

DeKalb County School District

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



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

Statement of Quality Assurance

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

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

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

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

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Antonette Campbell, Ed.D.		
CSIP Facilitator	Derrick Brown		
Parent Representative (can not be a school employee)	Michelle Gillard		
Student Representative (required for High School)	N/A		
Community Representative (can not be a school employee)	Carol Dove		
Title I Representative	Derrick Brown		
School Counselor	Tammy Whitfield & Cassandra Davis		
Special Education Representative	Latanya Fanion Ed. D		
Reading/ELA Chair	Christi –Waller-Crump		
Math Chair	Keisha Battle		
Science Chair	Christi –Waller-Crump		
Social Studies Chair	Keisha Battle		
Professional Learning Liaison	Andrea Myers-Hendrickson		
Other (specify)	N/A		

Executive Summary of Consolidated School Improvement Plan (CSIP)

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

The following programs, initiatives, and/or interventions were successful for 2011-2012:

Classworks is a learning resource that students find highly motivating and is a true timesaver for the teacher. Classworks' automated features and robust curriculum has turned out to be an effective solution to assess student needs and for making an individual learning path for students needing remediation. Standards correlation has proven to be successful by combining each student's CRCT score to prescribe an individualized standards-based learning path addressing any areas of deficiency. We found the built-in assessment to be sufficient for the needs of our students because it was already correlated with a norm and criterion referenced assessments.

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

Accelerated Reader has a vast collection of reading assessments activities that can be used as learning resources. Each assessment is correlated to a story and includes a diagnostic tool that assesses student understanding as well as comprehension of the story. Unfortunately, the Accelerated Reader program does not set up a customized program or individualized learning path for each student. The student randomly selects books according to their reading level. The value of such a random selection of literature for English Language Learners and special education students is not clear. We feel that using Classworks in addition to Accelerated Reader could not only diagnose each student's deficiencies, but the customized learning path would give students multiple activities of varied modalities. This would accommodate different learning styles and ensure students are more focused which leads to be better comprehension and increased learning.

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

Classworks could be more effective at reaching the low-performing students in grades kindergarten through grade two if we had the available staff and an additional computer lab. Currently, we can only serve grades three through five that are below level two on the CRCT or Benchmarks Assessments and those who are in danger of being retained. We have seen evidence that combining the current curriculum and utilizing Classworks gives the students a better chance to succeed. Classworks allows students an opportunity to demonstrate proficiency in various areas of weakness. However, in grades kindergarten through grade two, teachers are sometimes left without useful guidance regarding how to intelligently combine technology with what they are already doing in their classes. As a result, we are exploring creative ways of implementation, adaptation, and instructional support for the kindergarten, first, and second grade students. We are currently in the process of implementing Success for All, which is a comprehensive program that is designed to engage the whole school in meeting the needs of all children. Success for All's focus is on developing and disseminating high-quality programs for children while dealing with the problems inherent in maintaining quality and effectiveness in a rapidly growing school system.

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:

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>Indian Creek Elementary strives to develop critical thinkers who will reach their full potential academically and socially.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>The mission of Indian Creek Elementary School is to provide a safe, supportive environment where students achieve academic excellence, develop social responsibility, and acquire skills to become lifelong learners.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation 	<ul style="list-style-type: none"> • All children are naturally curious about their world. • Children can and will learn. • Children learn in different ways and at different rates. • Children can and will be successful. • Success is driven by high expectations, encouragement, and guidance. • Students are most successful in achieving academic excellence when the school, parents, and community members work together.

Developing a Comprehensive Needs Assessment

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

- Geographic location
- Enrollment
- Subgroups (regardless of whether or not they affect AYP):

Total enrollment	1080
Average daily attendance (Year-to-Date)	97.48%
Students Chronically Absent (percentage)	0.38%
English Learners (EL) - Percent of Enrollment	72.54%
Students with Disabilities (SWD)	4.78%
Disciplinary infractions (percentage)	0.51.%

Indian Creek Elementary School opened in 1961 to serve the Clarkston community. Our student population is diverse, with children who were born in the United States and around the world. In the 1990s refugee resettlement programs identified Clarkston as a good fit for displaced persons of many different backgrounds. By the year 2000, Indian Creek had enrolled students from more than 50 countries.

According to the U.S. Census Bureau, the median income for a household in Clarkston, Georgia is \$37,436 in 2008, and the median income for a family is \$38,056. Males had a median income of \$27,604 versus \$25,000 for females. The per capita income for the city is \$14,304. About 19.5% of families and 19.3% of the population are below the poverty line, including 21.0% of those under age 18 and 6.7% of those age 65 or over.

