DeKalb County School District

Consolidated School Improvement Plan
2012-2013

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

Statement of Quality Assurance

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

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated School-wide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal: Dr. Zack Phillips	Date: 9/14/12
Regional Superintendent: Dr. Angela Pringle	Date:

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

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

School Name: Flat Rock Elementary   **Principal: Dr. Zack Phillips**   **Plan Year: 2012-2013**

CSIP Table of Contents

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Dr. Zack Phillips		
2.			
3.			
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Dr. Zack Phillips		
CSIP Facilitator	Robyn Davis		
Parent Representative **(can not be a school employee)**	Sherri Williams		
Student Representative **(required for High School)**			
Community Representative **(can not be a school employee)**			
School Counselor	Nichole Wall		
Special Education Representative	Samad Knight		
Reading/ELA Chair	Narva Dunlap		
Math Chair	Bree Adams		
Science Chair	Lashovia Turner		
Social Studies Chair	Jennifer Gordon		
Professional Learning Liaison	Shannell Brown		
Other (specify)			
Other (specify)			

Executive Summary of Consolidated School Improvement Plan (CSIP)

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

The following programs, initiatives, and/or interventions were successful for 2011-2012:
- **Data Days/Talk** allowed teachers to collaborate and analyze the benchmark and standardized assessment data. This intervention was instrumental in planning instruction to meet individual student's needs in specific areas of weakness.
- **An Attendance System** was established to monitor the students' absences and tardies. Celebrations and contests increased attendance by recognizing the top classes and students with the least absentees and tardies for the month.
- **Title I Parental Involvement Programs/Workshops** were provided throughout the year to inform and distribute instructional resources to parents that focused on improving student achievement in the areas of reading and mathematics. The parental involvement attendance increased for these programs.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:
- **After-school Tutorial Program** that focused on reading and mathematics for 3rd-5th grades.
- **Saturday School Tutorial Program** that focused on test-taking skills.
- **Title I Math Program** with moving students to Level 2 and/or out of the program.
- **SWD Co-Teaching Model**
- **Augmented model** was implemented where Title I/EIP teachers serviced Level I students within their homerooms.

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

- After School Program implemented only two days per week
- Decrease in support staff
- Increased class size
- Self-contained classes in grades 3-5
- Augmented model created larger class sizes

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2012-2013:

- The master schedule was created to allow team-teaching for the 3rd, 4th, and 5th grade teachers. The CRCT data was analyzed and utilized to determine the teachers' strengths and make decisions on what teachers would teach core content areas (ELA/Social Studies and Math/Science).
- The Success for All (SFA) Reading Program was implemented school-wide that consists with Curiosity Corner, Kinder Corner, Reading Roots, and Reading Wings. SFA assessments are administered to students to determine their reading mastery and instructional placement level
- Extended time from 8:00-9:30 AM school-wide gives teachers the opportunity to provide instruction on each student's reading level.
- SFA Tutorial Alphie will be utilized as a safety net.
- The Administrative, Leadership, and Leading for Success Team will monitor the 3-part standards-based lesson format and SFA's Cycle for Effective Instruction (Active Instruction, Teamwork, Assessments, and Celebrations). These teams will monitor for the alignments with CCGPS, GKIDS, SFA objectives, Content Area Curriculum Maps, TKES, and DOK Levels.
- SFA Assessments, Student Learning Objectives (SLO), GKIDS, and DCSD Benchmarks will be administered to the students to monitor their understanding and mastery of Common Core Georgia Performance Standards taught throughout the school year.
- Common Planning Time will give the teachers an opportunity to meet, analyze data, and plan instruction to meet the needs of each student learner. This time is given to teachers daily to plan for instruction, collaborate, and analyze student work. (Monday and/or Wednesday: Grade Level Meeting with Team, Tuesday: Instructional Meeting with Assistant Principals, Thursday: Professional Learning Community Meeting with SFA Facilitator and Academic/Data Coach, Friday Focus Meeting with Principal Dr. Phillips as needed).
- Grade Level Meetings are held once a week. During these meetings, the teachers, administrators and/or SFA Facilitator and Academic/Data Coach meet to have data talks, discussions on improving instruction, and next steps. Also, the focus is on implementing and utilizing strategies, best practices, and formative assessments to help increase student achievement. Teachers bring and refer to the data and instructional resources in their Data/Instructional and SFA Notebooks to the meetings.
- Leadership Team Meetings are conducted on Fridays to discuss Flat Rock's Focus for the upcoming week. This team consists of the principal (Dr. Phillips), Assistant Principals (Dr. Jackson and Mr. Pritchett), Counselors (Mrs. Wall / Ms. James), SFA Facilitator (Mrs. Dunlap), SFA Academic/Data Coach (Mrs. Goodwin), and LTSE (Ms. Roberts).
- SFA Leading for Success Team will meet once a month with the Solutions Team Manager, Ms. Wall, and quarterly with the DCSD SFA cluster schools as well as the SFA Leadership Support Staff. The Leading for Success Team consist of two pertinent teams which include the: School-wide Solutions Team (Parent/Family Involvement, Cooperative Culture, Community Connections, Intervention, Attendance) and Instructional Teams (Early Childhood, Reading Roots, Reading Wings, Tutoring). The components of each team have been established to enhance and support the Success for All Foundation Reading Program components. A team component chairperson has been indentified based on areas of expertise and also staff members have been included for their input and service to the implementation of SFA.
- Data Days will be utilized to analyze SFA assessments, benchmarks, teacher-generated assessments, standardized tests to determine additional strategies, safety nets/interventions, and support needed for the teachers as well as students.
- Student Learning Objectives (SLO) and DCSD Benchmarks will be administered to the students as pre/post assessments
- SFA Assessments that include Pre-K/Kindergarten Solo Assessments, Reading Roots Formal Assessments, Story Town Oral Fluency Test, and DeKalb 4Sight Assessments will be utilized as a reading baseline and mastery level.

