DeKalb County School System

Consolidated School Improvement Plan
2012 - 2013

Oliver J. Lewis, III, Principal

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

School Name: Hightower ES   Principal: Oliver Lewis, III   Plan Year: 2012 -2013

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:	Date:
Area Assistant 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 ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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CSIP Table of Contents

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Donna Pittman		
2.	Claudia Bernal		
3.	Cristina Bernal		
4.	Dandrea McDaniel		
5.	Christine Parker		
6.	Rebecca Sokol		
7.	Rosalia Mora		
8.	Oliver Lewis		
9.			
10.			
11.			
12.			
13.			
14.			
15.			

School Name: Hightower ES   **Principal: Oliver Lewis, III**   **Plan Year: 2012 -2013**

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Oliver Lewis, III		
CSIP Facilitator	Andrea Wright		
Parent Representative **(can not be a school employee)**	Claudia Bernal		
Student Representative **(required for High School)**	N/A		
Community Representative **(can not be a school employee)**	Donna Pittman		
EIP Reading Specialist	Christine Parker		
School Counselor	Donna Boyd-Gomez		
Special Education Representative	Lakesha Stevenson		
Reading/ELA Chair	Rebecca Sokol		
Math Chair	Kassidy Moore		
Science Chair	Christine Marchetta		
Social Studies Chair	Laura Baez		
Professional Learning Liaison	Shenika Ivey		
Other: Assistant Principal	Sheila George		
Other: Library Media Chair	Kia Wansley		

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 2012 - 2013:
- Accelerated Reader (AR)
- Safety Net
- Extended Learning Opportunities, morning tutorials, and Thursday RTI groups
- 1,000,000 Million Word Campaign -On going
- Monthly PBOM and PNOM Attendance – Parents invited monthly
- Parent Newsletters - monthly and flyers for Special Events
- Morning News Show developed by Hightower students
- Participation in competitions

The following programs, initiatives, and/or interventions were not as successful as hoped for 2012 - 2013:
- Accelerated Math (AM)
- Response to Intervention (RTI)

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
- Accelerated Math: Program not fully implemented in second thru fifth grades due to the need to purchase more slots. Second grade received the program in March 2011. It was fully implemented as of August 2011.
- RTI: Redelivery and training was needed to clarify the RTI process and procedures. The counselor/SST chairperson devised a RTI/Tier 2 data collection packet inclusive of SST/Tier 3 checklist referrals
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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:
- Accelerated Math: It was fully implemented in second grade as of August 2011.
- RTI: Training was initiated by the counselor in August 2011. The counselor/SST chairperson developed and shared step-by-step HES brochure on the RTI/SST process Spring semester 2012. She also created, distributed, and reviewed a quick reference card on RTI with teachers at grade level meetings.

School Mission and Vision

	DeKalb County School System	**School**
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	Hightower Elementary School's vision is for students to graduate from high school with excellent educational experience prepared to be productive members of the larger society.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	Hightower Elementary School's mission is to provide a standards-based instructional environment grounded in the integration of curricular content and writing across the curriculum to ensure that all students are prepared to compete in a global society.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation	Hightower's values are congruent with the DeKalb County School System's values, which are as follows: • Value and promote parent involvement • Regard quality public education as essential • Honor universal human rights • Contribute to the common good of our community • Hold high expectations for ALL stakeholders

Developing a Comprehensive Needs Assessment (ESEA Mandates #1 and #11 – must be updated annually)

1) Provide a brief description of your school and community. Include the following information:
▫ **Geographic location**
   o Hightower Elementary School is located in Doraville, GA near the Buford Highway Corridor. The school is predominantly comprised of families that live in some type of rental housing.
▫ **Enrollment**
   o Hightower's enrollment at the end of the 2011 – 2012 academic year was 722 students, which is an increase of approximately 57 students over the 2010-2011 enrollment. This is the largest enrollment in Hightower's history.
▫ **Subgroups (regardless of whether or not they affect AYP):**

	Category	Total Number	Percentage
Ethnicity	African American	59	8.17%
	Asian/Pacific Islander	39	5.40%
	Hispanic	603	83.52%
	White	15	2.08%
	Multiracial	6	0.83%
	Total Enrollment (EOY 2011 – 2012)	722	
	Students with Disabilities (SWD)	24	3.3%
	Economically Disadvantaged	-	95%
	English Language Learners	361 (estimated)	50% (estimated)

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include the following information:
▫ **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**

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

The decision-making process at Hightower Elementary includes an instructionally-focused Design Team which consists of Principal, API, Literacy Representatives, Math Representatives, CTSS, Business Advisor, teacher/department representatives and counselor. Additionally, we utilize our Local School Council as a decision-making body. The teachers also play an important role in the decisions that are made via school-wide committees, Summer Brainstorming Sessions, Professional Learning Opportunity Meetings (i.e., "Instructional Staff Meetings"), and grade level meetings with leadership team.

Design Team: Every Friday @ 11:30 AM in the HES Media Center
School-wide Committees: Once per month on Wednesdays @ 3 PM on HES campus
Local School Council: October, December, February and May each year in the HES Conference Center
Summer Brainstorming: June 2012
List the types of data analyzed and placed in the appendix.
□ CRCT & ACCESS (ELLs)
□ ITBS
□ COGAT
□ DRA
□ STAR Reading and Math
□ Accelerated Reading (AR)
□ Accelerated Math (AM)
□ Benchmark Assessments
□ 3rd and 5th Grade Writing Assessments
□ Diagnostic Assessment Tool (DAT)

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
✓	School Report Card	✓	Enrollment (include ethnicity & gender)	✓	GaDOE GAPSS Review
	CCRPI	✓	Students with Disabilities		OSI GAPSS Review
✓	Georgia Criterion Referenced Test	✓	Language Proficiency	✓	America's Choice DAT Review
	Georgia High School Graduation Test	✓	Free/Reduced Lunch Rate	✓	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	✓	Staff Surveys
✓	Iowa Test of Basic Skills	✓	Gifted Education	✓	Student Surveys
	SAT, ACT, and AP Exams			✓	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 (ESEA Mandate #12).

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

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

As indicated by the GA DOE 2011 AYP Report, Hightower's strengths are Literacy (Reading and ELA). Please note the following CRCT "Pass Rates" (percentages) as indicated by the 2011 AYP Report (grades 3, 4 and 5):

2011 Reading/ELA CRCT Results (meeting + exceeding rate)				
All Students Group	**African-American**	**Hispanic**	**English Language Learner**	**Economically Disadvantaged**
89.6%	82.5%	89.9%	85.5%	89.3%

Note: AMO for Reading/ELA = 80% meeting + exceeding

The current data reflects Reading, English/Language Arts, and Social Studies student achievement on the CRCT for the past two years.

