DeKalb County School District

Consolidated School Improvement Plan

2012-2013

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

Statement of Quality Assurance

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

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

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

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

School Name: Columbia Middle   **Principal: Carlous Daniel**   **Plan Year: 2012-2013**

CSIP Table of Contents

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.			
2.			
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	**Carlous Daniel**		
CSIP Facilitator	**Karen Bryant**		
Parent Representative **(can not be a school employee)**	**Ronnie Simmons**		
Student Representative **(required for High School)**	**Jeremiah Brinson**		
Community Representative **(can not be a school employee)**	**Mary Brown**		
School Counselor	**Ursula Ross**		
Special Education Representative	**Marcia Drummer**		
Reading/ELA Chair	**Tricia Weatherspoon**		
Math Chair	**Cassandra Crew**		
Science Chair	**Dericka Deloney**		
Social Studies Chair	**Demetrius Waleed**		
Professional Learning Liaison	**Sharenia Hunter**		
Other (specify)	**Elisa Disroe**		
Other (specify)			

	Leora Senior		

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:
- **ELT Focused Groups**
- **Math Boot Camp**
- **YMCA Tutorial**
- **Soaring After School Tutorial**
- **Gizmo**

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:
- **Soaring High Basic Skills Math**
- **Online Assessment System**

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
- **Consistently scheduling the labs for Online Assessment System**
- **Planning lab visits around student needs**

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:
- **Computer lab schedules will be set-up through API office**
- **Teachers will be retrained on how to use Online Assessment System**
- **YMCA Tutorial will be implemented(second semester), to meet student needs and achievement**

School Mission and Vision

	DeKalb County School System	**School**
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	The vision of Columbia Middle School is to become a school of academic excellence through community collaboration in the educational process.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools, and communities.	The mission of Columbia Middle School is to provide a quality education and produce life long learners.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation	Columbia Middle School is committed to: • Increasing student performance through parental involvement • Celebrating cultural diversity to enrich students' understanding of the real world • Assist students in becoming life-long learners and productive citizens • Hold high expectations for ALL • Address different learning styles through creative approaches

Developing a Comprehensive Needs Assessment

1) Provide a brief description of your school and community. Include the following information:
Geographic location:
Columbia Middle is located at 3001 Columbia Drive in south DeKalb County. The total enrollment is 1097 students. Columbia subgroups include Students with Disabilities, Economically Disadvantage, ELL, Black, Hispanic, White, and Multi-racial.
- **Enrollment:** The total enrollment is 1173 students
- **Subgroups (regardless of whether or not they affect AYP):**
  - Ethnicity……98%
  - Student with Disabilities (SWD)…10.44%
  - Economically Disadvantaged…91.37%
  - English Language Learners (ELL)…0.26%

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**
We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Carlous Daniel, Principal; M. Sanders and K. Bryant, SWP Facilitators and Academic Data Coaches; U. Ross, Head Counselor; M. Drummer, Special Education Representative; T. Weatherspoon, Reading/ELA Chair; D. Deloney, Science Chair; D. Waleed, Social Studies Chair; S. Hunter, Professional Learning Liaison; E. Disroe, Counselor; L. Senior, Media Specialist; Math Representative, M. Sanders. The SWP committee met July 17, 2012 and August 2, 2012 to discuss and brainstorm Columbia Middle School's Main Things. The Main Things consist of student academic growth using data driven instruction, a safe, clean, and orderly school, CCGPS and a standards-based classroom, building capacity, professional learning for all stakeholders, effective parental involvement, customer service, celebrating our success, and team building. During the meeting the new SWP template was shared with the committee. The committee identified Columbia Middle School's strengths and areas of growth. The areas included teacher support, professional learning, discipline, and parental involvement. We also brainstormed high impact instructional strategies, DOK, and Thinking Maps.

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply.
We have used the following instruments, procedures, or processes to obtain this information: ITBS scores,   CRCT, Georgia Writing Assessment, School AYP Report, Attendance data, Discipline data, Students with Disabilities data, Gifted Education data, School Self-Assessment data, Benchmark assessments, and Focus Walk

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	X	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
	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				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.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

      i. Economically disadvantaged students . . . 91.37%

     ii. Students from Major racial and ethnic groups . . . 98%

   iii. Students with disabilities . . . 10.44%

   iv. Students with limited English proficiency 0.26%

    v.

The data has helped us reach <u>conclusions</u> regarding achievement or other related data.

 The major <u>strengths</u> we found in our program were student's demonstrated success on the 2012 CRCT in the areas of: Reading/7th grade increased by 4%, Math/6th grade increased by 5%, 7th grade by 3%, Science/6th grade increased by 2%, 8th grade increased by 6%, Social Studies/6th grade increased by 1%, 8th grade by 10%.

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

The major <u>needs</u> we discovered were . . .

According to our   2012 CRCT scores, Columbia Middle's present needs include demonstrating success in the areas of Reading/8th grade/5% decrease from 2011, ELA/6th grade/6% decrease from 2011, Math/8th grade/4% decrease, Social Studies/7th grade /5% decrease from 2011.

The <u>needs we will address</u> are

School Key strands that provide performance actions that will address non-academic needs are planning and organization, professional learning, and leadership. Based on classroom, observations there is still a need to increase the level of rigor and relevance of instruction through Depth of Knowledge (DOK) strategies and through differentiated instruction. Likewise, the school leadership needs to continue to focus on prioritizing the coaching, supervising and monitoring of curriculum, assessment and instruction (team approach).

