacing charts, curriculum maps, Three-Part Lesson Plans, and Unit Plans found in the DeKalb Curriculum Center and resources from the Georgia Department of Education website. Data from formative and summative assessments are used to identify grade specific standards that individual students have mastered. Teachers review their classroom profile on their Item Analysis Sheet to create appropriate lessons for acceleration and compacting of standards. Before, during and after school interventions are also scheduled to provide remediation in small flexible groups.

Teachers demonstrate high expectations for student work product through implementation of the Three-Part Lesson Plan framework coupled with "Seven Steps to Learning". This model includes whole group mini lesson, wherein the teacher will establish lesson focus, standards and elements, routines and rituals, strategies and skills, and model through a read aloud or shared reading. Students move in and out of various literacy and math centers based on the students' mastery of targeted skills. Students are responsible for producing finished products based on designated rubrics.   Additionally, teachers enjoy additional analytical help from administrators and other teachers during progress monitoring sessions when state assessment data and site-based assessments are used to bring clarity to decisions on how to best serve students.

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

Data drives instruction. It is compiled, reviewed, and monitored continually. The school focus is to use data to help students learn. Georgia Performance Standards are used to help the school focus on "critical curricular imperatives" in core subjects. Schools are required to align the local school curriculum with Georgia Performance Standards and adhere to pacing requirements. Formative and summative assessments are used to help build student confidence and permits ongoing benchmarking. Three-week progress monitoring meetings are held to review and analyze data so that appropriate use of differentiation, acceleration, and adjustment of instruction is concurrent with students' achievement levels. Teachers and administrators attend weekly collaborative grade level planning sessions to allow teachers the opportunity to share ideas and best practices find better modalities to raise student achievement on all GPS related learning goals and targets. Administrators monitor and evaluate weekly lesson plans to ensure the appropriate implementation of the curriculum.

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

Weekly grade level meetings and Common Core Standard trainings serve as a tool in which teachers and administrators collaborate to develop and implement instructional strategies that is to be used in the classroom. Meetings encourage collegiality and provide teachers a forum to constructively review what is working and what is not. Utilizing a rich array of informal and formal assessments, monitoring and observation of student progress information, along with student performance data, teachers are able to draw from relevant data and the experience of colleagues to create better learning strategies in order to cope with increasing standards. Administrators make formal and informal classroom visitations to monitor the implementation of newly learned strategies. The instructional coach delivers professional learning opportunities during faculty meetings and conducts after school study groups on best practices for instructional planning. The instructional coach also models classroom instruction to ensure that teachers exhibit a deep understanding of subject matter. Additionally, the instructional coach helps teachers with planning differentiated instruction based on current and relevant student performance data.

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.

Dresden Elementary school maintains a regular structure of weekly meetings in order to keep parents, caregivers and faculty and staff well-informed and focused on teaching and learning. Meeting rotations are:

Common Core Standards Training- Reading, Math 1^{st-2nd} and 3rd – 4th Mondays @ 2:30 p.m.

Grade Level meetings -   Kindergarten – fifth grade held each Tuesdays (planning)

Faculty meetings -   First and third Wednesdays @ 3:00 p.m.

RTI Meetings- Thursday @ 3:00 p. m.

Leadership Design meetings - second and fourth Monday at 1:45 p.m.

Vertical Teams – third Wednesday as needed

Principal's Book Club – once each semester

Half Day Progress Monitoring meetings- Grades 2-5 October. December, February, March

Administrator's meeting -   Fridays @ 9:00 a.m.

School Council -   Composed of professional staff and parents. Required by the State of Georgia Code and meets four times each school year. School Council must review school improvement plans (CSIP), make comments, recommendations and approval.

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.).

Early Elementary

KinderCamp is offered annually 4 days per week for 3 hours each day. Parents and students are offered the opportunity to meet teachers and administrators and to participate in the instructional day. The main focus of the program is to ease the transition into public school programs and formal instruction that is annual sponsored by The Sparks Grant fund. KinderCamp is expected to remain in the elementary program due to the excellent reviews and the obvious benefit to the children who must make a transition to regular school.

Kindergarten Round Up was created to ease the transition for five-year-old children.   During the 2010-2011 school year, Kindergartners were scheduled for three half days with one full day of school experience at the end of the week. The focus of the program was to introduce parents and students to the curriculum and social adjustment aspect of the Kindergarten program. Total enrollment was 129 students   A modest expansion of the program is proposed for future years in order to accommodate all of the first attendee's. Dresden Elementary maintains several successful programs to address the transitional needs of children. To assist Pre-K students' with the transition into Kindergarten, an open house is held during the spring for students and parents. Parents and children are given a tour of the school to meet Kindergarten teachers along with special area teachers in music, art, and P.E. Students and parents are invited into different Kindergarten rooms for a visit. Each parent is given an information packet of activities and ideas (in English and Spanish) to do during the summer to help prepare children for the Kindergarten experience. The Kindergarten curriculum is shared with the parents during a question and answer activity at the end of the tour.

Upper Elementary

Throughout the school year, fifth grade teachers hold teacher-directed discussions with individual classes about the expectations of the middle school experience. During the spring, the fifth grade class schedule is revised to allow the chance for students to become familiar with the rotation of classes and the secondary educational experience in general. Fifth and sixth grade staff members collaborate to plan an opportunity for fifth grade students to visit Sequoyah Middle School. The tour entails a small group tour with student guides from Sequoyah. A music performance by the school band, and a question and answer session with the sixth grade guidance counselor provides an opportunity for questions and discussion. Students rank the activity as *excellent* each year.

ELL Students
The English Language Learner population is provided language support throughout the school year by our ESOL Teachers. Dresden Elementary School exclusively utilizes a push-in model to serve students. Our instructors service students utilizing the SIOP Model and monitors student progress through Tienet. Students are tiered based upon language proficiency and are eligible to exit the program based upon criteria outlined through the ELL Department.

Special Education Services
We ensure that all special education students are serviced and monitored through Tienet. All records and accommodations are current to ensure that individual student needs are met.

Support Services for Student Learning

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

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

The school counselor, along with support from the school social worker, routinely provides parents with non-educational related information that may be impacting the student. Both the counselor and social worker facilitate referrals to community agencies or services. Individual and monthly parent meetings provide an opportunity to explain and update parents on laws related to attendance, and child abuse. The counselor provides individual, small group, and classroom guidance sessions on such topics as respect for others, making friends, death, divorce or any non-academic topic that may have an impact on the child's performance in school.

Parent centers are available throughout DeKalb Co. School System. Parents are able to travel to the Parent Outreach Center within our region for additional training sessions and materials. Of particular note is the availability of a bank of computers for parent use to research or communication.

