

DeKalb County School District

***Consolidated School Improvement Plan
2012-2013***



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

Statement of Quality Assurance

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

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal: <i>Rebecca O. Jackson, PhD</i>	Date: 9-13-2012
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 checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Library-Media <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance	1
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	3-4
Establishing a CSIP Facilitator, Committee, and Subcommittees	4-5
Steering Committee Members and Signatures	6
Mission and Vision	8
Developing a Comprehensive Needs Assessment	10
Leadership and Governance	11-13
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	14
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	15
Support Services for Student Learning	16
Strategies to Increase Parental Involvement	17-18
Stakeholder Communication	18-19
Scientifically Based Research	11-19
Coordination and Integration of Federal, State, and Local Services and Programs	20
Reading/ELA Action Plan	26-29
Math Action Plan	29-32
Science Action Plan	32-37
Social Studies Action Plan	38-41
Attendance/Graduation Rate Plan	42-43
Library-Media Action Plan	44-45
Professional Learning	46-47
School Climate Action Plan	48-49
Teacher Retention Action Plan	50
Career Technology Action Plan (Middle and High Schools Only)	N/A

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.	Rebecca Jackson	Signed form is in the Media Center	9-13-2012
2.	Jamie K. Punjabi		9-13-2012
3.	Ward Morse		9-13-2012
4.	Thelanna Celestaine		9-13-2012
5.	Rick Mason		9-13-2012
6.	Victor Fiorese		9-13-2012
7.	Brad Bryant		
8.	Mark Woodworth		
9.			
10.			
11.			
12.			
13.			
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15.			
16.			
17.			
18.			
19.			
20.			

A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature <i>*signed form is in the Media Center</i>	Date
School Principal	Dr. Rebecca Jackson		
CSIP Facilitator	Charlotte Bexley		
Parent Representative (can not be a school employee)	Laura Morse		
Student Representative (required for High School)			
Community Representative (can not be a school employee)			
School Counselor	Karey Schieman		
Special Education Representative	Elisabeth McDowell		
Reading/ELA Chair	Suzette Stinson		
Math Chair	Charlotte Bexley		
Science Chair	Judith Kosik		
Social Studies Chair	Jaime Punjabi		
Professional Learning Liaison	Christine Tigue		
Other (specify) RT3 Facilitator	Diane Maslia		
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:

The STEM initiative was exciting and engaging for the students at Henderson Mill. Students and teachers learned from the hands-on science experiments in the Engineering is Elementary curriculum. The Farm to School and Small Fry programs gave students across the grade levels common, on-going learning experiences. Math Night and Science Night brought community experts into the school with activities for children and their parents. Teachers, staff, and community volunteers tutored at-risk students in grades 3-5 to increase reading and math skills.

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

Based on last year's CRCT scores, we believe that the programs, initiatives, and interventions we implemented in 2011-2012 were successful. There is room for improvement and our plan is to intensify our efforts for those students who did not pass or barely passed the CRCT last year. Now that we are a school-wide Title I school, we will be better able to address the various needs of all of our students.

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

Many teachers are not able to use the most powerful resource available, the Internet, due to the fact that they do not have an active board in their classroom. Having twenty-five students stand around the teacher's computer to view various examples of concepts she/he is teaching is not very effective. We believe that this represents a barrier to successful implementation of our STEM program.

Another barrier to student success is the mobility of some of our students. Students come and go all year long which causes a disruption in their lives and in the lives of the students whose classroom they leave or arrive. Also, we have a large population of EL students who are just learning English and as one can imagine him/herself learning another language, Russian for example, you can imagine the difficulty these students experience. In addition, we believe that better communication with the parents of these students in their native language would improve these students' success.

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:

Please see our plan of action on the following pages:

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>With high expectations and a challenging curriculum, we are committed to pursuing academic excellence and creating independent and productive citizens in a global society. Our overarching focus will be on STEM (Science, Technology, Engineering, and Mathematics) concepts, all built on a foundation of student literacy development.</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>In a safe and nurturing environment, the mission of Henderson Mill Elementary is to foster a partnership between home and school that maximizes student’s social emotional and academic growth in a global society.</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 	<ul style="list-style-type: none"> • With high expectations, all students can excel to their full potential. • The learning experience is enhanced by the collaborative efforts of the school, community, and family. • Students learn best when they are engaged in the learning process and a focus on STEM concepts provide them this process. • A diverse school community broadens appreciation of individual and cultural differences • A safe, orderly environment is essential for learning. • Good customer service to both our external and internal customers is essential to our school improvement plan.

Developing a Comprehensive Needs Assessment

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

- **Geographic location** – The school is located in a suburban environment.
- **Enrollment** – The current enrollment is 573 students.
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity – Asian, African American, Hispanic, and Caucasian
 - Student with Disabilities (SWD) – 8.2%
 - Economically Disadvantaged – 60.91% (349 total)
 - English Language Learners (ELL) – 29.67%

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 CSIP development is shared with all faculty and staff, members of the School Council, PTA and other stakeholders. Steering committees are created. Each steering committee works with a sub committee to review/revise the plan.
- **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**
 - The GAPSS team disaggregates information based on classroom observations, interviews, and surveys. All of this information is used to determine areas of strengths and needs for improvement.

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)	X	GaDOE GAPSS Review
X	CCPRI	X	Students with Disabilities	X	OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate		School Self Assessment
	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
	SAT, ACT, and AP Exams			X	Parent/Community Surveys

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered 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.

Our school has a variety of strengths that enhance our positive atmosphere and creates an environment that is conducive to learning. When you enter our school, the halls are bright, colorful, and clean. The office staff greets parents, students, and visitors with a welcoming spirit and friendly smile.

The principal, assistant principal, and counselor all offer a strong leadership and positive support system to our teachers. They empower our teachers with any needed training and curriculum materials. Our biggest challenge in the classroom is also one of our biggest strengths. We have a widely diverse student population consisting of students from the following groups – Asian, African American, Hispanic and Caucasian.

