

**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:

<b>AdvancEd (SACS CASI)</b>	Required for District-wide Accreditation
<b>Georgia Department of Education Annual School Improvement Plan</b>	Georgia DOE mandate
<b>DeKalb County School System Departmental Action Plans</b>  <input type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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

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

<b>AdvancED (SACS CASI) Accreditation Standards</b>
<b>Standard 1: Purpose and Direction</b> 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.
<b>Standard 2: Governance and Leadership</b> The school operates under governance and leadership that promote and support student performance and school effectiveness.
<b>Standard 3: Teaching and Assessing for Learning</b> The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.
<b>Standard 4: Resources and Support Systems</b> The school has resources and provides services that support its purpose and direction to ensure success for all students.
<b>Standard 5: Using Results for Continuous Improvement</b> 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.

<b>Georgia School Key Strands</b>
<b>Curriculum</b> - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
<b>Assessment</b> - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
<b>Instruction</b> - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).
<b>Planning and organization</b> – 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.
<b>Student, family, and community involvement and support</b> - 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.
<b>Professional learning</b> - 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
<b>Leadership</b> - 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.
<b>School culture</b> - 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
1.	Dr. Audrey Brooks		
2.	Dr. Maulah Amrullah		
3.	Mrs. Bettye Johnson		
4.	Mr. Maya Miller		
5.	Mrs. Santosha Scott		
6.	Mrs. Donyelle Brooks		
7.	Mr. Eric Fleming		
8.			
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**A copy of this document must be maintained at the school.**

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Dr. Audrey Brooks		
CSIP Facilitator	Ms. Penny Mosley		
Parent Representative <b>(can not be a school employee)</b>	Mrs. Marneka Kilcrease		
Student Representative <b>(required for High School)</b>	N/A		
Community Representative <b>(can not be a school employee)</b>	Mr. Eric Fleming		
School Counselor	Mrs. Tracy High & Ms. Barbara Smith		
Special Education Representative	Ms. Tarsha Jackson		
Reading/ELA Chair	Dr. Akela Edwards / Ms. Shundra Nephew		
Math Chair	Mrs. Karen Anderson / Ms. Rhonda Carbart		
Science Chair	Mrs. Robyn Thompson		
Social Studies Chair	Mrs. Debra Sawyer		
Professional Learning Liaison	Mrs. Tamara Burdette		
Other (specify) School Climate	Ms. Penny Mosley		
Other (specify) Teacher Retention	Ms. Melody Oliver, Mrs. Bettye Johnson, Ms. Demetria Bradshaw, Mrs. Rozalyn Todd		

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

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 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:**

1. Level I students that had been identified based on formative assessment participated in before and after school tutorial as well as our Saturday Enrichment Academy.

**The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:**

1. N/A

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

1. The stars and points in staffing created a need to implement our EIP through each of our content areas. Therefore, student data and observation to develop small flexible groups to differentiate instruction became a responsibility of the classroom teacher instead of an assigned EIP teacher.
2. The Science Lab and the Computer Lab are available for instruction with the classroom teacher and a parent volunteer to assist in mastery of critical experiences for science mastery and computer technology.

**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:**

1. Based on STAR S assigned to E.L. Bouie, all EIP students will continue to be served through each content area.
2. All Level I students will continue to receive instructional assistance with our before and after school tutorial and our Saturday Enrichment Academy.



**School Mission and Vision**

	<b>DeKalb County School System</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p>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.</p>	<p>Setting and maintaining the standard for excellence through unity and purpose is our image of a successful school at Edward L. Bouie, Sr. Traditional Theme School.</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<p>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.</p>	<p>The mission of Edward L. Bouie, Sr. Traditional Theme School is to provide educational opportunities that will enable all students to achieve their highest potential.</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self direction</li> <li>• Social and cross cultural interaction</li> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> <li>• Information and technology literacy</li> <li>• Critical thinking and problem solving</li> <li>• Creativity and innovation</li> </ul>	<p>Edward L. Bouie Sr. Traditional Theme School believes that students, teachers, parents, administrators, and community members should work together to facilitate optimal educational results to ensure academic progress for every child.</p>

**Developing a Comprehensive Needs Assessment**

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

- **Geographic location**
- **Enrollment**
- **Subgroups (regardless of whether or not they affect AYP):**
  - Ethnicity
  - Student with Disabilities (SWD)
  - Economically Disadvantaged
  - English Language Learners (ELL)

Edward L. Bouie, Sr. Traditional Theme School opened in 1996 as a part of the DeKalb County School Choice Program. Students wear uniforms to show solidarity and parents volunteer at least eight hours each semester. Dr. Audrey Brooks is the Principal of E. L. Bouie Elementary School. Currently, there is one assistant principal, 51 certified staff member and 17 classified staff members. As a traditional theme school, Bouie strives to provide high academic standards for all students while maintaining a low teacher-pupil ratio. Students are required to wear uniforms and parents volunteer a required minimum of 16 hours to show support of the instructional program. Currently, the school has an enrollment of 821 students of which 10 are students with disabilities (SWD). Approximately 86% of students reside in single-family dwelling and 14% in other types of housing. The student population is made up of 98.6% African- American and 1.4% other. Currently 61.54 % of the students are on free or reduced lunch.