Additional support from SE paraprofessionals ensures collaboration between the classroom teacher and the SE teacher in improving student achievement. Newly enrolled students with active IEPs are placed in classrooms that receive SE support.

Both the counselor and social worker facilitate referrals to community agencies or services. Operation School Bell provides clothing, shoes and winter coats for needy students identified by teachers or school faculty or staff. DeKalb County Public Health Dept. provides free dental screenings and vision screenings. Wellness on Wheels is a mobile unit that comes to the apartment complexes to provide medical services.

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

School Counselors: The school counselor, along with support from the school social worker, routinely provides parents with non-educational related information that may be impacting the student. Both the counselor and social worker facilitate referrals to community agencies or services. Individual and monthly parent meetings provide an opportunity to explain and update parents on laws related to attendance, and child abuse. The counselor provides individual, small group, and classroom guidance sessions on such topics as respect for others, making friends, death, divorce or any non-academic topic that may have an impact on the child's performance in school.

Psychologists: The Counselor and Social Worker work together to incorporate and integrate the Pyramid of Intervention into the student services program. The school Counselor and Social Worker maintain consistent documentation and monitoring students with attendance and tardy issues. Once a staff member has reported that a student has been absent for more than 3-4 days, an advisory phone call is made to the parents. When students are absent 5 days, we request that the parent attend a conference to address the absences. After 6 days, the county generates an official letter informing the parent of the serious nature of a child missing 5 or more days. It is sent first to the school counselor and the counselor sends the letter to the parent. The counselor continues to document phone calls, parent meetings, and warnings to the parent regarding excessive absences. The features of the program are in place to directly encourage student attendance.

Student Support Specialists:

Social Workers: social workers facilitate referrals to community agencies or services. Individual and monthly parent meetings provide an opportunity to explain and update parents on laws related to attendance, and child abuse.

School Nurses: The school nurse works half days during the week. The nurse is responsible for maintaining a system of delivering medicine to students who require it. Moreover, the nurse must evaluate and recommend when students are too sick to continue the school day.

Strategies to Increase Parental Involvement (ESEA Mandate #5)

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

X	Site-based Parent Centers/Information Stations	X	Title I Parent Resource Centers and Facilitators
	Parent Lending Libraries	X	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.

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

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

The principal, assistant principals, and other school administrators take the role of leaders of learning in the Dresden community. As a result of effective and consistent leadership, faculty, parents, and community members have created a partnership that is focused on the academic success of all students and the elimination of any barriers that limit the achievement of individual students and/or groups of students. The administrative leadership team inspires the staff, keeps them focused on effective instruction, and promotes continuous improvement. They develop and implement consistent policies and practices.

Dresden maximizes the availability and distribution of instructional resources, including human resources, print and technology resources, as well as financial resources to support the school's learning and organizational goals. A supportive environment is provided and reflected in the school leaders' visibility to staff, students, and parents.

Parents and community members will be involved through being active participants in the school council, PTA, and Title I parental involvement activities, such as parent coffee and conversations on a continuing basis. At each event, stakeholders are asked for their opinions via informal or formal surveys. The CSIP will be presented to parents at Title I "Coffee and Conversation", with an opportunity for them to provide written and/or verbal feedback. The mission and vision statement will be translated into Spanish for our non-English speakers.

Parents, community members are asked to participate on committees in all areas of the CSIP development, implementation and maintenance. Our goal is to bring the stakeholders into our decision-making process so that they will feel ownership. They are aware and constantly reminded of their importance to the success of Dresden Elementary.

Parents are notified of changes or amendments to Dresden's CSIP or Title I budget through flyers, Title I Coffee and Conversation meetings, School Council Meetings, PTA Conferences and PTA Business Meetings.

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

The Title I compact is a written commitment indicating how all members of a school community – Teachers, parents, principals, students, and concerned citizens- agree to share responsibility for improving student achievement. Specifically, the Title I Compact identifies shared responsibilities to help children achieve high standards; communicate effectively and frequently between home and school; build capacity for the school-family partnership through volunteering and training; and include parents in decisions that affect the school and their children. Ideally, the compact brings both agreement and action on these shared responsibilities, forming a partnership with the school, families, students and the community to help children learn and achieve high standards.

The Parent Involvement Policy raises the academic achievement of students. Dresden Elementary School encourages involvement of parents through an active Parent Volunteer Program and an active PTA. Parents are encouraged to assist in scheduled activities at the school throughout the school year. Our policy was developed jointly with the principal, school council, and PTA board. Meetings were held with administrators, teachers, parents, and/or community agencies to review and revise the Parental Involvement Policy. Copies were distributed and explained during Open House and PTA meetings to all parents of Title 1 children. The document is maintained at the school and made available to the local community and for monitoring by the state and federal agencies. It is updated periodically to meet the changing needs of parents and the school.

Stakeholder Communication (ESEA Mandate #10)

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

Teachers new to Dresden have three days of orientation prior to preplanning. A team of Teacher Support Specialists (TSS) serves the school. New teachers are mentored by the appropriate TSS and are further served by a veteran teacher who serves as his/her mentor for the school year.

Teachers and administrators are trained and able to interpret and effectively articulate assessment results of GKAP, CRCT, COGAT, DIBELS, PPVT-III and ITBS to stakeholders, comprised of the *staff, students, parents, and the community*. School information is disseminated through various ways that are highly effective. Because we have a high number of parents who do not speak English, we use in-house and district translators to effectively communicate information to our parents during three evening conferences. Monthly parent Coffee and Conversation meetings are used to relate laws pertaining to attendance and other student related matters. Parent meeting for third and fifth grade parents are used to relay information regarding the Georgia Promotion Retention Law. Professional development days are used for data interpretation as well as Wednesday data days.

During parent/teacher conference meetings, teachers use Level 1 plans, progress reports, and student work samples to communicate effective strategies being used in the classroom to differentiate instruction. In addition, a PowerPoint presentation in English and Spanish was presented to the parents who attended our Title I Curriculum Night September 2010 regarding Dresden's meeting AYP for four (4) consecutive years. Dresden moved from a school with a "Needs Improvement" overall assessment to a Title 1 Distinguished School for two consecutive years - 2008-2010.

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

Results of Dresden's disaggregated data are communicated through the web at the Georgia Department of Education (www.gadoe.com) and the Office of Student Achievement (www.gaosa.org). Also posted at http://www.dekalb.k12.ga.us/dresden. Teachers discuss data analysis and the use of results with parents during parent conference night, individual parent conferences, PTA, monthly Parent Coffee and Conversation meetings, and DECCA meetings.

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

Results of Dresden's disaggregated data are communicated through the web at the Georgia Department of Education (www.gadoe.com) and the Office of Student Achievement (www.gaosa.org). Also posted at http://www.dekalb.k12.ga.us/dresden. Teachers discuss data analysis and the use of results with parents during parent conference night, individual parent conferences, PTA, monthly Parent Coffee and Conversation meetings, and DECCA meetings.