Our enrollment is 573 with the following subgroups: African American, Hispanic, Caucasian, Students with Disabilities, English Language Learners and Economically Disadvantaged. Also attending are 25 Hearing Impaired Children (discussed below). Classroom teachers use instructional strategies that focus on active learning and the use best practices. Differentiation of instruction meets the diverse needs of our students. Teachers rely heavily on compacting and acceleration in the areas of reading and math. Groups of students receive a variety of research-based interventions based on placements tests and performance in the regular classroom including the resources from the reading series by publisher Houghton Mifflin Harcourt. Furthermore, our Discovery Program offers enrichment for our gifted children. Approximately 25% of our students are in the gifted program. After school tutoring sessions are offered for two months prior to the administration of the CRCT for at-risk students in grades three and five. As a result of our CRCT scores (please see CRCT table below), we noted that students in grades 3 and 5 demonstrated relative success. Students in grade 4 scored lower than 3rd and 5th, however all grades scored in the high 80th or 90th percentile in reading, language arts, and mathematics. Another strength was shown in our Georgia Writing Assessment results which show improvement for both 3rd and 5th grades. We also noted that within our demographics report that certain ethnic groups performed at a higher level (see table below). While it is positive that these groups performed well, and they are strength for our school, we also have to consider that there is still evidence of an achievement gap. For the 2012-2013 school year, we will continue to strive to have every student meet or exceed the needs in all areas of the CRCT.

Henderson Mill also serves as the DeKalb County School District's location for educating students with hearing loss who can use oral language for communication. These students, who come to us from all over the county, riding in five special education buses, are served at Henderson Mill through the system's oral hearing-impaired (HI) program. The program is intended to serve students who successfully communicate orally. Classes are established by grade level, with one teacher of students with hearing loss as the case manager/teacher for one or two grade levels. Students are mainstreamed with typical peers as often as it is educationally appropriate for their successful mastery of grade level standards. Students are supported in the mainstream setting using a co-teaching model or supportive instruction model, based on decisions made by the IEP team.

Students, faculty, and parents share a strong sense of “belonging” and ownership in our school creating shared enthusiasm for learning. Partnership is a key to our success, therefore we often have teachers and parents inform the school how we can serve them better through various surveys. We noted in our parent surveys, which were completed during registration, that parents felt that Thursday couriers and parent/teacher conferences were effective ways to communicate student’s successes. They also had suggestions about how to better handle carpool and access to the Media Center in the mornings. Also through staff surveys we are able to understand how to better serve our teachers and provide them with the resources they need. For instance in order to further our exploration of engineering in the classroom and to assist teacher instruction we were able to purchase Engineering is Elementary kits, which are easy for teachers to use and highly educational for the students.

Georgia Criterion Referenced Test (%Meets/Exceeds)

	Reading		Language Arts		Mathematics	
	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011
3 rd Grade	93%	82%	91%	80%	89%	68%
4 th Grade	85%	91%	84%	95%	76%	68%
5 th Grade	96%	85%	98%	89%	85%	90%

Writing Assessment

	% Students Meets/Exceeds	
	2011 - 2012	2010 - 2011
3 rd Grade	91%	88%
5 th Grade	86%	77%

School Demographics (%Meets/Exceeds)

	African American	Asian/Pacific Islander	Caucasian
Math	88.24%	100%	96.67%
ELA	86.96%	100%	96.77%

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

We've noted a disparity between high achieving students and EL or students who are not on grade level. We need community outreach for children possibly led by bilingual Spanish-speaking parents to conduct meetings at apartments before the school year begins and ongoing to provide new Spanish-speaking parents with training and knowledge of the school procedures and expectations. For the current school year, we were able to add a community liaison to our staff using Title I funds. This new employee assists with translation during conferences which is very beneficial in providing more effective communication with Spanish-speaking parents. Oftentimes, our community liaison translates letters to send home to parents, as well as any letter parents may send to school.

Additionally, student transience is a challenge. When students of all backgrounds come to this school, and stay for a year, they learn. But when students are pulled out, progress is more difficult. While it is beyond the School's control, one way to improve this would be for local apartment owners and operators to keep rent at stable levels during a school year and to offer incentives for families to stay put for the school year.

A further challenge is the fluctuation in student attendance. Henderson Mill's student enrollment has increased 25% or more in the past few years. Finding classroom space continues to present a problem.

As a school that serves a diverse population, our CRCT scores showed us there are specific areas of instruction that need to improve within certain demographics. Our Hispanic/ELL population, which is about a third of our school population, struggled specifically in the areas of mathematics and language arts (see table below). Therefore we need to use various educational strategies, IXL, ACCESS, and Imagine Learning, to improve their understanding and knowledge within those two areas. In math these students will also have access to small group assistance with our new Title I Mathematics Liaison. We also discovered that our students with disabilities struggled with mathematics and language arts (see table below). With our dedicated special education teachers, hands-on activities, and use of programs, such as Symphony Mathematics, we are confident in the students' ability to improve their learning level. The final group, students who are economically disadvantaged, also struggled with both mathematics and language arts. However, being able to provide parents with information sessions on how to assist their students with their homework, as well as providing student with the basic classroom needs through different initiatives with our local area partner, Office Depot, we are confident in their success. We have a Curriculum Night and a Title I Parent Information Night to help parents better understand the curriculum and our expectations regarding homework, classwork, project completion, nightly reading, etc. In math, these students will also have access to small group assistance with our new Title I Mathematics Liaison.

We also see that science, technology, engineering (through hands-on science and mathematics) and mathematics (STEM) are areas of overall need that must continue to be addressed. Specifically this was noted in our CRCT scores (see following table); in which grades 3, 4, and 5 need to improve in both science and social studies. As a result, we were able to use Title I money to hire a full-time science teacher who sees every class on a weekly basis. In addition, our use of technology has improved over the past year, with the purchase of Promethean Boards, iPads, and laptop computers. These purchases have been made possible by various school wide initiatives, such as the Spring Fundraiser and Title I. Our desire is to continue to grow and move forward with the initiatives we have in place in order to eliminate our weaknesses.