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
- CSIP Steering Committee Members meet during grade level meetings as well as faculty meetings for deliberation on current practices identified in the action plans. The committee members decided the appropriate areas of focus as indicated by formative assessments. The 2012 CSIP was provided to the steering committee members for input and revisions. The leadership team met during preplanning of 2012 to analyze the CRCT results and draft school wide academic goals in relation to the AMO. Indian Creek subgroups for which assessment results were disaggregated include: EL, Asian, Black, and Economically Disadvantaged.

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
✓	CCPRI	✓	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.

Leadership and Governance

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

Indian Creek Elementary uses data from the CRCT, District Benchmarks, ITBS, and CogAT to identify the school’s strengths in order to enhance the overall instructional program. Committees are formed to analyze each aspect of the school’s overall performance to uncover both high and low performing areas in order to effectively implement GPS. The following areas have been identified as strengths:

- Data-driven instruction
- Standards-based classrooms
- Diverse student populations
- Highly qualified teachers
- Diverse teachers
- Professional development specific to the needs of the school
- School-wide initiatives (Active Boards)

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

Several of the areas of concern were confirmed by low scores on the CRCT given in the spring of 2012. In the area of the Reading, our lowest scores were in the domains of Grammar and Sentence Construction. Based upon our 2011-2012 CRCT scores in reading Fifth Grade scored the lowest with 51.5% correct. In Math, our lowest scores were in the domains of Number and Operations. Fourth Grade scored the lowest with 37.1% correct. We would like to see improvement in Math for 3rd, 4th and 5th grades because of the steady decline in CRCT scores.

Georgia Criterion Referenced Test (%Meets/Exceeds)

	Reading		Mathematics	
	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011
3rd Grade	63	68	50.3	50.6
4th Grade	56.5	62.5	37.1	38.5
5th Grade	51.5	54.1	51.6	44.9

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

The school committees will choose professional development that addresses the needs of staff and enhances student learning. The committees will meet with all staff members and other school personnel are invited to provide input. Also, Metro RESA professional learning recommendations will be introduced to the staff. Metro RESA professional development recommendations will come from our ongoing needs improvement actions plans, teacher surveys, and our recent spring 2012 CRCT results. Teachers will also attend conferences and professional development workshops related to differentiated instruction and instructional strategies provided by various agencies such as ASCD, IRA, NCTM, etc

Indian Creek Elementary has been identified by the state as a priority school; therefore, we will also be implementing flexible learning program second semester. In order to implement the program effectively, the staff must have the knowledge and skills to implement Singapore math, the instructional resource program that was selected to improve math instruction for students in grades K-5. This will include professional development provided our Academic Math Coach as well as an independent contractor for iSingapore math. In addition, because we are engaging in flexible learning program for the first time, we will require a range of support and it will be important to identify the strategies and skills necessary to implement Singapore math.

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

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

In order for students to be successful, the needs of the whole child must be addressed. The counselor schedules classroom guidance for all classes and sees students individually and in groups to address specific needs. Indian Creek has established a mentor/mentee program to address the needs of students who are identified by staff as needing additional support behaviorally and academically. The Superintendent’s Mentoring Initiative was useful in broadening the scope of our mentoring program. The school counselors organize and orchestrate activities between the teachers (mentors) and the students (mentees). Monitoring of the Mentor/Mentee program is kept in a log by the specific mentor. SST offers strategies to use during mentor/mentee meetings that improve academics or modifies behavior. Further, the Student Support Team meets regularly to give strategies and monitor students needing extra support.

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

School Counselors: SST is a team comprised of educators in the building who come together for the purpose of reviewing student work in order to implement strategies for academically challenged students, and monitor goals already in place for other students.

The progress of students in SST is reviewed every 8-12 weeks with SST, student support service personnel, teachers, parents, and an administrator. If documented evidence shows that strategies are not working, students may be escalated to a higher tier

Psychologists: Provides counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems

Student Support Specialists: They are available upon request

Social Workers: Serves as the liaison between our school, DCSS, and outside agencies needed in response to specific referrals. Our social worker also assists with collecting data for any attendance issues at Indian Creek.

School Nurses: Acts as an educator and resource provider. The nurse delivers general health services to students and appropriate care in emergency situations. Our nurse dispenses medication to those students who require medication administration during the school day. Our nurse also provides general information regarding immunizations; collects all school data for students needing immunizations; and conducts our health audits along with the health department.

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		
	Parent Lending Libraries	✓	Pre-K Family Resource Specialists
✓	Parental Involvement Workshops		
✓	Parental Involvement Survey/Summary		Others (list here)

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

The items indicated have increased parental involvement and haven given parents an opportunity to have a more active role in their child’s education. Also, parents have an opportunity to attend workshops and conferences that they learn strategies to help their child in reading, math, social studies and science

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		Other (Specify)

Stakeholder Communication

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

Teachers are trained in data analysis and are constantly disaggregating and reviewing data during grade level meetings. CRCT scores from the previous year are distributed to the parents at the beginning of the new school year. Parents also receive explanatory information that is translated in several different languages to help them interpret the results.

