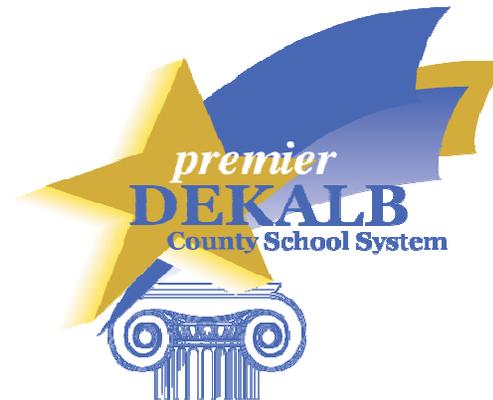


DeKalb County School System

Consolidated School Improvement Plan **2012-2013**



Published by the Office of School Improvement
Ms. Kendra March
Deputy Superintendent, School Leadership and Operational Support

**DeKalb County School System
 CONSOLIDATED SCHOOL IMPROVEMENT PLAN 2012-2013
 Title I School Wide Plan 2012-2013**

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

<p>No Child Left Behind Act of 2001</p>	<p>Federal and State mandate Required for all DeKalb County Schools</p>
<p>AdvancEd (SACS CASI)</p>	<p>Required for District-wide Accreditation</p>
<p>Georgia Department of Education Annual School Improvement Plan</p> <p>AYP Addendum (as appropriate) ___NI School Improvement Focus (NI-1 and NI-2) ___Corrective Action (NI-3 and NI-4) ___Restructure (NI-5+)</p>	<p>Georgia DOE mandate Required for all DeKalb County Schools</p> <p>NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.</p>
<p>Title I ___New Title I Schoolwide Plan ___Annual Addendum ___Targeted Assistance Plan</p>	<p>Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</p>
<p>DeKalb County School System Departmental Action Plans ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Health and Wellness</p>	<p>Required for all DeKalb County Schools Copy to individual departments</p>

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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. Jason Marshall	Date:
Area Assistant Superintendent: Ms. Cynthia Britson	Date:

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
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

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 approved by the school's local School Council.

Fernbank Elementary School

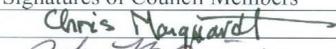
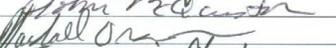
Mr. Jason Marshall

CSIP 2012-2013

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	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Mr. Chris Marquardt		10/4/12
2.	Mr. John McQuiston		10-4-12
3.	Mr. Marshall Orson		10-4-12
4.	Mrs. Stephanie Clark		10-4-12
5.	Mrs. Ruth Haas		10-4-12
6.	Mrs. Shayla Sturkey		10-2-12
7.	Mr. Jason Marshall		10-5-12
8.			
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A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.

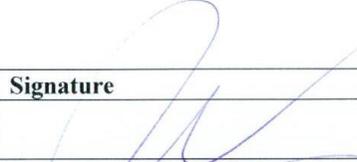
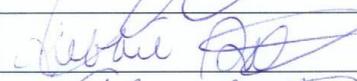
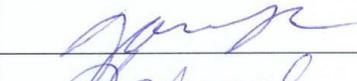
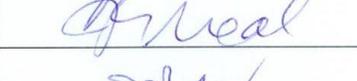
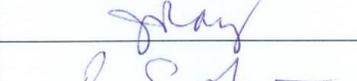
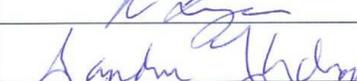
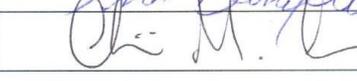
Fernbank Elementary School

Mr. Jason Marshall

CSIP 2012-2013

A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Mr. Jason Marshall		10/1/12
CSIP Facilitator	Ms. Debbie Satterfield		10/1/12
Parent Representative (can not be a school employee)	Mrs. Aleigha Henderson-Rosser		10/4/12
Student Representative (required for High School)	N/A		
Community Representative (can not be a school employee)	Jack McFarland		10/2/12
School Counselor	June Neal		10-1-12
Special Education Representative	Joan Ray		10/2/12
Reading/ELA Chair	Inez Sydow		10-1-12
Math Chair	Korti Boyd Shayla Sturkey		10-2-12
Science Chair	Kelli Ryan		10/1/12
Social Studies Chair	Sandra Thibodeaux		10/2/12
Professional Learning Liaison	Thomas Benefield		10/2/12
Library Media	Alicia Jacobs		10/1/12

School Mission and Vision

<p style="text-align: center;">Fernbank Elementary School</p>	<p style="text-align: center;">Mr. Jason Marshall</p> <p style="text-align: center;">DeKalb County School System</p>	<p style="text-align: center;">CSIP 2012-2013</p> <p style="text-align: center;">School</p>
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>“DeKalb County School District” – Victory In Every Classroom.</p>	<p>At Fernbank Elementary School we will stimulate in students a life-long love of learning by providing a world-class educational opportunity. Our student body will be comprised of young people who are literate, honest, caring, and self-sufficient. Students at Fernbank will be valued as individuals with different abilities, learning styles, and needs. We will nurture, challenge, and guide students to become independent learners and creative problem-solvers through the International Baccalaureate Program. The Fernbank Elementary faculty and staff along with parents and students will demonstrate respect for the value and uniqueness of other cultures within our international community</p>
<p>Mission How will we make our vision a reality?</p>	<p>The mission of the DeKalb County School District is to form a collaborative effort between home and school that maximizes students’ social and academic potential, preparing them to compete in a global society.</p>	<p>Everyone teaches and everyone learns! Everyone respects and everyone cares! Everyone is unique and everyone works together! Fernbank Elementary is striving to provide our students with an international perspective and understanding, so that they are fully equipped with the prerequisite skills to succeed in a global economy.</p>
<p>Values What beliefs and standards guide our mission?</p>	<ul style="list-style-type: none"> ▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL 	<p>Fernbank Elementary School believes:</p> <ul style="list-style-type: none"> *All children can learn, achieve and succeed when their identified individual needs are met. *Students learn in different ways and their individual learning styles should be met with a variety of teaching methods. *Sound instructional strategies can be implemented through data-driven decision-making. *Student learning should be supported through a variety of programs including special services and resources. *High expectations for learning and clear goals are important to increase individual student performance. *Teachers, administrators and staff should work together to provide a safe, clean and orderly environment that promotes learning. *Student and family involvement in community and school related programs enhance success. *Cultural diversity will promote student understanding of different cultures and enrich the learning environment.

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)

In the historic Druid Hills community of Atlanta, Georgia, stands Fernbank Elementary School. Founded in 1957, Fernbank has long been known for excellence in academics, sportsmanship and the arts. Principal Jason Marshall completed his elementary years at Fernbank with these same high standards.

Over 40 different countries are represented in the Fernbank student body. Communities from across the county are included in our student body as well due to Fernbank's participation in the DeKalb County School District's School Choice Program. Our current enrollment consists of more than 676 students of a diverse ethnic makeup with 414 White students, 108 Asian students, 94 African-American students, 2 American Indian/Alaskan and 25 Hispanic students. The rigorous International Baccalaureate academic program, Spanish language instruction, ESOL classes, a vibrant multicultural population, and active parent participation and support combine to give students an excellent grasp of world and of the pleasures of interacting with and learning from people of diverse national, ethnic, cultural, and religious traditions.

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**

Fernbank Elementary School undertook the task of defining its comprehensive needs assessment by engaging in a complete study that involved teachers, administrators, support staff, parents, students, and community leaders.

Groups were established to examine the school’s profile data. We focused on changes in the school, the broader educational community and student achievement. Thorough examination of this data clearly identified how we need to assist and meet the needs of our student sub groups.

Summaries of our research as well as trends in education were identified and discussed by the planning team as we developed our comprehensive needs. We took into account best practices identified through research and the challenges and opportunities our students may possibly face in the future.

A thorough analysis of the DOE report card, CRCT summary scores, ITBS summary scores, 5th grade writing summary test scores, ACCESS, instructional focus walks, attendance (staff and students) were used to directly inform the needs assessments targets.

Drafts of the school’s data were distributed to staff, parents, and community members for comments and suggestions. The planning team collected feedback and changes were based on suggestions we received.

Location: Fernbank Elementary Media Center

Date and time: August 27, 2012 at 2:45p.m. Sept. 10, 2012 at 2:45 p.m.

How: Whole group meeting and then break out sessions in small groups to discuss and analyze demographic data, achievement scores, AYP, and DOE Report card to determine each student sub group needs and teacher training needs.

