

**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: : 9/30/12
Regional Superintendent:	Date:

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

<b>AdvancEd (SACS CASI)</b>	Required for District-wide Accreditation
<b>Georgia Department of Education Annual School Improvement Plan</b>	Georgia DOE mandate: Required for all DeKalb County Schools NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.
<b>DeKalb County School System Departmental Action Plans</b>  <input type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

**CSIP Table of Contents**

<b>Section</b>	<b>Page #</b>
Statement of Quality Assurance	2
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	3
Establishing a CSIP Facilitator, Committee, and Subcommittees	3
Steering Committee Members and Signatures	5
Mission and Vision	8
Developing a Comprehensive Needs Assessment	9
Leadership and Governance	11
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	15
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	15
Support Services for Student Learning	18
Strategies to Increase Parental Involvement	21
Stakeholder Communication	22
Scientifically Based Research	25
Coordination and Integration of Federal, State, and Local Services and Programs	27
Reading/ELA Action Plan	30
Math Action Plan	37
Science Action Plan	44
Social Studies Action Plan	48
Attendance/Graduation Rate Plan	52
Library-Media Action Plan	54
Professional Learning	58
School Climate Action Plan	62
Teacher Retention Action Plan	65
Career Technology Action Plan (Middle and High Schools Only)	

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

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

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

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

**Establishing a CSIP Facilitator, Steering Committee, and Subcommittees**

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

**School Council Approval Form**

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Mekia Pass		
2.	Chris Hines		
3.	Lorraine Blacks		
4.	Shainita Heath-Carter		
5.	Gwen Slade		
6.	Betty Young		
7.	Pat Smith		
8.			
9.			
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**A copy of this document must be maintained at the school.**

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Angela T. Bethea		
CSIP Facilitator	Chris Hines		
Parent Representative <b>(can not be a school employee)</b>	Mrs. Pat Smith		
Student Representative <b>(required for High School)</b>	Ms. Meika Pass		
Community Representative <b>(can not be a school employee)</b>	Ms. Joycelyn McGuire		
School Counselor	<i>Shainita Heath-Carter</i>		
Special Education Representative	Tammie Irving		
Reading/ELA Chair	Cara Fagin		
Math Chair	Audrey Martinez		
Science Chair	Leah Foster		
Social Studies Chair	Kristian Palmer		
Professional Learning Liaison	Keandria Foreman-Edwards		
Library Media Chair	Mary Nevil		
Other (specify)			

**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:**

- Norman’s Webb – Depth of Knowledge
- Individual Student Conferences
- Written Commentary on Student’s Work
- Best Teaching Practices as found in the Instructional Leadership Guide
- High Yield Strategies (Marzano) through Teachscape
- Monday Math Madness, Math Club, Math Lunch & Learn and Math Blitz
- Title I Tutorial for grades 3-5 in Math & ELA
- Math Facts in a Flash
- Study Island
- Accelerated Reader (A.R.)
- 25 Book Reading Campaign
- Principal’s Book of the Month
- Helen Ruffin Reading Bowl – Reading Comprehension for High Achievers
- I.C.E. Professional Development and Implementation
- Attendance Monitor

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

- Both the Math Navigator and Literacy Navigator were unable to be fully implemented due to scheduling and lack of staff.
- The “Closing” of the 3-part lesson wasn’t always student led.
- An assessment at the end of the lesson was not given consistently (Think Pair Share, Ticket Out of the Door, Reflective Questions, and index cards)

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

- Managing Time – The teachers are deeply engrossed in the instructional lesson. Assessments are often followed up the next day through review, homework, or demonstrations of what took place.

