DeKalb County School District

Consolidated School Improvement Plan
2012-2013

Division of School Leadership and Operational Support
Kendra March, 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 Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal:	Date:
Regional Superintendent:	Date:

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

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans __X_Professional Learning _X__Library-Media __X_School Climate _X__Teacher Retention ___Career Technology (Middle and High Schools)	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
Standard 1: Purpose and Direction The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.
Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.
Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.
Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Georgia School Key Strands
Curriculum - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
Assessment - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
Instruction - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (CCGPS).
Planning and organization – The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.
Student, family, and community involvement and support- The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.
Professional learning - Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students
Leadership - The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.
School culture - The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Dr. Ann Culbreath		
CSIP Facilitator	Audra Wheeler		
Parent Representative **(can not be a school employee)**	Kathy Dunman		
Student Representative **(required for High School)**	NA		
Community Representative **(can not be a school employee)**	Robin Kotzin		
School Counselor	Angela Jackson		
Special Education Representative	Beckee Schnurr		
Reading/ELA Chair	Heather Hackett		
Math Chair	Abby Ross		
Science Chair	Christy Steele		
Social Studies Chair	Tami Hoyem		
Professional Learning Liaison	Ashley McGukin		
Other: Gifted Liaison	Heather Nelsen		
Other: Media Specialist	Janie Kossak		

<u>**Executive Summary of Consolidated School Improvement Plan (CSIP)**</u>

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2012-2013. 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 2011-2012:
In 2011-2012 we identified the areas of higher order thinking and differentiation to be our school-wide focus. Our goals were to establish Professional Learning Communities (PLC's) to address these areas as well as to develop a stronger, more consistent method of delivery for professional development within the identified areas. More specifically, PLC's were established to allow staff members to choose one identified area for school-wide improvement that best fit his/her individual interest and needs for growth. Staff then participated in their selected PLC to complete a study of choice; book study, action research, peer observation, or teacher rounds. In addition, a "CSIP Cookbook" was developed to provide a simple, yet consistent method of delivery for professional development and professional conversations regarding differentiation and higher order thinking.

As our student body consists of a high percentage of gifted/talented students, our staff has also been dedicated to achieving Gifted In-Field Certification to better serve the needs of our students. During 2012-2013, we will increase the number of staff members with a Gifted In-Field Endorsement as six more teachers have enlisted to complete the endorsement program during the 2012-2013 school year. We strongly feel that receiving this endorsement helps us to meet our school-wide goals for differentiation through variations in process, content, and product.

We had also hoped to undertake a search for a better way to implement ELA instruction into our daily schedules and routines. More specifically, we wanted to ensure that ELA/word study would be taught in conjunction with writing, which would also open more opportunities for RTI time in every daily schedule. Despite several conflicts in scheduling, all grade levels now have consecutive word study and writing blocks. This is a step in the right direction.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:
The Literacy Team was charged with examining our teacher resources for grammar and convention standards. If our materials were adequate, the team was to develop a plan to address teacher training in effective use of our resources. If additional materials were needed, the team was to research materials and make a recommendation for purchase of additional materials. Neither of these tasks took place to the extent of positive change or progression.

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
The continued conflicts in scheduling took precedence as it seemed more important to find time in the daily schedule to teach grammar/convention before addressing the issue of materials. Therefore, time and energy was spent discussing scheduling possibilities for the Discovery, ESOL, writing, and word study blocks in order to gain a better balance in all daily schedules. There was also a lack of communication between the CSIP Committee and the Literacy Team. Without a doubt, increased and consistent communication and a plan for follow-up actions were needed to make this initiative successful.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2012-2013:
We have again identified the areas of higher order thinking and differentiation for areas of school-wide focus. We have further identified specific aspects of each focus area in order to streamline our attention and actions toward achievement.

In relation to higher order thinking, we will focus on the following areas:
   -Develop critical and creative thinking by providing activities at the appropriate level of challenge for students.
   -Teach students how to self-assess and to use metacognitive strategies in support of lifelong learning.
   -Encourage students to explore new ideas and take academic risks.
   -Provide academic rigor, encouraging critical and creative thinking, and pushing students to achieve goals.

In relation to differentiation, we will focus on the following areas:
   -Provide remediation, enrichment, and acceleration to further student understanding of material.
   -Vary assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.

We will continue to implement PLC's to address the focus areas with attention to individual learning styles and interest among staff. BLT will begin this process by participating in a book study on "The Differentiated Classroom; Responding to the Needs of All Learners" by Carol Ann Tomlinson. The CSIP Steering Committee will also work to develop the "SWEET" critical thinking framework that will be taught to staff through professional development sessions and implemented in all classrooms in grades K-5 by the end of the 2012-2013 school year.

Another school-wide goal is to increase the percentage of students achieving at Level 3 (exceeding standards) on all areas of the CRCT in the spring of 2013. In short, we are striving to move students from Level 2 to Level 3 in all content areas and for each set of grade level expectations. We feel that maintaining high expectations along with increasing our attention on higher order thinking and differentiation will support such movement in achievement levels.

School Mission and Vision

	DeKalb County School System	**School**
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	Austin's school goal is to set the standard for excellence through a safe, nurturing environment that promotes rigorous standards for academic achievement and model citizenship.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	The mission of Austin Elementary School, in partnership with staff, parents, and community, is to provide a safe, nurturing environment where challenging and creative teaching occurs utilizing state of the art resources. Individual learning needs will be met and students will develop into confident, productive members of society.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation	▪ 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

Developing a Comprehensive Needs Assessment

1) Provide a brief description of your school and community.
Austin Elementary school is located in northern DeKalb County, Georgia and is a neighborhood school in the city of Dunwoody. Austin Elementary currently serves over 646 students in grades Pre-K through 5th grade with 34 teachers. The families attending Austin Elementary are 86% White, 10.9% Asian, 5.7% Hispanic, and 4.5% Black. Among our student body, 27.6% are Gifted and Talented, 5.7% (37 students) are Students with Disabilities, 2.6% (17 students) are English Language Learners, and 3.3 % (21 students) receive free or reduced lunch. Austin has a long history of being a high performing school, which staff, parents, and community members alike strive to maintain. Therefore, parent involvement is very high and support is prominent among the school community.

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment.
The process of developing a comprehensive needs assessment is ongoing, but culminates and is summarized during the spring and summer months in preparation for the following school year. The comprehensive needs assessment is assembled through the use of formative assessment data, site-based survey reports, the School Report Card, and teacher observation and feedback regarding student performance among our ever changing demographics. Many stakeholders take part in assembling the comprehensive needs assessment including the Building Leadership Team (BLT and CSIP Steering Committee), School Council, grade level teachers, content area committees, etc. During these meetings, data-driven decisions are made about areas of strength and areas of need within the school. To be more specific, the Building Leadership Team meets monthly to discuss recent events, trends, and assessment data in order to determine actions that need to be maintained, altered, or added to the school's approach to improvement. In addition, the Building Leadership Team meets during the summer to disaggregate CRCT scores and other school data to finalize the comprehensive needs assessment. During the first weeks of school, grade level teachers also meet with administrators to disaggregate grade level data to identify areas of strength and weakness. This information then drives planning and teaching efforts for the future. The School Council and PTA also meet throughout the year to offer input regarding the status of the school climate and culture, community support, family participation, and leadership among stakeholders. In short, there are numerous stakeholders involved in creating the comprehensive needs assessment, which is compiled throughout the year and from many different sources. Austin's comprehensive needs assessment is systematically created and maintained, making it a superior tool for school improvement efforts.

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)	X	GaDOE GAPSS Review
X	CCPRI	X	Students with Disabilities	X	OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America's Choice DAT Review
	Georgia High School Graduation Test		Free/Reduced Lunch Rate	X	School Self Assessment
	Georgia High School Writing Test		Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
X	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.

