# 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.

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|---|---|
| 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:

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| **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**<br><br>___Professional Learning      ___Library-Media<br>___School Climate              ___Teacher Retention<br>___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** |
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| Standard 1: Purpose and Direction<br>The school maintains and communicates a purpose and direction that commit to high<br>expectations for learning as well as shared values and beliefs about teaching and learning. |
| Standard 2: Governance and Leadership<br>The school operates under governance and leadership that promote and support<br>student performance and school effectiveness. |
| Standard 3: Teaching and Assessing for Learning<br>The school's curriculum, instructional design, and assessment practices guide and<br>ensure teacher effectiveness and student learning. |
| Standard 4: Resources and Support Systems<br>The school has resources and provides services that support its purpose and direction<br>to ensure success for all students. |
| Standard 5: Using Results for Continuous Improvement<br>The school implements a comprehensive assessment system that generates a range<br>of data about student learning and school effectiveness and uses the results to guide<br>continuous improvement. |

| Georgia School Key Strands |
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| 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 (GPS). |
| 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 | | | |
| CSIP Facilitator | | | |
| Parent Representative **(can not be a school employee)** | | | |
| Student Representative **(required for High School)** | | | |
| Community Representative **(can not be a school employee)** | | | |
| School Counselor | | | |
| Special Education Representative | | | |
| Reading/ELA Chair | | | |
| Math Chair | | | |
| Science Chair | | | |
| Social Studies Chair | | | |
| Professional Learning Liaison | | | |
| Other (specify) | | | |
| Other (specify) | | | |

<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:**
As evidenced by ACCESS, STAR reading, STAR math, AR gains, CRCT & CRCT M, and EIP post assessment results, the following were successful at Brockett:  EIP, ESOL, SE (co-teaching/inclusion), Brag Tags (library program overall), Millionaire Club for reading.  The technology, recycling, running, and Kindness clubs were all very successful.  The Character Ed program at Brockett is strong.  Fewer discipline referrals were submitted as a result. STAR reading & STAR math were great diagnostic tools and were also used to monitor growth.  IXL.com, Lexia, and Reading A-Z were also valuable resources for our students.

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

Science scores were not as strong as hoped.  Writing scores were not as strong as in previous years.

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

The writing focus last year was primarily on the process of writer's workshop, rather than writing across the curriculum.  This year's focus is on writing in the content areas to prepare students for the writing expectations on assessments.  Brockett's teachers will have professional development in writing in the content areas.  The training will take place during the planning time weekly.  The primary source for training is "*Teaching Writing in the Content Areas*" by Vicki Urquhart and Monette McIver.  Teacher training with science concepts.  Lack of resources (both human and equipment).  The approval process and the ever-changing restrictions with Federal funds also prohibited purchasing items which would increase student achievement.  Though late approval for the purchase of science materials came after the budget was submitted, budget adjustments will be submitted for approval to purchase necessary equipment for students.  The purchase of non-fiction texts will also be a part of the plan to increase science knowledge.

**School Name:  Brockett Elementary          Principal:  Lynda B. Mauborgne          Plan Year:  2012 - 2013**

**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:**  Increased monitoring of instruction, vertical planning, and support for Common Core Georgia Performance Standards (CCGPS) are all areas of focus for administration and PLCs.  Additional staff development for science and writing, earlier approval of Title 1 funds with the School Wide Plan, more focus on writing across the curriculum through Common Core, SLOs, and being involved in the state's Reading Mentor program will have a positive impact on student achievement at Brockett.  Six Parental Involvement meetings are scheduled to support parents/guardians in helping their child achieve.  As staff meets in PLCs, data for all levels are discussed and plans of action are created.  Long-range achievement plans are shared with parents to engage them in the process of student achievement.  A one page summary of goals is available for parents and other stakeholders.

## <u>School</u> <u>Mission</u> <u>and</u> <u>Vision</u>

|  | **DeKalb County School District** | **School** |
|---|---|---|
| **Vision**<br>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. | A diverse, nurturing, and challenging learning community – where all stakeholders work together to ensure that every child achieves and succeeds! |
| **Mission**<br>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 Brockett School is to provide a highly varied and challenging program of learning experiences to meet the needs of our diverse community. Academic excellence, wise decision-making, a lifelong love of learning, and qualities of good citizenship will be fostered in our safe and nurturing school environment.  Teachers, staff, parents, students and the community share the responsibility of supporting this mission. |
| **Values**<br>What beliefs and standards guide our mission? | The DeKalb Schools 21st Century student will demonstrate:<br><br>• Flexibility and adaptability<br><br>• Initiative and self direction<br><br>• Social and cross cultural interaction<br><br>• Productivity and accountability | • Each student is a valued individual possessing unique physical, social, emotional, and intellectual needs. These needs are met through a variety of instructional strategies, services, and resources.<br>• All students can learn, achieve, and succeed when actively engaged in the learning process.<br>• Positive relationships of mutual courtesy and respect enhance |

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|---|---|
| • Leadership and responsibility<br><br>• Information and technology literacy<br><br>• Critical thinking and problem solving<br><br>• Creativity and innovation | learning, build self-esteem, and contribute to a safe and nurturing environment.<br>• An understanding and appreciation of cultural diversity enriches the lives of students and staff.<br>• Teachers, staff, parents, and the community share the responsibility for promoting and strengthening human relations.<br>• A safe and physically comfortable environment promotes student learning. |

**Developing a Comprehensive Needs Assessment**

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

 **Geographic location**

Brockett Elementary is located in a suburban community approximately 15 miles east of Atlanta, GA.   The majority of our students reside in single-family homes.  Our current enrollment is 443 students, and of those 443, with at least twenty cultures represented.  Currently, there are 19 students with disabilities enrolled at Brockett.  As of September 1, 2012, 68 % of our students are classified as free or reduced price for meals.

Brockett has 33 full time certified teachers and 10 paraprofessionals.  We have a full-time media specialist, registered nurse, and counselor.  We have two identified full time Title 1 teachers for class size reduction models and we have three full time EIP teachers who serve K - 5.  Brockett has full-time art, gifted, and ESOL teachers.

Brockett is utilizing the compacting model in math and reading to increase achievement for all levels of learners.  Students are grouped according to skills based on pre-assessment results, resulting in more focused instruction based on student levels of readiness.  While the content is the same, the process and products differ.  We are using STAR math, STAR reading, Early Literacy, Compass Learning, Discovery Science, the standards-based IXL.com math program, and Online Assessment System (OAS) for academic support.   New to Brockett this year a reading mentor through the Governor's Office of Student Achievement.  The mentor's purpose is to provide training and support for teachers to build capacity.  Brockett is using DIBELS Next as a new diagnostic and monitoring tool for PK – 3rd  reading.

