

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: DR. BERNETTA JONES	Date:
Regional Superintendent: MR. DARIUS ADAMSON	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 <input type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance	1
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	3
Establishing a CSIP Facilitator, Committee, and Subcommittees	4
Steering Committee Members and Signatures	6
Mission and Vision	8
Developing a Comprehensive Needs Assessment	9
Leadership and Governance	11
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	16
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	18
Support Services for Student Learning	14
Strategies to Increase Parental Involvement	15
Stakeholder Communication	16
Scientifically Based Research	18
Coordination and Integration of Federal, State, and Local Services and Programs	19
Reading/ELA Action Plan	20
Math Action Plan	23
Science Action Plan	28
Social Studies Action Plan	31
Attendance/Graduation Rate Plan	33
Library-Media Action Plan	34
Professional Learning	36
School Climate Action Plan	37
Teacher Retention Action Plan	38
Career Technology Action Plan (Middle and High Schools Only)	N/A

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.	MR. HAROLD JOHNSON		
2.	MRS. CHABATHA DOWDY		
3.	MRS. SHIRELLE GRAVES		
4.	MRS. DANEEN BOWMAN		
5.	MRS. CELESTINE DAVIS		
6.	DR. BERNETTA JONES		
7.	MRS. SHIRLEY WILLIAMS		
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Dr. Bernetta Jones		
CSIP Facilitator	Ms. Nedra Anthony-Houston		
Parent Representative (can not be a school employee)	Mrs. Chabatha Dowdy		
Parent Representative (cannot be a school employee)	Mrs. Daneen Bowman		
Community Representative	Mrs. Celestine Davis & Mrs. Holmes		
School Counselor	<i>Dr. Janice Gardner</i>		
Special Education Representative	Mrs. Latanja Harris		
Reading/ELA Chair	Mrs. Davetta Grigsby		
Math Chair	Mrs. Mary Andrews & Mrs. Tamara Watkins		
Science Chair	Ms. Cassandra Mobley & Mrs. Nicole Parker		
Social Studies Chair	MR. Rusty Hamby & /Mrs. Olyainka Thomas		
Professional Learning Liaison	Mrs. Shauna Davis-Smith		

Executive Summary of Consolidated School Improvement Plan (CSIP)

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2012-2013. This includes the Needs Assessment, pertinent supporting data, and a plan of action for the new school year.

The following programs, initiatives, and/or interventions were successful for 2011-2012:

- A.** Teacher Data Talks- heightened teachers' awareness to the correlation between the and how of teaching. Teachers learned to own their students' performance data. Collaboration between teachers for instructional planning increased.
- B.** Summer Bridge- Gave students in grades K, 2, and 4 a preview of the next grade level. Students engaged in a review of skills learned and an introduction of skills to be mastered at the next grade level.
- C.** CRCT Olympics
- D.** Community Meeting- Collaborative effort with the Cedar Grove Neighborhood Association. Community members committed to partnering with the school; several put it into action by joining PTSA for 2012-2013 and have attended all parent/community meetings to date.

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

Saturday School was not successful. It was poorly attended; therefore, was not good use of human or financial resources.

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

Poor student attendance was the major barrier to the success of both the tutorial and the Saturday program.

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:

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>To be a source of empowerment for students and parents by engaging them in real world academic connections</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>Cedar Grove Elementary will provide a standards-based learning environment in which students equipping students with college and career readiness skills, enabling them to becoming productive, globally competitive citizens.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Each student is unique and capable of learning • Parents are an integral part of the education process and are key to student success • Every child must be held accountable for his/her learning • All teachers must have high expectations of and for ALL students.

	• Creativity and innovation	
--	-----------------------------	--

Developing a Comprehensive Needs Assessment

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

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

Cedar Grove Elementary School is located approximately ten miles southeast of downtown Atlanta in southwest DeKalb County, Georgia. The school opened in 1970 as Bouldercrest School on Bouldercrest Road. In 1976, the school relocated to a new facility at 2330 River Road in Ellenwood, GA. and was renamed Cedar Grove Elementary. Cedar Grove fosters a learning environment rich with engagement, the use of technology, and the integration of Thinking Maps as a mechanism to engage students in higher order standards based dialogue. Cedar Grove’s current student enrollment is well above that which was projected for 2011-2012

The school’s mobility rate was lower than previous years. Enrollment was fairly stable during 2011-2012 and ranged between 593 and 603 the entire term. The constant enrollment was a positive in light of the high foreclosure rate that impacted subdivisions in our attendance area. We have a large number of students providing proof of residency via affidavit. ***Our current enrollment is 596 students which includes 574 (96%) African Americans, 513(87%) Economically Disadvantaged, and 49(8%) SWD-Students with disabilities. 319 students are male; 277 are female.***

