

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:	Date: 10/9/12
Regional Superintendent:	Date:

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

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

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School 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.	Annette Maclin		
2.	Bill Blass		
3.	Tyler Kornatowski		
4.	Bridget Basset		
5.	David Tracht		
6.	Mary Jane Holbrook		
7.	Janel Stover		
8.			
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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	Annette Maclin		10/9/12
CSIP Facilitator	Annette Maclin		10/9/12
Parent Representative (cannot be a school employee)	Bryan Payne		
Student Representative (required for High School)	NA		
Community Representative (cannot be a school employee)	David Tracht		
School Counselor	Dr. Subrenna Glen		
Special Education Representative	Rebecca Birnbaum		10/9/12
Reading/ELA Chair	Kim Sheffield		10/9/12
Math Chair	Janice Wingo		10/9/12
Science Chair	Rebecca Birnbaum		10/9/12
Social Studies Chair	Pamela Lewis		10/9/12
Professional Learning Liaison	Ashley Hackworth		10/9/12
Other (specify)	Edward Conner		
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:

- **RTI Framework:** HES counseling program focused on identification of student support needs, teacher training regarding collection of data and documenting use of instructional strategies.
- **Pre-screening of student understanding:** school wide use and implementation of Star Math for all students, Fountas and Pinnell for RTI tier two students
- **AR Reading Program:** fosters student reading for understanding school wide
- **After School Tutorial:** supportive instruction provided for students in Reading and Math
- **Grand friends:** classroom volunteer support with literacy
- **Caught Being Good:** school wide behavior management plan, recognizes individual students for exceeding behavioral expectations
- **Computer Lab:** Teacher funded by school foundation, provides supportive instruction in Reading and Mathematics

Note: Collecting data to measure instructional effectiveness has been inconsistent in the past. Data collection will be a priority for the 2012-2013 school year. (See Table 1)

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

- Teachers report using Fountas and Pinnell as a universal screener for all students was found to be cumbersome, due to the lack of training on the instrument and the extended time (40 minutes per student) necessary for assessment completion.
- The current discipline plan only recognized individual student behavior. Perception data indicates there were inconsistent expectations for assemblies, cafeteria and hallway behavior.
- Balancing planning time and committee meetings

Note: Collecting data to measure instructional effectiveness has been inconsistent in the past. Data collection will be a priority for the 2012-2013 school year. (See Table 1)

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

The comprehensive needs assessment indicated that the absence of a school wide discipline plan, transition of administrative staff, lack of training for interventions, and inconsistent follow-up have acted as barriers to successful implementation of several programs, initiatives and interventions. These programs include Thinking Maps, Fountas and Pinnell Assessments as a pre-screener for all students, school wide

behavior plans, integration of Promethean Boards as an instructional tool; Support for staff members regarding implementation of the inclusion model.

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: science

- Close the achievement gap in all content areas by reducing the percent of students that do not meet the standard by 3-5% as measured by standardized tests.

Current % of students that meet/exceed standards

Sub Group	Content	2011 Proficiency Rate	2012 Proficiency Rate	2013 performance target
All students	Reading	89	91	94.4
	ELA	83	91	92.6
	Math	78	82	87
	Science	78	78	80.1
	Soc. Studies	72	76	79

- Provide parent involvement opportunities to increase support of the academic program
- Continue to support identification of at risk students and appropriate safety nets for addressing their needs
- Provide meaningful professional development opportunities for teachers to support improved instructional practice
- Support positive school climate by facilitating the use of
 - appropriate student behavior management strategies
 - academic, behavior, and social support mechanisms
 - effective communication strategies
- Provide mechanisms for continuing teacher development resulting in a high quality instructional program

Data Collection Summary (Table 1)				
Program/Intervention	Gap/ Subgroup	Data collection	Person Responsible	Timeline
Parental Involvement	<ul style="list-style-type: none"> • Support of Academic Program • School Climate • Communication 	<ul style="list-style-type: none"> • Attendance data • Parent Volunteer participation data • Cost, time, effort vs. participation • Parent, student, community surveys • Parent concern log – number and type of calls 	Principal Assistant Principal	Monthly report at PTA Board meetings, monthly report at Admin Team meetings
Student Support	<ul style="list-style-type: none"> • Behavior Management • Attendance • Student support • RTI Tier 2 and 3 support 	<ul style="list-style-type: none"> • # of Counseling Referrals • # of Social work referrals • Small group participation data <ul style="list-style-type: none"> ○ Academic, social, behavior improvement • Classroom Guidance – impact on student behavior and social development • Parent concern log number and type of calls • RTI strategy implementation • RTI data preparation 	Counselor	Monthly report at Admin Team meetings
Universal Screeners	Increase academic achievement in Reading/ELA, Math for all subgroups	<ul style="list-style-type: none"> • Usage data • Implementation fidelity • Score report use <ul style="list-style-type: none"> ○ Flexible group assignment criteria ○ Tutorial selection criteria 	Assistant Principal	3 times per year
Discipline	<ul style="list-style-type: none"> • School Climate • Behavior Management • Increase academic achievement for all subgroups 	<ul style="list-style-type: none"> • Office Discipline Referrals • SIS discipline reports • Discipline responses vs. attendance • Discipline responses vs. academic achievement • Participation in student recognition programs 	Assistant Principal	Monthly
Instructional Strategies <ul style="list-style-type: none"> • Differentiated instruction • High Yield Strategies • Flexible grouping 	Increase academic achievement in all subgroups	<ul style="list-style-type: none"> • Grade level planning minutes • Observation data • Student work analysis • Assessment data • Lesson Plan review supported by focus walk data <ul style="list-style-type: none"> ○ # differentiated lessons, assignments, homework, tasks, processes ○ # and type of centers ○ # and type of high yield strategies 	Principal Assistant Principal	Monthly: data talks Weekly: grade level meetings

Tutorial	Increase academic achievement in all subgroups	<ul style="list-style-type: none">• Grade level planning minutes• Log of homeroom teacher/tutor communication• Assessment data• Attendance data• Attendance vs. classroom benchmark performance• Tutorial Pre/Post assessment data	Assistant Principal Grade level chairs	Monthly report at leadership team meeting
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Professional Learning Summary (Table 2)

Program/Intervention	Gap/ Subgroup	Audience	Cost	Timeline	Person Responsible
Universal Screeners <ul style="list-style-type: none"> • Star Reading • Fountas and Pinnell • Star Math 	Reading/ELA, Math	Homeroom teachers		September 2012 November 2012	Assistant Principal
RTI Implementation	All subgroups	New staff members		Monthly 2012-2013 School year	Counselor
Teacher Development <ul style="list-style-type: none"> • PLC • Data Talks • CFIP Protocol 	Improved instructional practice Teacher Effectiveness	All teachers All departments	No cost	Monthly 2012-2013 School year	Principal RT3 Facilitator Facilitator: DCSD Professional Learning Dept.
Instructional Strategies <ol style="list-style-type: none"> 1. Differentiated Instruction 2. High Yield Strategies 3. Promethean Board training 4. Instructional Software 5. VersaTiles 6. 5 step Writing process 7. Thinking Maps 	Increase student achievement for all subgroups	Strategies 1-3: All teachers/ departments 4: Homeroom teachers 5: grade K –3 6: Grade 2 – 5 7: Science/Social Studies and ELL subgroup		Weekly faculty meetings Grade level meetings	Principal Assistant Principal
TKES	Improved instructional practice Teacher Effectiveness	All Teachers		Monthly 2012-2013 School year	Principal Assistant Principal Facilitator: DCSD Professional Learning Dept.
SLOs	Increase student achievement for all subgroups	Pre-K – 3 grade teachers		September 2012 April 2012	Assistant Principal RT3 Coordinator
CCGPS	Increase student achievement for all subgroups	All teachers		Weekly grade level/faculty meetings	Assistant Principal RT3 Coordinator

Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment school Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>Engage all members of the HES school family to build a cohesive team focused on meaningful learning and leadership opportunities for students and staff with a goal of becoming life-long thinkers and learners.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>The mission of HES is to establish a partnership between home and school that maximizes students' potential to succeed. We strive to provide engaging learning opportunities in a safe and caring environment, and to encourage partnerships between parents, staff, students, and community.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self-direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation 	<ol style="list-style-type: none"> 1. Value and promote parent and community involvement. 2. Parents who are active members of their child's learning community are valued. 3. A culture of high expectations can lead to success for everyone.