Leadership and Governance

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

- **Performance Standard #4: Differentiated Instruction**
  Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
    o   Survey Monkey Results: 82.9 % Felt competent in this area
  Demonstrates high learning expectations for all students commensurate with their developmental levels (in observation or documentation).
    o   Survey Monkey Results: 82.9 % Felt competent in this area
- **Performance Standard #5: Assessment Strategies**
  Aligns student assessment with the established curriculum and benchmarks.
    o   Survey Monkey Results: 90.2 % Felt competent in this area
  Uses formal and informal assessments for diagnostic, formative, and summative purposes.
    o   Survey Monkey Results: 70.7 % Felt competent in this area

- **Performance Standard #6: Assessment Uses**
Share accurate results of student progress with students, parents, and key school personnel.
  o   Survey Monkey Results: 85.4 % Felt competent in this area
Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
  o   Survey Monkey Results: 78 % Felt competent in this area
- **Performance Standard #8: Academically Challenging Environment**
Communicates high, but reasonable, expectations for student learning.
  o   Survey Monkey Results: 97.5 % Felt competent in this area
Conveys the message that mistakes should be embraced as a valuable part of learning.
  o   Survey Monkey Results: 87.5 % Felt competent in this area

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

- **Performance Standard #4: Differentiated Instruction**
Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
  o   Survey Monkey Results: 53.7 % Felt needed more assistance in this area
Provides remediation, enrichment, and acceleration to further student understanding of material.
  o   Survey Monkey Results: 41.5% Felt needed more assistance in this area
- **Performance Standard #5: Assessment Strategies**
Involves students in setting learning goals and monitoring their own progress.
  o   Survey Monkey Results: 82.9 % Felt needed more assistance in this area
Varies and modifies assessments to determine individual student needs and progress.
  o   Survey Monkey Results: 56.1 % Felt needed more assistance in this area
- **Performance Standard #6: Assessment Uses**
Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning (in observation and documentation).
  o   Survey Monkey Results: 56.1 % Felt needed more assistance in this area
Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
  o   Survey Monkey Results: 36.6 % Felt needed more assistance in this area
- **Performance Standard #8: Academically Challenging Environment**
Encourages students to explore new ideas and take academic risks (in observation and documentation).

    o   Survey Monkey Results: 70% Felt needed more assistance in this area
Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
    o   Survey Monkey Results: 52.2% Felt competent in this area

- **GAPSS 2011- 2012 Teacher Self-Assessment:**
  Top Four Areas for School-Wide Improvement:
     * Performance Standard #4: Differentiated Instruction
     * Performance Standard #5: Assessment Strategies
     * Performance Standard #6: Assessment Uses
     * Performance Standard #8: Academically Challenging Environment

6) List the professional development needed to address the challenges summarized above.
We have again identified the areas of higher order thinking and differentiation for areas of school-wide focus. We have further identified specific aspects of each focus area in order to streamline our attention and actions toward achievement.

In relation to higher order thinking, we will focus on the following areas:
    -Develop critical and creative thinking by providing activities at the appropriate level of challenge for students.
    -Teach students how to self-assess and to use metacognitive strategies in support of lifelong learning.
    -Encourage students to explore new ideas and take academic risks.
    -Provide academic rigor, encouraging critical and creative thinking, and pushing students to achieve goals.

In relation to differentiation, we will focus on the following areas:
    -Provide remediation, enrichment, and acceleration to further student understanding of material.
    -Vary assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.

Through Professional Learning Communities Austin staff will engage in meaningful professional development to address the challenges identified by teachers and parents. Teachers will form Professional Learning Communities for the purpose of growth in those specific areas. PLC groups will use our Professional Learning Funds to provide substitute teachers for peer observation and teacher rounds with feedback sessions related to their standard of focus. In short, we will continue to implement PLC's to address the focus areas with attention to individual learning styles and interest among staff.

The CSIP Steering Committee will also work to develop the "SWEET" critical thinking framework that will be taught to staff through professional development sessions and implemented in all classrooms in grades K-5 by the end of the 2012-2013 school year.

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

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

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

School Counselor:
- facilitates school-wide meetings and coaching to address areas of concern (RTI, bullying, attendance, character education, etc.)
- teaches classroom guidance activities to educate and promote positive character traits
- manages school-wide attendance incentive program
- assigns mentors to students
- participates in SST referral process
- offers individual and small group counseling when needed
- manages referrals to DCSS Social Workers
- consults with teachers, parents, and community agencies/resources for situations of concern
- participates as member of district wide crisis intervention team

Psychologist:
- consults with staff and parents regarding situations of student concern and needed support
- provides individual student assessments as part of a multi-disciplinary team
- provides presentations to staff regarding common issues and processes
- consults with participants at 504 meetings
- serves on student evidentiary hearing committee

Social Worker:
- consults with staff and presents information on common issues and areas of awareness
- conducts staff training on mandatory reporting for child neglect and abuse
- follows up on reports of child neglect and abuse and involves outside agencies as appropriate

- consults with teachers and parents regarding areas of individual student concern
- offers support and referrals to external agencies

School Nurse:
- provides basic healthcare needs for students
- dispenses and manages all medication for students during the school day
- provides required immunization documentation and reporting to Department of Health
- provides vision and hearing screenings to grade levels as required by DCSS
- communicates individual and class health care concerns
- provides parent training relating to health care issues
- provides referrals to external agencies as needed

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries		Pre-K Family Resource Specialists
	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary	X	Others (list here)

10) Describe how the school uses the strategies checked above to increase parental involvement.
Austin has a high degree of parental involvement:
- Effective methods are in place to communicate to parents and the community: weekly Thursday Information Packets, grade-level newsletters published monthly, classroom newsletters published weekly, PTA newsletter (bi-weekly electronic), classroom websites updated as necessary containing subject summaries, homework assignments, and reminders, outdoor marquee that displays upcoming events or reminders of programs and events, state DOE web site, DCSS, PTA and Austin websites.
- Opportunities are provided for parents and community to be involved in the undertakings of the school: School Council, and PTA sponsored events such as the fall PTA Sign-Up event, Boosterthon, Dunwoody Dash, Book Fair, New Families' Breakfast, International Tea, Special Friends' Day, monthly PTA family events.

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- Timely feedback on student progress is provided through an open schedule of conferencing and specific extended day conference times.
- Teachers are available for conferences every week to discuss student achievement and standards.
- Upcoming school events are publicized in calendar form in the bi-weekly newsletter.
- Electronic reminders are sent prior to school events.
- School calendar is constantly updated and maintained on the school website.
- A calendar notice to parents' email for school events is available through the website calendar.
- A specific night (Curriculum Night) is set aside for parents to address standards and expectations for learning.
- PTA business meetings are open to all parents and staff.
- School Council meetings are publicized and open to the community.
- Administrators maintain an open door policy and are available to address questions regarding standards and implementation.
- Room Parents coordinate volunteer opportunities for classroom and school wide activities through a virtual sign-up program.
- Parent tutoring program.

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

	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website		Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter	X	Other (Specify): Parent email blasts

Stakeholder Communication

12) Describe how individual student assessment results will be provided to and interpreted for parents.
Parents are provided with individual student assessment results in a variety of ways, depending on the type of assessment. Informal assessments are communicated through notes, emails, daily agenda planners, daily and weekly reinforcement systems, and/or phone conversations. Daily and weekly assignment grades and assessments are sent home in Thursday Information Packets for review. Formal assessment results are communicated through parent-teacher conferences and by sending results home for parent review and analysis. Benchmark tests scores are accompanied by the definition of the standards that were missed for further clarification on individual strengths and weaknesses. Standardized test results are accompanied by directions for review and interpretation guides. All student assessment can be accessed through Parent Portal and can be further reviewed, analyzed, and discussed by conference with a teacher or member of the administrative team.

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

- Individual data results are sent home with students. Communication of data is in the form of newsletters, Curriculum Night, letters to parents, our school website and parent conferences.
- The Atlanta Journal Constitution publishes the DeKalb County School System's test scores.
- The School Council and PTA board will receive the disaggregated results in a meeting as well as in writing. Test data is distributed to all staff members and administration. Results are analyzed and interpreted to ensure that everyone will be able to effectively articulate the results to all stakeholders.
- Parent-teacher conferences held throughout the year refer to assessment as an ongoing part of the instructional program.