6) List the professional development needed to address the challenges summarized above.
- Depth of Knowledge Training
- Differentiate Instruction
- Marzano's High-Yield Strategies
- Common Core Standards and Instruction
- Thinking Maps
- Data Analysis
- Parent Workshops
- Student Data Conferences

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:

X	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:
Columbia Middle School developmental approach to the counseling program allows students to develop physically, emotionally, socially, and cognitively. Counselors implement a comprehensive school counseling program based on our student's data (benchmark data, standardized test scores, attendance and discipline reports, etc). The counseling staff consists of three counselors to serve grades 6th, 7th, & 8th. The staff delivers the counseling curriculum through character education activities, school wide incentive programs such as Students of the Month recognitions, classroom guidance lessons, small group counseling, and individual counseling to promote academic, career and personal/social development for every child. Classroom guidance lessons related to the students' educational, career, and personal needs are a component of monthly lessons. These activities range from helping students with test preparation, social skills, academic advisement, and interpreting standardized test scores to helping students ensure personal safety, bullying prevention and dealing with violence. The counseling department also utilizes programs through College Board and The Georgia Department of Education to further take care of the needs of our students, and gather data that is needed to keep our student's safe (Health Surveys, The Bridges Bill, Georgia College 411).

Psychologists:
The School Psychologist collaborates with the classroom teacher to improve students' educational opportunities. Through direct contact and consultations with parents, teachers, administrators, and students, the school psychologist identify learning weaknesses, emotional issues or other problems that may prevent students from making progress in school. The school psychologist recommends ways for the home and the school to meet the students' needs. There is a school psychologist that is assigned to Columbia Middle School two days a week. The primary role of the school psychologist is to provide consultation at weekly SST/504 meetings, consultation with staff members and parents, and participate in professional learning activities.

Social Workers:
Our school social worker will support the classroom teacher functioning as a link between home, school, and community by bringing everyone together to promote the educational success of students. The school social worker will intervene when there is a social, family, or economic challenge which impacts the learning process of students. A social worker is assigned to Columbia Middle School two days a week. Services are provided to consult with faculty/staff and parents, follow-up on internal referrals, support referrals to external agencies and to provide presentation to staff.

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries		Pre-K Family Resource Specialists
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.

- Utilize surveys for needs assessments
- Provide pamphlets on subjects (free of charge)
- Schedule a minimum of six parent involvement meetings as well as PTA nights
- School council meetings
- Review survey data to assess needs/wants of parents/families.
- Advertise importance of Title I County Wide Parent Involvement Conference
- Principal Chat for beginning of 2nd semester- parents address their concerns with the principal

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

X	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)	X	Newsletters
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter	X	DCSS and School Parental Involvement Policy(Title I Mandate)

Stakeholder Communication

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

Faculty members are trained in professional learning sessions on data analysis using CRCT scores and benchmarks. ITBS, GAA, Writing Test, & ELL ACCESS scores and interpretation guides are sent home by the students. CRCT scores are made available for parent pick –up during the summer. A calling – post is sent out to inform parents that scores are being sent home or available for pick –up. Additionally, parents will have access to the Parent Portal electronic grade book on via the DCSS website. During parent-teacher conferences, teachers will provide assessment data and how they can assist their child with areas that need improvement. Results are sent home to parents and shared with students on needed intervention remediation. Parent meetings will be held to discuss test scores.

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

- Postings of the overall school data (Benchmarks, CRCT data, and etc…) will be located in the school's Data Room.

- Information will be available via school's website.

- Parents will be informed of school data via Curriculum Nights & Annual Title One Meetings/ Open House

- School Newsletter

- Information will be available via school's website.

- Parents will be informed of school data via Curriculum Nights & Annual Title One Meetings/ Open House

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

The Schoolwide Improvement Plan will be available on the school website, available at Title I Parent meetings, curriculum nights, open house, PTSA meetings, parent conferences, school's main office, school newsletter, and information sent home with 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	Columbia Middle School Title I funds will be utilized to purchase Instructional Equipment and computers (Promethean Boards, Elmos, Document Cameras, Flip cameras, graphing calculators, printers, IPADs, computer software, Study Island, Success Maker) to increase technology integration in the area of Science and Math along with providing funds for After-School tutorial .
State Funds	Columbia Middle School will utilize funds for students in the academic instructional program as indicated in the consolidated school improvement plan.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Federal School Improvement Grants	NA
Local Professional Learning Funds	Columbia Middle School will utilize local professional learning funds to purchase release-time via substitute teachers so that classroom teachers can attend professional development classes and/or conferences. Books and materials are also purchased
Grants (list)	NA
PTSA	PTSA will support Columbia Middle School financially by providing funds for various student incentives and academic support
Partners in Education	NA
Other (list)	

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

Reading/English/Language Arts Action Plan

Annual Measurable Objective: To improve reading skills & vocabulary acquisition and grammar and sentence construction on the CRCT 2013 in 6th grade from 88% to 91%, 7th grade from 83% to 86%, and 8th grade from 91% to 94%. Students with Disabilities (SWD)/ Reading: 6th grade-53% to 61%, 7th grade-43% to 51%, 8th grade-50%-58%. English Language Arts: 6th grade-33% to 41%, 7th grade- 43% to 51%, 8th grade-37% to 45%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Instruction Strand 2.3 **PA 1** Participate in professional learning activities on differentiated instruction to support students who did not meet or barely met standards and those who are struggling in ELA. Professional Learning's include: 1. Flexible grouping to address student weakness 2. IDMS navigation to plan data driven instruction 3. Varied Reading Levels with informational text 4. Questioning Levels	$1650 Title I; per pupil funds Non-fiction / Informational Text Resources CRCT Coach Books Reading Monitor Charts	8/2012 – 5/2013 ELA Department Chair ELA Academic Coach	Lesson Plans, Department Meeting, Agendas, Evidence of training sessions, workshops, Observations, rubrics, units, student work,	Teachers can explain how data supports the differentiated instruction. Students can explain how the instructional activities are assisting them in meeting the standards. 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 demonstrate a method used to determine the reading level of their textbooks or other reading material. Teachers use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the