* Copies of the CSIP will be housed in the Media Center for parents or stakeholders to view or borrow upon request. The CSIP is reviewed with parents and business partners during School Council meetings. A Spanish translation of the CSIP document also will be made available in the school's Media Center. DeKalb County Schools website is http://www.dekalb.k12.ga.us. A link is on the home page to elementary schools/Dresden.

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

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

<u>Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System</u>

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)

Interventions are 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.

Identified Need	Action Plan and Page #	Citation and Abstract

*If your school is currently undergoing the School wide 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 I funds are allotted to provide Professional Learning; purchase reading and math materials; offer additional learning support through in-school tutorial programs and to increase parental involvement. Title I funds also pay for three teachers and one paraprofessional.
State Funds	State Technology Funds are dispersed to purchase computers and/or software for student use in the computer lab. Additionally funding is used to purchase required computer peripherals to implement web base applications. Additionally, a paraprofessional has been provided to provide support to the program.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Professional Learning Funds will be used to provide training in best practices: Common Core Standards, Performance Tasks, High Yield Strategies, Differentiated Instruction and Professional Learning Communities.
Grants (list)	N/A
PTSA	PTA has established a budget to support student learning. Funds will be used to support the instructional program.
Partners in Education	Business partners provide opportunities for rewarding student achievement, teacher grants, attendance incentives, and artists in residence, community activities to increase the connection between home, school and the community.
Other (list)	Saturday school tutorials are provided. Additionally, an experienced bilingual translator has been provided to assist all dimensions of the school program.

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

*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Reading Action Plan (NCLB Mandate)				
Annual Measurable Objective: By the end of the 2011 school year, all students will meet and exceed in performance as measured on the CRCT as follows: Spring 2011 - from 84.9% to 87.9% % with a minimum of 98% participation rate.				
Intervention	**Estimated Cost and Funds Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
GSS Curriculum Standard 3.1 Performance Action 1 Monitor and evaluate implementation of the curriculum through an ongoing, systematic school-wide process throughout the school year to ensure consistency within and across classrooms, grade levels, and subject areas relative to all Georgia Performance Standards. Utilize the StoryTown Reading Program by Harcourt assuring that it is fully aligned with all of the GPS in Reading/English Language Arts and actively engaging all students for Reading/English Language Arts at each grade level and for each grading period. .	DeKalb County provides all textbooks for students	August 2011-May 2012 Principal, API, Title I Coach, Title I Instructional Coach, Teachers	Portfolios, Reading Logs Journals, Projects, Observation Mock CRCT, DIBELS Tiers I and II checklists Benchmarks Data Wall Star Reading AR Data Compass Learning/Study Island Rosetta Stone(newcomers)	Documentation of data analysis is utilized to develop individual action plans, to guide instruction, and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading and Math Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis. RTI Process

GSS Instruction Standard 2.3 Performance Action 1 Participate in professional learning activities on active engagement, vocabulary, and comprehension by studying the book: The Highly engaged Classroom by Robert J. Marzano and Debra J. Pickering Highly engaged classrooms should include the use of implementing standards with content, use of high yield strategies, critical thinking, collaboration, and communication. All teachers will continue to make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students' readiness levels, learning styles, and interests and personal goals. Peer Visits and Power Standards will be included.	None	September 2011- March 2012 Principal, API, Title 1 Coach, Title I Instructional Coach, Teachers	PL Sign-in sheets, Agendas, Conference Notes	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading Intervention Program. The data analysis wall documents include benchmarks, story town and progress monitoring; these will be used in the analysis. STAR Reading , STAR Early Literacy Test, DIBELS Performance Tasks
GSS Instruction Standard 2.3 Performance Action 1 Participate in professional learning on Writing Strategies and implementing performance based writing and assessing by studying the book: Powerful Writing Strategies for all Students by Karen R. Harris et al.	none	December 2011- February 2012 Principal, API, Title 1 Coach, Title I Instructional Coach, Teachers	PL Sign in sheets, agendas, and conference notes 3rd -5th grade students will create sketch books which will be used to practice art skills as well as writing.	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.

English Language Learners* By utilizing StoryTown, ESOL supplemental materials, SIOP strategies, Brainpop ESOL, collaboration between homeroom teachers and ESOL support staff, teachers will build appropriate lessons tailored to ELL students' language needs.	None Needed	Ongoing ESOL teachers, Classroom teachers	Story town materials, use of SIOP model, Brain pop subscription	Can do descriptors, ACCESS, WAPT, StoryTown weekly assessments, Benchmarks
GSS Instruction Standard 1.2 Performance Action 3 Meet with collaborative grade level groups monthly to analyze common formative and summative assessments posted on the data wall. Provide specific feedback for teachers to develop and revise units, lessons, and strategies to differentiate instruction to meet individual student academic needs for all students in K-5.	None needed	August 2011 to May 2012 Principal, API, Title 1 Coach, Title I Student Support Specialist, Teachers	Meeting notes, Lesson Plans, Item Analysis Results, Practice CRCT tests, Benchmarks, Progress Monitoring Results	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.
GSS Instruction Standard 1.2 Performance Action 1 Use collaborative grade level planning, vertical team (Professional Learning Communities), Leadership Team, Design Team meetings to effectively plan, implement, monitor and evaluate differentiated instruction for both IEP goals and objectives and Level 1 plans.	None needed	August 2011 to May 2012 Principal, API, Title 1 Coach, Title I Student Support Specialist, Teachers (ESOL, EIP Reading Specialist,	Grade Level Vertical Team Sign-in Sheets Level 1 Plans, IEP (SST) lesson plans, Unit Tests, student work samples, quizzes rubrics	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.

		SE, HR, DIS) Media Spec		
GSS Instruction Standard 2.6 Performance Action 1 and 2 Plan, implement, monitor, and evaluate academic interventions for all students in grades K-5 based on data analyzed from DIBELS assessments, Benchmarks, Story town weekly assessments, performance tasks, and Star Reading.	$13,000 Federal Funds	August 2011 to May 2012 Principal, API, Title 1 Coach, Title I Student Support Specialist, EIP Reading Specialist, ESOL staff, Teachers	Benchmark, Tests, Star Reading tests, DIBELS Progress Monitoring Unit Tests PL Logs, Lesson Plans, Classroom Observations, Reading Fluency Benchmarks	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes DIBELS and Unit Tests. The data analysis wall will be located in the respective API's offices K-2, 3-5. Documents include benchmarks, and progress monitoring; these will be used in the analysis.
GSS Assessment Standard 3.1 Performance Action 4 Assign safety net instruction for Reading, which occurs during Saturday school for 3rd through 5th grade Level 1 students, SWD, ESOL Saturday School Budget Breakout: Salaries-$16,875.00 Snacks - $1,687.50 and Transportation-$2,250.00	$16,875.00 plus an additional $1,620 for Saturday School, Nutrition, Federal Title 1 Funds	January 2012 thru March 2012 Principal, API, Teachers, EIP Reading Specialist	Attendance Logs-Tutorial, Portfolios, Journals, Benchmarks, Reading Intervention Program diagnostic reports. WAPT	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GAPSS, WIDA, Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.