Developing a Comprehensive Needs Assessment

1) Provide a brief description of your school and community. Include the following information:

▫ **Geographic location**

Hawthorne Elementary School is located within a neighborhood of single family homes and also serves a number of nearby Condominium complexes. Hawthorne serves a diverse community and has a very active Parent Teacher Association, a committed School Council, and a newly created Foundation to assist the Principal and faculty as we improve the educational experiences for every student. Our school thrives on the adopted co-teaching and inclusion model of instruction. Hawthorne Elementary is part of DeKalb County School District School Choice program as it is in partnership with Coralwood Diagnostic Center School. As a result, of the partnership, Hawthorne receives Coralwood students who wish to transfer to Hawthorne rather than go back to their home attendance area school. The Hawthorne community is comprised of Mercer University, North Lake Mall and other retail mall centers, service businesses, and high to low income families. Over the past two years, the neighborhood has become revitalized as younger families move in, which will keep the enrollment stable and growing.

▫ **Enrollment**

CURRENT STUDENT ENROLLMENT PER STUDENT SUBGROUP

	Number of Students	Percent*
Total Enrollment	454	-
Male	233	51.32%
Female	221	48.68%
African American/Black	143	31.50%
American Indian/Alaskan	-	-
Asian/Pacific Islander	19	4.19%
Hispanic	87	19.16%
White	194	42.73%
Multi-Racial	11	2.42%
Economically Disadvantaged	201	44.27%
English Language Learners (ELL)	67	14.76%
Students with Disabilities (SWD)	67	14.76%

* Many students belong to more than one student subgroup. The sum total for percent of total enrollment (shown in the right hand column) may consequently be greater than 100%.

▫ **Subgroups (regardless of whether or not they affect AYP):**

- Ethnicity
 - African American/Black 143
 - Asian/Pacific Islander 19
 - Hispanic 87
 - White 194
 - Multi-Racial 11
- Student with Disabilities (SWD) – 14.76% or 67 students
- Economically Disadvantaged – 44.27% or 201 students
- English Language Learners (ELL) – 14.76% or 67 students

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 Hawthorne Faculty and staff provided input to the CSIP plan via grade level meetings, email summaries, and staff CSIP meetings. The School Leadership Team serves as the CSIP steering committee and meets twice a month on the first and third Thursdays to discuss the CSIP plan and implementation.

▫ **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

The needs assessment included data from the Georgia Assessment of Performance on School Standards (GAPSS) instrument, Focus Group data, and Action Teams consisting of parents, teachers, and community members. Leaders of the School Council, PTA, and HES Foundation participated in a survey of School Improvement Needs. Outcomes were shared during a Strategic Planning Committee meeting.

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	X	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
	CCPRI	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self-Assessment
	Georgia High School Writing Test		Discipline Data		Benchmark Scores
	Georgia Writing Assessment		Attendance		Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
	Iowa Test of Basic Skills		Gifted Education		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.

- **Community Involvement:** a very active and engaged community supports HES. The PTA, School Council and HES School Foundation provide consistent support in the form of volunteers, funding, supplies, and feedback
- **Counselor's Program:** The counseling program at HES includes support in the form of classroom and small group guidance, managing the school's RTI process and SST
- **Collaboration:** HES faculty and staff are dedicated to meeting the instructional, social, and emotional needs of all HES students. General and Special Education teachers work collaboratively to provide appropriate instruction for all students assigned to their classroom.
- **Inclusion Program:** HES has a population of approximately 60 special education students with a variety of exceptionalities. All of these students are included in the general education classroom for at least 80% of their instructional day. Fourteen of twenty homerooms at HES are fully included, co-taught classrooms. These 24 classrooms are each staffed with a full time general education and special education teacher; additionally a paraprofessional may be assigned as appropriate.
- **CCRPI Bonus Points:** According to the CCRPI Hawthorne Elementary is eligible to receive bonus points in the following categories
 - 99% of Students with Disabilities served in general education environments greater than 80% of the school day

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

Prior to the 2012-2013 school year, data sources for the comprehensive needs assessment consisted mainly of perception data, standardized test, and demographic data. Data indicates a need to focus on selection and implementation of effective instructional strategies designed to meet the needs of all Hawthorne ES students. Action Teams and Focus Groups convened during the 2011-2012 school year comprised of faculty and parents indicated a lack of accountability and inconsistency related to student behavioral expectations school wide. Teacher questionnaires completed during the fall of 2012 indicated a willingness to be more involved in the decision making process at the school. Parent and staff surveys and action teams indicate mechanisms for staff input and communication with school leaders needs to be a focus area in the 2012-2013 school year. The needs assessment identified several programs and initiatives that were introduced to the staff but require additional training for effective implementation. These programs include Thinking Maps, Fountas and Pinnell Assessments as a pre-screener for all students, school wide behavior plans, integration of

Promethean Boards as an instructional tool; Support for staff members regarding implementation of the inclusion model. The school has experienced a lot of transition during the past year and would benefit from a focus on school climate.

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

Professional Learning Summary (Table 2)					
Program/Intervention	Gap/ Subgroup	Audience	Cost	Timeline	Person Responsible
Universal Screeners <ul style="list-style-type: none"> • Star Reading • Fountas and Pinnell • Star Math 	Reading/ELA, Math	Homeroom teachers	\$1000.00 ASEDP funds	September 2012 November 2012	Assistant Principal
RTI Implementation	All subgroups	New staff members	No cost	Monthly 2012-2013 School year	Counselor
Teacher Development <ul style="list-style-type: none"> • PLC • Data Talks • CFIP Protocol 	Improved instructional practice Teacher Effectiveness	All teachers All departments	No cost	Monthly 2012-2013 School year	Principal RT3 Facilitator Facilitator: DCSD Professional Learning Dept.
Instructional Strategies <ol style="list-style-type: none"> 1. Differentiated Instruction 2. High Yield Strategies 3. Promethean Board training 4. Instructional Software 5. VersaTiles 6. 5 step Writing process 7. Thinking Maps 	Increase student achievement for all subgroups	Strategies 1-3: All teachers/ departments 4: Homeroom teachers 5: grade K –3 6: Grade 2 – 5 7: Science/Social Studies and ELL subgroup	No cost	Weekly faculty meetings Grade level meetings	Principal Assistant Principal Strategies 1, 2, 3: Facilitator: DCSD CAIPL
TKES	Improved instructional practice Teacher Effectiveness	All Teachers	No cost	Monthly 2012-2013 School year	Principal Assistant Principal Facilitator: DCSD Professional Learning Dept.
SLOs	Increase student	Pre-K – 3 grade teachers	No cost	September 2012	Assistant Principal

	achievement for all subgroups			April 2012	RT3 Coordinator
CCGPS	Increase student achievement for all subgroups	All teachers	No cost	Weekly grade level/faculty meetings	Assistant Principal RT3 Coordinator

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

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

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

School Counselors: The counselor assists students in acquiring the appropriate attitude, knowledge, and skills that contribute to effective learning in school and across the life span. They work collaboratively with the school social worker in assisting students with HHB, homelessness, and DFACS referrals as needed. They work closely with the school psychologists to identify students with deficits in the areas of academics, behavior, and social skills.

