

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: MR. THOMAS C. POWELL	Date:
Regional Superintendent: MRS. CYNTHIA BRICTON	Date:

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

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans <input type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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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 Name:

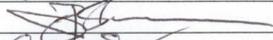
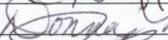
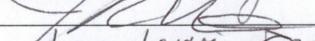
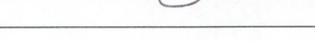
Principal:

Plan Year:

School Council Approval Form

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

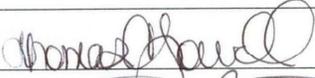
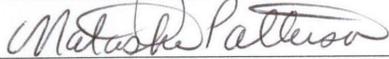
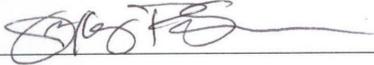
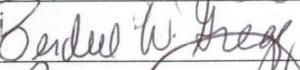
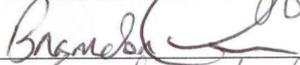
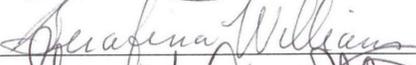
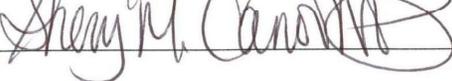
The signatures below indicate that the Consolidated School Improvement Plan for the school above has been reviewed and approved by the school's local School Council.

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Jeffrey P. Shannon		10-23-2012
2.	Allison Glover		10-23-2012
3.	Kym Holt		10-23-2012
4.	Cedric Gilbert		10-23-2012
5.	Donna Maye		10-23-2012
6.	Jill Handerson		10-23-12
7.	Lisa Lewis-Fears		10/23/12
8.	Thomas C. Powell		10/23/2012
9.			
10.			
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A copy of this document must be maintained at the school.

School Name: DeKalb Elementary School of the Arts (DESA) Principal: Thomas C. Powell Plan Year: 2012-2013

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Thomas C. Powell		10/23/2012
CSIP Facilitator	Natasha Patterson		10/23/12
Parent Representative (can not be a school employee)	Jeffery Shannon		10/23/2012
Student Representative (required for High School)			
Community Representative (can not be a school employee)			
School Counselor	Natasha Patterson		10/23/12
Special Education Representative	Gierek Walker		10/23/12
Reading/ELA Chair	Cheryl Bethel		
Math Chair	Berdell Wheeler-Gregg		10/23/12
Science Chair	Brandon Law		10/23/12
Social Studies Chair	Serafina Williams		10/23/12
Professional Learning Liaison	Sherry Caanon-Wright		10/23/2012
Other (specify)			
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:

Morning and afternoon tutorials were established to help students in reading, language arts, mathematics and science. Additionally Saturday School Tutorials were established to assist Level 1/II Math/ELA students in grades 3 (25 students), 4 (30 students) and 5 (35 students). Level 1 Plans were established for all students in grades 2-7 (Math/ELA)

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

While the tutorial program (before and after school) was successful, the desired number of students attending could have been better. Students at DESA are expected to maintain a 3.0 grade point average and if they fall below that average in any core subject (ELA, Science Social Studies., or Math) they get a deficiency and are offered tutorial to assist them with their work. Additionally, if a student just needs support, assistance is offered. Teachers on each grade level averaged three to four students, twice a week for 30-60 minutes. The tutorial was offered from September to April 2012. Saturday school was offered to students in grades 3, 4, 5, and 6 (96 students attended).

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

Parent commitment to bringing students to school in the morning, afternoon, and Saturday's proved sometimes to be a barrier which kept teachers from reaching the desired results.

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:

All of the interventions that were aforementioned will be continued. More emphasis will be placed on Level 1 Plans. Benchmarks will be established as a part of Race to the Top/Common Core and close monitoring will take place to ensure a successful outcome for all students. Additionally, all students will take the Star Literacy Reading and Math Diagnostic Assessment. A Response to Intervention (RTI) Plan has been established and will be closely

monitored. Staff will meet once a month to assess strategies used to improve student understanding. .In addition, close coordination and follow-up with parents will be instrumental in implementing strategies for student success.