- Conference Nights have been established to communicate the students' academic and behavioral progress to the parents. During the conferences, parents will be informed of their child's academic performance level, strengths, and weaknesses through teacher/parent data talks. Teachers will give parents resources that will help provide instructional support at home and promote the home-school connection.
- Parent Communication will be given through school/teachers' websites, email, student agendas, phone calls, calling posts, marquis, PTA meetings, and Title I Parental Involvement Workshops. Also, the media specialist and administrators will provide newsletters for the faculty & staff, students and parents.
- Principal Book of the Month will be included in the school's instructional program. PBOM is a school-wide initiative that will enhance literacy. In addition to giving students exposure to a variety of text, they will have the experience of responding to literature as well.
- 25-Books Campaign initiative will encourage students to read and provide written responses for books read.
- Media Specialist will enhance circulation checkout procedures to promote flexible library usage and available resources for all students, parents, staff and community
- Media Specialist and staff will provide incentives to motivate students to read daily
- PTA and the media center staff will conduct two Book Fairs and encourage parental and community involvement
- Writing Plan has been implemented school-wide and consists of the writing genres, domains, rubrics, and a timeline.
- Focus Walks will be conducted by the administrative team, leadership team, SFA Facilitator and/or SFA Academic/Data Coach to monitor the school's and DCSD instructional goals. Data results will be discussed with the Leadership and Leading for Success Teams and feedback/next steps will be provided to the teachers.
- Title I/EIP Math teachers will utilize a Pull-out Model to help meet the math needs of Level I students. A Math Paraprofessional will provide assistance to the Title I Math teacher in supporting the Level I math students, as well as, support classroom teachers in second grade to in the areas of ELA or math based on need. Instructional support will be given by these teachers that focus on the students' weaknesses on the reading and math domains.
- The gifted teacher will service and provide enrichment lessons/activities to the gifted students utilizing the DCSD guidelines.
- Professional Learning for the teachers will occur at the school as well as district level. Training as it relates to Success for All, CCGPS (Reading/Mathematics), the curriculum, instructional/ technology-based resources, best practices, and IDMS/School Net will be on-going. These professional learning in-services will help ensure that teachers are provided the training necessary for effective lesson planning, teaching and learning. Also, SWAG Saturday Academy tutorial teacher leaders will offer professional development to foster a better understanding of the research-based strategies that will be utilized to move students forward academically. Training will be centered on the topics of thinking maps and differentiation of instruction. The data facilitators will be trained on the use of IXL Math and Study Island.
- Science teachers will increase students' knowledge of science vocabulary and engage them in a variety of labs, experiments and hands-on activities in daily lessons
- Students will conduct research and produce quality projects to enter in Science and Social Studies Fairs
- Science Club will provide students an opportunity to enhance their skills and prepare them for competiton
- The Social Studies program is designed to develop students' knowledge of historical events and increase their ability relate them to current society
- Social Studies teachers will encourage students to use technology to research historical and current events
- School Tutorial Programs will focus on CCGPS with an emphasis on CRCT domains that address the Level I and Bubble 3rd-5th grade students that have been identified based on CRCT, ITBS, SLO, SFA Assessments and Benchmark data. Highly qualified teachers will be responsible for providing instruction for our after school tutoring program and assessing/monitoring students during our Saturday S.W.A.G. (Students With A Goal) Academy. The S.W.A.G. Saturday Academy will operate in our state of the art math and writing I-pad Labs. Students will rotate between three I-pad Labs using the following programs: IXL Math, Study Island and I-Write, which will assess students mastering weekly CCGPS standards covered during Monday – Thursday tutoring sessions. Students

are expected to participate in the twelve week after school and Saturday programs, which encompasses an additional 142 hours (7,920 instructional minutes). Two data facilitators will be hired to collect and analyze math/writing data at the end of each weekly tutoring session to assist with planning and tracking students' growth.

- The RTI Process will be incorporated into the instructional program under the leadership of the counselors. Documentation and student data/work samples will be provided by the teachers to support this process. The counselor, LTSE,   school psychologist, and RTI committee will provide on-going professional learning on RTI as it relates students that have been identified that need tier interventions.

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	Flat Rock is committed to maintaining high expectations and providing an environment conducive to learning in which all students can maximize their potential and compete in the global academic arena.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	Flat Rock is dedicated to partnering with parents and all stakeholders to provide students with an education that will enable them to be successful in today's complex society and be critical thinkers.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation	▪ Engage stakeholders in the educational process ▪ Provides student-focused and individualized instruction in a safe environment ▪ Create a rigorous learning environment ▪ Establish community of learners ▪ Hold high expectations for ALL

Developing a Comprehensive Needs Assessment

1) **Provide a brief description of your school and community. Include the following information:**
   Located in the historic Flat Rock Community is in Lithonia, Georgia. Through many different school initiatives staff members are afforded different opportunities for collaboration, distributive leadership, professional learning and business partnerships. To date the school has connected the 2012-2013 school year marks its sixth year of existence. The school opened its doors during the 2007-2008 school year where enrollment was recorded at more than 1,250 students. Current enrollment is 1042. Flat Rock Elementary has four different subgroups that range from (All, African American, Economically Disadvantage, and Students with Disabilities). Even though it is not a true subgroup of more than 30 students, our ELL population has a total of 11 students.
   - Students with Disabilities have a total of 76 students.
   - Students deemed Economically Disadvantaged: Approximately 79% of all students at Flat Rock ES are economically disadvantaged
   - English Language Learners: There are currently 11 students identified as English Language Learners

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

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

On August 13th and 15th, the CSIP Steering Committee analyzed the CRCT data to identify the school's strengths and weaknesses in the content areas. Also, the committee met on September 11th in the media center to revise and develop the School-wide Plan. In addition, Action Plan Teams were created within the CSIP to review, discuss and/or revise the current CSIP once per week. The use of benchmark results, school system stakeholder surveys, Office of School Improvement Parental Involvement surveys, CRCT results and carousel walks conducted during Parent Teacher Association [PTA] helped in the development of the comprehensive needs assessment. The committee reconvened to finalize the CSIP Plan for the 2012-12013 year.

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
	School Report Card		Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
X	CCPRI	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test		Language Proficiency		America's Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate		School Self Assessment
	Georgia High School Writing Test	X	Discipline Data		Benchmark Scores
X	Georgia Writing Assessment	X	Attendance		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 state-wide and nation-wide.

Leadership and Governance

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

Flat Rock has been proficient and met the state's AMO for Reading/ELA either in the first or second administration of the Georgia CRCT in past administrations.

In 2011:
3rd Grade performance 79%--Reading
3rd Grade performance 69%--English Language Arts
4th Grade performance 66%--Reading
4th Grade performance 64%--English Language Arts
5th Grade performance 80%--Reading
5th Grade performance 81%--English Language Arts

In 2012:
3rd Grade Performance 77% Reading
3rd Grade performance 76% English/Language Art
4th Grade performance 69% Reading
4th Grade performance 73% English/Language Arts
5th Grade performance 74% Reading
5th Grade performance 77% English/Language Arts

Flat Rock Elementary's strength has been Reading. However, Spring 2012 CRCT results reveal a drop in performance which now makes Reading/English Language Arts, Math, Science, and Social Studies an area of greater concern and focus than years past. Throughout the school teachers have been provided with Promethean Boards that enhance instruction for the visual language learners. Teachers have lesson plans based on the implementation of Georgia's Performance Standards. Daily lessons implement activities to incorporate students Multiple Intelligences and Marzano's High Yield Strategies. With a highly qualified leadership staff of more than 30 years experience Flat Rock utilizes this experience to build curriculum and instructional foci.