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

- **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**
- **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

The CSIP Steering Committee and school stakeholder groups met during the Staff Retreat, June 2012, during the PTSA Executive Board Planning Session, July 2012, and after school during the month of August 2012. Faculty and Staff

completed a review and revision of the CSIP Action Plans by content area and by grade level. Recent results from the ITBS, 5th Grade Writing Assessment, and the 2012 CRCT were reviewed. Parents and other community stakeholders were given the opportunity to complete the needs assessment survey during the month of August 2012. Multiple opportunities (Open House, 8/10/12; First Day of School (8/13/12; Front Office 8/13-31/12; PTSA (8/8/12 & 9/4/12); Curriculum Night (9/11/12) were provided for this group of stakeholders to participate in the needs assessment. Action Plans were developed based on the needs assessment and are geared towards meeting the needs of all subgroups represented within our school family. These plans were presented to the faculty and staff during grade level professional learning communities.

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

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

Leadership and Governance

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

The administration and staff of Cedar Grove Elementary exhibit a deep understanding of curriculum, assessment and instruction. Our school has continuously shown progress. With the support of our instructional coach, Cedar Grove Elementary School has made Adequate Yearly Progress six of the last eight years. We continue to make academic gains with 80% of students in AYP grades, meeting or exceeding in the domain of English/Language Arts and the domain of Reading. While not at the level we desire, we have made gains in the area of writing: 62% of fifth grade students met or exceeded standard on the writing assessment. We have a very active Grandparents' Club. They are very visible in the school and at school sponsored functions. We have seen an increase in Parent participation as well. Teacher retention is strength. With the exception of new staff as a result of school closures (5) and one new hire, the staff at Cedar Grove has been in place for 7+ years.

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

Math continues to be a challenge. Only 62% of our students met standard in the area of mathematics on the 2012 CRCT. Although our students have always performed well academically, we have faced challenges with math. Only 66% of our students met standard in the area of mathematics.

Collaborative Teaching (Co-Taught classes) is an area for improvement too. While co-teaching is in place theoretically, there is much room for growth in terms of practice. We will continue to focus on mathematics instruction (rigor, DOK) and the quality of math support provided beyond the regular school day (Morning Math, etc.).

First grade teachers indicated weaknesses for reading in the areas of Phonics, Fluency, and Comprehension. The weakness in the area of math for first grade is Numbers and Operations. Second grade teachers also determined that Vocabulary Acquisition and Comprehension are weak areas for Reading. Math challenge areas for second grade included Measurement and Numbers and Operations. The Literary Comprehension and Vocabulary domains are areas of concern for third grade. Math challenge areas for

third grade include Measurement, Geometry, and Numbers and Operations. Fourth grade teachers concluded that Numbers and Operations, Measurement, and Algebra are improvement areas in Mathematics. Reading for Information, Making Inferences, Vocabulary, and Literary Comprehension are the focus for reading in fourth and fifth grade. The focus for fifth grade math is Geometry, Measurement, and Numbers and Operations.

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

- **Thinking Maps – Circle Map**
- **DOK/HYS: Questioning/Cues**
- **ELA – Vocabulary with the use of Thinking Maps**
- **Math – Number Sense with the use of a Number Line**
- **Math – Sequencing Strategies for Addition & Multiplication Facts**
- **Interactive Journal – HYS Summarizing/Note Taking**
- **Thinking Maps – Bridge Map**
- **HYS – Providing Feedback**
- **Common Errors in Math/Misconception Check**
- **Analyzing Student Work**
- **ELA – DOK – Questioning (Level 3 &4)**
- **Thinking Maps – Double Bubble Map**
- **Disaggregate Benchmark Assessments**

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
	Group Counseling		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 Counselors: Counselors have developed a referral system for teachers to provide additional assistance to students who are experiencing academic, social, emotional, or behavioral issues. Some of the referrals result in convening the Student Support Team. A newsletter from the counseling office also provides parents with resources and strategies that can be used at home.

Psychologists: School psychologists are responsible for observing and assessing students to determine their specific needs. They consult with school staff, parents, and students regarding academic and behavioral concerns. They are also a member of the Student Support Team (SST), which meets to review student interventions and assist in determining if a student should move on to Tier III.