Georgia Criterion Referenced Test (%Meets/Exceeds)

	Science		Social Studies	
	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011
3 rd Grade	80%	76%	87%	79%
4 th Grade	76%	86%	71%	86%
5 th Grade	80%	78%	81%	79%

School

Demographics (%Meets/Exceeds)

	Hispanic	Economically Disadvantaged	ELL	SWD
Math	70.21%	77.50%	66.67%	63.64%
ELA	82.61%	83.75%	78.95%	63.64%

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

- Effective teaching techniques for all students – learning strategies including Marzano 9
- Effective teaching techniques for teaching science, technology, engineering and mathematics concepts
- Effective teaching techniques for students with disabilities and EL students
- Effective teaching techniques for gifted and high achieving students
- Effective parent communication techniques
- Teacher use of technology i.e., integrating it into instruction and for data analysis – Promethean Active Boards, iPads, flip cameras, laptop computers and scanners
- Writer’s and Reader’s workshop, Guided Reading, IXL for Math, hands on science & mathematics (while studying engineering concepts using the Engineering in Elementary (EiE) instructional units)
- How to teach the Engineering is Elementary (EiE) instructional units in grades 2-5
- How to use the Integrated Diagnostic Management System (IDMS) for creating tests and planning teaching units

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

	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	X	Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists	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 is available daily to meet with students individually, in small groups, and in guidance classes. Through all of these sessions, support is provided to students. We have a mentoring committee that helps organize special events for the mentees. The mentors meet with their mentees weekly to provide encouragement and support.

Psychologists: The school psychologist consults with teachers regarding academic and behavioral concerns and assists with Response to Intervention plans. The school psychologist works directly with students through individual evaluations and provides feedback to parents. The evaluations provide valuable information used for determining the educational needs of students.

Student Support Specialists: Student Support Specialists: Students with identified needs receive services through professionals in Occupational Therapy, Physical Therapy, Speech/Language Pathology, ELL, and EIP Math and Reading programs.

Social Workers: County identified procedures are closely followed when the need for outside intervention is considered needed. The social worker assigned to our school is quick to make contact with DFACS when it is deemed necessary and we support visits to the school by DFACS workers.

School Nurses: Our clinic assistant coordinates programs from agencies such as Lens Crafters (Gift of Sight Program) when qualifying students are in need of glasses. We participate in Help a Child Smile, a mobile dental program, which provides dental services for Peach care, Medicaid and private insurance students. The clinic assistant familiarizes parents registering students with Health Department services.

Strategies to Increase Parental Involvement

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

X	Site-based Parent Centers/Information Stations		
X	Parent Lending Libraries (will add this school year using Title I funds)	X	Pre-K Family Resource Specialists
X	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary	X	Others (Social Events)

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

We invite parents to come to school to spend time in their child’s classroom over the course of the year and offer an open invitation to come and discuss their child’s progress/development with teachers or administrators at any time through a scheduled conference. Many of our parents enjoy having lunch with their child and this is a welcome daily occurrence. Parents are also encouraged to participate as classroom readers on a weekly schedule and to volunteer in various other ways.

An information station for parents is located in the front lobby. It provides tips on parenting and resources in the community for parents to access for their children such as Scouting programs and local Clubs. PTA maintains a bulletin board to keep the community informed of school-wide issues, events and opportunities for participation in the school lives of their children.

Parenting classes have been offered to support EL parents.

Parent surveys are available online.

We offer many social and instructional events which include: Science Night, Math Night, Curriculum Night, International and African American History Nights, Grounds Clean-Up Day, Fun Run, Family Fun Night and Fall Carnival.

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

X	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter	X	Other (Specify) weekly couriers & classroom newsletters

Stakeholder Communication

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

When test data becomes available, teachers meet with the assistant principal and principal to interpret the information. Below are bullets that show how that information is delivered to our stakeholders. Henderson Mill has open communication with parents and the community.

We strive to address this through the following ways:

- Georgia’s state comparative scores/ research-based CRCT testing
- National comparative scores/researched-based ITBS testing
- Standardized test scores are sent home to each student’s parent and/or guardian with an informative letter that explains test results
- Teacher/parent conferences
- Daily/weekly notes in school courier or students’ planners
- Phone calls
- Test Talks with students
- Twice a year evaluation of Early Intervention Program (EIP) students, meeting with teachers, administrators and parents
- Annual Individualized Educational Program (IEP) meeting with teachers to review progress and set goals for children qualifying for IEP services
- Committee review of IEP provided at anytime by request from parent(s).
- English as a Second Language provides annual testing with written evaluations
- Written notification of failing grades
- Progress reports 3 times a semester
- Translations for parents who do not speak English through an interpreter, the International Center, and parent services
- School newsletter & website along with individual teacher or grade level newsletters

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

A copy of the CSIP plan is housed in a public area of the school's Media Center. The DeKalb School system posts the scores for all schools on its website and the Atlanta Journal Constitution posts the scores once they are released. The HMES website has a link to the CSIP that connects to the DCSS page. Also, see the previous answer.

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

(See above) A copy of the CSIP plan is housed in the Media Center. The system posts the scores for all schools on its website and the Atlanta Journal Constitution posts the scores once they are released. The HMES website has a link to the CSIP that connects to the DCSS page.

* 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. ~~(The International Center also provides translations for information with much advance notice.)~~ **No longer available due to budget cuts.**

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).

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.

Research supporting teaching methods identified below may be found in the following resources:

Differentiation, Collaborative Learning, Small Group Instruction, Hands-on Learning, [Instructional Strategies for Diverse Learners](#) by Wendy Conklin, [Classroom Instruction that Works](#) by Robert Marzano, Debra Pickering, and Jane Pollock, [Teaching Best Practices: Methods that Matter K-12](#), Harvey Daniels and Marilyn Bizar, [Teaching Student-Centered Mathematics, Grades 3-5](#) by John Van de Walle, Teaching [Mathematics: A sources book of aids, activities and strategies](#) by Max Sobel and Evan Maletsky

Also, please note the annual measureable objective waiver form from the U.S. Department of Education. (This form is attached as the final two pages of this report.) It differentiates expectations of the various subgroups based on 2011 CRCT scores. You will see this information in the document below. Please note that no one at Henderson Mill Elementary created these differentiated expectations.