Additionally, the school experienced growth in the area of 5th grade writing performance. The school witnessed a 5 percentage point decreased from the 2011 Writing Administration.   This decrease is attributable to the lack of follow-up support of the school-wide writing initiative implemented by the school and teacher commentary during the school year.

5) Write a narrative summarizing your school's challenges. Data sources from comprehensive needs assessment must be included in the narrative to support findings.
After analyzing the 2012 CRCT data, Flat Rock did not meet the Annual Measurable Objective Math has been identified as weakness Flat Rock ES did not hit the Annual Measurable Objective. Instead, Flat Rock ES was considered to have not met the targets for the AYP report. Therefore, math based on the most recent data is also an area of concern and a challenge for teachers and students.

The areas of science and social studies continue to be sources of concern as well despite the growth shown from 2011 to 2012.

In 2011:

3rd Grade Performance 67%--Math
3rd Grade Performance 61%--Science
3rd Grade performance 67%--Social Studies

4th Grade Performance 52%--Math
4th Grade Performance 49%--Science
4th Grade Performance 43%--Social Studies

5th Grade Performance 80%--   Math
5th Grade Performance 47%--Science
5th Grade Performance 33% --Social Studies

In 2012:

3rd Grade Performance 73% --Math
3rd Grade Performance 60% --Science
3rd Grade Performance 71% --Social Studies

4th Grade Performance 73%--Math
4th Grade Performance 46% --Science
4th Grade Performance 31% --Social Studies

5th Grade Performance 59%--Math
5th Grade Performance 40% --Science
5th Grade Performance 40% --Social Studies

While Flat Rock has the new challenge of meeting or exceeding the standard in Reading/English Language Arts during the most recent administration [2011], the school has mathematical deficiencies throughout the grade levels kindergarten through Fifth Grades, as well.   Differentiation with the classrooms and implementation of small group instruction are challenges that span the school's grade bands. Flat Rock saw, in conjunction with the above, proper implementation of the three part lesson plan to help with the overall achievement of all students. The size of the school presents challenges with providing adequate support to all

learners as the school has two Early Intervention Specialists. Retired Teachers and/or additional staff will be hired to reduce class sizes and support classroom instruction via the literacy and math curriculum through the utilization instructional facilitators. The school system has continued to support the efforts of our students with special needs as a full-time lead teacher for special education serves on the campus.

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

Professional development is needed to address Flat Rock's challenges which include opportunities for teachers to take part in peer observations, workshops and conferences, demonstrative lessons, mentorships, peer coaching and or Pro Corps. Of greatest import is professional learning opportunities that lend themselves to help teachers with targeted instruction for skill deficits. Teachers need professional learning that will improve classroom practice for specific learning gaps and specific learning extension in the. This will facilitate greater learning and pedagogy in the field of higher order thinking skills, thinking maps, and teacher commentary of students in all subject areas. Teachers will efficiently integrate lessons for all content areas and differentiated instructional foci.

7) <u>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:</u>

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

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

<u>School Counselors</u>: Our counselors participate and facilitate group and individual counseling. They also partner with Potter's House, school social worker, school psychologist, and DFCS to provide the necessary academic and familial support for all our students. Our counselors facilitate the RTI process which allows them to analyze data points regarding students' academic or behavioral goals.

<u>Psychologists</u>: Our psychologist works directly with our school counselors with the RTI process. Our psychologist also administers various tests to assist with the placement of students in within the least restrictive environment.

<u>Student Support Specialists</u>: Our school does not have student support specialists.

<u>Social Workers</u>: Our social worker works directly with our counseling staffs to assist parents and students who are in transitional situations. Our social worker provides resources and information to our parents and students which in turn help support our academic program because the need of the whole child is being met.

<u>School Nurses</u>: Our school nurse promotes monthly healthy living, such as Hand-washing month, etc. Our school nurse daily provides assistance and minor medical attention to students who have chronic ailments and she provides immediate attention to those who have emergencies. Our nurse also supports our health teacher by presenting mini-seminars on healthy living, proper hand washing, and cold prevention.

<u>Strategies to Increase Parental Involvement</u>

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

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

X	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary		Others (list here)

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

Parents are provided with useful strategies and resources that can be utilized to assist their children in reading and math at home. The feedback from parent surveys help keep the school aware of the parent and/or school's needs to help increase parental involvement. Parent-teacher conferences are set up on a quarterly basis. These conferences are advertised via newsletters, school website, school marquee, and calling post. Parents are invited to participate in the six scheduled Title I Parent Workshops throughout the school year. Resources are available for parents to check-out to assist with reinforcement of instruction at home. Parent meetings such as Curriculum Night, AYP Night, Lunch and Learn, PTA and School Council meetings, afford parents and community members the opportunities to engage in conversation surrounding student achievement and student success. We encourage our parents to refer to our school website as well as teachers' individual websites for current information about our school and our activities. We have our parent correspondence displayed in our foyer. We encourage our parents to visit DCSS's Parent Resource Centers and semi-annual Title 1 Conferences.

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

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

Other (#11)

Stakeholder Communication

24) Describe how individual student assessment results will be provided to and interpreted for parents.
Administrators were trained during Summer Leadership program on how to analyze data. The Leadership team uses time during
pre-planning to discuss data driven decision making. Teachers and staff members meet regularly to analyze data after the grading period and monthly to assist with planning for instruction. Individual student assessment results and interpretations for parents are provided through regularly scheduled parent-teacher conferences, PTA meetings, school newsletters, school websites, progress reports and report cards. Teachers use the classroom assessments to aid students in setting their achievement goals. Establishing strong family-school communication facilitates a climate of families and teachers working together.
Parents are invited to participate in the "Principal's Talks" with the Principal", the Title One Parent Summit and other parental involvement activities to share assessment results and engage parents in a process to provide input on the various strategies currently being utilized.

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

Maintaining stable, quality relationships between the school, parents, and community are essential. The key is keeping the lines of communication open and relay information in a timely manner. It is important to keep stakeholders updated on positive developments or any concerns. Group meetings, Atlanta Journal Constitution newspaper, Department of Education website's AYP report, the Governor's Office of Student Achievement – School Report Card, Flat Rock Elementary School websites, and the School Media Center are also very useful in communicating disaggregated data to a wide range of stakeholders (including families and the community). Parents receive a printout of their child's test results in the mail with an interpretive guide. Additionally, teachers schedule conferences with parents to discuss and/or interpret these results.