Student Support Specialists: The Student Support Specialist will work collaboratively with administrators, counselors, teachers and parents to implement services for students, parents and the community at large. The Student Support Specialist will also focus on integrating social-emotional learning concepts within the school climate. Through the Student Support office at Princeton Elementary School, students will become equipped to make decisions that will enable them to become productive, responsible citizens. The knowledge, skills, and opportunities that students need will be acquired through collaborative working relationships among school, home, and the community.

Social Workers: Social Workers serve as the liaison between the school, the family, and the community agencies. Social Workers make home visits and provide outreach services to students, parents, and families. They consult with the classroom teacher, administrators, and others to provide insight for students and understanding regarding a particular child's (or group of children's) needs or behavior. Social Workers provide and participate in training programs for faculty, staff and students. They are also responsible for attendance remediation and crisis intervention.

School Nurses: Cedar Grove Elementary’s nurse serves as a liaison between the school personnel, family, community, and health care providers. She also provides direct health care to students and staff and provides screening and referrals for health conditions. Our Nurse also coordinates site-based visits from the Dental Mobile (provide free dental screenings, cleanings, and extractions).

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		
	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.

As a School-Wide Title I school, parents are invited to attend six Parental Involvement activities. All parental involvement activities have an instructional focus. The parental involvement activities include parent workshops for reading and math strategies, how to assist with homework, resources that can be used at home, online practice tests, and how to interpret/understand student data. Parents also become involved by joining and attending PTA meetings. The first PTA meeting of the year included the review and revision of the Title I Parent Involvement Policy and Title I Compact. The school conducts a curriculum night, open house, and four parent conference nights.

Parents are also involved in the decision making process by serving on School Council and providing feedback on evaluations of school based activities. Community Members and Parents are invited to serve as volunteers in the school. Volunteers assist with assemblies, serve as a room parent, help with Field Day and Picture Day, assist with the Thanksgiving Luncheon, and the fall carnival.

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

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

Stakeholder Communication

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

Staff members participate in workshops that reveal test results and how they relate to student learning needs. Parents are given the opportunity to conference with teachers after each progress report/report card is issued. In addition, parents and teachers may schedule conferences as needed. Any staff member who instructs students may conference with parents and guardians to promote student achievement. Teachers hold conferences with students on a daily basis to review their progress.

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

Test results may be found on Cedar Grove Elementary School’s website and in the school newsletter. The school’s profile is published on the CSIP and on the school’s website. Our principal will also share detailed disaggregated data during “Data Night and Tea”.

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

Our CSIP is posted on our school website and a hard copy is kept in the media center. Parents are informed about the CSIP and its location during Open House and Grade Level Parent Meetings. This information is also communicated in the school’s newsletter. The Assistant Principal is the school designee who will provide additional information if an internal or external stakeholder request additional information or clarification of the CSIP

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 provided by the federal government will be used to pay the salary of Success For all Staff, a teacher, a paraprofessional, and a Parent Liaison. Funds will also be used to purchase instructional equipment and resources, to pay salaries for teachers who work in the after-school program, and to pay for transportation.
State Funds	Per Pupil Funds will be used to purchase equipment, resources and supplies that will support instruction.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	PL funds will be used to fund release time for peer observations and for faculty book study.
Grants (list)	
PTSA	PTSA funds are used for awards/recognition programs, field trips, and to support instructional activities.
Partners in Education	Funds are used for Career Day, Honor’s Day Fall and Spring Semester, and the Student of the Month Celebration. Funds will also be used to support and/or provide staff recognition programs.
Other (list)	

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

Reading/English/Language Arts Action Plan				
To improve student achievement in reading and language arts scores from 80.2% to 85% on the Spring CRCT with at least a 95% participation rate.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Three-Part Lesson</u> <u>Instruction Standard 2: Research-based instruction is standard practice.</u> <u>Instructional Standard 2.1: Research-based Learning Strategies and Processes- Performance/Action 1-</u> Use the 3-part lesson as the framework for all lessons. The framework includes an opening, work period, and closing.</p> <p>Opening- Beginning of the lesson; clearly establish expected learning outcomes Work Period- Students are given ample time to practice the new content and/or elements of the standards and demonstrate relevancy and real world application. Closing- Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned during the lesson</p> <p><u>Performance Action 2-</u> Create content area instructional boards and use as an</p>	<p>Per pupil Title I FTE Carry Over Budget</p> <p>Materials/ Supplies (ink, copy paper, toner, poster paper, laminating film, bulletin board paper)</p> <p>Supplies for Thinking Maps training- gel pens, composition books, chart paper, post it notes)</p> <p>Coach Books</p>	<p>August 2012- May 2013</p> <p>Principal/API Instructional Coach Teachers District Coordinators</p>	<p>Learning Walks</p> <p>Instructional Boards</p> <p>Professional Learning Communities</p> <p>Student Portfolios</p> <p>Lesson Plans</p> <p>Student Portfolios</p> <p>Conference Notes</p>	<p>Summary of data collected during focus walks</p>