Indian Creek also provides parents an opportunity to review sample CRCT questions before the test is administered. They learn what to expect on the CRCT and how to interpret results. Also, conference nights are held each semester which provide an avenue for sharing testing data.

Progress reports and report cards are sent home with the students, and parents are encouraged to schedule a conference to discuss results. The dates of progress reports and report cards are communicated to parents. Students are also kept abreast of testing results through review of personal performance on various tests and by conferencing with the teacher.

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

Indian Creek Elementary School will provide the disaggregated data results to school stakeholders through Parent Teacher Association (PTA) Meetings, community meetings, our school website, and newsletters. Also, parents will receive data specific to their children during parent-teacher conferences. Parents will also receive student reports detailing their individual child's performance along with regularly scheduled progress reports.

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

The CSIP for Indian Creek will be communicated to school stakeholders, including staff members, parents, and community members in the following ways: faculty members will receive information at staff and weekly grade level meetings. Parents and other stakeholders will receive information via the Calling Post as well as during Open House, PTA meetings, PTA Board Meetings, School Newsletters, Conference Nights, and through the school website. Furthermore, there will be a hard copy maintained in the front office for stakeholders' perusal.

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

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title 1 funds will be used to pay for four full time teachers, a data clerk, after school tutorial, Saturday school, a summer enrichment program
State Funds	FTE funds are used to purchase school supplies such as paper, pens, pencils, posters, index cards, pencil sharpeners, and markers. These funds are also used to purchase educational equipment. Many of our students' families do not have the resources to provide basic school supplies needed to complete instructional activities. Having these supplies in the classroom facilitates implementation of these meaningful tasks and provides teacher with physical evidence of student ability.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Professional Learning Funds are also used to send teachers to conferences in order to enhance their knowledge of instructional concepts. Also, Professional Learning funds are used to provide for workshops, speakers, and book studies for teachers and other staff members.
Grants (list)	
PTSA	Our PTA supports our instructional program by donating needed funds to purchase non-instructional items and equipment needed by the school.
Partners in Education	Our Partners in Education volunteer their time and resources to the school to further enrich the lives of all of our students.
Other (list)	

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

Identified Need	Action Plan and Page #	Citation and Abstract
School Reform and Standards-Based Education: A Model for English-Language Learners	Language Arts P. 24	<p>The authors examined a model of instruction for English-language learners ELLs (Sheltered Instruction Observation Protocol; SIOP model) who were learning academic English while they tried to meet content standards required by the nation's education reform movement.</p> <p>The Journal of Educational Research Volume 99, Number 4 / March-April 2006</p>
How to Implement Differentiated Instruction	Language Arts P. 24	<p>Focus on five essential components of reading using differentiated instruction. www.gadoe.com</p> <p>Tomilson, Carol Ann (2001). How to differentiate instruction in mixed ability classrooms. Alexandria, VA: ASCD.</p>
Instruction, Teacher–Student Relations, and Math Achievement	Math Plan P. 28	<p>Youth Development revealed that children with low, average, or high math skills prior to elementary school followed different but parallel trajectories of math achievement up through fifth grade. When enrolled in classes with inference-based instruction, however, the initially least skilled children narrowed the achievement gap as long as they did not have conflictual relations with their teachers. They did not make this kind of progress if they were in classes focused exclusively on basic skills instruction or if they were in inference-focused classes but had</p>

		<p>conflicting relations with teachers.</p> <p>Journal of Educational Psychology Volume 102, Issue 2, May 2010, Pages 407-417</p>
Trajectories in Elementary School	Science Plan P. 34	<p>This descriptive study examined urban elementary school teachers' perceptions of their science content knowledge, science teaching practices, and support for language development of English language learners. Also examined were teachers' perceptions of organizational supports and barriers associated with teaching science to nonmainstream students.</p> <p>Journal of Science Teacher Education Volume 20, Number 3, 263-286, DOI: 10.1007/s10972-009-9133-z</p>

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

Reading/English/Language Arts Action Plan (ESEA Mandate #2)

Annual Measurable Objective: Students in grades 3-5 will increase from 66.7% to 77.7% to meet or exceed expectations on the Reading Spring 2012 CRCT.