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

The CSIP will be communicated to all stakeholders (including staff members, students, parents, and community members) through the school website, school system website, group meetings, PTA meetings and a copy will be placed in the School Media Center. The principal will determine who will be responsible for the distribution of this information. Translations of the CSIP or interpretation of the plan shall be provided as needed to parents of participating students in the school where English is not their first language. Assistance will be provided by the International Center.

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

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

Selecting Appropriate Interventions Using Scientifically Based Research

All interventions based on the Georgia School Keys are predicated on scientifically-based research and do not require citations.

The School Keys: *Unlocking Excellence through the Georgia School Standards* is the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia's students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, What Works in Schools (2003), School Leadership that Works, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

Coordination and Integration of Federal, State, and Local Services and Program Funds

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Federal funds will be used to hire additional staff, secure additional reading and math materials, professional learning [in addition to the district's], professional conferences, professional learning materials, tutorial, and professional association memberships to support teaching and learning efforts in the areas of reading and math.
State Funds	State funds will be used to purchase materials and which support the total instructional program throughout the building for all disciplines.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	This does not apply.
Federal School Improvement Grants	This does not apply.
Local Professional Learning Funds	Professional Learning Funds will be used to secure substitutes and pay for professional learning activities not offered by the school system.
Grants (list)	This does not apply.
PTSA	Funds provided by Flat Rock's PTA will be used for student celebration activities, student competitions, field trips, guidance /counseling needs and the support of the school clinic.
Partners in Education	Partners in Education will support student organizations, attendance awards [B.E.E. Be Early Everyday], Dads on Duty and other celebration activities.
Other (list)	

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

Reading/English/Language Arts Action Plan

Annual Measurable Objective: Increase the percentage of students in third through fifth grade who meet and exceed standards in Reading/ELA on the Georgia Criterion-Referenced Competency Test (CRCT) from 74%in 2012 to 84% in 2013 on the 2013 Spring CRCT with a minimum of 95% participation.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Planning and Organization Standard 3:3.1 Performance Action 2 The principal works collaboratively with system to skillfully allocate the budgeted resources (financial, materials and personnel) to manage the facility with a constant focus on student learning. • Implement Success for All Reading Program • Utilize Tutorial Alphie Tutors • Utilize the available financial resources to obtain personnel in a manner that enhances student learning and maintains a focus on student achievement in Reading	Title I Funds SFA Staff/ Teachers $110,000	August 2012 - May 2013 Principal Assistant Principals PL Liaison Title I/EIP Teachers SFA Academic/ Data Coach SFA Facilitator Classroom Teachers Media Specialist	*School Budget *Personnel *Supply/ Purchase Order Sheets *SFA Member Center Data & Reporting Forms *Sign-in sheets *Agendas *Conference Notes *Redeliveries *Lesson Plans *Classroom Observations *CRCT Coach Reading Resource books	The principal can describe how he/she uses the available materials, financial resources, and personnel in a manner that enhances student learning.

Instruction Standard 1:1.3 **Performance Action 1** The expected understanding of units and lessons are determined collaboratively by teachers and are based on the standards for the subject and/or grade level. Essential questions, enduring understandings, or lesson goals use the language of the standards/elements appropriate for the lesson. The teacher explains the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson. • Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level. • Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. • Ask high-level questions needed to assess students' understanding of concepts during instruction. • Utilize Thinking Maps to organize concepts for understanding • Implement Marzano's nine high yield strategies	Title I Funds $2000	August 2012 – May 2013 Principal Assistant Principals PL Liaison SFA Academic/ Data Coach SFA Facilitator Title I/EIP Teachers Classroom Teachers	*Posted Essential Questions *Lesson and/or Unit plans *Open-ended questions on assessments *Rubrics *Graphic Organizers *Classroom Assessments *Higher-order Thinking Questioning *Promote Depth of Knowledge	Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently in like grade level and/or content area classrooms. Teachers articulate a common understanding of the rigor expected from the standards.
Instruction Standard 2: 2.5 **Performance Action 2** Using diagnostic and formative assessments, teachers group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. The groups are interchangeable as student	Professional Learning Funds $2000 Title I Funds $2000	August 2012 – May 2013 Principal Assistant Principals	*SLO Tests *SFA Assessments *SFA Reading Groups/Level *DCSD Benchmark Assessments *Formative	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.

achievement progresses. Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement. • Train teachers on the Success for All components to support, advance and improve instruction. (Curiosity Corner, Kinder Corner, Reading Roots, Reading Wings) • Develop and teach SFA Reading Groups based on SFA Assessment Data		PL Liaison SFA Academic/ Data Coach SFA Facilitator Title I/EIP Teachers Classroom Teachers	Assessments *Unit and/or Lesson Plans *Work Samples	
Instructional Standard 3: 3.2 Performance Action 2 A school-wide reading plan developed by the leadership team or a committee detailing the guidelines for meeting the 25-books standard. Implement a school-wide Reading Program • Assign students to read a minimum of 25 books during the school year. • Monitored students' progress using reading logs and weekly book discussions. • Celebrate students' reading accomplishments each reporting period.	Per Pupil Funds $	August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom Teachers Media Specialist	*School-wide Reading Plan *25 Books Campaign Logs *Independent Reading Logs *Classroom Libraries *Leveled Text *Accelerated Reader(TBD) *Accelerated Reader Report(TBD) *Benchmark Score Results	Students can explain the expectations of the school-wide reading plan. Students have established their reading goals and can articulate their progress toward meeting their goals.
Curriculum Standard 3: 3.2 Performance Action 2 Teachers regularly analyze student work according to the CCGPS standards to determine if students are meeting or exceeding grade level expectations. Based on the analysis and use of current research, teachers make decisions to better meet student needs (e.g., providing additional time, revising instructional strategies, etc.).	$2000	August 2012 – May 2013 Principal Assistant Principals PL Liaison	*Common Assessments *Student Work Samples *Teacher Meeting Minutes *Teacher Meeting Agendas	Teachers know their grade level and class trends at the standard and element level. Teachers can explain how they revise instructional strategies based on the needs of their students.