<p>instructional tool *Instructional Boards with all components (standard, task, circumstance, rubric, student work samples w/ teacher commentary)</p>				
<p><u>Instruction Standard 2.3</u> <u>Performance Action 3-</u> Use the standards as the expectation for learning and assess the needs of students prior to instruction through the use of the guided reading framework and individual conferencing Use Reader’s Workshop, Writer’s Workshop, Differentiated Instruction, Organizational Skills, and varied teaching styles to address the reading needs of all students through use of: <ul style="list-style-type: none"> a. Flexible Grouping b. Cooperative Learning c. Collaborative Teaching d. Power Standards e. Thinking Maps f. CRCT Study Packs g. Independent Reading h. Technology Integration i. Guided Reading / Leveled Readers j. Principal’s Book of Month </p>		<p>August 2012- May 2013 Principal/API Instructional Coach Teachers Parents</p>	<p>Unit test SFA Placement tests Benchmarks Focus Walks Chapter test Student Portfolios Conference Notes</p>	<p>CRCT Results Benchmark Results Student Portfolios Results of Teacher Created Assessments</p>
<p><u>Assessment Standard 3.1 Performance/ Action 4 -</u> Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction</p>	<p>Title I CRCT Study Packs (Spring</p>	<p>August 2012- May 2013 Principal/API Instructional Coach Teachers</p>	<p>Unit test Placement test Benchmarks Focus Walks Chapter test Student</p>	<p>End of Tutorial Testing CRCT Results Benchmark Results Completed Portfolios Results of Teacher Created Assessments</p>

<p>which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments and updating classroom profiles on a regular basis.</p> <p>*Morning Math, Lunch-N-Learn, and After School Tutorial are designed to augment classroom instruction and support students in areas of deficiency.</p>	<p>Break Packet) CRCT Boot camp Kinder-Camp Transition Camp</p>	<p>Parents</p>	<p>Portfolios Conference Notes</p>	<p>SFA 8-week assessments</p>
<p><u>Instruction Standard 2:7 Performance</u> <u>Action 1-</u> Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum. <u>*Technology Integration</u> Utilize the Discovery Learning Resources Study Island Utilize the computer lab/LCD/overhead iPad/Netbook Cart Promethean Board used daily</p>	<p>Title I Professional Learning Per Pupil Carryover</p>	<p>August 2012- May 2013 Principal/API Instructional Coach Teachers Parents</p>	<p>Unit Test Benchmarks</p>	<p>SFA Member Center Reports CRCT Results</p>

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.

Mathematics Action Plan				
To increase the percentage of students performing at Level II and Level III on the mathematics portion of the state mandated Georgia Criterion –Referenced Competency Test from 62% to 72%.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Three-Part Lesson</u> <u>Instruction Standard 2: Research-based Instruction is Standard Practice.</u> <u>2.1 Research-Based Learning Strategies and Processes- Performance Action 1</u></p> <p>Utilize the three part lesson as an instructional framework for all lessons. The framework includes: Opening- Beginning of lesson clearly establishes the expected learning outcomes. Work Period (Session) - Students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world application of the learning. Closing- Students, at the end of each lesson, give and receive feedback, clarify misconceptions, and summarize what they learned during the lesson.</p> <p><u>2.2 Higher Order Thinking Skills, Processes, and Habits- Performance Action 1</u></p> <p>Study the standards and elements to discover the higher order thinking skills</p>	<p>Per Pupil *Instructional Resources - Coach Books</p> <p>Title I * Sub Pay for release time</p> <p>Professional Learning * Sub Pay * Training Materials</p>	<p>August 2012 – May 2013</p> <p>Principal/API</p> <p>Instructional Coach</p> <p>Teachers</p>	<p>Rubrics</p> <p>Learning Walks</p> <p>Lesson Plans</p> <p>Essential Question</p> <p>Student Portfolio</p> <p>Classroom Profiles</p> <p>Unit Tests Benchmarks</p>	<p>Formative and Summative Assessment Data</p>