**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:

**Continue with some of the practices obtained while working with America's Choice, even though the program isn't fully implemented at Clifton anymore.**

**Digging Deeper with High Yield Strategies and Depth of Knowledge Practices**

**Learning how to incorporate High Yield Strategies into daily instruction**

**Focusing in on ways to implement more effective differentiated instruction**

**Making our technology program more rigorous and different from programs in the traditional elementary schools**

**Handling and managing data based on the sub-groups for our building.**

**Scheduling –Master Schedule**

**EIP Reading and Math**

**Cooperative Learning between the Resource Staff and Regular Education.**

**Implement the co-teaching model more effectively**

**Using Instructional Technology with Reading through Discovery Learning**

School Mission and Vision

	<b>DeKalb County School System</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>Clifton Elementary School will promote lifelong learning and involve all stakeholders in the academic and social development of students in a technologically advanced society.</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>At Clifton Elementary, the school, community and parents will work together to create a challenging and nurturing environment that will cultivate high self-esteem, acceptance of others, and academic excellence in every student so that they are prepared to meet the challenges presented in a technologically advanced society.</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self direction</li> <li>• Social and cross cultural interaction</li> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> <li>• Information and technology literacy</li> </ul>	<p>Clifton Elementary School is committed to:</p> <ul style="list-style-type: none"> <li>▪ Holding high expectations for all</li> <li>▪ Valuing and promoting parental involvement</li> <li>▪ Increasing the quality of education for all students</li> <li>▪ Cultivating diversity amongst all cultures</li> <li>▪ Integrating technology into the curriculum so that it is easily used in real world experiences</li> <li>▪ Preparing students to become productive citizens of the</li> </ul>

	<ul style="list-style-type: none"><li>• Critical thinking and problem solving</li><li>• Creativity and innovation</li></ul>	community
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**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)

Clifton Elementary is a DeKalb County school located in Atlanta, Georgia. There are approximately 409 students enrolled of which 83% receive free or reduced lunch. Approximately 3% of the school's population include students with disabilities. 3% of Clifton students are English Language Learners (ELL).

We have students that reside in the neighborhood as well as students that live throughout DeKalb County. This is due to the Technology Magnet Program for students in grades three, four and five. Many of our Magnet students are transported to school by their parents/guardians in the mornings and they ride the Magnet Bus home in the afternoons. Our magnet population has decreased over the past three years due to cuts in transportation. However, our magnet program at Clifton is still thriving.

Our community businesses consist of fast food restaurants, Wal-Mart, gas stations, a major park, and other businesses operated by owners of different nationalities. The school administration has made visits, phone calls and sent written correspondence to the neighborhood businesses inviting them to visit and participate in the various activities and programs at Clifton. However, some have not responded to our invitations. Gresham Park Recreational Center is a stable and major operation that has offered to work collaboratively with Clifton to meet the needs of students in this community. Walmart has also selected us as the school they will sponsor this year and Kroger and Publix supermarkets have contributed gift cards for various events. Many of the resident families participate in the many activities provided to the neighborhood through Gresham Park Recreational Center.

The majority of our parent volunteers are grandparents. The Executive Board for both the PTA and Local School Council are chaired by the grandparents of the students at Clifton. Many of the parents of the students attended Clifton E. S. and they have remained in the community or moved back home. Over the last several years, our PTA membership has dropped. However, parents support programs and PTA meetings that involve student performances, so we tend to have well-attended meetings when we involve the students.

Clifton is a two story building with a gym and two trailers located in the rear of the campus. The school added on a new wing to house the growing population and eliminate the number of mobile units in 1999. Today, our student population is right around 352 students, which is lower than usual. Again, this decline in population is due to transportation cuts with the magnet programs across the district. There are three technology magnet classes (one on each grade level) and a computer lab for all resident students. Our students are provided opportunities to attend art classes, the music classes (band, orchestra and regular music), the media center and a technology lab. Our media specialist, band, art, music and strings teachers

only work here part-time this year, but all students have the opportunity to take these classes. There is need for some structural improvements to the building due to wear and tear over the years, but for the most part, the building at Clifton is in good physical shape.

The staff has been stable over the years. This is the first year in seven years that Clifton has had a new principal. In the past, most of the changes that have taken place were due to retirement and career advances, but this year administrators were moved around throughout the district in more than 30 schools. Those administrative changes also resulted in some teachers moving to other schools. Each staff member participates in professional development required by the DCSS as well as meeting professional goals to enhance their careers. The staff is very knowledgeable of many of the Best Teaching practices via the Teacher Keys training and evaluation instrument for this school year. Teachers are expected to incorporate these practices in their daily instruction. Clifton staff members support one another in a family-like atmosphere by working as a team. Working together as a team is one of the major factors that contributed to Clifton earning the Title I Distinguished School recognition for a number of years and we would like to continue on this path of excellence.