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 learn and succeed in a rapidly changing world.	To raise standards and increase academic achievement at DESA through implementation of the K-7 reading/language arts, math, science, social studies, and performing/visual arts programs
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 DESA is “The home, school and community will work together to encourage students to become respectful, responsible, and productive citizens
Values What beliefs and standards guide our mission?	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving 	<p>The school environment will be supportive of The physical, emotional, and social development of students</p> <p>Students will be nurtured, encouraged, and challenged to continue the development of self-esteem.</p>

	• Creativity and innovation	
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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)

All students at DeKalb Elementary School of the Arts receive instruction in drama, dance, music, theater, and visual arts. Students are required to maintain a 3.0 Grade Point Average every semester. Parents are required to volunteer 16 hours each year and students are asked to wear uniforms daily. The school is located at 797 Fayetteville Road, Atlanta, Georgia 30316. The expected enrollment is 550 students. The following subgroups exist:

Enrollment:	528
<u>Grade Levels</u>	<u>Total enrollment</u>
Kindergarten	42
Grade 1	67
Grade2	71
Grade3	70
Grade4	71
Grade5	68
Grade 6	84
Grade7	55

Student Subgroups

Student Subgroup Total Enrollment

Male	142
Female	386
African	514

American/Black	
Hispanic	5
White	3
Multi Racial	6
Economically Disadvantaged	359
Students with Disabilities (SWD)	9

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

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

The CSIP Steering Committee along with parents, met to discuss a plan for conducting a comprehensive needs assessment. The meeting was held in the DeKalb Elementary School of the Arts Media Center and conducted in the spring of 2012. During the meeting, the Steering Committee noted the existing assessments/data that would be useful during this process. Specified evaluative instruments included attendance and discipline reports, writing assessments, benchmark tests, Lexia assessments, standardized and criteria referenced testing data. Additionally, the committee suggested conducting focus group discussions with parents, PTA executive board members, community stakeholders, students and teachers/staff members. The committee selected several individuals from the steering committee to chair the needs assessment breakout groups. Each group included teachers, and other staff members. The groups were assigned various documents from which to synthesize strengths and weaknesses, and ultimately charged with developing a list of needs for the school.

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		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		Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education		Student Surveys

SAT, ACT, and AP Exams		X	Parent/Community Surveys
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Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide.

Leadership and Governance

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

The following is historical data from the CRCT/ITBS:

Reading

	Did Not Meet %	Met %	Exceeded %
2012	1.4	51	48
2011	2.0	51	47
2010	2.4	59	39

Language Arts

2012	2.3	57	41
2011	2.0	62	36
2010	4.3	63	33

Math

2012	12	57	31
2011	12	55	33
2010	14	61	25

Science

2012	13	58	29
2011	17	57	26
2010	20	66	14

Social Studies

2012	20	66	16
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2011	24	64	12
2010	36	59	5

ITBS:

	READING COMPREHENSION			MATH TOTAL		
	2009	2010	2011	2009	2010	2011
Grade 1	93	93	93	47	54	65
Grade 3	72	69	63	61	67	64
Grade 5	66	56	62	62	69	67
Grade 7	64	68	70	58	67	70

GRADE 5 WRITING:

STANDARD	DOES NOT MEET	MEETS	EXCEED
2010	20%	78%	1%
2011	12	74	14
2012	8	90	3

The state assessment data indicates that the school has progressively increased annually in all areas (reading, language arts, science, and social studies) over the past three years. Our highest areas are reading and language arts. Currently 99% of the student population met/exceeded the standards on the CRCT. This is evident in the domains of reading comprehension and reading for information. The ITBS indicates that there is still work that needs to be done as it relates to reading comprehension at all grade levels.

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

Science and social studies are challenging for students at DESA. Although standardized test data have shown increased gains in the past few years, more emphasis must be placed on increasing instructional time.

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

A formal assessment system has been implemented with elements of collaboration between administrators and instructional personnel. However, greater evidence of shared analysis of data and related adjustment of the teaching-learning process will enhance overall and individual student achievement. All teachers will participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans,

examine student work, and monitor student progress). The collaborative work is aligned with the school improvement goals. Teachers will develop and use daily benchmark assessments to measure student learning. Additionally, teachers will expand the use of a variety of assessments to monitor student progress. Collaborative sharing of student work and noting formative assessment strategies to modify instruction will help to better meet student’s needs. Ongoing focus walks and peer assessments will be conducted twice monthly. The data collected will be used to improve instruction.

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
	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:

The school counselor organizes school-wide and/or grade level assemblies to address areas of concern, plans honors assemblies at the end of each semester, provides classroom guidance activities/discussions, heads the school wide incentive program for Student of the Month, meets with parents, consults with teachers and community agencies, organizes the mentoring program, provides individual counseling, and chairs the SST referral process. The school counselor also works with the social worker assigned to our school.