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	<ul style="list-style-type: none"> • Data Talks during Professional Learning Communities • Analyzing student work • RTI • Benchmarks • Implementation of Thinking Maps • Using technology to support student learning • Science teacher • Mathematics Liaison – part-time • Community Liaison – part-time
State Funds	FTE funds to Henderson Mill Elementary reflect the state guidelines for expenditure and are used to enhance the instructional program for the students.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	<ul style="list-style-type: none"> • Peer observations • Substitutes (for teachers to attend professional learning activities)
Grants (list)	STEM support: Northrup Gruman, Atlanta Hawks, DART, & Dollar General
PTSA & HMES Foundation	The PTA provides assistance with many of the family programs we offer in addition to volunteering to tutor some of our students. The HMES Foundation supports many of our STEM projects.
Partners in Education Other (list)	AMEC, Northrup Gruman, Atlanta Hawks, Google, and Ameriprise

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(s): All students in grades 1-5 will improve achievement in all areas of reading and language arts so as to maintain or exceed the 2012 scores for the identified grade levels. Each grade level, grades 3rd-5th, will increase the percentage of students meeting or exceeding standards on the CRCT in reading and language arts as follows:

U.S. Department of Education Targets: Reading: Asian 96.0% Black 91.0% Hispanic 93.4% White 97.2% SWD 80.6% ELL 87.5% ED 91.7%

U.S. Department of Education Targets: Language Arts: Asian 95.7% Black 89.3% Hispanic 91.3% White 95.6% SWD 74.7% ELL 84.4% ED 89.6%

Reading

Language Arts

<i>Grade 3 From 93% to 95%</i>	<i>Grade 3 From 91% to 93%</i>
<i>Grade 4 From 93 % to 95%</i>	<i>Grade 4 From 91% to 93%</i>
<i>Grade 5 From 85% to 94.4%</i>	<i>Grade 5 From 84% to 92.6%</i>
<i>Subgroup-SWD From 60.4% to 80.6%</i>	<i>SWD From 60.4% to 74.7%</i>
<i>Subgroup-ELL From 80% to 87.5%</i>	<i>ELL From 80% to 84.4%</i>

Annual Measurable Objective: 92.6%

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 3: 3.2 Performance Action 1 Collaboratively 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</p>	<p>Professional development funds \$550 PTA funds \$1,500 to be used to</p>	<p>August 2012 – May 2013 Principal, Assistant Principal, EIP Teacher, Classroom</p>	<p>Informal reading Inventory, Project Rubrics, unit tests; CCS – lesson plan</p>	<p>CRCT, ITBS, & GA Writing Assessment for 5th Grade, Unit test scores, results from formative assessments such as classwork and homework</p>

<p>independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing. Develop three part lesson plans that correlate and support the Common Core Standards in all grade levels. Instruction Standard 2: 2.3 Performance Action 2 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. Increase the use of differentiated instruction in order to maximize student learning in reading and language arts. Assessment Standard 1: 1.2 Performance Actions 3 Provide students with specific commentary on student work and connect the comments to the elements within the standards. Assign weekly writing assignments that require students to practice grade level specific standards. Teachers and students may provide written commentary. Planning and Organization Standard 3: 3.1 Performance Actions 4 All teachers will: Utilize the available materials, financial resources, and personnel in a manner that enhances student learning and maintains a focus on student achievement (apply to the school’s situation – math and ELA and</p>	<p>purchase Wordly Wise Workbooks Title I funds for instructional supplies and materials including Accelerated Reader, Star Reading, Common Core Workbooks, nonfiction reading books, etc.</p>	<p>Teachers</p>	<p>reviews; Accelerated Reader; teacher reports; formal & informal observations; principal walkthroughs; individual student progress, Storytown placement tests (Beg., Mid., End of year) DRA</p>	
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<p>reading teachers, and co-teachers and special education teachers).</p> <p>*Utilize Storytown reading series & reference materials & other resources to improve all students' vocabulary development, phonemic awareness, phonics, fluency, grammar, and comprehension</p> <p>*Develop students' skills in locating information and critical analysis using the Storytown reading series & other reference materials & other resources. *Design extra assistance and instructional differentiation through daily guided reading and integrate student writing assignments across the curriculum with the goal of improving writing skills</p> <p>Provide a focus on STEM (Science, Technology, Engineering and Mathematics) concepts, all built on a foundation of student literacy development.</p> <p>*Provide after school tutorial for Level One students in third and fifth grades at least six weeks before the CRCT</p> <p>**Provide Special Education for SWD students as dictated by their IEP</p> <p>Provide support for EL through differentiated instruction, modified assignments, and products embracing all four skill areas (reading, writing, listening, speaking) and 5 WIDA Standards</p> <p>*** Use STAR reading & STAR Early Literacy scores to help support student reading beyond the county adopted texts</p> <p>****Use Accelerated Reader for improving student comprehension</p>				
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<p><u>Students with Disabilities</u></p> <p><u>Performance Action 1</u></p> <ul style="list-style-type: none"> -Co-teaching with special education teachers SLP, Hearing Impaired, paraprofessional support services under larger Special Ed. umbrella -Provide Special Education for SWD as dictated by their IEP -Cooperative learning opportunities -Graph daily fluency rates monitored by students -Dolch word tracking -Daily review and usage of robust vocabulary to promote language/vocabulary development -Use of Thinking Maps -Provide explicit instruction in content-specific vocabulary -Provide small group instruction with differentiated, targeted feedback. 				
<p><u>English Language Learners*</u></p> <p><u>Performance Action 5</u></p> <p>Focus on all four-skill areas (reading, writing, listening, and speaking) for language development aligned with the standards. Students learning abilities are monitored through ACCESS, which requires them to read, write, and listen. They take these assessments regularly and they are tiered by the student's English Proficiency Level. We also use Imagine Learning to assess and monitor language development. Students are identified by their homeroom teacher as to whether or not they need this</p>				<p>ACCESS Test to monitor learning Time on Imagine Learning Computer Program</p>

School Name: Henderson Mill Elementary

Principal: Dr. Rebecca Jackson

Plan Year: 2012-2013

service. <u>Performance Action 7</u> Cooperative learning opportunities				
<u>Technology Integration</u> Computer time in the lab and library (i.e., Imagine Learning for EL students, word processing for all students, safely navigating the internet and learning how to navigate web pages) Use of state's CRCT online practice site Need every teacher to have an Promethean Board				

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

Mathematics Action Plan:

Annual Measurable Objective(s): All students in grades 1-5 will improve achievement in the areas of math computation and problem solving with a minimum of a 2% improvement over the 2012’s Total Math scores for the identified grade levels. Each grade level, grades 3rd-5th, will increase the percentage of students meeting or exceeding standards on the CRCT in mathematics as follows:

U.S. Department of Education Targets: Asian 94.7% Black 79.9% Hispanic 86.4% White 92.3% SWD 65.8% ELL 79% ED 81.8%

Grade 3 From 89% to 91%

Grade 4 From 76% to 87%

Grade 5 From 85% to 87%

Subgroup SWD from 54.2% to 65.8%

Annual Measurable Objective: 87%

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)</p> <p>Instruction Standard 3: 3.2 Performance Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements by grade level. 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</p>	<p>Professional development funds \$550 and PTA funds \$500</p> <p>Math liaison (Title I funds)</p> <p>Title I funds for instructional supplies and materials including</p>	<p>August 2012 – May 2013</p> <p>Principal, Assistant Principal, EIP Teacher, Classroom Teachers</p> <p>Parents – requiring their child to complete all classwork and homework and</p>	<p>Math compacting and timed tests formal & informal observations; teacher reports; unit tests: individual student progress; projects, rubrics that assess</p>	<ul style="list-style-type: none"> - CRCT & ITBS test results - Unit test scores, results from formative assessments such as classwork and homework - This could be organized to reflect classroom assignments for standardized testing.