GSS Instruction Standard 1.1 Performance Action 1 Utilize rubrics to measure what students in grades 4-5 should understand and be able to do to improve their reading skills.	None Needed	October 2011 to March 2012 Principal, API, Title I Instructional Coach, Teachers	Lesson plans, Journals, Accelerated Reader and Reading Intervention Program diagnostic reports, Benchmarks	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, and GAPSS. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.
GSS Instruction Standard 1.1 Performance Action 2 Utilize backward design teaching methods, which enable teachers to know what students in grades 4th & 5th should understand and be able to do to improve personal reading skills.	None Needed	2011-2012 Principal API, Teachers	Lesson Plans, Journals, DIBELS	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GAPSS Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.

GSS Instruction Standard 2.3 Performance Action 2 Conduct teacher meetings to plan appropriate standards-based instruction, provide students with resources that are accessible, and develop re-reading and reading strategies for all students in grades K-3.	None needed	October 2011 to May 2012 Principal, API, Teachers, Title 1 Coach, Media Specialist, Teacher	Sign-in sheets, Lesson plans, Word Studies, Word of the Week, DRAs, Reading Intervention diagnostic reports. Benchmark Reports	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.
GSS Instruction Standard 2.6 Performance Action 1 Implement small group differentiated instruction based on benchmark assessments and Can Do descriptors for our English Language Learners.	none	August 2011 to May 2012 Principal, API, ELL coaches, Teachers ESOL Staff	Teacher Observation, Tiers I and II checklists Pre/Post Test Practice CRCT tests, WAP-T	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, WIDA, ITBS Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.
GSS Instruction Standard 2.2 Performance Action 1 Engage all economically disadvantaged students in grades K-5 in high-level hands-on experiences using student-centered activities, rhyme, and interactive read aloud.	none	August 2011 to May 2012 Principal, API, Teachers	Teacher Observation Completed classroom assessment tasks	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading

				Intervention Program.
GSS Instruction Standard 2.6 Performance Action 1 Plan and implement strategies from Reading First Struggling Reader's Professional Learning Redelivery for all students with disabilities in grades K-3.	None needed	October 2011 to May 2012 Special Education, Title 1 Instructional Coach, ESOL, EIP Homeroom Teachers	PL Logs, Lesson Plans, DIBELS Progress Monitoring Benchmarks Quizzes Unit Test	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.
GSS Instruction Standard 2.3 Performance Action 3 Use leveled reading books (high interest/low level fiction and nonfiction) across the curriculum in both collaborative and resource models to differentiate instruction for all students in all subgroups (ELL/ED/SWD)	None needed	Aug. 2011 to May 2012 ELL, SE, EIP and HR Teachers, Title I Instructional Coach, Media Specialist	Reading logs, observations, student work Reading Intervention Program student logs and diagnostic reports. Tiers I and II checklists Benchmarks, Unit Tests	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading Intervention Program The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.
GSS Curriculum Standard 3.2 Performance Action 2 Utilize resource materials and technology to	No Local Funds Needed	Aug. 2011 to May 2012	Teacher Observations, conferencing	Documentation of data analysis is utilized to develop individual action plans, to guide instruction

create classroom and homework projects to increase reading for comprehension for all students.		Principal, API, Media Specialist, Teachers	Notes, Journal Writing, Rubrics	and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, The data analysis wall documents include benchmarks and progress monitoring; these will be used in the analysis.
GSS Planning and Organization Standard 3.2 Reading Support person is utilized to reinforce short and long range performance goals and standards to individual students as well as groups of students that are struggling to read and comprehend on grade level.	Federal Title I Funds: Salary plus benefits 62,438.60	August 2011 to May 2012 Title I Student Support Specialist	Teacher observations both formal and informal, student work, performance tasks	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS
Technology Integration <u>GSS Curriculum Standard 3.2</u> <u>Performance Action 2</u> Use Accelerated Reader software to provide comprehension assessments connected with AR books read for all students in grades K-5. Use Destiny software to create book lists as a resource. Utilize promethean Planet technology to perform tasks to increase reading comprehension. Newcomers/Kindergarten- English in a Flash. (Renaissance Learning)	None needed	Aug. 2011 to May 2012 Principal API, Media Specialist, Technology Teacher, EIP Reading Specialist, Teachers	Reading Intervention Program student profiles and scores. Library circulation records Diagnostic Test Results	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis. Teachers can show how assessments were used to create differentiated lesson plans based on formative and summative assessments.

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Technology Integration GSS Instruction Standard 2.7 Performance Action 1 Create projects using technology software (i.e. PowerPoint), ActivBoards, and eInstruction that will actively engage all students in grades K-5 to increase vocabulary and reading comprehension skills. Materials to support the technology program include Active Expressions and replacement projection bulbs to ensure equipment instructional performance.	Federal Title I Funds 1: Interactive Board $4,500	Aug. 2011 to May 2012 Principal API, Media Specialist, Technology Teacher, EIP Reading Specialist, Teachers	CRCT online practice tests, Teacher Observation, Student Work Samples	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.
Technology Integration GSS Instruction Standard 2.7 Performance Action 2 Create learning paths using Compass Learning technology software that will actively engage all students in grades K-5 to be more fluent readers, build vocabularies, and increase text comprehension abilities.	None needed	Aug. 2011 to May 2012 Principal, API, Media Specialist, DCSS MIS, Teacher, EIP Reading Specialist, Teachers	Learning Path Completed Activities Print-outs	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS Reading Intervention Program. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis.
Technology Integration GSS Curriculum Standard 3.2 Performance Action 2 Integrate School Net into the curriculum to improve comprehension skills and strategies for	Federal Funds $10,000	Aug. 2011 to May 2012 Principal, API, Media Specialist,	Grade Level meeting notes Lesson Plans, Data Notebooks, Data Analysis	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, GKIDS, GAPSS, Reading

all students in grades K-5 Teachers, Specialists and Administrators will utilize School Net, Tienet, ACCESS, Reading Intervention Programs and CRCT scores to progress monitor their students. The data will be reviewed at Progress Monitoring meetings every 4.5 weeks for students in grades 3 – 5 using these and other Benchmark assessments. The Administrators will guide the process of analyzing the data results in order to differentiate instruction by implementing the curriculum to the aligned resources. Additional support for the implementation of Renaissance Learning and assessment programs to enhance and assist AYP subgroups.		EIP Reading Specialist, Teachers	Data Wall	Intervention Program student data. The data analysis wall documents include benchmarks, and progress monitoring; these will be used in the analysis. GAPSS. Special diagnostic and remediation programs such as Reading Intervention Programs will support the overall program.