**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**  
 Clifton Elementary established a CSIP Steering Committee to design the 2012-2013 Consolidated School Improvement Plan on August 30, 2012. The Steering Committee reviewed the CSIP manual and divided the tasks into subcommittees with a subcommittee leader in August, 2012. The subcommittees reviewed data collected throughout the 2011-2012 school year and results from the spring/summer 2012 CRCT at that time. Each grade level viewed their spring 2012 CRCT along with the EOCT results in order to plan and think about their goals/CSIP for the 2012 – 2013 school year. The subcommittees met again with the local administration in early September, 2012 until their CSIP tasks were completed in the subcommittee leader’s classroom, library, or in the cafeteria. The cafeteria was utilized for Curriculum Night/ Title I Meeting on the evening of September 12, 2012. A large number of stakeholders that included parents, students, community, faculty and staff were present for that meeting. Representatives from subcommittees presented data to the stakeholders for review and approval on that evening (September 13, 2012).

**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	x	Discipline Data	x	Benchmark Scores
x	Georgia Writing Assessment	x	Attendance	x	Focus Walk Results
x	End of Course Tests		Graduation Rate	x	Staff Surveys

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

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

**Leadership and Governance**

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

Clifton Elementary exhibits a positive correlation between school-wide expectations and student achievement through the implementation of standards-based instruction and the development of professional learning communities. The results of the 2012 CRCT indicate and Reading/English Language Arts as an overall strength. According to the Georgia Department of Education AYP report for 2011, 86% of the students in grades 3, 4, and 5 met or exceeded the standards. The additional strengths of Clifton Elementary School include technology and writing. Classrooms and the Media Center use United Streaming Educational Videos from the Georgia Public Broadcasting System to enhance instruction. Not only that, all teachers utilize the Georgia Online Assessment Systems (OAS), Compass Learning, and Study Island, and interactive flip charts (ActivInspire) to reinforce learning. The teachers expose students to a plethora of online resources in order to enhance student achievement. Clifton exhibited success in the area of writing. In the spring of 2012, 86% of the fifth graders met or exceeded the standards, which was a 5% increase from the 2010-2011 school year. The writing scores remained above 80% in the past three 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.**

Results from the 2012 CRCT indicate a decrease in various areas over the past few years. Information was compiled and broken down by grade levels this year.

It was determined that Clifton’s third grade students were weak in the areas of physical science (54% met and exceeded), life science (57% met and exceeded), and earth science (62% met and exceeded). As a result, it was decided that students need more hands on experience in these areas. We will look at the instructional practices in the areas of science and we will also offer field trips to Fernbank for more hands-on experiences in science. It is our goal to see 70% or more of third graders meeting or exceeding in all areas of science.

In third grade reading, students need to focus on literary comprehension (66% correct) grammar and sentence construction (53% correct) and research and writing process (69%). In social studies, third graders also showed deficiencies in the areas of history and economics. In mathematics, third graders showed deficiencies in all areas by scoring below 70% in all areas. 63% of students answered correctly in number and operations. 54% in

measurement and 64% in algebra. Remediation in mathematics is needed in all areas in order to meet our goal for 2012-2013, which is to have 70% of students answer correctly in each domain.

For the fourth grade reading, the students scored below the 70<sup>th</sup> percentile in the area of Information and Media Literacy, but scored in the 74<sup>th</sup> percentile for literary comprehension and the 76<sup>th</sup> percentile for reading skills and vocabulary acquisition. These scores were near the system average. However, it is our goal to see students score at or above the district average in all areas. In fourth grade mathematics the areas of concern are Numbers and Operation (60% answered correctly) Measurement (60% answered correctly), Algebra (66% answered correctly) and Geometry (49% answered correctly). We are seeking to have a minimum of 70% or more students answer correctly in all domains. For fourth grade science, students were deficient in all three domains. 56% of the students answered correctly in the domain of physical science, 62% in life science and 49% in earth science. We would like to improve in all areas for science by either matching or beating the district average for the 2012- 2013 school year. In the area of social studies, students showed deficiencies in the areas of geography (49% answered correctly), Civics (45% answered correctly), History (52% answered correctly) and Economics (59% answered correctly). It is our goal to match or exceed the district average in all areas, with a minimum of 70% answering correctly in each domain.

