DeKalb County School District

Consolidated School Improvement Plan

2012-2013

Division of School Leadership and Operational Support
Kendra March, Deputy Superintendent

Statement of Quality Assurance

To ensure that school and district stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal:	Date:
Regional Superintendent:	Date:

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

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans _X_Professional Learning _X_Library-Media _X_School Climate _X_Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

School Name: Browns Mill Elementary   **Principal: Alyshia Smith**   **Plan Year: 2012-2013**

CSIP Table of Contents

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

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

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

Georgia School Key Strands
Curriculum - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
Assessment - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
Instruction - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (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
1.	Teresa Pittman		
•	Sonya Hughes		
•	LaBoris Holloway		
•	Jana Williams		
•	Tyronica Carter		
•	Jeffery Hughes		
2.	Alyshia Smith		
3.			
4.			
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14.			
15.			

A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Alyshia E. Smith		
CSIP Facilitator	Lawanzer Smith		
Parent Representative (can not be a school employee)	Shon Pressley-Davis		
Student Representative (required for High School)			
Community Representative (can not be a school employee)	Teresa Pittman		
School Counselor	Tanyeeta Goodjiones		
Special Education Representative	Shannalin Shivers		
Reading/ELA Chair	Angelia Moore		
Math Chair	Jana Williams		
Science Chair	LaKerah Barr		
Social Studies Chair	Natasha Dailey		
Professional Learning Liaison	Natasha Dailey		
Other (specify) RT3 Facilitator	Stephanie Lindstrom		
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:
In 2011-2012, we had a school-wide effort to increase effective technology implementation in all classrooms. We addressed this identified area of needs by providing hands-on professional development in the area of technology and learning, with a focus on the technological equipment currently in circulation at our school specifically; utilizing active expressions student units to provide immediate feedback.   In addition, a school wide focus of students learning math facts (numbers and operations) was a focus. Through the implementation of our "Math Masters" initiative, students demonstrated an ability to recall math facts more readily and accurately.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:
In 2011-2012, we had a school-wide focus to increase the frequency in which teachers provided small group instruction and to broaden the strategy to increase the use of flexible group instruction. This focus on the students' "differentiated and targeted" academic needs would yield increased academic performance in reading and math. Although lesson plans indicate that the frequency increased, there is still much improvement needed in flexible groups (differentiated instruction). Implementing differentiated instruction and higher-order thinking activities are continued areas for improvement. Although some professional development, Webb's Depth of Knowledge and Marzano's High-Yield instructional strategies were provided to address these areas, elements of differentiation and higher-order thinking were still identified as areas for improvement in 2011-2012.

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
Scheduling was a barrier to increasing the frequency in which students provide small group instruction. Based on collaborative teacher discussions, the need to extend the reading and math instructional time by 30 minutes would be beneficial so that teachers will have more time to focus on target skills in small groups. In addition, available collaborative planning time is a barrier. Although teachers have common planning time of 45minutes daily, teachers report that other duties and meeting sessions take away from grade level planning and that planning days are needed to devote the amount of time needed for effective planning. Also, limited professional development, and a lack of a structured plan for implementation and assessment of differentiated instruction and higher-order thinking skills were barriers.

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:
Collaborative planning will be increased in frequency to allow grade levels time to work together to analyze data, exchange ideas, discuss teaching strategies, gather materials etc. to meet the needs of their students. The faculty and staff will also participate in PLC groups to participate in book studies that address RTI, common planning, and common assessments. Staff members will summarize their learning and experience to the entire staff at the end of the 2012-2013 school year. Content area committees will undertake the responsibility for creating and implementing school initiatives that will maximize the use of the current daily schedule in order to target standards offering individual support in Reading and Math. The administrative team, along with the Leadership Team, and the Professional Development Liaison, will work to develop a stronger delivery of professional development in the areas of differentiation and higher-order thinking skills (rigor).

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	Our vision is to provide a positive learning environment that will engage, stimulate, and enrich the minds of all students.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	Our mission at Browns Mill Elementary School is to educate, cultivate, and inspire all students to achieve their individual social, emotional, and academic potential through a balanced approach of educational practices, support of educators and parents, and interaction with the community.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation	• High expectations promote social and academic achievement • Maximizing individual potential enhances learning • All students can learn in a positive and highly stimulating environment • Optimal academic achievement derives from collaboration among students, teachers, parents, administrators and the community.