	Reading		English/Language Arts		Social Studies	
	2011 - 2012	**2010 - 2011**	**2011 - 2012**	**2010 - 2011**	**2011 - 2012**	**2010 – 2011**
3rd Grade	94%	93%	90%	80%	76%	71%
4th Grade	84%	88%	89%	84%	66%	65%
5th Grade	88%	91%	91%	93%	54%	35%

The school's overall strengths are rooted in the successful implementation of a rigorous standards-based educational curriculum in the areas of Reading, English-Language Arts, and Mathematics. The Standards-Based Design has provided a highly structured method that involves ongoing teacher development, literacy and mathematics workshops, current data analysis, and a school-wide effort that support students and enables them to understand and identify acceptable student work. In addition, Hightower places heavy emphasis on students becoming fluent readers and writers. Each year, students are required to read at least one million words, as well as write about what they read. Also, the school utilizes shared decision-making (Design Team, School Council, Grade Level/Dept. Chairs). School-based teacher development is also one of Hightower's strengths.

Hightower Elementary School is one that has made great and steady academic progress each year for the past eleven years. The curriculum is strong and well-suited for our culturally diverse population. The site-based instructional structure is one that is consistently monitored and guided throughout the school year. Hightower has highly-qualified teachers that consistently hold students to high expectations, also monitoring each student's progress and planning the instructional methods accordingly to meet accepted levels of achievement. Hightower has made Adequate Yearly Progress for fourteen (14) consecutive years and has been recognized by the state of Georgia as a Title I Distinguished School for twelve (12) consecutive years. The formative/authentic assessments (e.g., DRAs, STAR, AR, AM, Benchmarks, and Running Records) and summative assessments (e.g., CRCT, Writing Assessments, Access for ELLs) results detail students' growth in Reading and ELA in all grades.

Data sources utilized include:
- CRCT for grades 3 - 5
- DRA
- STAR Reading
- STAR Math
- EOY Assessment for Grades 1 and 2
- Student Work
- Benchmark Assessments
- Running Records

Based on each student's needs, Safety Net opportunities are provided such as:
- EIP and Title I services
- Individualized Instruction
- Instructional Accommodations
- Small group instruction
- Morning Tutorial

- After School Tutorial
- RTI Tier 2 groups

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

Although students in grades 1 - 5 made improvements in Mathematics, Mathematics remains an area where Hightower needs improvement. Therefore, there is continued emphasis on a rigorous approach to Math cross curricular content integration with a focus on concept acquisition. Additionally, an extra hour of Math problem solving has been maintained in the Math schedule.

Please note the following CRCT "Pass Rates" (percentages) as indicated by the 2011 AYP Report (grades 3, 4 and 5):

2011 Math CRCT Results (meeting + exceeding rate)				
All Students Group	**African-American**	**Hispanic**	**English Language Learner**	**Economically Disadvantaged**
76.3%	75%	75.8%	68.2%	75.7%

Note: AMO for Math = 75.7% meeting + exceeding

The current data reflects Mathematics student achievement on the CRCT for the past two years.

	Mathematics	
	2011 - 2012	**2010 - 2011**
3rd Grade	79%	78%
4th Grade	72%	73%
5th Grade	72%	78%

An additional goal is to continue to improve in the areas of student language acquisition. As noted in the school profile, the majority of our students were born in countries outside of the United States. Science content knowledge is a further area where there is a need for improvement. To that end, Science was integrated with Math for the 2011 -2012 school year. The data reflects improvement in Science CRCT scores.

	Science	
	2011 - 2012	**2010 - 2011**
3rd Grade	73%	68%
4th Grade	80%	64%
5th Grade	61%	53%

Hightower's attendance, as measured by the 2011 AYP report, indicates that Hightower had an increase in the percentage of students absent 15+ days compared to previous years. Please note the following:

2011 Attendance Results (Absent more than 15 days)					
AYP Year	**All Students Group**		**African-American**	**Hispanic**	**English Language Learner**	**Economically Disadvantaged**
2011	Absent 15 + Days	4.2%	4.8%	3.3%	5.9%	4%
2010	Absent 15+ Days	2.8%	2.6%	2.2%	2.5%	2.6%
2009	Absent 15 + Days	1.9%	3.9%	1.4%	.06%	2%
2008	Absent 15 + Days	1.7%	0%	1.8%	2.8%	1.8%

This could be the result of increased enrollment as compared to previous years. Nevertheless, attendance will be monitored more vigorously this year.

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

Professional Learning Activities:
- Differentiated Instruction
- Curricular Integration
- Common Core Standards
- Marzano's High Yield Strategies
- Implementing Math Centers
- Implementing Writing in Mathematics
- Understanding and Using Data (CRCT, DRA, STAR, AR, AM, Schoolnet/IDMS, Compass Learning)

Support Services for Student Learning

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:

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

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

School Counselor: Hightower Elementary's school counselor works to provide a comprehensive, developmental guidance and counseling program for all students through individual, small group, and classroom guidance sessions. The counselor consults with staff members and parents for purposes of academic achievement. She also helps children cope with emotional crisis through group and individual guidance. The counselor chairs the Student Support Team, which identifies and plans alternative strategies and modifications for students experiencing academic, behavioral, social and emotional problems in our diverse student population. She serves as school Attendance Protocol Manager consulting with various entities to promote optimal school attendance and thereby, academic success. The counselor also serves as Mentoring Coordinator facilitating staff individual support of at risk students

Psychologists: The school psychologist provides testing to determine if and in what areas academic deficiencies exist. The School Psychologist may support RTI/SST as needed through consultation and meeting(s) attendance.

Student Support Specialists: The Lead Teacher of Special Education (LTSE) consults with the school counselor regarding behavioral supports for students currently in a special education placement.

Social Workers: Social Workers work with school counselors as a link to community resources, and in the area of improving school attendance. She serves as a liaison between the home and school, and in an endeavor to minimize barriers to learning, provides home visits. The social worker provides crisis intervention.

School Nurses: The school nurse facilitates the coordination of medical and dental services at school. She also provides community referrals. School nurses consult with school counselors and social workers to ensure student health and safety, and to recommend accommodations for student's 504 (medical) plans. Additionally, she also updates mandatory immunizations.

Hightower has an excellent counseling program. The focus of the guidance program is preventive. The school counselor addresses cultural harmony and tolerance throughout the school, with an emphasis on character education, human relations and moral development. Currently, the counselor is in the process of reinvigorating the mentoring program, affording staff an opportunity to serve as mentors to students.

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

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

Parent involvement impacts the desired results for learning in reasoning and thinking skills, building knowledge across the curriculum, and modeling personal and social responsibility. Hightower is committed to increasing parental involvement by the following:

1. Communicate with parents at least once a week using the courier, marquee, and school website regarding school and class information.
2. Display parent responses to the Principal's Book of the Month.
3. Offer student incentives for parental participation.
4. Collect parent survey data to increase school response to parental needs.
5. Offer information on instruction and community resources at morning monthly parent meetings.
6. Plan family nights to focus on one of the following:

   - Literacy/Social Studies Workshops

   - Mathematics/Science Workshops

7. Invite parents to attend student academic competitions.
8. Increase materials in the parent resource center, and encourage its frequency of use.
9. Translate into Spanish selected written and oral communication with parents, as needed.
10. Invite parents to accompany the Design Team on a Focus Walk at selected times between November and March.
11. Use Principal's Book of the Month (PBOM) and Principal's Number of the Month (PNOM) to help expand and integrate knowledge.
12. Utilize Curriculum Night to inform parents about components of school-wide Title I and academic student success at the district and state levels.
13. Engage parents in Family Night.
14. Sponsor the Hightower Carnival to connect diverse families.
15. Conduct Open House/ "Meet the Teacher-Meet the Parent"
16. Organize parent volunteers help construct writing, reading, and social studies portfolios.
17. Organize parent volunteers in kindergarten and preK classrooms.
18. Facilitate check out of materials from Hightower's Parent Center.