For fifth grade students, the strongest areas for the 2011-2012 school year were Reading and English/ Language Arts and Writing. The writing scores increased by 5% from 81% to 86% from the 2011-2012 school year. The reading scores increased by 1% from the previous year and increased by 3% in ELA from the previous year. Again, the area of weakness was mathematics, which had only 68% of the students meeting and exceeding. This was a 10% decrease from the 2010-2011 school year. In Social Studies, there was a 14% increase in the number of students meeting and exceeding and there was 6% increase in the scores in science. While there was an increase in the scores for social studies and science, we would still like to make gains and increase the pass rate to 70% or higher in these areas.

In order for Clifton to increase student achievement in these areas, there are several opportunities for intervention present to make improvements in mathematics. The opportunities include:

- Ongoing Professional Learning provided through district professional learning opportunities and on /off-site staff development at Metro RESA.
- A technology expert works collaboratively with teachers to enhance students' math skills through technology in the Computer Lab.
- Teachers have access to Activboards in grades kindergarten to fifth to support students' access to various math strategies, manipulatives, and modes of instruction.
- E.I.P. math teacher and reading teachers serve students in kindergarten through fifth grade.

- The Title I After-School Tutorial Program offers Level One and bubble students in grades three through five with additional math support.
- Extended time has been added to the math block for all grade levels.
- The school's safety nets provide students in grades three through five with extra math support in the classroom and Computer Lab.
- Project ICE gives the SWD students a chance to enhance their math skills with two teachers in the classroom.
- Teachers are using math navigator to identify and clarify misconceptions. It will help students to build problem solving skills and increase conceptual understanding.
- Bridging the Gap Emergency Tutorial Program serves the students who are at risk based on the CRCT Results, Inventory Test Results, and Star Math.

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

Based on the student data from the Spring 2012 CRCT, Clifton Elementary teachers will have the opportunity to receive ongoing training in differentiation, depth of knowledge, thinking maps, learning styles and other training that will enhance the teaching and learning process in mathematics. In addition, DeKalb County School District is offering training in the area of technology. More specifically, the ActivInspire and Integrating Technology with High Yield Strategies are the courses are available to teachers to help enhance student learning in their classrooms. Since this year begins the implementation of the Common Core Georgia Performance Standards, TKES training is another course that the school district provides to teachers in the 2012- 2013 school year.



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

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

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

School Counselors: Facilitate school-wide and grade level assemblies to address areas of concern; classroom guidance activities; school wide incentive programs; character education initiatives; parent conferences; consultation with teachers and community agencies; assigning mentors to students; individual counseling; participation in and/or chairing SST referral process

Psychologists: Consult with staff and parents; professional learning activities; presentations to staff; consultation at 504 meetings, serve on evidentiary hearings

Student Support Specialists: : Provide drug education, social-emotional learning classroom activities, facilitation of Second Step, Coping with Life (suicide prevention) SADD chapters (HS), Parenting for Prevention classes; referrals to community agencies

Social Workers: Consult with staff and parents; presentations to staff; interpretation services at school sponsored meetings; serve on evidentiary hearings; support referrals to external agencies

School Nurses: Consult with community agencies, presentations to staff; provide referrals to external agencies

**Strategies to Increase Parental Involvement**

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

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

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

Clifton uses various strategies to increase parental involvement through Clifton Day at the Parent Resource Center and Social Studies Help Night at the DeKalb Public Library. Parents check out instructional materials from the school library and PTA Parent Resource room. Information is shared and feedback from parents is acquired through Parental Involvement Surveys, Annual Title I Parental Involvement Meeting, and Title I Parental Involvement workshops.