Mathematics Action Plan

Annual Measurable Objective: The percentage of students meeting and exceeding the standard for Mathematics on the Spring Assessment of GA Criterion Referenced Competency Test in grades 3-5, will increase from 75.7% in SY 2010-2011 to 83.8% in SY2011-2012 with a minimum of 98% participation rate.

Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
GSS Assessment Standard 3.1 Performance Action 4 Implement safety net Math instruction for all Level 1 students in grades 3-5 that are not meeting standard(s) according to assessment	Training for tutorial staff via APIs	$16,000 plus an additional $1,620 for Saturday School,	2011-2012 Principal, APIs Tutorial Staff, EIP Math	Student Tutorial Activities & Attendance, Level 1 Plans, Student Portfolios, Math Journals,	CRCT ITBS GAPSS STAR MATH

results. Saturday School Saturday School Budget Breakout: Salaries-$16,000 Snacks - $1,620 and Transportation-$2,000		Nutrition, Transporta tion 2,000 Federal Title 1 Funds	Specialists, Teachers	Pre/Post Tests Results, Math Intervention Program Unit Tests, Quarterly Mock CRCT Practice Tests Results, Quarterly Students Progress Monitoring Meeting, Tiers I and II checklists	
<u>GSS Assessment Standard 2.4</u> <u>Performance Action 2</u> Incorporate the use of manipulative during math instruction for all students. <u>Planning and Organization Standard 2: 3.1</u> <u>Performance/Action 1/2</u> Select supplemental hands-on materials based upon school & student data collected & analyzed	Peer observations, Book Study on books recommended by Marilyn Burns	None Needed	2011-2012 Principal, APIs, Title I Instructional Coach, EIP Math Specialists, Teachers	PL logs Peer Observation Logs Observation of Classroom Activities Use Manipulative, books and math journals, as documented in lesson plans, Pre/Post Tests Results, Math Talk Incorporation of manipulative in lesson plans, Focus Walks Unit Tests, Mock CRCT practice tests Smartboard Tiers I and II checklists	CRCT ITBS GAPSS STAR MATH
<u>GSS Instruction Standard 1.3</u> <u>Performance Action 2</u> Use Differentiated Instruction Management Techniques and Strategies, along with item analysis results, to create flexible groups, which will enable all students to master the GPS standards and learning goals. Implement the use of Reading Intervention	Peer Observations and Math Summit	None needed	2011-2012 Principal, APIs, Title I Instructional Coach, EIP Math Specialist, HR Teachers,	PL Logs Pre/Post Tests Results Lesson Plans, Quick Quizzes, Quick Practices Observations, Focus Walks Benchmark Unit Tests	CRCT ITBS GAPSS AR Math Math Facts in a Flash STAR

Program to support AYP Subgroups.			SE Teachers, LTSE	Results, Class Assessments Item Analysis Sheets, Level One Plans Quarterly Mock CRCT Test Results	Math
GSS Instruction Standard 2.6 Performance Action 1 Implement small group differentiated instruction for our ELL population based on benchmark and unit assessments.				Pre and posttest Benchmark results PL Sign in Sheets, Classroom Activities, Observation, Focus Walks WAPT Unit Tests Implementation of small groups in lesson plans Tiers I and II checklists	CRCT, ITBS _____ CRCT ITBS WIDA ACCESS GAPSS
					CRCT ITBS GKIDS GAPSS
GSS Instruction Standard 2.2 Performance Action 1 Utilize tasks from the state framework and Math Expressions to provide hands-on experiences for our socio economic disadvantaged students.	None needed	None needed	2011-2012 Principal, API, EIP Math Specialists, Title I Instructional Coach, Teachers	PL Logs, Lesson plans, Focus Walks, Unit Tests Authentic Assessments: Projects/Technology Integrated Assignments, Standards Based Bulletin Boards, Student Portfolios Math Journals Tiers I and II checklists	CRCT ITBS GKIDS GAPSS
GSS Curriculum Standard 1.3 Performance Action 1 Develop performance tasks that require all	NCTM	$1000	2011-2012 Principal APIs,	Lesson plans, Focus Walks Math Talk	CRCT ITBS GKIDS

learners to demonstrate a depth of understanding in solving word problems in mathematics to include explanation, interpretation, application, and analysis of perspectives, empathy, and self-knowledge.	Conferences Mathematical Reasoning	Federal Funds	EIP Math Specialists, Title I Instructional Coach, Teachers	Math Journals Quarterly Mock CRCT Tests Results, Unit Tests, Math Study Groups	GAPSS
Technology Integration GSS Instruction Standard 2.7 Performance Action 2 Use computer and Neo 2 laptop computers to support Math Intervention Programs and Accelerated Math software in classrooms and lab to improve competency in mathematic facts and use of them in solving story problems. Use web sites such as Illuminations (NCTM) and CRCT online; use of Net trekker and www.eduplace.com and www.aaa.math.com. www.compasslearningodyssey.com, and www.aaa.math.com.	Training on Math Intervention Programs via EIP Math Teachers	None Needed	2011-2012 Principal, APIs, Technology Teacher, CTSS, EIP Math and HR Teachers	PL Logs Lesson Plans, Rubrics, Observations, Accelerated Math Math Intervention Program, Smartboard Math Study Groups	CRCT ITBS GAPSS
Technology Integration GSS Instruction Standard 2.7 Performance Action 2 NeoBoards and Toner.		Funding	2011-2012 Principal, APIs, Technology teacher, HR teachers	Accelerated Math scores, Lesson plans, Observations, pre and posttest Math benchmark scores. Math Intervention Program.	CRCT ITBS STAR Math

*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan
 Annual Measurable Objective: The percentage of students meeting and exceeding the standard for Science on the Spring Assessment of GA Criterion Referenced Competency Test in grades 3-5, will increase from 67.3% in SY 2010-2011 to 71.7% in SY2011-2012 with a minimum of 98% participation rate.