Location: API office, Fernbank Elementary School

Date & Time: 8-13-2012; 9-3-2012

How: Steering committee: group meeting discussion of roles and procedures. edit and revisions

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
x	School Report Card	x	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
x	School AYP Report	x	Students with Disabilities	x	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		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			x	Parent/Community Surveys

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered statewide and nation-wide (NCLB Mandate #12).

Leadership and Governance (NCLB Mandate #1 – must be updated annually)

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

Fernbank Elementary School is a unique facility where we implement the International Baccalaureate Program to ensure that students, faculty, staff and parents have the opportunity to thrive in an environment that is academically stimulating, and socially responsive to different cultural, educational and emotional needs. In addition to nurturing individual learning styles and cultural differences, we place emphasis on providing a data-driven, quality-based education for all children. The faculty use data from the AYP report to directly inform differentiated teaching strategies. Further, we have programs in foreign language, laboratory science, and art, music, and physical education and computer/technology literacy available to students at Fernbank Elementary. In addition, an extensive library collection with a full-time librarian and part-time media clerk serves as a resource center for the students and staff. We are now able to provide Promethean Interactive Whiteboards in every classroom to further support all academic learning styles and assessments. This interactive tool keeps us at the forefront of technological developments within the educational setting and provides further opportunities for differentiated instruction. As an international faculty embracing the many technological developments around us, we are now communicating daily with the parents through our teacher websites. In this way, we continue to reinforce the home-school parent link and are striving to provide *service excellence* within our educational community.

During the beginning of each school year the administration and teachers review the results of all standardized test data identifying our need for extending, differentiating and re-mediating our instruction. We met and exceeded our AYP targets for the 2012 academic year. We have continually improved upon our target to increase the total number of children ‘meeting and exceeding’ across all core curriculum areas. To further the concrete data improvements, teachers and staff members also use many forms of communication with parents to keep them abreast of the progress their children are making. They use newsletter – “The Flash,” DeKalb’s Parent Portal, agenda planners, and notes in the students’ agendas and journals. Teachers on all grade levels have built their own websites to further strengthen the home-school communication link. Many teachers use the Promethean Interactive Acti-votes to do regular on-going formal and informal assessments. We are now able to share the information gained from the Acti-votes with the parents and guardians at conference night. This information is provided graphically to support the informal classroom assessments. School-wide programs include Student of the Month (based on the International Baccalaureate Primary Years Program profile) and comprehensive awards programs at the end of the year. To ensure clear instructions, lessons are modeled, instructions are given in steps, and students paraphrase and repeat the instructions and are then encouraged to ask lots of questions. Additionally, teachers place the objective for the lesson on the board to help clarify instruction. Students are encouraged to come to the Media Center during the course of the day for checkout, research, and to use the Accelerated Reader

Program. Teachers use the Media Center to instruct their children in various research options and to acquaint them with the services that our library provides. Parents are very involved in Fernbank Elementary School; Our PTA has 100% participation.

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

Fernbank Elementary continually strives to strengthen its educational foundation with the support of the PTA, dedicated staff and links with the DCSS. As an IB school, we are continually reviewing how to further consolidate and make our international program stronger and broader. We are doing this through staff development workshops delivered directly by the IB foundation. We are working directly with the IB coordinators from the middle and high schools to ensure that the IB curriculum spirals in a direct effort to provide continuity across all subject areas. We are currently developing our interactive whiteboard lessons that directly relate to the IB curriculum and the Common Core Georgia Performance Standards. In this way, we are endeavoring to provide a holistic curriculum that meets the differing learning styles of all the children in our educational community. We implemented the Lexia Reading Program with our lower readers and our ELL's with great success. For this school year 2012-2013, we have established a Writing Committee, which is tasked with creating a school-wide philosophy and policy to develop writers at every stage of their academic careers. As we provide these opportunities we hope to exceed all expectations and strive to empower all students within our international community.

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

Small Group Book Studies:

Writer's Workshop, The Essential Guide, Paul Fletcher, (2001)

Writing Mini Lessons Grade K-5, Hall, Cunningham, Renner & Smith, (2002)

Workshops:

Inquiry in the PYP and the Written Curriculum, Location: CASIE

Differentiated Instructional Practices – Location: Fernbank

Reading in the PYP Location: CASIE

Instruction by Highly Qualified Teachers (NCLB Mandate #3)

7) Describe the process the school will use to recruit highly qualified and effective teachers.

To attract highly qualified teachers, Fernbank Elementary maintains its reputation as one of the premier elementary schools in DeKalb County. Fernbank has a tradition of providing an excellent education. While the focus is providing a quality basic education for the children, the program enhances the total education of each child and includes foreign language, science laboratory, art, music, physical

education, and computer/technology literacy. Our school has also received Gold and Silver awards annually since AYP has been instituted from the Governor's Office of Student Achievement for highest percentage of students meeting and exceeding standards. We also recruit highly qualified teachers through county sponsored job fairs.

DeKalb County mandates strict policies and procedures regarding the hiring of teachers. At Fernbank, prospective teachers are interviewed by the principal, assistant principal and team. We employ the most qualified individuals to teach and support students in the classroom. Every teacher has an appropriate background, experience, and credentials for his or her teaching assignment. Our belief is that a caring, competent, qualified teacher for every child is the most important part of educational reform. All teachers are encouraged to become Gifted Certified while working at Fernbank Elementary School.

8) List strategies that the school employs to retain highly qualified and effective teachers.

Some of the many strategies employed at Fernbank to retain our highly qualified & effective teachers include: the implementation of a communication network to provide guidance on instructional and discipline concerns, as well as expectations; providing teachers with resources and support in the areas of instruction and classroom management; providing new teachers with a mentor; promoting a favorable climate; providing staff development to teachers in the areas of classroom management, computer skills, interpersonal skills, ESIS & TA training and time management.

9) Describe the professional development activities that will be implemented to support new highly qualified teachers.

New teachers are embraced by a mentor teacher who ensures that the new teacher is aware of all of the above resources as well as modeling and supporting them in things such as: planning differentiated lessons, professional conduct, chain of command, emergency procedures, parent conferences & contact, lesson planning, CCGPS/GPS incorporation, pre & post planning, & use of technology. New teachers participate in the PRIDE (Program of Induction for new DeKalb Educators) program, which provides support for new teachers in the 1 to 3 year induction phase of teaching. Teachers receive support in the areas of Classroom Management, Foundations of Effective Teaching, and Research Based Instructional Strategies. Teacher involvement in Decisions Regarding the Use of Academic Assessments (NCLB Mandate #7)

10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.

Teachers are very involved in the selecting, implementing and monitoring of assessments. Measures are taken to include teachers in the decisions regarding the use of academic assessments, which helps to provide information on students to improve the performance of individual students and the overall instructional program.

During collaborative team and grade level meetings teachers discuss and make decisions using best practices to determine strategies to prepare students for state and locally mandated tests such as ITBS & CRCT. Teachers decide what materials and supplies are needed to prepare students for testing.

Early Intervention Program (EIP) – teachers provide names of students to recommend for the program.

Pre and Post Chapter and Theme Tests – are teacher generated by each individual teacher.

International Baccalaureate Primary Years Programme PYP Portfolio – is a profile of student achievement and accomplishments. It is an important mechanism for documenting a student's educational progress through the curriculum. The portfolio contains samples of the student's work and a self-assessment by the student.

Teachers carry out all assessment of student work in the PYP. The program calls for two types of assessment; formative – interwoven with daily learning which helps teachers and students find out what the students already know in order to plan the next stage in learning, and summative assessment which happens at the end of the teaching and learning process and gives the student opportunity to demonstrate what they have learned. PYP promotes the use of a range and balance of school-based assessment and feedback techniques, including student/teacher/parent conferences, writing samples, structured observations, and performance tasks assessed by teachers and by the students themselves.

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.

At Fernbank, assessment does more than determine facts, dates, times and formulas, but in addition provides us with information on whether they can apply that information in a real-world context, we use a myriad of assessments.

Teaching and assessing on a continual basis help students work toward their goals. Therefore, our instruction and assessment are interwoven. In this environment, students learn that an ability to self assess improves their own performance. Teachers learn to make changes and adjustments to meet the different and changing needs of their students.