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

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

### **Stakeholder Communication**

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

Individual assessments results are provided to the parents during parent/teacher conference night and during scheduled appointments during the school year. During Curriculum Night/ Title I Meeting, parents will view the Power Point to learn how to interpret the assessment results. Along with the verbal discussion, parents will receive written instructions on how to understand test results.

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

During the school year after receiving the test results, the staff will provide parents with the assessment data in verbal and written form at our parent-teacher conference as it relates to students at Clifton Elementary, compared to other students in the school system and students throughout the state on their grade level. During our monthly PTA meetings, local school council meetings, on the school's website, and in our school's newspaper we provide school data results to the Clifton's stakeholders.

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

Having stakeholders' representation as part of the planning committees, Clifton Elementary communicates during the PTA segment of the Principal's Update. Clifton appraises parents and stakeholders of the action items in the Consolidated School Improvement Plan through the local School Council meetings, special Title I parent sessions, the marquee, the website and through our local school's newspaper.

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 (ESEA Mandate #12).

\*\* 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.

**Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System**

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

<b>Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students' reading and math levels, their students' learning styles as reflected in the knowledge-base of multiple intelligences, and their students' individual aspirations for achievement in school.</b>
Diagnose the needs of students and create an appropriate Classroom Profile Summary. <ul style="list-style-type: none"><li>▫ Power Standards</li><li>▫ Multiple Intelligences</li><li>▫ Formative Assessment Strategies</li><li>▫ Instructional Strategies</li></ul>
1.Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

<b>Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano's High Yield Strategies, and instructional assessment strategies within the context of Webb's Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.</b>
2.Plan engaging lessons: <ul style="list-style-type: none"><li>▫ Three-part lesson (opening, work period, and summary)</li><li>▫ Essential question(s)</li><li>▫ Engaging instructional activities based upon the identified power standards and depth of knowledge</li></ul>

<b>Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.</b>
3.Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

**Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.**

4.Utilize formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.

**Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards.**

5.Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

**Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.**

6.Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 and follow the process until all standards have been taught and mastered by all students.

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	Federal funds are used to provide financial support for instructional materials and supplies, equipment to support instruction, professional learning, parental involvement activities, instructional support services and after-school tutorial.
State Funds	State funds are used to provide materials and supplies for instruction and to support the daily operations of the school.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Professional Learning funds will be used to provide training for teachers.
Grants (list)	Grant funds are used to support instruction and enhance school-wide initiatives.
PTSA	PTSA funds are used to supplement district and state funding for instructional materials, professional learning, facilities improvements and community outreach.
Partners in Education	Partners in education resources and funds are used to supplement district and state funds for instructional materials, professional learning opportunities and community outreach events.
Other (list)	

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

<b>Reading/English/Language Arts Action Plan (ESEA Mandate #2)</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students meeting and exceeding the standard in grades 3-5 by 5% on the CRCT in Reading and Language Arts as evidenced by the Spring 2013 CRCT scores.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b>GSS Instruction Standard 2:2.3 PA1</b></p> <ul style="list-style-type: none"> <li>Use appropriate differentiation, including adjusting content, process, product, and learning environment based upon a diagnosis of the student’s readiness levels.</li> <li>Enhance the use of and access to the Accelerated Reader Program by enhancing Star Reader to diagnose, prescribe, and assess differentiated reading levels.</li> </ul>	PL \$250	8/2012-5/2013 <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>Academic Coached</li> <li>Teachers</li> <li>Media Specialist</li> <li>Technology Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Sign in sheets</li> <li>Classroom arrangements</li> <li>Group assignment charts</li> <li>Classroom Observations</li> </ul>	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.
<p><b>GSS Instruction Standard 2.21 PA2</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Utilize resources, including but not</li> </ul>	PL \$250  \$1,405 Federal Title 1	8/2012-5/2013 <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>Academic Coaches</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Observation data; small groups, pairs</li> <li>Room arrangement</li> </ul>	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