			Means of Evaluation	
Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)	**Estimated Cost and Funding Sources**	**Timeline and Positions Responsible**	**Artifacts**	**Evidence**
<u>GSS Instruction Standard 2.2</u> <u>Performance Action 1</u> Implement engaging hands-on activities in the classrooms in all grade levels using GPS and DeKalb's Critical Experiences to enhance inquiry-based skills in all domains.	None Needed	2011-2012 Principal, API, Science Lab Teacher, Classroom Teachers	Completed experiment rubrics, Hands-on activities projects, Performance Tasks, Quizzes, Unit Tests, Lesson Plans, Observation, Cooperative Groups Science Lab notebooks	CRCT ITBS GAPSS
<u>GSS Instruction Standard 2.1</u> <u>Performance Action 2</u> Provide daily instruction using a variety of instructional strategies for all students in the areas of physical, life, or earth sciences. Integrate science across the curriculum, including science in both reading and mathematics instruction.	None Needed	2011-2012 API, Science Lab Teacher, PE Coach and Classroom Teachers	Lesson plans, Classroom observations, Performance Tasks, Focus Walks, Graphic Organizers, Quizzes, Unit Tests	CRCT ITBS GAPSS
<u>GSS Instruction Standard 2.6</u> <u>Performance Action 1</u> Implement small group differentiated instruction for our ELL and Special Education populations based on benchmark and unit assessments.	None Needed	2011-2012 Principal API Science Teacher	Benchmark Assessments Lesson Plans Classroom Observations	CRCT ITBS GAPSS

		Instructional Coach Classroom Teachers	Performance Tasks Student Work Samples Quizzes Unit Tests	
GSS Instruction Standard 2.2 Performance Action 1 Provide interdisciplinary instruction using science content to teach sentence structure and research for both our ELL and Socio Economic Disadvantaged Subgroups.	None Needed	2011-2012 Principal API Science Teacher Instructional Coach Teachers	Completed Research Lesson Plans Unit Test WAPT (Pre test for ELL – Science)	CRCT ITBS WIDA ACCESS GAPSS
GSS Instruction Standard 2.1 Performance Action 2 Provide students with disabilities and English Language Learners with accommodated assignments or tests and collaborative co-teaching instructional models to include: station teaching, parallel teaching, or alternative teaching. Provide these students with science based extracurricular activities that build knowledge and self esteem.	None Needed	2011-2012 Principal API ESOL, EIP, Special Education, Homeroom Teachers, Parent and Community Volunteers, SSS members, and Science Lab teacher	Lesson Plans Teacher Made Tests/Quizzes, Science Olympiad Student Participation Log Science Day Unit Tests, and Science Club/ connections	CRCT ITBS GAPSS
GSS Curriculum Standard 1.1 Performance Action 2 Ensure that instructional standards in science are implemented through inquiry-based instruction at each grade level based on district and state curriculum guidelines.	None Needed	2011-2012 Principal API Teachers, Parent & Community	Lesson Plans, Completed Experiments, Hands-on activities, Projects,	CRCT ITBS GAPSS

			Volunteers	Unit Tests	
GSS Instruction Standard 2.1 Performance Action 3 Provide additional hands-on science instruction to students in grades K- 5 via the implementation of the Science Lab.		Federal Title I Funds: Salary plus Benefits 57,079.60	2011-2012 Science Lab Teacher, Principal and APIs	Lesson Plans, Classroom Observations Focus Walks Unit Tests	CRCT ITBS GAPSS
Technology Integration GSS Instruction Standard 2.7 Performance Action 2 Use computers and ActivBoards to create Power Point presentations and flipcharts to conduct research to support experiments and science projects. Students will use Scientific Instruments (microscopes, scales/ balances, computers and weather instruments) to gain a better understanding of the tools used by scientists. Ex: www.aimsedu.org and www.discoveryeducation.com		None	2011-2012 Science Lab Teacher, and Homeroom Teachers	Students providing the day's weather forecast during the morning announcements. Students creating class projects and charts describing local and National weather.	CRCT ITBS GAPSS

*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Social Studies Action Plan
Annual Measurable Objective: The percentage of students meeting and exceeding the standard for Social Studies on the Spring Assessment of GA Criterion Referenced Competency Test in grades 3-5, will increase from 55% in SY 2010-2011 to 63% in SY 2011-2012 with a minimum of 98% participation rate.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)		Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
GSS Instruction Standard 3.1 <u>Performance Action 1</u> All Students and all teachers will work in partnership to establish high and clear expectations. All students are engaged in work that is authentic, standards-driven, utilizes higher-order reasoning and requires independent application of Georgia Performance Standards as identified on the Georgia Department of Education website: http://www.georgiastandards.org/socialstudies.aspx		None Needed	August 2011 - May 2012 Principal, API, Title I Coach, Teachers	Journals, Projects, Observation, Mock CRCT, Tiers I and II checklists, Benchmarks, Unit Tests, Rubrics, Quizzes, Portfolios	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, and GAPSS.
GSS Instruction Standard 2.6 <u>Performance Action 1</u> Implement small group differentiated instruction for our English Language Learners population based on benchmark and unit assessments. Participation in field trips with hands on experience. Interventions are required, timely, systematic, data-driven, address learning weaknesses of all students, and support them to accelerate learning in all students.		None Needed	August 2011 - May 2012 Principal, API, ESOL Teachers	Classroom Observations, Benchmark Assessments Student Projects and Performances	Individual action plans, to guide instruction and to progress monitor students: the data includes CRCT, ITBS, WIDA, ACCESS, and GAPSS.
GSS Instruction Standard 2.1 <u>Performance Action 2</u>		Federal Library Media Funds	August 2011 - May 2012	Classroom Observations,	Documentation of data analysis

Provide daily instruction using graphic organizers for all students in the areas of geography, history, and civics. Integrate social studies context and topics into reading and writing standards. Using authentic materials: eg. Newspapers use of internet, guest speakers, and students will participate in performance tasks which include written and oral presentations. Correlate culinary activities with themes.		Principal, API, Teachers, Train the Trainer Model	Unit Tests Performance tasks. Oral and written presentations. Unit tests Authentic Assessments	is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT and GAPSS.
Technology Integration GSS Instruction Standard 2.7 Performance Action 2 Use computers to create PowerPoint presentations and word documents to conduct research to support projects such as the Social Science Fair, Black History Month, and National Hispanic Month Incorporate the use of Accelerated Reader for Social Studies skills and concepts. Utilize flip charts, NYSTROM, and interactive maps to enhance social studies knowledge. Incorporate instructional DVD's to enhance student learning. Utilize the E-social studies book and the audio student's book to differentiate instruction for audio and visual learners. Web Sites: www.globalclassroom.org http://bensguide.gpo.gov/3-5 www.brainpop.com http://streaming.discoveryeducation.com/ http://www.google.com/earth/index.html	None Needed	August 2011 - May 2012 Principal, API, Teachers, Train the Trainer Model	Classroom Observations, Unit Tests, Word Wall, Promethean Planet	Documentation of data analysis is utilized to develop individual action plans, to guide instruction and to progress monitor students: the data includes CRCT and GAPSS.