Psychologists: School psychologist, often consult with outside agencies that provide support for students so that local interventions will be more effective. They also ensure compliance with district guidelines set by the district office in order to devise an effective plan for student support.

Student Support Specialists: The LTSE collaborates with Autism and Intellectually Delayed Liaisons to provide support and assistance to teachers and their special needs students. They collaborate with the school counselor, school nurse and school psychologist to ensure accurate and timely identification of students with behavioral, academic, or medical concerns. The LTSE assists general education teachers with the RTI data collection process. They collaborate with district office personnel in the areas of social work, assistant technology, EKK and instruction to identify areas of need and obtain the necessary materials or equipment needed for students to support access to the curriculum and achieve success. They also work closely with parents to foster positive and supportive relationships between home, school and the community

Social Workers: School Social Workers refer families to outside agencies for additional support. Referrals are made for mental health, various agencies for economic support, and the court systems. Referrals that are made are intended to assist families in order to help the student be successful at school.

School Nurses: School nurses work with the health department to assist with getting students the immunizations that they need as well as hearing, vision, and dental screenings. The health department also comes out annually to give flu shots and immunizations to the students and staff.

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations	X	Hornet Express: weekly courier
	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops	X	Newsletters: PTA, School
X	Parental Involvement Survey/Summary	X	Others (list here): Email blasts

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

Hawthorne offers a variety of opportunities to educate and involve the community. Prior to the 2012-2013 school year, data sources for the comprehensive needs assessment consisted mainly of perception data, standardized test and demographic data.

- The PTA and PTA board hold several formal and informal meetings during the school year. These meetings address issues and decisions regarding Hawthorne.
- In August an Open House invites students and parents to meet their teachers, visit their classrooms, and sign up for clubs, extracurricular programs, and volunteer opportunities.
- Curriculum Night is held during the first month of school as another opportunity for parents to meet the teachers, learn more about the curriculum, schedule, and overall grade level expectations.
- Parents are involved in school council meetings to make recommendations, provide advice, and assist with school improvement.
- In September, Hawthorne hosts a Fall Festival. The festival includes food, music, games, hayrides, and an opportunity to socialize and meet new families.
- Monthly Hawthorne Family Nights are hosted by Chick-fil-A, Stevi B’s Pizza, Jason’s Deli, Brusters, Waffle House, and Pete’s Hotdogs and Ice Cream. These events provide financial support and offer opportunities for family and staff socialization.
- Family luncheons and Movie Nights are held twice a year in conjunction with the Scholastic Book Fair.
- A first grade informational meeting, “Kindergarten Round Up”, and Pre-K orientation are held during second semester to give prospective parents an opportunity to meet teachers, learn about curriculum, and attend school tours.
- To support and educate parents a Community Outreach Program is sponsored by PTA.
- A Spanish PTA meeting is a new initiative for our Hispanic community.
- International Night is held first semester. Students sing, dance, wear native dress, and share information about other cultures.
- The annual fundraiser, the Hawthorne Hustle promotes family involvement. The culminating event is a 0.6-mile run where staff, parents, and community support students as they complete the run.

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

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

Stakeholder Communication

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

Parents are notified by letter and score report within ten days of receiving test results, then are encouraged to contact the Assistant Principal or Principal with questions. Teachers conference individually with parents to help with score interpretation. Within a month of receiving results data is compared to that of similar schools and printed in the school newsletter. Teachers provide individual daily or weekly assessment results, which go home every Thursday in the Hawthorne Hornet Express. Formal progress reports, report cards, deficiency reports, and portfolios are additional means to communicate assessment results.

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

Data is communicated to parents by PTA and School Council Meetings, email, Hornet Express, school website and PTA newsletters

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

The CSIP will be communicated through staff/parent committees, faculty meetings, Hawthorne Hornet Express, School Council Meetings, PTA meetings, school website, and will be available in the front office.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

	Publisher	Description/Purpose	Intervention Research
STAR Reading Inventory	Renaissance Learning, Inc. www.renlearn.com	A computer-adaptive, progress-monitoring assessment designed to assess students' reading comprehension and overall reading achievement.	<p>Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author. Available online from http://doc.renlearn.com/KMNet/R003711606GF4A4B.pdf</p> <p>Summary (L2267): http://doc.renlearn.com/KMNet/R003643021GFB418.pdf</p> <p>Renaissance Learning. (2010). The foundation of the STAR Assessments. Wisconsin Rapids, WI: Author. Available online from (L1526) http://doc.renlearn.com/KMNet/R001480701GCFBB9.pdf</p> <p>STAR Reading Technical Manual is available by request to research@renlearn.com</p> <p>Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using technology-enhanced assessments: STAR Reading. In Assessment: In special and inclusive education (11th ed., pp. 330–331). Belmont, CA: Wadsworth Publishing.</p> <p>U.S. Department of Education: National Center on Response to Intervention. (2010). Review of progress-monitoring tools [Review of STAR Reading]. Washington, DC: Author. Available online from http://www.rti4success.org/progressMonitoringTools</p> <p>U.S. Department of Education: National Center on Response to Intervention. (2011). Review of screening tools [Review of STAR Reading]. Washington, DC: Author. Available online from http://www.rti4success.org/screeningTools</p> <p>U.S. Department of Education: National Center on Student Progress Monitoring. (2006). Review of progress monitoring tools [Review of STAR Reading]. Washington, DC: Author. Available online from http://www.studentprogress.org/chart/docs/print_chart122007.pdf</p>