As a participant of the DeKalb County School Choice Program, Bouie is not considered a neighborhood school. Therefore, students are selected using a lottery process from schools in the surrounding attendance area. Currently our feeder schools consist of Browns Mill Elementary, Farrington Elementary, Murphy Chandler, and Flat Rock Elementary. To address the needs of the special education population, Bouie utilizes the inclusion model of instruction.

It is evident, based on data that our students' performance remained at or above grade level. However, Bouie recognized that our students perform stronger in Reading than Math. Additional emphasis was placed on math problem solving and concept development in the Consolidated School Improvement Action Plan for the 2012-2013.

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

- **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**

- The comprehensive needs assessment utilized was the GAPSS Self-Assessment. This analysis assisted the school with data and verification of our status as it pertains to school improvement. The CSIP Steering committee met in the Media Center on the first Wednesday of each month and during called times from 2:30 until the completion of each task.
- The focus of initial CSIP meeting was dedicated to the dissemination of each section for a review and update.
- **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

The governance structure and decision-making process of E.L. Bouie Theme School consists of several components. One of the major components is the Building Leadership Team. The BLT (Building Leadership Team) is comprised of grade chairs, specialist representatives, administration, classified representatives and department heads. The members meet in order to address concerns in their respective areas and request input. Budgets and building environmental conditions are also discussed. Upon conclusion of the items discussed, the representatives disseminate pertinent information to their colleagues and request input for school-wide decisions. Surveys, feedback from staff, and suggestion boxes for parents and students are used as additional tools to gain information. The goal is to include all stakeholders in the decision-making process.

Grade level chairpersons are responsible for facilitating and supervising grade level meetings. The meetings are conducted to discuss grade level standards, methods of teaching, assessment, student progress, and instructional outcomes.

The School Advisory Council consists of representatives of the school including teachers, parents, community members, and the principal. The primary objective is to focus efforts toward student progress. Recommendations to the principal are a top priority for follow-up and reinforcement. The School Advisory Council also reviews the school site budget and expenditures, appoints committees, and monitors parental compliance under the theme school contract at E.L. Bouie Theme School. The Parent/Teacher Association (PTA) is another vital component of school governance and solicits equal involvement from parents and teachers.

▫

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

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

*	Iowa Test of Basic Skills	*	Gifted Education	*	Student Surveys
	SAT, ACT, and AP Exams			*	Parent/Community Surveys

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

**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.**

Our most recent AYP report indicates the Reading/Language Arts area as a strength for our school. Testing data indicates consistency with the Spring 2011 assessment to the Spring 2012 assessment. The percentage of children meeting Level 2 standards in addition to those children who exceeded Level 2 standards in the Spring 2011 was 92.1%. Test data for Spring 2012 yielded a score of 92.0% for children meeting standards combined with those exceeding Level 2 standards. Combined test scores for Spring 2011-2012 were 92%. Our subgroup scores are consistent with the totals indicated.

Validating our identified strength Reading/Language Arts is data from our GAPSS analysis. Curriculum lessons and units are closely aligned with the standards. Learning goals and outcomes are communicated by the instructional team. The school climate and environment is conducive to learning. Teachers are better equipped to maximize instruction for more effective learning.

Verifiable evidence is based on the percentages obtained from the GAPSS analysis. Such data indicates the alignment with standards was evidenced in 90% of the staff, during observations; and that 90% of the time, the school environment was conducive to learning.

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

The goal is to optimize instruction and learning and to have the preceding percentages reach 100%. The continuation of instructional focus walks and classroom observations will yield necessary and immediate feedback for tracking student improvement.

The results from the GAPSS analysis are evidence of this perception. This critical information supports and guides our direction.

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

- County Level assistance through the Department of Curriculum and Instruction to ensure that instruction is Standard-based utilizing best practices
- In-service on standard indicators and Common Core State Standards
- In-service on Instructional Strategies, Pyramid of Interventions and RTI
- Principal’s Book Study presentation
- In-service on Professional Learning Communities

**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	*	Student Support Team (SST)	*	Parent/Teacher Conferences
*	Mentoring Programs	*	Community Agencies	*	Parent/Administrator Conferences
*	Group Counseling	*	School Psychologists		Student Support Specialists
*	School Counselors	*	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 Counselors:

School wide and grade level assemblies are planned by the school counselors utilizing resources from outside agencies and the district office to meet student needs. The Counseling Department coordinates a number of programs such as a tobacco drug and alcohol prevention program during Red Ribbon Week using materials provided by outside community resources. The DCSS Department of Prevention Intervention and the DEA collaborates with the counselors for the Bouie students to visit the local high school to participate in creative drug awareness programming. Through and extension of the University of Georgia our students participate in Environmental Education Programs coordinated by the counselor. Informational assemblies are also provided by NorthSide Hospital personnel, WSBTV cameraman Ronnie Hoof “It’s the Real Deal Program and DeKalb County Fire Rescue Department’s Safety House. Counselors also implement the DCSS mentoring program by assigning mentors to students and monitoring the program progress.