 **Enrollment:**

Ethnicity = Hispanic = 27% and Non-Hispanic = 73%  By race, the percentages are as follows:
- o   Native American = 8%, Asian = 11%, African American 37%, Multi-race = 5%, Pacific Islander = 2%,  Caucasian = 37%
- o   Student with Disabilities (SWD) = 22
- o   Economically Disadvantaged = 295
- o   English Language Learners (ELL) = 88

 **Subgroups by percentage:**
- o   Ethnicity – 63%
- o   Student with Disabilities (SWD) -  5%
- o   Economically Disadvantaged (ED) – 68%
- o   English Language Learners (ELL) -  20%

**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)**   School improvement is a continuous process at Brockett. The following actions are part of the ongoing needs assessment process:

- Title I Parent Survey was distributed to Brockett parents at registration in August, 2012.  Results were shared with parents at the annual Title 1 meeting and the summary will be posted to the website for review.

Brockett's Schoolwide Leadership/School Improvement Team serves as our CSIP Steering Committee.  Meetings were held twice in August and September and are scheduled for each month throughout the school year.  CRCT data was shared with staff on during preplanning and again at the leadership team meeting August 29.  Sub-committees met to collaborate, further analyze data, discuss needs, and respond to specific areas of the plan.  The leadership team met again August 22 to review data and develop the 2012 - 2013.   The meetings were held in the school's media center.  The school council met in the school's media center to review the CSIP on September 20 and after discussion of the goals, signatures were obtained.  The CSIP will be uploaded to our website upon approval at the district level.

▫ **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**
Brockett's leadership team meets and information is disaggregated to grade levels for analysis.   The administrative team looks at the data, shares the data with subcommittees, and provides leadership to create instructional programs, scheduling, and resources to meet the various needs of all students.  We use formative & summative assessments to determine the instructional needs.  Benchmarks, diagnostic tools, standardized tests, teacher created assessments, and student performance drives instructional planning.  Teacher feedback & the consensus of stakeholders are also valued at Brockett.  Assessments are on-going throughout the year as a progress monitoring tool.  Assessments are authentic and measure student understanding & growth.  Teachers have common planning time each day and collaborate to design lessons/units to meet the needs of students.  Brockett provides many opportunities for stakeholder involvement in order to achieve the continuous improvement for which Brockett is known.   The results from our Title 1 surveys, School Council, PTA, and community members all play an important part in the overall planning for students throughout the year.  The culture at Brockett is warm, caring, inclusive, and one that holds high standards for everyone.  The open-door policy of the administrators allows an honest and open feedback loop for communication with all stakeholders.  Parents and staff alike feel free to share concerns or areas of improvement either to the administrative team, at School Council or through PTA, at staff meetings, or in grade level meetings.  The main concern brought to our attention was communication.  We are making a concerted effort through e-Blasts, newsletters, phone calls, PTA meetings, School Council, the marquee, Facebook, and websites to communicate more clearly with parents.  Communication between teachers & parents will be part of the Teacher Keys Evaluation System and evidence will be part of the professional portfolio.

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

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

**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.**

A commendable record of student achievement is evident across grade levels at Brockett Elementary (AYP Reports 2008, 2009, 2010, and 2011). Brockett has made AYP for nine consecutive years and is classified as a Distinguished Title 1 School.  The staff is caring, competent, dedicated, and committed to academic excellence and the success of all learners. High expectations for performance are established and embraced by students and staff.  A data-driven curriculum provides the framework for instruction. Professional learning is ongoing. Effective leadership is apparent. Administrators are involved in instructional activities, data collection, and motivation of both staff and students.  A strong sense of community exists among all stakeholders. The responsibility for achieving goals is shared among all stakeholders. There is a strong integration between family, local businesses, and staff.  Local businesses (Chick-fil-A, Shorty's, Bruster's, and Stevi B's) support Brockett with Spirit Days/Nights.  Parental involvement is welcomed and recognized.  The diversity of the school community is acknowledged and celebrated.  Brockett is a Tier III school within the DeKalb County tiering system (scoring between 85 – 89% in reading).

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

Reviewing CRCT performance data from the 2009-10, 2010-11, 2011-2012 school years, two areas were targeted for improvement.  The first is the implementation of the guided reading concept in math classes with instruction ending with a summary activity that reinforces the learning.  The second goal identified through the CRCT is to improve the implementation of hands on teaching strategies in science based on data from formative and summative assessments.  The ESOL teacher is utilizing the co-teaching model in science classes to support language development as well as the content.  The leveled book room is used to provide alternative reading material appropriate for those reading above (or below) grade level.  Improvement in these two targeted areas will result in increased rigor and improved student achievement in the areas of reading/language arts, mathematics, science, and social studies as cross-curricular units are developed.

Mathematics is an area specifically targeted for improvement.  Brockett's 2012 CRCT math scores decreased from those recorded in 2010 in third and fourth grades.  There is an increased focus for how math is taught in the primary grades, ensuring the use of all available resources.  One second grade teacher attended a workshop to learn how to implement new strategies (proven to be highly successful in 5$^{th}$ grade).  The fourth grade teachers attended the math training sessions offered last year and regularly implement the strategies learned.  A continued focus in the content area of mathematics is essential to ensure improved student achievement.  The 2011 CRCT mathematics scores indicated a rise in the percentage of students who passed and who exceeded expectations in the fifth grade. The emphasis will continue to be on differentiation of instruction, effective collaboration, and the development of higher level thinking skills, utilization of technology, and the careful implementation of curriculum through the compacting model and utilization of the EIP math teacher for grades 3 - 5.  All grades are working on the goal of increasing the number of students exceeding the standards.  For those in non-tested grades, this will be measured by the SLOs growth and the percentage of students reaching the target goals.

Science instruction will be supported through the use of technology, increased hands-on activities, group projects, a visiting science assembly (grade specific), and the implementation of grade level specific CCGPS science questions of the month on BTN to increase inquiry and excitement.  To support student achievement, only non-fiction texts will be purchased in an effort to increase comprehension in reading informational texts.

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

Plans are being implemented to provide professional development in the areas of differentiation of instruction (content, process, product, and environment), technology use in the classroom, classroom management, mapping the curriculum to make cross-curricular connections. Reading and writing in the content areas, math content training for teachers, and hands-on science training for teachers.   Training for CCGPS, TKES, and CCRPI will be ongoing as the implementation takes place during the 2012-13 school year.

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

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

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

School Counselor:
Brockett's school counselor conducts guidance lessons on Character Education, drug prevention, and career education.  School-wide assemblies are held to reinforce the character, cultural, and health concerns of our school.   The counselor consults with teachers, school psychologist, social workers and appropriate district office personnel.  The counselor provides crisis intervention for students faced with stressful events; reviews test results and offers insights into student's abilities, needs, interests and strengths to facilitate academic planning.