<p>VersaTiles Lab sets</p>	<p>ETA Hand2 Mind www.hand2mind.com</p>	<p>Reading/ELA: Reading/Language Arts Strands are color-coded throughout each level, 1--6, to match IRA/NCTE Standards— Phonics, Word Attack, and Vocabulary Spelling Comprehension and Study Skills Grammar, Usage, and Mechanics</p> <p>Math: Five Math Strands are color-coded throughout VersaTiles activities, to match NCTM Standards:</p> <ul style="list-style-type: none"> • Number & Number Concepts • Estimation & Computation • Patterns, Functions, & Algebra • Geometry & Measurement • Data & Probability 	<p>Berliner, D.C; Casanova, U. (1993) Putting Research to Work in Your School. Scholastic. 52-54, 102-111 Blair-Larsen, S.M; Williams, K (1999) The Balanced Reading Program: Helping All Students Achieve Success Harper Row 126-130 California Department of Education (1999) Mathematics Framework for California Public Schools 8-15 Ericsson, K.A.; Krampe R.T; Tesch-Romer, C. (1993) The Role of Deliberate Practice in the Acquisition of Expert Performance -Psychological Review, Vol.100, 363-406 ETA (1999) VERSATILES Reading/Language Arts Teacher's Resource Guide 14-63 ETA (1999) VERSATILES Mathematics Teacher Resource Guide 17-59 Gardner, H. (1991) The Unschooled Mind: How Children Think and How Schools Should Teach. Basic Books 17-40 Greenwood, C.R.; Delquardi, J.C; Hall J.C.(1989) Longitudinal Effects of Classwide Peer Tutoring. Journal of Educational Psychology, 81, 371-383 Marshall, H.H. (1987) Motivational Strategies of Three Fifth Grade Teachers. The Elementary School Journal, 88 135-150 National Research Council (1999) Preventing Reading Difficulties in Young Children. 1-13 NCTM: (1999) Most Frequently Asked Questions about Mathematics Education. NCTM Online.1-18 Siegler, R. S., and Stern, E. (1998) Conscious and Unconscious Strategies of Discovery.Journal of Experimental Psychology. Vol.127 377-397 Weaver C. (1998) Reconsidering a Balanced Approach to Reading NCTE Publication 227-244</p>
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<p>Accelerated Reader</p>	<p>Renaissance Learning, Inc. www.renlearn.com</p>	<p>Accelerated Reader is a computer-based reading management system designed to complement an existing classroom literacy program for grades pre-K–12. It is designed to increase the amount of time students spend reading independently.</p>	<p>Belgarde, K. A. (1999). Accelerated Reader <i>motivates English as a second language students to read</i>. Unpublished master's dissertation, Moorhead State University, MN.³ The study is ineligible for review because it does not use a comparison group.</p> <p>Castillo, D. V. (2002). The effect of <i>Accelerated Reader</i> on the reading comprehension of third-grade students. (Master's dissertation, California State University, 2002). <i>Masters Abstracts International</i>, 40(05), 34–1114. The study is ineligible for review because it does not use a comparison group.</p> <p>Knapik, P. J. (2002). The effect of the <i>Accelerated Reader</i> program on student achievement: A comparison study. (Doctoral dissertation, University of Southern California, 2002). <i>Dissertation Abstracts International</i>, 64(06A), 296–2027. The study does not meet WWC evidence standards because the measures of effectiveness cannot be attributed solely to the intervention—there was only one unit assigned to one or both conditions.</p> <p>Kortz, W. J. (2002). <i>Measuring the effects of the Accelerated Reader program on the third grade English language learners' reading achievement in dual language programs</i>. Unpublished doctoral dissertation, Sam Houston State University, Huntsville, TX. The study is ineligible for review because it does not use a comparison group.</p> <p>McDurmon, A. (2001). <i>The effects of guided and repeated reading on English language learners</i>. Wisconsin Rapids, WI: Renaissance Learning. The study is ineligible for review because it does not use a sample within the age or grade range specified in the protocol.</p> <p>McGlenn, J., & Parrish, A. (2002). Accelerating ESL students' reading progress with <i>Accelerated Reader</i>. <i>Reading Horizons</i>, 42(3), 175–189. The study is ineligible for review because it does not use a comparison group.</p> <p>Michalik, C. (2002). <i>The Accelerated Reader program and reading achievement in sixth grade students</i>. Unpublished master's dissertation, Concordia University, River Forest, IL. The study is ineligible for review because it does not use a comparison group.</p> <p>Nelson, D. M. (2006). <i>English language learners (ELLs) previewing literature on digital curriculum to improve reading comprehension and motivation on accelerated reader tests</i>. Unpublished master's thesis, Hamline University, St. Paul, MN. The study is ineligible for review because it does not use a comparison group.</p> <p>Renaissance Learning. (2000). <i>Chicago inner-city school raises test scores significantly</i>. Retrieved from http://research.renlearn.com/research/pdfs/67.pdf. The study is ineligible for review because it does not use a comparison group.</p> <p>Renaissance Learning. (2004). <i>California school shows growth on API four years in a row</i>. Retrieved from http://research.renlearn.com/research/pdfs/184.pdf. The study is ineligible for review because it does not use a comparison group.</p> <p>Renaissance Learning. (2007). <i>Reading more and monitoring progress spell success for Texas elementary school</i>. Retrieved from http://research.renlearn.com/research/pdfs/251.pdf. The study is ineligible for review because it does not use a comparison group.</p> <p>Rodriguez-Blanco, O. (2006). The impact of the <i>Accelerated Reader</i> program on third grade/fourth grade bilingual students' TAKS reading scores in a south Texas border town. (Doctoral dissertation, Texas A&M University, 2006). <i>Dissertation Abstracts International</i>, 68(01A), 95–58. The study is ineligible for review because it does not use a comparison group.</p> <p>Yee, V. N. (2007). An evaluation of the impact of a standards-based intervention on the academic achievement of English language learners. (Doctoral dissertation, University of Southern California, 2007). <i>Dissertation Abstracts International</i>, 68(04A), 108–1317. The study does not meet WWC evidence standards because the measures of effectiveness cannot be attributed solely to the intervention—there was only one unit assigned to one or both conditions.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Symphony Math</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">http://symphonylearning.com/</p>	<p>A web-enabled program with a visual and highly intuitive interface, Symphony Math® helps students understand at a conceptual level. Instead of being overwhelmed by numbers, students move at their own speed and learn how math works.</p> <p>Through every stage of Symphony Math®, students gain a strong foundation in underlying principles and become better equipped to take on basic and advanced subjects. Going far beyond rote math drills and practice tests, this special teaching solution illuminates the core of learning and produces confident, more capable students.</p>	<p>Allsopp, D. H., Kyger, M. M., Lovin, L. H., (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners. Baltimore: Paul H. Brookes Publishing Co.</p> <p>Clements, D. H. & Sarama, J., (2009). Learning and Teaching Early Math: The Learning Trajectories Approach. NY: Routledge.</p> <p>Donovan, S., & Bransford, J. D. (2005). How students learn: Mathematics in the classroom. National Academies Press.</p> <p>Ginsburg, H. P. (n.d.). Mathematics learning disabilities: A view from developmental psychology.</p> <p>Griffin, S. A., Case, R., & Siegler, R. S. (1994). Rightstart: Providing the central conceptual prerequisites for first formal learning of arithmetic to students at risk for school failure. In K. McGilly (Ed.), Classroom lessons: Integrating cognitive theory and classroom practice. Cambridge: MIT Press.</p> <p>Hiebert, J., Carpenter, T. P., Fennema, E., Fuson, K. C., Wearne, D., Murray, H., Olivier, A., & Human, P. (1997). Making Sense: Teaching and Learning Mathematics with Understanding. Portsmouth, NH: Heinemann.</p> <p>Kamii, C. (1994). Young Children Continue to Reinvent Arithmetic: Implications of Piaget’s Theory. NY: Teachers College Press.</p> <p>Kilpatrick, J., Swafford, J., & Findell, B. (2001). Adding it up: Helping children learn mathematics. Natl Academy Pr.</p> <p>Ma, L. (1999). Knowing and teaching elementary mathematics: Teachers’ understanding of fundamental mathematics in china and the united states. Lawrence Erlbaum Associates.</p> <p>National Council of Teachers of Mathematics (2006). Curriculum focal points for prekindergarten through grade 8 mathematics. Reston, VA: The National Council of Teachers of Mathematics, Inc.</p> <p>National Mathematics Advisory Panel. (n.d.). Foundations for success: The final report of the national mathematics advisory panel. Washington, DC: U.S. Department of Education.</p> <p>National Research Council. (2001). Adding It Up: Helping Children Learn Mathematics. J. Kilpatrick, J. Swafford, & B. Findell (Eds.), Washington, DC: National Academy Press.</p> <p>Stern, C., Stern, M. B. (1971). Children Discover Arithmetic; An Introduction to Structural Arithmetic. NY: Harper & Row Publishers.</p> <p>Stigler, J. W., & Hiebert, J. (2009). The teaching gap: Best ideas from the world’s teachers for improving education in the classroom. Free Press.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Virtual Fieldtrips</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Areavibes www.areavibes.com/library/online-field-trips-for-students/</p>	<p>Take students outside the classroom without ever opening the door. Like regular field trips, virtual field trips are designed to be entertaining and educational.</p> <p>Tips: www.powertolearn.com/articles/teaching_with_technology/taking_a_virtual_field_trip.shtml</p>	<p>Charkes, Juli S. (2007, March 25). Traveling the world, without so much as a hall pass. New York Times (Late Edition (east Coast)), p. 6. Retrieved June 16, 2008, from ProQuest National Newspapers Core database.</p> <p>Coverdale, G. (1998, January). The virtual science classroom. Media & Methods, 34(3), 6. Retrieved June 16, 2008, from Academic Search Premier database.</p> <p>Foley, K. (2003, January). A virtual field trip into real technology standards. Multimedia Schools, 10(1), 38. Retrieved June 16, 2008, from Academic Search Premier database.</p> <p>Fuson, K. (2007). No permission slip needed. USA Today, Retrieved June 16, 2008, from Academic Search Premier database.</p> <p>Parker, Walter C. (2005). Social studies in elementary education. Upper Saddle River, NJ: Pearson Education, Inc.</p> <p>Trotter, A. (2000, March 22). Jason Project adds sense of adventure to learning science. Education Week, 19(28), 6-7. Retrieved June 16, 2008, from Education Abstracts database.</p>