<p>concepts learned orally or in writing. Develop three part lesson plan that correlate and support the Common Core Standards in all grade levels. Use Kahn Academy when feasible. Instruction Standard 2: 2.3 Performance Action 2 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 by using Gardener's multiple intelligences measure, as needed, in order to pace and present classroom instruction differently. Increase the use of differentiated instruction in order to maximize student learning in mathematics. Instruction Standard 2: 2.2 Performance Action 3 Determine the higher-order thinking skills needed to understand and apply the standards. Teachers also pose high-level questions needed to assess students' understanding of concepts during instruction. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers are able to find this information and resources at the IDMS curriculum center. Teachers discuss IDMS during PLC's. <u>Additional Performance Actions related to standards listed above:</u> *Utilize Math Expressions, Math Georgia and Exploring Math kit to address CCS and specific student needs</p>	<p>IXL.com for all students 1-5th grades, Common Core Math workbooks, math manipulatives, etc.</p>	<p>to read at least 20 minutes each night</p>	<p>problem solving of performance on class projects, teacher lesson plan reviews</p>	
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<p>*Develop computation by incorporating weekly basic fact drills & problem solving student skills through mathematics compacting for grades 2-5 and use of hands-on manipulatives</p> <p>*Use DROPS skill boosters daily, timed tests, brain teasers, Problem of the Day, and classroom learning math stations, Mountain Math</p> <p>*Reinforce test taking strategies using resources such as IXL.com</p> <p>*Seek Math Parent Volunteers to come in at lunchtime to drill flashcards with students</p> <p>*Provide EIP and/or Title I math for Level 1 students</p> <p>* Provide Special Education for SWD students as dictated by their IEPs</p> <p>* Encourage use of Symphony Math Program for SWD. Last year we noted that students were highly motivated to succeed using this program because they competed against other students of their same level. Specific data did report the level they began on and where they improved.</p> <p>*Provide before-school and after-school tutorial for Level 1 Students</p>				
<p><u>Students with Disabilities</u> Performance Action 1 -Planning and co-teaching with special education teachers SLP, HI, paraprofessional support services under larger Special Ed. umbrella -Provide Special Education for SWD as dictated by their IEP -Cooperative learning opportunities -Implementation of fill-the-gap instruction through Symphony Math and Mountain Math to increase math skills</p>		<p>August 2012 – May 2013 Principal, Assistant Principal, EIP Teachers, Classroom Teacher, Special Education Teachers</p>	<p>Resource teaching to meet individual needs, math technology, and use of manipulatives</p>	<p>CRCT & ITBS results Unit test scores, results from formative assessments such as classwork and homework</p>

<p>-Provide daily computation drills to offer repeated and meaningful opportunities for mastery. -Model through Think Aloud approach to solve problems -Provide explicit instruction in content-specific vocabulary -Provide small group instruction with differentiated, targeted feedback</p>				
<p><u>English Language Learners*</u> Performance Action 6 Provide EIP and/or Title I Math for Level 1 students Performance Action 7 Cooperative learning opportunities Data Talk meetings with parents of Level I students</p>		<p>August 2012 – May 2013 Principal, Assistant Principal, EIP Teachers, Classroom Teachers, Special Education Teachers</p>	<p>Word Wall, vocabulary practice, after school tutorial program, Before-school tutorial for EL students</p>	<p>CRCT & ITBS results and varied assessments</p>
<p>Technology Integration: <u>Performance Action:</u> *Use of State’s CRCT online practice site. Calculators, math websites ex. Math GA, CLO, etc. that reinforce math concepts taught; utilize grade level specific math software and on-line assistance for parents & students. Teachers who have Promethean boards will use them to provide interactive instruction in mathematics. Need every teacher to have an Promethean Board</p>	<p>Training on state CRCT practice website, GPS training for all teachers, conferences</p>	<p>August 2012 – May 2013 Principal, Assistant Principal, All Teachers including TSS, and Media Specialist</p>	<p>Student work</p>	<p>Scores on CRCT online practice tests and IXL.com reports; Pre/post test data in 1st-5th grades where math compacting instruction is used</p>

Science Action Plan				
Annual Measurable Objective(s): All students in grades 1-5 will improve in the area of science so as to exceed the 2012 scores for the identified grade levels. Each grade level, grades 3rd-5 th , will increase the percentage of students meeting or exceeding standards on the CRCT in science as follows: Grade 3 from 80% to 82%, Grade 4 from 75% to 80.1%, Grade 5 from 80% to 82 %.				
*U.S. Department of Education Targets: Asian: 90.5, Black 68.9, Hispanic 77.3, White 89.3, SWD 56.5, ELL 67.6 and ED 72.5				
Annual Measurable Objective: 80.1%				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 3: 3.2 Performance Action 1 Collaboratively 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 the science textbook and resource materials. Participate in Lego/Serious Play long-term study and teach the science standards. Implement hands-on science experiments in the classrooms and Engineering is Elementary Curriculum in order to integrate critical experiences as specified by the GPS.</p> <p>Instruction Standard 2: 2.3 Performance Action 2 Utilize the standards as the expectation for learning and assess the needs of students</p>	<p>\$1,000 annually PTA support</p> <p>Atlanta Hawks</p> <p>Science Teacher (Title I funds)</p> <p>Purchase of science related materials as allowed by Title I</p> <p>HMES Foundation to provide funding for Small Fry to</p>	<p>August 2012 – May 2013 Teacher training in developing differentiated activities in the Science content area; Title I Science Teacher; Teacher training by Fernbank staff. All teachers utilize science kits to plan and facilitate hands-on investigations. Parents – helping their child</p>	<p>Student projects, class work & participation in group experiments; scores on content tests; teacher reports; formal & informal observations; principal walkthroughs; individual student progress; Student evidence including projects, drawings, models, graphs,</p>	<p>CRCT & ITBS test scores Unit test scores, results from formative assessments such as classwork and homework.</p>