				student's reading level (e.g. Seven Habit of Good Readers, Read
PA 2 Collaborate with teachers to determine the approximate reading level of resources and to review the reading levels of students. Follow-up teacher meetings are held to clarify how these two sources of information will be used to plan appropriate instruction, provide students with resources that are accessible, and develop reading strategies. Teachers will: 1. Determine Lexile levels of books and students 2. Teach students the 7 Habits of Good Readers and allow practice opportunities.			Portfolios, Responding to literature and Reading logs Classroom charts of student reading	aloud-Think aloud, questioning the author, etc.). Students can articulate their reading level and strategies used to help increase reading levels and comprehension
GSS Instruction Strand 1.2 Performance Action 2 - 4 Study standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Develop high level questions for assessments to increase rigor and to assess students' understanding of concepts during instruction. Provide evidence of best practices and standards based instruction through rubrics, commentary, summative and formative assessments are provided. Meet to determine and agree upon school wide	No local funding needed	8/2012 – 5/2013 API, ELA Academic Coach	Open ended questions on assessments, performances, tasks, and rubrics Lesson plans, Observation forms	In content meetings, teachers explain and discuss how an assessment, performance task, projects, etc….emphasizes higher order thinking skills In content meetings and data meetings teachers can explain different instructional phases and models for lessons in a three part lesson

expectations in the delivery or routines of lessons (i.e. instructional framework): a. Conduct focus walks to evaluate the use of the 3 part lesson (opening, work period, and closing). Special attention will be given to the use of a defined opening (hook and hold), and closing (summarizing strategies). b. Review feedback from instructional focus walk results to help drive the school improvement plans.				
GSS Assessment Strand 3.1 **PA3** Maintain a record of student work in portfolios and classroom profiles, for the purpose of noting progress in meeting and exceeding the standard. Utilize mock Writing Test to assess deficiencies students may have and plan lessons to remediate based on the data.	Portfolio Assessment (Professional Learning) / No local funding needed Holt McDougal Online Essay Scoring	8/2012-5/2013 API, ELA Academic Coach	Student Portfolios and classroom profiles	Students can articulate how the work in their portfolio meets the standards. Teachers use the portfolio to determine if students are meeting the standards, if there is evidence of instruction in the student work, and the implications that the work might have on future instruction. Teachers will explain how students met or exceeded standards based on CRCT Scores, Benchmark Assessments, & Writing samples
Students with Disabilities **GSS Curriculum 2.2** **Performance Action 1** Utilize the co-teaching model lessons to identify resources and develop lesson plans that correlate to and support the Common Core Georgia Performance Standards (CCGPS). Utilize Read About during ELT to remediate	Professional Learning: Co teaching strategies that work; County level Exceptional Ed No local funding needed	8/2012 – 5/2013 Instructional Coach, Exceptional Education department chair.	Attendance Logs, Sign-in Sheets, Conference notes, Agendas, teacher co teaching observations. Progress monitoring	Teachers explain what resources and strategies are used to help students master standards in the co teaching classroom.

students with low to emergent reading ability.				
Technology Integration Utilize computer lab for implementation of 1. Online Assessment System 2. Study Island Use technology to effectively provide real world application and to maximize student learning. 1. Promethean Board 2. Laptops 3. Document Cameras	OAS & Study Island Professional Learning/ No local funding needed	8/2012 – 5/2013 ELA Academic Coach, LTSE	Agendas Student work, progress reports, portfolios, Projects	Teachers and students are able to articulate ways technology promotes learning.

Mathematics Action Plan

Annual Measurable Objective: To improve numbers & operations and measurement in the 6th grade from 65% to 68%; numbers & operations and algebra 7th grade from 78% to 81% and 8th grade from 55% to 58% on the CRCT 2013. Students with Disabilities (SWD): 6th grade- 33% to 41%, 7th grade- 48% to 56%, 8th grade- 8% to 16%.

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

GSS Instruction 2.1 PA 1
 Collaborate to determine and agree upon the delivery and routines of lessons. Every math class will follow the workshop model of the three part lesson.
   Opening –establishes the expected learning outcomes.
   Work period –students are given ample opportunity to practice the new content and/or elements of the standards
   Closing –provides time for students to give and receive feedback, clarify understandings, and summarize what was learned in the lesson.
	N/A	8/2012-5/2013
		
		 API
		 Academic Math Coach
			Lesson plans
			   Formal and Informal
			
			 Observations Attendance Logs
			   Sign-in sheets
				Teacher and students can explain different instructional phases of a lesson.

GSS Instruction 1.2 PA 1
 Designed school schedule reflects designated times for common content area teacher meetings. Most learning team meetings are scheduled during common planning periods and teachers meet during the school day each week.
   Grade level math teachers plan
	N/A	8/ 2012-5/2013
		 Principal Assistant Principals
			School schedule
			   Teacher meeting agendas
			   Student work samples
				Administration can explain when collaborative teacher teams meet and outcome expectations of team meetings.
				   Common units, lessons, performance tasks, and Assessments

together weekly **GSS Assessment 3.1 PA 4** **School Culture 1.3 PA 1** Group students according to assessment results for the purpose of assigning safety net or enrichment instruction which occurs before, during, and after school including: After School and Saturday School Soaring High Basic and Advanced Skills Math Program during ELT Double Dosing - Math Tools Connections Math Boot Camp	Title I Funds: Supplies, Instructional Materials, Snacks & Transportation $21,500	8/2012-5/2013 Academic Math Coach Math Dept. Chair	Master Schedule Safety net rosters Student data Formative assessment Summative assessment	Stakeholders articulate the provided services that meet student needs. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment result.
GSS Assessment 1.2 PA 1-3 Provide students with specific commentary on student work and connect the comments to the elements within the mathematics standards. Teachers provide students with examples of work that meets standard(s) by creating GPS Instructional display which includes specific commentary as to how the work meets the standard, assessment criteria, etc.	N/A	9/2012-5/2013 Principal Assistant Principals Math Coach	Standards based teacher commentary on student work Portfolio CCGPS Instructional Board	Students use teacher commentary to revise their work Teachers utilize a visual display as an instructional tool to display work that meets the standards. Students can explain how they use the display as an instructional guide/resource
GSS Assessment 2.1 PA 1 & 2.4 PA 1 Present to teachers knowledge of the difficult types and purposes of assessment and evaluation.. Based on this knowledge, teachers administer diagnostic assessments at the beginning and end of each unit of study to design instruction to build on student strengths, to clarify	Title I funding – Copying Services Contracted	11/2012 & 3/2013 API Math	Diagnostic/ Benchmark assessments Assessment	On-going assessment becomes institutionalized as a means to measure student progress and plan for instruction. Teachers are able to articulate what their students know and understand and plan accordingly for next steps.