Developing a Comprehensive Needs Assessment

1) Provide a brief description of your school and community. Include the following information:
- **Geographic location:** Browns Mill Elementary is located in Southeast DeKalb County; the city of Lithonia
- **Enrollment: 685**
- **Subgroups (regardless of whether or not they affect AYP):**
    - Ethnicity
    - Student with Disabilities (SWD)
    - Economically Disadvantaged
    - English Language Learners (ELL)
    -
- Browns Mill Elementary serves Pre-K through 5th grade students. The staff includes one principal, one assistant principal, one counselor, thirty-six certified teachers, one media specialist, and three itinerant staff members which include a LTSE specialist, a speech teacher, and a band teacher. Browns Mill Elementary is in its fourth year as a school wide Title 1 Program classification which has two Title 1 funded certified teachers, two Title I funded academic coaches and one Title 1 funded paraprofessional which serves 4 Kindergarten classes in reading and math. Presently, the total enrollment is 685 students.

- Browns Mill Elementary was formally a residential and magnet program community school. As of school year 2008-2009, Browns Mill Elementary's student make up became 100% residential. Browns Mill is in its fifth school year as a non-magnet program community school. Browns Mill Elementary emphasizes a strong school-home-community partnership. The school encourages and welcomes active parental and community support.

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

The 2012-2013 Planning Committee; comprised of school administrators (Alyshia Smith and Lawanzer Smith), a counselor (Tanyeeta Goodjiones), a parent/community representative (Shon Pressley), a community representative (Kenneth Brown), content area teacher leaders (Jana Williams, Stephanie Lindstrom, Natasha Dailey, and Belinda Rhinehart), the Professional Learning Liaison (Natasha Dailey), and several teacher leaders, met August 2012 to complete a comprehensive needs assessment that would be used to generate the 2012-2013 Plan. As part of strategic planning, Browns Mill's instructionally focused School Improvement Planning Committee developed a comprehensive needs assessment by analyzing various types of data such as: CRCT results, End of Year Results, Benchmark Results, Parent Feedback Surveys, Parent Involvement Logs, Attendance Information, and the Professional Learning Plan for the 2011-2012 school year. Members of the Planning Committee then met with the entire school body in August 2012 to review, share, and discuss the same information. Information, suggestions, and input were gathered from staff members

serving on content area, parental involvement, school climate, and school safety committees. Browns Mill's school strengths and weaknesses were identified and prioritized, and a consensus was reached for plan revisions.

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

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

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

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.

Spring CRCT 2012 scores indicate that reading comprehension scores in grades 3-5 are 84.4 %. Although this is short of the 2011-2012 AMO, Reading continues to be a strength for students. Students perform strongest in the literary comprehension domain of reading.   Growth in math achievement is evident as an increase of 67.5% to 70.0% has also observed. Although student performance in math has and continues to improve, the data indicate that math achievement is not proficient enough for math to be considered a strength.   Parental perception of the staff's dedication to teaching students on their level has also increased as well as parents' evaluation of parental involvement activities indicate that parents will alter their practice of assisting students at home as a result of the parent involvement activities. There is also increased access to technology including but not limited to; Promethean Boards, LCD projectors, and computer lab use (as evidenced in the master schedule) and the frequency in which technology is used to enhance instruction is evident through planning, and observations.

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

Although continuous academic growth in all math domains have been realized, the benchmark data, and CRCT scores indicate numbers and operation math domain continues to serve as a major area of weakness for students in grades K-5. Furthermore, spring 2012 data reveal that although growth is evidenced among the subgroup of free and reduced lunch students from spring 2011 62.5% to spring 2012 66.1%, this group's proficiency in the number and operation math domain is weaker than the general student body. In addition, spring 2012 CRCT Science scores decreased from 62% to 61%. Social Studies standards present a challenge in that only 61% of students meets and/or exceeds standards. The 2012 Fifth grade writing scores indicate that there was no growth in the percentage of students meeting and exceeding standards from 2011's score of 76% to 2012's 76%. Also, parent surveys indicate that parents would like to see more activities implemented with the purpose of teaching parents how to assist students at home. 2011-2012 teacher evaluation results indicate that improvement is needed in the 3 part lesson plan delivery model; specifically in math and using Promethean boards (technology) effectively to assist in instruction, and using small flexible groups to differentiate instruction. The attendance second indicator shows an increase in the students' absence over 15 days from 2010's 3.6% to 2012's 4.6% among economically disadvantaged students.