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2.1 Performance Action 1</p> <p>All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.</p> <ul style="list-style-type: none"> Peer Observations (for data/learning) Follow-up presentations to the staff Professional Learning Communities Workshops provided by the Academic Data Coaches 	<p>State (PL) Funds \$25,773</p> <p>Title 1 funded Teachers \$316, 592.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> Title 1 Academic Data Coaches Professional Learning Liaison Teachers Principal Assistant Principal 	<ul style="list-style-type: none"> Lesson plans Observation of an established delivery model such as the Reading and Writing Workshop model, open work close-six step format. Observation of various instructional roles of teacher as facilitator, presenter during lesson, etc. 	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>
<p>Assessment Standard 3.1 Performance Action 4</p> <p>Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net</p>	<p>\$23,000 /Title I After-School Tutorial ELL Saturday School</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> Data Coaches Teachers Principal 	<p>Student data Formative assessments Summative assessments Safety net rosters</p>	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored</p>

<p>instruction which occurs before, during, and after school. Programs such as Saturday school or after-school tutorial are also considered as means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <ul style="list-style-type: none"> • Provide both after-school and Saturday school tutorials for our Level I students (especially EL) • Summer enrichment program for ELL students and Level I students 	<p>\$500/PBOM Title I Books & periodicals</p> <p>Custodial Services for Saturday School \$1600-10 days (1 Custodian)</p> <p>Custodial Services for Summer Enrichment \$2200- 20 days</p> <p>\$75,000 Transportation/ Salaries- SIG 1003 (A) funds</p> <p>\$500FTE Funds \$1,000/Title 1</p>	<ul style="list-style-type: none"> • Assistant Principals 	<p>Other program rosters with assessment results (take out the period)</p>	<p>and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how the programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p>Assessment Standard 1.1 Performance Action 5</p> <p>The school administration monitors the implementation of the teachers' action plans and provides support as needed. Monitoring may occur in many different ways to include a review of formative classroom data on a regular basis, periodic teacher-leadership conferences, classroom observations, etc. Support may include resources such as time, money, materials, mentoring, professional learning, etc.</p>	<p>Classworks Funds \$6,000/NI Budget</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Data Coach • Teachers • Principal • Assistant Principals 	<ul style="list-style-type: none"> • Data room • Classroom profiles • Meeting agendas and minutes • Teacher action plans • Professional learning opportunities based on teacher needs • Observation records • Instructional 	<p>Students know where they are in relation to the identified goals.</p> <p>Students can identify next steps needed to meet the standard.</p>

<ul style="list-style-type: none"> • Model Classrooms • Focused walks • Self-Assessments • Educational Consultants (Metro RESA/BER) • SIOP Model • Grade Level Meetings • Faculty Meetings 			resources, etc.	
<p>Students with Disabilities Performance/Action 3</p> <p>When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ▪ Station Teaching ▪ Parallel Teaching ▪ Alternative Teaching <p>Students with Disabilities Instructional Standard 2: Make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students' readiness</p>		<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Administrative Team • LTSE • Special Education Teachers • Special Education paraprofessionals • General Education Teachers 	<ul style="list-style-type: none"> • Professional Learning Community • Agendas • Minutes • Lesson plans • Classroom observation data • Focus walk data 	<p>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.</p>

<p>levels, learning styles, interests, and personal goals.</p> <ul style="list-style-type: none"> • Provide explicit instruction to promote language/vocabulary development • Provide language-rich environments • Explicitly teach “World Words.” • Provide explicit instruction in content-specific vocabulary • Drastically increase the number of “practice turns” and targeted feedback that is provided (take off the period) • Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time. • Provide small group instruction with differentiated, targeted feedback. • Maximize every second of instructional time. 		<ul style="list-style-type: none"> • Data Coach • Teachers • Principal • Assistant Principal LTSE 	<ul style="list-style-type: none"> • Collaborative planning meeting dates • Agendas/Minutes • Lesson plans • Classroom observations data • Focus walk data 	
<p>English Language Learners* Assessment Standard 3:</p> <p>Assessment and evaluation data are analyzed to plan for continuous</p>	<p>Metro RESA/BER trainings</p>	<ul style="list-style-type: none"> • Data Coach • ESOL Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • Curriculum maps • Units for each content area 	<ul style="list-style-type: none"> • ACCESS Scores • CRCT Scores • ITBS Scores • Classroom

<p>improvement for each student, subgroup of students, and the school as a whole.</p> <p>Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with CCGPS and district expectations for learning</p> <p>Instruction Standard 2: Research-based instruction is standard practice.</p> <ul style="list-style-type: none"> • Title 1 and Saturday Tutorial • SIOP Training • WIDA Standards Training • Can Do Descriptors Training • Make It-Take-It Night for Math • ESOL Night 	<p>\$3,5000/Title 1</p>	<ul style="list-style-type: none"> • Literacy Team members 	<ul style="list-style-type: none"> • Lesson plan templates • Learning team minutes • Research • Revised units, lessons, or strategies • Completed class profile sheets • Content assessment reports or data charts • Student work with • Commentary • Star Reader • Star Math 	<p>performance</p> <ul style="list-style-type: none"> • Differentiated Instruction • Flexible Grouping • Focus Walks • Reading/ELA Frameworks • Performance Tasks • End of the Semester Benchmarks
<p>Technology Integration Instruction Standard 2.7 Performance Action 2 Teachers effectively use technology to:</p> <ul style="list-style-type: none"> • Provide real world application • Enhance students research skills 	<p>Class works Funds \$6,500 NI Budget</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Data Coaches • Teachers • Principal • Assistant Principal • Teacher Librarian 	<ul style="list-style-type: none"> • Computers • Lesson or unit plans • LCD projectors and other technological equipment • Media center/lab use 	<p>Students can articulate how technology supports their learning.</p> <p>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</p>