Psychologist:
Brockett's school psychologist consults with the SST committee, parents, and staff and evaluates students to assess areas of weakness.

Student Support Specialist:
The student support team meets on an as needed basis as teachers submit collect data through the RTI process and refer students for support.

Social Worker:
The school's social worker does home visits, serves as a link to outside agencies, serves as a mentor, and conducts support groups.

School Nurse:
Brockett's school nurse provides medical support for students and administers medication to students.

**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 |   |   |
|---|---|---|---|
| X | Parent Lending Libraries |   | Pre-K Family Resource Specialists |
| X | Parental Involvement Workshops |   |   |
| X | Parental Involvement Survey/Summary | X | Others (list here)  Curriculum Night, Grandparents' lunch, Thanksgiving lunch, Doughnuts for Dads, Muffins for Moms, Family picnics (2), 5th grade activities, PTA, School Council, College Fair, Career Fair, Student led conferences |

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

PTA actively reaches out to new parents to get them involved.  New parents are encouraged to run for vacant seats on School Council.  The parent involvement policy and compact are explained and an invitation issued to all parents to get involved by meeting their child's teacher(s), volunteering at school, checking homework, communicating with the teachers, and being actively involved in PTA committees.  Parents have access to various resources to check out from the lending library.  Parents are invited to attend the six parental involvement workshops.  Workshop topics include increasing student achievement, transitions, and student-led conferences to share growth at the end of the year.  Light snacks are provided in addition to any materials for the workshops.   Survey results and feedback are shared with parent & community members and posted on our website.  As much as possible, information is available in Spanish for the parents who may speak limited English.   Some parent volunteers are available for some translating on site.

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

| X | Parental Involvement Handbook for Parents | X | Newsletters (Translated into Spanish as often as possible) |
|---|---|---|---|
| X | School Website | X | Calling Post |
| X | DCSD Website/Community.Net | X | Parent Portal |
| X | Parent Right to Know Letter | X | Other (Specify)  Weekly e-Blast, weekly courier, agendas, marquee |

**Stakeholder Communication**

**12) Describe how individual student assessment results will be provided to and interpreted for parents.**
Assessment results are sent to the school system and then dispersed to the local schools.  Administration spends a generous amount of time analyzing the data which is then shared with the leadership team and individual teachers. Scores are examined to ensure that the students are correctly placed in programs such as High Achievers, Gifted, or Early Intervention.  ACCESS test results guide placement & instructional planning for ELL students.  These analyses provide information which is useful to identify both the strengths and weaknesses in Brockett's instructional program. Once they are received by the Assistant Principal, they are distributed to classroom teachers and special area teachers.  Teachers are provided time and training through grade level meetings, PLCs, and staff meetings on interpreting data and how to use it for planning instruction.  These "data talks" are ongoing throughout the year.  Teachers file a copy of the results in the permanent record folders in the vault and maintain a copy in their classrooms for daily planning.  Teachers meet with parents to share the results of the data.  For those parents unable to attend a conference, a copy is sent home with their child along with a cover letter briefly explaining that particular assessment tool.  Parents also may discuss questions or concerns with administrators in addition to the classroom teacher(s).

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

Disaggregated data is shared with a wide range of stakeholders through a variety of means:
- The school's building report from the testing services presents disaggregated data by subgroups.   In addition, information regarding accessing the School Report Card, and other reports of disaggregated data are shared in school council meetings, at the Annual Title 1 meeting, PTA, and on the school's and district's website.
- Brockett's School Council meets six times each year.  Disaggregated data is shared with teachers, parents, and businesspersons who are members of the council.  School Council meetings are open public meetings.  All stakeholders are invited.  Meeting dates and times are regularly published in the school's newsletters and posted on a bulletin board in the main hall.
- Data is shared with the school's PTA Executive Board.  These meetings are held throughout the school year.  General PTA meetings also afford opportunities to share data with parents.
- Brockett sends home couriers with students each Wednesday.  Flyers are created to share pertinent data with Brockett families.
- Numerous parent meetings are held at Brockett during the year.  These meetings provide another forum to share disaggregated data with our stakeholders.
- Teachers share data with students as well.  Upper grade students are part of the goal setting process for themselves.

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

Brockett's Consolidated School Improvement Plan will be disseminated to all stakeholders in a variety of ways:
- The completed plan will be sent to all staff members, PTA officers, and School Council members electronically.
- The school newsletter will inform the school community of the plan's completion and availability for review.  Hard copies will be available in the main office and the Media Center.  An electronic copy will be sent to any stakeholder upon request.
- The school's CSIP is linked to the school's website and readily accessible by all stakeholders.  The CSIP is also posted in the electronic Brockett handbook available through First Class.
- A copy of the system's and school's values, vision, and mission are distributed to all staff members during preplanning, posted in all classrooms, and distributed to all Brockett families via school courier.

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.

**<u>Selecting</u> <u>Appropriate</u> <u>Interventions</u> <u>Using</u> <u>Scientifically</u> <u>Based</u> <u>Research</u>**

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 Common Core 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.  As the College and Career Readiness Performance Index (CCRPI) is implemented this year, Brockett continues to challenge students through a variety of programs and opportunities to ensure readiness for the next level.

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.


**Research supporting class size reduction**

Graue, E., Hatch, K., Rao, K., Oen, D. (2006). *The Wisdom of Class Size Reduction*. Wisconsin.

Hanushek, E.  (1998).  *The Evidence on Class Size*.  New York.


While research supports class size reduction to a degree, it is what the teachers do with the smaller numbers that make the difference in student achievement.  Brockett is using Title 1 funds for class size reduction in second and fourth grades.  The class size averages 21 across the collective six classes and the teachers are using the smaller numbers of students to target gaps in achievement and implement strategies to close the gaps. The effectiveness of teachers is the key and will be measured by the Teacher Effectiveness Measure under the new teacher evaluation system in Georgia.

Research supporting curriculum compacting


Renzulli, J., Reis, S.  *Curriculum Compacting: A Research-based Differentiation Strategy for Culturally Diverse Talented Students.*  Connecticut.

Reis, S. M., Burns, D. E., & Renzulli, J. S. (1992). *Differentiation Using Curriculum Compacting*. Mansfield Center, CT.

Brockett is using the compacting model in grades 1 – 5 to support all levels of learning in math and reading.  Students are grouped according to preassessment results and taught the standards based on the readiness level of the group.  This intervention allows for appropriate differentiation of the content, process, and product for all students.