Psychologists: In addition to individually testing identified students, the school psychologist consults with staff and parents, provides professional learning activities, makes presentations to staff, is a member of SST and 504 committees, and serves on evidentiary hearings.

Social Workers:

- Function as a link between home, school, and community by bringing people together to promote the educational success of students.
- Intervene when there is a social, familial, or economic challenge, which impacts the learning process of students.
- Strengthen students' learning opportunities, achievements, and socio-emotional functioning by providing the following services
 1. assisting families in identifying community services and resources
 2. providing casework services to students who have problems adjusting to school
 3. facilitating individual and group support sessions

4. consulting with teachers, administrators, and parents regarding classroom behavior school policies, and procedures affecting student performance
5. acting as mandated reporters of suspected child abuse
6. responding to suicidal statements made by students
7. participating in crisis intervention teams
8. coordinating with the juvenile court to uphold the Georgia Compulsory School Attendance Law
9. participating as an active member of relevant special committees

School Nurses:

The DeKalb County Schools registered nurse supervises our school’s clinician. The clinician is responsible for consulting with community agencies, making presentations to staff, providing referrals to external agencies, scheduling the mobile dentist, distributes medication to children, and ensuring that effective communication is provided to parents of children who exhibit ailments/illnesses.

Strategies to Increase Parental Involvement

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

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

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

Through parent surveys DESA is able to gather information that allows staff members to better target parent needs. The county offers two seminars per year for parents that address many major concerns that school aged children face. DESA offers six parental involvement workshops that provide strategies for parents to utilize at home with their children in reading, math, technology, media, science, and social studies. School organizations, along with PTA, plan a variety of activities throughout the year to demonstrate parent appreciation, to promote school spirit, and to empower parents to be partners in the academic process. Some of the activities that have been planned for parent appreciation include:

- Goodies for Grandparents
- Donuts for Dads
- Holiday Lunches
- Muffins for Moms
- Volunteer Reception
- Complimentary family dinners and/or refreshments prior to PTA meetings

Activities to promote school spirit include:

- Dr. Seuss Day
- Service Projects
- Favorite Book Character Dress Day
- Family Picnic
- Father-Daughter Dance
- Ice Cream Social
- Mother-Son Bowling
- Field Day
- Spirit Nights at local restaurants
- Dances

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

x	Parental Involvement Handbook for Parents	x	Newsletters
x	School Website	x	Calling Post
x	DCSS Website/Community.Net	x	Parent Portal
x	Parent Right to Know Letter	x	Other (Specify) Grandparents Day, Muffins for Moms, Donuts for Dads, Mother Daughter Tea, Father Daughter Dance, etc.

The school provides parents with the information they need to support the academic programs through the following:

- Curriculum Nights
- Saturday School
- Weekly School Updates

Parent Conference Nights
Class Syllabi
Open House
Class Newsletters
PTA Newsletters
Tutorial Support for Families
Calling Post
Parent Portal ESIS
DeKalb County's system wide workshops for parents

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

API will go over test scores and analysis with staff during faculty meetings.
Scores are mailed and are discussed during parent teacher conferences and "Curriculum Nights"
Administration determines who shares student scores with parents
Scores are shared with students at the beginning of the semester and performance goals are established

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

Information is placed on state, county, and site based websites
Website data is broken down by grade levels
Principal conducts parental assessment forum at Open House
Posting Report Cards – Known as the AYP report, is uploaded to the school's website
CSIP results are posted online for parents to review
Letters are sent home explaining AYP status at beginning of the school year
Testing bulletin board will be constructed for the purpose of informing parents
Calling Post messages go out weekly to keep parents informed of all school academic/extra curricula activities

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

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.

Additional Interventions at DESA Using Scientifically Based Research

For the 2012-2013 school year, we have hired three teachers with Title 1 funds to reduce class sizes. The STAR researchers found that students in smaller classes consistently outperformed their peers in larger classes in all achievement categories, and that the greatest gains occurred for minority

students in urban schools. The Lasting Benefits Study documents a continued advantage for those students who attended smaller classes, though that advantage has diminished somewhat over time. The STAR research also found improvements in student engagement. The results suggested that students in smaller classes put more effort into learning, took the initiative to go beyond minimal requirements (i.e., stayed after class, used a dictionary), and showed less "nonparticipatory behavior," such as being disruptive or withdrawn (Finn and Achilles 1998).