<ul style="list-style-type: none"> • Differentiate instruction to maximize student learning • Promote differentiation and instruction aligned to individual needs • Promote content research; and • Require conceptual application of the standards 		<ul style="list-style-type: none"> • Technology Teacher 	<p>schedule</p> <ul style="list-style-type: none"> • Student work enhanced by technology • Performance tasks incorporating technology • Research Projects 	<p>resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>
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*Must be completed for schools with ten or more EL students. Delete row if not applicable.

Mathematics Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: Students in grades 3-5 will increase from 57.2% to 67.2% to meet or exceed expectations on the Math Spring 2012 CRCT.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2.1 Performance/Action 1</p> <p>Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework). An example of an instructional framework is:</p> <ul style="list-style-type: none"> • Opening - The beginning of the lesson clearly establishes the expected learning outcomes. • Work Session - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real 	<p>State (PL) Funds \$25,773</p> <p>Metro RESA/BER trainings</p> <p>SIOP Workshop</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Data Coaches • ESOL Teachers • Professional Learning Liaison • Symphony Math 	<ul style="list-style-type: none"> • Lesson plans • Observation of an established delivery model such as the workshop model, open-work close, six-step format, etc. • Observation of various instructional roles of teacher as facilitator, presenter, or Coaches during lesson, etc. • Varying activities for opening, work time, closings 	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>

<p>world applications.</p> <ul style="list-style-type: none"> • Closing - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. • Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements. <ul style="list-style-type: none"> • Classworks • Teacher made tests • STAR Math • Easy CBM • Pre/Post Test • Benchmark Assessments • Flexible Learning Program (Singapore Math) 				
<p>Instruction Standard 2.7 Performance Action 1</p> <p>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</p>	<p>Class works Funds \$12, 980.00</p>	<p>Ongoing August 2012 to May 2013</p> <p>Principal</p> <ul style="list-style-type: none"> • API • Classroom Teachers • Data Coaches • ESOL 	<p>Computers</p> <ul style="list-style-type: none"> • Lesson and unit plans • LCD projectors and other Technological Equipment • Comprehensive plan to integrate technology • Collaborative teacher 	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

<p>core curriculum.</p> <ul style="list-style-type: none"> • Classworks • STAR Math • Agenda Planners • Closed Circuit Television • Instructional Videos • CRCT online • SIOP instructional methods • Co-Teaching implementation 		<p>Teachers</p>	<p>meeting</p> <ul style="list-style-type: none"> • minutes and agendas, etc. 	
<p>School Culture Standard 1.3 Performance/ Action 1 The school offers a variety of services that meet student needs. These services may include, but are not limited to counseling services, career planning, tutoring services, etc.</p>	<p>\$23,000/ Title I After-School Tutorial EL Saturday School</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • ESOL Teachers 	<ul style="list-style-type: none"> • Pamphlet of student services • School website listing all family and student services • Student and/or parent handbook, etc. 	<p>Stakeholders articulate the services and partnerships that are working closely with the school to meet student needs.</p>
<p>Instruction Standard 2.3 Performance Action 1, 2 and 3 Utilize differentiated instruction, blended usage guides, and four phases of instruction to develop a plan of action to meet the needs of individual students</p>		<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • ESOL Teachers 	<ul style="list-style-type: none"> • Student summative learning data • Current educational research from periodicals, journals, and books • Student Portfolios • Lesson plans • Collaborative 	<p>Improved CRCT and ITBS Scores</p>

<ul style="list-style-type: none"> • Differentiated Instruction • Depths of Knowledge (DOK) • Multiple Representations • Performance Tasks • Effective Questioning Techniques • Active-Board • State Frameworks • Mathematics Instructional Framework • Newman’s Prompt • Flexible Grouping 			<p style="text-align: center;">Planning Agendas</p>	
<p>Instruction Standard 3.3 Performance/Action 1</p> <p>Teachers have clearly defined curriculum plans and expectations for meeting the standards in each subject area. The plans and expectations are discussed with the students as a whole group, in teacher-student conferences, as well as parent conferences. As a result, students write clear, meaningful, and personal goals based on the standards and summative or formative</p>	<p>\$500/PBOM Title I Books</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • ESOL Teachers 	<ul style="list-style-type: none"> • Standards based displays • Teaching and scoring rubrics developed by teachers and students • Teacher/parent/student conference notes • Conferencing logs • Independent reading logs • Student achievement goals • Student contracts • Analyzed student work with standards-based 	<p>Students can articulate their goals. Students compare their work to benchmark work, rubrics, etc. and can explain how their work is progressing toward meeting the standard(s) and developed goals. Parents can articulate the standards and goals their child or children are striving to meet.</p>