## 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 | Federal dollars have been utilized to hire two full time teachers in a class size reduction model to support instruction.  Title 1 funds will be used for the purchase of e-Readers and leveled books to support reading and reading in the content areas.  When approved, funds will also be used to provide an after-school tutorial program for Level 1 third and fifth grade students.  Dollars allocated for parent involvement will support parenting classes, parent meetings, and the purchase of materials for the workshops.   (Title 1 Part A) |
| State Funds | Professional learning funds will support the schoolwide efforts to improve student achievement in the areas of ELA and mathematics. |
| GA DOE School Improvement Grant  (Needs Improvement Title I Schools Only) | N/A |
| Federal School Improvement Grants | N/A |
| Local Professional Learning Funds | Title II Part A funds are used for staff development (Either a consultant or professional learning materials purchased for professional learning communities) |
| Grants (list) | N/A |
| PTSA | The PTA budget for the 2012-2013 school year includes strong support for the overall instructional program.  Some specific targeted areas include assisting financially with field trips, providing awards for student recognition programs, providing financial support for identified Brockett families in need, and providing substitutes so that teachers may collaborate and/or conduct peer observations. |
| Local Business Supporters | Bruster's, Shorty's, Chick-fil-A, and Stevi B's all support Brockett through Spirit Days/Nights |
| Other (list) | |

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. <u>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.</u>

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**Reading/English/Language Arts Action Plan**

**Based on the target goals set by the GA DOE, the following percentages are the achievement goals for reading and ELA (respectively) for all students and subgroups as measured by the CRCT in 2013:**

| Reading | |
|---|---|
| All Students | 94.4 |
| Asian / Pacific Islander | 96.0 |
| Black | 91.0 |
| Hispanic | 93.4 |
| American Indian | 96.0 |
| White | 97.2 |
| Multi-Racial | 96.2 |
| SWD | 80.6 |
| ELL (LEP) | 87.5 |
| Econ. Disadv. | 91.7 |

| ELA | |
|---|---|
| All Students | 92.6 |
| Asian / Pacific Islander | 95.7 |
| Black | 89.3 |
| Hispanic | 91.3 |
| American Indian | 93.2 |
| White | 95.6 |
| Multi-Racial | 94.5 |
| SWD | 74.7 |
| ELL (LEP) | 84.4 |
| Econ. Disadv. | 89.6 |

| Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| GCSS Curriculum Standard 2.2 Performance Action 1 GCSS Instruction Standards 2.2; 2.7; 3.1 Performance Action 1 | N/A | 08/12 -05/13 Principal Assistant Principal | Pre/post assessment analysis Posted standards | ITBS CRCT 3rd & 5th Grade Writing Assessments |

| | | | | |
|---|---|---|---|---|
| Systematically collaborate to develop reading & writing strategies & processes to elicit higher-order thinking processes & skills and encourage critical & creative thinking & efficacy for all students, including EIP, ELL, and SWD.  DIBELS Next will be used as a diagnostic tool for K – 3 to identify areas of weakness. School wide writing focus to avoid overused words when writing.  A "dead word" wall will be displayed on the library wall with overused words, adjectives, and adverbs to make students aware of the need to use a Thesaurus and make their writing more interesting. *(DCSD Instructional Framework Steps 1,5,6, & 7)* | | EIP teachers ELL teacher Classroom teachers Special Area Teachers<br><br>Paraprofessional Administrators | Portfolios Collaborative analysis of student work Performance tasks Walk-throughs<br><br>Roses, tombstones, "dead words" | Benchmarks STAR Reading SLO's (Student Learning Objectives)<br><br>Writing assessments, rubrics, classroom writing samples |
| GCSS Planning and Organization Standard  3.1 Performance Action 2; Assessment Standard 3.1 Performance Action 4 Utilize the available financial resources and personnel in a manner that enhances student learning and maintains a focus on student achievement.  Learning activities are monitored for effectiveness by analyzing data from assessments on a regular basis. *(DCSD Instructional Framework Steps 1,5,6, & 7)* | N/A | 08/12 – 05/13 Principal Assistant Principal | Pre/post assessment analysis Analysis of student work Benchmarks | ITBS CRCT Benchmarks SLOs |
| GCSS  Student, Family, and Community Involvement and Support Standard 1 Performance Action 2 Provide educational opportunities for parents to meet identified needs which | N/A | 08/12 – 05/13 Principal Assistant Principal Counselor | Parent surveys Informal feedback Parent evaluations of parenting sessions | CRCT ITBS/CogAt Benchmarks SLOs |

| | | System level trainers Instructional technology specialist Teacher presenters Student presenters | Index cards with words and or pictures/definitions | Index cards, word lists, e-Blasts, newsletters |
|---|---|---|---|---|
| will include parenting and practices, expectations for student behavior, academic performance, and Common Core Georgia Performance Standards. *(DCSS Instructional Framework Step 1)* <ul><li>Curriculum Night</li><li>Donuts for Dads/Muffins for Moms</li><li>International Fair</li><li>Transitional Meetings (PK – K, 5<sup>th</sup> to middle school, Step-Up day)</li><li>Family Game Night</li><li>Student led conferences</li></ul> Ongoing:  parent lending library<br><br>Present word with multiple meanings on BTN.  Words will be assigned to homerooms for illustrating and sharing on BTN each day.  The words with pictures &/or definitions will be displayed in the cafeteria for all students to see.  This provides support for SWD and ELLs, as well as challenging all students to read and discover more multiple meaning words.  Parents have access to the words and definitions as well through the e-Blast and a word list sent home. | | | | |
| GCSS Instruction Standard 3 Performance Action 1 <u>GCSS Instruction Standard 3 Performance Action 1</u> Collaborate to collect and analyze student writing portfolios, reading benchmarks, and performances that are aligned to the standards and school-wide expectations | N/A | 08/12 – 05/13 Principal Assistant Principal Classroom teachers | Meeting agendas & minutes Collaboratively developed performance tasks Benchmark/student data Reading logs | ITBS CRCT 3<sup>rd</sup> & 5<sup>th</sup> Grade Writing Assessments Benchmarks SLO's (Student Learning Objectives) |