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	
State Funds	State Per Pupil Funds are utilized for expenditures as outlined by policy. Expenditures directly support student learning.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Federal School Improvement Grants	NA
Local Professional Learning Funds	Funds are used to support the professional learning needed to enhance the implementation of the school improvement plan submitted on a yearly basis to DeKalb County Professional Learning.
Grants (list)	
PTSA	PTA are used to support the academic enrichment of students. Programs such as library, classroom special projects, and technology (Apple Mac lab) have been priorities.
Partners in Education	Donations are used to enhance and support the technology program, promote attendance, and support teacher recognition.
Other (list) Hawthorne Foundation	Funds are used to fund a full time computer technology teacher, maintain computers in the Apple MAC lab, and other school wide projects not funded by other sources.

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: Hawthorne will increase the percent of all students that meet and exceed the standard from 91% to 92.6% in Reading and 94.4% in ELA. ELA subgroups in grades 3-5 will increase the percent of students that meet and exceed the standard as follows: African American from 86% to 89.3%; Hispanic from 89% to 91.3%; White from 96 to 97; SWD from 82% to 84%; ELL from 73% to 84.4%; Economically Disadvantaged from 87.10% to 89.6%. Reading subgroups in grades 3-5 will increase the percent of students that meet and exceed the standard as follows: African American from 85% to 91%; Hispanic from 95% to 93.4%; White from 96% to 97.2%; SWD from 82% to 84%; Economically Disadvantaged from 86% to 91.7%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present -classroom instruction differently.</p> <ul style="list-style-type: none"> • Use Star Reading Inventory as universal screener • Use Fountas and Pinnell for students in Tier 2 • Monthly Grade level data talks • Differentiated Instruction strategies 	<p>Star Reading: \$1200.00</p> <p>ASEDP Funds</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, Grade chairs</p>	<ul style="list-style-type: none"> • Usage data • Lesson plans • Computer lab sign in sheets • Data Talk schedule 	<ul style="list-style-type: none"> • Observation data • Lesson plans • Focus walk data • Flexible grouping strategies based on data provided by IDMS data reports • Star Monitoring Reports • Fountas and Pinnell benchmark assessment results for students in RTI process
<p>Instruction Standard 2: 2.2 Performance/Action 1</p>	<p>Minimal cost</p>	<p>2012-2013 School year</p>	<ul style="list-style-type: none"> • Lesson plans • ELA journals 	<ul style="list-style-type: none"> • Benchmark data • Georgia Writing Assessment

<p>Determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> • Implement High Yield Strategies • Implement 5 step writing process to support writing across the curriculum 		<p>Principal, Assistant Principal, Grade chairs</p>	<ul style="list-style-type: none"> • Grade level planning notes 	<p>data</p>
<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2 Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.)</p> <ul style="list-style-type: none"> • AM/PM tutorial remediation and acceleration • VersaTiles Reading / ELA Lab sets in grades K-3 	<p>VersaTiles K-3 \$1000.00</p> <ul style="list-style-type: none"> • AESDP funds • Local technology funds • HES Foundation grant <p>Tutorial: \$4000.00 ASEDP funds</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, Grade chairs</p>	<ul style="list-style-type: none"> • Tutorial: Attendance logs, selection criteria • Pre/Posttest scores • tutorial /flexible group selection criteria 	<ul style="list-style-type: none"> • Lesson plans • Benchmark data • Story town Unit tests data • Pre/Post test data
<p><u>Students with Disabilities</u> Performance/Action 7 Drastically increase the number of “practice turns’ and targeted feedback that is provided to students with and without disabilities:</p> <ul style="list-style-type: none"> • Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time. • Provide small group instruction with differentiated, targeted feedback. 	<p>VersaTiles SPED funds Levels 1-3 \$1000.00</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, Grade chairs</p>	<ul style="list-style-type: none"> • Classroom observation documents • Focus walk documents • Various leveled texts on topics aligned to the standards, etc. 	<ul style="list-style-type: none"> • Lesson plans • Focus walk data • Pre/Post assessment data • Benchmark data

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<ul style="list-style-type: none"> • VersaTiles Reading/ELA Lab set • Implement use of leveled text to introduce content 				
<p><u>English Language Learners*</u> Performance/Action 6 Differentiate instruction and utilize effective scaffolding techniques to meet student needs.</p> <ul style="list-style-type: none"> • Focus on content area nonfiction reading and informational writing, speaking and listening in order to improve science vocabulary, understanding of content • Implement Thinking Maps • Consistent use of differentiated instruction strategies 	No cost	2012-2013 School year Principal, Assistant Principal, Grade chairs	<ul style="list-style-type: none"> • Centers • Portfolios • Flexible group lists • Student choice of assignments • Classroom observation documents • Focus walk documents 	<ul style="list-style-type: none"> • Observation data • Lesson plans • Differently paced instruction
<p><u>Technology Integration</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Use of Promethean board to extend language, vocabulary development, critical thinking and problem solving skills 	\$15000.00 ASEDP funds	2012-2013 School year Principal, Assistant Principal Grade chairs, Media Specialists	<ul style="list-style-type: none"> • Centers • Flexible group lists • Student choice of assignments • Classroom observation documents • Focus walk documents 	<ul style="list-style-type: none"> • Observation data • Lesson plans • Focus walk data • Usage reports