misconceptions, and introduce new or unknown concepts. Such assessments might include benchmark pretests/ posttest, mock CRCT, KWLs, anticipation guides, etc.	$1,500	Coach	Analysis results Instructional plans that address results, etc	
GSS Assessment 3.1 PA 3 Maintain a record of student work in student portfolios for the purpose of noting progress in meeting the standards. Teachers utilize these records to adjust instruction to meet student needs.	Title I Funds: Supplies $1,000	8/2012-5/2013 API Math Coach	Student Portfolios	Students can articulate how the work in their portfolio meets the standards. Teachers use the portfolio to determine if students are meeting the standards, if there is evidence of instruction in the student work, and the implications that the work might have on future instruction.
GSS Instruction 1.2 PA 2 **Professional Learning 1.1 PA 2** Collect exemplary student work to clarify mastery of standards or specific elements. Teacher examine and analyze student work samples to determine if students are meeting or exceeding grade level expectations and how to adjust instruction during regular meetings including: Grade level math meetings Math departmental meetings Common planning periods	N/A	9/2012-5/2013 Academic Math Coach Math Dept. Chair	Analysis of Student Work Meetings Agenda and Minutes Student work aligned to elements of the standards Examining Student Work	Through the use of collaboratively developed documents, teachers can articulate what they expect students to know and be able to do. Teachers can articulate the misconceptions students may have. Teachers can articulate how they reached agreement on what proficiency means by the examination of student work.
GSS Professional Learning 1.1 PA 5; **1.5PA 1; 1.6 PA 1** Provide resources for teachers to participate in job-embedded professional	Title I funds $2,900 (substitutes 2 days per	10/2012-4/2013 Principal Math	Peer observation protocol Feedback	Teachers can articulate the changes in classroom practice as a result of the feedback. Teachers and administrators

learning that is aligned to the school improvement goals. Teachers observe each other's classrooms and provide feedback about classroom practices. Teachers will visit other schools including.	teacher)	Coach	form　School budget　Instructional coach schedule　Release time schedules for substitutes	can articulate how feedback from peer observation process has enhanced classroom instruction and the focus on student learning.　Teachers can articulate how professional learning resources support job-embedded professional learning, that takes place during the workday
GSS Instruction 3.3 PA 2 Develop focused lessons to convey high expectations through the use of benchmark work, rubrics, and commentary aligned to the standards. Focused lessons are used to teach students use these tools to identify strengths and next steps toward meetings standards. Focused lessons are developed using instructional materials and test preparation materials such as: 　Coach books 　Study Island	Title I Funds Instructional Materials & Test Prep $3,000	9/2012-5/2013　Math Coach　Math Dept. Chair	Benchmark work　Teaching rubrics　Mini lessons　Benchmark data	Students can show where their work demonstrates standards or elements.　Students can show how benchmark work, rubrics, or commentary was used to improve their work.
Students with Disabilities **GSS Students with Disabilities PA 3:** Maximize personnel and instruction when co-teaching by: 　Ensuring that both adults are actively teaching the entire instructional segment. 　Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching 　Station Teaching 　Parallel Teaching	N/A	8/2012-5/2013　Special Ed Dept. Chair, LTSE	Collaborative planning meeting dates　Agendas　Minutes　Lesson plans　Classroom observation data　Focus walk data	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.　Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

Alternative Teaching				
Students with Disabilities PA 9: Provide effective instruction in mathematics for students with disabilities: Reinforce effort rather than perceived innate ability Provide explicit instruction that includes modeling, guided practice, and individual practice with feedback ("I do it, we do it, and you do it"). Explicitly teach students strategies to approach word problems.	N/A	8/2012-5/2013 Math Coach Special Ed Dept. Chair	Lesson plans Classroom observation documents Focus walk documents Student created activities and projects Posted work	Teachers and students can explain how targeted feedback is provided to students. Students can articulate how the classroom culture supports and empowers them to make progress with mathematic concepts and operations. Classroom walk-through data indicate that students are provided explicit instruction in mathematics including ways to approach word problems.
Technology Integration: **Instructional 2.7 PA 1 – 2** 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. Use technology activities to provide real-world application and differentiated instruction to maximize student learning. Utilize technological resources such as: Brainchild study buddies, Promethean Boards, Computer labs, Laptops for stations, Laptop carts, Document cameras, LCD projectors, Curriculum on Wheels (COW) Gizmo, Active Response System, Graphing Calculators, web-based Study Island, Interactive CRCT online Test and other researched applications.	Title I funds: Equipment & Web-based licensures $5,000	8/2012-5/2013 Math Coach Math Teachers, LTSE	Computers Technical Equipment Student work samples (projects)	Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to enhance their learning process.

Science Action Plan

Annual Measurable Objective: To improve hydrology & meteorology in the 6th grade from 53% to 56%; interdependence of life & evolution in the 7th grade from 66% to 69%, energy & its transformation and force & motion in the 8th grade from 48% to 51%.