| | | | Writing portfolios | |
|---|---|---|---|---|
| GCSS Instruction Standard 2.1 Performance Action 2; GCSS Instruction Standard 2.3 Performance Action 1 Implement research-based instructional strategies to promote student engagement, purpose, quality, differentiation, and higher-order thinking skills.  *(DCSD Instructional Framework Steps 3 & 4)* | $500 for books from ASCD for PLCs or a consultant to provide training for all staff (depending on availability) | 08/12 – 05/13 Classroom teachers PreK-5th | Model lessons Model classrooms Peer observations Study groups Teacher meetings Collaborative analysis of student work Student portfolios Walk-throughs | ITBS CRCT 3rd & 5th Grade Writing Assessments SLO's (Student Learning Objectives) |
| GCSS Instruction Standard 2.3 Performance Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction based on student needs. *(DCSD Instructional Framework Steps1 & 2)* | | 08/12 - 05/13 Classroom Teachers | Model lessons Model classrooms Peer observations Study groups Teacher meetings Collaborative analysis of student work Student portfolios Walk-throughs Curriculum Mapping | ITBS CRCT 3rd & 5th Grade Writing Assessments SLO's (Student Learning Objectives) |
| GCSS Assessment Standard  3.1 Performance Action 4 Offer students who are not meeting standard(s) in AYP grades the opportunity to attend an after-school tutorial group. Brockett's tutorial program will be | $7,500.00 (Title 1 funds) | 10/12 – 1/13 Assistant Principal Tutorial Teachers | Analysis of student work Tutorial lesson plans | CRCT Benchmarks SLO's (Student Learning Objectives) |

| | | | | |
|---|---|---|---|---|
| offered October - December with transportation provided.  The program will be monitored for effectiveness by analyzing data from assessments on a regular basis. *(DCSD Instructional Frmwk Steps 4 & 6)* | | | | |
| Students with Disabilities <u>Instruction Standard 2: Research-based instruction is standard practice.</u> <u>2.1 Research-Based Learning Strategies and Processes Performance/Action 2</u> Present content in a logical and sequential process using a variety of delivery modes, such as increased practiced turns and targeted feedback, to enable students to develop understanding of the standards. Provide "fill-in-the-gap" instruction as appropriate in: reading fluency and math computation. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching. As appropriate, students are placed on a consultative model for supportive instruction. *(DCSD Instructional Framework Steps 1-7)* | N/A | 08/12 - 05/13 Classroom Teachers Interrelated Teachers | Posted standards/essential questions Student work Analysis of student work Professional Learning Community | ITBS CRCT 3$^{rd}$ & 5$^{th}$ Grade Writing Assessments SLO's (Student Learning Objectives) |
| English Language Learners* Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. ELL pull-out classes are utilized to best support | N/A | 08/12 - 05/13 ESOL Teacher | Model lessons Model classrooms Peer observations Study groups Teacher meetings Collaborative | ITBS CRCT 3$^{rd}$ & 5$^{th}$ Grade Writing Assessments SLO's (Student Learning Objectives) |

| | | | | |
|---|---|---|---|---|
| students' mastery or standards. *(DCSD Instructional Framework Steps 1-7)* | | | analysis of student work<br>Student portfolios<br>Walk-throughs | ACCESS |
| Technology Integration<br>Technology Integration:<br>GCSS Instruction Standard  2.7<br>Performance Action 2<br>Effectively use technology to provide real world application, enhance students' research skills, and differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promotes content research and requires the conceptual application of the standards. *(DCSD Instructional Framework Steps3,4,&6)* | | 08/12 - 05/13<br>Classroom Teachers<br>Professional Development, "Worksheetless Classrooms" | ACTIVboards<br>United Streaming<br>Compass Learning<br>Collaborative teacher meetings/agendas<br>Performance tasks<br>Benchmarks | ITBS<br>CRCT<br>3$^{rd}$ & 5$^{th}$ Grade Writing Assessments<br>SLO's (Student Learning Objectives)<br>Benchmarks |

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

**Mathematics Action Plan**

**Based on the target goals set by the GA DOE, the following percentages are the achievement goals for mathematics for all students and subgroups as measured by the CRCT in 2013:**

| | |
|---|---|
| All Students | 87.0 |
| Asian / Pacific Islander | 94.7 |
| Black | 79.9 |
| Hispanic | 86.4 |
| American Indian | 89.3 |
| White | 92.3 |
| Multi-Racial | 89.3 |
| SWD | 65.8 |
| ELL (LEP) | 79.0 |
| Econ. Disadv. | 81.8 |

| Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| <u>GCSS Curriculum Standard 2.1</u> <u>Performance Action 1</u> Collaborate to demonstrate a clear, consistent, & shared understanding of what students are expected to know, do,  and understand at all grade levels.  Common assessments aligned to the CCGPS will help | N/A | 08/12 – 05/13 Principal Assistant Principal All classroom and special area teachers | Agendas & minutes from PLC meetings Shared lesson plans Minutes from grade level | ITBS CRCT Student Portfolios Benchmarks SLO's (Student Learning Objectives) Student Data Cards |

| | | | | |
|---|---|---|---|---|
| teachers reach a consensus, identify students' strengths & weaknesses, and promote consistency in rigor in all math classes. *(DCSD Instructional Framework Steps1-3 & 6)* | | EIP teachers Special Education staff | meetings TKES (Teacher Keys) Portfolio | STAR Math |
| GCSS Instruction Standard 2.2 Performance/Action 1 Determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction. *(DCSD Instructional Framework Steps 3)* | IXL Software $2,050 (After School Funds) | 08/12 – 05/13 Principal Assistant Principal Gifted Ed. Teacher Classroom teachers EIP teachers Special Education staff | Student work Benchmarks Performance tasks Focused walks Curriculum Mapping | ITBS CRCT Benchmarks Student work and projects SLO's (Student Learning Objectives) IXL Student Reports |
| GCSS  Student, Family, and Community Involvement and Support Standard 1.2 Performance Action 2 Provide educational opportunities for parents to meet identified needs which will include parenting styles and practices, expectations for student behavior, academic performance, and Georgia Performance Standards. *(DCSD Instructional Framework Steps 1)* | N/A | 08/12 – 05/13 Principal Assistant Principal Counselor System level trainers Instructional technology specialist Teacher presenters | Parent surveys Informal feedback Parent evaluations of parenting sessions Teacher Keys (TKES) Student Surveys | CRCT ITBS Homework Benchmarks |

| | | | | |
|---|---|---|---|---|
| GCSS Assessment Standard  3.1 <u>Performance Action 4</u> Place students who are not meeting standard(s) in grades 3, 4 and 5 into an after-school tutorial group according to assessment results.  Brockett's tutorial program will be offered January - March with transportation provided.  The program will be monitored for effectiveness by analyzing data from assessments on a regular basis. *(DCSD Instructional Framework Steps 4 & 6)* | $7,500.00 (Title 1 funds) | 10/12 – 1/13 Assistant Principal Tutorial Teachers | Analysis of student work Tutorial lesson plans | CRCT Benchmarks Student Data Card STAR Math |
| <u>Students with Disabilities</u> <u>Instruction Standard 2: Research-based</u> <u>instruction is standard practice.</u> <u>2.1 Research-Based Learning Strategies and</u> <u>Processes Performance/Action 2</u> Present content in a logical and sequential process using a variety of delivery modes, such as increased practiced turns and targeted feedback, to enable students to develop understanding of the standards. Provide "fill-in-the-gap" instruction as appropriate in: reading fluency and math computation. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching. As appropriate, students are placed on a consultative model for supportive instruction. *(DCSS Instructional Framework Steps 1-7)* | N/A | 08/12 - 05/13 Classroom Teachers Interrelated Teachers Special Education Paraprofessionals | Posted standards Student work Focused walks Analysis of student work Professional Learning Community Teacher Keys (TKES) portfolio Shared lesson plans (Classroom Teacher & Interrelated) Grade level meeting minutes | ITBS CRCT 3rd  & 5th Grade Writing Assessments IEP Progress Monitoring |
| <u>English Language Learners*</u> Present content in a logical and sequential | N/A | 08/12 - 05/13 ESOL | Model lessons Model classrooms | ITBS CRCT |