14) Describe how the CSIP will be communicated with and made available to school stakeholders**.
- Information is reported in the school newsletter
- The CSIP is presented at PTA and School Council meetings
- Link on school and DCSS website
- Distribution of plan to our Partners in Education
- Regular meetings are held with School Council and PTA members
- Electronic flyer published every fall to explain and spread awareness of all school improvement efforts within the CSIP
- Availability of the report upon stakeholder request

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.

** 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.

Selecting Appropriate Interventions Using Scientifically Based Research

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

The School Keys: *Unlocking Excellence through the Georgia School Standards* is 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 (CCGPS) 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.

Coordination and Integration of Federal, State, and Local Services and Program Funds

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	N/A
State Funds	N/A
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	N/A
Grants (list)	N/A
PTSA	Austin PTA conducts fundraising activities for the purpose of providing additional classroom support and additional resources to support student achievement. All classroom and special area teachers are provided additional funding under the category of "classroom enrichment". The purpose of this funding is to support and increase student achievement. Requests for purchases are reviewed and approved when they correlate with our school improvement plans.
Partners in Education	N/A
Other (list)	N/A

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

Annual Measurable Objective:

Reading:
Based on 11-12 CRCT scores, 100% of students in grades 3, 4, and 5 met or exceeded standards on the Reading section of the Georgia Criterion-Referenced Competency Tests (CRCT) for 2012. In addition, an average of 76.6% of students in grade 3, 4, and 5 exceeded grade level standards by achieving a level 3 on the Reading section of the CRCT for 2012.

     Grade 3- current 79% in level 3
     Grade 4- current 78% in level 3
     Grade 5- current 73% in level 3

Austin Elementary's projected goals for Reading are to increase the percentage of students in grades 3, 4, and 5 who achieve level 3 Reading from 76.6% to 78.6% for 2013.

English/Language Arts (ELA):
Based on 10-11 CRCT scores, an average of 99.3% of students in grades 3, 4, and 5 met or exceeded standards on the ELA section of the Georgia Criterion-Referenced Competency Tests (CRCT) for 2012. In addition, an average of 74.6% of students in grade 3, 4, and 5 exceeded grade level standards by achieving a level 3 on the ELA section of the CRCT for 2012.

     Grade 3- current 76% in level 3
     Grade 4- current 72% in level 3
     Grade 5- current 76% in level 3

Austin Elementary's projected goals for ELA are to increase the percentage of students in grades 3, 4, and 5 who achieve level 3 in ELA from 74.6% to 76.6% for 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
School-wide—Differentiation *Instruction: Standard 2.3 – Performance Action #3* Teachers use the standards as the	No funding needed	August 2012-May 2013 Principal: Dr. Ann	•Collaborative planning minutes • Teacher observation	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students.

expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding. .		Culbreath API: Angie Smith All Language Arts teachers Media Specialist: Janie Kossak LC Coach: Audra Wheeler	•Lesson plans •Reading portfolios •Benchmarks •Data notebooks •Faculty meeting agendas •Running Records
Instruction: Standard 2.5 – Performance Action # 2 Using diagnostic and formative assessments, teachers group their students in a variety of ways to include whole group, small group, cooperative learning pairs or groups, individual, interest-based, skill-based, knowledge-based, etc. These groups are flexible and interchangeable.			Teachers in grades 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Teachers in grade K will use GKIDS to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCCCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCCCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year.
Assessment: Standard 1.1- Performance Action #1 & 4. PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school. PA4: The school leadership meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs.			Teachers will use the *Fountas and Pinnell* reading assessments to conduct Running Records. Running Records will be given three times a year to all students to determine appropriate reading levels when conducting guided reading groups. Data collected through Running Records will be collected and housed in portfolios for individual students. These portfolios will be utilized in all grades and follow the students as they move through various grade levels to determine individual student needs and reading levels.
Professional Learning: Standard 1.1 – Performance Action # 1 & 4. PA1: Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the CCGPS. PA4: Whole faculty meetings focus on			

ways to improve teaching and learning in the school. All Students • Administer Benchmark tests and beg/mid/end of year placement tests • Administer Running Record assessment and leveled Guided Reading groups within the Literacy Collaborative Framework • Administrators meet with staff to disaggregate data as well as with grade levels to identify Level 1 students, bubble students, and students in need of a challenge • Conduct individual reading conferences and provide small group reading instruction • Implement phonics and vocabulary lessons that offer individualization during the Word Study block • Utilize the bookroom with leveled student books • Maximize RTI block for small group reinforcement and supplementation				
School-wide—Critical Thinking *Instruction: Standard 2.2 - Performance Action #1* PA1: Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. All Students • Incorporate open-ended reading and	No funding needed	August 2012-May 2013 Principal: Dr. Ann Culbreath API: Angie Smith All Language	•Collaborative planning minutes •Vertical planning minutes •Data notebooks •Literacy Collaborative agendas	Grade level teams will utilize data notebooks to study the standards and elements to determine effective higher-order thinking skills needed to understand and apply the standards. Building Leadership Team will analyze data to determine appropriate staff development trainings to demonstrate the use of

writing projects during units of study to encourage critical thinking about reading and writing elements as well as author's craft • Include at least one written critical thinking question into each unit assessment. • Practice and utilize the "SWEET" framework for critical thinking in modeled and independent activities.		Arts teachers Media Specialist: Janie Kossak LC Coach: Audra Wheeler	•Lesson plans	higher-order thinking skills in classrooms. Literacy Collaborative trainings will be held monthly to offer effective trainings to teachers utilizing Reading Workshop and Writing Workshop frameworks to reinforce and extend learning. Lesson plans and observations will indicate that teachers are using preferred models of teaching and including critical thinking questions in each unit test.
School-Wide—Grammar / Conventions *Curriculum: Standard 1.2 – Performance Action #1* PA1: The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject *Assessment: Standard 1.1 – Performance Action #1 & 3* PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school. All Students • Conduct direct instruction of isolated grammatical concepts. • Embed specific lessons on conventions in the Writer's	No funding needed.	August 2012-May 2013 Principal: Dr. Ann Culbreath API: Angie Smith All Language Arts teachers Media Specialist: Janie Kossak LC Coach: Audra Wheeler	Collaborative planning minutes •Vertical planning minutes •Data notebooks •Literacy Collaborative agendas •Lesson plans	Literacy Team members will meet on a regular basis to review areas of strength and weakness Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students. Teachers in grades 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Teachers in grade K will use GKIDS to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCCCGPS. Unit tests and county benchmarks

Workshop model for real-world experience. • Identify parts of speech within the writing process.				will be used to collect data on student mastery of the CCCCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year.
School-Wide—Information/Media *Curriculum: Standard 1.2 – Performance Action #1* PA1: The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject *Assessment: Standard 1.1 – Performance Action #1 & 3* PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school. All Students • Expose students to various forms of nonfiction text during cross-curricular instruction (i.e. newspaper, textbooks, online articles, etc.) • Deliver focused lessons on nonfiction features	No funding needed.	August 2012-May 2013 Principal: Dr. Ann Culbreath API: Angie Smith All Language Arts teachers Media Specialist: Janie Kossak LC Coach: Audra Wheeler	Collaborative planning minutes •Vertical planning minutes •Data notebooks •Literacy Collaborative agendas •Lesson plans	Literacy Team members will meet on a regular basis to review areas of strength and weakness Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students. Teachers in grades 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Teachers in grade K will use GKIDS to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCCCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCCCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year.