6) List the professional development needed to address the challenges summarized above.
Professional development needed include; three part lesson planning and delivery, effective writing instruction, effective math strategies, planning/delivery, TKES, common assessments, increasing rigor, and the Common Core Curriculum. Professional development should also include analyzing data for differentiated instruction, the effective use of differentiated instruction, and using technology to assist in effective teaching strategies. In addition, effective classroom management and engaging the unmotivated learner staff development would be beneficial.

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

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

8) Describe how the following student support personnel work with the district office and outside agencies to meet student needs.
School Counselors: The Counselors supports academic achievement and social development for all our students. The counselors demonstrate their commitment to support the goals of the district in meeting student needs in various ways: classroom guidance (test taking skills, study skills, goal setting, character traits, career development, etc…), small groups, individual counseling, conferences with parents (including offering assistance in the

front office and over the phone), consultations with teachers, community outreach efforts, and service on school-wide committees. In addition, our counselors split responsibilities for: Student Support Team (Tier 3) Chair, Mentoring Program Coordinator, Attendance Protocol Manager, and Parental and Community Involvement Committee Chair. They both sit on the Building Leadership Team, the School Improvement Team, and the Professional Learning Leadership Team and are in constant contact with agency personnel to ensure seamless advocacy for all students.

Psychologists: The School Psychologist works directly with students in many ways: individual evaluations, individual group counseling, crisis management, and/or social skills training. Psychological Services provides individual evaluations for students, with referrals for psychological evaluations coming through the school's Student Support Team (SST) or, if the student is receiving special education services, through the student's Individualized Educational Program (IEP). The evaluations provide valuable information used for determining the educational needs of students.

Through direct contact and consultations with parents, teachers, administrators, and students, the school psychologist identifies learning weaknesses, emotional issues, or other problems that may prevent students from making progress in school. The school psychologist recommends ways for the home and the school to meet the students' needs.

Social Workers: The School Social Worker intervenes when there is a social, familial, or economic challenge which impacts the learning process of students. The School Social Worker supports the district by assisting families in identifying community services and resources, providing casework services to students who have problems adjusting to school, consulting with teachers, administrators, and parents regarding classroom behavior, policies, and procedures affecting student performance, acting as a mandated reporter of suspected child abuse, responding to suicidal statements made by students, participating in crisis intervention teams, and coordinating with the Juvenile Court to uphold the Georgia Compulsory School Attendance Law.

School Nurses: The School Nurse supports district goals in supporting student health by administering medication, conducting screenings, administering first aid, reviewing immunization records, and providing a multitude of other health related services (including, but not limited to, vision, hearing, and scoliosis screenings).

In addition, there is an RN consulting nurse who serves Browns Mill, supporting the district by providing consultation and training in the development of 504 and care plans and offering assistance with health-related questions.

Strategies to Increase Parental Involvement

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

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

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

   Parent surveys, workshops, centers, conferences and special activities increase parental involvement in two ways. First of all, surveys and other data are analyzed to create a needs analysis. These surveys and data allow Browns Mill to create workshops which target parents' specific interest and the need of the student, thereby increasing parental involvement. Secondly, it is the goal for the information presented and shared to filter into the home for the parents to use to assist students in academic achievement thereby increasing parental involvement also.

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

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

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Stakeholder Communication

12) Describe how individual student assessment results will be provided to and interpreted for parents.
To ensure that parents receive information in a timely manner, scores are released to parents within 10 days of the school receiving them. Prior to this, data analysis workshops are offered to parents to prepare them for data interpretation. In addition, a data night is held twice a year to meet with parents to discuss assessment scores. Each parent is given the opportunity to make an appointment to meet with the classroom teacher, along with other teachers who educate the child, to interpret the data and strategize with the parent. Each teacher meets with each student to discuss individual assessment results as well as the class results as a whole.