<p>assessment results. As they strive to meet their goals, students use feedback to analyze and revise their work.</p> <ul style="list-style-type: none"> • Utilize Classworks to enhance math computation, numbers and operations and other math concepts • Use Active-Boards to deliver GPS standards and support math instruction • Utilize CRCT On-line to assess student understanding of GPS standards • Utilize United streaming to promote strategy development • Utilize Promethean Planet to promote strategy development 			<p>commentary</p> <ul style="list-style-type: none"> • Student portfolios 	
<p>Students with Disabilities Performance/Action 3 When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> • Ensuring that both adults are actively teaching the 		<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Administrative Team • LTSE • Special 	<ul style="list-style-type: none"> • Professional Learning Community • Agendas • Minutes • Lesson plans • Classroom 	<p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate</p>

<p>entire instructional segment.</p> <ul style="list-style-type: none"> Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching Station Teaching Parallel Teaching Alternative Teaching 		<p>Education Teachers</p> <ul style="list-style-type: none"> Special Education Paras General Education Teachers 	<p>observation data</p> <ul style="list-style-type: none"> Focus walk data 	<p>how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>
<p>English Language Learners Assessment Standard 3: Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.</p> <p>Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning</p> <p>Instruction Standard 2: Research-based instruction is</p>		<ul style="list-style-type: none"> Instructional Coaches ESOL Teachers Classroom Teachers Numeracy Team members 	<ul style="list-style-type: none"> Curriculum maps Units for each content area Lesson plan templates Learning team minutes Research Revised units, lessons, or strategies Completed class profile sheets Content assessment reports or data charts Student work with Commentary Sign-in sheets Agendas and minutes, etc 	<ul style="list-style-type: none"> ACCESS Scores CRCT Scores ITBS Scores Classroom performance Differentiated Instruction Flexible Grouping Focus Walks Math Frameworks Performance Tasks End of the Semester Benchmarks

<p>standard practice.</p> <ul style="list-style-type: none"> • Title 1 and Saturday Tutorial • Summer Enrichment • SIOP Training • WIDA Standards Training • Can Do Descriptors Training • Make-It-Take-It Night for Math • ESOL Night 				
<p>Technology Integration Instructional Standard 3.2 Performance/Action 2</p> <p>Incorporate the use of Destiny-online library resources, GALILEO, Discovery Education, and other technology applications to maximize student learning.</p>	<p>Classworks Funds \$6,500 NI Budget</p>	<ul style="list-style-type: none"> • Principal • API • Teachers • Teacher-Librarian • Technology Teacher 	<ul style="list-style-type: none"> • Student work samples • Equipment Check-out log 	<p>Improved CRCT Scores</p>

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

Science Action Plan				
Annual Measurable Objective: Students will strengthen science skills specific to their grade level with an emphasis on Critical Experiences. This will result in an increase in the percentage of students meeting or exceeding standards to 77% in grades 3-5.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><i>Professional Learning Standard 1.6</i> Performance/Action 1</p> <p>The school leaders attend collaborative team meetings as an active participant (lead learner) and supporter of a collaborative effort. School leaders seek to gain trust and credibility as the instructional leader.</p> <p>Utilize:</p> <ul style="list-style-type: none"> • Cooperative learning • Flexible grouping • Differentiated instruction • Graphic Organizers • Guided inquiry • Project based learning • Technology integration 	<u>N/A</u>	<ul style="list-style-type: none"> • Ongoing August 2012-May 2013 • Data Coaches • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Collaborative team meetings agendas and minutes • Sign-in sheets • Study group logs, etc. 	The teachers can articulate how the school leaders model participation in collaborative team meetings.
<p>Differentiated Instruction Instruction Standard 2:2.3 Performance/ Action 3</p>	<p>\$1,000</p> <p>Title I Funds</p>	<p>Ongoing August 2012-May 2013</p> <ul style="list-style-type: none"> • Data 	<ul style="list-style-type: none"> • Student work • Unit plans • End of unit products 	Teacher can describe different ways to scaffold learning (read aloud/think aloud, collaborative pairs, shared

<p>Teachers use 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 student' levels of understanding</p>		<ul style="list-style-type: none"> Coaches • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Analysis of formative assessments • Leveled texts on topics aligned to standards 	<p>reading, math manipulatives, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the standards.</p>
<p>Technology Integration Instruction Standard 2: 2.7 Performance/Action 2</p> <p>Utilize the interactive boards and other forms of media technology to promote real world applications to enhance student learning.</p>	<p><u>N/A</u></p>	<p>Ongoing August 2012-May 2013</p> <ul style="list-style-type: none"> • District Trainer • Teachers • Principal • Assistant Principal • TSS 	<ul style="list-style-type: none"> • Computers • Lesson or unit plans • LCD projectors and other technological equipment • Media center/lab use schedule • Student work enhanced by technology • Performance tasks incorporating technology 	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>
<p>Students with Disabilities Performance/Action 8</p> <p>Provide “fill the gap fluency/automaticity” instruction as</p>		<ul style="list-style-type: none"> • Administrative Team • LTSE • Special Education 	<ul style="list-style-type: none"> • Lesson plans • Classroom observation documents • Focus walk 	<p>Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking</p>