• Collaborative Planning • Data Days • Teacher/Student Data Talk		SFA Academic/ Data Coach SFA Facilitator Title I/EIP Reading Teachers Classroom Teachers Media Specialist		
Assessment Standard 3: 3.1 **Performance Action 4** Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. Programs such as, Saturday School or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. • EIP Reading Teachers' Services • SFA Tutorial Alphie • SFA Assessments (Partner/Team Activities) • Saturday School • Tuesday Tutorial • Extended Learning Tutorial • Response to Interventions (RTI) • Exceptional Education (Co-Teaching Model) with General Education Teacher All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are	**Title I Funds** $50,000	August 2012- May 2013 Principal Assistant Principals PL Liaison Title I/EIP Teachers SFA Academic/ Data Coach SFA Facilitator Classroom Teachers Media Specialist	*SFA Member Center Reporting Forms *SFA Classroom Assessment Summary Forms *SFA Grade Summary Form *Safety Net Rosters/ Attendance Sheets *Student Data Assessment Results ie. CRCT, ITBS *Formative Assessment *Summative Assessments, etc *Benchmark Assessments	Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.

not mastering content.				
Students with Disabilities/ English Language Learners* **Planning and Organization Standard 2:2.2** **Performance Action 1** After the staff has collected and analyzed school data, trends in strengths and weaknesses are\ noted. The needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.) are identified. - Co-Teaching Models - IEP Goals - Slower Speech used to ensure comprehension - Clear Directions - Simple Sentence Structure - Visual Cues	Special Education Funds $1000 State/Per Pupil Funds $	August 2012-May 2013 Principal Assistant Principals Counselors Exceptional Education Teachers/ Paraprofessionals Classroom Teachers LTSE ELL Teacher	*Data Analysis Results (CRCT,CRCT-M, ITBS etc.) *Identified needs of all SWD and ELL students *Analysis of Subgroup Data *IEP GOALS *Easy CBM – Reading Fluency *Focus Walk Documents *IEP, RTI, SST, Meetings- Sign-in Sheets/ Agendas	The principal, leadership team, and faculty can describe the data analysis process. They can also identify needs for all students including any subgroups.
Technology Integration **Instruction Standard 2: 2.7** **Performance Action 2** 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 promote content research and require the conceptual application of the standards. - SFA Member Center - Promethean/Active Board Lessons	10,000	August 2012-May 2013 Principal Assistant Principals Media Specialist Classroom Teachers DCSD Instructional	*SFA Member Center Reporting Forms/ Team Score Sheets/ Teacher Lesson Plan Cycle Forms, etc. *Computers *Lesson or Unit Plans *LCD projectors Technological Equipment *Media Center *Computer Lab Schedule	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.

		Technology Specialist	*Student Work enhanced by Technology *Research Projects/ Performance Tasks incorporating technology DCSD Technology Fair Projects	
• Acti Expressions • Acti-Votes / Acti-Slate • Document cameras • Wireless Laptop • Desktop Computers • Destiny Card Catalog • GALILEO • United Streaming • Compass Learning, CRCT Online • Renaissance Learning (Star Reading/Accelerated Reader) TBD • Study Island				

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

Mathematics Action Plan (ESEA Mandate #2)

Annual Measurable Objective: Increase the percentage of students in third through fifth grade who meet and exceed standards in Math from 59% in 2012 to 69% in 2013 on the 2013 Spring CRCT with a minimum of 95% participation.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard 1: 1.1 **Performance Action 1** Teachers and administration work together to research and select organizing, frameworks that align standards, assessments, and instruction. The design of the curriculum maps, units, and lessons, formats enable teachers to know what student should understand and be able to do. • Utilize a collaborative instructional model for all students to ensure exposure to and support of standards • Differentiate instruction based on data	FLP Funds 53,000	August 2012 – May 2013 Principal Assistant Principals Leadership Team Classroom/Resource Teachers Title I/EIP Teachers	*Curriculum Maps *Lesson Plans *Performance- Based Assessments *Collaborative Planning (Grade Level Meeting Minutes) *IXL Math/ Study Island Reports (TBD) *Student Conferences	Teachers can articulate how the framework was selected and how it consistently guides a shared understanding of what students should understand and be able to do. Organizing frameworks that are aligned to standards direct instruction versus textbooks.

collected from assessments and teacher observations. • Incorporate opportunities for ongoing review of previously taught concepts (centers, teacher guided instruction, common assessments, etc.)		LTSE		
Instruction Standard: 2.2.2 **Performance Action 1** Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for as application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction. • Ask higher order questioning and incorporate performance tasks that requires critical thinking • Utilize problem solving strategies in grades K-5 through the use of manipulatives, math projects, and daily word problems.	Title I Funds $ 7500 State Funds $	**August 2012 – May 2013** Principal Assistant Principals Leadership Team Classroom/Resource Teachers Classroom/Resource Teachers Title I/EIP Teachers	*Open-ended questions on Assessments *Performance tasks *Rubrics *Graphic organizers *Classroom assessments *Posted essential questions, standards, etc. *Analyze student work samples *Math Talk	Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking.
Curriculum Standard: 2.1 **Performance Action 2** Student work is analyzed weekly in teacher meetings to adjust instructional plans and improve safety nets. Various protocols for analyzing student work are used as appropriate by teachers and administrators. See *Analyzing Student Work,* ASCD video series distributed to systems during initial GPS trainings. • Provide opportunities for students to	Title I Funds	August 2012 – May 2013 Principal Assistant Principals Leadership Team Classroom/Resource Teachers	*Teacher meeting schedules/minutes *Sign-in sheets *Analyzed student work samples *Classroom profile sheets, etc. *Rubrics *Lesson plans *Benchmark Assessments	Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. In class safety nets are a part of the weekly schedule. Class profiles list student strengths and deficits of standards or elements.

			*Student Conferences *Teacher Observations	
explain their prior knowledge of content • Use differentiated teaching strategies, small and flexible groups, cooperative groups, co-teaching and individualized		Title I/EIP Teachers		
Instruction Standard: 2.3 **Performance Action 1** Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planned quarterly by the leadership team and in collaborative teacher meetings. Follow-up support may include planning teacher meetings on management of formative assessment data to guide differentiated instruction, facilitating work groups, varying tasks, etc., scheduling demonstration lessons and teacher observations, videotaping classes for additional professional learning. • Incorporate a variety of learning styles in daily instruction. • Provide modified individualized instruction as needed through support staff (i.e. EIP, Title I, Special Education, and Special Areas)using various instructional methods such as pull-out, inclusion, and flexible grouping.	Professional Learning Funds $ Title I Funds $ 8204.40	**August 2012 – May 2013** Principal Assistant Principals Classroom/Resource Teachers Leadership Team Title I/EIP Teachers	*Professional learning schedules, sign in sheets, agendas and minutes *Classroom arrangements *Sample activities and performance tasks in lesson plans *Group assignment charts *Student choice of assignments, etc.	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
Students with Disabilities **Instruction Standard: 3.2** **Performance Action 1** Teachers work collaboratively with special education teachers to develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts.		Principal Assistant Principals Classroom/Resource Teachers Leadership Team LTSE	*IEP Goals *Small groups *Work Samples *Student Conferences *Lesson plans *Units or lessons aligned to the appropriate standards and	Students articulate that their learning goals are challenging but attainable. Using student work or assessment results, students can express goals and standards they have mastered as well as those they need to strengthen.