We employ curriculum compacting using benchmark pre and post tests to better meet the needs of our students, on both ends of the spectrum. Since our classrooms are driven by student inquiry, it is important for our students to know what good performance and products look like. Teachers design performance criteria and define clearly what achievement targets they want their students to reach with the use of

rubrics and checklist. In addition, these assessment tools are differentiated to meet the vast level of abilities found in each classroom. Written and oral feedback through student teacher conferences is widely used, especially in our writing program. This clearly helps children's motivation to move their performance forward with higher expectations.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (NCLB Mandate #9)

12) Describe the procedures in place to identify students who need additional assistance on a timely basis.

Fernbank is privileged to have an EIP reading and math teacher. These teachers work hand in hand with classroom teachers to identify students in a timely manner needing additional assistance. Our gifted liaison works with classroom teachers to meet the needs of our gifted students. In addition, 90% of our teachers are gifted certified, which helps them differentiate classroom instruction. Diagnostic testing occurs three times annually. Assessment is driving our instruction. After school tutoring begins 2nd semester and Emory tutors are here starting in September to help our students with additional needs. Our Counselor, Psychologist and API work closely with teachers with Response to Intervention strategies and data.

On analysis of the test scores and the current classroom benchmark assessment results, teachers have identified that our economically disadvantaged student group will need extra support to improve achievement levels in both norm and criterion referenced tests. Also, all subgroups are targeted for extra support and attention in their math skills. This is based on the CRCT scores for the year 2011-2012.

We have developed many in house programs including peer tutoring, conflict resolution teams, and teacher/student mentoring in complement of our IB profiles and attitudes. Each of these supportive programs is available to provide the best support possible to each of our students. The Student Support Team is the over arching program where students can benefit from any of the aforementioned programs and also receive support, academic and/or social, from their teachers, parents, counselor, social worker, psychologist, occupational therapist, Assistant Principal and/or Principal. Should the Student Support Team decide that a student requires additional services, those services are readily accessible.

13) Describe how and when data are reviewed to ensure that student progress is occurring.

Since assessment and instruction are interwoven at Fernbank, teachers are continuously reviewing student data, because it is this that drives their instruction. Teachers collaborate daily. Schedules are created to support grade level collaborative planning and discussion. Monthly grade level meetings with the API look at and discuss student data, whether summative or formative. Grade levels have data driven meetings often, since this data drives their planning. In addition, tier 2 and tier 3 meetings closely examine student data to meet individual needs.

Summaries of our research as well as trends in education were identified and discussed by the collaborative teams. A thorough analysis of the DOE report card, CRCT scores, ITBS scores, 5th grade writing test scores, ACCESS, instructional focus walks, and attendance (staff and students) were used to directly inform the needs assessments targets.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.

Educational conferences, teacher in-services, IB training on all levels, continuing education and professional learning courses are all available to teachers and staff throughout the year. The Fernbank administration is working to have all teachers achieve their gifted certification, and is also highly supportive of teachers working toward their special education certifications, ESOL endorsements, and specialist degrees. The administration has also designed the school master schedule so that every grade level is able to meet and plan for 45 minutes every day. Teachers are developing a collaborative community using a critical friend model to facilitate their reflection, improvement and development of our practice.

Collaboration and Data Analysis Workshop is being offered to broaden the scope and depth of our instruction to reinforce our instructional practices. CASIE IB Workshop
RTI –Ongoing Grade-Level Support.
School based staff development is planned with continued support on grouping strategies.

15) Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

The Fernbank Community encourages communication and parent conferences on an ongoing basis. Minimally, parents and teachers meet once or twice a semester. In addition, all teachers have interactive websites and communicate weekly via email and newsletter. A weekly courier is sent home with a compilation of classroom announcements; completed work and students in grades 2-5 are encouraged to keep an agenda planner.

Parents are deeply involved with the school at every level. We have an amazing PTA whose fundraising efforts provide for many programs which greatly enrich our curriculum. We have parents who volunteer to teach Jr. Great Books, an inquiry based reading program of national acclaim. We have parents who run many clubs including: Go-Green Club, Chess Club, Yoga Club, Academic Bowl, Jr. Beta Club, Geography Bee, Science Olympiad and Math Tournament.

Plans for Assisting Children during Transitions (NCLB Mandate #6)

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

Fernbank Elementary uses newsletters, students’ journals and agendas. We have parent meetings and informal nights that parents, stakeholders and business partners can get information quickly and accurately. We communicate daily by phone, emails and personal conferences. We also send out the weekly Flash as well as The Falcon’s Nest Newspaper twice a year to our parents. Many teachers also use their interactive classroom websites.

We have informational meetings two times a year for prospective parents. We have two instructional/curriculum nights to inform parents about our curriculum and ways we accelerate and remediate for students if necessary. We also have kindergarten round up for prospective kindergarten parents and students. There are three picnics during the year. We also host a New Parent Coffee on the first day of school. Our school counselor goes around to each class and introduces herself. Our ESOL and EIP teachers evaluate students each year.

We have an International committee for families. This group helps families coming from other countries make the transition to our educational program.

Twice a year we collaborate with our feeder middle and high schools (Druid Hills Middle & Druid Hills High) by inviting parents, administrators, teachers, and students for a Question and Answer session. In addition, our teachers meet with our feeder school and provide all the necessary data to them so that our students meet with a smooth transition.

Support Services for Student Learning

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

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

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

School Counselors

1. Teacher/student mentoring program
2. Rainbows Group for children with divorced parents and grief counseling is often extended to adults going through difficult times as it relates to their child.
3. Student counseling groups are created for self-esteem, family problems, emotional development, and interpersonal relationships.
4. International Baccalaureate student of the month created to motivate and increase positive behavior motivation.
5. Scholarship funds to pay for student field trips.
6. RTI/SST/504 committee.

Psychologist: Administers all testing for students to receive additional services. Chairs and works closely with parents and staff in RTI/SST committees to meet the individual needs of the children. Works with counselor and staff to create 504 plans.

Student Support Specialist: Works closely with staff to meet all special needs of our students. She is involved in our RTI/SST committee work. Continuously updates and keeps staff knowledgeable on district office policies that must be maintained.

Social Worker: works with parents and staff to refer students to outside agencies for support, if needed. Instructional training and support is provided to school personnel on all forms of child abuse, and bullying.

School Nurse: The school nurse completes health screenings, mainly hearing and vision, on every child. She works with parents and students day to day to meet their individual needs. She administers medicine and keeps close watch on children needing extra medical support.

Strategies to Increase Parental Involvement (NCLB Mandate #5)

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

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

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

Parental involvement is not a challenge at Fernbank. Even so, Fernbank has strong community and parent outreach programs. One of the primary outreach vehicles is an extremely active/supportive PTA, with almost every family in the school belonging to the PTA. The volunteer efforts are highly organized with over 40 committees in place to provide support in a wide variety of areas, (e.g., recycling, community outreach, hospitality, special cultural enrichment programs). Through the PTA, parents have the opportunity to meet with staff and other parents. Involving teacher representatives on the PTA executive committee has enhanced support of the PTA.

Resources for parents are evident throughout the campus. Parents can obtain information about various clubs, school committee involvement, and community resources.

UNICEF, Book Fair, Black History Month, Recycling and Kids Go Green Club, Wellness and Community Outreach Program, International Friends Committee

The PTA conducts regular meetings, which include programs on topics that are important to staff, teacher, and parents. For example, we often have a “roundtable” discussion with State Representatives for one PTA program. Other programs have been around “hot” topics, such as busing or “No Child Left Behind”. Community members, parents, teachers, and staff are active in these discussions.

We have kindergarten round up for perspective kindergarten parents. This is an opportunity to build early enthusiasm for our school.

We have an International committee for families. This group helps families coming from other countries make the transition to our educational program. Fernbank has a tremendous amount of international diversity with over 40 countries represented at the school. This provides rich opportunities for the students to learn about other cultures.

Community members can participate in PTA, School Council, and may engage in a special partnership with the school.

Fernbank Elementary has added a link to our web page. Fernbank Elementary will invite the executive PTA to a formal meeting and share the CSIP information. Fernbank Elementary will also share CSIP information with the school council and in a regular PTA meeting that we hold each month.

* 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.

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

Parents have also established an informational newsletter to inform each other about programs, activities, and events scheduled at our school. This is distributed via paper and now, by email. There is also an email distribution list for each class that can be used to get messages out to parents quickly.

The school demonstrates strong communication efforts to explain programs and roles and responsibilities of key staff personnel, as well as workshops and/or study groups to deal with pertinent issues of Fernbank students. At the beginning of the school year, there is a “new parent orientation coffee” that provides parents with critical information about the school. We have two instructional/curriculum nights to inform parents about our curriculum and ways we accelerate and remediate for students if necessary. These meetings have two parts: (1) hearing important messages about the school and the school year from key staff members and (2) to hear directly from their child’s teacher about the learning and activities that will be taking place throughout the year. We have parent teacher conferences per parent request. Our school has two evening parent conference nights from 3:30pm – 5:00pm to inform parents about student meeting standards.