Psychologists / Student Support Specialists:

**Psychologist, Lead Teachers for Special Education (LTSE), Speech/Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT):** These specialists provide mandated student support through participation in the SST referral process, presentations to the staff and consultations at 504 meetings to comply with county, state and federal guidelines.

All of these collaborative efforts seek to successfully address not only the academic needs but health, social, and overall “well-being” of our students and help eliminate barriers that may affect the student’s ability and/or readiness to learn.

Social Workers:

**Social workers:** our social worker serves as the liaison between our school, DCSS and outside agencies needed in response to specific student needs and referrals.

School Clinician:

Our school clinician acts as an advocate, educator and resource provider. The clinician delivers general health services to students and appropriate care in emergency situations. A medication treatment plan is developed to dispense medication short term and intermittingly to those students who require medication administration during the school day.

In an effort to identify and remove health barriers to insure every child will have the opportunity to obtain an optimal learning experience; the school clinician serves as a resource provider and aids in the assessment and treatment of students. Some agencies involved in the effort to assist our children in need include Wal-Mart’s Project Insight, The American Red Cross Vision Program, The Help a Child Smile Mobile Dental Program, Children Health Care of Atlanta, Asthma Training, and The National Food Service Management Institute.

**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		
*	Parental Involvement Survey/Summary		Others (list here)

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

Using community resources to strengthen schools, families and student learning is our goal in incorporating outreach activities in order to create mutually beneficial partnerships and connecting individuals, not just institutions.

- A Parent Contract has been implemented in the Theme School making it mandatory to do sixteen hours of volunteer services.
- A Parent Center with daily refreshments was put in place motivating parents to get involved. The Parent Center is managed by a Parent Coordinator who serves as an ambassador for the school.

- ❑ Parent workdays are scheduled to assist with building cleanup, grounds cleanup, and teacher-made materials.
- ❑ Parent Volunteers assist in ways that enhance the educational environment of children.
- ❑ The success of the parent center is to know who your parents are, and to have in the school’s repertoire as many options as possible.
- ❑ PTA sponsors a Fall Carnival which is community oriented.

Making sure there is two-way regular and meaningful communication between the home and school is achieved through conferences. Conferences are implemented throughout the year at either the teacher or parent request. Student Support Personnel also meet with parents when students are referred to SST. In Tier III parental support and outreach initiatives are integrated into the team meetings as strategies and interventions are developed to assist parents with skills to help them more effectively fulfill their role as parents. Our school social worker contacts parents if students have an excessive amount of tardies or absences to communicate the impact of this habit on the students’ school success.

Parent Workshops are provided throughout the year. This includes but is not limited to Family Literacy Night, Math Night, Art Night and other academic areas parent may need the most help in teaching their children. These are also additional examples of both Tiers I and II strategies utilized at Bouie.

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

*	Parental Involvement Handbook for Parents	*	Newsletters
*	School Website	*	Calling Post
*	DCSS Website/Community.Net	*	Parent Portal
*	Parent Right to Know Letter	*	Other (Specify) Student Agenda

**Stakeholder Communication**

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

All certified staff is trained in the data collection process as well as analyzing and interpreting the information. District-level staff provides professional development information to assist Bouie’s staff. A variety of methods are used to communicate the individual assessment results to parents. Teacher-parent conferences are the first line of communication to parents about their child’s progress. Letters are sent home as soon as test data is received to give notification and a brief explanation of the results to the parent. This letter also invites the parent to come in to discuss the results with the teacher(s), Assistant Principal of Instruction, or Principal. A review of reading and math through local and system assessments during the course of the year at the parent’s convenience is also included. Level 1 conferences, student support team meetings and fall and spring conferences are additional settings in which student results are communicated to parents.

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

We will use all current means of communication to inform stakeholders the results of disaggregated data such as the monthly newsletter which gives parents up-to-date information, the school website which is unique to Bouie, principal's roundtable, PTA meetings, School Advisory Committee which consists of representative stakeholders and parent-teacher conferences. Conferences are scheduled on an as need basis. Parents are also required to have two mandatory conferences during the school year. Charts, graphs and profiles are used to present the data. There is also a display case in the front lobby dedicated to test performance and AYP for visitor review.

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

We will use all current means of communication to inform stakeholders the results of disaggregated data such as the monthly newsletter which gives parents up-to-date information, the school website which is unique to Bouie, principal's roundtable, PTA meetings, School Advisory Committee which consists of representative stakeholders and parent-teacher conferences. Conferences are scheduled on an as need basis. Parents are also required to have two mandatory conferences during the school year. Charts, graphs and profiles are used to present the data. There is also a display case in the front lobby dedicated to test performance and AYP for visitor review.