Students with Disabilities(SWD): 6th grade-7% to 15%, 7th grade-22% to 30%, 8th grade-8% to 16%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Curriculum Standard 1: **PA3** Develop performance tasks that require all learners to demonstrate a level 3 depth of understanding (DOK) to include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge	No local funding needed	8/2012 – 5/2013 Academic Coach Science Department	Performance Tasks Classroom assessments Rubrics Student work samples Chapter Unit Test Classroom observation results • Benchmarks • Portfolios/ interactive notebooks • Interactive word wall	• Evidences of level 3 depth of knowledge (DOK) are reflected in assigned performance tasks. • Teachers ask appropriate questions to assess higher order thinking and problem solving ability. □ Students are asked to explain and support their answers as well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to summarize what they have read or learned.
GSS Curriculum Standard 1: **PA 4** Review curriculum maps and discuss how students can make connections from subject to subject, and plan integrated units of study. Implement reading strategies for the content areas using informational	$2000.00 Title One funds	8/2012 – 5/2013 API Academic Instructional Coach	Integrated units, tasks, projects _ Integrated projects _ Curriculum maps by subject	Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across

text, marking the text, context clues, language of the standard, reading and writing across the curriculum using scientific literature (Science World Magazines, AJC, Science for Kids, Scholastic Science, Ladders to Success, etc.) super post-its easel pad, butcher block paper, to demonstrate and visualize research-based projects. Use other recourses that will guide students up to grade level success in gaining on-level success for the content using materials such as Ladders to Success, Break Away to Science Success, and Comprehensive Science Assessments. Teachers will also use Coach Science books and Passing the Georgia CRCT in Science resource to prepare them with standardized readings and test.			_ Integrated units _ Planning minutes _ Student work samples	content areas.
Technology Integration	No local Funding	8/2012 – 5/2013	Computers Lesson and	Teachers can articulate the use of a comprehensive technology
GSS Curriculum Standard 3*:* **Instruction Standard 2.7:**PA 2*:* Research based instruction is standard practice. Use technology to provide real-world application and to maximize student learning, using the Internet, Brainpop, Gizmo, Vernier probes, United Streaming,	needed	API Instructional Coaches	unit plans _ LCD projectors and other technological equipment _ Comprehensive plan to	plan to enhance student learning.

			integrate technology _ Collaborative teacher meeting minutes and agendas, etc.	
Students with Disabilities **Students with Disabilities Curriculum 1.3 PA 3** Instructional Framework: 1. Diagnose the needs of students and create an appropriate Classroom Profile Summary to include: a. Power Standards b. Multiple Intelligences 2. Develop performance tasks that require all learners to demonstrate a depth of understanding to include such cognitive processes as explanation, interpretation, and analysis of perspectives. 3. Use standards-based instruction and practices daily. a. Implement Three Part Lesson, which focuses on problem solving, concept building, and skills practice. b. Instruction will reference the standards and elements and ensure the identified instructional activities at the appropriate depth of knowledge level. c. Analyze student work based on the standards. d. Implement reading strategies in the content area. e. Instruction will include active word wall.	No local funding needed	8/2012 – 5/2013 API, Department Chair	~Disaggregated formative and informative results. ~Disaggregated teacher made assessment results, rubrics, unit of study, essential questions, word wall, graphic organizers, performance tasks, teacher/student conference. ~Collaborative planning meeting dates ~Lesson plans ~Classroom Observation Data ~Focus Walk Data ~Pyramid of	Student work samples, CRCT, Benchmark, and Unit Tests. Instruction is revised as a result of disaggregated data. Safety Nets available for additional support. Students assessments and performance task will demonstrate higher order thinking and depth of knowledge. Lesson plans and observations include that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work collaboratively to deliver instruction utilizing the preferred models of co-teaching. Positive stated school rules are adopted by the school and posted throughout the school. An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.

PA 3 Maximize co-teaching models, personnel and instruction by: 1. Ensure that both adults are actively teaching the entire instructional segment. 2. Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching (i.e., station teaching, parallel teaching, and alternative teaching). **P4 & 5** Implement effective proactive and reactive strategies to promote responsible behavior. 1. Determine the function of the misbehavior. 2. Define behavioral expectations. 3.Implement rituals and routines 4. Explicitly teach the expected behaviors so that students know what it "looks like." 5. Provide encouragement and reinforcements. **PA6** Provide explicit instruction to promote			interventions ~Written school discipline plan ~List the persons responsible ~Class rules, policies, procedures, and expectations. ~Behavior Intervention Plan ~ Lesson plans ~Vocabulary lists ~Student created activities and projects ~Classroom observation	A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with school counselor, parent/teacher conferences, tutoring, mentoring, support groups, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions. Adults in the building are routinely observed using a wide variety of encouragement and positive strategies when students demonstrate positive behaviors. Written behavioral intervention plans exist and are consistently utilized to inform and revise teacher strategies to address student behavior.

language/vocabulary development for students with and without disabilities:
   Provide language rich environments.
   Explicitly teach "world words" (words that have a wide variety of uses).
   Provide explicit instruction in content specific
vocabulary.
PA 7
 Increase the number of
			documents
			~Focus walk documents
			~Posted work
			
			~Classroom observation documents
			~Focus walk Documents
				Teachers can explain how vocabulary development is planned for an implemented. Teachers and students can articulate how vocabulary is explicitly and implicitly taught in the classroom. Lesson plans exist and are utilized to teach content based and cross curricular vocabulary.

"practice turns' and targeted feedback that is provided to students with and without disabilities:
    Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time.
    Provide small group instruction with differentiated, targeted feedback.
Provide bell to bell instruction and maximize every second of instructional time
PA8
Provide "fill the gap fluency/automaticity" instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas:
    Reading fluency
    Reading comprehension
    Written expression
    Math calculation
			~Lesson plans
			~Classroom observation documents
			~Focus walk documents
				~Walk through data indicate that teachers are using effective strategies to teach vocabulary and expand student's receptive and expressive language skills. Teachers and students can explain how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of appropriate use of practice turns and targeted feedback for students with special needs.
				Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities. Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts. Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with written expression, reading fluency, reading comprehension, and math calculation skills.

Technology Integration **GSS Instructional Standard 2:2.7** **PA 2** Utilize SmartBoard, Promethean Board, Interactive CRCT Online Assessment, Math Tools, Fast Math, United Streaming, Study Island, and Read About, as well as assistive technology as outlined in student	SE and GE teachers trained by school system personnel on the proper use and maintenance	8/2012 – 5/2013 API, Department Chair		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 enhance their learning process

IEPs to improve student achievement in all core academic subjects, and close the gap of students that are at least one grade level behind their non-disabled peers.	of the products.			