Students are provided time to share the concepts learned orally or in writing. • Provide effective mathematics instruction by increasing the use of hands-on activities to enhance students' problem solving strategies based on demonstrated areas of weaknesses • Exceptional Ed. will provide service in their LRE and make necessary adjustments to service models based on students' performance and progress.		Counselors Title I/EIP Teachers	elements *Posted learning goals, standards/elements, essential questions *Performance tasks, projects *Teacher meetings agendas and minutes	
English Language Learners(ELL)* **Instruction Standard: 2.4** **Performance Action 1** Collaborative teacher meetings are held to review and or design performance tasks and assignments. Teachers work professionally and collaboratively to review the tasks and assignments and discuss their alignment with grade/subject level learning goals, standards and elements. The assignments and tasks reflect the rigor and language of the standards. The assignments and tasks require explanation, interpretation, and conceptual application. Provide comprehensible input to ELL: ▫ Slower speech used to ensure comprehension ▫ Clear directions ▫ Simple sentence structure ▫ Visual cues Highlight post key vocabulary terms on effective living and visual word walls in classroom.		Principal Assistant Principals Classroom/Resource Teachers Counselors LTSE Leadership Team	* Performance tasks *Common assessments *Collaborative teacher meeting agenda and minutes *Chart of standard/element and test item correlation of teacher-made tests, etc.	The assignments and performance tasks are directly aligned with appropriate standards and elements. Teachers can articulate the process used to come to consensus regarding the rigor that is expected by the standards. They can describe revisions that have been made to performance tasks as a result of this process.
Technology Integration **Instruction Standard: 2.7** **Performance Action 2**	None	August 2012-May 2013	*Media Center/Lab use schedule *Student Work	Students can articulate how technology supports their learning. Students can provide examples of student work that

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 promote content research and require the conceptual application of the standards. Teachers continually revisit available assessment data to make revisions to the aligned curriculum by adding or changing resources such as, technology, leveled texts, etc. • Utilize Online Assessment Program(s) to develop lessons to assist in differentiating instruction based on quantitative data. • Utilize available projector technology such as ActivBoards and laptops		Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team	Samples *ActivBoards *Unit/Lesson plans *Check Out Report of Laptop/Ipad Carts *Performance tasks incorporating technology	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.

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

Science Action Plan **Annual Measurable Objective:** Increase the percentage of students in third through fifth grade who meet and exceed standards in Science on the Georgia Criterion-Referenced Competency Test (CRCT) from 47%in 2012 to 57% in 2013 on the 2013 Spring CRCT with a minimum of 95%				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction: 2.1 **Performance Action 1** Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework).	Provided by the Board of Education	August 2012-May 2013 Principal Assistant Principals Title I/EIP	*Lesson plans *Observation of an established delivery model such as the workshop model, open-work close, six-step format, etc. *Observation of various instructional roles of teacher as facilitator,	Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework).

		Teachers Classroom/Resource Teachers Leadership Team	presenter, or varying activities for opening, work time, closings, inquiry, etc. *Observation of delivery model	
Curriculum: 3.1 **Performance Action 2** Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction.		August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team	*Disaggregated assessment results *Rubrics *Reading inventories *Class profile forms *Teacher/student conferencing notes *Reading logs, etc.	Principals and other school leaders are aware of the students who are struggling to meet standard, as well as those who exceed the standard and monitor their progress during classroom visits. Teachers can articulate how instruction is revised as a result of disaggregated data.
Instruction 2.2 **Performance Action 1** Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction.		August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team	*Open-ended questions on assessments *Performance tasks *Rubrics *Graphic organizers *Posted essential questions/standards *open-ended questions on assessments *Classroom assessments.	Teachers can explain how assessments and performance tasks, emphasize higher-order thinking.

□ Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. □ Ask high-level questions needed to assess students' understanding of concepts during instruction. □ Utilize Thinking Maps to organize concepts for understanding				
Assessment: 3.1 **Performance Action 4** Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.	State Funds $2000 Title I Funds $15,000	August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team	*Work Samples *Focus Walks *Safety net rosters *Student data *Formative and Summative assessments, etc.	Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.
<u>Students with Disabilities</u> **Instruction Standard: 3.2** **Performance Action 1** Teachers work collaboratively to develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.		August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers	*Units/lessons aligned to the appropriate standards and elements *Posted learning goals, standards/elements, essential question *Performance tasks, projects *Teacher meetings agendas and Minutes *IEP Goals	Students articulate that their learning goals are challenging but attainable. Using student work or assessment results, students can express goals and standards they have mastered as well as those they need to strengthen.

• Utilize diagnostic and formative assessments to group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses.		Leadership Team LTSE		
English Language Learners* **Instruction Standard: 2.3** **Performance Action 2** Collaborative teacher meetings are held to determine the approximate reading level of resources (textbooks, trade books, software, etc.) and to review the reading levels of students. Follow-up teacher meetings are held to clarify how these two sources of information will be used to plan appropriate instruction, provide students with resources that are accessible, and develop reading strategies. • Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards.		August 2012-May 2013 Principal ELL Teacher Assistant Principals LTSE Counselors Classroom Teachers Leadership Team	*Student reading level data Ex. Lexile/SFA/SLO *Reading level text assessment *Reading logs *Agendas and minutes from teacher meetings to determine reading levels of text *Plan appropriate instructional strategies *Conference notebooks, etc.	Teachers can demonstrate a method used to determine the reading level of their textbooks or other reading material. Teachers use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the student's reading level (e.g. Read aloud-Think aloud, questioning the author, etc.).
Technology Integration **Instruction Standard 2**: **2.7** **Performance Action 2** Teachers effectively use technology to provide real world application, to	State/Local Funding $10,000	August 2012-May 2013 Principal	*Computers *Lesson or unit plans *Activboards *Media center/ Computer lab use schedule	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

| 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 promote content research and require the conceptual application of the standards.
• Utilize the mobile laptops, student computers and promethean boards to provide real world application to enhance students' research skills, and to differentiate instruction to maximize student learning. | | Assistant Principals

Title I/EIP Teachers

Classroom/Resource Teachers

Leadership Team | *Student work enhanced by technology
*Performance tasks incorporating technology
*Research projects, etc. | 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. |

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

Social Studies Action Plan **Annual Measurable Objective:** Increase the percentage of students in third through fifth grade who meet and exceed standards in Social Studies on the Georgia Criterion-Referenced Competency Test (CRCT) from 48%in 2012 to 58% in 2013 on the 2013 Spring CRCT with a minimum of 95%				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 2.1 **Performance Action 1** Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework).		August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers	*Lesson plans *Observation of an established delivery model *Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson, etc. *Varying activities for opening,	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.

			work time, closings, inquiry, etc.	
		Leadership Team LTSE		
Instruction Standard: 2.1 **Performance Action 1** Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework).		August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team LTSE	*Lesson plans *Observation of an established delivery model *Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson, etc. *Varying activities for opening, work time, closings, inquiry, etc.	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.
Instruction Standard 2:2.2 **Performance Action 1** Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction. Learners are encouraged to use higher-order thinking skills, processes, etc. • Engage students through the Social Studies Fair • Implement critical experiences to support the daily Social Studies program	None	August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team LTSE	*Student work samples *Lesson plans *Open-ended questions on assessments *Performance tasks *Rubrics *Graphic organizers *Classroom assessments *Posted essential questions, standards, etc.	Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking.