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

	Parental Involvement Handbook for Parents	✓	Newsletters
✓	School Website		Calling Post
✓	DCSS Website/Community.Net		Parent Portal
✓	Parent Right to Know Letter (ESEA Mandate)	✓	AYP Status Letter (ESEA Mandate)
✓	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
✓	DCSS and School Parental Involvement Policy (Title I Mandate)		

Each week, the school communicates with the parents via home-school couriers, newsletters, and activities as it relates to the Principal's Book of the Month. Additionally, parents visit the school for classroom celebrations and for the monthly PBOM/PNOM celebrations. Within each of these events, state standards are discussed in different ways. The school also holds PTA, Hispanic Parent Meetings, Conference Nights, and periodic Grade Level Meetings (e.g., "Kindergarten, Third and Fifth grades") to discuss state standards, annual assessments and the implications of each.

Parents have the opportunity to attend the Principal's Book and Number of the Month celebration where reading goals, attendance, and good citizenship are discussed. Likewise, the school hosts Family Nights and Conference Nights where parents receive information on how they can assist the school's instructional program. Parents have an active engagement at the school. Regardless of the needs, activities, and programs, parents take a vested interest in assisting the school.

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

The parents and community, consistently, provide the school with feedback via PTA, periodic Parent Meetings, School Council Representatives, CSIP Review process and annually-conducted surveys regarding different initiatives undergone at the school.

Parent and Community representatives always have access to the CSIP. Representative members of both groups assist in the reviewing of our school's CSIP and make additional recommendations and or suggestions to the principal. We also have a few parent representatives that serve on the Parental CSIP Review Team. Periodically, throughout the school year, we incorporate parental surveys. These parents review the document and provide feedback.

13) Describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).

The Title I Compact and Parent Involvement Policy were both designed by a team inclusive of administrators, teachers, paraprofessionals, literacy/math representatives and parent representatives. They examined samples of each of the aforementioned federally mandated documents. Collectively they devised each document to make it specific to Hightower Elementary School. The team also reviewed and edited original ideas to ensure that we are in compliance with the Title I mandates, and, most of all, to ensure that each document is indicative of the most effective programs, strategies, and resources that will be most beneficial in meeting the needs of our students. The team still meets periodically to review and revise these documents. While the Title I teacher assumes responsibility for distributing the Principal-Teacher-Student-Parent Compacts and following up on obtaining appropriate signatures, the Hightower staff, community volunteers and families work together to implement the Parent Involvement Policy.

Stakeholder Communication

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

Throughout the year, the school has curriculum nights, parent-teacher conferences, and PTA meetings. During these sessions, teachers and administrators share and interpret student data results (CRCT, DRAs, Math assessments, etc.) with parents and community. Parents receive copies of student CRCT/ITBS results, as well. Additionally, during these parent meetings presentations and documentation has been translated into Spanish for non-English speaking parents. Information is usually disseminated to parents in clear and concise ways to avoid overload of data and confusion.

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

Hightower will continue to communicate with parents and community persons via newsletters and the Principal's Book of the Month celebrations. Additionally, Hightower will place the Consolidated School Improvement Plan on our school's website.   Additionally, information is communicated via PTA meetings, Conference Nights, Curriculum Nights, newsletters and links to the GA DOE website (AYP).

All of Hightower's standardized assessment results (overall results) are posted on the DeKalb School System and Georgia State Department of Education website portals for public review. Likewise, the school's report card and AYP results will be posted via the same websites. Hightower will also place a link on its website, the same results for parent and community viewing. Additionally, score reports will be sent home to parents. The school council, which includes members from the parent and business community will be made aware of the school's progress data.

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

A copy of the CSIP will be posted on the school's website and in FirstClass. A hard copy of the CSIP is placed in the media center for review by key stakeholders.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Each year Title 1 Funds are allocated based on school needs which are derived from data analysis. In addition, in order to enhance and increase academic achievement HES will provide STEM integration throughout the curriculum and in all grade levels, AST for grades 3-5, access to the Renaissance Learning Suite for Reading and Math, additional technology (IPads) and additional non-fiction books in the library collection. - Renaissance Learning Suite (AR/AM/STAR) and supplies to effectively manage and integrate the Renaissance Learning Suite. - 4 Title 1 Funded Teachers/1 Title1 Funded Community Liaison - CRCT Coach Materials - Extended Learning Opportunities (formerly AST) - Extended Texts to Support Curriculum and Integration of CCGPS - STEM Materials (robotics, microscopes, car kits, etc.) - IPad Learning Labs and IPad Apps - Instructional Supplies (classroom materials, reading manipulatives, math manipulatives) - Purchase of Non-Fiction Books for the Library Collection
State Funds	- Supplies and Materials to support instruction and academic achievement
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Professional Learning funds are used to pay for supplies, materials, and professional development books that aim to enhance the PL goals of HES. In addition, funds may be allocated to send representatives to conferences about the content areas, STEM, CCGPS.
Grants (list)	Reading is Fundamental Grant ($4,000) awarded to the Media Specialist; books will be purchased for each student to take home.

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.

PTSA	The PTA funds are used in a variety of ways:
	    Teacher appreciation efforts
	    Additional instructional resources for science, social studies, etc.
	    Cultural Arts
	    Yearly Reading Goal Recognition
	    Awards and food for grade level math bees
	    Hightower Monthly Newsletter
	    9-Week Attendance Recognition

Partners in Education	The funds that are received through our business partners are usually allocated for student incentive initiatives (e.g., "Bicycles, video games, educational prizes, books, t-shirts, pencils, lanyards, etc.").
Other (list)	N/A

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan

Annual Measurable Objective: Increase the percent of students scoring at meets or exceeds in reading and ELA (required participation ≥ 95%.).

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction 1.3 PA 3 A systematic process is developed school-wide for students to use their portfolios and other work samples to monitor targets and goals for improvement. Students know their strengths and weaknesses and understand the specific grade level and/or subject expectations for meeting the standards. Teachers and students use this information to establish and prioritize goals for improvement.		**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy Representatives ▫ ESOL Teachers ▫ Classroom Teachers	▫ Student learning goal sheets or assessment notebooks ▫ Conferencing logs ▫ Teaching rubrics ▫ Student portfolios of work over time ▫ Teacher/student commentary providing strengths and next steps, etc.	▫ Students can show their work and can verbalize the targets and goals they have established as well as the progress made toward meeting those goals and targets. ▫ Students can articulate their strengths and weaknesses as related to assessment results and mastery of standards.
Instruction 2.3 PA 2 Collaborative teacher meetings are held to determine the approximate reading level of resources (textbooks, trade books, software, etc.) and to review the reading levels of students. Follow-up teacher meetings are held to clarify how these two sources of information will be used to plan appropriate instruction,	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy Representatives ▫ ESOL Teachers ▫ Classroom	▫ Student reading level data Ex. DRA, AR, Renaissance Learning System, AR Bookfinder ▫ Reading level text assessment Ex. STAR Reading,	▫ Teachers can demonstrate a method used to determine the reading level of their textbooks or other reading material. ▫ Teachers use instructional strategies necessary for students