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

Mathematics Action Plan				
<p>Annual Measurable Objective: Hawthorne will increase the percent of all students that meet and exceed the standard from 82% to 87% in Math. Subgroups in grades 3-5 will increase the percent of students that meet and exceed the standard as follows: African American from 76% to 79.9%; Hispanic from 74% to 86.4%; White from 92% to 92.3; SWD from 73% to 75%; ELL from 57% to 79%; Economically Disadvantaged from 75% to 81.8%.</p>				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present -- classroom instruction differently.</p> <ul style="list-style-type: none"> • Star Math • Monthly Grade level data talks • Differentiated Instruction strategies 	<p>\$1200.00 PTA Funds</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, grade level chairs</p>	<ul style="list-style-type: none"> • Usage data • Lesson plans • Computer lab sign in sheets • Data Talk schedule 	<ul style="list-style-type: none"> • Flexible grouping strategies based on data provided by IDMS data reports • Star Monitoring Reports • Benchmark data • Pre/Posttests data • Observation data • Lesson plans • Focus walk data
<p>Instruction Standard 2: 2.2 Performance/Action 1 Determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> • Implement High Yield Strategies 	<p>Minimal cost</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, grade level chairs</p>	<ul style="list-style-type: none"> • Math journals • Centers • Portfolios • Flexible group lists • Student choice of assignments • Classroom observation documents • Focus walk documents 	<ul style="list-style-type: none"> • Lesson plans • Benchmark data • Grade level planning notes

<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2 Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.).</p> <ul style="list-style-type: none"> • AM/PM tutorial remediation and acceleration 	<p>\$4000.00</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, grade level chairs</p>	<ul style="list-style-type: none"> • Tutorial: Attendance logs • Selection criteria • Pre/Posttest scores • tutorial /flexible group selection criteria 	<ul style="list-style-type: none"> • Formative and summative assessments • Flexible grouping strategies based on data provided by IDMS data reports • Pre/Post assessment data
<p><u>Students with Disabilities</u> Performance/Action 7 Drastically increase the number of “practice turns’ and targeted feedback that is provided to students with and without disabilities:</p> <ul style="list-style-type: none"> • Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time. • Provide small group instruction with differentiated, targeted feedback. • Symphony Math • Implement use of Versa Tiles Math Sets in grades K-3 • Increase use of hands-on activities • Increased use of technology to relate content to real life experiences <ul style="list-style-type: none"> ○ Promethean Board 	<p>\$1200.00 SPED funds</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, grade level chairs</p>	<ul style="list-style-type: none"> • Flexible group selection criteria • Usage data • Use of manipulatives in lessons 	<ul style="list-style-type: none"> • Lesson plans • Focus walk data • benchmarks • Pre/Post assessment data • Flexible grouping strategies based on data provided by IDMS data reports
<p><u>English Language Learners*</u> Performance/Action 6 Differentiate instruction and utilize effective scaffolding techniques to meet student needs.</p>	<p>No cost</p>	<p>2012-2013 School year</p> <p>Principal, Assistant</p>	<ul style="list-style-type: none"> • Centers • Portfolios • Flexible group lists • Student choice of assignments 	<ul style="list-style-type: none"> • Observations data • Lesson plans • Differently paced instruction

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<ul style="list-style-type: none"> • Focus on content area reading and writing, speaking and listening in order to improve vocabulary, and understanding of content • Consistent use of differentiated instruction strategies 		<p>principal, Grade chairs</p>	<ul style="list-style-type: none"> • Classroom observation documents • Focus walk documents 	
<p><u>Technology Integration</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Use technology to access Compass Learning, OAS, Study Island, etc. for CRCT practice 	<p>Software subscriptions: \$1200.00</p> <p>PTA funds ASEDP Funds</p>	<p>2012-2013 School year</p> <p>Assistant Principal, Technology committee, Media Specialist</p>	<ul style="list-style-type: none"> • Centers • Portfolios • Flexible group lists • Student choice of assignments • Classroom observation documents • Focus walk documents 	<ul style="list-style-type: none"> • Observation data • Lesson plans • Focus walk data • Usage reports • Program progress reports

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

Science Action Plan				
<p>Annual Measurable Objective: Hawthorne will increase the % of students that meet and exceed the standard from 78% to 80.1 % in Science. Subgroups in grades 3-5 will increase the percent of students that meet and exceed the standard as follows: African American from 67% to 68.9%; Hispanic from 77% to 77.3%; White from 89% to 89.3; SWD from 55% to 56.5%; ELL from 59% to 67.6%; Economically Disadvantaged from 68% to 72.5%.</p>				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present -- classroom instruction differently.</p> <ul style="list-style-type: none"> • High Touch – High tech Science in-school demos and field trips for grade 1 • Differentiated Instruction strategies • Monthly grade level data talks 	<p>\$ 700.00 PTA Grant</p>	<p>2012-2013 School year</p> <p>Assistant Principal, Technology committee, Media Specialist</p>	<ul style="list-style-type: none"> • Lesson plans • Centers • Science journals • Portfolios • Data Talk schedule 	<ul style="list-style-type: none"> • Flexible grouping strategies based on data provided by IDMS data reports • Benchmark data • Pre/Posttests data • Observation data • Lesson plans • Focus walk data
<p>Instruction Standard 2: 2.2 Performance/Action 1 Determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> • Focus on content area nonfiction reading and informational writing, speaking and listening in order to improve science vocabulary, understanding of science process skills, physical, earth, and life science concepts. • Implement Thinking Maps 	<p>No cost</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, grade level chairs</p>	<ul style="list-style-type: none"> • Science resource room check out sheet • Science journals • Student work • End of unit products 	<ul style="list-style-type: none"> • Lesson plans • Focus walk data • benchmarks • Pre/Post assessment data <p>Flexible grouping strategies</p>

<ul style="list-style-type: none"> Provide lab experiences in which students participate in hands on projects and discovery lessons based on science process skills including questioning, observing and organizing data 				
<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2 Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.).</p> <ul style="list-style-type: none"> Lego STEM club Lego Robotics club (morning) Conduct research related to Science topics 	Lego Stem: \$1300.00 ASEDP Funds Lego Robotics: \$1000.00 ASEDP funds	2012-2013 School year Principal, Assistant Principal, grade level chairs	<ul style="list-style-type: none"> Conference notes Analysis of formative assessments Science assignments using manipulatives Various leveled texts on topics aligned to the standards, etc. 	<ul style="list-style-type: none"> Lesson plans Focus walk data benchmarks Pre/Post assessment data Flexible grouping strategies based on data provided by IDMS data reports Grade level meeting notes
<p><u>Students with Disabilities</u> Performance/Action 7 Drastically increase the number of “practice turns’ and targeted feedback that is provided to students with and without disabilities:</p> <ul style="list-style-type: none"> Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time Provide small group instruction with differentiated, targeted feedback. Increase use of hands-on activities Increased use of technology to relate content to real life experiences <ul style="list-style-type: none"> Promethean Board 	Versa Tiles: \$1200.00 (1 kit grades 1-3) SPED funds	2012-2013 School year Principal, Assistant Principal, grade level chairs	<ul style="list-style-type: none"> Flexible group selection criteria Participation logs 	<ul style="list-style-type: none"> Lesson plans Focus walk data Observation data benchmarks Pre/Post assessment data Flexible grouping strategies based on data provided by IDMS data reports
<p><u>English Language Learners*</u></p>	No cost	Principal,	<ul style="list-style-type: none"> Centers Portfolios 	<ul style="list-style-type: none"> Observations data