<p>limited to: scholastic magazines, to support instruction and mastery of the GPS to support within the delivery models.</p>				<p>and can explain different grouping options typically used in the class.</p>
<p><b>GSS Assessment Standard 3:3.1 PA4 Tutorial/Safety Nets/ELT</b> 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.</p> <ul style="list-style-type: none"> <li>Utilize resources and small groups to focus on students’ needs based on analyzed data</li> </ul>	<p>\$5,000 Federal Title 1</p>	<p>11/2012-4/2013</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>Tutorial</li> </ul> <p>Coordinator</p> <ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Safety Net Rosters</li> <li>Student data</li> <li>Formative assessments</li> </ul>	<p>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.</p>
<p><b><u>Students with Disabilities</u></b> <b>GSS Instruction Standard 2.21 PA2</b></p> <ul style="list-style-type: none"> <li>Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching: ~Station, Parallel, and Alternative Teaching</li> </ul>		<p>8/2012-5/2013</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>LTSE</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Co Teaching Lesson plans</li> <li>Classroom observation data</li> </ul>	<p>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.</p>
<p><b><u>English Language Learners*</u></b> N/A</p>				
<p><b><u>Technology Integration</u></b> <b>Instruction Standard 2:2.7 PA2</b></p> <ul style="list-style-type: none"> <li>Increase teacher’s access to Promethean Boards, mobile labs, and LCD projectors for interactive learning and technological assistance in instruction</li> </ul>	<p>\$0 Federal I</p>	<p>8/2012 – 5/2013</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Computers</li> <li>LCD projectors &amp; other technological</li> </ul>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

		<ul style="list-style-type: none"> <li>• Technology Specialist</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• equipment</li> <li>• Promethean Boards</li> <li>• Lab schedule</li> </ul>	
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\*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

<b>Mathematics Action Plan</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students meeting and exceeding the standard in Math in grades 3-5 by 10% as evidenced by the Spring, 2013 CRCT scores.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<b>GSS Instruction Standard 2:2.3 PA1</b> Use appropriate differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of student’s readiness levels.		9/2012-5/2013 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Academic Coaches</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning Sign in sheets</li> <li>• Classroom arrangements</li> <li>• Group assignment charts</li> <li>• Classroom Observations</li> </ul>	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.
<b>GSS Instruction Standard 2:1 PA1</b> <ul style="list-style-type: none"> <li>• Utilize the three part instructional framework;                ~opening, work period, closing</li> </ul>		9/2012-5/2013 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Academic Coaches</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Observation data</li> </ul>	Teacher and students can explain different instructional phases: opening, work period, and closing.
<b>GSS Instruction Standard 2.21 PA2</b> <ul style="list-style-type: none"> <li>• Present content in a logical and sequential process using a variety of instructional delivery models such as:</li> </ul>		8/2012-5/2013 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> </ul>	<ul style="list-style-type: none"> <li>• Observation data; small groups, pairs</li> <li>• Room</li> </ul>	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the

<p>cooperative groups, paired-reading groups, skill groups, guided groups, whole group, one on one instruction etc.</p> <ul style="list-style-type: none"> <li>Utilize resources to support instruction and mastery of the GPS to support within the delivery models.</li> </ul>		<ul style="list-style-type: none"> <li>Academic Coaches</li> <li>Teachers</li> </ul>	<p>arrangement</p>	<p>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.</p>
<p><b>GSS Assessment Standard 3:3.1 PA4 Tutorial/Safety Nets/ELT</b> 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.</p> <ul style="list-style-type: none"> <li>Utilize resources and small groups to focus on students’ needs based on analyzed data</li> </ul>	<p>\$5,000 Federal Title 1</p>	<p>11/2012-4/2013</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>Tutorial Coordinator</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Safety Net Rosters</li> <li>Student data</li> <li>Formative assessments</li> </ul>	<p>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.</p>
<p><b><u>Students with Disabilities</u></b> <b>GSS Instruction Standard 2.21 PA2</b></p> <ul style="list-style-type: none"> <li>Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching: ~Station, Parallel, and Alternative Teaching</li> </ul>	<p>\$0</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>LTSE</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Co Teaching Lesson plans</li> <li>Classroom observation data</li> </ul>	<p>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.</p>
<p><b><u>English Language Learners*</u></b> N/A</p>				
<p><b><u>Technology Integration</u></b> <b>Instruction Standard 2:2.7 PA2</b> Increase teacher’s access to Promethean</p>		<p>1/2012–5/2013</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans with technology</li> </ul>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