<p>appropriate so that students are able to complete basic skills fluently, without much effort in the following areas:</p> <ul style="list-style-type: none"> • Reading fluency • Reading comprehension 		<p>Teachers</p> <ul style="list-style-type: none"> • Special Education Paras • General Education Teachers 	<p>documents</p> <ul style="list-style-type: none"> • My Reading Coaches Reports 	<p>activities. Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts. Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with written expression, reading fluency, reading comprehension, and math calculation skills.</p>
<p>English Language Learners Assessment Standard 3:</p> <p>Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.</p> <p>Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning</p> <p>Instruction Standard 2:</p> <p>Research-based instruction is standard practice.</p>		<ul style="list-style-type: none"> • Instructional Coaches • ESOL Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • Curriculum maps • Units for each content area • Lesson plan templates • Learning team minutes • Research • Revised units, lessons, or strategies • Completed class profile sheets • Content assessment reports or data charts • Student work with 	<p>ACCESS Scores CRCT Scores ITBS Scores Classroom performance Differentiated Instruction Flexible Grouping Focus Walks Hands-On Science Experiments</p>

<ul style="list-style-type: none"> Title 1 and Saturday Tutorial Summer Enrichment SIOP Training WIDA Standards Training Can Do Descriptors Training Hands-On Science Lessons ESOL Night 			<ul style="list-style-type: none"> commentary Sign-in sheets Agendas and minutes, etc 	
<p>Technology Integration Instruction Standard 2.7 Performance Action 1</p> <p>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.</p>	N/A	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> Data Coaches Teachers Principal Assistant Principal CTSS Teacher Librarian Technology Teacher 	<ul style="list-style-type: none"> Computers Lesson and unit plans LCD projectors and other technological equipment Comprehensive plan to integrate technology Collaborative teacher meeting minutes and agendas, etc. 	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

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

Social Studies Action Plan				
Annual Measurable Objective: To increase the percentage of students performing in Level II and Level III on the Social Studies portion of the Georgia Criterion Referenced Competency Test to 77%.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Students with Disabilities Performance/Action 8</u></p> <ul style="list-style-type: none"> • Provide “fill the gap fluency/automaticity” instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas: • Math calculation skills • Math fluency skills 		<ul style="list-style-type: none"> • Administrative Team • LTSE • Special Education Teachers • Special Education Paras • General Education Teachers 	<ul style="list-style-type: none"> • Lesson plans • Classroom observation documents • Focus walk documents • Symphony Math Reports 	Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities. Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts. Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with math calculation skills.
<p>English Language Learners*</p> <p>Assessment Standard 3: Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.</p> <p>Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned</p>		<ul style="list-style-type: none"> • Instructional Coaches • ESOL Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • Curriculum maps • Units for each content area • Lesson plan templates • Learning team minutes • Research 	ACCESS Scores CRCT Scores ITBS Scores Classroom performance Differentiated Instruction Flexible Grouping Focus Walks

<p>with GPS and district expectations for learning</p> <p>Instruction Standard 2: Research-based instruction is standard practice.</p> <ul style="list-style-type: none"> • Title 1 and Saturday Tutorial • SIOP Training • WIDA Standards Training • Can Do Descriptors Training • ESOL Night • Geography Bee Participation • Summer Enrichment program • Flexible Learning Program 			<ul style="list-style-type: none"> • Revised units, lessons, or strategies • Completed class profile sheets • Content assessment reports or data charts • Student work with commentary • Sign-in sheets • Agendas and minutes, etc 	
<p>Technology Integration Instructional Standard 3.2 Performance/Action 2</p> <p>Incorporate the use of Destiny-online library resources, GALILEO, Discovery Education, and other technology applications to maximize student learning.</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • API • Teachers • Teacher-Librarian • Technology Teacher 	<ul style="list-style-type: none"> • Student work samples • Equipment Check-out log 	<p>Improved CRCT Scores</p>