• Engage students in discussions and projects dealing with various cultures				
Students with Disabilities **Instruction Standard: 3.2** **Performance Action 1** Teachers work collaboratively to develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing. • Utilize diagnostic and formative assessments to group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses.		August 2012 – 2013 August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team LTSE	*IEP Implementation *Units/lessons aligned to the appropriate standards and elements *Posted learning goals, standards/elements, essential questions *Performance tasks/projects *Teacher meetings agendas and Minutes *Student learning goals, etc.	Students articulate that their learning goals are challenging but attainable. Using student work or assessment results, students can express goals and standards they have mastered as well as those they need to strengthen.
English Language Learners(ELL)* **Instruction Standard: 2.3** **Performance Action 3** Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding. Provide comprehensible input to ELL: ▫ Slower speech used to ensure comprehension ▫ Clear directions ▫ Simple sentence structure ▫ Visual cues		August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team	*Student work*Unit plans *End of unit products *Conference notes *Analysis of formative Assessment *Various leveled texts on topics aligned to the standards, etc.	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, math manipulatives, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.

		LTSE ELL Teacher		
Technology Integration: **Instruction Standard 2:2.7** **Performance Action 2** 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 promote content research and require the conceptual application of the standards. • Utilize the increased number of ActivBoards in classrooms • Utilize interactive websites • Scholastic, OAS, Constitution Facts and United Streaming.		August 2012-May 2013 Principal Assistant Principals Title I/EIP Teachers Classroom/Resource Teachers Leadership Team Media Specialist	Computers *Lesson or unit plans *ActivBoards *Media center/lab use schedule *Student work enhanced by Technology *Performance tasks *Incorporating Technology *Research projects, etc.	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.

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

Attendance/Graduation Rate Action Plan **Annual Measurable Objective: By 2013, the percentage of students who are absent 8 days or more will decrease from 4.0% to 3.0% as measured by the End of Year Attendance report.**				
	Estimated Cost/Funding Sources	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Planning and Organization Standard: 4.1 **Performance Action 1** The school administration and school leadership team collaboratively develop student and teacher handbooks that include rules, policies, and procedures. The handbooks are distributed to all school stakeholders and are periodically		**August 2012 – May 2013** Principal Assistant Principals	*Student Couriers *Teacher handbook *Affirmation forms *Leadership	Students, parents, and faculty members can demonstrate and articulate an understanding of school rules, policies, and procedures as outlined in student and teacher handbooks.

reviewed and revised. • Implement established school procedures for monitoring student absenteeism: (1) Monitor eSIS attendance daily and (2) Contact parents after one-two unexcused absences. Implement established school procedures for monitoring student absenteeism (3) Counselor schedules a conference with parent and student to sign attendance contract.		Counselors Leadership Team Attendance Manager/Registrar	team meeting agendas and minutes, etc. *Communication Logs *Parent Surveys	
Student, Family and Community Involvement and Support Standard: 1.1.3 **Performance Action 2** The school/system provides educational opportunities for parents to meet identified needs which may include parenting styles and practices, expectations for student behavior, academic performance, and Georgia Performance Standards.		**August 2012 – May 2013** Principal Counselors API Leadership Team Title I/EIP Teachers Classroom/Resource Teachers	*Parent needs survey *Parent Workshop Sign-in sheets *Parent meeting agendas, minutes, etc.	Parents describe how training opportunities provide support for their children in the areas of academic achievement, behavior, etc.
Leadership Standard: 4.1 **Performance Action 5** The leadership team communicates the school improvement plan, action plans/next steps, assessment data, attendance data, discipline data, and other pertinent data to facilitate the focus of the team to ensure that student achievement is the core of its work.		**August 2012 – May 2013** Principal Counselors Assistant Principals Leadership Team Title I/EIP Teachers	*Data room with data displays *Planning for results notebooks *Data notebooks *Meeting minutes and agendas,	Leadership team members understand, communicate, and apply the data to the school improvement process. All staff members understand how data is used to make decisions about curriculum, instruction and assessment.

		Classroom/Resource Teachers		

Library-Media Action Plan

Annual Measurable Objective: By 2013, the percentage of students in third – fifth grades who will meet or exceed standards on the Reading/English/LanguageArts section of the spring administration of the CRCT will increase from 75% to 85%.

By 2013, the number of students reading 25 books or more per year will increase by 10%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard: 1.2 **Performance Action 4** The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation. • Media Specialist/Teacher will facilitate 25 Book Campaign • Media Specialist/Teacher will maintain a collection with resources that support the four areas of curriculum • Media Specialist collaborates with classroom teachers • Leveled Books available to students	Title I Media Allotment	August 2012 – May 2013 Principal Assistant Principals Media Specialist Leadership Team Classroom/Resource Teachers	*Student Assignments *Projects *Book Reports	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Instruction Standard: 1.1.2 **Performance Action 4** The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation. • Collaboratively plan lessons that will engage all students in age appropriate activities which promote complex thinking, information literacy, vocabulary, comprehension, reading for information, research and functional media literacy.	$500 Media Allotment	August 2012 – May 2013 Principal Assistant Principals Media Specialist Leadership Team Classroom/Resource Teachers	*Disaggregated Lexile reports and /or local reading reports *25-Books Standard Committee Guidelines *Resource alignment to units *Media circulation records, etc.	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.
Instruction Standard 2: 2.7 **Performance/Action 1** Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum. • Implement reading incentive programs: 25 Books Campaign, Read Across America/Dr. Seuss' Birthday, and Helen Ruffin Reading Bowl/Reading Club along with guests and teachers reading aloud to students.	Media Allotment State $2000	August 2012 – May 2013 Principal Assistant Principals Media Specialist Leadership Team Classroom/Resource Teachers	*Computers *Lesson and unit plans *LCD projectors and other technological equipment *Comprehensive plan to integrate technology *Collaborative teacher meeting minutes and agendas, etc.	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.
Technology Integration **Instruction Standard 2**: 2.7	Media Allotment	August 2012-May 2013	Computers *Lesson or unit plans	Students can articulate how technology supports their learning. Students can provide examples of student work that

Performance Action 2 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 promote content research and require the conceptual application of the standards. • Collaboratively plan lessons with teachers that will engage all students in age appropriate activities which promote complex thinking, information literacy, vocabulary, comprehension, reading for information, research and functional media literacy.	$1000	Principal Assistant Principals Media Specialist Title I/EIP Teachers Classroom/Resource Teachers Leadership Team	*ActivBoards *Media center/lab use schedule *Student work enhanced by Technology *Performance tasks *Incorporating Technology *Research projects, etc.	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.