		Teachers ▫ Media Specialist	DRA, etc. ▫ Reading logs ▫ Agendas and minutes from teacher meetings: • to determine reading levels of text • to plan appropriate instructional strategies ▫ Conference notebooks, etc.	to understand and apply standards when the textbook exceeds the student's reading level (e.g. Read aloud-Think aloud, questioning the author, etc.).
Instruction 2.5 PA 1 Teachers are provided professional learning on the use of diagnostic and formative assessments and learning styles to strengthen flexible grouping practices.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy Representatives ▫ ESOL Teachers ▫ Classroom Teachers	▫ Professional learning agendas and minutes ▫ Sign-in sheets ▫ Diagnostic assessment results ▫ Formative assessment results ▫ Assessment class profile charts, etc.	Teachers can explain the diagnostic assessment results that have been disaggregated for their class. Teachers can show examples of formative assessments that have been used to determine flexible groups.
School Culture 2.2 PA 1 The principal and school staff model acceptance and respect for all and recognize individual efforts and accomplishments. There is a strong emphasis on effort-based learning.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy & Math Representatives ▫ ESOL	▫ Celebrations ▫ Morning Announcements (HES News Show) ▫ Student recognition, etc. ▫ PBOM/PNOM	The school staff can describe ways in which they model acceptance and respect and how they recognize and celebrate individual efforts and accomplishments.

		Teachers ▫ Classroom Teachers ▫ Counselor	monthly agendas ▫ Guidance lessons	
School Culture 2.2 PA 2 The school establishes opportunities for parents and community to support and celebrate student learning.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Classroom Teachers ▫ Title I teachers ▫ PTA ▫ Local School Council	▫ Sign-in sheets ▫ Photographs ▫ Volunteer logs: Jewish Coalition Tutors, community volunteers, etc. ▫ Logs: Title I District Conferences, Area Title I Parent Resource Center ▫ Local School Council	Parents participate with their children in a variety of educational activities designed to enrich student learning and help parents develop awareness of best practices.
School Culture 2.2 PA 3 A culture of success is supported by high profile celebrations and recognitions that encourage academic progress and reinforce the focus on academics. • PBOM/PNOM monthly celebrations	No funding needed PBOM text recycled/ reused from previous years	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy & Math Representatives ▫ ESOL Teachers ▫ Classroom Teachers	▫ School and community newspaper articles ▫ Morning Announcements (HES News Show) ▫ Awards/Honors day programs ▫ Classroom and hallway displays (posters, plaques,	Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.

			banners, etc.)	
			□ Displays of academic work	
			□ During school academic events and performances, etc.	
			□ Student participation in GA Young Authors competition	
			□ PBOM/PNOM celebrations	

Students with Disabilities
DCSD IR Supplement Instruction 2 PA 3
When co-teaching, maximize personnel and instruction by:
• Ensuring that both adults are actively teaching the entire instructional segment.
• Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching
  • Station teaching
  • Parallel Teaching
  • Alternative Teaching
	No funding needed	**August 2012 – May 2013**
		□ Principal
		□ API
		□ LTSE
		□ Special Ed. Teachers
		□ Classroom Teachers
			□ Collaborative planning meeting dates
			□ Agendas
			□ Minutes
			□ Lesson plans
			□ Classroom observation data
			□ Focus walk data
				Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

Students with Disabilities		**August 2012 –**	□ Inclusion	The faculty and staff can

School Culture 2.3 PA 1 Inclusion is the model of choice when appropriate for individual student needs.		**May 2013** ▫ Principal ▫ API ▫ LTSE ▫ Special Ed. Teachers ▫ Classroom Teachers	schedule ▫ IEPs ▫ Teacher planning agendas and minutes ▫ Master schedule, etc.	discuss how inclusion is implemented and utilized as a means of educating diverse learners.
English Language Learners* DCSD IR Supplement PA 1 Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation Protocol (SIOP).	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy & Math Representatives ▫ ESOL Teachers ▫ Classroom Teachers	▫ Sign-in sheets ▫ Training Dates ▫ Agendas ▫ Lesson plans	Teachers and administrators can articulate their progress on implementing new of expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.
English Language Learners* DCSD IR Supplement PA 2 Post WIDA and CCGPS standards in classrooms and implement in lesson plans and class activities.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy Representatives ▫ ESOL Teachers ▫ Classroom Teachers	▫ Posted standards ▫ Lesson plans ▫ Student created activities and projects	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and CCGPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
English Language Learners*	No funding	**August 2012 –**	▫ Classroom	▫ Teachers and students

DCSD IR Supplement PA 8 Provide constant monitoring of student progress and ongoing assessment to check understanding.	needed	**May 2013** ▫ Principal ▫ API ▫ Literacy Representatives ▫ ESOL Teachers ▫ Classroom Teachers	observation documents ▫ Focus walk documents ▫ Lesson plans ▫ Formative assessment data ▫ Posted student work	can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. ▫ Teachers can articulate their grade level and classroom areas of focus and can show assessment data of individual students demonstrating progress towards meeting the performance targets. ▫ Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction.
Technology Integration Instruction 2.7 PA 1 Teachers work collaboratively to develop a clear, comprehensive plan to integrate	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API	▫ Computers ▫ Lesson and unit plans ▫ LCD projectors	Teachers can articulate the use of a comprehensive technology plan to enhance student

technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.		▫ CTSS ▫ Media Specialist ▫ Literacy Representatives ▫ Classroom Teachers	and other technological equipment ▫ Comprehensive plan to integrate technology ▫ Collaborative teacher meeting minutes and agendas, etc. ▫ Promethean flipcharts ▫ Media Center logs	learning.
• Promethean boards • Student Response Systems • Media Center • Computer Lab • Student Work Stations (Computers/Listening Stations) • Laptops • Ipads • Flip cameras				

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

Mathematics Action Plan

Annual Measurable Objective: Increase the percent of students scoring at meets or exceeds in mathematics (required participation ≥ 95%.)

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction 2.4 PA 2 Time is scheduled periodically in class to establish individual learning goals based on assessment results and standards in units of study. Scoring rubrics, samples of benchmark work and end of unit expectations or projects are discussed to clarify rigor and relevance of study. - Problem Solving Instructional Block - Conferencing during Conceptual Understanding block - Math Skills Block	No funding needed	**August 2012 – May 2013** - Principal - API - Math Representatives - Classroom Teachers	- Common assessments; end of unit projects - Student learning goals - Rubrics - Samples of benchmark work; - Bulletin boards with student work, assigned tasks, commentary detailing mastery of elements in the student work, etc. - Conference Logs	- Students can explain or interpret new learning in different applications. Worksheets are not used as the primary source of practice or assessment. - Students can explain how teaching rubrics as well as benchmark work help them to understand the rigor of what is expected. - Students can articulate their learning goals based on assessment results and current units of study.
Instruction 2.5 PA 2 Using diagnostic and formative assessments, teachers group their	No funding needed	**August 2012 – May 2013** Principal	- Diagnostic test results - Formative	Teachers can show examples of diagnostic and