<p>needed to understand and apply the standards.</p> <ul style="list-style-type: none"> k. Teach standards using standards based instruction l. Ensure that activities are at the appropriate depth of knowledge level m. Use Thinking Maps to organize concepts for understanding in all classes n. Implement Marzano’s high yield strategies (this is our instructional and assessment strategy of the month) o. Create high level assessment questions and performance tasks <p><u>Instruction Standard 2.3</u> <u>Performance/Action 3-</u> Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction is paced and presented differently based on the students’ levels of understanding. Use math manipulatives, Thinking Maps, and flexible grouping to differentiate instruction.</p> <ul style="list-style-type: none"> p. Differentiated Math/Literacy Night (at least one per semester) q. Address math content domains through station teaching and flexible groups r. Design lessons and 	<p>CRCT Boot Camp</p> <p>CRCT Study Packets (Spring Break Packets)</p> <p>Transition Camp for 2nd to 3rd and 4th to 5th Transition</p> <p>Kindercamp</p>			
---	--	--	--	--

<p>activities to compliment the varied learning styles of students</p>				
<p><u>Assessment Standard 3: Assessment and Evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole</u> <u>3.1 Comprehensive Feedback-Adjustment Process- Performance/Action 4</u> – Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis * Before, during, and after school tutorials (students engage in remediation/extension activities during morning arrival (morning math) * Differentiated Tutorial: students are selected on formative assessment data every 5-6 weeks * Reteach/provide extra support to students who have not met or mastered the standard.</p>	<p>Per Pupil Title I Carryover Budget CRCT Study Packets (Spring Break Packet)-</p>	<p>August 2012 – May 2013 Principal API Instructional Coach LTSE Teachers</p>	<p>* Safety Nets *Formative Assessments -student portfolios -benchmark data *Summative Assessments *Design Team Minutes *Data Talks /Data Day Agendas *EIP Data Sheets</p>	<p>CRCT</p>
<p><u>Assessment Standard 1.2 Performance/Actions 1, 2, 3</u> - Teachers provide students with specific commentary on student work and connect the comments to the elements within the standards. Teachers identify exemplary work that</p>	<p>Per Pupil</p>	<p>August 2012 – May 2013 Principal/API Instructional Coach Teachers</p>	<p>Focus Walks Pre/Post tests Benchmarks Rubrics Unit tests Lesson Plans</p>	<p>CRCT Study Packets</p>

<p>exemplifies the standard(s). Teachers refer to this work as a model of the expectations for performance. Teachers provide students with examples of work that meets standard(s) by creating a display that includes benchmark work, specific commentary as to how this work meets the standard, assessment criteria, etc.</p> <p>*Implement the Instructional Framework in Math to K – 5</p>			<p>Journals Student Portfolios</p>	
<p><u>Students with Disabilities</u> <u>Instructional Standard 2: Research Based Instruction is Standard Practice</u> <u>Performance/Action 2</u> – Present content in a logical and sequential process using a variety of delivery models to enable students to develop understanding of the standards.</p> <p>Co-Taught classes will consistently use of the three preferred instructional models (Station Teaching, Parallel Teaching, or Alternative Teaching) to best support student mastery of standards</p> <p>Integrate use of Thinking Maps into daily instruction across content areas.</p> <p>Common Core National Standards</p>	<p>Per Pupil Title I Carryover Budget</p>		<p>August 2011- May 2012 Principal/API Instructional Coach Teachers</p> <p>June 2012</p>	<p>CRCT</p>
<p><u>Technology Integration</u> <u>Instructional Standard 2: Research Based Instruction is Standard Practice.</u> <u>Instructional Standard 2.7: Use of Technology-</u></p>	<p>Title I Carryover Study Island Instructional</p>	<p>August 2012- May 2013 Principal API Instructional Coach</p>	<p>Lesson/Unit Plans Focus Walk Data on use of technology</p>	<p>STAR Math Scores Study Island (EIP/Title I Math) CRCT Results</p>

<p><u>Performance/Action 2</u> Effectively use technology to provide real world application to enhance students' research skills and to differentiate instruction to maximize student learning. For Real World Application and Differentiation: Interactive Board Lessons Mobile Computer Labs (EIP Classrooms)</p> <p>To enhance test taking and/or basic skills: Study Island, Georgia online Assessment System, Brain Pop, Star Math;</p>	<p>Technology Equipment</p> <ul style="list-style-type: none"> - Promethean Boards - Elmos - Laptop/LCD presentation cart - iPad Cart 	<p>Teachers</p> <p>Media Specialist</p>	<p>Media Center Computer Lab schedule (use)</p> <p>Student Work Samples</p> <p>Performance Tasks integrating technology</p>	
--	---	---	---	--