There are two primary theories as to what goes on in smaller classes, according to RAND social scientist Brian Stecher. The first is the "more" view, which suggests that smaller classes simply allow more individual contact, more opportunity for teacher feedback to students, and more contact with parents. This theory holds that teachers can "do what they've done better, and do more of it," Stecher says. Second is the "different" view, which suggests that in smaller classes teachers can provide individualized instruction, move from teacher-directed to student-directed learning, and engage in different types of learning activities

Additionally, funds have been established to provide teachers with outside resources to get training (national/state/local conferences/training). Common sense suggests a good teacher matters. Personal experiences with inspirational and challenging teachers reinforce this notion. Research has also shown that some teachers have a more significant impact on student achievement than others (McAffrey, Lockwood, Koretz, & Hamilton, 2004; Rivkin, Haushek, & Kain, 2005; Rockoff, 2004). Teacher quality is seen as a key policy lever to narrow achievement gaps that exist along racial and economic lines. Ensuring the quality profile of the teacher workforce is crucial to extend the democratic mission of public schooling to the unprecedented number of students who are more diverse than at any point in US history.

As a part of 2012-2013 school year, DESA will continue the afterschool tutorial program which is funded by Title1. Most of the research on tutoring generally finds it to be moderately effective at improving academic achievement. In 1982, a meta-analysis of 65 tutoring studies (Cohen) found that tutored students outperformed their peers on examinations, and expressed more positive attitudes toward the subjects in which they were tutored. Tutoring was particularly beneficial among children from disadvantaged socioeconomic backgrounds, with learners showing greater than average gains in reading and mathematics achievement and less absenteeism than nonparticipating counterparts. Both structured and unstructured programs produced measurable academic effects; however, the effects of more structured tutoring programs were greater.

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	<p>Title 1 funds are used to support the programs outlined below:</p> <ul style="list-style-type: none"> ○ <input type="checkbox"/> Salary for three teachers ○ <input type="checkbox"/> Continue to purchase classroom library leveled books on a variety of subjects and interests in efforts to increase student achievement in Inference and Vocabulary based domains on CRCT tests ○ <input type="checkbox"/> Purchase instructional resources and provide workshops/Georgia Performance Standards ○ Information meeting to increase parent involvement and promote reading for enjoyment in the home ○ <input type="checkbox"/> Purchase books for the Principal’s Book-of-the Month Program ○ <input type="checkbox"/> Cover expenses for the After-School Tutorial Academy, which will serve as a safety net ○ Program to strengthen decoding, vocabulary, science, social studies, math, reading comprehension skills ○ Purchase of Technology such as IPAD, IPAD APTS, White Boards, Software, Laptops, Desk Top Computers to support instruction ○ Staff Development for teacher to attend Local, State and National Conferences
State Funds	
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	<p>These funds will be utilized to provided resources to support the school improvement plan (reading materials for the staff and training)</p>

Grants (list) High Museum /Atlanta Symphony	These funds are allocated to enhance the visual arts/music program. Students are afforded the opportunity to attend the symphony and visit the High Museum of Art
PTSA	These funds are allocated to enhance the instructional program and to increase parental involvement.
Partners in Education	These funds are to support student incentive and parental involvement programs.
Other (list) Extended Day Program	These funds are used to provide material to enhance classroom instruction/staff development

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 increase the percentage of students performing at Level II and Level III on the reading and language arts portions of the state mandated Georgia Criterion-Referenced Competency from 99% to 100% Emphasis will be placed on Operational Language (usage) in grades 3-7 as a results of the ITBS and the CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Curriculum 3.1 PA 2 □ Diagnose the needs of students and create an appropriate Classroom Profile Summary to include: ▪ Power Standards ▪ Multiple Intelligences □ Formative Assessment Strategies	Title 1 Funds as allotted.	Oct 2012-May 2013 • Principal • API • Dept. Chairs	□ Disaggregated formative assessment results □ Disaggregated summative assessment	The principal and other school leaders are aware of the students who struggle to meet standards, as well as those who exceed the standards. They are also responsible for monitoring student progress during classroom visits.