students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses. Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement. Conferences are held about twice a month with each student as evidenced by a conference notebook. • Conceptual Understandings Instructional Block		- API - Math Representatives - Classroom Teachers	assessment results - Assessment class profile charts - Conference notebook - Grouping assignments - Unit and/or lesson plans, etc.	formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.
Instruction 2.6 PA 2 Regular education teachers frequently schedule small group instruction to target identified areas of need. In addition to classroom instruction, other interventions are planned and implemented. Routine monitoring of safety net interventions is planned by the leadership team, a pyramid of intervention committee, and/or the regular education and safety net teachers. Monitoring plans should include: • observation of instruction aligned to targeted student needs and the standards • student progress records • analysis of student work with commentary • student progress toward established	**Accelerated Math:** ❖ $3,500 for Software, Scantrons, and Scanner ❖ $530 for 18 cases of paper ❖ Printers (3) for $360 ❖ Toner (39) for $1,603 **Grand Total = $5, 993**	**August 2012 – May 2013** - Principal - API - Math Representatives - ESOL Teachers - Classroom Teachers	- Completed Focus/Awareness Walk - forms monitoring interventions - Observation records - Disaggregated student - achievement data - Class profile charts Student learning goal charts - Portfolios of student work - Data notebooks	- Safety-net teachers can explain how the curriculum and instruction match the identified needs of the students. - Classroom and safety net teachers can explain how instruction is planned and revised based on their collaborative meetings.

learning goals • language of the standards used throughout instruction • students' use of the language of the standards in supporting their answers • collaborative meeting plans between regular and safety net teachers • Accelerated Math				
Students with Disabilities School Culture 2.3 PA 1 Inclusion is the model of choice when appropriate for individual student needs.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ LTSE ▫ Special Ed. Teachers ▫ Classroom Teachers	▫ Inclusion schedule ▫ IEPs ▫ Teacher planning agendas and minutes ▫ Master schedule, etc.	The faculty and staff can discuss how inclusion is implemented and utilized as a means of educating diverse learners.
English Language Learners* DCSD IR Supplement PA 1 Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation Protocol (SIOP).	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Math Representatives ▫ ESOL Teachers through grade level meetings or data meetings ▫ Classroom Teachers	▫ Sign-in sheets ▫ Training Dates ▫ Agendas ▫ Lesson plans	Teachers and administrators can articulate their progress on implementing new of expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.

English Language Learners* DCSD IR Supplement PA 2 Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Math Representatives ▫ ESOL Teachers through grade level meetings or data meetings ▫ Classroom Teachers	▫ Posted standards ▫ Lesson plans ▫ Student created activities and projects	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
English Language Learners* DCSD IR Supplement PA 8 Provide constant monitoring of student progress and ongoing assessment to check understanding.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Math Representatives ▫ ESOL Teachers through grade level meetings or data meetings ▫ Classroom Teachers	▫ Classroom observation documents ▫ Focus walk documents ▫ Lesson plans ▫ Formative assessment data	▫ Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. ▫ Teachers can articulate their grade level and classroom areas of focus and

				can show assessment data of individual students demonstrating progress towards meeting the performance targets. ▫ Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction.
Technology Integration Instruction 2.7 PA 1 Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum. • Promethean boards • Student Response Systems • Media Center • Computer Lab • Student Work Stations (Computers/Listening Stations) • Laptops • Ipads	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Media Specialist ▫ Math & Literacy Representatives ▫ Classroom Teachers	▫ Computers ▫ Lesson and unit plans ▫ LCD projectors and other technological equipment ▫ Comprehensive plan to integrate technology ▫ Collaborative teacher meeting minutes and agendas, etc. ▫ Promethean flipcharts ▫ Accelerated Math equipment and accessories	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

Science Action Plan

Annual Measurable Objective: Science student performance will improve from 62% to 70% in grades 3-5 as indicated by CRCT pass rates on the AYP report.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction 2.2 PA 1 Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Instructional Coach ▫ Literacy & Math Representatives ▫ ESOL Teachers ▫ Special Ed. Teachers ▫ Classroom Teachers	▫ Open-ended questions on assessments ▫ Rubrics ▫ Graphic organizers ▫ Classroom assessments ▫ Posted essential questions, standards, etc. ▫ DOK leveled aligned activities/tasks	Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking.
Instruction 2.3 PA 3 Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Instructional Coach ▫ Literacy & Math Representatives ▫ ESOL Teachers	▫ Student work ▫ Unit plans ▫ End of unit products ▫ Analysis of formative assessments ▫ Various leveled texts on topics aligned to the	▫ Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills.

		□ Classroom Teachers □ Special Ed. Teachers	standards, etc.	□ All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. □ Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.
Professional Learning 1.1 PA 1 Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the Common Core Georgia Performance Standards.	No funding needed	**August 2012 – May 2013** □ Principal □ API □ Literacy & Math Representatives □ ESOL Teachers □ Classroom Teachers □ Special Ed. Teachers	□ Unit/lesson plans aligned to GPS □ Team planning logs □ Agendas and minutes □ School Improvement Plan □ Standards in Practice protocol □ Collaborative Planning Framework, etc.	□ Teachers can articulate the agreed upon knowledge, skills, and understandings that all students are to meet. □ Teachers can articulate how the common assessments utilized in the unit of study clearly demonstrate student learning. □ Teacher teams can articulate how their collaborative work time is utilized to plan for teaching and learning, and how they consistently implement the strategies/ interventions identified in the school improvement plan.

				▫ Teachers can define rigor in the curriculum and how the work students do is assisting students in using knowledge and skills to problem solve, reason, communicate, and make connections with other information. ▫ Students can articulate how the work in which they are engaged is rigorous—requires them to use knowledge and skills to problem solve, reason, communicate, and make connections.
Students with Disabilities School Culture 2.3 PA 1 Inclusion is the model of choice when appropriate for individual student needs.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ LTSE ▫ Special Ed. Teachers ▫ Classroom Teachers	▫ Inclusion schedule ▫ IEPs ▫ Teacher planning agendas and minutes ▫ Master schedule, etc.	The faculty and staff can discuss how inclusion is implemented and utilized as a means of educating diverse learners.
English Language Learners* DCSD IR Supplement PA 1 Provide professional learning opportunities to staff members in the World-class Instructional Design and	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy &	▫ Sign-in sheets ▫ Training Dates ▫ Agendas ▫ Lesson plans	Teachers and administrators can articulate their progress on implementing new of expected practices in their classrooms, and can articulate the next steps

Assessment (WIDA) standards and Sheltered Instruction Observation Protocol (SIOP).		Math Representatives ▫ ESOL Teachers ▫ Classroom Teachers ▫ Special Ed. Teachers		they will take for continuous improvement with evidence of student learning impact.
English Language Learners* <u>DCSD IR Supplement PA 2</u> Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy & Math Representatives ▫ ESOL Teachers ▫ Classroom Teachers ▫ Special Ed. Teachers	▫ Posted standards ▫ Lesson plans ▫ Student created activities and projects	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and CCGPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
English Language Learners* <u>DCSD IR Supplement PA 8</u> Provide constant monitoring of student progress and ongoing assessment to check understanding.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy & Math Representatives ▫ ESOL Teachers ▫ Classroom Teachers ▫ Special Ed. Teachers	▫ Classroom observation documents ▫ Focus walk documents ▫ Lesson plans ▫ Formative assessment data	▫ Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. ▫ Teachers can articulate their grade level and