22) Describe how parents and community members are involved in the school decision-making process and the development of the Consolidated School Improvement Plan (CSIP).

A Parent survey is conducted annually on the CSIP process through an electronic survey link. Parents are instructed to provide feedback to facilitate the school improvement process for our school. We asked parents to provide input by completing a short online survey. If assistance is needed in completing the survey, the parents may visit the school or any of our Parent Centers to complete the survey.

23) Describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).
Not Applicable.

Stakeholder Communication (NCLB Mandate #10)

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

1. Provisions for Public Reporting of Disaggregated Data
2. Public Dissemination of the School Improvement Plan to all Stakeholders
3. Provide Individual Student Assessment Results and Interpretation to Parents
4. Parents are provided a copy of their child's standardized test results each year.

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 statewide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (NCLB Mandate #12).

** Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

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

Fernbank Elementary uses newsletters, students' journals and agendas. We have parent meetings and informal nights that parents, stakeholders and business partners can get information quickly and accurately. We communicate daily by phone, emails and personal conferences. We also send out the weekly Flash as well as The Falcon's Nest Newspaper to our parents. Many teachers also use websites. Data is continually discussed within the classroom as well as school-wide meetings.

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

Fernbank Elementary has added a link to our web page. Fernbank Elementary will invite the executive PTA to a formal meeting and share the CSIP information. Fernbank Elementary will also share CSIP information with the school council and in a regular PTA meeting that we hold each month. A copy of the CSIP is maintained in the Media Center, in the Office of The Principal and in the Office of the Assistant Principal to be shared with stakeholders upon interest and request. The CSIP also resides on the DeKalb County School System website for all stakeholders to view.

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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 (NCLB Mandate #2)

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. The Georgia Partnership conducted an external validation study of the School Keys 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.

Selecting Appropriate Interventions Using Scientifically Based Research (NCLB Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*, then a citation and abstract of the pertinent research is

required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

Identified Need	Action Plan and Page #	Citation and Abstract
<p>Determine target students and develop intervention strategies that employ EIP Reading sessions for students who demonstrate need in addition to Differentiated Instruction in classroom and Flexible Grouping to promote to best opportunities to learn for each student.</p>	<p>Reading/English/Language Arts: Pages 32-34</p>	<p>--Free Reading and Classroom Collections Kelton, M. "Creating standards and raising performance," in <i>Managing International Schools</i>, edited by Sonia Blandford and Marian Shaw. London: Routledge Falmer. 2001: 173-84.</p> <p>Krashen, Stephen. "Special Section on Reading Research--Is In-School Free Reading Good for Children." <i>Phi Delta Kappan</i>, v86 n6. Feb. 2005: 444-450.</p> <p>Abstract: Contrary to the claims of members of the National Reading Panel, there is strong evidence supporting the practice of in-school free reading. Many studies show "no difference" between in-school free reading and traditional instruction, but there are very few negative studies, and many positive studies. (The author's scorecard has 24 positive and three negative, with all negative studies short-term). Despite claims to the contrary, children really do read during sustained silent reading time, and there is little reason to be concerned that their selections are too "easy" or too "hard." Krashen has concluded that long-term studies are more likely to show positive results for in-school reading. Findings of "no difference" are more common in short-term studies.</p> <p>--Literature Circles Hsu, Jeng-yih Tim. "Reading Together: Student Teacher Meet in Literature Circles." <i>The Proceedings of the 2004 National Conference on English Teaching and Learning</i>. May 2004: 1-9.</p> <p>Abstract: Teachers are given too much power in a reading classroom.</p>

		<p>We choose the texts, design the course syllabuses, and put up a written exam after another written exam. However, we cannot stop our students from becoming book haters as soon as they leave our classroom. By implementing literature circles, we teachers might return the power back to our students, giving them freedom to choose, to organize their path, and assess their own reading as well as progress independently. In searching for a student-centered teaching method, this paper draws from Daniels' (1994) idea of literature circles and Henry's (1995) reading-writing workshop approach. It first introduces basic ingredients and discussion roles of literature circles. Added with Henry's (1995) requirement of literary letters, an experimental syllabus for an L2 reading class is presented. The theories behind literature circle syllabus will be discussed next. Finally, challenges that Taiwanese EFL teachers may encounter when managing a literature-circles-based reading class will be provided.</p> <p>--Early Intervention/Reading Specialist: Guided Reading Pinnell, Gay Su. "Effective Literacy Programs. Classroom Connections." <i>Council Connections: Reading Recovery Council of North America</i>. Winter 1999: 9-11.</p> <p>Abstract: Effective literacy programs involve a wide range of reading and writing activities, all of which are necessary and which support learning in different ways. An essential part of the language arts curriculum involves direct instruction in reading. Many teachers are beginning to teach reading in small groups, a process called "guided reading." Successful implementation for guided reading depends on selecting appropriate texts every day. Having a leveled book collection does not take the place of text selection, but it does make it easier. A leveled collection may be constructed simply by gathering a large collection of books and working with colleagues to discuss the characteristics of the texts. By using their experiences in teaching children, teachers will find that they can place books along a continuum of difficulty. The book list presented in "Guided Reading: Good First Teaching for All Children" (Fountas and Pinnell, 1996) was based on</p>
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		<p>several years of teachers' work with a set of books leveled for classroom use. Another way to start a leveled collection is to begin with any set of books from a publisher reliable in the gradient of difficulty presented. Factors to be considered in placing a text along a gradient of difficulty are: length; layout; subject; structure and organization of the text; illustrations; words; phrases, sentences, paragraphs; punctuation; and literary features. The first levels introduce children to reading print--as the levels increase in difficulty; there is a wider variety of text. Factors outside a text include the reader's prior knowledge of the topic and prior experience in encountering texts with features like this one; the way the text is introduced; and the supportive interactions between the teacher and children during reading. (NKA)</p>
<p>Organize and continue to implement Compacting and Accelerated Math to provide effective Cognitive Scaffolding for students at all degrees of the learning spectrum.</p>	<p>Math Action Plan Pgs. 35-37</p>	<p>--Compacting Andrews, Sherry; McFeggan, Cara; Patterson, Cynthia, "Problems Students Encounter during Math Instruction in Mixed-Ability Classrooms." PhD dissertation. May 1998.</p> <p>Abstract: This report describes a program for increasing enthusiasm for math. The targeted population consisted of mixed-ability split second and third grade self-contained cross categorical, regular education third and regular education fifth grade math classes in a suburban area located in the Midwest. The problem of frustration, inattentiveness and lack of motivation were documented by inattentive behavior checklists, student surveys, and reflective journals. Analysis of probable cause data at the site and in the literature indicated that students were frustrated, bored, and inattentive because their needs were not being met through the current educational system in which students of all ability levels were being taught in the same classroom. A review of solution strategies suggested by knowledgeable others resulted in the development of a program that consisted of whole group instruction, compacting, and small group work. The goal of this program was to enhance motivation and enthusiasm during math. Whole group instruction introduced or reacquainted students with math concepts and vocabulary. Compacting helped meet the needs of every student. Small group work provided</p>

		<p>students the opportunity to work in heterogeneous groups. Implementation of the solution strategies increased motivation for math while decreasing inattentive behaviors. The use of curriculum compacting helped differentiate instruction. Through whole group instruction and cooperative learning, students were given a feeling of belonging. These solution strategies contributed to improving students' enthusiasm for math.</p>
<p>Multiple Intelligence Testing</p>	<p>Reading Action Plan Pgs. 32-34</p>	<p>Fogarty & Stroehr, "Multiple Intelligence Testing" 1995 pg. 7</p> <p>Multiple Intelligence theory allows one to assess the talents and skills of the whole individual rather than just his or her verbal and math skills.</p> <p>Howard Gardner "Frames of Mind, 1983</p> <p>"The multiple intelligences theory would allow people to assess the talents and skills of the whole individual that than the narrow definition of IQ measured in traditional tests."</p> <p>Kaye Burke, "How to Assess Authentic Learning." 1994 pg. 41</p> <p>"Learning standards and district goals are important for all students to achieve, but educators need to honor the diversity of students and understand that not all students can achieve the standards at the same time and by only one mode or instruction or one method of assessment."</p>
<p>International Baccalaureate</p>	<p>Professional Learning Action Plan All Content Action Plans Reading 32 Mathematics: 35</p>	<p>Gallas, K. 1994. <i>The Languages of Learning. How children talk, write, dance, draw, and sing their understanding of the world.</i> Teachers College Press. 0-8077-3305-9.</p> <p>Gardner, H. 1993. <i>Multiple Intelligences: The theory in practice.</i> Basic books. 0-465-01822-X.</p> <p>Hayes Jacobs, H. 1989. <i>Interdisciplinary Curriculum: Design and implementation.</i> Association for Supervision and Curriculum Development.</p>