<ul style="list-style-type: none"> ▪ 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. <p>Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered. Administer summative assessments to validate that students have mastered standards and update classroom profile</p>		<ul style="list-style-type: none"> • Teachers • Student support personnel 	<p>results</p> <ul style="list-style-type: none"> ▫ Disaggregated teacher made assessment results ▫ Rubrics ▫ Reading inventories or reading logs, etc. ▫ Class profile forms ▫ Teacher/student conferencing notes 	<p>Teachers can articulate how instruction is revised as a result of disaggregated data.</p> <p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>
<p><u>Students with Disabilities: PA8</u></p> <p>Provide “fill the gap fluency/automaticity” instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the area of reading fluency.</p> <ul style="list-style-type: none"> ○ Supplemental materials will be used by interrelated teacher to reinforce skills ○ Tutorial will be offered before and after school 	<p>N/A</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • API • Instructional Coach • Teachers 	<p>Lesson plans</p> <p>-classroom observation documents</p> <p>-focus walk documents</p>	<p>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.</p>

<p><u>English Language Learners*</u></p>				
<p><u>Technology Integration</u> Instruction Standard 2: Research-based instruction is standard practice. 2.7 Use of Technology - Performance/ Action 2 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"> • Interactive Board lessons • Lessons utilizing LCD Projectors, document cameras, small group instruction, mobile computer labs and/or computers in the classroom • Small group instruction utilizing mobile computer labs and classroom computers/Printers • Star Reading • USA Test Prep • Compass Learning • HP Laser Jet Printers • Earphones 	<p>Funding: \$ 5,000</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • API • Dept. Chairs • Teachers • Student Support Personnel 	<ul style="list-style-type: none"> ▫ Lesson or unit plans ▫ identifying use of technology ▫ Focus walk data on the use of technology ▫ Media center/lab use schedule ▫ Samples of Student work ▫ Samples of Performance tasks <p>Research projects, etc.</p>	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology.</p> <p>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

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

Mathematics Action Plan

Annual Measurable Objective: To increase the percentage of students performing at Level II and Level III on the math portions of the state mandated Georgia Criterion-Referenced Competency from 88% to 92%. Emphasis will be placed on Numbers and Operations in grades 3-7 as a result of the ITBS and the CRCT.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Curriculum 3.1 PA 2 Routinely disaggregate formative and summative assessment data to adjust implementation of the curriculum and improve instruction.</p> <ul style="list-style-type: none"> ▫ Diagnose the needs of students and create an appropriate Classroom Profile Summary to include: <ul style="list-style-type: none"> ▪ Power Standards ▪ Multiple Intelligences ▫ Formative Assessment Strategies <ul style="list-style-type: none"> ▪ 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. ▪ Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered. Administer summative assessments to validate that students have mastered standards and update classroom profile records. 	Title 1 Funds as allotted.	8/2012-5/2013 <ul style="list-style-type: none"> • Principal • API • Dept. Chairs • Teachers • Student support personnel 	<ul style="list-style-type: none"> ▫ Disaggregated formative assessment results ▫ Disaggregated summative assessment results ▫ Disaggregated teacher made assessment results ▫ Rubrics ▫ Math logs, etc. ▫ Class profile forms ▫ Teacher/student conferencing notes 	Principals and other school leaders are aware of the students who are struggling to meet standards, as well as those who exceed the standards and monitor their progress during classroom visits. Teachers can articulate how instruction is revised as a result of disaggregated data.
<p>Instruction 2.1 PA 1 Utilize and monitor the three part lesson as an instructional framework for all lessons.</p>	Title 1 Funds as allotted.	8/2012-5/2013		Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a

		<ul style="list-style-type: none"> • Principal • API • Dept. Chairs • Teachers • Student support personnel 	<ul style="list-style-type: none"> ▫ Lesson plans ▫ Observation of an established delivery model ▫ Observation of various instructional roles of teacher as facilitator, presenter, and/or coach during lesson, etc. <p>Varying activities for opening, work time, closings, inquiry, etc.</p>	<p>lesson.</p>
<p>Instruction 2.2 PA 1 Study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> ▫ Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level. ▫ Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. ▫ Ask high-level questions needed to assess students' understanding of 	<p>Title 1 Funds as allotted.</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • API • Dept. Chairs • Teachers • Student support personnel 	<ul style="list-style-type: none"> ▫ Open-ended questions on assessments ▫ Performance tasks ▫ Rubrics ▫ Graphic organizers ▫ Classroom assessments ▫ Posted essential questions, standards. 	<p>Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking and promote depth of knowledge.</p>