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 (GPS) describe what Georgia's students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council



on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

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

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

**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	Target Assistant Funds through Title I will be used to fund Saturday Tutorial for (grades 3_5) and Extend Learning during the summer for (grades K-2). We will provided technology assistant (e, g, laptops, Ipads, SuccessMaker (software) to supplement the instructional delivery; professional development for staff, parental workshops to increase parental support and involvement in their child’s academic achievement, and consumables and resources to support student instruction and academic performance.
State Funds	
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Professional learning funds are used to supplement teacher learning with different strategies through conferences and workshops.
Grants (list)	
PTSA	These funds supplement special programs that clubs, organizations, and specialty areas have put in place to increase student achievement
Partners in Education	These funds are used to help fund special activities such as CRCT pep rallies

Other (list)	
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Select appropriate research-based performance actions that support your plan. If an individual school chooses to select a performance action or initiative other than those sited in the Georgia School Keys Implementation Resource Guide, a citation is necessary. **Cited research should directly align with the performance action or initiative it supports. Copies of all budgets referenced in this section should be placed in the appendix.**

<b>Reading/English/Language Arts Action Plan</b>				
<b>Annual Measurable Objective: The school will receive an average score of 93% or higher in reading/language arts on the 2012– 2213 CRCT as measured by the formative indicators of success Pre- and Post SLO Assessments, Benchmarks, and Teacher Tests.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><i>All Students</i>  <b><u>GSS Instruction Standard 2:2.3 Performance Action 3(Differentiation)</u></b>                      Utilize the CCGPS as the expectation for learning and assess the needs of students prior to instruction. Analyze student’s level of understanding, learning styles and interests in order to pace and present classroom instruction differently.  <b><u>GSS Instruction Standard 2:2.5 Performance Action 2 (Differentiation)</u></b>                      Utilize formative assessments to group students in a variety of ways to include whole group, flexible groups based on ability levels. Teacher conferences are held to review mastery of standards.</p>	<p>In-service and professional development support through the Department of Curriculum and Instruction</p>	<p>August 2012 to May 2013; Classroom Teachers, Reading Specialists, Media Specialists, Tutorial Staff</p>	<p>Story Town End-of-Unit Benchmarks, Centers, Progress Monitoring, Assessments, Data Notebooks, Focus Walks, Conference Logs, Standard-based three part lesson plans</p>	<p>KK – GKIDS                       Grades 3,4,5 = Total Reading on the 2012 – 2013 CRCT                       Grades 3, 5 = Reading Total Composite on the 2012 – 2013 ITBS                      Benchmarks, Unit Test                      Writing Assessments                      SLO Benchmarks</p>

<p><b><u>GSS Instruction Standard 2:2.2</u></b>  <b><u>Performance Action 1 (Higher Order Thinking)</u></b>                  Assess higher order thinking skills needed to understand and apply the standards. Teachers ask high level questions and performance task to assess students' understanding of concepts taught during instruction.</p> <p><b><u>Instruction Standard 2:1</u></b>  <b><u>Performance Action (Three-Part Lesson )</u></b>                  Utilize and monitor the three part lesson as an instructional framework for all lessons. The framework includes: opening-work session-closing.</p>				
<p><b><u>Students with Disabilities</u></b>  <b><u>Instruction Standard 3:3.2</u></b>  <b><u>Performance Action (Collaboration)</u></b>                  A collaborative effort to develop lessons that have clear goals based upon the CCGPS and element.</p> <p><b><u>Assessment Standard 3:3.1</u></b>  <b><u>Performance Action 4 (Tutorial)</u></b>                  Level 1 Students that have been identified based on formative assessment results will participate in before and after school tutorial</p>	<p>In-service and professional development support through the Department of Curriculum and Instruction</p>	<p>August 2012 to May 2013;                  Classroom Teachers, Reading Specialists, Media Specialists, Tutorial Staff</p>	<p>Story Town End-of-Unit Benchmarks, Centers, Progress Monitoring, Assessments, Data Notebooks, Focus Walks, Conference Logs, Standard-based three part lesson plans</p>	<p>KK – GKIDS                  Grades 3,4,5 = Total Reading on the 2012 – 2013 CRCT                  Grades 3, 5 = Reading Total Composite on the 2012 – 2013 ITBS                  Benchmarks, Unit Test                  Writing Assessments                  SLO Benchmarks</p>
<p><b><u>English Language Learners*</u></b></p>				

N/A				
<p><u>Technology Integration</u>  <b><u>Instructional Standard 2:2.7</u></b>  <b><u>Performance Action 1 (Technology)</u></b>                  Develop a plan to integrate technology into the curriculum to enhance, differentiate, and maximize student learning. The technology used by teachers and students promote content development and require conceptual application of the CCGPS.</p>		August 2012 to May 2013; Classroom Teachers, Reading Specialists, Media Specialists, Parents, Principal and API.	Story Town End-of-Unit Benchmarks, Centers, Progress Monitoring, Assessments, Data Notebooks, Focus Walks, Conference Logs, Standard-based three part lesson plans	KK – GKIDS  Grades 3,4,5 = Total Reading on the 2012 – 2013 CRCT  Grades 3, 5 = Reading Total Composite on the 2012 – 2013 ITBS Benchmarks, Unit Test Writing Assessments SLO Benchmarks