Science Action Plan				
To improve student achievement by increasing the percentage of students in grades 3-5 scoring at or above grade level in Science on the CRCT from 54.2 to 70%. Science is now the 2 nd Indicator				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 2.3</u> <u>Performance/Action 3:</u> Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding.</p> <p>*Utilize the standards as expectations for learning, but assess the students’ needs prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding.</p> <ul style="list-style-type: none"> ○ Professional learning on DI strategies & Thinking Maps ○ Collaborative planning for differentiation of strategies ○ Implementation and monitoring of DI strategies: <ul style="list-style-type: none"> ▪ Flexible grouping ▪ Student portfolios ▪ Student choice (projects) 	<p>Per Pupil</p> <p>Title I</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ○ Principal, ○ Assistant Principal ○ Science Depart Chair ○ Grade Level Chairs ○ PL Liaison ○ Teachers 	<ul style="list-style-type: none"> ○ Student Work ○ Lesson Plan Template ○ Learning team minutes ○ Sign in sheets ○ Group lists ○ Pretests ○ Post-tests ○ Portfolios ○ Manipulatives ○ Student choice activates ○ Classroom arrangements ○ Observations 	<p>Teachers can demonstrate a method used to determine the reading level of their textbooks or other reading materials.</p> <p>Teachers use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the students reading level.</p>

<p><u>Students with Disabilities</u> <u>Standard 2 Performance Action 1:</u> Increase the percent of students with disabilities who are educated in general education classes:</p> <ul style="list-style-type: none"> ▫ Implement co-teaching classes. ▫ Implement “supportive instruction” in which special education paraprofessionals provide support by co-teaching with general education teachers. ▫ Increase the number of students with disabilities who participate in general education classes with only one teacher. ▫ Write IEPs accordingly. <p>*Monitor the implementation of Project ICE, and co-teaching classes. Increase the percentage of students with disabilities in general education classes.</p> <p><u>Students with Disabilities</u> <u>Standard 2 Performance Action 1:</u> Increase the percent of students with disabilities who are educated in general education classes:</p> <ul style="list-style-type: none"> ▫ Implement co-teaching classes. 	<p>Per Pupil Title I</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ○ Principal, ○ Assistant Principal ○ Science Depart ○ Grade Level Chairs ○ PL Liaison ○ Teachers ○ Sp. Ed Teachers ○ Lead Teacher for Special Ed. Services ○ Paraprofessionals 	<ul style="list-style-type: none"> ○ Lesson Plan Template ○ Class Lists ○ Collaborative planning meeting notes ○ Sign in sheets 	

<ul style="list-style-type: none">▫ Implement “supportive instruction” in which special education paraprofessionals provide support by co-teaching with general education teachers.▫ Increase the number of students with disabilities who participate in general education classes with only one teacher.▫ Write IEPs accordingly. <p>*Monitor the implementation of Project ICE, and co-teaching classes. Increase the percentage of students with disabilities in general education classes.</p>				
---	--	--	--	--

Social Studies Action Plan				
To increase the number of students scoring Level 2 or above on the Social Studies CRCT Test from 59% to 70%.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 3.2</u> <u>Performance/Action 1-</u> Teachers work collaboratively to develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p> <p>*Monitor the implementation of the Georgia Performance Standards</p>	<p>Per Pupil Title I Carryover Budget</p>	<p>Aug. 2012 – May 2013 Principal/API Social Studies Teacher</p>	<p>Chapter tests Unit tests Focus Walks Rubrics Student Portfolio CRCT Study Packets (Spring Break Packets)</p>	<p>CRCT</p>
<p><u>Planning and Organization Standard 3.1</u> <u>Performance/Action 2-</u> The principal works collaboratively with system to skillfully allocate the budgeted resources (financial, materials and personnel) to manage the facility with a constant focus on student learning.</p> <p>*Utilize the resource kits to supplement the curriculum in an effort to increase test scores</p>	<p>Per Pupil Title I</p>	<p>Aug. 2012 – May 2013 Principal/API Social Studies Teacher</p>	<p>Chapter tests Unit tests Focus Walks Rubrics Student Portfolio</p>	<p>CRCT</p>