Boards, mobile labs, and LCD projectors for interactive learning and technological assistance in instruction		<ul style="list-style-type: none"> <li>• Technology Specialist</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• integration</li> <li>• Observation data</li> <li>• Lab schedule</li> </ul>	
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\*Must be completed for schools with ten or more ELL students. Delete row if not applicable

<b>Science Action Plan</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students meeting and exceeding the standards to 70% as evidenced by the Spring 2013 CRCT scores.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<b>GSS Instruction Standard 2.1 PA2</b> Present content in a logical and sequential process using a variety of delivery models to enable students to develop understanding: <ul style="list-style-type: none"> <li>• Provide laboratory experience in which students participate in projects and discovery lessons based on science process skills including questioning, observing, organizing data.</li> <li>• Increase the integration of current events and non-fiction reading in science.</li> </ul>	\$0	8/2012-5/2013 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups, pairs, experiments observed</li> <li>• Lesson plans</li> <li>• Material and resources are easily accessible</li> <li>• Class observation data</li> </ul>	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.
<b>Instruction Standard 2:23 Performance Action 3</b> 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,	\$0	8/2012-5/2013 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Co Teaching Lesson plans</li> <li>• Classroom observation</li> </ul>	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

<p>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.</p>			<p>data</p>	<p>learning goals of the lesson and student’s needs.</p>
<p><b>Students with Disabilities:</b>  <b>GSS Instruction Standard 2.21 PA2</b>  <ul style="list-style-type: none"> <li>Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching:  ~Station, Parallel, and Alternative Teaching</li> </ul> </p>		<p>8/2012-5/2013</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>LTSE</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Co Teaching Lesson plans</li> <li>Classroom observation data</li> </ul>	<p>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.</p>
<p><b><u>English Language Learners*</u></b>  N/A</p>				
<p><b><u>Technology Integration</u></b>  <b>Instruction Standard 2:2.7</b>  <b>Performance Action 2</b>  Effectively use technology to provide real world application, and to enhance students’ research skills with the use of:  <ul style="list-style-type: none"> <li>LCD projectors, Promethean Boards, computers, and/or mobile labs</li> <li>Increase access to, and the use of web resources, and smart boards.</li> </ul> </p>		<p>11/2012–5/2013</p> <ul style="list-style-type: none"> <li>Principal</li> <li>API</li> <li>Technology Specialist</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans with technology integration</li> <li>Observation data</li> <li>Lab schedule</li> </ul>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

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

<b>Social Studies Action Plan</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students meeting and exceeding the standards in grades 3-5 by 8% as evidenced by the Spring, 2013 CRCT scores.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b>GSS Instruction Standard 2.1 PA1</b>                      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</p>	\$0	9/2012-5/2013 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Observation data</li> </ul>	Teacher and students can explain different instructional phases: opening, work period, and closing.
<p><b>GSS Instruction Standard 3.2 PA1</b>                      Teachers work collaboratively to develop lessons that:</p> <ul style="list-style-type: none"> <li>• Align to the appropriate standards and elements.</li> </ul>	\$0	8/2012-5/2013 <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Academic Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons aligned to standards &amp; elements</li> <li>• Posted</li> </ul>	Students articulate that their learning goals are challenging but attainable.  Using student work or assessment