Social Studies Action Plan
Annual Measurable Objective: To improve history & government/civics in the 6th grade from 93% to 96%; government/civics & economics in the 7th grade from 77% to 80%, history & government/civics in the 8th grade from 55% to 58%.
Students with Disabilities (SWD): 6th grade-8% to 16%, 7th grade-28% to 36%, 8th grade-12% to 20%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Curriculum Standard 1.3 **PA 3** Develop performance tasks that require all learners to demonstrate a level 3 depth of understanding to include such cognitive processes as explanation, interpretation, and application, analysis of perspectives, empathy and self-knowledge (teaching to the whole child)	No local funding needed	8/2012 – 5/2013 API Social Studies Department Chair	Performance Tasks Classroom assessments Rubrics Student work samples Units Classroom observation results	Evidences of higher order thinking are reflected in assigned performance tasks. Teachers ask appropriate questions to assess higher order thinking/Depth of Knowledge level 3 and problem solving ability. Students are asked to explain and support their answers as well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to retell and summarize what they have read or learned.
GSS Instruction Standard 1.2	No local	8/2012 –	work samples	Common units, lessons,

PA 2 Collaborate to agree upon a common understanding of the standards and elements by reviewing the standards, elements, and benchmark student work (e.g. anchor papers, exemplars, projects). Collect exemplary student work to clarify mastery of standards or specific elements. They analyze student work samples to plan and revise units or lessons, develop specific studies around common topics.	funding needed	5/2013 API Social Studies Department Chair	Student work aligned to elements of standards Rubrics Meeting agendas and minutes	performance tasks, and assessments that reflect the rigor of the standards are used by the teachers. Through the use of the collaboratively developed documents, teachers can articulate what they expect students to know, understand, and be able to do.
GSS Instruction 3.3 PA 2 Develop focused lessons to convey high expectations through the use of benchmark work, rubrics, and commentary aligned to the standards. Focused lessons are used to teach students use these tools to identify strengths and next steps toward meetings standards. Focused lessons are developed using instructional materials and test preparation materials such as: Coach books Georgia CRCT Test Prep Study Island	Instructional Materials & Test Prep $10,000	8/2012 – 5/2013 Instructional Coach Social Studies Department Chair	Student portfolios/ Interactive notebooks Revised student work Benchmark data	Students can show where their work demonstrates standards or elements. Students can show how benchmark work, rubrics, or commentary was used to improve their work.
Students with Disabilities: **<u>Students with Disabilities Curriculum 1.3 PA 3</u>** Instructional Framework: 1. Diagnose the needs of students and create an appropriate Classroom Profile Summary	No local funding needed	8/20112 – 5/2013 API, Department Chair	~Disaggregated formative and informative results. ~Disaggregated	Student work samples, CRCT, Benchmark, and Unit Tests. Instruction is revised as a result of disaggregated data.

			teacher made assessment results, rubrics, unit of study, essential questions, word wall, graphic organizers, performance tasks, teacher/student conference. Collaborative planning meeting dates Lesson plans Classroom Observation Data Focus Walk Data Pyramid of interventions Written school discipline plan List the persons responsible Class rules, policies, procedures, and expectations. Behavior Intervention	Safety Nets available for additional Support
to include: a. Power Standards c. Multiple Intelligences 2. Develop performance tasks that require all learners to demonstrate a level 2-3 depth of understanding to include such cognitive processes as explanation, interpretation, and analysis of perspectives. 3. Use standards-based instruction and practices daily. a. Implement Three Part Lesson, which focuses on problem solving, concept building, and skills practice. b. Instruction will reference the standards and elements and ensure the identified instructional activities at the appropriate depth of knowledge level. c. Analyze student work based on the standards. d. Implement reading strategies in the content area. e. Instruction will include active word wall. **PA 3** Maximize co-teaching models, personnel and instruction by: 1. Ensure that both adults are actively teaching the entire instructional segment. 2. Utilize flexible, small group instruction most of the time by implementing the preferred models of co-teaching (i.e., station teaching, parallel teaching, and alternative teaching). **P4 & 5** Implement effective proactive and reactive strategies to promote responsible behavior. 1. Determine the function of the				Students assessments and performance task will demonstrate higher order thinking and depth of knowledge levels 2-3. Lesson plans and observations include that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work collaboratively to deliver instruction utilizing the preferred models of co-teaching. Positive stated school rules are adopted by the school and posted throughout the school. An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom. A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with school counselor, parent/teacher conferences, tutoring, mentoring, support groups, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions. Adults in the building are routinely observed using a wide variety encouragement and positive strategies when students

misbehavior
2. Define behavioral expectations.
3.Implement rituals and routines
4. Explicitly teach the expected behaviors so that students know what it "looks like."
5. Provide encouragement and reinforcements.
PA6
Provide explicit instruction to promote language/vocabulary development for students with and without disabilities:
   Provide language rich environments.
   Explicitly teach "world words" (words that have a wide variety of uses).
   Provide explicit instruction in content specific vocabulary.
PA 7
 Increase the number of "practice turns' and targeted feedback that is provided to students with and without disabilities:
   Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time.
   Provide small group instruction with differentiated, targeted feedback.
Provide bell to bell instruction and maximize every second of instructional time
PA8
Provide "fill the gap fluency/automaticity" instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas:
   Reading fluency
			Plan
			Lesson plans
			Vocabulary lists
			Student created activities and projects
			Classroom observation documents
			Focus walk documents
			Posted work
			Classroom observation documents
			Focus walk documents
			Lesson plans
			Classroom observation documents
			Focus walk documents
				demonstrate positive behaviors.
				Written behavioral intervention plans exist and are consistently utilized to inform and revise teacher strategies to address student behavior.
				Teachers can explain how vocabulary development is planned for an implemented. Teachers and students can articulate how vocabulary is explicitly and implicitly taught in the classroom. Lesson plans exist and are utilized to teach content based and crosscurricular vocabulary.
				Walk through data indicate that teachers are using effective strategies to teach vocabulary and expand student's receptive and expressive language skills.
				Teachers and students can explain how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of appropriate use of practice turns and targeted feedback for students with special needs. Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities. Students are able to articulate how this allows them to apply, analyze, synthesize, and