	<p>Science: 38</p> <p>Social Studies: 40</p>	<p>Lynn Erickson, H. 2002. <i>Concept-Based Curriculum and Instruction: Teaching beyond the facts</i>. Corwin Press. 0-7619-4640-3.</p> <p>Short, KG and Burke, C. 1991. <i>Creating Curriculum: Teachers and students as a community of learners</i>. Heinemann. 0-435-08590-5.</p> <p>Short, KG, Schroeder, J, Laird, J, Kauffman, G, Ferguson, M and Crawford, K. 1996. <i>Learning Together Through Inquiry. From Columbus to Integrated Curriculum</i>. Stenhouse Publishers. 1571100334.</p> <p>Costa, AL (editor). 2001. <i>Developing Minds: A resource book for teaching thinking</i> (3rd edition). Association for Supervision and Curriculum Development. 0-87120-379-0.</p> <p>Cecil, N. L. (1995). <i>The Art of Inquiry: Questioning Strategies for K-6 Classrooms</i>. Winnepeg: Peguis Publishers, Limited</p> <p>Abstract: This is an excerpt of the research resources that undergird the IB philosophy in total. The emphasis of developing international-minded global citizens through a transdisciplinary (integrated) curricular approach that optimizes multiple intelligences, differentiated instruction through a teacher-developed curriculum that utilizes inquiry and both formative and summative assessments to achieve the best learning possible</p>
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*If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.

N/A

Coordination and Integration of Federal, State, and Local Services and Program Funds (NCLB Mandate # 8 – must be updated annually)

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	N/A
State Funds	Fernbank uses the International Baccalaureate (IB) PYP as a mode of instruction whereby texts are used as a resource to supplement and inform inquiry-based learning and instruction. We work in tandem with our district offices to survey and utilize text that will support the academic needs of our varied cross-section of students. By implementation of the IB PYP model and scaffolding student needs through the inquiry approach we apply our texts as supplemental resources to broaden and expand our educational product.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	The Administration of Fernbank is pleased to have the cooperation of an active and vital PTA that supplements and extends the resources provided to us through our district Professional Learning Offices. In addition to In-Service, and Professional Development workshops our PTA harnesses the vast talent pool of parents and community entities to fortify the continual education that our teachers seek that would inform all and improve them as Educators. Parents offer classes in their area of expertise and serve as content-area experts who present to staff and students alike in their area of expertise. This serves to compliment the generous educational opportunities, such as the extensive catalog of on-line products and traditional classroom opportunities offered to DeKalb faculty and staff through the Fernbank Science Center, Office of Professional Development, and other district entities.
Grants (list)	.
PTSA	Professional learning funds allocated by the district to our school will be supplemented by using PTA fundraising efforts.
Partners in Education	The community of Fernbank is actively involved with contributions of valuable resources to support and enhance the mission and purpose of Fernbank. They provide matching grants,

	percentage of profits, such as with Domino's Pizza, Family Dinner Night that offers 20% of the sales garnered to the PTA and allows parents the liberty to attend PTA meetings. Tangible resources are offered to compliment a number of activities like the Playground Build (water from Publix). All of these are with financial contributions that provide a springboard for our academic accomplishments
Other (list)	

Reading/English/Language Arts Action Plan (NCLB Mandate #2)				
<p>Annual Measurable Objective: Increase the percentage average of all students EXCEEDING standards in grades 3-5 in Reading by a minimum of 3% from 69% to 72% and English Language Arts by a minimum of 3% from 44% to 47% on the Spring 2013 State mandated Georgia Referenced Criterion Test.</p> <p>Increase the percentage of ELs with positive movement from one Performance Band to a higher Performance Band as measured by the W-APT scores for first year ELs and the 2012 ACCESS scores for second or later ELs against the EL's 2013 ACCESS scores by 3% from 85% to 88%.</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><i>Instruction 1.1 e, 1.2g Assessment 1.2a,b, e</i></p> <p>Utilize and monitor the three-part lesson as an instructional framework for all lessons. The framework includes:</p> <ul style="list-style-type: none"> ·Opening: clearly establishing expected learning outcomes ·Work session: adequate time to practice new content/standards/elements and demonstrate relevance to real world applications 	None	<p>8/2013 5/2013</p> <ul style="list-style-type: none"> ·Administrators ·Classroom teachers ·Special Area teachers. EIP/ESOL teachers 	<ul style="list-style-type: none"> ·Lesson plans ·Classroom Observations ·Performance Based Activities 	<p>Teachers understand instructional frameworks.</p> <p>Student achievement will be measured by formative and summative assessments. Formal and Informal classroom walkthroughs will be conducted by peers and administrative teams for meaningful feedback from the Teacher Evaluation System</p>

<p>·Closing: Time to give and receive feedback, clarify understandings and summarize what has been learned.</p>				(TKES).
<p><i>Instruction 2.6a, b, h; Assessment 2.1, 2.4 a, b, e</i> Routinely disaggregate formative and summative assessment data to adjust implementation of the curriculum and improve instruction. ·Diagnose the needs of students and create the Classroom Profile Summary. ·Utilize a variety of formative assessment strategies to determine if standards/elements taught were mastered with continuous and ongoing update of the classroom profile. ·Administer a summative assessment to validate that students have mastered the standards and update the classroom profile. Teachers will engage in professional collaboration around the Common Core Georgia Performance Standards</p>	None	8/2012-5/2013 ·Administrators, ·Classroom Teachers, ·Specialists, ·Support staff. EIP/ESOL teachers	·Disaggregated formative assessment ·Disaggregated summative assessment data ·Disaggregated teacher made assessment ·Rubrics ·Classroom profiles ·Grade Level meeting Agendas. ·Multiple intelligence data, SLO Assessment post test ·CRCT, District Benchmark Assessments IDMS	Collaborative grade level meeting discussion of students, standards, strategies and disaggregated assessment data to meet individual students needs Administrators have knowledge of students struggling as well as those exceeding so they can monitor progress.
<p><i>Instruction 2.2c, d, e. Assessment 2.2, 2.4b,d,e</i> Study standards and elements to determine the higher-order thinking skills needed to understand and apply the standards in an International Baccalaureate globally minded-inquiry based framework. Develop</p>	None	8/2013-5/2013 ·Administrators ·Classroom teachers ·Specialists	·Open-ended questions ·Performance tasks. ·Graphic organizers	Teachers are able to explain how assessments and performance tasks emphasize higher-order thinking and promote depth of knowledge and inquiry. CRCT

rigorous questioning, performance tasks and assessment that require critical thinking, application, and inquiry.		EIP/ESOL teachers	·Classroom assessments, ·IB unit plans ·IB Portfolios	
<i>Instruction 2.5, 2.6h,i; Assessment 2.1a</i> Identify students with academic challenges and develop interventions that employ EIP reading, ELL instructional strategies, and effective co-teaching delivery models, Differentiated instruction including flexible grouping in the classroom to promote best opportunities for learning for each student	None	8/2013-5/2013 ·Administrators ·Classroom teachers ·Specialists	·Grade-level agendas. ·Classroom observations. ·Lesson plans. ·Performance tasks	ACCESS Assessment CRCT ITBS
<i>Instruction 3.1a,e; Assess 2.1a,e</i> Implement a school-wide reading plan to help motivate readers of all levels of achievement to increase reading comprehension.	\$2300.00 yearly New Star Assessment	8/2013-5/2013 ·Administrators ·Media Specialist, ·Classroom teachers ·Specialists ·EIP/ESOL teachers	·Cross Curricular lesson plans ·Classroom reading goals Grade Level reading goals	Formative and Summative assessments Established and articulated student reading goals. Reading goal of 25 books
<i>Instruction 2.5,2.6i, Assess 2.2b</i> <u>Students with Disabilities</u> Present content in a logical and sequential process using a variety of delivery methods to enable students to develop an understanding of the standards. Co-taught classes use of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching and alternative teaching.	None	8/2013- 5/2013 ·Administrators, ·LTSE ·Special Education teachers, ·Classroom teachers ·EIP/ESOL teachers	·Small group, paired or independent work ·Lesson plans	Students transition smoothly from one activity to another. CRCT Teacher made assessment Performance tasks Orton – Gillingham DRA