<ul style="list-style-type: none"> <li>• Provide time for independent practice, peer or group support and application of the concepts.</li> <li>• Provide opportunities to share concepts orally and in writing; integrating writing in this content area.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>learning goals</p> <ul style="list-style-type: none"> <li>• Performance tasks, projects</li> <li>• Teacher meeting minutes</li> </ul>	<p>results, students can express goals and standards they have mastered as well as those they need to strengthen.</p>
<p><b>Students with Disabilities:</b> <b>GSS Instruction Standard 2.21 PA2</b></p> <ul style="list-style-type: none"> <li>• Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching: ~Station, Parallel, and Alternative Teaching</li> </ul>		<p>9/2012-5/2013</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• LTSE</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Co Teaching Lesson plans</li> <li>• Classroom observation data</li> </ul>	<p>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.</p>
<p><b><u>English Language Learners*</u></b> N/A</p>				
<p><b><u>Technology Integration</u></b> <b>Instruction Standard 2:2.7 PA2</b> Increase teacher's access to Promethean Boards, mobile labs, and LCD projectors and the use of web resources, and smart boards.</p>	<p>\$0</p>	<p>Aug. 2012 – May 2013</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• API</li> <li>• Technology Specialist</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• LCD projectors &amp; other technological equipment</li> <li>• Promethean Boards</li> <li>• Lab schedule</li> </ul>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

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

<b>Attendance/Graduation Rate Action Plan</b>				
<b>Annual Measurable Objective:</b> Reduce students who are “Absent Over 10 Days” by .5%				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
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	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	CRCT Analyses ITBS Analyses
Coordinate strategic reinforcement of	No local	Aug 2012-	e-SIS Daily	CRCT Analyses



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)	funds needed	May 2013 Principal API Counselors Attendance Committee	Attendance Report Mentors’ Reports IDMS Reports	ITBS Analyses
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<b>Library-Media Action Plan</b>				
<b>Annual Measurable Objective:</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b>Instruction 1.2:PA 4</b> 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.</p> <p>-Teacher-Librarian attends collaborative planning meetings with staff -Leveled books are made available to students based on reading levels</p>	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	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.

<p>-Teacher-Librarian assists with implementation of Accelerated Reader and the 25-Book Campaign</p>			<p>circulation records</p>	
<p><b><u>Technology Integration</u></b></p> <p><u>Instruction 2.7:PA 2</u> Teachers effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> <li>-Accelerated Reader (AR Enterprise)</li> <li>- AR Bookfind</li> <li>-Destiny Online Catalog and Resources</li> <li>-Other technology resources (Discovery Education, GALILEO for Kids, etc.)</li> </ul>	<p>N/A</p>	<p>8/2012- 5/2013</p> <p>Principal</p> <p>Leadership Team</p> <p>Teacher-Librarian</p> <p>Grade Level Chairs</p> <p>CTSS</p>	<ul style="list-style-type: none"> <li>-Computers</li> <li>-Lesson or unit plans</li> <li>-LCD projectors and other technological equipment</li> <li>-Media center/lab use schedule</li> <li>-Student work enhanced by technology</li> <li>-Performance tasks incorporating</li> </ul>	<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>

			technology -Research projects	
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<b>Professional Learning Plan</b>					
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
<b>Federal Title I</b>	Increase student achievement in all subject areas by meeting the academic needs of all students based on their individual abilities by using differentiated instruction	<b><u>Differentiated Instruction:</u></b> 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
<b>Federal Title I</b>	Increase student achievement in all subject areas by teaching reading comprehension strategies throughout each discipline	<b><u>Teaching Reading Comprehension in all subject areas:</u></b> 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.	*Improved CRCT scores: lower Level 1 & higher Level 2 & 3 *Improved ITBS results *Report Cards

				Post Test	*Benchmark assessments
<b>Local</b>	Increase student achievement in all subject areas by creating standards based assignments which focus on higher order thinking skills	<b><u>Creating Quality Assignments</u></b> 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
<b>Local</b>	Increase student achievement by utilizing technology to effectively plan and implement instruction	<b><u>Utilizing Technology Resources:</u></b> 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
<b>Federal Title I</b>	Develop effective instructional plans through CCGPS Curriculum Mapping and Planning	<b><u>Collaborative Planning:</u></b> 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
<b>Federal Title I</b>	Utilize interventions to meet the needs of students who are not meeting standards	<b><u>Response to Interventions:</u></b> 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 Name: Clifton Elementary School      Principal: Mrs. Angela Bethea      Plan Year:2012-2013**