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

**Mathematics Action Plan**

**Annual Measurable Objective: Students will strengthen their computational skills by emphasizing problem solving strategies and utilizing differentiated instruction to increase the schools’ average score of 83% in Math on the Spring 2012-2013 CRCT as measured by the formative indicators of success: Pre and Post SLO Assessments, End of Unit Tests, Benchmarks, Teacher Made Tests.**

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>GSS Instruction Standard 2:2.5</u></b>  <b><u>Performance Action 2 (Differentiation)</u></b>                      Utilize formative assessments to groups students in a variety of ways to include whole group, flexible groups based on ability levels. Teacher conferences are held to review mastery of CCGPS.</p> <p><b><u>GSS Instruction Standard 2:2</u></b>  <b><u>Performance Action 1</u></b>                      Analyze student’s level of understanding and learning styles to effectively pace classroom instruction. Teachers and instructional leaders will develop higher order questions for assessments as well as performance task that require critical thinking and application.</p>	In-service and professional development support through the Department of Curriculum and Instruction	August 2012 to May 2013; Classroom Teachers, Reading Specialists, Media Specialists, Parents, Principal and API.	End-of-Unit Benchmarks, Centers, Progress Monitoring, Assessments, Data Notebooks, Focus Walks, Conference Logs, Standard-based three part lesson plans	KK – GKIDS  Grades 3,4,5 = Total Math on the 2012 – 2013 CRCT  ITBS Benchmarks, Unit Test SLO Benchmarks K-3
<p><u>Students with Disabilities</u>  <b><u>GSS Instruction Standard 2:2.3</u></b>  <b><u>Performance Action 3 (Differentiation)</u></b></p>	In-service and professional development	August 2012 to May 2013; Classroom	End-of-Unit Benchmarks, Centers,	KK – GKIDS  Grades 3,4,5 = Total Math on the

<p>Utilize the CCGPS as the expectation for learning and assess the needs of students prior to instruction. Analyze student’s level of understanding, learning styles and interests in order to pace and present classroom instruction differently</p> <p>Early Intervention Program (EIP), Interrelated, and Gifted (Discovery): Use student data and observations to develop small flexible groups to differentiate instruction</p> <p>Utilize diagnostic and formative assessments to form interchangeable cooperative learning groups.</p>	<p>support through the Department of Curriculum and Instruction</p>	<p>Teachers, Reading Specialists, Media Specialists, Parents, Principal and API.</p>	<p>Progress Monitoring, Assessments, Data Notebooks, Focus Walks, Conference Logs, Standard-based three part lesson plans</p>	<p>2012 – 2013 CRCT</p> <p>ITBS Benchmarks, Unit Test SLO Benchmarks K-3</p>
<p><u>English Language Learners*</u> <u>N/A</u></p>				
<p><u>Technology Integration</u> <b>Technology Integration:</b> <b>Instructional Standard 2:2.7</b> <b>Performance Action 1 (Technology)</b> Develop a plan to integrate technology into the curriculum to enhance, differentiate, and maximize student learning. The technology used by teachers and students promote content development and require conceptual application of the CCGPS.</p>	<p>In-service and professional development support through the Department of Curriculum and Instruction</p>	<p>August 2012 to May 2013; Classroom Teachers, Reading Specialists, Media Specialists, Parents, Principal and API.</p>	<p>End-of-Unit Benchmarks, Centers, Progress Monitoring, Assessments, Data Notebooks, Focus Walks, Conference Logs, Standard-</p>	<p>KK – GKIDS</p> <p>Grades 3,4,5 = Total Math on the 2012 – 2013 CRCT</p> <p>ITBS Benchmarks, Unit Test SLO Benchmarks K-3</p>

			based three part lesson plans	
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\*Must be completed for schools with ten or more ELL students. Delete row if not applicable

<b>Science Action Plan</b>				
<b>Annual Measurable Objective: Overall students will increase their scores on the CRCT by 15% as measured by the formative indicators of success: Critical Experiences, Science Lab class work and ITBS with 100% participation.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<u><b>GSS Instruction Standard 2:2.3</b></u> <u><b>Performance Action 3(Differentiation)</b></u> Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze student’s level of understanding, learning styles and interests in order to pace and present classroom instruction differently	PTA Science Lab Fernbank Center Professional Learning Funds	2012-2013 Classroom Teachers Media Specialist and District Science Teachers	Projects Rubrics Science Grades	CRCT Scores ITBS Scores Unit Tests Vertical Grade Level Planning to compare test scores and differentiate instruction, benchmarks
<u>Students with Disabilities</u> <u><b>GSS Instruction Standard 2:2.5</b></u> <u><b>Performance Action 2 (Differentiation)</b></u>	PTA Science Lab Fernbank	2012-2013 Classroom Teachers	Projects Rubrics Science	CRCT Scores ITBS Scores Unit Tests