<p><i>Instruction 2.5, 2.6i, Assessment 2.2b</i> <u>English Language Learners</u> Use of a balanced literacy program that incorporates all WIDA standards for reading, writing, listening, speaking and content area language. Assessment of children’s language, reading and writing using differentiated strategies to include, but not limited to read aloud, shared reading, guided reading, journal writing, writing in content, and independent reading and writing.</p>	<p>None – County based staff development and support.</p>	<p>8/2012-5/2013 ·Administrators, ·ESOL teacher, ·Content classroom teacher. County-level support</p>	<p>·Small group or independent work ·Lesson plans ·Rubrics and checklists ·Graphic organizers ·Authentic literature</p>	<p>Writing tests CRCT math and science ACCESS Assessment Formative assessments Summative assessments</p>
<p><i>Instruction 2.5, 2.6i Assessment 3.1a</i> Safety Net Identification of students based on ongoing diagnostic data for fill in the gap, acceleration and differentiation tutoring to meet individual needs.</p>	<p>None</p>	<p>10/2012- 5/2013 Administrators, Certified Staff Volunteers</p>	<p>·Small Group IDMS ·Technology assessments ·Disaggregated diagnostic data · Authentic literature ·Fill in the Gap resources</p>	<p>CRCT Summative and Formative classroom assessments</p>

<p>Mathematics Action Plan (NCLB Mandate #2)</p>			
<p>Annual Measurable Objective: Increase the percentage average of all students exceeding standards in grades 3 through 5 in Mathematics by a minimum of 3% from 56% to 59% on the Spring 2013 State mandated Georgia Referenced-Criterion Test.</p>			
<p>Intervention</p>	<p>Estimated</p>	<p>Timeline and</p>	<p>Means of Evaluation</p>

(Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Cost/Funding Sources	Positions Responsible	Artifacts	Evidence
<p><i>Instruction 2.2,2.3,2.5 a,b,h Assess 3.1a</i> Organize and continue to implement Compacting and Accelerated Math and higher order mathematic strategies to provide effective cognitive scaffolding for students at all degrees of the learning spectrum. Further analyze students learning styles and interests in order to pace and present differentiated instruction.</p> <p>Teachers will engage in professional collaboration around the Common Core Georgia Performance Standards</p>	None	<p>August 2012- May 2013</p> <ul style="list-style-type: none"> ·Administrators, ·Classroom Teachers. ·Specialists ESOL Teacher 	<ul style="list-style-type: none"> ·Pre and Post Benchmark tests ·performance tasks ·small group work ·individualized work 	<p>CRCT ITBS IDMS</p> <p>Teachers can explain how assessments and performance tasks emphasize higher order problem solving and inquiry based learning. Learning tasks using different skills.</p>
<p><i>Instruction 1.1a,b,c,d 3.3a,b,c</i> Utilize the standards as the expectation for learning and assess the needs of students for instruction. High expectations for all learners are consistently evident with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.</p>	None	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ·Administrators ·Classroom Teachers ·Specialists ·Support personnel 	<ul style="list-style-type: none"> ·Three part lesson plans ·Differentiated instruction plans ·Compacted classrooms ·Performance tasks ·Math assignments using manipulatives ·Rubrics and checklists ·Multi step problem solving work 	<p>CRCT ITBS</p> <p>End of unit tests Post tests Self assessments</p>
<p><i>Instruction 2.3,2.6i Assessment 3.1a</i> <u>Students with Disabilities</u> Presentation of content presented in a concrete, logical format with hands on</p>	None	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ·Administrators ·Special Education 	<ul style="list-style-type: none"> ·Agendas from collaborative planning ·Lesson plans ·Differentiated 	<p>Lesson plans indicate preferred models of co-teaching. CRCT</p>

<p>active learning approach. Utilizing flexible, small group instruction and implementing the preferred models of co-teaching if in an inclusion setting.</p>		<p>teachers ·Classroom teachers ·Support Staff</p>	<p>Projects and Performance tasks ·Rubrics and checklists</p>	
<p><i>Instruction 2.3, 2.6i Assessment 3.1a</i> <u>English Language Learners*</u> Strategize to ensure real-world mathematics in a literature based approach with emphasize on concrete mathematic experiences. Emphasize and supplement the language of mathematics for all learners.</p>	<p>None</p>	<p>8/2012-5/2013 ·Administrators ·ESOL Teacher ·Classroom Inclusion Teachers</p>	<p>·Word Walls ·Classroom observations Projects and tasks using manipulatives ·Literature used in Math lesson plans. ·Small group work</p>	<p>ITBS CRCT Problem Solving</p>
<p><i>Instruction 2.7i</i> <u>Technology Integration</u> Effective uses of technology to provide real world application and to further differentiate instruction. ·Graphing web sites ·Promethean Interactive Boards ·Discovery Education ·Math Skill Web Sites Brain Pop</p>	<p>Grant \$ for licenses not to exceed \$100 per grade</p>	<p>8/2012-5/2013 ·Administrators ·Technology teacher ·Classroom teacher ·Specialists</p>	<p>·Performance tasks ·Projects ·Rubrics ·Web Quests</p>	<p>CRCT End of Chapter tests Projects enhanced by technology integration.</p>

Science Action Plan

Annual Measurable Objective: Increase the percent average of all students meeting and exceeding in grades 3-5 in Science by a

minimum of 3 percent points from 75% to 78% on the Spring 2013 State mandated Criterion Reference Competency Test				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>) From the next Generation of Science Standards (embryonic stages) and the Core Curriculum	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<i>Instruction 1.3a, b2.5a, b, c, d</i> Infuse the use of small group instruction to support the integration of critical experiences into lesson plan units These groups will be selected based on domains from the CRCT results that need attention and focus. Teachers develop high level questions for assessments as well as performance tasks that promote critical thinking skills.	None	8/2012-5/2013 ·Administrators ·Classroom teachers ·Interrelated teachers in 3 rd - 5 th grades	·Weekly 3-part lesson plans. ·IB unit plans ·Student work samples	CRCT Chapter tests KWL charts
<i>Instruction 2.1, 2.2c, d, i</i> Weekly integration of the new Science Lab into the specials schedule for all grades K -5 Weekly integration of Science Lab into science schedule for 5 th grade to align with Core Curriculum Standards and the development of engineering activities that are aligned with NGSC's	None	8/2012-5/2013 ·Administration Staff ·Specialists	·Student's engaged work samples. ·Lesson plans	Classroom assessments CRCT ITBS IB performances and products

<p><i>Instruction 2.2,2.6c,d,e,f</i> Continued implementation and design of IB planners with rigorous critical thinking experiences in the globally minded classroom</p>	None	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ·Administration ·IB Coordinators ·Grade level staff ·Specialists 	<ul style="list-style-type: none"> ·Collaborated grade level unit plans. ·Classroom observations 	<p>Classroom assessments CRCT ITBS</p>
<p><i>Instruction 2.5,2.6i Assessment 3.1a</i> <u>Students with Disabilities</u> Employ and support small group instruction, modified assignments and instruction, high interest low reading level science books Modified assignments and instruction to include Promethean visual aid and ‘Fundamentals’. In this way teachers will present content in a logical and sequential processes using a variety of delivery modes to enable students to develop understanding</p>		<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ·Administrators ·Interrelated teachers 	<ul style="list-style-type: none"> ·Student’s work ·Classroom tests and assignments 	<p>Teachers can demonstrate methods used to individualized resources and instruction practices. CRCT ITBS Unit Exams.</p>
<p><i>Instruction 2.5,2.6i Assessment 3.1a</i> <u>English Language Learners*</u> Employ and support small group instruction, modified assignments and instruction, high interest low reading level science books. Integrate multiple intelligence teaching and learning with the use of science inquiry and</p>	None	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ·Administrators ·Classroom teachers ·ESOL teacher 	<ul style="list-style-type: none"> ·Student’s projects and performances. ·Classroom observations. 	<p>Student’s explanation of the processes and conclusions of critical experiences CRCT ITBS</p>

hands on material in content.				
<p><i>Instruction 2.7J</i> <u>Technology Integration</u> Incorporation of Promethean Interactive Whiteboards into all classrooms to aid the understanding of constructivist concepts and objectives. Power Point presentations, Web sites for research and the Integrated IB philosophy with technology based on discovery. United Streaming Discovery Learning</p>	None	8/2012-5/2013 ·Administrators ·Classroom teachers ·Specialists	·Compass learning reports ·CRCT online ·Student projects ·Science Fair presentations	CRCT ITBS Students can explain their presentations and scientific process.