				Literacy Collaborative trainings will be held monthly to offer effective trainings to teachers utilizing Reading Workshop and Writing Workshop frameworks to reinforce and extend learning.
<u>Students with Disabilities</u> *Performance Action* #3: When co-teaching, maximize personnel and instruction by: Ensuring that both adults are actively teaching the entire instructional segment; Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching. *Performance Action* #7: Drastically increase the number of "practice turns' and targeted feedback that is provided to students with and without disabilities: ▫ Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time. ▫ Provide small group instruction with differentiated, targeted feedback. ▫ Provide bell to bell instruction and maximize every second of instructional time. *Performance Action* #8: Provide "fill the gap fluency/automaticity" instruction as appropriate so that students	No funding needed	August 2012-May 2013 Principal: Dr. Ann Culbreath API: Angie Smith All Language Arts teachers Media Specialist: Janie Kossak LC Coach: Audra Wheeler Project ICE teachers, paraprofessionals, and special education teachers	•Collaborative planning meeting dates •Lesson Plans •Classroom observation data •Focus walk data •PLC minutes for ICE classrooms	Special Ed teachers, General Ed teachers, and paraprofessionals in Project ICE classrooms will meet twice a month to analyze data and determine effective teaching strategies. Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

are able to complete basic skills fluently, without much effort in the following areas: ▫ Reading fluency ▫ Reading comprehension ▫ Written expression ▫ Math calculation				
English Language Learners* *Performance Action* #6: Differentiate instruction and utilize effective scaffolding techniques to meet student needs. *Performance Action* #8: Provide constant monitoring of student progress and ongoing assessment to check understanding. *Performance Action* #10: Provide comprehensible input to English Language Learners: Slower speech, clear directions, simple sentence structure, wait time for processing, visual cues, etc. *Performance Action* #11: Ensure that English Language Learner students are not isolated and are included as part of the group. All ELL Students • Work in small groups or with partner for classroom activities • Receive simplified instructions and explanations to scaffold understanding	No funding needed	August 2012-May 2013 Principal: Dr. Ann Culbreath API: Angie Smith All Language Arts teachers Media Specialist: Janie Kossak LC Coach: Audra Wheeler ESOL teacher: Margita Haberlen	•Lesson Plans •Classroom observation data •Focus walk data •ACCESS data •Schedules Collaborative planning meeting dates	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual ELL students. Teachers in grades 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Teachers in grade K will use GKIDS to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCCCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCCCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year. Lesson plans and observations will indicate that teachers are using preferred models of teaching.

				ELL students will receive services on a regular basis, as determined by individual classroom schedules.
Technology Integration *Instruction: Standard 2.7 – Performance Action #1 & 2.* PA1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum. PA2: Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning and to accommodate individual student needs. • Utilize technology resources (classroom computers, ActivBoards, laptop labs, projectors, etc.) and educational programs (websites, software, Discovery Education, BrainPop, OAS and activities within Microsoft Office programs) to explore, investigate, and demonstrate knowledge in all domains, as outlined by the CCCCGPS.	No funding needed	August 2012-May 2013 Principal: Dr. Ann Culbreath API: Angie Smith All Language Arts teachers Media Specialist: Janie Kossak All teachers	•Lesson Plans •Master calendar •Agendas •Focus Walks •Media equipment log/Calendar	Teachers and the Media Specialist will meet to collaboratively plan a grade-level specific technology integration activity. This collaborative effort will occur two times per year on every grade level. The media specialist will aid grade levels in creating technology based lessons to use within the classroom. Lesson plans and observations will indicate that teachers are using preferred models of teaching. Every classroom will be equipped with an Activboard. Activboards and laptops will be made available to students in the classroom to provide access to a wide array of available technology. Technology "tidbits" will be given at staff meetings to remind, refresh, and reinforce to teachers ways to successfully incorporate technology into their classrooms.

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

Mathematics Action Plan (ESEA Mandate #2)

Annual Measurable Objective:

Based on 11-12 CRCT scores, an average of 96.7% of students in grades 3, 4, and 5 met or exceeded standards on the Math section of the Georgia Criterion-Referenced Competency Tests (CRCT) for 2012. In addition, an average of 78.3% of students in grade 3, 4, and 5 exceeded grade level standards by achieving a level 3 on the Math section of the CRCT for 2012.

       Grade 3- current 79% in level 3

       Grade 4- current 73% in level 3

       Grade 5- current 83% in level 3

Austin Elementary's projected goals for Math are to increase the percentage of students in grades 3, 4, and 5 who achieve level 3 Math from 78.3% to 80% for 2013.

Austin Elementary's projected goals for Math are also to decrease the percentage of students in grades 3,4,and 5 who achieve level 1 Math from 3.3% to 2% for 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
School-wide—Differentiation *Instruction: Standard 2.3 – Performance Action #3* Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding. *Instruction: Standard 2.5 – Performance Action # 2* Using diagnostic and formative assessments, teachers group their students	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Math teachers	•Collaborative planning minutes • Teacher observation •Lesson plans •Benchmarks •Data notebooks •Faculty meeting agendas •Manipulatives •Tutorial	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students. Teachers in grades 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Teachers in grade K will use GKIDS to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to

			service records	develop lessons that ensure rigor and alignment to the CCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year.

in a variety of ways to include whole group, small group, cooperative learning pairs or groups, individual, interest-based, skill-based, knowledge-based, etc. These groups are flexible and interchangeable.

Assessment: Standard 1.1- Performance Action #1 & 4.
PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school.
PA4: The school leadership meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs.

Professional Learning: Standard 1.1 – Performance Action # 1 & 4.
PA1: Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the CCGPS.
PA4: Whole faculty meetings focus on ways to improve teaching and learning in the school.

All Students
- Implement math centers at least once per week to ensure review and support with core concepts and provide an opportunity for the teacher to meet with small groups to provide extra

Tutoring programs by teachers and parent volunteers will be utilized for students who need additional support. Teachers will work collaboratively with parent tutors to create and develop effective tools/lessons to reinforce mastery of the CCGPS.

Lesson plans and observations will indicate that teachers are using preferred models of teaching and incorporating math centers into their math blocks at least one day per week.

support, on level, and challenge focused learning sessions • Utilize five-part lesson plan to ensure thorough teaching and a variety of entry points and participation structures • Use *of Math Expressions'* Intervention, On-Level, and Challenge activities • Utilize Graphic organizers and manipulatives as visual learning tools • Maximize RTI block for small group reinforcement and supplementation • Implement home-school (*Math Expressions*) and real-world application activities to extend concepts learned				
School-wide—Critical Thinking *Instruction: Standard 2.2 - Performance Action #1* PA1: Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. All Students • Implement home-school (*Math Expressions*) and real-world application activities to extend concepts learned • Integrate "Problem of the Day" or math message to encourage critical thinking skills during problem solving • Integrate technology (i.e. Graph Club, Excel, etc.) to create and	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Math teachers	•Collaborative planning minutes •Vertical planning minutes •Data notebooks •Lesson plans	Grade level teams will utilize data notebooks to study the standards and elements to determine effective higher-order thinking skills needed to understand and apply the standards. Leadership teams will analyze data to determine appropriate staff development trainings to demonstrate the use of higher-order thinking skills in classrooms. Lesson plans and observations will indicate that teachers are using preferred models of teaching and are including one or more written critical thinking question in every unit assessment.

represent mathematical information in new ways, especially in data analysis activities • Include at least one written critical thinking question into each unit assessment • Practice and utilize the "SWEET" framework for critical thinking in modeled and independent activities.				
School-Wide—Measurement *Curriculum: Standard 1.2 – Performance Action #1* PA1: The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject *Curriculum: Standard 1.3 –Performance Action #1* PA1: School leaders and teachers recognize, understand, and build consensus on a definition of rigor and relevance as well as those effective, research-based practices that enable rigor and relevance in a standards-based classroom, among and across grade levels or content areas. *Assessment: Standard 1.1 – Performance Action #1 & 3* PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Math teachers	•Collaborative planning minutes •Vertical planning minutes •Data notebooks •Lesson plans	Grade level teams will utilize data notebooks to study the standards and elements to determine effective higher-order thinking skills needed to understand and apply the standards. Leadership teams will analyze data to determine appropriate staff development trainings to demonstrate the use of higher-order thinking skills in classrooms. Lesson plans and observations will indicate that teachers are using preferred models of teaching and are including one or more written critical thinking question in every unit assessment.

in order to determine learning priorities for the school.