In addition, staff members must be proficient in interpreting and articulating assessment results to parent and community stakeholders. Therefore, all faculty members participate in ongoing professional learning workshops which focus on data analysis and communication. In addition, faculty members are trained in data analysis by the administrative team to target a specific state or national assessment prior to communicating this information to parent and community stakeholders.

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

Disaggregated data are communicated via; Parent Information Night, Parent Data Night, PTA forums, Open House, Parent-Teacher Conferences, and Level One meetings. Group meetings offer timely information in an open floor format, providing stakeholders an opportunity to ask questions. School wide results on state and district assessments are also communicated in the monthly newsletters, at PTA meetings, and in the local newspapers, *Crossroads* and *On Common Grounds.*
Disaggregated data are available on the following websites:
> www.doe.k12.ga.us
> www.dekalb.k12.ga.us
> www.gaosa.org

14) Describe how the CSIP will be communicated with and made available to school stakeholders.**
Browns Mill will communicate the CSIP to the widest range of stakeholders by having copies available for viewing and/or check-out in the school's media center. The CSIP will also be posted on the school's website, and available for viewing at PTA forums. Interpreters or a translation of the document will be provided upon request. The school's monthly newsletter will be used to advertise key information points. All faculty and staff members will receive an electronic copy of the CSIP. Grade level meetings, faculty meetings, professional development activities, and Leadership Team meetings will also serve as forums to continue CSIP communications. A copy of the CSIP will also be made available at the community branch Public Library.

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	Funds support reading and math materials and program supplies; additional personnel: certified teachers & paraprofessional, technology, and other equipment to deliver instruction; student tutorial program, intervention materials, and professional learning.
State Funds	Per pupil funds are used to support the instructional program in all core content areas.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Funds will support staff development in improving differentiated teaching strategies in reading, math, science, and social studies. Funds will also support data analysis processes.
Grants (list)	N/A
PTSA	Funds used to provide instructional resources to teachers and finance student achievement recognition activities.
Partners in Education	N/A
Other (list)	N/A

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.

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

Annual Measurable Objective: Increase the percentage of students meeting and exceeding the standard in Reading and Language Arts in grades 3-5 by 4% from 83% to 87% as evidenced by the Spring 2013 CRCT scores.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Instruction Standard 2:2.3 PA1 • Use appropriate differentiation, including adjusting content, process, product, and learning environment based upon a diagnosis of the student's readiness levels. • Enhance the use of and access to the Accelerated Reader Program by enhancing Star Reader to diagnose, prescribe, and assess differentiated reading levels.	PL $250	8/2012-5/2013 • Principal • API • Academic Coached • Teachers • Media Specialist • Technology Specialist	• Professional Learning Sign in sheets • Classroom arrangements • Group assignment charts • Classroom Observations	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
GSS Instruction Standard 2.21 PA2 • Present content in a logical and sequential process using a variety of instructional delivery models such as: cooperative groups, paired-reading groups, skill groups, guided groups, whole group, and one on one instruction. • Utilize resources, including but not limited to: scholastic magazines, to support instruction and mastery of the GPS to support within the delivery models.	PL $250 $1,405 Federal Title 1	8/2012-5/2013 • Principal • API • Academic Coaches • Teachers	• Observation data; small groups, pairs • Room arrangement	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery models observed support the learning goals of the lesson and student's needs. Students transition smoothly from one activity to another and can explain different grouping options typically used in the class.
GSS Assessment Standard 3:3.1 PA4 Tutorial/Safety Nets/ELT Place students who are not meeting standard(s) according to reading skills assessment into groups and assign them to safety net instruction which occurs before, during, and after school.	$5,000 Federal Title 1	11/2012-4/2013 • Principal • API • Tutorial	• Safety Net Rosters • Student data • Formative assessments	Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment

• Utilize resources and small groups to focus on students' needs based on analyzed data		Coordinator • Teachers		results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.
Students with Disabilities **GSS Instruction Standard 2.21 PA2** • Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching: ~Station, Parallel, and Alternative Teaching		8/2012-5/2013 • Principal • API • LTSE • Teachers	• Co Teaching Lesson plans • Classroom observation data	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery models observed support the learning goals of the lesson and student's needs.
English Language Learners* N/A				
Technology Integration **Instruction Standard 2:2.7 PA2** • Increase teacher's access to Promethean Boards, mobile labs, and LCD projectors for interactive learning and technological assistance in instruction	$0 Federal I	8/2012 – 5/2013 • Principal • API • Academic Coaches • Technology Specialist • Teachers	• Computers • LCD projectors & other technological equipment • Promethean Boards • Lab schedule	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Mathematics Action Plan

Annual Measurable Objective: Increase the percentage of students meeting and exceeding the standard in Math in grades 3-5 by 16% from 69% to 85% as evidenced by the Spring 2010 CRCT scores.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
GSS Instruction Standard 2:2.3 PA1 Use appropriate differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of student's readiness levels.		9/2012-5/2013 • Principal • API • Academic Coaches • Teachers	• Professional Learning Sign in sheets • Classroom arrangements • Group assignment charts • Classroom Observations	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
GSS Instruction Standard 2:1 PA1 • Utilize the three part instructional framework; ~opening, work period, closing		9/2012-5/2013 • Principal • API • Academic Coaches • Teachers	• Lesson plans • Observation data	Teacher and students can explain different instructional phases: opening, work period, and closing.
GSS Instruction Standard 2.21 PA2 • Present content in a logical and sequential process using a variety of instructional delivery models such as: cooperative groups, paired-reading groups, skill groups, guided groups, whole group, one on one instruction etc. • Utilize resources to support instruction and mastery of the GPS to support within the delivery models.		8/2012-5/2013 • Principal • API • Academic Coaches • Teachers	• Observation data; small groups, pairs • Room arrangement	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery models observed support the learning goals of the lesson and student's needs. Students transition smoothly from one activity to another and can explain different grouping options typically used in the class.

GSS Assessment Standard 3:3.1 PA4 Tutorial/Safety Nets/ELT Place students who are not meeting standard(s) according to reading skills assessment into groups and assign them to safety net instruction which occurs before, during, and after school. • Utilize resources and small groups to focus on students' needs based on analyzed data	$5,000 Federal Title 1	11/2012-4/2013 • Principal • API • Tutorial Coordinator • Teachers	• Safety Net Rosters • Student data • Formative assessments	Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.
Students with Disabilities **GSS Instruction Standard 2.21 PA2** • Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching: ~Station, Parallel, and Alternative Teaching	$0	8/2012-5/2013 • Principal • API • LTSE • Teachers	• Co Teaching Lesson plans • Classroom observation data	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery models observed support the learning goals of the lesson and student's needs.
English Language Learners* N/A				
Technology Integration **Instruction Standard 2:2.7 PA2** Increase teacher's access to Promethean Boards, mobile labs, and LCD projectors for interactive learning and technological assistance in instruction		1/2012–5/2013 • Principal • API • Technology Specialist • Teachers	• Lesson Plans with technology integration • Observation data • Lab schedule	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

Science Action Plan

Annual Measurable Objective: Increase the percentage of students meeting and exceeding the standards in grades 3-5 by 9% from 61% to 70% as evidenced by the Spring 2012 CRCT scores.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Instruction Standard 2.1 PA2 Present content in a logical and sequential process using a variety of delivery models to enable students to develop understanding: • Provide laboratory experience in which students participate in projects and discovery lessons based on science process skills including questioning, observing, organizing data. • Increase the integration of current events and non-fiction reading in science.	$0	8/2012-5/2013 • Principal • API • Academic Coaches • Teachers	• Small groups, pairs, experiments observed • Lesson plans • Material and resources are easily accessible • Class observation data	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery models observed support the learning goals of the lesson and student's needs. Students transition smoothly from one activity to another and can explain different grouping options typically used in the class.
Instruction Standard 2:23 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, and learning styles, then pace and present classroom instruction in science using differentiated instruction. Utilize varied instructional delivery models such as: flexible groups, cooperative groups, paired-reading groups, guided groups, whole group, and one on one instruction.	$0	8/2012-5/2013 • Principal • API • Teachers	• Co Teaching Lesson plans • Classroom observation data	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery models observed support the learning goals of the lesson and student's needs.
Students with Disabilities: GSS Instruction Standard 2.21 PA2 • Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching:		8/2012-5/2013 • Principal • API • LTSE	• Co Teaching Lesson plans • Classroom	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery

~Station, Parallel, and Alternative Teaching		• Teachers	observation data	models observed support the learning goals of the lesson and student's needs.
English Language Learners* N/A				
Technology Integration **Instruction Standard 2:2.7** **Performance Action 2** Effectively use technology to provide real world application, and to enhance students' research skills with the use of: • LCD projectors, Promethean Boards, computers, and/or mobile labs • Increase access to, and the use of web resources, and smart boards.		11/2012–5/2013 • Principal • API • Technology Specialist • Teachers	• Lesson Plans with technology integration • Observation data • Lab schedule	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

Social Studies Action Plan

Annual Measurable Objective: Increase the percentage of students meeting and exceeding the standards in grades 3-5 by 13% from 57% to 70% as evidenced by the Spring 2011 CRCT scores.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Instruction Standard 2.1 PA1 Develop and implement school-wide and grade level expectations in the delivery and routines of lessons. ~Utilize graphic organizers to enhance and extend understanding of content area concepts ~Incorporate reading skills in the content area ~Utilize the 3 part lesson; opening, work period, and closing	$0	9/2012-5/2013 • Principal • API • Academic Coaches • Teachers	• Lesson plans • Observation data	Teacher and students can explain different instructional phases: opening, work period, and closing.
GSS Instruction Standard 3.2 PA1 Teachers work collaboratively to develop lessons that: • Align to the appropriate standards and elements. • Provide time for independent practice, peer or group support and application of the concepts. • Provide opportunities to share concepts orally and in writing; integrating writing in this content area.	$0	8/2012-5/2013 • Principal • API • Academic Coaches • Teachers	• Lessons aligned to standards & elements • Posted learning goals • Performance tasks, projects • Teacher meeting minutes	Students articulate that their learning goals are challenging but attainable. Using student work or assessment results, students can express goals and standards they have mastered as well as those they need to strengthen.

Students with Disabilities: **GSS Instruction Standard 2.21 PA2** • Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching: ~Station, Parallel, and Alternative Teaching		9/2012-5/2013 • Principal • API • LTSE • Teachers	• Co Teaching Lesson plans • Classroom observation data	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery models observed support the learning goals of the lesson and student's needs.
English Language Learners* N/A				
Technology Integration **Instruction Standard 2:2.7 PA2** Increase teacher's access to Promethean Boards, mobile labs, and LCD projectors and the use of web resources, and smart boards.	$0	Aug. 2012 – May 2013 • Principal • API • Technology Specialist • Teachers	• Computers • LCD projectors & other technological equipment • Promethean Boards • Lab schedule	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

Attendance/Graduation Rate Action Plan

Annual Measurable Objective: Reduce students who are "Absent Over 10 Days" by .5% as measured by the 2012 AYP Report from 4.6 to 4.1%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Implement the district and school attendance protocol, including use of the "school connects" computerized calling system that notifies parents of a child's absence. (DCSS IR – Student, Family, and Community Involvement and Support Standard 1: P/A 2)	No local funds needed	Aug 2012-May 2013 Principal API Counselors Attendance Committee	e-SIS Daily Attendance Report IDMS Reports	AYP Second Indictor Report CRCT Analyses ITBS Analyses
Communicate state and district policies to parents and the community by way of the monthly school newsletter, grade level newsletters, the school website, and presentations at parent meetings. (DCSS IR – Leadership Standard 4, P/A 3)	No local funds needed	Aug 2012-May 2013 Principal API Counselors Attendance Committee	e-SIS Daily Attendance Report IDMS Reports	AYP Second Indictor Report CRCT Analyses ITBS Analyses
Coordinate strategic reinforcement of students meeting attendance expectations using both group recognition of classrooms demonstrating exemplary attendance and individual mentoring through the Browns Mill Mentoring Program. (DCSS IR – Leadership Standard 4: P/A 2, 5)	No local funds needed	Aug 2012-May 2013 Principal API Counselors Attendance Committee	e-SIS Daily Attendance Report Mentors' Reports IDMS Reports	AYP Second Indictor Report CRCT Analyses ITBS Analyses