<p>Performance/Action 6 Differentiate instruction and utilize effective scaffolding techniques to meet student needs.</p> <ul style="list-style-type: none"> • Focus on content area nonfiction reading and informational writing, speaking and listening in order to improve science vocabulary, understanding of science process skills, physical, earth, and life science concepts. • Implement Thinking Maps • Consistent use of differentiated instruction strategies 		<p>Assistant principal, Grade chairs</p>	<ul style="list-style-type: none"> • Flexible group lists • Student choice of assignments • Classroom observation documents • Focus walk documents 	<ul style="list-style-type: none"> • Lesson plans • Differently paced instruction
<p><u>Technology Integration</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Promethean Board • Virtual field trips, experiments (1 per grade level) 	<p>1600.00 ASEDP funds</p>	<p>2012-2013 School year</p> <p>Principal, Assistant Principal, grade level chairs</p>	<ul style="list-style-type: none"> • Centers • Portfolios • Flexible group lists • Student choice of assignments • Classroom observation documents • Focus walk documents 	<ul style="list-style-type: none"> • Observation data • Lesson plans • Focus walk data • Usage reports

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

Social Studies Action Plan				
Annual Measurable Objective: Hawthorne will increase the % of students that meet and exceed the standard from 75% to 79% in Social Studies. Subgroups in grades 3-5 will increase the percent of students that meet and exceed the standard as follows: African American from 63% to 68.5%; Hispanic from 73% to 75.7%; White from 88% to 87.6; SWD from 59% to 54%; ELL from 59% to 66%; Economically Disadvantaged from 64% to 70.8%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present -- classroom instruction differently.</p> <ul style="list-style-type: none"> • Monthly grade level data talks • Differentiated instruction strategies 	No cost	2012-2013 School year Principal, Assistant Principal, grade level chairs	<ul style="list-style-type: none"> • Centers • Portfolios • Flexible group lists • Student choice of assignments • Classroom observation documents • Focus walk documents 	<ul style="list-style-type: none"> • Observation data • Lesson plans • Focus walk data • Usage reports
<p>Instruction Standard 2: 2.2 Performance/Action 1 Determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> • High Yield strategies • Thinking Maps 	PL for teachers \$ 1000.00 ASEDP funds	2012-2013 School year Principal, Assistant Principal, grade level chairs	<ul style="list-style-type: none"> • Centers • Portfolios • Flexible group lists • Student choice of assignments • Classroom observation documents • Focus walk documents 	<ul style="list-style-type: none"> • Observation data • Lesson plans • Focus walk data • Usage reports • Professional Learning schedule • Grade level meeting notes
<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2</p>	No cost	2012-2013 School year	<ul style="list-style-type: none"> • Conference notes 	<ul style="list-style-type: none"> • Lesson plans • Focus walk data

<p>Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.).</p> <ul style="list-style-type: none"> • Conduct research related to Social Studies topics • Design instruction that utilizes simulations and activities to make history relevant to students using Promethean boards • Provide students with a variety of resources and media with a focus on content area reading strategies to support students' knowledge of historical concepts. 		<p>Principal, Assistant Principal, grade level chairs</p>	<ul style="list-style-type: none"> • Analysis of formative assessments • Science assignments using manipulatives • Various leveled texts on topics aligned to the standards, etc. 	<ul style="list-style-type: none"> • benchmarks • Pre/Post assessment data • Flexible grouping strategies based on data provided by IDMS data reports • Grade level meeting notes
<p><u>Students with Disabilities</u> Performance/Action 7 Drastically increase the number of “practice turns” and targeted feedback that is provided to students with and without disabilities:</p> <ul style="list-style-type: none"> • Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time • Provide small group instruction with differentiated, targeted feedback 		<p>2012-2013 School year</p> <p>Principal, Assistant Principal, grade level chairs</p>	<ul style="list-style-type: none"> • Flexible group selection criteria • Lesson plans • Usage data 	<ul style="list-style-type: none"> • Lesson plans • Focus walk data • benchmarks • Pre/Post assessment data • Flexible grouping strategies based on data provided by IDMS data reports
<p><u>English Language Learners*</u> Performance/Action 6 Differentiate instruction and utilize effective scaffolding techniques to meet student needs.</p> <ul style="list-style-type: none"> • Focus on content area reading and 	<p>No Cost</p>	<p>Principal, Assistant principal, Grade chairs</p>	<ul style="list-style-type: none"> • Centers • Portfolios • Flexible group lists • Student choice of 	<p>Observations data Lesson plans Differently paced instruction</p>

<p>writing, speaking and listening in order to improve vocabulary, understanding of content, impact of historical events on current affairs</p> <ul style="list-style-type: none"> • Implement Thinking Maps • Consistent use of differentiated instruction strategies 			<p>assignments</p> <ul style="list-style-type: none"> • Classroom observation documents • Focus walk documents 	
<p><u>Technology Integration</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Virtual fieldtrips, pen pals, current event broad casts (1 per grade level per year) 	<p>\$15,000 HES ASED funds</p>			

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Decrease the number of students with 6 or more absences by 20% during the 2012-2013 school year.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Performance Action 2</p> <p>The leadership team works with the staff and school community to create pyramids of interventions to eliminate barriers to the achievement of all learners and groups of learners.</p> <ul style="list-style-type: none"> • NBA – Never Been Absent names posted on bulletin board, class with highest attendance read on announcements monthly • Provide resources and support for families who experience high absences • Data Talks: comparing achievement data with attendance and discipline data 	No cost	<p>2012-2013 school year</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Counselor • Social Worker • Attendance committee 	<ul style="list-style-type: none"> • Monthly attendance reports • School Council minutes • Communication Logs • Bulletin Board recognition 	<ul style="list-style-type: none"> • Increase in the number of students with perfect attendance • Decrease in number of students with 6 or more absences

Library-Media Action Plan				
Annual Measurable Objective: To increase the number of students that meet or exceed the standards on the spring 2013 CRCT for grades 1-5 in the following areas with a 98 % participation rate: Reading/Language Arts from by 3 % the percentage of students in grades 1, 2, 3, 4 and 5 performing at Level 3 in core curriculum areas (i.e. Reading/English Language Arts, Math, Science and Social Studies) on standardized tests.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Grand Friends Program: Senior volunteers assigned to classrooms, read to small groups of students	\$ 100.00 PTA funds	2012-2013 school year <ul style="list-style-type: none"> • Media Specialist • Media committee 	Attendance logs	Student reading journal responses to reading
Media Club: Student leaders assist with book shelving; fulfill teacher book requests, etc.	No cost	2012-2013 school year <ul style="list-style-type: none"> • Media Specialist • Media committee 	Attendance logs	Student attendance data, students self-select teacher books based on given theme
Parent Volunteers: Parent volunteers assist with shelving, book check out	No cost	2012-2013 school year <ul style="list-style-type: none"> • Media Specialist • Media committee 	Parent attendance data	Increase in student book check out
Technology Club: Students prepared for participation in district technology fair.	\$100.00 Supplies	2012-2013 school year <ul style="list-style-type: none"> • Media Specialist • Media committee 	<ul style="list-style-type: none"> • Attendance logs • Selection criteria 	Increase number of students that submit projects