Reading comprehension Written expression Math calculation				evaluate concepts. Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with written expression, reading fluency, reading comprehension, and math calculation skills
Technology Integration **GSS Instructional Standard 2:2.7** **PA 2** Utilize SmartBoard, Promethean Board, Interactive CRCT Online Assessment, Math Tools, Fast Math, United Streaming, Study Island, and Read About, as well as assistive technology as outlined in student IEPs to improve student achievement in all core academic subjects, and close the gap of students that are at least one grade level behind their non-disabled peers.	SE and GE teachers trained by school system personnel on the proper use and maintenance of the products	8/20112 – 5/2013 API, Department Chair		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 enhance their learning process

Attendance/Graduation Rate Action Plan

Annual Measurable Objective:

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

Library-Media Action Plan

 Annual Measurable Objective: Increase grades 6-8 in the following areas with a 96% participation rate on the Spring 2013 CRCT.   Reading/ Language Arts from 79% to 82%, Mathematics from 65% to 68%, Social Studies from 93% to 96%(6th), 77% to 80%(7th grade), and 55% to 58%(8th grade), Science from 53% to 56%(6th grade), 66% to 69%(7th grade),48% to 51% (8th grade.).

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

GSS Instruction Standard 1.2:PA 3-4
 Plan collaboratively with the instructional staff to develop and deliver lessons and support materials needed throughout the building to enhance school units and lesson implementation.
  • Attends weekly CAIPL team meetings and is part of Leadership.
  • Facilitates the Helen Ruffin Reading Bowl on the school level and the Principal's Book of the Month Initiative
Lead the Library Media Technology Committee, and has responsibility for coaching Columbia Media Assistants
	$15,000
	
	Title I
	Funding
		8/2012-5/2013
		
		• Principal
		• Leadership Team
		• Teacher Librarian
		• Grade Level Chairs
			-Standards based lesson plans
			-Collaboratively planned instruction
			-Observation and display of student work
			-Media circulation records, Titlewave collection analysis, Library Media Technology Committee minutes
			-First Class Media Center schedules Helen Ruffin Reading Bowl certificates
				Resources of the media center are correlated to the CCGPS and AASL Information Literacy Standards. Teacher librarian maintains book and video collection, equipment and supplies needed to help support and deliver instruction through-out the building such as laminated Posterprinter posters, Ellison die-cut bulletin boards, color printed visual aids, kraft paper charts and figures, reward buttons and Principal's Book of the Month promotional books, bookmarks, and displays in frames.

Technology Integration **GSS Technology Integration – Instruction 2.7: PA 2:** Use technology effectively to provide real world application and to maximize student learning. e.g.: Destiny, Galileo, Trails Assessment, SmartBoards, Whiteboards, Promethean Boards, ActivExpressions & ActivInspire, Georgia OAS, Adobe	Title I Funding $15,000	8/2012 – 5/2013 • AP for Instruction • Teacher Librarian Classroom Teachers	-First Class request forms & schedule - Standards based lesson plans -Student projects - Computers with speakers,	Students can articulate how technology supports their learning. Student work, which has been enhanced by technology, is displayed as evidence of the use of these tools and resources in the learning process.

Photoshop, Adobe Visual Communicator, ProGraphic Poster Printer.			document cameras, overheads with bulbs, laminator with film, full color postermaker with film, Talking Globes, and Green Screen. -Circulation records	

Professional Learning Plan

The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	**Evidence of Impact**
State (PL Funds)	**GSS Professional Learning Standard 1: PA 1** Collaborate to understand and reinforce GPS standards to provide a framework of delivery to	Faculty and staff will attend preplanning in-service updated GPS information/ training through utilization of "Teaching and Learning" framework, and Professional Development (PD) Planner. Further training and implementation will continue throughout the year through	8/2012-5/2013	Faculty and staff will attend preplanning in-service and receive updated GPS information/ training	Classroom Observations, E-Walks, Attendance logs, Feedback from Administrators, Coaches,

	achieve academic success in the areas of reading and math.	professional development.		through utilization of "Teaching and Learning" Framework. Further training and implementation will continue throughout the year though Professional Development	Department Chairs, and Teachers (peer observations), Professional Learning
Federal	**GSS Professional Learning** **Standard 1:1.6** **PA 6** Participate in professional developmental conferences to strengthen teachers' content knowledge and pedagogy. To increase our faculty/staff skills and knowledge.	Faculty and staff members will attend the Helen Ruffin Reading Bowl Conference, Spring 2013, in Athens, GA.; GAETC Conference, November 6, 2012 at the Ga. International Convention Center; Ga. COMO Convention, Oct. 3-5, 2012; Nat'l Science Teacher Association Conference; Georgia Science Teacher Assoc. Conference; Gifted Conference; Cyber Safety Training, Fall 2012; Integrating Technology in the Classroom, Fall 2012; Communicating Effectively with Faculty & Staff for 504 meetings; and Faculty Meetings or PL day(s).	8/2012 – 5/2013	Attendance logs, Written feedback to teachers, Assessments (Rubrics), Classroom Observations, Best Practices. Classroom Observations Creative Teacher Presentations Local School Budgets	
Grants	**Professional Learning** **Standard 1:** **PA 1** Teacher teams meet regularly to develop	Teachers will participate in Professional Learning to learn how to develop rigorous and engaging unit and weekly lesson plans that allow students to learn concepts in			

	unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the Georgia Performance Standards.	depth. Teachers will learn the Seven Steps for Teaching, learning to effectively plan instruction, and implementation of the Preferred Co-Teaching Models. They will understand and implement Depth of Knowledge methodology as it relates to high order thinking through Professional Learning.			
Local	**GSS Professional Learning Standard 2:** **PA 5** Teachers provide feedback to their colleagues about classroom practice.	Teachers will conduct Learning Walks, peer observations, record and discuss findings, and implement newly discovered instructional practices	8/2012- 5/2013	Peer observation protocol. Schedules for Collaborative work	Teachers can articulate the changes in classroom practice as a result of feedback given by colleagues during teacher meetings.