School Name: Dresden Elementary   Principal: Dominique Drew-Terrell   Plan Year: 2011-2012

www.prometheanplanet.com				
All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery; to support students' conceptual understanding and independent application of core content; and to differentiate the teaching – learning process to accommodate students' readiness needs, interests, and learning profiles. There is clear and comprehensive evidence of technology being integrated into the curriculum design, development, implementation, and evaluation process. A majority of students demonstrate true ownership of technology as a set of tools and resources to complement their learning process and to reinforce their ability to investigate information	None Needed	August 2011 - May 2012 Principal, API, Teachers, Computer Teacher, Gifted Teacher and Media Specialist	Completed presentations and projects, School Social Science Fair	

*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Attendance Action Plan

Annual Measurable Objective: Decrease the number of students absent 8 or more days in grades Pre-K - 5 as measured on the AYP Student Absenteeism Report from 3% to 1% for school year 2011-2012.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)	**Estimated Cost and Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Evidence of Monitoring	**Evidence of Impact**
<u>Monthly Attendance Incentives</u> – Reward the class with the best attendance for the month – by grade levels. For example – Out of three 5th grade classes, the class with the best attendance for that month gets free ice cream or available treat. The class will receive a coupon to present to the cashier. If they have the best attendance after three months (doesn't have to be consecutive), then a movie party on Fun Friday. Then, we can do a Pizza Party for overall best attendance for the semester (1 per semester). Honors Day - will recognize Perfect Attendance for the semester Possible Bike raffle for 5th grade student with best attendance from kindergarten – 5th.	Estimated $200 for pizza, and movie incentives Free Pizzas from Partner in Education – Pizza Patron	Principal Asst Principal Counselors Teachers Registrar	Charted attendance report. Registrar	Monthly attendance report GAPSS Parent Coffee & Conversation AYP Report Attendance Conferences Attendance Contracts
<u>Attendance</u> - Publish and systematically update school wide attendance information on the school website and newsletter to maintain an awareness and sense of urgency among school stakeholders.	$50 Local Funds	September 2011-2012 Principal, Counselor, Registrar, Attendance Clerk	Newsletters, Web Pages	eSIS data AYP report IDMS GAPSS
		September 2011-2012 Principal,	Memos,	eSIS data

GSS School Culture Standard 2.2 Performance Action 3 Implement an incentive-based program that encourages competition between grade levels in short increments of time.	$100 PTA $100 Partners in Ed	Counselor, Registrar, Attendance, Teachers	calendars, tally logs, monetary records	AYP report IDMS GAPSS
Attendance - Utilize school wide attendance plan, policies, and procedures to communicate about and address tardy and absentee behavior.	$100 Local Funds	September 2011-2012 Principal, Counselor, Registrar, Attendance Clerk, Teachers, Social Worker	Attendance in-service log, plan, documents	eSIS AYP report IDMS GAPSS
Attendance - Address attendance expectations and concerns with students and parents through formal and informal notices, attendance assemblies, Parent Coffee and Conversation meetings, monthly newsletters, and conferences.	$100 Local Funds	September 2011-2012 Principal, Counselor, Registrar, Attendance Clerk, Teachers, Social Worker	Sign-in sheets Notices Newsletters	eSIS AYP report IDMS GAPSS
Absences - will be monitored by monthly reports, teacher or staff notifying school counselors or administrators. After 4 absences, Parents will be notified to attend a conference with School Counselor and Social Worker.	N/A	Principal Counselor Social Worker Teacher Staff Member Parents	Monthly Report Attendance meeting w/Social Worker	eSIS data GAPSS AYP
GSS School Culture Standard 2.1 Performance Action 1 Cultivate a school environment that promotes acceptance of all learners by embracing cultural and physical differences, diversity, and discouraging intolerance. This includes	$100 Local Funds	September 2011-2012 Principal, API, Counselor,	School handbook, vision and mission statement	eSIS data AYP Report IDMS GAPSS

		Teachers		
GSS School Culture Standard 2.2 Performance Action 1 The principal and school staff consistently model acceptance and respect for all and recognize individual accomplishments. There is a strong emphasis on effort-based learning.	$100 Local Funds	September 2011-2012 All school stakeholders	Celebrations, Memos, Awards, etc.	eSIS data AYP report IDMS GAPSS

Library-Media Action Plan

Annual Measurable Objective: to increase the number of students that meet/exceed the standards on the Spring 2012 CRCT for Grades 1-5 in the following areas with a 98% participation rate: Reading/Language Arts from 80%to 87%, Mathematics from 75%to 86% Social Studies from 55% to 63%, and Science (grades 3-5) from 62% to 68%.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction 1.2:PA4 The Teacher-Librarian collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The Teacher-Librarian serves on the leadership team and provides services and resources that support school units and lesson implementation • Teacher-Librarian attends collaborative planning meetings, conferences and serves on the Leadership Team • Books are available to the students	None Needed	August-2011-May 2012 Principal Leadership Team Teacher-Librarian Grade Level Chairs	Disaggregated Lexile Reports Renaissance Learning Reports Accelerated Reader & Star Reading Resources alignment to units	Resources from the media center are correlated to grade level units of study. Listed below the Teacher Librarian can describes how services are coordinated to support classroom instruction that include: CRCT ITBS Focus Walks Observations Social Studies Fair-Research Projects Technology Fair

based on reading levels & personal interest. • Teacher-Librarian provides flexible access print, non-print resources and library class spaces to faculty and staff members • Teacher-Librarian facilitates students reading a minimum of 25 books for the 25 Book Campaign.			Library Media circulation records and reports	
Technology Integration-Instruction 2.7: <u>PA2:</u> Teachers effectively use technology to provide real world applications and to maximize student learning. • Class multi-media projects • Renaissance Learning • The Internet • Destiny (Online Catalog) • Galileo (K-12 online databases) • Discovery Education • World Book Encyclopedia Online • Capstone Interactive Digital Library • DeKalb Technology Resources (County online supported databases) • Online State Assessment • Accelerated Reader NeoCarts • Nystrom Stratalogicia (Interactive Maps)	Title I Federal Funds $1000.00	August-2011 May 2012 Principal Leadership Team Teacher-Librarian Grade Level Chairs	Laptop Computer Schedule Prometheans Boards Teacher & Teacher Librarian Collaborative Lessons Plans Library Media Center Flexible Schedule Computer Lab Schedule Student/Classroom Projects	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. • Renaissance Learning Star Reading & Star Math Test & Reports • Study Island • Accelerated Reader Reports • Compass Learning • Dibels • English in a Flash • Odyssey • The Internet Searching Skills • Destiny- Research Library Information Literacy Skills Curriculum Integration