Social Studies Action Plan				
Annual Measurable Objective: Increase the percent average of all students exceeding standards in grades 3-5 in Social Studies by a minimum of 3 percent points from 65% to 68% in the Spring 2013 CRCT				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><i>Instruction 1.1,1.2,1.3a,b, c, d</i> Teachers supplement and provide daily instruction of physical geography concepts and practice of map skills with teacher created simulations using globes and maps. Provide differentiated instruction for</p>	None	8/2013-5/2013 ·Administrators ·Classroom Teachers ·Interrelated Teachers in	·Map reading assessment, ·IB exhibition project ·IB Planners ·Weekly	ITBS CRCT End of Unit tests Differentiated Activities

students.		grades 3 - 5.	lesson plans	
<i>Instruction 2.1, 2.2c,d</i> Teachers present delivery modes that may include modeling, demonstrations, small group instruction, whole group instruction, one-on-one instruction, etc., Teachers follow-up with discussions of history passages cause and effect analysis and mini lessons.	None	8/2013-5/2013 ·Administrators ·Classroom Teachers ·Interrelated Teachers in grades 3 - 5.	·IB exhibition projects and ·Research papers. ·Weekly Lesson plans ·IB Planners	ITBS CRCT Teacher Plans TKES
<i>Instruction 2.5i Assessment 3.1a</i> <u>Students with Disabilities</u> Employ and support small group instruction, modify assignments and instruction, high interest low reading level historical fiction and Non-fiction History reading books. Modified assignments and instruction.	None	8/2013-5/2013 ·Administrators, ·Interrelated teachers ·Inclusion teachers	·Student's work ·Classroom products and performances.	Teachers can demonstrate methods used to individualized resources and instruction practices. IDMS CRCT ITBS Unit Exams.
<i>Instruction 2.5i, Assessment 3.1a</i> <u>English Language Learners*</u> Employ and support small group instruction, modified assignments and instruction, high interest low reading level historical fiction and non-fiction leveled books.	None	8/2013-5/2013 ·Administrators ·Classroom teachers ·ESOL teacher	·Student's projects and performances. ·Classroom observations.	Student's explanation of the processes and conclusions IDMS CRCT ITBS
<i>Instruction 2.7J</i> <u>Technology Integration</u> Incorporation of Promethean Interactive Whiteboards into all classrooms to aid the understanding of constructivist concepts and objectives.	None	8/2013-5/2013 ·Administrators ·Classroom teachers ·Specialists	·Power Point presentations, Individual and team projects ·On-line simulations	CRCT ITBS Students can explain their presentations and process. TKES

Compass Learning, Power Point presentations, Web sites for research and the Integrated IB philosophy with technology based on discovery. Incorporate the use of Brain Pop and other instructional-based software.			IB Unit Planners	
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Second Indicator: Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: AMO is to monitor daily student attendance reports to reduce “students absent over 15 days” rate by 1%.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
SFC1.1, 1.4a,e SC1.2c <ul style="list-style-type: none"> • Motivate parents to have students coming to school on time • Increase parental communication • Continue to improve and adopt user friendly and necessary school and community wide communication instruments to convey information about student absences and tardiness 	None	8/2012-5/2013 ·Administrators ·Counselor ·Staff and Faculty ·Community	·eSIS reports IDMS ·Attendance Logs ·Classroom news letters ·Fernbank Flash	Class Size; AYP Data; FTE, Secondary indicator for AYP NCLB
SC1.2c School wide year long policy implemented to reward individual students and	None	8/2012-5/2013 ·Administrators; ·Counselor	·eSIS reports ·Attendance Logs	Class Size; AYP Data; FTE Secondary indicator for AYP NCLB

homerooms for exemplary attendance and minimal tardiness		·Staff and Faculty community	·Classroom News letters	
<p><i>SC1.2,1.3c, Assessment1.1.,1.4a,c</i></p> <p>School staff will facilitate the design and implementation of an instructional program that enhances the performance of students:</p> <ul style="list-style-type: none"> -Target students performing below grade level in reading and math -Provide additional resources to enhance academic growth and social/emotional growth 	None	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ·Administrators; ·Counselor ·Staff and Faculty community 	<p>Benchmark results</p> <p>Tutoring schedule</p>	<p>Lexia data</p> <p>Compass Learning data</p> <p>Teachers will be able to demonstrate increased skills in student achievement.</p>

Library-Media Action Plan				
<p>1. Annual Measurable Objective: Students will increase in their reading skills and develop a life-long love of reading for information and for great stories.</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><i>Instruction 1.2: PA 4</i> The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialist. The media</p>	<p>DCSD State Allotment, Principal’s Discretion, and PTA Library Gift Book Program will cover the cost</p>	<p>SY 2012-13 Teacher-Librarian, Principal, API, EIP teacher, Technology</p>	<p>--Disaggregated Exile reports and /or local reading reports</p> <p>--25-Books Standard committee guidelines</p>	<p>Resources from the media center are correlated to grade level units of study. The media specialist can describe how services</p>

<p>specialist serves on the leadership team and provides services and resources that support school units and lesson implementation. Implementation will include: --Attending grade level planning meetings --Using SchoolNet IDMS, regularly stay r updated about CRCT and Benchmark Assessments for student reading levels (Lexile), --Using Professional review resources and student – input used to select pleasure reading books --Using Professional review resources and teacher input used to select curriculum-connected books and digital resources --Using IB guidelines used to select all resources --Special shelving of books to reach different reading levels --Teaching students how to make appropriate reading selections on their level --Display and promotion of authors, series, and genres to motivate students to make a wide variety of reading selections on their level --Using IB and inquiry learning to guide students’ reading choices --Collaborating with EIP/Reading Teacher, Special Ed. and ESL teachers to modify lessons to best meet their students’ needs --Flexible-within-Framework library schedule for maximized use of library resources --Reading Bowl Team to promote higher level</p>	<p>of print and digital resources</p>	<p>Teacher, Classroom teachers, Special Ed Teachers</p>	<p>--Resource alignment to units --Media circulation records, etc. --Instruction alignment to standards- -CogAT and Benchmark Assessments for student Reading Levels (Lexile)</p>	<p>are coordinated to support classroom instruction.</p>
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<p>reading in grades 4 and 5 --Book Float Parade to celebrate reading --Reading Lists posted on Destiny Library Catalog site to meet variety of interests and curricula needs</p>				
<p><u>Technology Integration</u> <i>Instruction 2.7: PA 2</i> Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students will promote content research and require the conceptual application of the standards. Implementation includes: --Library focus on supporting student inquiry and instruction of the research process --Destiny Online Library Catalog and Reading Selection Support --Collaborating with teachers and IT specialist to teach how to find and select authoritative (and age-appropriate) online information sources -- Collaborating with 3rd-5th teachers and IT specialist to teach and require use of citations for research projects --Digital books (TumbleBooks</p>	<p>Additional Online subscription resources = approx. \$300 Principal's Discretion and Fernbank Foundation Funding Tumble Library digital online books renewal subscription of \$500 will be paid for by State Allotment</p>	<p>SY2012-2013 Teacher-Librarian, Principal, API, EIP teacher, Technology Teacher, Classroom teachers, Special Ed Teachers</p>	<p>--Computers -- Lesson or unit plans -- LCD projectors and other Technological equipment -- Media center/Computer Lab use schedule -- Student work enhanced by Technology - Performance tasks incorporating technology -Research projects reflect skills learned and reinforced via the library</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. 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>