| | | | | |
|---|---|---|---|---|
| process using a variety of delivery modes to enable students to develop understanding of the standards. ELL pull-out classes are utilized to best support students' mastery or standards. *(DCSD Instructional Framework Steps 1-7)* | | Teachers | Peer observations Study groups Teacher meetings Collaborative analysis of student work Student portfolios | 3$^{rd}$ & 5$^{th}$ Grade Writing Assessments ACCESS test results |
| Technology Integration Technology Integration: GCSS Instruction Standard 2.7 Performance Action 2 Effectively use technology to provide real world application, enhance students' research skills, and differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promotes content research and requires the conceptual application of the standards. *(DCSD Instructional Framework Steps3,4,&6)* | IXL Software $2,050 (After School Funds) | 08/12 - 05/13 Classroom Teachers EIP teachers Special Education staff | ACTIVboards United Streaming Collaborative teacher meetings/agendas Performance tasks Benchmarks Graph Club Symphony Math (Special Ed) Lexia IXL STAR Math | ITBS CRCT 3$^{rd}$ & 5$^{th}$ Grade Writing Assessments GAPSS |

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

**Science Action Plan**

**Based on the target goals set by the GA DOE, the following percentages are the achievement goals for science for all students and subgroups as measured by the CRCT in 2013:**

| | |
|---|---|
| All Students | 80.1 |
| Asian / Pacific Islander | 90.5 |
| Black | 68.9 |
| Hispanic | 77.3 |
| American Indian | 84.5 |
| White | 89.3 |
| Multi-Racial | 85.0 |
| SWD | 56.5 |
| ELL (LEP) | 67.6 |
| Econ. Disadv. | 72.5 |

| Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| <u>GSS Instruction Standard 2.2 Performance Action 1; 3.1 Performance/Action 1</u> Systematically collaborate to develop strategies & processes to elicit higher-order thinking processes & skills and encourage critical & creative thinking & efficacy for all students, including EIP, ELL, and SWD with | N/A | 08/12 – 05/13 Principal Assistant Principal Science Teachers District | Posted standards Analysis of student work Open-ended questioning Performance tasks Walk-throughs | CRCT |

| | | | | |
|---|---|---|---|---|
| a focus on science content. *(DCSD Instructional Framework Steps 1-7)* | | science teachers | | |
| GCSS Curriculum Standard 3.1 & 3.2 Performance Action 1 Select a variety of delivery modes, including hands-on, small groups, whole groups, demonstrations, & performance tasks to incorporate into instruction to ensure that all students have access to and meet standards. *(DCSD Instructional Framework Steps 2,3,&4)* | N/A | 08/12 – 05/13 Classroom Teachers | Lesson plans Student work Journals | ITBS CRCT |
| Planning and Organization Standard 3.1 Performance Action 2; Assessment Standard 3.1 Performance Action 4 Utilize the available financial resources and personnel in a manner that enhances student learning and maintains a focus on student achievement.  Learning activities are monitored for effectiveness by analyzing data from assessments on a regular basis. *(DCSD Instructional Framework Steps 2-5 & 7)* | | 08/12 – 05/13 Principal Assistant Principal Title I Teacher | Post assessment analysis Analysis of student work | CRCT |
| Students with Disabilities Instruction Standard 2: Research-based instruction is standard practice. 2.1 Research-Based Learning Strategies and Processes Performance/Action 2 | N/A | 08/12 - 05/13 Classroom Teachers Interrelated Teachers | Posted standards Student work Analysis of student work | ITBS CRCT |

| | | | Professional Learning Community | |
|---|---|---|---|---|
| Present content in a logical and sequential process using a variety of delivery modes, such as increased practiced turns and targeted feedback, to enable students to develop understanding of the standards. Provide "fill-in-the-gap" instruction as appropriate in: reading fluency and math computation. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching. As appropriate, students are placed on a consultative model for supportive instruction. *(DCSD Instructional Framework Steps 1-7)* | | | Professional Learning Community | |
| English Language Learners* Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. ELL pull-out classes are utilized to best support students' mastery or standards. *(DCSD Instructional Framework Steps 1-7)* | N/A | 08/12 - 05/13 ESOL Teachers | Model lessons Model classrooms Peer observations Study groups Teacher meetings Collaborative analysis of student work Student portfolios | ITBS CRCT |
| Technology Integration Technology Integration: GCSS Instruction Standard  2.7 Performance Action 2 Effectively use technology to provide real world application, enhance students' | | 08/12 - 05/13 Classroom Teachers | ACTIVboards United Streaming Compass Learning Collaborative teacher meetings/agendas | ITBS CRCT |

| | | | Performance tasks<br>Benchmarks | |
|---|---|---|---|---|
| research skills, and differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promotes content research and requires the conceptual application of the standards.<br>*(DCSD Instructional Framework Steps3,4,&6)* | | | | |

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

**Social Studies Action Plan**

**Based on the target goals set by the GA DOE, the following percentages are the achievement goals for social studies for all students and subgroups as measured by the CRCT in 2013:**

| | |
|---|---|
| All Students | 79.0 |
| Asian / Pacific Islander | 90.8 |
| Black | 68.5 |
| Hispanic | 75.7 |
| American Indian | 81.8 |
| White | 87.6 |
| Multi-Racial | 83.6 |
| SWD | 54.0 |
| ELL (LEP) | 66.0 |
| Econ. Disadv. | 70.8 |

| Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| GCSS Instruction Standard 2.2 Performance Action 1 Determine the higher-order thinking skills needed to understand and apply the standards. | | 08/12 – 05/13 Principal Assistant Principal | Student work Performance tasks Peer observations | ITBS CRCT Portfolios Student Data |

| | | | | |
|---|---|---|---|---|
| Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction.<br>All higher-order thinking skills will be built on a foundation of map and globe skills as well as historical, geographical, government/civics, and economic understandings.<br>*(DCSD Instructional Framework Steps1-7)* | | Classroom teachers | | Notebooks/Teacher Keys |
| Planning and Organization Standard  3.1 Performance Action 2; Assessment Standard 3.1 Performance Action 4<br>Utilize the available financial resources and personnel in a manner that enhances student learning and maintains a focus on student achievement.  Learning activities are monitored for effectiveness by analyzing data from assessments on a regular basis.<br>*(DCSD Instructional Framework Steps 2-5 & 7)* | N/A | 08/12 – 05/13<br>Principal<br>Assistant Principal<br>Title I Teacher | Post assessment analysis<br>Analysis of student work | CRCT<br>Student Data Notebooks/Teacher Keys |