<p>Utilize formative assessments to groups students in a variety of ways to include whole group, flexible groups based on ability levels. Teacher conferences are held to review mastery of standards.</p>	<p>Center Professional Learning Funds</p>	<p>Media Specialist and District Science Teachers</p>	<p>Grades</p>	<p>Vertical Grade Level Planning to compare test scores and differentiate instruction</p>
<p><u>English Language Learners*</u> N/A</p>				
<p><u>Technology Integration</u> <b><u>Technology Integration:</u></b> <b><u>Instruction Standard 2:2.7</u></b> <b><u>Performance Action 1</u></b> Advance student knowledge of computer skills by presenting reports and projects that reinforce the GPS. Use the interactive boards (ACTIV Boards), Discovery Learning, Brain Pop, OSA and Compass Learning to increase knowledge of scientific concepts and reinforce the standards (CCGPS) in addition to differentiate instruction and maximize student learning. Incorporate United Streaming into weekly lessons to provide additional visual evidence and encourage the students to make real life applications to enhance student’s research skills.</p>	<p>PTA Science Lab Fernbank Center Professional Learning Funds</p>	<p>2012-2013 Classroom Teachers Media Specialist and District Science Teachers</p>	<p>Projects Rubrics Science Grades</p>	<p>CRCT Scores ITBS Scores Unit Tests Vertical Grade Level Planning to compare test scores and differentiate instruction Benchmarks</p>

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

**Social Studies Action Plan**

**Annual Measurable Objective: Students in grades 3 and 4 will improve their CRCT performance in the Economics, Civics, Core Skills, Geography and History domains by increasing the percentage at 800 or above by 1 point, from 84% to 85% as measured by the formative indicators of success: Social Studies Projects, Quizzes and Chapter Tests with 100% participation.**

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>Instruction Standard 2:2.3</u></b>  <b><u>Performance Action 3 (Differentiation)</u></b>                      Utilized the standards for social studies as the expectations for learning and assess prior knowledge to needs of the students. Incorporate real-life experience such as check-writing, budgeting, shopping, issues of scarcity, and the “Stock Market Game” to improve the retention of economics concepts.</p>	None	2012-2013 School Year  Classroom teachers for the school year of 2012-2013	Classroom assessments. Standardize Testing .Real Life Projects and Research Social Studies Real Life field trips	CRCT 2012-2013/ ITBS 2012/ Writing Assessment Standards
<p><b><u>GSS Instruction Standard 2:2.5</u></b>  <b><u>Performance Action 2 (Differentiation)</u></b>                      Utilize formative assessments to groups students in a variety of ways to include whole group and flexible groups based on</p>	None	2012-2013 School Year  Classroom teachers for the	Classroom assessments. Standardize Testing .Real Life Projects	CRCT 2012-2013/ ITBS 2012/ Writing Assessment Standards

ability levels. Teacher conferences are held to review mastery of standards.		school year of 2012-2013	and Research	
<u>Students with Disabilities</u> <b>GSS Instruction Standard 2:2.5</b> <b>Performance Action 2 (Differentiation)</b> Utilize formative assessments to groups students in a variety of ways to include whole group, flexible groups based on ability levels. Teacher conferences are held to review mastery of standards.	None	2011-2012 School Year  Classroom teachers for the school year of 2012-2013	Classroom assessments. Standardize Testing .Real Life Projects and Research	CRCT 2012-2013/ ITBS 2012/ Writing Assessment Standards
<u>English Language Learners*</u>  N/A				
<u>Technology Integration</u> <b>Technology Integration</b> <b>Instructional Standard 2:2.7</b> <b>Performance Action 2</b> Increase usage of computers for reports and projects that reinforce the Georgia Performance Standards. The technology assignments will be aligned to student’s needs and abilities levels. Students will utilize various Microsoft programs such as Power Point, Word, Excel, and Publisher.	None	2012-2013 School Year  Classroom teachers for the school year of 2012-2013	Classroom assessments. Standardize Testing .Real Life Projects and Research	CRCT 2012-2013/ ITBS 2012/ Writing Assessment Standards

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

<b>Attendance/Graduation Rate Action Plan</b>				
<b>Annual Measurable Objective: School will show a decrease of unexcused tardiness and absences by 1.5% from 2.5% for all students with 15 or more days absent as measured by the monthly generated attendance reports.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>GSS Student Family and Community Involvement and Support Standard 1:13</u></b>                      The school provides educational opportunities for parents to meet identified needs of students. Conduct information sessions with parents through PTA meetings, Advisory Council Meetings and the Principal’s Newsletter regarding the high rate of student tardiness and the impact on student achievement.</p>	None	August 2012 to May 2013 Principal API Parents	Copies of Newsletter & Agendas Copies of letters to parents from the principal and counselor Logbook of statistical analysis on student tardiness and absences Copies of Attendance Protocol Monthly Reports	eSIS data AYP Report CRCT ITBS End of Unit Tests End of Book Tests Teacher- made Tests
Continue discussions with the staff to share	None	August 2012 to May 2013	Improved attendance by	eSIS data AYP Report

the amount of absenteeism; identify causes and brainstorm ideas of improvement.		Principal API Parents	staff as evidence by a decrease in the number of leave requests	CRCT ITBS End of Unit Tests End of Book Tests Teacher- made Tests
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<b>Library-Media Action Plan</b>				
<b>Annual Measurable Objective: The percentage of students in grades 3 and 5 who meet and exceed the standards in the research / writing domain will increase by 5%.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Research Based Instruction</u></b>  <b><u>Instruction Standard 1.2</u></b>                      Collaborative effort between the staff and Teacher Librarian to determine media support to increase resources to enhance school-wide content. Plan instruction in the research process Implement a schedule that will ensure students’ access to and participation in the Bouie library program. The teacher-librarian serves on the building leadership team and provides services that support school units, collection development and instruction.</p>	Media Center Funds	August 2011- May 2012  Teacher Librarian Administrators Teachers	Teacher-made tests Student reading logs Library circulation records Research projects.	CRCT scores Titlewise Collection Analysis
<b><u>Technology Integration</u></b>				