<p>prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently. Develop and use models for visualization of content Develop and utilize skills practice Utilize science non-fiction leveled readers and encourage accelerated reader (AR) test taking, when applicable Utilize Engineering is Elementary Curriculum Each homeroom to grow edible crop for Farm to School cross-curricular instruction SHAPE curriculum for health and science to be implemented in Science, P.E., and lunch room</p>	<p>Go and EiE projects, along with LEGO enrichment</p>	<p>memorize the math facts relevant for their child’s grade level</p>	<p>presentations, analysis, discussion, lab and written reports tasks illustrating authentic performance of understanding standards Farm/gardening Engineering models from STEM Activities</p>	
<p><u>Students with Disabilities</u> <u>Performance Action 1</u> -Co-teaching with special education teachers SLP, Hearing Impaired students, paraprofessional support services under larger Special Ed. umbrella -Provide Special Education for SWD as dictated by their IEP -Cooperative learning opportunities -Analysis of students’ learning styles and use of tools to reach optimum understanding of standards will be accomplished by differentiated instruction. Differentiated instruction will include, but is not limited to: small group, peer support, hands-on, visual and tactile lessons. Students will receive</p>		<p>August 2012 – May 2013 Principal, Assistant Principal, Classroom Teacher, Special Ed. Teacher</p>	<p>Resource teaching to meet individual needs Goals/objectives per student IEP</p>	<p>CRCT and ITBS Results Unit test scores, results from formative assessments such as classwork and homework</p>

<p>large and small group instruction to accomplish higher order thinking with support. Vocabulary will be heard, written, seen and acted out when possible. Real life experiences will provide adaptable and understandable concepts as well as valuable access to the information given.</p> <p>-Teachers revisit concepts several times throughout the year and provide experiences that can be observed over several days to allow students with disabilities more opportunities to master concepts.</p> <p>-Provide explicit instruction in content-specific vocabulary</p> <p>-Provide small group instruction with differentiated, targeted feedback.</p>				
<p><u>English Language Learners*</u> Performance Action 5 Focus on all four skill areas (reading, writing, listening, and speaking) for language development aligned with the standards. Performance Action 7 Cooperative learning opportunities</p>		<p>August 2012 – May 2013 Principal, Assistant Principal, Classroom Teacher</p>	<p>Student work</p>	<p>CRCT and ITBS Results, ACCESS results, unit test scores, results from formative assessments such as classwork and homework</p>
<p><u>Technology Integration</u> Performance Action: *Is embedded in the content *Use the State’s CRCT online practice site *Video Streaming- Discovery Education www.gpb.org *Use of microscopes, Promethean Boards, Videos, iPads, and Digital Camera</p>		<p>August 2012 – May 2013 Principal, Assistant Principal, All classroom teachers, Media</p>	<p>Student work</p>	<p>CRCT and ITBS Results</p>

<p>** Need for every teacher to have a Promethean Board</p>		<p>specialist</p>		
<p>Instruction Standard 3: 3.2 Performance Action 1 Collaboratively 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 the new science textbook and resource materials to Lego/Serious Play long term study and teach the science standards Implement hands-on science experiments in the classrooms and Engineering is Elementary Curriculum in order to integrate critical experiences as specified by Farm to School and the GPS Instruction Standard 2: 2.3 Performance Action 2 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. Develop and use models for visualization of content Develop and utilize skills practice Utilize science non-fiction leveled readers and encourage</p>	<p>\$1,000 annually PTA support \$2,500 Hawks Foundation Title I science teacher</p>	<p>August 2012 – May 2013 Teacher training in developing differentiated activities in the Science content area; Title I Science teacher; Teacher training by Fernbank staff. All teachers utilize science kits to plan and facilitate hands-on investigations.</p>	<p>Student projects, class work & participation in group experiments; scores on content tests; teacher reports; formal & informal observations; principal walkthroughs; individual student progress; Student evidence including projects, drawings, models, graphs, presentations, analysis, discussion, lab and written reports tasks illustrating authentic performance of understanding standards</p>	<p>CRCT & ITBS test scores Unit test scores, results from formative assessments such as classwork and homework.</p>

<p>accelerated reader (ACCR) test taking, when applicable Utilize Engineering is Elementary Curriculum Each homeroom to grow edible crop for Farm to School cross-curricular instruction SHAPE curriculum for health and science to be implemented in Science, P.E., and lunch room</p>			<p>Farm/gardening Engineering models from STEM Activities</p>	
<p><u>Students with Disabilities</u> <u>Performance Action 1</u> -Co-teaching with special education teachers SLP, Hearing Impaired students, paraprofessional support services under larger Special Ed. umbrella -Provide Special Education for SWD as dictated by their IEP -Cooperative learning opportunities -Analysis of students’ learning styles and use of tools to reach optimum understanding of standards will be accomplished by differentiated instruction. Differentiated instruction will include, but is not limited to: small group, peer support, hands-on, visual and tactile lessons. Students will receive large and small group instruction to accomplish higher order thinking with support. Vocabulary will be heard, written, seen and acted out when possible. Real life experiences will provide adaptable and understandable concepts as well as valuable access to the information given. -Teachers revisit concepts several times throughout the year and provide experiences that can be observed over several days to</p>		<p>August 2012 – May 2013 Principal, Assistant Principal, Classroom Teacher, Special Ed. Teacher</p>	<p>Resource teaching to meet individual needs Goals/objectives per student IEP</p>	<p>CRCT and ITBS Results Unit test scores, results from formative assessments such as classwork and homework</p>

School Name: Henderson Mill Elementary

Principal: Dr. Rebecca Jackson

Plan Year: 2012-2013

allow students with disabilities more opportunities to master concepts. -Provide explicit instruction in content-specific vocabulary -Provide small group instruction with differentiated, targeted feedback.				
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