Library-Media Action Plan

Annual Measurable Objective:

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction 1.2:PA 4 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 provides services and resources that support school units and lesson implementation. -Teacher-Librarian attends collaborative planning meetings with staff -Leveled books are made available to students based on reading levels -Teacher-Librarian assists with implementation of Accelerated Reader and the 25-Book Campaign	N/A	8/2012- 5/2013 Principal Leadership Team Teacher-Librarian Grade Level Chairs CTSS	-Local reading reports -25-Books Standard committee Guidelines -Resource alignment to units -Media circulation records	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.

| **Technology Integration**

Instruction 2.7:PA 2
Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.

   -Accelerated Reader (AR Enterprise)
   - AR Bookfind
   -Destiny Online Catalog and Resources
   -Other technology resources
     (Discovery Education, GALILEO for
     Kids, etc.) | N/A | 8/2012- 5/2013

Principal

Leadership Team

Teacher-Librarian

Grade Level Chairs

CTSS | -Computers
-Lesson or unit
 plans
-LCD
 projectors and
 other
 technological
 equipment
-Media
 center/lab use
 schedule
-Student work
 enhanced by
 technology
-Performance
 tasks
 incorporating
 technology
-Research
 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. |

School Name: Browns Mill Elementary   Principal: Alyshia Smith   Plan Year: 2012-2013

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**
Federal Title I	Increase student achievement in all subject areas by meeting the academic needs of all students based on their individual abilities by using differentiated instruction	**Differentiated Instruction:** In-service offering instructional activities and management strategies designed to meet the needs of individual student's strengths and weaknesses. PL embedded in Book Studies, Math initiative (Touch Math), and guided reading.	Aug. 2012-May 2013	-Lesson plans - Classroom Observations - Focus Walks - Student Work Samples Level 1 Plans Post Test	*Improved CRCT scores: lower Level 1 & higher Level 2 & 3 *Improved ITBS results *Report Cards *Benchmark assessments
Federal Title I	Increase student achievement in all subject areas by teaching reading comprehension strategies throughout each discipline	**Teaching Reading Comprehension in all subject areas:** Participants will learn to teach effective reading comprehension strategies in the Math, Science, Social Studies, as well as reading content areas.	Aug. 2012-May 2013	Lesson plans Observations Focus Walks Student Work Samples TEAM Mtgs. Post Test	*Improved CRCT scores: lower Level 1 & higher Level 2 & 3 *Improved ITBS results *Report Cards *Benchmark assessments
Local	Increase student achievement in all subject areas by creating standards based assignments which focus on higher order thinking skills	**Creating Quality Assignments** Participants will learn a process used to analyze assignments and student work to determine if assignments really require quality work that helps students meet standards.	Aug. 2012-May 2013	Lesson plans Classroom Observations Focus Walks Student Work Samples Post Test	*Improved CRCT scores: lower Level 1 & higher Level 2 & 3 *Improved ITBS results *Report Cards *Benchmark assessments

Local	Increase student achievement by utilizing technology to effectively plan and implement instruction	**Utilizing Technology Resources:** Participants will learn to navigate through & utilize the resources offered in first class (ie..curriculum center, dekalb discussions etc) to effectively plan and implement instruction.	Aug. 2012- May 2013	Lesson plans Observations TEAM Mtgs. Focus Walks Student Work Samples	*Improved CRCT scores: lower Level 1 & higher Level 2 & 3 *Progress Reports *Benchmark assessments *Informal assessments
Federal Title I	Develop effective instructional plans through CCGPS Curriculum Mapping and Planning	**Collaborative Planning:** Participants will work collaboratively to develop effective, data based, strategic plans following the district units and common core standards.	Aug. 2012- May 2013	Lesson plans Observations TEAM Mtgs. Focus Walks Student Work Samples	Improved CRCT scores: lower Level 1 & higher Level 2 & 3 *Progress Reports *Benchmark assessments *Informal assessments
Federal Title I	Utilize interventions to meet the needs of students who are not meeting standards	**Response to Interventions:** Participants will work learn how to use data to identify students of various needs and how to implement interventions to assist the student.	Aug. 2012- May 2013	Lesson plans Observations TEAM Mtgs. Focus Walks Student Work Samples	Improved CRCT scores: lower Level 1 & higher Level 2 & 3 *Progress Reports *Benchmark assessments *Informal assessments