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

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	**Evidence of Impact**
State (PL Funds)	**Professional Learning Standard:1.1** **Performance Action 1** Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the Georgia	Teachers, administrators, and supportive staff will have opportunities to collaborate in order to analyze student assessment results, create lesson plans to address individual student needs. • Data Meetings • Grade Level Meetings	August 2012 – May 2013	*School Improvement *Collaborative Planning *Leadership Team agendas and minutes *Analyzed student work *Research-based	Administrators and other school leaders can articulate why the professional learning design was chosen as

				instructional practices, etc. *Unit/Lesson Plans	a focus of the school. A well-defined plan for implementation and student learning impact can be articulated by all staff.
	Performance Standards.	• Teacher/Student Conferences • Unit Planning Professional Learning Opportunities • Success For All Reading Program • CCGPS – Reading/Mathematics • Teacher Keys • Thinking Maps • Marzano's High Yield Strategies			
Federal	**Planning/Organization: 2.3 Performance Action 1** The leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership team meetings. Action plans/next steps are developed to ensure that the plan is implemented effectively.	Leadership Retreat Administrators and teacher-leaders will participate in a Summer retreat to analyze the data from 2012-2013 and plan for success in SY 2013-2014. Teacher Meetings Administrators and grade level teams will meet each semester to analyze data, plan for instruction, share strategies and monitor student progress. This data will assist with revisions that may need to be made to the Consolidated School Improvement Plan.	August 2012 – May 2013	*Disaggregated Data *Focus walks *Surveys *Leadership team meeting agendas and minutes *Monitoring/evaluation forms *Implementation steps/short term action plans/next steps, etc.	**Leadership team members can explain how the school improvement plan impacts the work of the school and support student learning. The goals of the improvement plan become the focus of the work of the leadership team.**
Local	**Curriculum Standard: 2.1 Performance Action 1** The school utilizes the school improvement process as directed in the School Improvement Field Guide located on the Georgia Department of Education School Improvement web page (http://www.gadoe.org/)	An effective learning community is created to support teacher and student learning. Teachers, administrators and supportive staff will utilize resources to develop units/lesson plans to meet the needs of students. Data Meetings will give teachers the opportunity to plan effective writing lessons, differentiate instruction, scaffold instruction, provide rigor in the classroom, classroom talk, higher order thinking and collaboration.	August 2012 – May 2013	*Lesson/unit plans *Focus walks *Classroom observations *School Improvement field Book *School improvement plan, etc.	Faculty, staff, and administrators can summarize the school improvement process and articulate school goals. They can demonstrate and provide

				documentation that shows that these goals directly impact student relational, emotional, and academic needs.

School Climate Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Leadership Standard: 2.1 Performance Action 1 The school leaders ensure school-wide consistent procedures and routines that focus on student safety, student learning, and maximum, non-interrupted instructional time. A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that - Knows best practices in violence prevention and school culture. - Actively shares with the faculty research-based safe schools. - Collects and analyzes local, state, and national data on violence and school climate on a yearly basis.		August 2012 – May 2013 Principal Assistant Principals Leadership Team Counselors LTSE	*Posted procedures and routines *Teacher/Staff Handbooks *Student Code of Conduct handbook *Safety plan, etc. *School wide Discipline Plan	All staff can articulate how the school is managed including procedures for operations such as fire drills, hall traffic, transition times, inclement weather, substitute teacher acquisition, medicine distribution, arrivals/dismissals, etc.
School Culture Standard: 1.4 Performance Action 1		Principal	*Mentor/Mentee Meeting logs	Mentors and students can describe the impact of the mentoring program.

A mentor program is established to address the needs of identified students. The school has established a "Caring Adult in the Building" or an Advisement program in which students meet with an adult in the school to discuss issues such as academic concerns, character education, career plans, family issues, etc. The mentor/advisor ensures that students have access to appropriate support and services to meet individual student needs.		Leadership Team Assistant Principals Counselors LTSE	*Mentor program design *Sign-in sheets	Students can explain where they can go if they need help.
Student, Family and Community Involvement Standard: 3.1 **Performance Action 4** School facilities are made available to meet appropriate community needs as outlined in system policy. • Provide motivational speakers and consultants to present at parental involvement meetings • Provide additional resources for parent checkout • Designate a location where computers/printers are available for parent use		Principal Leadership Team Assistant Principals Teacher Support Specialists Counselors Media Specialist PTA Parents	*Calendar and schedule of Events *List of services *Facility agreement, etc.	Faculty and staff can identify the community needs and support scheduling of the school facility for community needs.

Teacher Retention Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Planning and Organization Standard: 2.1 Performance Action 1 The school utilizes the school improvement process as directed in the School Improvement Field Guide located on the Georgia Department of Education School Improvement web page (http://www.gadoe.org/)		2012-2013 Principal Teacher Support Specialists Assistant Principals Leadership Team	*School Improvement Field Book *School Improvement Plan, etc.	Faculty, staff, and administrators can summarize the school improvement process and articulate school goals. They can demonstrate and provide documentation that shows that these goals directly impact student relational, emotional, and academic needs.
Professional Learning Standard: 1.3 Performance Action 1 Administrators create experiences for teachers to serve as mentors, master teachers, and academic coaches, as well as create experiences for teachers to lead school-wide committees regarding curriculum, instruction, and professional learning. The school will develop and maintain policies, procedures, and protocols to ensure that the school environment supports teachers in the following ways: - Assign mentors and TSS to teachers new to the profession - Assign mentors and TSS to teachers new to the building - Provide mentors to veteran teachers upon request or based on need - Schedule a formal time for TSS and mentees to meet Provide guidelines to		Principal Leadership Team Assistant Principals Teacher Support Specialists Grade Level Chairpersons	*School calendar showing committee meetings *Logs of meetings with TSS/mentees *Teacher feedback form *Schedule of observations, etc.	Administrators can articulate how they create opportunities for teachers to serve in leadership roles and how these teacher leaders are impacting the culture of the school in terms of adult and student learning. Protégés can articulate how the support from their mentors is helping their first years of teaching. All teachers can describe feedback received from other teachers and how this feedback has impacted their classroom practice and student learning.

mentors regarding how to effectively serve in their roles. • Teacher Support Specialist (TSS) will conduct a needs assessment to determine strengths and areas in need of improvement.				