<p>Social Studies Action Plan All students in grades 1-5 will improve in the area of social studies so as to exceed the 2012 scores for the identified grade levels. Each grade level, grades 3rd^t-5th, will increase the percentage of students meeting or exceeding standards on the CRCT in social studies as follows: Grade 3 from 87% to 90%, Grade 4 from 71% to 79%, Grade 5 from 81% to 85%.</p> <p>U.S. Department of Education Targets: Asian 90.8, Black 68.5, Hispanic 75.7, White 87.6, SWD 54.0, ELL 66.0 and ED 70.8</p> <p>Annual Measurable Objective: 79.0% Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning; <u>SACS Standards</u>: 3,4,5,6 and 10;</p>				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 3: 3.2 Performance Action 1 Collaboratively 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 the new textbook series and its resources to teach the social studies standards -</p> <p>Instruction Standard 2: 2.3 Performance Action 2 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. Implementation of hands-on learning of social studies content – for ex. use of atlases;</p> <p>Instruction Standard 2: 2.2</p>	<p>PTA funds \$300</p> <p>Title I funds to be used to help teachers teach social studies across the curriculum using maps, biographies, and other instructional supplies and materials</p>	<p>August 2012 – 2013 Teachers, Assistant Principal, Principal</p>	<p>Lesson plans, focus tests on unit, student project, rubrics, scores on content tests: teacher reports: formal and informal observations: principal walk-throughs: individual student progress</p>	<p>CRCT & ITBS scores Unit test scores, results from formative assessments such as classwork and homework</p>

<p>Performance Action 3 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. Encourage student participation in Social Science Fair. Continue to use real life examples to bring social studies to life for the students including field trips to locations that offer such Utilize graphic organizers to enhance and extend understanding of content area concepts. Additional Performance Actions Below are Related to Standards Listed Above</p>				
<p><u>Students with Disabilities</u> Performance Action 6 -Provide hands on learning opportunities, visual aids, hands-on maps, and kinesthetic activities. -Provide explicit instruction in content-specific vocabulary. -Provide small group instruction with differentiated, targeted feedback. Performance Action 7 Students participate in cooperative learning groups and student work is modified.</p>				
<p><u>English Language Learners</u> Performance Action 1 Cooperative learning opportunities, visual aids to build vocabulary, small group instruction, directions are repeated as necessary, and</p>				

<p>students are given hands on maps. Performance Action 9 ELL also have access to Rosetta Stone online</p>				
<p><u>Technology Integration</u> Performance Action: Use the State’s CRCT online practice site; Use of Video Streaming- Discovery Education www.gpb.org & Various other websites Need every teacher to have an Promethean Board Need replacement of stolen laptops</p>				
<p>Instruction Standard 3: 3.2 Performance Action 1 Collaboratively 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 the new textbook series and its resources to teach the social studies standards - Instruction Standard 2: 2.3 Performance Action 2 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. Implementation of hands-on learning of social studies content – for ex. use of atlases; Instruction Standard 2: 2.2 Performance Action 3</p>				

<p>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.</p> <p>Encourage student participation in Social Science Fair. Continue to use real life examples to bring social studies to life for the students including field trips to locations that offer such</p> <p>Utilize graphic organizers to enhance and extend understanding of content area concepts.</p> <p>Additional Performance Actions Below are Related to Standards Listed Above</p>				
<p><u>Students with Disabilities</u></p> <p><u>Performance Action 6</u></p> <p>-Provide hands on learning opportunities, visual aids, hands-on maps, and kinesthetic activities.</p> <p>-Provide explicit instruction in content-specific vocabulary.</p> <p>-Provide small group instruction with differentiated, targeted feedback.</p> <p><u>Performance Action 7</u></p> <p>Students participate in cooperative learning groups and student work is modified.</p>				

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

Attendance/Graduation Rate Action Plan				
- Current ADA is 97.7% August 2012				
Annual Measurable Objective: Maintain high average daily attendance rate				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Performance Actions: 7</p> <p>A) Increase student attendance by communicating with parents via calling post, conducting home visits, and written notifications.</p> <p>B) Monitor attendance data and provide incentives for attendance and/or develop interventions to increase attendance (counseling small groups, home visits, utilizing various methods of parent communication, parent workshops, and mentors).</p> <p>Students will receive recognition at the end of the semester Awards Ceremony for perfect attendance.</p> <p>*Be Here and Score More Program-Classes will compete for best attendance by earning points toward rewards.</p> <p>* Remind students and parents of the importance of attendance during morning announcements, PTA meetings and newsletter. Interpreters will be provided for Open House to emphasize attendance.</p> <p>*HMES webpage has a student handbook link which includes attendance.</p> <p>*Discuss issue at all School Council meetings</p>	\$100 per semester - PTA	August 2012 – May 2013 Counselor, Principal, Assistant Principal, Social Worker & Attendance Committee	Monitor daily attendance – follow-up with parents after 3 consecutive absences, letter goes home from principal after 6 unexcused absences; six week reports provided by county MIS Monthly attendance reports	CRCT, ITBS, reduction in number of student grade retentions, Increased attendance rate i.e., improved student attendance

<p>*Report to social worker students with excessive absences</p>				
<p>Technology Integration Use of <synrevoice@fc.dekalb.k12.ga.us for notifying parents of their child’s absence - this system delivers an automatic phone call when their child is absent; teachers call after the second day a student is out; send electronically generated letters to student’s parents after six unexcused absences - Attendance will also be addressed in Tiers I & II, if it is an area of concern; intervention may be a positive reinforcement plan or in extreme cases, referral to our social worker.</p>				

Library-Media Action Plan

Georgia Standards for School Performance Georgia Performance Standards American Assoc. of School Librarians – Nine Literacy Standards SACS Standards(Select “Georgia School Standards Condensed Version”)

Annual Measurable Objective(s)/Goal #1): To increase the number of students that meet and exceed on the spring 2013 CRCT for grades 1-5 with 100% participation rate for mathematics, reading, English/language arts, science and social studies

Formative Indicators of Success/Goal

1. On-going AR quiz assessments.
2. Reading logs of the Georgia Book Award Nominees.
3. “Book and Lunch” discussion for fourth and fifth grade students.
4. Reading logs of the “STAR” reading achievement program

Annual Measurable Objective:

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Performance Actions: Instruction 1.2:PA4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation</p> <ul style="list-style-type: none"> • Teacher-Librarian attends collaborative planning meetings and serves on the Leadership Team • Leveled books are made available to students based on reading levels • Teacher-Librarian collaborates with teachers on the Reading List, 	<p>\$7000 from Media Allotment funds. Purchase non-fiction and fiction books for library media collection</p> <p>Will also use Title I funds to supplement the Media Allotment and to provide teachers with instructional</p>	<p>August 2012 – May 2013 Teacher-Librarian, Principal, Leadership Team Grade Level Chairs</p>	<p>Disaggregated Lexile reports Local reading reports Star Reading List Resources alignment units Media circulation records, etc Accelerated Reader</p>	<p>Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction</p>

	materials and supplies they need			
<p>Technology Integration –Instruction 2.7 PA2: Teachers effectively use technology to provide real world applications and to maximize student learning.</p> <p>Accelerated Reader Power Point Presentations Class multi-media projects FM System Destiny Renzulli CRCT Online Practice Compass Learning Active Board Video Streaming IMACS TIENET GALILEO Nettleker</p> <p>Need replacement of stolen laptops</p>	<p>Title I funded State and district funded</p>	<p>August 2012 – May 2013 Teacher – Librarian, Teachers, Principal, Assistant Principal</p>	<p>Computers and equipment Media Center lab use Schedule Projects, etc</p>	<p>Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to complement their learning process.</p>

Professional Learning Plan					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds) ~\$800 for professional learning to be used to pay for substitutes so that teachers can attend the many offered PL opportunities	90% of students will meet or exceed the standard 800-900 on CRCT Math and 800-900 on Reading Use Title I funds for professional learning opportunities including attending day session at the Ron Clark Academy, bringing in EiE consultant from Boston Science Museum, and other STEM focused professional learning opportunities	Teachers will participate in monthly Professional Learning Communities Teachers will receive professional development on the following research based strategies: Marzano 9, Depth of Knowledge, effective instructional strategies, Power Standards Teachers will participate in technology training. Teachers will participate in professional development that highlights effective instruction for students identified as EL. Teachers will continue training on using the blended math curriculum to teach the Common Core Standards effectively. Teachers will participate in Elluminate Live sessions that offer professional development on a variety of topics.	August 2012 – May 2013	Teachers who attend the workshops will redeliver this information to the faculty during one or more faculty meetings/professional development days - Teachers will discuss in their grade level meetings their use of various strategies & implementation of newly acquired technology skills - They will be required to report this information on the Grade Level Minutes sheet provided to them - Ongoing classroom observation by school administrators will be utilized to evaluate	

School Name:

Henderson Mill Elementary

Principal: Dr. Rebecca Jackson

Plan Year: 2012-2013

				the effectiveness and implementation of the various selected strategies	
Federal					
Grants					
Local					

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
<u>Performance Action 1</u> Safe school committee	none	Year round – principal & assistant principal	Reports Member list	Safe School Plan
<u>Performance Action 13</u> Emphasize school and classroom discipline through weekly reminders of expectations for appropriate behavior	none	Annual and reviews throughout the year by administration and teachers	CSIP, school rules posted, teachers use discipline plan and post rules	CSIP – several references to school wide discipline expectations in the report Student participation in school-wide assembly at the beginning of the school year
<u>Performance Action 3</u> Use student support services, professional learning depart., student relations & other district departments as needed	none	Counselor, school psychologist, social worker, principal, assistant principal	Emails, phone logs, sign-in sheets for school visits	Administrators and teachers can describe how the school collaborates with system and other external resources
<u>Performance Action 14</u> Adoption of <u>Have you Filled a Bucket Today?</u> plan for having students be nice to one another	none	Discussion & reminders by principal, counselor and teachers	Posters, book display	Students using the terminology when describing student rule infractions
Create a master schedule that maximizes the instructional time. Notes: The schedule should be written	none	Create schedule in spring prior to new school year.	Special Ed. Schedule and service hours.	Streamlined schedule.

<p>based on Special Education service hours. From there, build in other subjects with attention paid to avoiding the creation of small blocks of time for instruction. (e.g. 20 minutes or less for language arts instruction).</p>		<p>Special Ed. Rep. and selected administrators</p>		
<p>Streamline the registration process for parents.</p> <p>Notes: Currently, parents have to complete or correct registration forms, then complete the students information form given to teachers. Both documents require most of the same information. Parents should only have to complete the form once, then duplicate it for teachers.</p>	<p>none</p>	<p>Close of school, fall registration time.</p> <p>School registrar, administrator(s)</p>	<p>Registration form with field trip permission and release forms as well as required student information and emergency contact numbers.</p>	<p>Parents spend less time in the building during registration times.</p>
<p>Administrators collaborate to maximize teacher planning time by streamlining paperwork and “to do” items that involve teachers.</p> <p>Notes: For example, if there are five different logs that need signatures, put them all in one location in the front office. If there are deadlines that must be met, put them all in the weekly bulletin. Update the bulletin daily as needed to ensure everything is listed.</p>	<p>none</p>	<p>Administrative team</p>	<p>Weekly bulletin that is updated daily, or as needed.</p>	<p>Teachers spend more time preparing materials and planning, less time is spent tracking task completion.</p>
<p>Establish norms of interaction for meetings to be followed in all meetings large and small. (e.g. all comments must be on topic, presentations should not exceed a certain time.)</p>	<p>none</p>	<p>Administrative team</p>		

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance Action 6</u> Assign a teacher mentor to all teachers with one or two years teaching experience	None	Weekly, ongoing, Administrators, Teachers	List of mentor/mentees Log of meetings	Regular mentor/mentee meetings, discuss questions/concerns and offer support –new teacher/mentor feedback to administrators
<u>Performance Action 8</u> Protect and provide teacher planning	None	Weekly, ongoing Administrators	Teacher feedback through monthly leadership meetings	Lesson plans Instructional goals met/student progress because of planning and team collaboration
<u>Performance Action 8</u> Scheduled meetings for grade levels, leadership team, new teachers and staff meetings, PTA meetings	None	Weekly, ongoing Administrators, Teachers and other staff	Meeting agendas & notes, sign-in sheets	Increased communication through sharing information, updates, data, concerns, etc.
<u>Performance Action 16</u> Provide teacher recognition and appreciation	None	PTA, Principal, Teachers, and other staff	PTA, Pats of Back, Teacher of the Month Parking Space, Birthday announcements on the intercom, etc.	Teacher feedback to administrators

Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
CCRPI – Fifth graders will complete a Career Portfolio once one has been created by the DOE Grades 1-5 will participate in specific Career Awareness lessons to align to Georgia’s 17 Career Clusters				