All Students
- Expose students to real-world application of measurement skills via hands-on activities
- Facilitate math centers at least one day per week to reinforce measurement concepts while also allowing for small group instruction to fit individual needs
- Utilize measurement tools within cross-curricular instruction

Students with Disabilities *Performance Action* #3: When co-teaching, maximize personnel and instruction by: Ensuring that both adults are actively teaching the entire instructional segment; Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching. *Performance Action* #7: Drastically increase the number of "practice turns' and targeted feedback that is provided to students with and without disabilities: ▫ Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time. ▫ Provide small group instruction with differentiated, targeted feedback. ▫ Provide bell to bell instruction and	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Math teachers Project ICE teachers, paraprofessionals, and special education teachers	•Collaborative planning meeting dates •Lesson Plans •Classroom observation data •Focus walk data •PLC minutes for ICE classrooms	Special Ed teachers, General Ed teachers, and paraprofessionals in ICE classrooms will meet twice a month to analyze data and determine effective teaching strategies. Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

maximize every second of
instructional time.

Performance Action #8:
Provide "fill the gap fluency/automaticity"
instruction as appropriate so that students
are able to complete basic skills fluently,
without much effort in the following areas:
▫ Reading fluency
▫ Reading comprehension
▫ Written expression
▫ Math calculation

Performance Action #9:
Provide effective instruction in
mathematics for students with disabilities:
▫ Reinforce effort rather than perceived
  innate ability
▫ Provide explicit instruction that
  includes modeling, guided practice,
  and individual practice with feedback
  ("I do it, we do it, and you do it").
▫ Explicitly teach students strategies to
  approach word problems.

English Language Learners* *Performance Action* #6: Differentiate instruction and utilize effective scaffolding techniques to meet student needs. *Performance Action* #8: Provide constant monitoring of student progress and ongoing assessment to check understanding.	No funding needed	August 2012- May 2012 Principal: Dr. Ann Culbreath API: Angie Smith	Collaborative planning meeting dates •Lesson Plans •Classroom observation data •Focus walk data	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual ELL students. Teachers in grades 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Teachers in grade K will use

		All Math teachers	•ACCESS data •Schedules	GKIDS to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year.
Performance Action #10: Provide comprehensible input to English Language Learners: Slower speech, clear directions, simple sentence structure, wait time for processing, visual cues, etc. *Performance Action* #11: Ensure that English Language Learner students are not isolated and are included as part of the group. All ELL Students • Work in small groups or with partner for classroom activities • Receive simplified instructions and explanations to scaffold understanding				Lesson plans and observations will indicate that teachers are using preferred models of teaching. ELL students will receive services on a consistent basis, as determined by individual classroom schedules.
Technology Integration *Instruction: Standard 2.7 – Performance Action #1 & 2.* PA1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum. PA2: Teachers effectively use technology	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers	•Lesson Plans •Master calendar •Agendas •Focus Walks •Media equipment log/calendar	Teachers and the Media Specialist will meet to collaboratively plan a grade-level specific technology integration activity. This collaborative effort will occur two times per year on every grade level. The media specialist will aid grade levels in creating technology based lessons to use within the classroom.

to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning and to accommodate individual student needs.
 	
   • Utilize technology resources (classroom computers, ActivBoards, laptop labs, projectors, etc.) and educational programs (websites, software, Discovery Education, BrainPop, OAS and activities within Microsoft Office programs) to explore, investigate, and demonstrate knowledge in all domains, as outlined by the CCGPS.
 	
   • Use laptop labs and ActivBoards to provide student access to Math textbook resources, State Frameworks, and to math-centered ETP software programs available on school network.
		Media Specialist: Janie Kossak		Lesson plans and observations will indicate that teachers are using preferred models of teaching.
				
				Every classroom will be equipped with an Activboard.
				
				Activboards and laptops will be made available to students in the classroom to provide access to a wide array of available technology.
				
				Technology "tidbits" will be given at staff meetings to remind, refresh, and reinforce to teachers ways to successfully incorporate technology into their classrooms.

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

Science Action Plan

Annual Measurable Objective:

Based on 11-12 CRCT scores, an average of 97% of students in grades 3, 4, and 5 met or exceeded standards on the Science section of the Georgia Criterion-Referenced Competency Tests (CRCT) for 2012. In addition, an average of 83.7% of students in grade 3, 4, and 5 exceeded grade level standards by achieving a level 3 on the Science section of the CRCT for 2012.

   Grade 3- current 72% in level 3
   Grade 4- current 85% in level 3
   Grade 5- current 94% in level 3

Austin Elementary's projected goals for Science are to increase the percentage of students in grades 3, 4, and 5 who achieve level 3 Science from 83.7% to 85% for 2013.

Austin Elementary's projected goals for Science are also to decrease the percentage of students in grades 3, 4, and 5 who achieve level 1 Science from 3% to 1% for 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
School-wide—Differentiation *Instruction: Standard 2.3 – Performance Action #3* Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding. *Instruction: Standard 2.5 – Performance Action # 2* Using diagnostic and formative	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Science teachers	•Collaborative planning minutes • Teacher observation •Lesson plans •Benchmarks •Data notebooks •Faculty meeting agendas	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students. Teachers in grade 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCCCGPS. Unit tests and county

assessments, teachers group their students in a variety of ways to include whole group, small group, cooperative learning pairs or groups, individual, interest-based, skill-based, knowledge-based, etc. These groups are flexible and interchangeable.

Assessment: Standard 1.1- Performance Action #1 & 4.
PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school.
PA4: The school leadership meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs.

Professional Learning: Standard 1.1 – Performance Action # 1 & 4.
PA1: Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the CCCCGPS.
PA4: Whole faculty meetings focus on ways to improve teaching and learning in the school.

All Students
- Incorporate experiments and hands-on activities into daily lessons, incorporating "Insta-Labs" and weekly critical experiences

benchmarks will be used to collect data on student mastery of the CCCCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year.

Lesson plans and observations will indicate that teachers are using preferred models of teaching.

• Incorporate scientific reading opportunities and differentiation through lessons using Georgia Leveled Reader Collections. Teachers will also reinforce the six reading Focus Skills that are identified at the beginning of each lesson (Harcourt textbook)				
School-wide—Critical Thinking *Instruction: Standard 2.2 - Performance Action #1* PA1: Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. All Students • Incorporate experiments and hands-on activities into daily lessons, incorporating "Insta-Labs" and weekly critical experiences • Make connections between scientific concepts and real-world applications during lessons, activities, and projects • Schedule in-house and off-site field trips to provide hands-on learning opportunities in Earth, Life, and Physical Science • Include at least one written critical thinking question into each unit assessment • Practice and utilize the "SWEET" framework for critical thinking in modeled and independent activities.	No funding needed	August 2010-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Science teachers	•Collaborative planning minutes •Vertical planning minutes •Data notebooks •Lesson plans	Grade level teams will utilize data notebooks to study the standards and elements to determine effective higher-order thinking skills needed to understand and apply the standards. Leadership teams will analyze data to determine appropriate staff development trainings to demonstrate the use of higher-order thinking skills in classrooms. Lesson plans and observations will indicate that teachers are using preferred models of teaching and are including one or more written critical thinking question in every unit assessment.

School-Wide—Earth Science *Curriculum: Standard 1.2 – Performance Action #1* PA1: The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject *Curriculum: Standard 1.3 –Performance Action #1* PA1: School leaders and teachers recognize, understand, and build consensus on a definition of rigor and relevance as well as those effective, research-based practices that enable rigor and relevance in a standards-based classroom, among and across grade levels or content areas. *Assessment: Standard 1.1 – Performance Action #1 & 3* PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school. All Students Grades 3-5 • Enhance student participation, motivation, and understanding of Earth Science skills through hands-on, cross-curricular exploration	No funding needed	August 2010-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Science teachers	•Collaborative planning minutes • Teacher observation •Lesson plans •Benchmarks •Data notebooks •Faculty meeting agendas	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students. Teachers in grade 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCCCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCCCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year. Lesson plans and observations will indicate that teachers are using preferred models of teaching.