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

**Attendance Action Plan (NCLB Mandate)**

**Annual Measurable Objective:**

- Maintain an exemplary record of student attendance as measured by the Georgia's College and Career Ready Performance Index (CCRPI). Specifically, the percent of students absent fifteen or more days will be 8.0% or less for all students.

| Intervention | Estimated Cost and Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Evidence of Monitoring** | **Evidence of Impact** |
| DeKalb County School District's attendance policy was clearly communicated to all stakeholders and will be fully implemented throughout the 2012-2013 school years. | N/A | 08/12 – 05/13 Counselor Principal Teachers | Parent and student signatures from Student Code of Conduct Classroom signature logs | SIS  Attendance reports 2013 CCRPI |
| A letter further articulating this policy is sent home with each student via school courier at the beginning of each school year.  Attendance contracts attached to letters are signed, returned, and filed in the counselor's office. | N/A | 08/12 – 05/13 Counselor Principal Teachers | Signed attendance contracts | |
| Weekly attendance reports and data are reviewed by counselor and principal.  Weekly meetings between the counselor and social worker are held to monitor attendance and identify specific students with a high rate of absenteeism. Strategies are identified to support students and their families in improving attendance. | N/A | 08/12 – 05/13 Counselor Principal Attendance Secretary Social Worker | Monthly attendance reports Copies of parent letters generated eSIS Counselor's logs Social Worker's logs | eSIS Generated Attendance reports for identified students reflecting improved attendance 2013 CCRPI |

|  |  |  | Attendance contracts with Intervention strategies recorded |  |
| --- | --- | --- | --- | --- |
| The school-wide attendance incentive program recognizes students who attend school each day. | Donations from Community Partners PTA Monthly | 09/12 – 05/13 Counselor Assistant Principal Awards Committee Teachers | Photographs Copies of certificates School calendar | eSIS Attendance reports |

**Library-Media Action Plan**

**Student Growth:**
- The percent of students scoring at Level 1 in Reading/ELA in tested grades will decrease by 5% (5 students).
- The percent of students scoring at Level 3 in Reading/ELA in tested grades will increase by 10% (12 students).
- The percent of students meeting/exceeding proficiency in PK – 3rd grades Reading/ELA will be 90%  (286 students)
- The percent of students exceeding proficiency in PK – 3rd grades Reading/ELA will be 40% (87 students)

| Intervention | Estimated Cost and Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Evidence of Monitoring** | **Evidence of Impact** |
| <u>Instruction Standard 1.2</u> <br> <u>Performance Action 4</u> <br> The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content.  The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation <br>     □ Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team <br>     □ Leveled books are made available to students based on reading levels. <br>     □ Teacher-Librarian facilitates the 25 Books Campaign <br>     □ Nonfiction acquisitions aligned to the new grade level CCGPS and at appropriate reading levels <br> *(DCSD Instructional Framework Steps 3, 4,* | State FTE Allotment <br><br> $8-10,000 Title I Funding | 08/12-05/13 Administrators <br><br> Leadership Team <br><br> Teacher-Librarian <br><br> Grade Level Chairs <br><br> Classroom Teachers | Disaggregated Lexile reports <br><br> Collaboratively Planned Instructional Activities <br><br> 25 Book Standard Committee Guidelines <br><br> Resource alignment to units | Resources from the media center are correlated to grade level units of study.  The media specialist can describe how services are coordinated to support classroom instruction <br> ITBS <br> CRCT <br><br> Media Circulation Reports <br><br> Accelerated Reader Reports <br><br> Star Reading and Math Reports <br><br> Destiny reports of nonfiction collection aged titles by Dewey Decimal divisions. |

| | | | | |
|---|---|---|---|---|
| *& 7)* | | | | |
| <u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance Action 2</u> Effectively use technology to provide real world application and to maximize student learning. <br>▫ Accelerated Reader <br>▫ Star Reading and Star Math <br>▫ ActivBoards <br>▫ Class multi-media projects <br>▫ Laptop Carts <br>▫ Elmo Carts <br>▫ Digital Cameras <br>▫ Play Away units <br>*(DCSD Instructional Framework Steps 3-6)* | N/A | 08/12-5/13 Principal Leadership Team Teacher-Librarian Grade Level Chairs | Computers and equipment ActivBoards Media Center Schedule Projects | Students can articulate how technology supports their learning.  Examples are provided of student work that has been enhanced by technology as a set of tools and resources to complement their learning process. |

**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)** | • To increase the percentage of students meeting and exceeding expectations in Reading/English Language Arts, Math, Science, and Social Studies<br>• Increase collaborative planning among teachers in order to develop reading and writing strategies & processes to elicit higher-order thinking processes & skills and encourage critical & creative thinking & efficacy for all students<br>• Increase parent and community involvement and opportunities to educate parents on how to improve student achievement. *(DCSD Instructional Framework Steps 1-7)* | Differentiation<br>Data Analysis<br>Writing in the Content Ares (PLCs)<br>Science training | 08/12 – 05/13 | Unit/Lesson Plans aligned to GPS Benchmark Assessments Disaggregated CRCT analysis (2010, 2011, 2012)<br>Peer observations Administrative observations Collaborative teacher meetings Faculty meetings Professional Learning Communities DRA II | ITBS CRCT 3rd & 5th Grade Writing Assessments 2012 CRCT Report Benchmark Analysis |

| | | | | | DIBELS Next | |
|---|---|---|---|---|---|---|
| **Federal** | • To increase the percentage of students meeting and exceeding expectations in Reading/English Language Arts, Math, Science, and Social Studies<br>• Increase collaborative planning among teachers in order to develop reading and writing strategies & processes to elicit higher-order thinking processes & skills and encourage critical & creative thinking & efficacy for all students<br>• Increase parent and community involvement and opportunities to educate parents on how to improve student achievement. *(DCSD Instructional Framework 2 & 6)* | Differentiation<br>Standards-based instruction<br>Data analysis<br>Analyzing student work<br>Written commentaries<br>ACTIVBoards<br>Reading/ELA training<br>Math training | 08/12 – 05/13 | Unit/Lesson Plans aligned to GPS Benchmark Assessments Disaggregated CRCT analysis (2010, 2011, 2012) Peer observations Administrative observations Collaborative teacher meetings Faculty meetings | ITBS CRCT 3rd & 5th Grade Writing Assessments | |
| **Grants** | N/A | | | | | |
| **Local** | • To increase the percentage of students meeting and exceeding expectations in Reading/English Language Arts, Math, Science, and Social Studies<br>• Increase collaborative planning among teachers in order to develop reading and writing strategies & processes to elicit higher-order thinking processes | Peer observations | 08/12 – 05/13 | Disaggregated CRCT analysis (2010, 2011, 2012) Peer observations Administrative observations Collaborative | ITBS CRCT 3rd & 5th Grade Writing Assessments | |