<p>concepts during instruction.</p> <ul style="list-style-type: none"> ▫ Utilize Thinking Maps to organize concepts for understanding Implement Marzano’s nine high yield Strategies 				
<p><u>English Language Learners*</u></p>				
<p><u>Technology Integration</u> Instruction Standard 2: Research-based instruction is standard practice. 2.7 Use of Technology - Performance/ Action 2 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"> • Interactive Board lessons • Lessons utilizing LCD Projectors, document cameras, small group instruction, mobile computer labs and/or computers in the classroom • Small group instruction utilizing mobile computer labs, classroom computers, and flip cameras, supplies (Dry Erase, Plastic Rods, and USB Cables) • Star Math • USA Test Prep • Study Island • OAS • Symphony Math 	<p>Funding: \$3,000</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> • Principal • API • Dept. Chairs • Teachers • Student Support Personnel 	<ul style="list-style-type: none"> ▫ Lesson or unit plans ▫ identifying use of technology ▫ Focus walk data on the use of technology ▫ Media center/lab use schedule ▫ Samples of Student work ▫ Samples of Performance tasks ▫ Research projects, etc. 	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology.</p> <p>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

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<ul style="list-style-type: none"> • Mountain Math • Folding Geometric Shapes • Dry Erase Boards 				
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan				
Annual Measurable Objective: To increase the percentage of students performing at Level II and Level III on the science portions of the state mandated Georgia Criterion-Referenced Competency from 87% to 89.7%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 2.3, PA 3:</u> Teachers use the standards as expectations for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.</p> <ul style="list-style-type: none"> ▫ Professional learning on DI strategies ▫ Collaborative planning for differentiation of strategies ▫ Implementation and Monitoring of DI strategies: <p>Place students who are not meeting standards into groups according to science assessment results and assign them to safety net instruction before or after school.</p> <p>Use of Common Core State Standards grade level practice books (Buckle Down, Common Core Coach books)</p>	Title I Funds \$1,500	8/2012-5/2013 <ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principal ▫ Science Dept. Chair ▫ Grade Level Chairs ▫ PL Liaison Teachers 	<ul style="list-style-type: none"> ▫ Student work ▫ Lesson plans ▫ Meeting notes ▫ Sign in sheets ▫ Group lists ▫ Pretests ▫ Post-tests ▫ Portfolios ▫ Manipulatives ▫ Student choice activates ▫ Classroom arrangements Observations	CRCT Performance

<p>Tomsyner Work & Simple, Sound, Water Cycle, Electric Current, and Living Things</p>				
<p><u>Students with Disabilities:</u> Increase the percent of students with disabilities who are educated in general education classes:</p> <ul style="list-style-type: none"> • Implement co-teaching classes when feasible • Implement “supportive instruction” in which special education paraprofessionals provide support by co-teaching with general education teachers. • Increase the number of students with disabilities who participate in general education classes with only one teacher. Write IEPs accordingly. 		<p>8/2012-5/2013 Principal, Assistant Principals Instructional Coach LTSE Teachers</p>	<p>-Master Schedule -Class lists -Collaborative planning meeting dates -Agendas -Minutes -Lesson plans -IEP s</p>	<p>The LRE Report on Tie Net for the school indicates that an increasing number of students with disabilities are being educated in general education classes for at least 80% of the school day or if the rate is above the state average, then it remains above that level.</p>
<p><u>English Language Learners*</u></p>				
<p><u>Technology Integration – Instruction 2.7:</u> <u>PA 2:</u> Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> ▫ Computer Lab ▫ Class multi-media projects ▫ Laboratory projects 	<p>None</p>	<p>8/2012-5/2013 Principal Asst. Principal Science Dept. Chair Teachers</p>	<ul style="list-style-type: none"> ▫ Computers ▫ Technical Equipment Student work samples (projects) Lesson plans containing differentiated instruction 	<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 enhance their learning process.</p>