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<b>Professional Learning Plan</b>					
<p>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.</p>					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)					
Federal					
Grants					
Local	To achieve an average score of 86.7% or higher in	<b>Data Driven Instruction/ Interpreting Test Data</b>	Ongoing 2012-	Data Notebook	GKIDS

	Reading/ Lang. Arts and 83.3% or higher in Math on the 2013 CRCT	Instructional Differentiation/ Flexible Grouping powered by the CRCT, ITBS, GKIDS, and CoGAT class profile sheets.	2013	Weekly Lesson Plans  Data Room  Grade Level Planning Min.  Online Assessment System	Total Reading/Math on 2012–2013 CRCT and ITBS
<b>Local</b>	To promote positive classroom behavior and positive behavior management	<b>School-Wide Discipline Incentive Program</b> The discipline incentive plan will be designed to improve classroom and school wide discipline. Students will be monitored in the halls, cafeteria and classrooms to ensure optimal student behavior.	Ongoing 2012-2013	Classroom Observations  Focus Walks	Decrease Discipline Referrals  Decrease SST referrals
<b>Local</b>	To achieve an average score of 83.3 % or higher in Math on the 2013 CRCT	<b>Math to the Next Level</b> Faculty inservices based on an Early Childhood Longitudinal Study conducted by Roberto Agodini that enable teachers to better understand the three part lesson and the effectiveness of proper implementation and evaluation. Once a month a grade level will present new strategies that are being used to increase student achievement in math by promoting higher order thinking skills.	Ongoing 2012-2013	Three Part Lessons  Focus Walks	GKIDS  Total Math on 2012-2013 CRCT and ITBS  Formal & Informal, Teacher Made, Weekly, End of Year, and End of Chapter

					Assessments Math Journals
<b>Local</b>	Increase overall scores by 10% on the 2012 CRCT  To achieve an average score of 86.7 % or higher in Reading/ Lang. Arts and 83.3 % or higher in Math on the 2013 CRCT	<p><b>Principal’s Book of the Semester</b> School-wide Book Study for all staff members to emphasize the importance of building morale and improving school climate. The principal’s book study will allow book talks by chapters to take place during monthly faculty meetings. The book talks will include presentations with lively real life examples of positive school climate and its effect on student achievement.</p> <p><b>Professional Learning Communities</b> The National School Reform Faculty believes professional development for educators best takes place in learning communities using proven structures and strategies. Through the use of small group instruction, teachers will be engaged in multiple strategies useful to empower students to become risk takers to deepen their knowledge.</p>	Ongoing 2012-2013  Ongoing 2012-2013	Principal Observation  Teacher Feedback  Weekly Lesson Plans  Formal Evaluations  Focus Walks	Decrease in Teacher Absenteeism  GKIDS Total Reading/Math on 2012-2013 CRCT and ITBS
<b>Local</b>	To achieve an average score of 86.7 % or higher in Reading/ Lang. Arts and 83.3 % or higher in Math on the 2013 CRCT	<b>Reading, Math and Gifted Conferences</b> Whole group and grade level discussions of information obtained from National Reform Conferences that enable teachers to increase student achievement by effectively implementing Standards Based	Ongoing 2012-2013	Professional Learning Surveys / Questionnaires from redelivery	GKIDS Total Reading/Math on 2012 – 2013 CRCT



		Instruction and Best Practices.		Grade Level Planning Minutes Classroom Observations	and ITBS Formal & Informal, Teacher Made, Weekly, End of Year, and End of Chapter Assessments
<b>Local</b>	To achieve an average score of 86.7% or higher in Reading/ Lang. Arts and 83.3 % or higher in Math on the 2013 CRCT	<b>Pyramids of Interventions/ Response to Intervention</b> Whole Group Discussions that enable teachers to effectively implement the Pyramid of Interventions when addressing academic and behavioral concerns. Emphasis will be placed on Response to Intervention (RTI) and its components to ensure that all steps are taken to accommodate a student to achieve academic success prior to SST referral	Ongoing 2012 - 2013	Student Work Samples Pre/Post Data Systematic Progress Monitoring Form	Decrease SST Referrals Decrease Special Education Referrals

<b>School Climate Action Plan</b>				
<b>Objective:</b> Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<u>Performance Action 1:</u> A Safe School Committee is formed to focus on data analysis and strategy	N/A	2012-2013 Principal, Asst. Principal,	✓ Member list ✓ Meeting dates ✓ Sign-in sheets	A Safe School Committee exists and meets monthly to review school safety data and to discuss the best