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				classroom areas of focus and can show assessment data of individual students demonstrating progress towards meeting the performance targets. ▫ Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction.
Technology Integration Instruction 2.7 PA 1 & 2 ▫ Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum. ▫ Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology		**August 2012 – May 2013** ▫ Principal ▫ API ▫ Media Specialist ▫ Math & Literacy Representatives ▫ Classroom Teachers ▫ Special Ed. Teachers	▫ Computers ▫ Lesson and unit plans ▫ LCD projectors and other technological equipment ▫ Comprehensive plan to integrate technology ▫ Collaborative teacher meeting minutes and agendas, etc. ▫ Promethean flipcharts ▫ Media center/lab use schedule ▫ Student work	▫ Students can articulate how technology supports their learning. ▫ Students can provide examples of student work that has been enhanced by technology. ▫ Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. ▫ Teachers can articulate the use of a comprehensive

used by teachers and students promote content research and require the conceptual application of the standards. ▫ Robotics kits for STEM lab ▫ Science Materials			enhanced by ▫ technology ▫ Performance tasks incorporating technology Research projects, etc.	technology plan to enhance student learning.

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

Social Studies Action Plan

Annual Measurable Objective: Social Studies student performance will improve from 57% to 70% in grades 3-5 as indicated by CRCT pass rates on the AYP report.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction 1.3 PA1 The expected understanding of units and lessons are determined collaboratively by teachers and are based on the standards for the subject and/or grade level. Essential questions, enduring understandings, or lesson goals use the language of the standards/elements appropriate for the lesson. The teacher explains the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson.	No funding needed	**August 2012 – May 2013** □ Principal □ API □ Instructional Coach □ Literacy Representatives □ ESOL Teachers □ Classroom Teachers □ Special Ed. Teachers	□ Posted essential questions, enduring understandings, learning goals □ Lesson and/or unit plans with learning goals □ Common performance tasks, etc. □ Integrated Literacy and Social Studies unit plans with vocabulary development, comprehension, and application of the GPS.	Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently in like grade level and/or content area classrooms. Teachers articulate a common understanding of the rigor expected from the standards.
Instruction 2.2 PA 1 Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and	No funding needed	**August 2012 – May 2013** □ Principal □ API	□ Open-ended questions on assessments □ Performance	Teachers can explain how an assessments, performance tasks, etc. emphasize higher-

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.		□ Literacy Representatives □ ESOL Teachers □ Classroom Teachers □ Special Ed. Teachers	tasks □ Rubrics □ Graphic organizers □ Classroom assessments □ Posted essential questions, standards, etc.	order thinking.

Instruction 2.3 PA 2
Collaborative teacher meetings are held to determine the approximate reading level of resources (textbooks, trade books, software, etc.) and to review the reading levels of students. Follow-up teacher meetings are held to clarify how these two sources of information will be used to plan appropriate instruction, provide students with resources that are accessible, and develop reading strategies.
	No funding needed	**August 2012 – May 2013**
		□ Principal
		□ API
		□ Literacy Representatives
		□ ESOL Teachers
		□ Classroom Teachers
		□ Special Ed. Teachers
			□ Student reading level data Ex. Lexile, DRA, STAR Reading
			□ Reading logs
			□ Agendas and minutes from teacher meetings:
			  • to determine reading levels of text
			  • to plan appropriate instructional strategies
			□ Conference notebooks, etc.
				Teachers can demonstrate a method used to determine the reading level of their textbooks or other reading material. Teachers use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the student's reading level (e.g. Read aloud-Think aloud, questioning the author, etc.).

Professional Learning 1.1 PA 1 Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the Georgia Performance Standards.	No funding needed	**August 2012 – May 2013** □ Principal □ API □ Literacy	□ Unit/lesson plans aligned to GPS □ Team planning logs □ Agendas and	□ Teachers can articulate the agreed upon knowledge, skills, and

| | | Representatives
▫ ESOL Teachers
▫ Classroom Teachers
▫ Special Ed. Teachers | minutes
▫ School Improvement Plan
▫ Standards in Practice protocol
▫ Collaborative Planning Framework, etc. | understandings that all students are to meet.
▫ Teachers can articulate how the common assessments utilized in the unit of study clearly demonstrate student learning.
▫ Teacher teams can articulate how their collaborative work time is utilized to plan for teaching and learning, and how they consistently implement the strategies/ interventions identified in the school improvement plan.
▫ Teachers can define rigor in the curriculum and how the work students do is assisting students in using knowledge and |

				skills to problem solve, reason, communicate, and make connections with other information. ▫ Students can articulate how the work in which they are engaged is rigorous—requires them to use knowledge and skills to problem solve, reason, communicate, and make connections.
Students with Disabilities School Culture 2.3 PA 1 Inclusion is the model of choice when appropriate for individual student needs.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ LTSE ▫ Special Ed. Teachers ▫ Classroom Teachers	▫ Inclusion schedule ▫ IEPs ▫ Teacher planning agendas and minutes ▫ Master schedule, etc.	The faculty and staff can discuss how inclusion is implemented and utilized as a means of educating diverse learners.
English Language Learners* DCSS IR Supplement PA 1 Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Literacy	▫ Sign-in sheets ▫ Training Dates ▫ Agendas ▫ Lesson plans	Teachers and administrators can articulate their progress on implementing new of expected practices in their

Sheltered Instruction Observation Protocol (SIOP).		- Representatives - ESOL Teachers - Classroom Teachers - Special Ed. Teachers		classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.
English Language Learners* DCSD IR Supplement PA 2 Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.	No funding needed	**August 2012 – May 2013** - Principal - API - Literacy Representatives - ESOL Teachers - Classroom Teachers - Special Ed. Teachers	- Posted standards - Lesson plans - Student created activities and projects	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
English Language Learners* DCSD IR Supplement PA 8 Provide constant monitoring of student progress and ongoing assessment to check understanding.	No funding needed	**August 2012 – May 2013** - Principal - API - Literacy Representatives - ESOL Teachers - Classroom Teachers - Special Ed. Teachers	- Classroom observation documents - Focus walk documents - Lesson plans - Formative assessment data	Teachers and students can explain student understanding is formatively assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show

				evidence of monitoring for understanding. ▫ Teachers can articulate their grade level and classroom areas of focus and can show assessment data of individual students demonstrating progress towards meeting the performance targets. ▫ Lesson plans and classroom activities show evidence of monitoring and assessment data being used to inform and revise instruction.
Technology Integration <u>Instruction 2.7 PA 1 & 2</u> ▫ Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.	No funding needed	<u>**August 2012 – May 2013**</u> ▫ Principal ▫ API ▫ Media Specialist ▫ Literacy Representatives	▫ Computers ▫ Lesson and unit plans ▫ LCD projectors and other technological equipment ▫ Comprehensive	▫ Students can articulate how technology supports their learning. ▫ Students can provide examples of student work

▫ Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.		▫ Classroom Teachers ▫ Special Ed. Teachers	plan to integrate technology ▫ Collaborative teacher meeting minutes and agendas, etc. ▫ Promethean flipcharts ▫ Media center/lab use schedule ▫ Student work enhanced by ▫ technology ▫ Performance tasks ▫ incorporating technology Research projects, etc.	that has been enhanced by technology. ▫ Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. ▫ Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

Second Indicator: Attendance/Graduation Rate Action Plan

Annual Measurable Objective: Attendance average in grades 3, 4 and 5 (AYP grades) will decrease in the number of students being absent 15 or more days by 2%: Indicated by AYP report: 2011 - 2012 (4.2% students absent 15+ days) to (3% students absent 15+ days).