Professional Learning Plan (ESEA Mandate #4)
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	**Evidence of Impact**
State (PL Funds)	Teachers and staff will support student achievement by establishing learning communities within the school building with a focus on and a commitment to the learning of each student.	Teachers, administrators and staff will develop collaborative teams (learning communities) with all members working interdependently to enhance student achievement.	September 2011 - May 2012	Sign In Sheets Collaborative planning and open discussion, student work and monitoring of student progress.	CRCT AYP ITBS GAPSS
Federal	Attend Professional Conferences and redeliver information to staff for implementation within their classroom setting.	Staff members that attend local professional conferences will redeliver the information. [Example-Courageous Conversations: Professional Learning Communities] Teachers will utilize information to improve collaboration and student achievement. [Title I] Teachers will increase student use of technology to research, create documents and/or projects, and to demonstrate a greater understanding of learning goals (Continual training on use of the (14 newly	2011-2012 Title 1 Federal Funding Registration Fees $1,500 Travel $3,000		CRCT AYP ITBS GAPSS

		installed) Promethean Boards in the classroom, as well as peer-teaching observations and conversations).			
Federal	Teachers will attend onsite, offsite, and online Professional Learning Opportunities to increase higher order thinking skills and rigor.	Staff members will participate in professional learning opportunities offered through the Dept. of Professional Learning 1.Virtual Learning Cohorts 2.Pro Corps Teachers will participate in job embedded professional development strategies: 1. study groups 2. develop unit/ lesson plans and assessments 3. create evaluation checklists and rubrics 4. reaching all learners 5. cooperative teaching and learning 6. Promethean boards 7. conflict management 8. peer observations and modeling with feedback 9. teacher-student conferences 10. student –student conferences	2011-2012 Title I Federal Funding Substitute Teachers $4,000	Sign In Sheets Feedback and reflective notes Observations	CRCT AYP ITBS GAPSS
Federal	Provide Parental Involvement Opportunities	Parents will attend a minimum of six workshops:[Title I] 1. Parent Coffee and Conversation [3] 2. Passport [3] 3. Family Math Night [1] 4. Family Literacy Night [1]	2011-2012	Sign In Sheets	CRCT AYP ITBS GAPSS

Federal	Provide opportunities for teachers to observe in other classrooms. Peer observations will be scheduled for teachers in grades K-5.	Modeled Lessons by coaches [Title I, ESOL] and teachers. 1. SIOP implementation 2. Curriculum compacting to increase rigor and higher order thinking skills. 3. Instructional strategies implemented	2011-2012	Observation Notes Feedback and reflection	CRCT AYP ITBS GAPSS
Grants					
Local	Provide opportunities for teachers to observe in other classrooms. Peer observations will be scheduled for teachers in grades K-5.	Modeled Lessons by coaches [Title I, ESOL] and teachers. 1) SIOP implementation 2) Curriculum Compacting to increase rigor and higher order thinking skills.	2011-2012	Observation Notes Feedback and reflection	CRCT AYP ITBS GAPSS

School Climate Action Plan

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

Intervention (Performance Actions should be selected and cited from the *DCSS Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible
Performance Action: 2 The Safe School initiative is conducted through the Safe School Committee. The committee analyzes school discipline date by an established criterion. Data is analyzed by: 2.1 Grade level, Gender, Location and time of discipline issues, teacher referrals, and repeat student offenders. School Climate Professional Learning Opportunities to Acquaint teachers to Know and Use Best Practices	None needed	Principal, API's, building engineer, custodial staff Aug., 2011 -2012
Performance Action: 2 School leadership presents data-driven school information critical to the day-to-day operation of a safe public school. Needs are established based on data. Solutions grow from the data.	None needed	Principal, API's, building engineer, Sept., 2011-May, 2012

	None needed	Principal, API, Guidance Counselor, teachers, Sept., 2011 May, 2012
School Climate Implementation of Best Practices Performance Action: 3 Students are given opportunities to be recognized for positive contributions to themselves, others, and to the school Community. Peer observation during planning time.		
Performance Action: 4 School leadership in collaboration with faculty, staff, and students utilize resources available from the DeKalb Co. Schools System. Technical assistance is secured from the departments of: Instruction, Student Relations, and any other department possessing resources, which are needed by the school.	None needed	Principal, API's, building engineer, Sam Moss Service Center, Specialists Sept., 2011 May, 2012

Teacher Retention CSIP Addendum

Georgia School Key Strand: The school district Human Resources plan support the Dresden Elementary School as a learning community committed to ensuring student achievement, efficient organization of the instructional delivery model, and student achievement.

Fully Operational Standard 2.2: The elementary school administrators maximize resources focused on quality human resources to support learning.

Building Level School Leadership: The Board of Education, a policy body, the Superintendent of Schools, and all levels of administration seek **t**o ensure that availability and distribution of instructional human resources are focused on school learning goals. Quality human resources support learning and organizational goals in the learning communities.

Goal: Teacher Retention Implementation: To continually improve the retention of quality teachers (new and veteran) in the DeKalb County Schools and Dresden Elementary.

Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Performance Action: 1 Maintain procedures and protocols to ensure a teacher supportive school environment to provide: 1.1 new teacher mentoring program, 1.2 create guidelines to effectively maintain the program.	None needed District Personnel	2011-2012	Classroom visitation logs Mentor assignment lists	Improved classroom and Positive feedback from stakeholders Teachers demonstrate a basic understanding of best mentoring practices
Performance Action: 3 Provide collaborative planning time.	None needed School	2011-2012	Collaborative planning meeting notes	Teachers know the regimen of content area teaching through content area knowledge, scope and

3.1 Utilize existing resources to provide released time for planning. 3.2 Monitor lesson plans and activities for evidence of collaborative planning	Personnel		Lesson plans Classroom observations	sequence of the DeKalb curriculum model(s) as illustrated in lesson planning and teacher support of one another.
Performance Action: 4 New teachers participate in professional learning opportunities throughout the school year. 4.1 Teachers are provided time to reflect on teaching practices in light of current school environment. 4.2 Teachers and mentors analyze classroom observation and evaluation information. 4.3 Teachers, mentors, and administration develop personal growth goals and enabling objectives for future growth.	None needed.	2011-2012	Agendas, Minutes and meeting notes documenting teacher/mentor discussions and evaluations.	Improvement of instruction as seen in improved student achievement over time as seen in CRCT data and sub data.
Performance Action: 5 The building principal will provide new teachers with an opportunity to express concerns and have them addressed. Additionally, this will allow an opportunity for the building principal to provide support.	None needed	2011-2012	Meeting minutes Notes and action of support actions	Observation and documentation of professional growth and self-confidence.
Performance Action: 6 Administrators conduct informal	None needed	2011-2012	Observation Feedback	Teacher professional growth over time.

teaching observations prior to a formal observation and provide an informal follow-up conference.			information Date(s) of informal observations	