• Utilize community and district resources such as Fernbank Science Center and Dunwoody Nature Center				
<u>Students with Disabilities</u> *Performance Action* #3: When co-teaching, maximize personnel and instruction by: Ensuring that both adults are actively teaching the entire instructional segment; Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching. *Performance Action* #7: Drastically increase the number of "practice turns' and targeted feedback that is provided to students with and without disabilities: ▫ Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time. ▫ Provide small group instruction with differentiated, targeted feedback. ▫ Provide bell to bell instruction and maximize every second of instructional time. *Performance Action* #8: Provide "fill the gap fluency/automaticity" instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas: ▫ Reading fluency	No funding needed	August 2010-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Science teachers Project ICE teachers, paraprofessionals, and special education teachers	•Collaborative planning meeting dates •Lesson Plans •Classroom observation data •Focus Walks •PLC minutes for ICE classrooms	Special Ed teachers, General Ed teachers, and paraprofessionals in ICE classrooms will meet twice a month to analyze data and determine effective teaching strategies. Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

▫ Reading comprehension ▫ Written expression ▫ Math calculation				
English Language Learners* *Performance Action #6:* Differentiate instruction and utilize effective scaffolding techniques to meet student needs. *Performance Action #8:* Provide constant monitoring of student progress and ongoing assessment to check understanding. *Performance Action #10:* Provide comprehensible input to English Language Learners: Slower speech, clear directions, simple sentence structure, wait time for processing, visual cues, etc. *Performance Action #11:* Ensure that English Language Learner students are not isolated and are included as part of the group. All ELL Students • Work in small groups or with partner for classroom activities • Receive simplified instructions and explanations to scaffold understanding	No funding needed	August 2010-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Science teachers ESOL teacher: Margita Haberlen	•SIOP Training for individual teachers Collaborative planning meeting dates •Lesson Plans •Classroom observation data •Focus Walks •ACCESS data •Schedules	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual ELL students. Teachers in grades 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Teachers in grade K will use GKIDS to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCCCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCCCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year. Lesson plans and observations will indicate that teachers are using preferred models of teaching. ELL students will receive services on a regular basis, as determined

				by individual classroom schedules.

Technology Integration
Instruction: Standard 2.7 – Performance Action #1 & 2.
PA1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.
 	
PA2: Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning and to accommodate individual student needs.
   • Utilize technology resources (classroom computers, ActivBoards, laptop labs, projectors, etc.) and educational programs (websites, software, Discovery Education, BrainPop, and activities within Microsoft Office programs) to explore, investigate, and demonstrate knowledge in all domains, as outlined by the CCGPS.
   • Use laptop labs and ActivBoards to provide student access to textbook resources, and State Frameworks.
	No funding needed	August 2010-May 2012
		
		Principal:
		Dr. Ann Culbreath
		
		API:
		Angie Smith
		
		All teachers
		
		Media Specialist:
		Janie Kossak
			•Lesson Plans
			•Master calendar
			•Agendas
			•Focus Walks
			•Media equipment log/Calendar
				Teachers and the Media Specialist will meet to collaboratively plan a grade-level specific technology integration activity. This collaborative effort will occur two times per year on every grade level. The media specialist will aid grade levels in creating technology based lessons to use within the classroom.
				
				Lesson plans and observations will indicate that teachers are using preferred models of teaching.
				
				Every classroom will be equipped with an Activboard.
				
				Activboards and laptops will be made available to students in the classroom to provide access to a wide array of available technology.
				
				Technology "tidbits" will be given at staff meetings to remind, refresh, and reinforce to teachers ways to successfully incorporate technology into their classrooms.

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

Social Studies Action Plan

Annual Measurable Objective:

Based on 11-12 CRCT scores, an average of 99% of students in grades 3, 4, and 5 met or exceeded standards on the Social Studies section of the Georgia Criterion-Referenced Competency Tests (CRCT) for 2012. In addition, an average of 73% of students in grade 3, 4, and 5 exceeded grade level standards by achieving a level 3 on the Science section of the CRCT for 2012.

     Grade 3- current 79% in level 3
     Grade 4- current 67% in level 3
     Grade 5- current 73% in level 3

Austin Elementary's projected goals for Social Studies are to increase the percentage of students in grades 3, 4, and 5 who achieve level 3 Social Studies from 73% to 75% for 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
School-wide—Differentiation *Instruction: Standard 2.3 – Performance Action #3* Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding. . *Instruction: Standard 2.5 – Performance Action # 2* Using diagnostic and formative assessments, teachers group their students in a variety of ways to include whole group, small group, cooperative learning	No funding needed	August 2010- May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Social Studies teachers	•Collaborative planning minutes • Teacher observation •Lesson plans •Benchmarks •Data notebooks •Faculty meeting agendas	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students. Teachers in grade 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCGPS. Teachers will meet in PLC groups

pairs or groups, individual, interest-based, skill-based, knowledge-based, etc. These groups are flexible and interchangeable. *Assessment: Standard 1.1- Performance Action #1 & 4.* PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school. PA4: The school leadership meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs. *Professional Learning: Standard 1.1 – Performance Action # 1 & 4.* PA1: Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the CCGPS. PA4: Whole faculty meetings focus on ways to improve teaching and learning in the school. All Students • Increase active and meaningful engagement by incorporating the enduring understandings, Houghton Mifflin lesson extensions, long-term projects, hands-on activities, and "Bringing Social Studies Alive" • Emphasize reading opportunities and strategies within social studies units				monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year. Lesson plans and observations will indicate that teachers are using preferred models of teaching.

• Teachers will implement suggested reading strategies, skills, comprehension support, and vocabulary support in each unit				

School-wide—Critical Thinking *Instruction: Standard 2.2 - Performance Action #1* PA1: Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. All Students
   • Make connections between social studies concepts and real-world applications during lessons, activities, and projects
   • Schedule in-house and off-site field trips to provide hands-on learning opportunities about social studies topics
   • Increase active and meaningful engagement by incorporating the enduring understandings, Houghton Mifflin lesson extensions, long-term projects, hands-on activities, and "Bringing Social Studies Alive"
   • Include at least one written critical thinking question into each unit assessment
   • Practice and utilize the "SWEET" framework for critical thinking in modeled and independent activities.
	No funding needed	August 2010-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Social Studies teachers	•Collaborative planning minutes •Vertical planning minutes •Data notebooks •Literacy Collaborative agendas •Lesson plans	Grade level teams will utilize data notebooks to study the standards and elements to determine effective higher-order thinking skills needed to understand and apply the standards. Leadership teams will analyze data to determine appropriate staff development trainings to demonstrate the use of higher-order thinking skills in classrooms. Lesson plans and observations will indicate that teachers are using preferred models of teaching and are including one or more written critical thinking question in every unit assessment.

School-Wide—Government/Civics *Curriculum: Standard 1.2 – Performance Action #1* PA1: The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject *Curriculum: Standard 1.3 –Performance Action #1* PA1: School leaders and teachers recognize, understand, and build consensus on a definition of rigor and relevance as well as those effective, research-based practices that enable rigor and relevance in a standards-based classroom, among and across grade levels or content areas. *Assessment: Standard 1.1 – Performance Action #1 & 3* PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school.	No funding needed	August 2010-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Social Studies teachers	•Collaborative planning minutes • Teacher observation •Lesson plans •Benchmarks •Data notebooks •Faculty meeting agendas	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students. Teachers in grade 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year. Lesson plans and observations will indicate that teachers are using preferred models of teaching.
School-Wide—Government & Civics *Curriculum: Standard 1.2 – Performance Action #1* PA1: The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject *Curriculum: Standard 1.3 –Performance Action #1*	No funding needed	August 2010-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith	•Collaborative planning minutes • Teacher observation •Lesson plans •Benchmarks •Data notebooks •Faculty	Teachers will use a variety of formative and summative assessments to determine the area of focus for instruction for individual students. Teachers in grade 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Once identified, teachers will work

		All Social Studies teachers	meeting agendas	collaboratively once a week to develop lessons that ensure rigor and alignment to the CCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year.
PA1: School leaders and teachers recognize, understand, and build consensus on a definition of rigor and relevance as well as those effective, research-based practices that enable rigor and relevance in a standards-based classroom, among and across grade levels or content areas.

Assessment: Standard 1.1 – Performance Action #1 & 3
PA1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students in order to determine learning priorities for the school.