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

Social Studies Action Plan				
Annual Measurable Objective: To increase the percentage of students performing at Level II and Level III on the social studies portions of the state mandated Georgia Criterion-Referenced Competency from 82% to 84.2%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 2.2, PA 1:</u> Teachers and other instructional leaders study the standards and elements and develop high level questions for assessments and performance task that require critical thinking application, etc. Implementation and monitoring of strategies such as informational writing through research on a specific topic. Emphasize geography skills. Use of Common Core State Standards grade level practice books (Buckle Down, Common Core Coach books)</p>	<p>Professional Learning Funds</p> <p>200.00 DCSS</p> <p>State/National Conference \$2,000</p>	<p>8/2012-5/2013</p> <p>Principal Assistance</p> <p>Principal Social Studies Department Teachers</p>	<p>Open-ended questions</p> <p>Performance tasks</p> <p>Rubrics</p> <p>Graphic organizers</p> <p>Posted essential questions</p>	<p>Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking.</p>
<p><u>Tutorial/Safety Nets/ELT Assessment Standard 3: 3.1 Performance/Action 4</u></p> <p>Students not meeting standards are grouped according to assessment results and are assigned to safety net instruction which occurs before and during school. All extended learning sessions are monitored for effectiveness by analyzing data from</p>	<p>No local funds needed</p>	<p>Session I</p> <p>October & November, 2012</p> <p>Session II</p> <p>February & March, 2013</p> <p>Teachers</p> <p>Grade three</p>	<p>Benchmark test and teacher made test</p> <p>CRCT</p> <p>Practice test</p>	<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.</p>

<p>assessments on a regular basis. Student data Formative assessment Summative assessment, etc.</p>		<p>And up</p>		
<p><u>Classroom Instructions that Works, Marzano Instruction Standard 2.5 Performance/Action 2</u> Utilize graphic organizers on a weekly basis to enhance understandings of content area concepts with utilization of Interactive Board and Spider Webs Power Point presentation. <u>Diagnostic test results</u> <u>Assessment class profile charts</u> <u>Grouping assignments</u> <u>Unit and/or lesson plans</u></p>	<p>Title I Funds \$2,000</p>	<p>2012-2013 Principal API PL Liaison Social Studies Chairperson</p>	<p>Benchmark test, ITBS & CRCT performance</p>	<p>Teachers can show examples of diagnostic and formative assessment that have been used to determine flexible groups</p>
<p><u>Students with Disabilities PA1</u> Increase the percent of students with disabilities who are educated in general education classes: Implement co-teaching classes when feasible Implement “supportive instruction” in which special education paraprofessionals provide support by co-teaching with general education teachers. Increase the number of students with disabilities who participate in general education classes with only one teacher. Write IEPs accordingly</p>	<p>N/a</p>	<p>8/2012-5/2013 Principal Assistant Principal Instructional Coach LTSE Teachers</p>	<p>Master Schedule Class lists Collaborative planning Meeting dates Agendas Minutes Lesson plans IEP s</p>	<p>The LRE Report on Tie Net for the school indicates that an increasing number of students with disabilities are being educated in general education classes for at least 80% of the school day or if the rate is above the state average, then it remains above that level.</p>

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<u>English Language Learners*</u>				
<u>Technology Integration</u> Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as means to motivate and support students' conceptual understanding and independent application of the core curriculum. <ul style="list-style-type: none"> • Computers • LCD projectors and other technological equipment • Comprehensive plan to integrate technology 	No cost	8/2012-5/2013 Classroom teachers	CRCT Test scores, benchmarks	Teachers can articulate the use of comprehensive technology plans to enhance student learning

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

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: To decrease student tardiness by 10%				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Attendance/Graduation Rate PA 1</u> A site based team will be established and will meet monthly to concentrate on student	Title I funds 300.00 (for incentives.)	8/2012-5/2013 -Counselor -Social	Minutes and sign-sheets	The attendance team exists and meets regularly to discuss trends and best practices to address student

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<p>tardiness and how we may decrease the number of tardy students by a minimum of 15%.</p> <ul style="list-style-type: none"> Collect analyze and interpret trend data indicative of high-school attendance and incorporate some of those components into this schools' rituals and routines. 		<p>Worker -Leadership Team</p>		<p>attendance.</p>
<p><u>Attendance/Graduation Rate PA 8</u></p> <p>The attendance team will continually ask for input from staff members on how to decrease tardiness among the student population.</p>	<p>No cost</p>	<p>8/2012-5/2013 -Counselor -Social Worker -Leadership Team</p>	<p>Questionnaires, Surveys</p>	<p>The school leaders describe how decisions are made through input from Questionnaires, surveys, etc. All personnel can describe how they are able to provide input for decisions.</p>

<p>Library-Media Action Plan To increase the number of students that meet/exceed the standards on the spring 2013 CRCT for grades 1-7 in the following areas with a 97% participation rate: Reading /Language Arts, Mathematics, Social Studies and Science Annual Measurable Objective:</p>				
<p>Performance Action or Initiative</p>	<p>Estimated Cost/Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
			<p>Artifacts</p>	<p>Evidence</p>
<p><u>Instruction 1.2:PA 4</u> The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation □ Teacher-Librarian attends collaborative</p>	<p>\$3000 Media Center Budget</p>	<p>8/2012-5/2013 □ Principal □ Leadership Team □ Teacher-Librarian □ Grade Level</p>	<p>□ Local reading reports □ Resource alignment to units □ Media circulation records,</p>	<p>Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.</p>