<p><u>Instruction Standard 2.5</u> <u>Performance/Action 2-</u> Using diagnostic and formative assessments, teachers group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest-based, skills-based, knowledge-based, etc.</p> <p>*Implement inclusion for students with disabilities into mainstream classrooms.</p>	<p>Per Pupil Title I</p>	<p>Aug. 2012 – May 2013 Principal/API Social Studies Teacher Sp. Ed. teachers</p>	<p>Chapter tests Unit tests Focus Walks Rubrics Student Portfolio</p>	<p>CRCT</p>
<p><u>Instruction Standard 2.3</u> <u>Performance/Action 3 –</u> Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding.</p> <p>*Analyze students’ level of understanding and learning styles to differentiate instruction</p>	<p>Per Pupil Title I</p>	<p>Aug. 2012 – May 2013 Principal/API Social Studies Teacher</p>	<p>Chapter tests Unit tests Focus Walks Rubrics Student Portfolio</p>	<p>CRCT</p>
<p><u>Instruction Standard 2.7</u> <u>Performance/Action 1-</u> Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum.</p> <p><u>Technology Integration:</u> Utilize the computer lab and classroom active boards to implement CRCT on-line practice</p>	<p>Per Pupil Title I</p>	<p>Aug. 2012 – May 2013 Principal/API Social Studies Teacher</p>	<p>CRCT on-line reports</p>	<p>CRCT</p>

Attendance/Graduation Rate Action Plan				
To maintain student attendance at 95% or better missing fewer than 15 days for the academic school year.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance/Action 4</u> The Consolidated School Improvement plan includes the integration of student objectives with the academic curriculum	N/A	Counselor SFA Solutions Committee Principal API	*CSIP action plans *CSIP appendixes	Interventions selected for the CSIP will include DCSS Graduation/Attendance performance actions. SFA Solutions Committee Reports
<u>Performance/Action 5</u> The team has included goals/objectives in the CSIP that represents alignment of the best practice/and most effective strategies for student retention and high academic standards for all students.	N/A	Counselor SFA Solutions Committee Principal API	SFA Solutions Committee Reports *CSIP action plans	The CSIP includes research-based interventions from the Georgia School Keys implementation Resource, the DCSS Implementation Resource Supplement and other relevant publications.

Library-Media Action Plan				
Students will increase technology (on-line catalog) use in locating appropriate (reading levels) books in the library and increase technology use in informational and research writing in science and social studies in order to increase 2013 CRCT scores in reading, science and social studies. Students will use appropriate information technology to access web sites (Galileo, United Streaming, etc. ...) and the Promethean ActivBoard, as well as, Destiny (on-line library catalog) to locate books in the library.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 1.2:PA 4</u> Performance/Action 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The library media specialist chairs and coordinates the Library Media Technology Committee. and provides services and resources that support school units and lesson implementation. **** 1. Teacher-Librarian attends collaborative, planning meetings and chairs the Library Media Technology Committee. 2. Leveled books/Accelerated Readers are made available based on reading levels. 3. Teacher Librarian works with the Reading Team in the implementation of the 25 Book Campaign</p>	<p>Library Media Funds Purchase Books (based on average Lexile Score of Students)</p>	<p>8/2012-5/2013 Principal Leadership Team Teacher-Librarian Grade Level Chairs Members Library Media Tech Committee</p>	<p><input type="checkbox"/> Lexile reports and /or local reading reports <input type="checkbox"/> 25-Books Standard committee guidelines <input type="checkbox"/> Resource alignment to units <input type="checkbox"/> Media circulation records, etc. instruction.</p>	<p>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</p>

<p>Technology Integration – Instruction 2.7: PA2:</p> <p>Teachers effectively use technology, including Promethean Boards for interactive instruction, DVDs and televisions for educational programming and laptops and desktop computers to supplement instruction in an effort to provide real world application and to maximize student learning. In addition paper, printers, toner and ink will be used purchased to support instruction.</p>	<p>Title I Funds</p> <p>(1 AV Cart)</p> <p>(ink, paper, toner, manipulative, games)</p>	<p>8/2012-5/2013</p>	<p>Computers and equipment</p> <p>Library media center lab use schedule</p> <p>Projects, etc...</p>	<p>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.</p>
---	--	----------------------	---	---