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource* or the *DCSD Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
<u>DCSD IR Supplement Attendance & Graduation 3 PA 3</u> The Attendance team utilizes pertinent assessment, i.e., data that informs leaders about attendance and behavior issues of students, teachers' effectiveness at improving student learning, formative and summative student assessment and mixed measures (projects, portfolios, and research papers scored by teacher) and develops yearly outcome-based objectives based on student needs.	No funding needed	**<u>August 2012 – May 2013</u>** ▫ Principal ▫ API ▫ Counselor ▫ Social Worker ▫ Classroom Teachers	▫ Assessment guidelines ▫ List of documents for review ▫ Attendance data ▫ Progress reports ▫ Discipline reports ▫ Test results, CRCT and benchmark data ▫ Summary of teacher failures ▫ Climate/school culture survey data ▫ Data wall/data room	Early-warning indicators have been distributed throughout the school and among all staff. Attendance team can articulate the graduation rate/student retention needs of the school and the objectives that will address students at-risk of dropping out of school. A written copy of the objectives exists and is embedded in the school-wide improvement plan.
<u>DCSD IR Supplement Attendance & Graduation 3 PA 6</u> The Attendance team will design and implement instructional programs that: ▫ Facilitate the successful transition from grade five to grade six. ▫ Enhance the performance of students	No funding needed	**<u>August 2012 – May 2013</u>** ▫ Principal ▫ API ▫ Counselor ▫ Social Worker	▫ Orientation Programs and list of activities for in-coming students/parents ▫ Classroom observation data	Students can articulate the availability of resources; teachers can demonstrate increased skills in areas of instructional delivery and classroom management; administrators can show

performing below grade level, particularly in reading and math. ▫ Monitor teacher performance to determine the extent to which the teaching and learning environments are serious, safe, personalized, and engaging. ▫ Provide teachers and administrators with the support and learning opportunities they need to implement, sustain, and develop effective reforms. ▫ Provide students with tutors and/or afterschool instruction.		▫ Classroom Teachers	▫ Walkthrough logs and observation data ▫ Test results, CRCT and benchmark data ▫ Summary of teacher failures ▫ Climate/school culture survey data ▫ Data wall/data room ▫ Professional development schedule and list of course offerings ▫ Tutoring schedule, list of students, and record of student attendance

evidence that classroom instruction is rigorous and differentiated. Level of student engagement is high as evidenced by classroom observation, decrease in discipline incidents, increased classroom attendance. Utilizing professional development training, teachers make instructional adjustments to meet the diverse needs of students.

Library-Media Action Plan

Annual Measurable Objective: Students will increase their knowledge of technology by utilizing computers in the Media Center and the AR lab as indicated by 95% pass rate on 2012 CRCT in Reading, ELA, 81% on Math, 70% on Social Studies and Science.

Intervention (Performance Actions should be selected and <u>cited</u> from the *Georgia School Keys Implementation Resource*	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction 1.2 PA 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.	**$8,000**	**August 2012 – May 2013** - Principal - API - Media Specialist - Literacy Representatives - Classroom Teachers	- Disaggregated Lexile reports and /or local reading reports 25-Books Standard committee guidelines - Resource alignment to units - Media circulation records, etc. - Million word campaign documents - STAR Reading Reports - AR Reports	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.
Instruction 2.3 PA 2 Collaborative teacher meetings are held to determine the approximate reading level of resources (textbooks, trade books, software,	No funding needed	**August 2012 – May 2013** - Principal - API	Student reading level data Ex. Lexile, DRA, STAR Reading	Teachers can demonstrate a method used to determine the

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etc.) and to review the reading levels of students. Follow-up teacher meetings are held to clarify how these two sources of information will be used to plan appropriate instruction, provide students with resources that are accessible, and develop reading strategies.		▫ Media Specialist
		▫ Literacy Representatives
		▫ Classroom Teachers
			▫ Reading level text assessment
			▫ Ex. Lexile, AR
			▫ Reading logs
			▫ Agendas and minutes from teacher meetings:
			  • to determine reading levels of text
			  • to plan appropriate
			▫ instructional strategies
				reading level of their textbooks or other reading material.
				▫ Teachers use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the student's reading level (e.g. Read aloud-Think aloud, questioning the author, etc.).

Student, Family, and Community Involvement 1.3 PA 2
The school offers a variety of services that meet family needs.
  ▫ Parent Resource Center (on-site)
  ▫ Parent Meetings w/Community Liaison
	$4,000	**August 2012 – May 2013**
		▫ Principal
		▫ API
		▫ Media Specialist
		▫ Literacy & Math Representatives
		▫ Interpreter(s)
			▫ Pamphlet
			▫ Student/parent handbook
			▫ Parent survey, etc.
			▫ Parent Meeting sign-in sheets
			▫ Parent Center checkout logs
				Stakeholders are knowledgeable about services and partnerships that meet family needs. They can articulate how these services support family and student learning needs.

Technology Integration Instruction 2.7 PA 1 & 2 ▫ Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support	**TBD**	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Media Specialist ▫ Literacy	▫ Computers ▫ Lesson and unit plans ▫ LCD projectors and other technological	▫ Students can articulate how technology supports their learning. ▫ Students can provide examples

students' conceptual understanding and independent application of the core curriculum. ▫ Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.		Representatives ▫ Classroom Teachers	equipment ▫ Comprehensive plan to integrate technology ▫ Collaborative teacher meeting minutes and agendas, etc. ▫ Promethean flipcharts ▫ Media center/lab use schedule ▫ Student work enhanced by technology ▫ Performance tasks incorporating technology Research projects, etc.	of student work that has been enhanced by technology. ▫ Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. ▫ Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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 Curriculum, Instruction, and 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)	Meet or exceed CCRPI indicators in content area subjects measured by the 2013 Georgia Criterion Referenced Test (CRCT)	❖ Math-Science Integration ❖ STEM Professional Learning ❖ Conduct study groups and book talks focusing on the ELL students	2012 - 2013 2012 - 2013 2012 - 2013	❖ Registration Forms ❖ Agendas of Redelivery ❖ Sign-In Sheets ❖ Lesson Plans	*State ** (PL Funds)*
Federal	Meet or exceed CCRPI indicators in content area subjects measured by the 2013 Georgia Criterion Referenced Test (CRCT)	❖ Planning for Results: Looking at Data (Title I funds) ❖ Conduct New Teacher Training on the AC Literacy Design (no funds) ❖ ELA/Social Studies Integration	2012 - 2013 Ongoing	❖ Agendas of Redelivery ❖ Sign-In Sheets ❖ Class & Grade Plans ❖ Registration Forms	*Federal: Title I*
Grants	**NA**				
Local	**NA**				