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<p>planning meetings and serves on Leadership Team</p> <ul style="list-style-type: none"> ▫ Leveled books are made available to students based on reading levels. <p>Teacher-Librarian purchases resources to support grade level units of study</p>		Chairs	etc.	
<p><u>Technology Integration – Instruction 2.7: PA 2:</u> Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> ▫ Accelerated Reader ▫ Class multi-media projects ▫ GALILEO ▫ Destiny ▫ STAR Reading 	<p>\$2500.00 for AR upgrade Title I Budget \$3,500 for STAR Reading</p>	<p>8/2012-5/2013 Principal Leadership Team Teacher-Librarian Grade Level Chairs</p>	<ul style="list-style-type: none"> ▫ Computers and other technological equipment ▫ Media center/ lab use schedule ▫ Research Projects ▫ Lesson or unit plans 	<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>

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)	Teacher teams will meet regularly to monitor the implementation of the strategies/interventions of the school improvement plan. This includes identifying the Pyramid of Intervention that will	Continuously discussion on the implementation of the School Improvement Plan Net steps action plan Information gathered from awareness walks Unit and /or lesson planning Pyramid of Interventions,	August 2012-May 2013	Minutes from meetings	Teachers can articulate what strategies /interventions are being implemented Teacher can

	<p>address what will be done for students when they are not successful in mastering the agreed upon knowledge, skills and understandings in the performance tasks.</p> <p>Whole faculty meetings focused on ways to improve teaching and learning in the school.</p>	etc.			<p>articulate the tiers of the pyramid of intervention</p> <p>Students can articulate specific strategies that are helping them to increase their learning and how they apply these strategies in other areas.</p>
Federal					
Grants					
Local					

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
<p>Performance/Action 3 (DCSS IR Supplement) The Safe Schools Committee develops a Positive School Discipline Plan to prevent ETS/OSS Referrals. This plan should be based on a pyramid of interventions</p>			<ul style="list-style-type: none"> ▫ Pyramid of interventions ▫ Written school discipline plan ▫ List of persons responsible ▫ Time line of implementation 	<p>Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment (i.e., classroom meetings, teaching and supporting the use of pro-social skills such as empathy and social problem solving, teaching and supporting health promotion strategies that support good nutrition and exercise).</p> <p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.</p> <p>All students are aware classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and</p>

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				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.
<p>Performance/Action 13 (DCSS IR Supplement) School staff and students are held accountable to the Positive School Discipline Plan</p>			<ul style="list-style-type: none"> ▫ Posted rules ▫ Posted standards for success ▫ Documentation for tiers of intervention prior to referral ▫ Anecdotal data ▫ Student referrals ▫ Dispositions ▫ Teacher data for referrals Walk-through checklist 	<p>Teachers and students can articulate classroom expectations. This includes rules, policies, and procedures for activities and transitions as well as behavior that demonstrate respect for others.</p> <p>Parents are informed of classroom and school wide expectations and are consistently provided feedback regarding their child’s behavior.</p> <p>Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before administrative referrals.</p>

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
The school will provide a collaborative planning time for teachers through one or	\$1000	August 2012 –	▫ Master schedule	Grade levels and/or content area teachers know what to teach, when

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<p>more of the following actions:</p> <ul style="list-style-type: none">▫ Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis▫ Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes▫ Monitor lesson plans and classroom activities for evidence of collaborative planning▫ Train faculty members on how to develop and implement effective collaborative planning protocol		<p>April 2013</p> <p>TSS: Cheryl Bethel Pricilla Marshall</p>	<ul style="list-style-type: none">▫ Calendar of collaborative planning events▫ Collaborative planning meeting minutes▫ Lesson plans▫ Classroom observations	<p>to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.</p>
<p>The school leaders show concern and interest for the well-being of faculty and staff members. School leadership, parents, and community members will promote a proactive and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation.</p>	<p>NA</p>		<p>Calendar reflects record keeping of staff birthdays</p> <p>Recognition of achievements, etc.</p>	<p>The school leaders describe how he/she recognizes faculty/staff birthdays, anniversaries and/or achievements such as earning advanced educational degrees, etc.</p>