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Performance/Actions 2 The following criterion listed below by <i>The Safe School Committee</i>, establishes and implements a routine and systematic process for analyzing school discipline data are:</p> <ul style="list-style-type: none"> • Grade Level • Gender • Location and Time of Infraction • Teacher Referral • Repeat Offenders 	NA	<p>August 2012-May 2013</p> <ul style="list-style-type: none"> • Principal • API • Administrators • Instructional Leaders • Faculty and Staff 	<ul style="list-style-type: none"> • Meeting Dates • Sign-in Sheets • Agendas • Minutes • Spread Sheets • Reports 	<p>Patterns and trends of classroom management, in addition to school wide behavior, are factors documented from compiled data analysis. Moreover, in order to develop action plans and specific task forces as needed, the documentation of data analysis utilized assist in seeking further evidence.</p>
<p>Performance/Action 7 Informed, made clear, and concisely explained were the high expectations that the principal emphasized to the teachers. The teachers understand to have a plan for implementing the standards on daily basis. Further, the teachers are to monitor students' progress towards meeting the standards and are highly recommended sincerely to adhere to the principals' well-communicated request.</p>	NA	<p>August 2012-May 2013</p> <ul style="list-style-type: none"> • Principal • API • Administrators • Instructional Leaders • Faculty and Staff 	<ul style="list-style-type: none"> • Vision, Mission, and Definition of Excellence are posted • Teachers evaluation linked to performance standards are visible • Student and teacher portfolios are posted 	<p>The standards outlined and explained to each student until the standards concepts are interpreted, understood, and clear. First, the students' know what to expect of each one-self in order to strive and become accountable for the performances accomplished daily. Next, the teachers are aware of support channels provided for use. Lastly, Students' can explain what the importance of support channels.</p>

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and cited from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 7</u> The school will adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:</p> <ul style="list-style-type: none"> ▫ Assign TSS to new teachers (0-2 years previous experience) ▫ Schedule a formal time for mentors and mentees to meet at least once per month ▫ Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles ▫ Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results 	N/A	Principal API TSS Instructional Coach	TSS Guidelines TSS assignment list Scheduled TSS meeting times Calendar of TSS activities TSS activity sign-in sheets	New teachers can articulate how the TSS program provides support. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of increased skills.
<p><u>Performance/Action 15</u> The school leaders continually ask for input from staff members to improve the learning environment and make decisions based on that input.</p>		Principal API TSS Instructional Coach	Surveys Meeting agendas and minutes, etc.	The school leaders describe how decisions are made through input from questionnaires, surveys, etc. and through the collaborative work of the staff. The school leaders articulate the results of questionnaires and how decisions were made using that input in addition to their personal beliefs and expectations. Staff members can describe how they are able to provide input for decisions.

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 serve 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) Title I	<p>Increase Teacher knowledge and use of the DOK Wheel and Thinking Maps in an effort to improve the academic achievement of students in Reading, ELA, Math, and Science as measured by the SFA Post Assessment, CRCT and ITBS.</p> <p>Increase the integration of technology into daily instruction</p>	<p>Teachers will use Thinking Maps across grade levels and content areas to engage students in various levels of cognitive thought processes and to engage students in the higher levels of DOK.</p> <p>Paperless Wednesdays (no worksheets; no photo copying)- designed to force the use of manipulatives and integration of technology.</p> <p>Teachers will complete the Nuts and Bolts (Phase 2) Promethean training offered through MIS.</p> <p>Release time to visit model classrooms</p>	<p>Aug. 2012 – May 2013</p> <p>Aug. 2012 – May 2013</p> <p>Oct. 2012- Mar. 2013</p>	<p>Lesson Plans</p> <p>Learning Walks</p> <p>Classroom observations</p> <p>Grade Level and Content Area PLCs</p> <p>Pre-Post data</p> <p>Prof. Learning documentation of attendance</p>	<p>Improved Instruction (engaged students; small group/whole group; co-teaching)</p> <p>CRCT scores</p> <p>SFA Scores</p> <p>ITBS scores</p> <p>Benchmark results</p>
Federal Title I Title IID Carryover Funds	To improve the academic achievement of students in Reading, ELA, Math, and Science as measured by	Teachers will be able to attend site-based, system level, regional and national professional learning sessions and conferences targeting literacy, mathematics, science and higher order thinking skills (Depth	August 2012– July 2013	Redelivery of conference and workshop materials to the staff	Improved Instruction (implementation of high yield strategies and increased depth of knowledge as

	<p>the CRCT, ITBS and Pre-Post benchmark tests.</p>	<p>of Knowledge; Thinking Maps; Common Core National Standards). Conferences include GMSA, NABSE, Title I, ASCD, Model Schools, GCTM/NCTM, GAEL, NASSP/NAESP, NASSPE, and SFA.</p> <p>The Preferred Models of co-teaching with a focus on tiered instruction will be a professional learning focus as well.</p> <p>Release time will be provided for teachers to visit model classrooms and observe Master teaching practices.</p> <p>Faculty/Staff Professional Learning Retreat</p>	<p>September 2012</p> <p>Aug 2012- May 2013</p> <p>June/July 2013</p>	<p>Lesson Plans</p> <p>Classroom observations</p>	<p>evidenced in lesson planning and delivery)</p> <p>Student work samples displayed on Instructional boards</p> <p>Student presentations and projects</p> <p>Test data results</p>
--	--	---	--	---	--