School Climate Action Plan

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

Intervention (Performance Actions should be selected and cited from the *DCSS Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Leadership 1.4 PA 2 The school leaders work with teachers to analyze the data, to utilize the data (formative and summative) to inform instruction, to set student academic goals for all students, and plan safety nets for students requiring additional academic assistance.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Design Team ▫ Classroom Teachers	▫ Pertinent student data compiled in a usable format ▫ School improvement plan ▫ Strategic intervention/safety net plan, etc.	School leaders can explain how to develop targets for all students within each of the content areas at the following levels: school, grade level, class, and individual. They know the status of each class. School leaders can explain the assessment system. They can provide examples of evidence of data use in classroom instruction.
Leadership 4.3 PA 3 The leadership team displays the school's improvement plan, assessment data, attendance data, discipline data, and other pertinent communications to facilitate the focus of the team and to ensure that student achievement is core to its work. • STAR Reading & Math results • Benchmark data • DRA results • CRCT results • ITBS results	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Design Team ▫ Classroom Teachers	▫ Data room with displays ▫ Hallway displays, etc.	Leadership team members understand, communicate, and apply the data to the school improvement process. All staff members understand and can articulate how data is used to make decisions about curriculum, instruction and assessment.
School Culture 1.1 PA 2 Teachers and administrators hold all	No funding needed	**August 2012 – May 2013**	▫ Analyzed student work	Students can explain how they are held accountable for

students to the same standards, but provide support through differentiated instruction. Systems of support or pyramids of interventions are established to meet student learning needs.		▫ Principal ▫ API ▫ Design Team ▫ Classroom Teachers	▫ Teacher commentary ▫ Plans ▫ Student learning group assignments ▫ Student goals documentation, etc.	the same standards as other students. If they are experiencing difficulty with a standard they can explain where to obtain additional assistance. They can also describe their goals toward meeting or exceeding the standards.
School Culture 1.1 PA 4 The students know that they are responsible for learning the CCGPS. They also understand their strengths and weaknesses, and how to improve. Teachers support students in assuming responsibility for their own learning through conferencing, commentary, and goal setting practices.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Design Team ▫ Instructional Coach ▫ Classroom Teachers	▫ Posted standards and elements ▫ Goal documentation ▫ Analyzed student work with commentary ▫ Conferencing notebook, etc.	The students can articulate their strengths and weaknesses as related to the standards. They can describe their goals toward meeting or exceeding the standards. Students can explain where to go to get additional help.
DCSD IR Supplement School Climate 4 PA 9 School leadership regularly presents data-driven school "hot spots" and solutions during faculty meetings.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Instructional Coach ▫ Classroom Teachers	▫ Sign-in sheets ▫ Agendas ▫ Short-term action plans	Teachers and administrators can articulate current school needs based on data. Research-based strategies and plans of action for addressing these needs are available in written form.
School Culture 1.2 PA 2 The school celebrates and acknowledges individual, small group, and organizational accomplishments within a positive learning community. • PBOM/PNOM Celebrations	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Design Team ▫ Instructional	▫ Announcements ▫ Flyers ▫ Newsletter articles ▫ Notes home to parents ▫ Surveys, etc.	Staff and students express a feeling of satisfaction with the recognition of organizational accomplishments and are positive about the school

		Coach ▫ Classroom Teachers		culture and climate.
School Culture 2.1 PA 1 The school environment promotes acceptance of all learners. There is an active commitment to embrace differences and diversity and to discourage intolerance. School rules, policies, and procedures reflect acceptance of diverse learning styles, students with disabilities, and groups from various backgrounds. They also identify consequences for acts of hatred and intolerance.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Counselor ▫ Classroom Teachers	▫ School handbook ▫ School mission and vision ▫ Statement ▫ Agendas and minutes, etc. ▫ Design team minutes and agenda	Stakeholders express a feeling of belonging and acceptance. Students work collaboratively with other students and are supportive and accepting to other learning styles. All stakeholders articulate that the school is a welcoming environment that encourages acceptance and tolerance.

Teacher Retention Action Plan

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

Intervention (Performance Actions should be selected and <u>cited</u> from the *DCSD Implementation Resource Supplement*)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Performance/Action 6 The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions: □ Assign mentors to teachers new to the profession □ Assign mentors to teachers new to the building □ Provide mentors to veteran teachers upon request □ Schedule a formal time for mentors and mentees to meet □ Provide guidelines to mentors regarding how to effectively serve in their roles.	No funding needed	**August 2012 – May 2013** □ Principal □ API □ Mentor Teachers □ TSS □ Classroom Teachers	□ Mentoring handbook □ Mentor assignment list □ Scheduled mentoring meeting times □ Calendar of mentor-mentee activities □ Training agendas □ Training sign-in sheets	Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of and effective implementation of best mentoring practices.
Performance/Action 7 The school will adhere to the DCSD Department of Curriculum, Instruction, and Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions: □ Assign TSS to new teachers (0 - 3 years previous experience) □ Schedule a formal time for mentors and mentees to meet at least once per month	No funding needed	**August 2012 – May 2013** □ Principal □ API □ Mentor Teachers □ TSS □ Classroom Teachers	□ TSS guidelines □ TSS assignment list □ Scheduled TSS meeting times □ Calendar of TSS activities □ TSS activity agendas □ TSS activity sign-in sheets	New teachers can articulate how the TSS program provides support. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of

▫ Ensure that all TSS have received training from the DCSD Department of Curriculum, Instruction, and Professional Learning regarding how to effectively serve in their roles ▫ Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results.				increased skills (if applicable).
Performance/Action 15 The school leaders continually ask for input from staff members to improve the learning environment and make decisions based on that input.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ Classroom Teachers	▫ Calendar reflects ▫ Surveys ▫ Questionnaires ▫ Meeting agendas and minutes, etc.	The school leaders describe how decisions are made through input from questionnaires, surveys, etc. and through the collaborative work of the staff. The school leaders articulate the results of questionnaires and how decisions were made using that input in addition to their personal beliefs and expectations. Staff members can describe how they are able to provide input for decisions.
Performance/Action 16 The school leaders show concern and interest for the well-being of faculty and staff members. School leadership, parents, and community members will promote a proactive and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation.	No funding needed	**August 2012 – May 2013** ▫ Principal ▫ API ▫ TSS	▫ Calendar reflects record keeping of staff birthdays ▫ Recognition of achievements, etc.	The school leaders describe how he/she recognizes faculty/staff birthdays, and/or achievements such as earning advanced educational degrees, etc.

Career Technology Action Plan (for high schools and middle schools only)

Objective: Increase instructional effectiveness through best practices in career technology instruction.

Intervention (Performance Actions should be selected and <u>cited</u> from the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
N/A				

Appendices

- ▫   CRCT Results (Grades 3 – 5)

- ▫   ACCESS (ELLs) Data

- ▫   ITBS & COGAT Results

- ▫   STAR Reading & Math Results

- ▫   Accelerated Reading (AR) Data

- ▫   Accelerated Math (AM) Data

- ▫   EOY Benchmark Assessments (Grades 1 – 2)

- ▫   3rd and 5th Grade Writing Assessments

- ▫   Diagnostic Assessment Tool (DAT)

- ▫   Checklist for School-Level Parental Involvement Policy