School Climate Action Plan **Objective:** Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment**.**				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
PA7 Develop a plan for implementing the standards on a daily basis and monitoring student progress towards meeting the standards. The principal has made clear what is	**N/A**	8/2012 – 5/2013 Principal Assistant Principals	Vision, Mission, and Definition of Excellence are posted Teacher	Students can explain what they need to know and do to meet the standards. All students are held accountable for the same standards. Students are provided

meant by high expectations for all students and teachers.			evaluations are linked to teacher performance standards Student and teacher portfolios	additional support when needed. Additionally, teachers know and can explain what is expected of them and where to get support if needed.
PA 13 Ensure that school staff and students are held accountable to the Positive School Discipline Plan.	**N/A**	8/2012 – 5/2013 Principal Assistant Principals	Posted rules Walk - through checklist	Parents are informed of classroom and school wide expectations and are consistently provided feedback regarding their child's behavior. Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before administrative referrals.
PA 14	N/A	Awards/certificates		
Give students opportunities to be recognized for positive contributions to themselves and others. Participate in the "Pay it Forward" initiative.		Principal Assistant Principals	Positive letters to parents Positive e-mail communication to parents Positive phone call log Recognition on PA system or class/school	Students are consistently recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals. Students articulate PIF program.

			website Ice Cream tickets	
PA3 Develop a plan for implementing the standards on a daily basis and monitoring student progress towards meeting the standards. The principal has made clear what is meant by high expectations for all students and teachers. Participate in the "Pay it Forward" Initiative.	N/A	8/2012 – 5/2013 Principal Assistant Principal	Vision, Mission, and Definition of Excellence are posted Pay it Forward bucks Teacher evaluations are linked to teacher performance standards Student and teacher portfolios	Students can explain what they need to know and do to meet the standards. All students are held accountable for the same standards. Students are provided additional support when needed. Additionally, teachers know and can explain what is expected of them and where to get support if needed. Teachers can articulate PIF program.
PA 13 Ensure that school staff and students are held accountable to the Positive School Discipline Plan.	N/A	8/2012 – 5/2013 Principal Assistant Principals	Posted rules Walk - through checklist	Parents are informed of classroom and school wide expectations and are consistently provided feedback regarding their child's behavior. Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before administrative referrals.

Teacher Retention Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
PA 1 Develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions: • Assign Teacher Support Specialist (TSS) and the Department Chair to teachers new to the profession • Assign mentors to teachers new to the building • Provide mentors to veteran teachers upon request and if there is an identified need • Schedule a formal time for mentors and mentees to meet • Provide guidelines to mentors regarding how to effectively serve in their roles. • TSS, Mentors, and Buddy teachers will be knowledgeable of the best practices to utilize when supporting new teachers.	No funding needed	8/2012 – 5/2013 • Principal, • Teacher Support Specialist	• Mentoring handbook • Mentor assignment list • Scheduled mentoring meeting times • Calendar of mentor-mentee activities • Training/Meeting agendas Training/Meeting signin sheets	• Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. • A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. • Teachers demonstrate an understanding of and effective implementation of best mentoring practices**.**
PA 2 Adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through	No funding needed	8/2012 – 5/2013 • Principal, • Teacher Support Specialist	• TSS guidelines • TSS assignment list • Scheduled TSS meeting times	• New teachers can articulate how the TSS program provides support. • New teachers are able to demonstrate

the following actions: • Assign TSS to teachers new to the profession (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 • TSS committee will survey new teachers periodically to determine areas of strengths and weaknesses as well as areas in need of improvement			• Calendar of TSS activities • TSS activity agendas • TSS activity sign-in sheets	increased skills in the areas of instructional delivery and teacher/student interaction. • Instruction and discipline data supports teacher perception of increased skills. • Survey results will guide the agenda for meetings
PA 3 Provide a collaborative planning time for teachers through one or more of the following actions: • Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis • Protect collaborative planning time and refrain	No funding needed	8/2012 – 5/2013 • Principal, • Teacher Support Specialist	• Master schedule • Calendar of collaborative planning events • Collaborative planning meeting minutes	• Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. • Teachers provide support to one another

from using it for professional learning, department/grade level meetings, or clerical purposes • Monitor lesson plans and classroom activities for evidence of collaborative plan effective collaborative planning protocols • Monitor the implementation on how to develop and implement.			• Lesson plans • Classroom observations (formal and informal)	to improve instruction and student learning. • Instructional adjustments are made within unit plans.
PA 7 Establish and maintain a First Class icon within the school house specifically designed and accessed by all teachers. Use this icon for the following functions: • Weekly tips regarding instruction, communication, documentation, and available resources – Monthly News Calendar • Discussion groups – Tea Cup • Pertinent links regarding research, professional learning opportunities, suggested materials, support, etc.	No funding needed	8/2012 – 5/2013 • Principal, • Teacher	• First Class icon • Printouts of tips and on-line discussions, other electronic support	• Teachers can articulate and demonstrate how technology has been utilized to provide additional support.
		Support Specialist	• List of teacher leaders	• Teachers can describe how resources have

				been provided and their impact on teacher practice and student achievement

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

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
PA 2 Increase leadership development of students by increasing participation in	**N/A**	08/2012-05/2013 Principal	Membership roster	Students' leadership development activities are scheduled throughout the school year. There is an increase in students competing in regional, state and national events.
Career Technology Student Organizations (CTSOs): Future Business Leaders of America (FBLA), & Family Careers, Community and Leaders of America (FCCLA) • Implement co-curricular activities. • Increase community service projects. • Increase student engagement in school activities.		API		