All Students
- Emphasize character traits and roles of a good citizen through active involvement within the classroom, school, and community
- Introduce a different character trait each month for Character Education. This monthly trait will be emphasized through monthly classroom guidance lessons taught by the counselor, and a school-wide emphasis on the Character Education word of the month
- Enhance student understanding of civic activity, including how a citizens' rights are protected under the U.S. Constitution, and responsibilities of a citizen through projects and enrichment activities | | | | Lesson plans and observations will indicate that teachers are using preferred models of teaching. |
| Students with Disabilities | No funding | August 2010- | •Collaborative | Special Ed teachers, General Ed |

Performance Action #3: When co-teaching, maximize personnel and instruction by: Ensuring that both adults are actively teaching the entire instructional segment; Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching. *Performance Action* #7: Drastically increase the number of "practice turns' and targeted feedback that is provided to students with and without disabilities: ▫ Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time. ▫ Provide small group instruction with differentiated, targeted feedback. ▫ Provide bell to bell instruction and maximize every second of instructional time. *Performance Action* #8: Provide "fill the gap fluency/automaticity" instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas: ▫ Reading fluency ▫ Reading comprehension ▫ Written expression ▫ Math calculation	needed	May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All Social Studies teachers Project ICE teachers, paraprofessionals, and special education teachers	planning meeting dates •Lesson Plans •Classroom observation data •Focus Walks •PLC minutes for ICE classrooms	teachers, and paraprofessionals in ICE classrooms will meet twice a month to analyze data and determine effective teaching strategies. Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
English Language Learners* *Performance Action* #6:	No funding needed	August 2010-May 2012	•SIOP Training for	Teachers will use a variety of formative and summative

Differentiate instruction and utilize effective scaffolding techniques to meet student needs. *Performance Action* #8: Provide constant monitoring of student progress and ongoing assessment to check understanding. *Performance Action* #10: Provide comprehensible input to English Language Learners: Slower speech, clear directions, simple sentence structure, wait time for processing, visual cues, etc. *Performance Action* #11: Ensure that English Language Learner students are not isolated and are included as part of the group. All ELL Students - Work in small groups or with partner for classroom activities - Receive simplified instructions and explanations to scaffold understanding		Principal: Dr. Ann Culbreath API: Angie Smith All Social Studies teachers Media Specialist: Janie Kossak ESOL teacher: Margita Haberlen	individual teachers Collaborative planning meeting dates •Lesson Plans •Classroom observation data •Focus Walks •ACCESS data •Schedules	assessments to determine the area of focus for instruction for individual ELL students. Teachers in grades 3-5 will use CRCT and ITBS scores to identify areas of weakness and strength. Teachers in grade K will use GKIDS to identify areas of weakness and strength. Once identified, teachers will work collaboratively once a week to develop lessons that ensure rigor and alignment to the CCGPS. Unit tests and county benchmarks will be used to collect data on student mastery of the CCGPS. Teachers will meet in PLC groups monthly to analyze the effectiveness of their lessons and make adjustments as needed throughout the year. Lesson plans and observations will indicate that teachers are using preferred models of teaching. ELL students will receive services on a regular basis, as determined by individual classroom schedules.
Technology Integration *Instruction: Standard 2.7 – Performance Action #1 & 2.* PA1: Teachers work collaboratively to develop a clear, comprehensive plan to	No funding needed	August 2010-May 2012 Principal: Dr. Ann	•Lesson Plans •Master calendar •Agendas •Focus Walks	Teachers and the Media Specialist will meet to collaboratively plan a grade-level specific technology integration activity. This collaborative effort will occur two

integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.
 	
PA2: Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning and to accommodate individual student needs.
   • Utilize technology resources (classroom computers, ActivBoards, laptop labs, projectors, etc.) and educational programs (websites, software, Discovery Education, BrainPop, and activities within Microsoft Office programs) to explore, investigate, and demonstrate knowledge in all domains, as outlined by the CCGPS.
   • Use laptop labs and ActivBoards to provide student access to textbook resources, State Frameworks, and to math-centered ETP software programs available on school network.
		Culbreath
		
		API:
		Angie Smith
		
		All teachers
		
		Media Specialist:
		Janie Kossak
			•Media equipment log/Calendar	times per year on every grade level. The media specialist will aid grade levels in creating technology based lessons to use within the classroom.
				
				Lesson plans and observations will indicate that teachers are using preferred models of teaching.
				
				Every classroom will be equipped with an Activboard.
				
				Activboards and laptops will be made available to students in the classroom to provide access to a wide array of available technology.
				
				Technology "tidbits" will be given at staff meetings to remind, refresh, and reinforce to teachers ways to successfully incorporate technology into their classrooms.

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

Second Indicator: Attendance/Graduation Rate Action Plan

Annual Measurable Objective:
Austin Elementary's projected goals are to decrease the percentage of students absent over 8 days from 3% to 1% for 2013.

Formative Indicators of Success:
Attendance reports will be reviewed monthly and at the end of each semester. Recognition of perfect attendance for all students who meet the objectives set forth at each grade level.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Planning and Organization: *Performance Action #7* The Graduation/Attendance team will design and implement support programs that: provide intensive attention for students in need of one-on-one support to succeed; provide mentors to offer psycho-social emotional support, and establish connections between home and school. • Establish and implement sound and reasonable attendance policies that set high expectations to monitor and decrease absenteeism, in accordance to Dekalb County's attendance policy and protocol. • Communicate attendance expectations through the Austin Student Handbook, PTA and classroom newsletters, and notes and/or personal calls (by counselor) regarding attendance referrals, if necessary.	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers School Counselor	Austin Student Handbook School Council meeting agendas and minutes ESIS attendance records Perfect Attendance certificates awarded at the end of the school year	Students with perfect attendance are recognized and rewarded each month as a strategy used to ensure the academic, social, and psychological success of students. Teachers, parents, and students can explain the attendance policies as outlined in the Austin Student Handbook. Teachers, counselor, and School Council members will monitor student attendance and intervene when necessary.

			Bulletin Board: N.B.A.	
• Positively identify students with perfect attendance and/or punctuality by recognizing these students over the morning announcements. • Display student names for perfect attendance/punctuality in the hallway for all to see. • Offer a mentoring program for students in need of emotional support to be mentored by a teacher or staff member.				

Library-Media Action Plan

Annual Measurable Objective:

Reading:
Based on 11-12 CRCT scores, 100% of students in grades 3, 4, and 5 met or exceeded standards on the Reading section of the Georgia Criterion-Referenced Competency Tests (CRCT) for 2012. In addition, an average of 76.6% of students in grade 3, 4, and 5 exceeded grade level standards by achieving a level 3 on the Reading section of the CRCT for 2012.

     Grade 3- current 79% in level 3
     Grade 4- current 78% in level 3
     Grade 5- current 73% in level 3

Austin Elementary's projected goals for Reading are to increase the percentage of students in grades 3, 4, and 5 who achieve level 3 Reading from 76.6% to 78.6% for 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction: Standard 1.2: Performance Action #4. PA4: The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist is knowledgeable about student reading levels. The media specialist also serves on the leadership team and provides services and resources that support school units and lesson implementation. • Teacher-librarian meets with grade levels to determine areas of study and later provides them with supportive resources, many to allow the incorporation of technology.	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers Media Specialist: Janie Kossak	•Media Circulation records •Resource alignment to Fountas and Pinnell reading levels and grade level units of study	The media specialist can describe how services are coordinated to support classroom instruction. Resources from the media center are correlated to the Fountas and Pinnell guided reading levels as well as grade level units of study. A list of media resources are organized by guided reading levels and is available on the Destiny homepage and made accessible to students, teachers, and parents.