<p>development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that</p> <ul style="list-style-type: none"> <li>• Knows best practices in violence prevention and school culture.</li> <li>• Actively shares with the faculty research-based safe schools.</li> <li>• Collects and analyzes local, state, and national data on violence and school climate on a yearly basis.</li> </ul>		<p>&amp; Teachers</p>	<p>✓ Agendas Minutes</p>	<p>practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff (counselors, social worker, graduation coach, prevention/intervention specialist, student support specialist, nurse, etc.). Parents and students serves as committee advisors.</p>
<p><u>Performance Action 2:</u> The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion:</p> <ul style="list-style-type: none"> <li>• Grade level</li> <li>• Gender</li> <li>• Location and time of infraction</li> <li>• Teacher referral</li> <li>• Repeat offenders</li> </ul>	<p>N/A</p>	<p>2012-2013 Principal, Asst. Principal, &amp; Teachers</p>	<p>✓ Meeting dates ✓ Sign-in sheets ✓ Agendas ✓ Minutes ✓ Spreadsheets Reports Discipline logs</p>	<p>Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.</p>
<p><u>Performance Action 3:</u> Students are given opportunities to be recognized for positive contributions to themselves and others.</p>	<p>N/A</p>	<p>2012-2013 Principal, Asst. Principal, &amp; Teachers</p>	<p>✓ Program/agendas ✓ Documentation of classroom recognition ✓ Awards/certificates ✓ Positive letters to</p>	<p>Teachers and students develop “standards for success”, or ways that students can demonstrate personal efficacy and citizenship.  Students are consistently</p>

			parents ✓ Positive e-mail communication to parents ✓ Positive phone call log On PA system or class/school website	recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals.
<p><u>Performance Action 4:</u>                  The Consolidated School Improvement Plan (CSIP) includes integration of a Positive School Discipline Plan with the academic curriculum.</p>	N/A	2012-2013 Principal, Asst. Principal, & Teachers	✓ CSIP action plans ✓ CSIP appendixes	Interventions selected for the CSIP will include DCSS School Climate performance actions. This will be evident as either an addendum or integration into the CSIP action plans, depending on the two-year planning cycle.

<b>Teacher Retention Action Plan</b>				
<b>Objective:</b> Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Teacher Retention Assessment and Planning</u></b>  <b><u>Performance Action: 1</u></b>                  A site-based Teacher Retention Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a supportive school culture and utilize teacher retention best practices. The school maintains and supports a teacher retention committee that</p>	Funds available through Teacher Support Services	2012-2013 School Year Principal API TSS team	Member lists, meeting dates, sign-in sheets, agenda, and minutes	A teacher retention committee exists and meets regularly to discuss the best practices on teacher retention as it relates to school culture and to develop a positive and proactive plan for teacher support.

<ul style="list-style-type: none"> <li>• Knows best practices in teacher support as it impacts school culture</li> <li>• Actively shares with the faculty research-based initiatives and interventions for teacher retention.</li> <li>• Analyze teacher retention needs based on individual school concerns.</li> </ul>				
<p><b><u>Performance Action:3</u></b> The Teacher Retention Committee analyzes pertinent data and develops yearly outcome-based objectives based on school needs.</p>	Funds available through Teacher Support Services	2012-2013 School Year Principal API TSS team	Surveys, exits questionnaires attrition data, Student referral data, TKES results, Professional Development Plans	Committee members can articulate the teacher retention needs of the school and the objectives that will address these needs. A written copy of the objective exists and is embedded in the school-wide improvement plan.
<p><b><u>Teacher Retention Implementation: Performance Action:1</u></b> The school will develop and maintain policies, procedures, and protocol to ensure a teacher supportive school environment through the following actions:</p> <ul style="list-style-type: none"> <li>• Assign mentors to teachers new to the profession</li> <li>• Assign mentors to teachers new to the building</li> <li>• Provide mentors to veteran teachers upon request</li> <li>• Schedule a formal time for mentors and mentees to meet</li> <li>• Provide guideline to mentors regarding how to effectively serve in their roles.</li> </ul>	Funds available through Teacher Support Services	2012-2013 School Year Principal API TSS team	Mentoring handbook, mentoring assignments list, Scheduled mentoring meeting times, calendar of mentor and mentee activities, training agendas and training sign-in sheets	Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of and effective implementation of best mentoring practices.

<p><b><u>Performance Action:10</u></b>                  The school leaders continually ask for input from staff members to improve the learning environment and make decisions based on that input.</p>	<p>N/A</p>	<p>2012-2013                  School Year                  Principal                  API                  TSS team</p>	<p>Calendar reflects, surveys, questionnaires meeting agendas and minutes.</p>	<p>The school leaders describe how decisions are made through input from questionnaires and surveys and through the collaborative work of the staff. The school leaders articulate the results of questionnaires and how decisions were made using that input in addition to their personal beliefs and expectations. Staff members can describe how they are able to provide input for decisions.</p>
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