School Climate Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Planning & Organization Performance Action 2: • Establish and implement a routine & systematic process for analyzing school discipline data.	$0	Sept.2012-May 2013 Principal Ldrshp. Team Inst. Comm.	Meeting dates Sign in sheets Agendas Minutes Spreadsheets Reports	Documented patterns using data analysis of trends of classroom management and school behavior.
Planning & Organization Performance Action 3: • Develop a Positive School Discipline Plan based on a pyramid of interventions to prevent OSS referrals.	$0	Aug. 2012-May 2013 Principal Ldrshp. Team Inst. Comm.	Written School Plan Pyramid of Interventions List of persons responsible	A school wide discipline plan with proactive strategies to support a positive learning environment. All students are aware of the classroom and school wide discipline plan.
Planning & Organization Performance Action 6: Ensure that the school's CSIP represents the partnership of best practices in social emotional learning & academic high standards for all students	$0	Aug 2012-May 2013 Principal Ldrshp. Team Inst. Comm. Teachers	CSIP CSIP action plans CSIP addendums CSIP posted on Website	School's CSIP which includes research-based interventions from the Georgia School Keys Implementation Resource.
Implementation Performance Action 2: • Ensure that staff & students are held accountable to the Positive School Discipline Plan	$0	Oct. 2012 – May 2013 Principal Ldrshp. Team Inst. Comm. Teachers	Posted rules Posted standards Documentation of tiers of intervention prior to referral Anecdotal data	~Teachers and students are able to articulate classroom expectations. This includes rules, policies, and procedures for activities. ~Consequences for negative behavior are consistently implemented

Teacher Retention Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Assessment & Planning Performance Action 1: Establish a site based Teacher Retention (TRC) Committee to focus on data analysis & strategy in order to create a supportive school culture.	$0	Sept. 2012-May 2013 Principal Ldrshp. Team Inst. Comm.	Member list Meeting dates Sign in sheets Agendas Minutes	The TRC exists & meets regularly to discuss the best practices on teacher retention as it relates to school culture.
Assessment & Planning Performance Action 2: • The TRC will conduct a needs assessment to determine strengths and areas in need of improvement.	$0	Sept. 2012-May 2013 Principal Ldrshp. Team Inst. Comm.	Surveys Exit questionnaires Attrition data GTEP GTOI	A written copy of the results of the needs assessment exists and is utilized to plan for improvement.
Implementation Performance Action 1: • Maintain policies, procedures, and protocols to ensure a teacher supportive school environment through: 1. Mentors for new teachers 2. Mentors upon requests 3. Meeting time for mentors/Mentees	$ 300 PTA	Aug. 2012-May 2013 Principal Ldrshp. Team Inst. Comm.	Mentoring handbook Mentor assignment list Meeting times Training Agendas Sign in sheets	Mentors & Mentees can articulate policies, procedures and protocol regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new & veteran teachers.
Professional Learning Performance Action 1: • Promote professional growth and teacher support by utilizing Professional Learning Communities (PLC). • Coaching & peer coaching	$0	Oct. 2012-May 2013 Principal Ldrshp. Team Inst. Comm.	PLC activities calendar PLC meeting dates, agenda & minutes Model classrooms	~Teachers can articulate or describe how feedback from the coaching or peer observation process has enhanced classroom instruction. ~Teachers can describe how PLC meetings & strategy sessions enhance classroom instruction.

School Name: Browns Mill Elementary   Principal: Alyshia Smith   Plan Year: 2012-2013

Career Technology Action Plan (for high schools and middle schools only)

Objective: Increase instructional effectiveness through best practices in career technology instruction.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
_**N/A**_				

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