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 serve 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. (See Table 2 - page 16)					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Increase student achievement by providing data driven, rigorous instruction tailored to meet the instructional needs of students	<ul style="list-style-type: none"> • Universal Screeners <ul style="list-style-type: none"> • Star Reading • Fountas and Pinnell • Star Math • RTI Implementation for new teachers • Teacher Development <ul style="list-style-type: none"> • PLCs • Data Talks • CFIP Protocol • TKES and SLOs 	2012-2013 school year	<ul style="list-style-type: none"> • Grade level meeting notes • Lesson plans • Sign in sheets • Data Talk agenda 	<ul style="list-style-type: none"> • Focus walk data • Summative assessment data • Pre/Post test data
Federal	NA	<ul style="list-style-type: none"> • Instructional Strategies <ul style="list-style-type: none"> • Differentiated Instruction • High Yield Strategies • VersaTiles • 5 step Writing process • Thinking Maps • CCGPS • Using Technology tools and software <ul style="list-style-type: none"> • Promethean Board training • Instructional Software 			
Grants	NA				
Local	Increase student achievement by providing data driven, rigorous instruction tailored to meet the instructional needs of students				<ul style="list-style-type: none"> • Grade level meeting notes • Lesson plans • Sign in sheets • Data Talk agendas

School Climate: Communication Action Plan				
Annual Measurable Objective: Improve home to school and in school communication as measured by increased attendance at school functions by 10% and increased online newsletter readership by 10%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Maximize planning time: <ul style="list-style-type: none"> Effective email communication when possible 	No cost	Leadership team Grade level chairs	Grade level notes	Teacher lesson plans reflect high yield strategies, differentiation and data based instruction
<ul style="list-style-type: none"> HES First Class conference: resources, updates, data sharing, etc. 	No cost	Admin team	Screen shots of conference contents	Email history and teacher response indicates staff reads and understands email communication
Use teacher websites, weekly eblasts, courier, monthly newsletters to communicate announcements, information, and school updates to parents	200.00 PTA Funds	Teachers, principal, PTA president	Sample hard copies maintained in office	<ul style="list-style-type: none"> Increased attendance at school events Increased response to school support requests
<u>Students with Disabilities</u> IEP meetings, teacher phone logs, signed agendas, visual schedules, weekly progress reports	\$ 1000.00 SPED funds (paper, printer supplies)	SPED staff, LTSE	Meeting minutes, observation data	Meeting notes, student goal progress
<u>English Language Learners*</u> Translation of critical information, interpreter for PTA meetings, parent conference language assistance, Google translation when appropriate	600.00 PTA Funds	Principal Assistant Principal	Hard copies maintained in office	Translated copy of meeting power points available in office
<u>Technology Integration</u> Communicate announcements, etc. via email and within school discussion conference when possible	No cost	Principal Assistant Principal	Electronic copies of communication saved in archive folder	Email history and teacher response indicates staff reads and understands email communication

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

School Climate: Behavior Management Action Plan				
Objective: Improve student behavior by implementing effective proactive strategies to promote responsible behavior for students as measured by decreased office referrals and discipline related phone calls by 10%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Planning and Organization Standard 4: Performance/Action 3 The school leaders monitor implementation of the school-wide discipline plan.</p> <p>SWD/ELL Performance/Action 4</p> <ul style="list-style-type: none"> • Implement effective proactive strategies to promote responsible behavior for students with and without disabilities: • Implement effective rituals and routines. • Define behavioral expectations. • Explicitly teach the expected behaviors so students know what it “looks like.” • Provide large doses of encouragement and reinforcements. <ul style="list-style-type: none"> • Establish Discipline committee • Implement Caught Being Good for recognition of positive behavior of individual students • Implement Class Leaders recognition of positive behavior by homerooms • Implement school wide attention signals • Implement Morning Clubs: Reading, Music, PE, Technology, Art, Math, Film, etc. in the morning • Dismissal Plan: monitor safe quiet movement of students as they exit 	Minimal costs: paper for bulletin boards, certificates, newsletter communication	Sept. 2012 – May 2013 Principal, AP, Counselor, Discipline Committee	<ul style="list-style-type: none"> • Behavior Matrix • Flow chart of interactions • Participation data • Suspension log • Parent concern log • Pyramid of interventions • Written school discipline plan • Time line of implementation 	<ul style="list-style-type: none"> • Reduced Office referrals • Increase participation in recognition programs • Efficient student movement through building • Monthly discipline report • Observation data • Teacher/student survey data • Reduced dismissal time

School Climate: Recognition of Positive Behavior				
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
Incorporate Team Building Activities into faculty meetings: <ul style="list-style-type: none"> • Lessons Learned • True Colors • Fear Factor Wall • Bragging Rights teacher recognition 	No cost	2012-2013 school year <ul style="list-style-type: none"> • Principal • Assistant Principal • TSS 	Agendas, lessons journal, “wall” in data room	<ul style="list-style-type: none"> • Reduction in office referrals • Courageous conversations among colleagues • Improved problem solving strategies • Decreased resistance to change
Implement Principal Chat and Chew: Lunch sessions with principal to support communication and collaboration	No cost	2012-2013 school year <ul style="list-style-type: none"> • Principal • Assistant Principal • TSS 	Lunch schedule; email summary of discussion	Teachers communicate concerns and collaborate to find resolution
Facilitate development of teacher leaders within the building by providing opportunities to serve as committee chairs	No cost	2012-2013 school year <ul style="list-style-type: none"> • Principal • Assistant Principal • TSS 	Committee meeting notes, program agendas	Teachers empowered to find new ideas to improve school climate

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support as measured by a 2% decrease in voluntary staff transfers.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Provide job alike support for teachers using the mentor teacher program	No cost	2012-2013 school year <ul style="list-style-type: none"> Principal Assistant Principal TSS 	<ul style="list-style-type: none"> Communication log Observation logs 	Skills of mentor and protégée strengthen as they discuss, model and practice best instructional practices
Facilitate development of teacher leaders within the building by providing opportunities to serve as committee chairs	No cost	2012-2013 school year <ul style="list-style-type: none"> Principal Assistant Principal TSS 	<ul style="list-style-type: none"> Committee meeting notes Program agendas 	Teachers empowered to find new ideas to improve school climate
Implement Principal Chat and Chew: Lunch sessions with principal to support communication and collaboration	No cost	2012-2013 school year <ul style="list-style-type: none"> Principal Assistant Principal TSS 	<ul style="list-style-type: none"> Lunch schedule Email summary of discussion 	Teachers communicate concerns and collaborate to find resolution
Data talks – Provide structured opportunities for teachers to share success and challenges related to student achievement <ul style="list-style-type: none"> Fear Factor Wall Bragging Rights teacher recognition	No cost	2012-2013 school year <ul style="list-style-type: none"> Principal Assistant Principal TSS 	<ul style="list-style-type: none"> Data talk intervention wall Data notebook Data talk power point “Wall” in data room 	Teachers articulate and document interventions, & differentiation strategies
Incorporate Team Building Activities into faculty meetings: <ul style="list-style-type: none"> Lessons Learned True Colors 	No cost	2012-2013 school year <ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Agendas Reflection journal 	<ul style="list-style-type: none"> Reduction in office referrals Courageous conversations among colleagues Improved problem solving strategies

School Name: Hawthorne ES

Principal: A. Maclin

Plan Year: 2012-2013

		• TSS		• Decreased resistance to change
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