• Teacher-librarian maintains a leveled book resource within Destiny to provide books to match student reading levels (searchable at school and/or home). • Teacher-librarian co-teaches lessons designed to increase student achievement in identified subject domains. • Teacher-librarian provides flexible access to all library media center space, resources, and services. • Teacher-librarian serves as a member of school leadership teams and offers input and support for instructional goals.				
Technology Integration *Instruction: Standard 2.7 – Performance Action #1 & 2.* PA1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum. PA2: Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning and to accommodate individual student needs. • Utilize technology resources (media center computers, classroom computers, ActivBoards, laptop labs, projectors, etc.) and educational programs (websites, Destiny, software, Discovery Education,	No funding needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers Media Specialist: Janie Kossak	• Media Equipment log/Calendar •Master Calendar •Focus Walks	Teachers will be given two times a year to meet collaboratively as a grade level with the teacher-librarian. The teacher-librarian will aid grade levels in creating technology based lessons to implement within the classroom. Lesson plans and observations will indicate that teachers are using preferred models of teaching. Every classroom will be equipped with an ActivBoard. ActivBoards, library laptop lab, and mobile laptop carts will be made available to students in the classroom to provide access to a wide array of available technology. Technology "tidbits" will be given

BrainPop, and activities within Microsoft Office programs) to explore, investigate, and demonstrate knowledge in all domains, as outlined by the CCGPS. • Use laptop labs and ActivBoards to provide student and teachers access to Destiny, textbook resources, OAS, and State Frameworks.				at staff meetings and/or via email, as needed, to remind, refresh, and reinforce to teachers ways to successfully incorporate technology into their classrooms.

Professional Learning Plan

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)		All PD activities will be on-site and through on-site resources, as the PL Budget has not been approved.			
Federal					
Grants					
Local					

School Climate Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Planning & Organization: Standard 4, Performance Action #3 PA3: The Safe Schools Committee (Discipline Committee) develops a Positive School Discipline Plan to prevent ISS and OSS Referrals. This plan should be based on a pyramid of interventions.	No Funding Needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers Members of the Safe School Committee	Written school discipline plan List of persons responsible	An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom. All students are aware of classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.
Planning & Organization: Standard 4, Performance Action #7 PA7: School staff is continuously instructed under the principal's direction to implement research-based safe school standards. • Staff uses school-wide discipline forms for referral, record, and parent communication • Staff continuously enforces common	PTA ($700)	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith	Faculty meeting agendas Sign-in sheets Posted school policies and protocols	Safe school standards are posted throughout the school. Teachers, support staff, and administrators can articulate best practices that are being utilized school wide to positively impact student behavior. School Counselor and teachers

behavioral expectations and enforces the DCSS code of conduct • Teachers and school counselor maintain a character education program to encourage positive character traits and good citizenship.		All teachers School Counselor: Angie Jackson Members of the Safe School Committee		work together to maintain the character education program through specific lessons on monthly character traits as well as positive recognition for participation in the classroom poster contest.
Planning & Organization: Standard 4, Performance Action #12 PA12: Classroom teachers teach the School Safety Student Module concerning the common definition of violence, school wide rules, and classroom expectations. • Teachers plan and teach lessons about school/classroom rules, behavioral expectations, routines, and positive character traits • Staff continuously enforce common behavioral expectations and enforce the DCSS code of conduct • Teachers display identical posters in classrooms and around the school to maintain consistency and to importance (No Violence, No Bullying, Give Me Five, etc.)	No Funding Needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers Members of the Safe School Committee	Lesson plans Student signatures Posted rules Walk-through checklist Weekly behavior report	Teachers set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.
Planning & Organization: Standard 4, Performance Action #13 PA13: School staff and students are held accountable to the Positive School Discipline Plan.	No Funding Needed	August 2012-May 2012 Principal: Dr. Ann Culbreath	Posted rules Student referrals Disposition	Teachers and students can articulate classroom expectations for rules, procedures, and behavior that demonstrate respect for others.

• All staff members must teach lessons about school rules, behavioral expectations, and positive character traits. • All staff members send home weekly behavior reports to facilitate school-home communication. • All staff members follow protocol and use discipline referral forms when needed.		API: Angie Smith All teachers Members of the Safe School Committee	Walk-through checklist Weekly behavior report	Parents are aware of classroom and school wide expectations and are well informed about their child's behavior. Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before administrative referrals.
Planning & Organization: Standard 4, Performance Action #14 PA14: Students are given opportunities to be recognized for positive contributions to themselves and others. • Weekly behavior reports • Classroom reward systems • Awards Day (5th grade) • Character Education participation • Positive calls/notes home	No Funding Needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers Members of the Safe School Committee	Classroom character education posters Classroom weekly behavior reports	Students can list and discuss the monthly character education traits, giving examples of demonstrating such actions. Students and individual classrooms participate in displaying the monthly character trait and coloring in their class poster to visually display their participation and success. Students can articulate their attendance status, discussing the importance of good attendance.

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Teacher Retention Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Leadership: Standard: 2.2, Performance Action: #4 The Consolidated School Improvement Plan (CSIP) includes integration of Teacher Retention objectives with the academic curriculum.	No Funding Needed	August 2012- May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers TSS members CSIP committee members	CSIP action plans— "Teacher Retention Action Plan"	Interventions selected for the Teacher Retention Action Plan include DCSS Teacher Retention performance actions.
Leadership: Standard: 2.2, Performance Action: #6 The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions: • Assign mentors to teachers new to the profession • Assign mentors to teachers new to the building • Provide mentors to veteran teachers	No Funding Needed	August 2012- May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers	Mentoring handbook Mentor assignment list Calendar of mentor- mentee activities	Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. Teachers demonstrate an understanding of and effective implementation of best mentoring practices.

upon request • Schedule a formal time for mentors and mentees to meet • Provide guidelines to mentors regarding how to effectively serve in their roles.		TSS members CSIP committee members		
Leadership: Standard: 2.2, Performance Action: #8 The school will provide a collaborative planning time for teachers through one or more of the following actions: • Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis • Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes • Monitor lesson plans and classroom activities for evidence of collaborative planning • Train faculty members on how to develop and implement effective collaborative planning protocols	No Funding Needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers TSS members CSIP committee members	Master schedule Collaborative planning meeting minutes	Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans based on on-going formative assessments.
Leadership: Standard: 2.2, Performance Action: #16 The school leaders show concern and interest for the well-being of faculty and staff members. School leadership, parents, and community members will promote a proactive and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation. • Sunshine Committee	No Funding Needed	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers	Calendar on "The Week Ahead" reflects record keeping of staff birthdays Recognition of achievements, etc.	The school leaders describe how he/she recognizes faculty/staff birthdays, anniversaries and/or achievements such as earning advanced educational degrees, etc.

• PTA: Teacher Appreciation Week • CSIP Committee hosts celebrations for school improvement successes • Award small incentives to boost morale (casual/ jeans days, early leave passes, special lunches)		TSS members CSIP committee members	Schedule of Events planned by Sunshine Committee and Better Seeking Team	
Leadership: Standard: 2.2, Performance Action: #17 The school will promote professional growth by utilizing the Georgia School Keys for the Professional Learning strand. This includes the following best PL practices: • Tiered professional learning opportunities that reflect different career stages of teachers • Professional learning communities • Coaching and peer coaching • Peer observations within the school and outside the school • Data-driven, differentiated professional learning plans • Offer on- and off-site professional development opportunities to focus on areas of need (classroom management and discipline, differentiated instruction, children with special needs, technology, best practices, etc). • Provide literacy training for all new teachers.	No Funding Needed PTA Staff Development Funds ($2,000)	August 2012-May 2012 Principal: Dr. Ann Culbreath API: Angie Smith All teachers TSS members CSIP committee members	Individualized PLPs Professional learning activities calendar Coaching assignments- Literacy Collaborative and media-technology Conference attendance calendar Sign-in sheets	Teachers and administrators can articulate how professional learning activities have addressed content knowledge needs as well as the use of new curriculum materials, assessment practices, and instructional practices. Teachers who attend offsite conferences/meetings present learning (re-deliver) at Faculty Meetings. Teachers and administrators can articulate best practices and current curriculum resources.
Leadership: Standard: 2.2, Performance Action: #18 Monitor effectiveness of the Teacher	No Funding Needed	August 2012-May 2012	Student discipline data	Teachers and administrators can discuss school patterns and trends as they relate to teacher needs and

Retention Action Plan each month by reviewing relevant data and discussing improvements and areas of continued need. • Discuss and analyze at Building Leadership Team and Better Seeking Team meetings		Principal: Dr. Ann Culbreath API: Angie Smith TSS members CSIP committee members Building leadership team members	Student achievement data List of professional learning activities Lesson plans Staff attendance data Staff employment data	available support. Task forces are created and dissolved, as needed, to conduct research and propose solutions for continued problem areas.