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| | & skills and encourage critical & creative thinking & efficacy for all students<br>• Increase parent and community involvement and opportunities to educate parents on how to improve student achievement.<br>*(DCSD Instructional Framework 2 & 6)* | | teacher meetings<br>Faculty meetings | |

**School Climate Action Plan**

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

| Intervention | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
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| | | | **Artifacts** | **Evidence** |
| Performance Action: Brockett's Leadership Team will meet with students in every grade level to discuss behavior and attendance expectations. | N/A | 08/12-05/13 Administrators | Written and verbal announcements to the staff and students | Students can articulate expectations |
| Performance Action: Implementation of school wide anti-drug education activities during Red Ribbon Week. | N/A | Counselor Red-Ribbon Committee PTA | Red Ribbon Week morning announcement scripts Red Ribbon week giveaways | Student can articulate how drugs can harm a person, family, and community. |
| Performance Action: School Council will implement a routine and systematic process for analyzing school safety concerns by including parking lots/carpool lane safety as a topic for discussion at School Council meetings. | N/A | School Council | School Council meeting agendas and meeting minutes | Council members can articulate safety concerns identified throughout the school year and how these concerns were addressed. |
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| Performance Action: Implementation of school wide character education activities including:<br>• Bobcat of the Month recognition<br>• Bobcat of the Semester Announcement of Character word of the month during morning announcements | $100.00<br><br>(After School funds) | Counselor Principal | Parent Letters Monthly Newsletter Awards Day Bulletin Board | Students can articulate what it means to show Bobcat pride.  Students demonstrate care and concern for one another. |
| Performance Action: Implement Pyramid of Intervention tiers, including counselor support, for students demonstrating behavioral and/or social/emotional challenges. (DCSD Instructional Framework Steps 1-7) | N/A | 2012-2013 Principal, API, Counselor, Psychologist, LTSE, teachers, parents | RTI paperwork RTI Handbook SST referrals and meeting notes Behavior Intervention Plans Counselor's meeting logs | Teachers, administrators, support staff, students, and parents can articulate best practices being utilized to positively impact student behavior. |
| Performance Action: Utilize 5th grade Safety Patrols to assist with arrival and dismissal procedures to ensure student safety. | N/A | 5th grade Safety Patrol Staff Sponsors | Safety Patrol post assignments Safety Patrol meetings Safety Patrol commendation. | Safety Patrols can articulate expectations for their duties and how it provides safety support to the students and the school. |

**Teacher Retention Action Plan**

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

| Intervention | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|---|---|---|
| | | | **Artifacts** | **Evidence** |
| Performance Action: The staff will participate in several opportunities to support new teachers and welcome them to the Brockett Family | Staff Donations | August 2012-May 2013 Principal TSS Staff | Welcome to Brockett gift baskets  Welcome Back Breakfast | Staff members feel that they are appreciated by administration and staff because of efforts being made |
| Performance Action: Teacher Support Specialists (TSS) will meet bi-monthly with new teachers and will complete DeKalb County Mentoring requirements to ensure that all new teachers are supported.  *(DCSD Instructional Framework* | None | August 2012-May 2013  TSS | Completed Semester One and Two Mentoring Packets Schedule of Meetings Sign-In Sheets Agendas | Documented mentoring packets and meeting agendas show that new teachers are being given support needed to be more successful |

| *Steps 1-7)* | | | | |
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| Performance Action: The staff will be recognized throughout the year in a variety of different ways. | Personal Administration and front office staff donations  Sunshine Committee Donations | August 2012- May 2013  Administration  Sunshine Committee | Birthday recognition by principal Staff holiday gifts will be given by administration and front office staff Staff accomplishments will be highlighted in daily bulletin, Brockett Today Jeans/Early Leave Coupons Baked Potato Bars | Documentation of staff emails, Brockett Today, and announcements are kept to show that the staff is being recognized for positive actions |
| Performance Action: PTA will plan and implement Staff Appreciation Week activities and gifts for all staff members. | PTA Funds | Spring, 2013  PTA Principal | Lunch is provided for Open House Staff Appreciation Week activities and gifts | Staff members feel appreciated by the PTA |

**College and Career Readiness Performance Index Action Plan (Goals/Activities)**

**Objective:** One hundred percent of Brockett students will participate in college and career readiness activities throughout the 2012 – 13 school year.

| Performance Action or Initiative | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
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| | | | **Artifacts** | **Evidence** |
| All fourth grade students will research a college of choice and create a backboard for display.  The research project will include information about the instructional programs and degrees offered.  The projects will be displayed in the cafeteria for other grade levels to view.  The fourth grade students will serve as "hosts" and answer questions about their projects.  All other grade levels will be assigned a time to visit the fair. | N/A | Fourth grade teachers

May, 2013 | Projects, backboards, and college materials | Rubrics for assessing projects, students answering questions from visitors, photographs of event, visitors' sign-in log |
| The counselor will provide appropriate college/career awareness lessons for all students in all grades throughout the 2012-13 school year.  The culminating activity will be a "career/job fair."  Guests will be invited to set up a table to promote their career and answer questions as students visit.  All students in all grades will have the opportunity to participate.   Lunch will be provided for all career volunteers. | $400.00 After School funds | Counselor Administrators Parent and community volunteers | Backboards, materials, equipment | Volunteer sign in log, photographs, Students visiting booths and asking questions about various careers |
| All students in Kindergarten through 5th grade will participate in student led | N/A Donated | Teachers, students, | Invitations, portfolios, | Photographs, sign-in logs, students sharing with parents/guests |

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| conferences.  Teachers will facilitate the conferences, but students will share their growth with parents in a career/technology setting of their creation.  Grade levels will collaborate and create career-oriented store fronts with "menus" or other appropriate devices as a guide for the evening.  Parents will select from the "menu" and students will share. | snacks | administration, counselor, parents | store fronts, menus, signs | |
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