<p>subscription) ---Checkout Doc Cameras to teachers for instructional use in classroom ---Check out digital cameras to teachers for instructional use in classroom --United Streaming Discovery Education --Promethean interactive lessons --DCSD subscription sites such as Brain Pop, OAS --IB online resources for planning --GALILEO --Online citation resources --Support of IB Exhibition research -- Collaborative teaching of Information Literacy and Research skills -- Flexible-within-Framework library schedule for maximized use of library resources --Support of student inquiry and application of the research process through whole-class and individual library visits --As Webmaster (and in collaboration with teachers), increase use of school Web site as portal to online information resources</p>				
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Professional Learning Plan (NCLB Mandate #4)					
<p>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 serves 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.</p>					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	<p><i>Assessment 1.1a, Instruction 2.2,c,d</i> Appraise schools that have already become IB accredited in order to successfully implement the PYP curriculum in our own school environment. Staff will have a fuller understanding of</p>	<p>IB Update/Certified School In-service, support and facility of differentiated instruction and supervision of collaborative teaching and professional learning communities across the grade levels</p>	<p>Ongoing 8/2012-5/2013</p>	<p>Attendance record, meeting summary, handouts, video presentation. Checklists, observation post-conference anecdotal records, surveys</p>	<p>2012-2013 CRCT, ITBS test scores. School Culture and collegiality</p>

	differentiated and inquiry based learning.				
State PL Funds	<i>PL1.2a,b,c</i> Ensure 100% (small volunteer group of 5-10) teaching staff attendance of this training to broaden the scope and depth of our instruction to reinforce our instructional practices and create an inclusive learning community	Implement Book Study and Interactive Workshops to Improve Writing Instruction <i>Writing Workshop: the Essential Guide</i> <i>Fletcher, Portalupi, (2001)</i> <i>Writing Mini-Lessons for Grades K-5</i> <i>The Four Blocks Model</i> <i>Hall, Cunningham, Renner Smith(2002)</i>	August 2012-May 2013 (Ongoing)	Attendance record, meeting summary, lesson plans, Classroom Observations, teacher reflections, anecdotal records and Teachers Surveys Peer-, Formative assessment artifacts, Critical Friends Groups	2012-2013 GA Writing Assessment Lesson Plans, Teacher Surveys, Critical Friends Group collaboration
State Funds PL Funds	<i>PL1.5a,b,c</i> Ensure 100% staff attendance of this professional learning community to develop skills that will support the interdisciplinary instructional approach thereby improving implementation of this successfully for our instructional practice	Reading in the PYP Workshop	August 2012-May 2013 (Ongoing)	Attendance record, meeting summary, lesson plans, teacher reflections, anecdotal records and Formal/informal observations.	2012-2013 CRCT, ITBS test scores, Formative/Summative assessment measures
State Funds PL Funds	<i>PL1.5a,b,c</i> Ensure 100% staff attendance of this training to enhance and	Differentiated Instructional Practices	August 2012-May 2013 (Ongoing)	Attendance record, meeting summary, lesson plans,	2012-2013 CRCT, ITBS test scores, Formative/Summative

	enrich expertise of this program to implement this successfully for our student population			teacher reflections, anecdotal records and Formal/informal observations.	assessment measures
State ** PL Funds	<i>Assessment 1.1a</i> 2012-2013 CRCT, ITBS test scores, Formative/Summative assessment measures	ISTE Technology & Instruction Integration/Membership Renewal	August 2012-May 2013 (Ongoing)	Attendance record, meeting Summary, lesson plans, teacher reflections, anecdotal records and Formal/informal observations	2012-2013 CRCT, ITBS Test scores, Formative/Summative assessment measures
State ** PL Funds	<i>PL1.1, 1.5a,b, c</i> Ensure 100% staff attendance of this training to broaden the scope and depth of our instruction to reinforce our instructional practices and create an inclusive professional learning community	Collaboration & Data Analysis	August 2012-May 2013 (Ongoing)	Training completion certificates, registration receipt	Teacher Reflection, peer/administrator observation, Walk-Through feedback, etc.
Grants					

Local	<i>PL1.5a, b, c</i> Provide 100% of new staff support in the IB implementation of Curricular planners and Five Essential Elements of the IB framework.		August 2013-May 2013 (Ongoing)	Attendance Sign-In Sheets, Teacher Reflections, Meeting Summaries	Teacher Reflection, peer/administrator observation, Walk-Through Meeting Agendas, Make & Take Artifacts, Teacher Reflections, planners, etc.
Local	<i>Instruction 1.1, 1.2</i> <i>PL1.5a, b, c</i> Ensure 100% staff attendance of this training to broaden the scope and depth of our instruction to reinforce our instructional practices and create an inclusive professional learning community	Inquiry in the PYP & The Written Curriculum	August 2013-May 2013 (Ongoing)	Attendance Sign-In Sheets, Teacher Reflections, Meeting Summaries	Meeting Agendas, Make & Take Artifacts, Teacher Reflections, revised planners
Local	<i>PL1.1, 1.2, 1.5a, b, c</i> Ensure 100% staff attendance of this training to broaden the scope and depth of our instruction to reinforce our instructional practices and create an inclusive learning community	Lunch & Learn Parent Meetings (CASIE) Fernbank/International Friends Coffees	August 2013-May 2013 (Ongoing)	Attendance Sign-In Sheets, Teacher Reflections, Meeting Summaries, Survey summaries	Meeting Agendas, Attendee Reflection,

School Climate Action Plan

Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.

Intervention (Performance Actions should <i>Georgia School Keys Implementation Resource Supplement or the DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><i>SC Performance/Action 2</i> The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion: --Grade level --Gender --Location and time of infraction --Teacher referral --Repeat offenders</p>	N/A	<p>8/2012-5/2013 -Principal -API -Administrators -Instructional Leaders -Faculty and Staff</p>	<p>-Meeting dates -Sign-in sheets -Agendas -Minutes -Spreadsheets -Reports</p>	Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.
<p><i>SC Performance/Action 7</i> The principal has made clear what is meant by high expectations through Essential Agreements couched in the IB framework for all students and teachers. Teachers have to plan for implementing the standards on a daily basis and monitoring student progress towards meeting the standards in line with the 7 levels of instruction.</p>	N/A	8/2012-5/2013	<p>-Vision, Mission, and Definition of Excellence -Teacher evaluations linked to performance standards -Student and teacher portfolios</p>	Teachers can explain to students what is expected of them and explain the relationship of their actions to the mission and vision. Teachers deliver standards-based instruction through the IB framework. Teachers and staff work cooperatively to develop comprehensive profiles of students that guide instruction, support various learning styles and inform the practice of differentiation. Students are provided additional support when needed. Teachers know what is expected of them and where to get support if needed.
<p><i>SC2.1,2.3,2.4 a,b,c,d,e,f SFC1.11.4a,d,e,f L1.4 c,e</i> Promote a favorable climate.</p>	Annual monies collected from staff.	2012-2013 Leadership Cheer Team	Scheduled events on the calendar	School Climate Teacher attendance Discipline referrals
<p><i>PL1.1,1.2,1.4 a,b</i> Create Professional Learning Communities.</p>	None	2012-2013 Leadership 53	Shared decision making Collaborate Planning	School Climate
<i>SC1.1a,c,d,e,f</i>	None	2012-2013	Written	Proactive strategies to support a positive

Fernbank Elementary School

Mr. Jason Marshall

CSIE 2012-2013

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><i>SCI.5 i,j</i> Implement a communication network to provide guidance on instructional and discipline concerns, as well as expectations.</p>	None	2012-2013 Leadership	Professional Learning Communities Agendas Grade Level Meeting Agendas Staff Meeting Agendas	School Climate Teacher Attendance Test Scores
<p><i>SCI.5 h,i,j</i> Provide new teachers with a mentor</p>	None	2012-2013 Principal, API Counselor Veteran Teachers	Peer Observations	Student Achievement Teacher Success - Test scores
<p>Create Professional Learning Communities.</p>	None	2012-2013 Leadership	PLC agendas	School Climate Teacher Attendance Test Scores
<p>Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data.</p> <ul style="list-style-type: none"> • Meet with Principal each semester to discuss data • Share data with Faculty 	None	2009-2012 Principal AP Teachers Counselor	Committee Agendas Grade Level agendas	Student Achievement Teacher Success - Test scores Teachers can discuss discipline plan Overall school climate.

<ul style="list-style-type: none"> • Maintain a data notebook <p>The Committee develops a Positive School <i>SC1.2, 1.3c, e, f, g, I SC2. 1a, b, c, e</i> Discipline Plan to prevent referrals to the office.</p> <ul style="list-style-type: none"> • Student of the Month Program • RTI meetings for Behavior • Classroom management plans 				
<p><i>SC1.5a, h, i, j</i> Promote a healthy work environment and school community for staff members through the following:</p> <ul style="list-style-type: none"> • Opportunities for physical activity at the school for staff • Provide professional learning ops. • Offer health screenings 	<p><u>None</u></p>	<p>2012-2013 Administration PE Coaches School Nurse</p>	<p>List of professional learning opportunities</p>	<p>Absenteeism is reduced. Staff members are able to articulate and demonstrate a better understanding of their personal health.</p>