*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:				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>School Culture Standard 1.4 Performance Action 1 The school offers a variety of services that meet student needs. These services may include, but are not limited to counseling services, career planning, tutoring services, etc.</p>	None	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> Principal, API, Classroom Teachers, Counselors, School Social Worker Registrar 	<ul style="list-style-type: none"> Pamphlet of student Services School website listing all family and student services Student and/or parent handbook, etc. 	Stakeholders articulate the services and partnerships that are working closely with the school to meet student needs
<p>School Culture 1.3 Performance Action 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</p>	None	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> Principal, API, Classroom Teachers, Counselors, School Social Worker, 	<ul style="list-style-type: none"> School handbook School mission and vision statement Agendas and minutes 	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

consequences for acts of hatred and intolerance.		<ul style="list-style-type: none">• Registrar		school is a welcoming environment that encourages acceptance and
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Library-Media Action Plan				
Annual Measurable Objective:				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 3.2 Performance Action 2.</p> <p>Conduct a collection analysis to determine gaps in available non-fiction resources to support the Common Core Georgia Performance Standards as it relates to books and materials regarding problem solving skills and critical thinking strategies”.</p>	<ul style="list-style-type: none"> • \$250/Title • \$2,950/Title I funds • \$5000/Title I funds 	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Principal, API, Classroom Teachers, • Media Specialist, Instructional Coaches, and • EIP Teachers 	<ul style="list-style-type: none"> • Data room • Classroom profiles • Meeting agendas and minutes • Teacher action plans • Professional learning • opportunities based on teacher needs • Observation records • (awareness walks, etc.) • Instructional resources, etc. written research projects 	<p>Improved scores on the CRCT</p> <p>ITBS Results</p> <p>STAR Reading</p> <p>Benchmark and Unit tests</p> <p>SFA</p>
<p>Instruction Standard 3.2 Performance Action 2.</p> <p>Provide strategies to improve</p>	<p>None</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Diagnostic assessments • Student results 	<p>Improved scores on the CRCT</p> <p>ITBS Results</p> <p>STAR</p> <p>SFA</p>

comprehension and critical thinking skills by promoting the Accelerated Reader and the 25 Book Campaign initiative		<ul style="list-style-type: none"> • API • Classroom 	<ul style="list-style-type: none"> • Instructional plans that address results, etc. 	
Accelerated Reader		<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Teachers, • Teacher Librarian 		Benchmark and Unit tests
<p><u>Technology Integration</u></p> <p>Teachers work collaboratively with the Teacher Librarian to integrate technology into the curriculum.</p>	Computers already in place	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Teachers, • Librarian 	<ul style="list-style-type: none"> • computers • media cart • lesson plans • iPad Carts • Promethean Board 	Teachers can articulate the use of technology plan to enhance student learning

Professional Learning Plan (ESEA Mandate #4)					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	<p>Professional Learning 1.1 Performance Action 4 Focus whole faculty meetings on ways to improve teaching and learning in the school.</p> <p>Ensure state-wide CCGPS implementation in Math, Science, ELA, and Social Studies Create a professional learning committee of teachers from Indian Creek to facilitate on-site professional development</p>	<p>GPS in all areas</p> <p>Book Studies on the following:</p> <p>Making Content Comprehensible (Jane Echevarria, Mary Ellen Vogt and Deborah Short) for English Learners Why Culture Counts (Belinda Williams)</p> <p>A Framework or Understanding Poverty (Ruby Payne), Fifty Strategies for Teaching English Language Learners (AdrienneL. Herrell)</p> <p>Classroom Instruction That Works With English Language Learners (Jane D. Hill)</p> <p>BER Video Training Series</p>	Ongoing August 2012 to May 2013	<ul style="list-style-type: none"> • Sign-in sheet • Focused Walks • Grade level meetings • Administrative Observations • Lesson Plans • Student Work 	Increased performance using formal and informal assessments
Federal	Professional Learning Standard 1: 1.5 Performance/Action 1	<ul style="list-style-type: none"> • Purchase materials to enhance standards-based classroom 	Ongoing August 2012-May		

	<p>Students will improve written and verbal communication skills across all content areas by increasing vocabulary and reading comprehension skills.</p> <p>Professional Learning Standard 1: 1.5 Performance/Action 1</p> <p>To effectively integrate technology into the learning process.</p>	<p>instruction. Attend approved reading and math conferences.</p> <ul style="list-style-type: none"> Staff will participate in technology training provide real world application and to enhance students' skills in all content areas. 	<p>2013</p> <p>Ongoing August 2012-May 2013</p>	<ul style="list-style-type: none"> Classroom Observations Focus Walks 	
Local	<p>Professional Learning Standard 2: 2.4 & 2.5A Performance/Action 7</p> <p>Provide support for each content area to meet AMO for reading, math, and language arts. Instructional support to assist with meeting standards in all content areas.</p>	<ul style="list-style-type: none"> Teachers observe classrooms and provide feedback about classroom practices Book Study; Differentiating Instructional strategies by Gayle Gregory Carolyn Chapman SIOP Conferences / Metro RESA/BER 	<p>Ongoing August 2012-May 2013</p>	<ul style="list-style-type: none"> Observation Feedback Forms Lesson Plans Classroom Observations Focus Walks 	<p>Improved ITBS & CRCT Scores</p> <p>Teacher will be able to collaborate and plan lessons effectively to meet the needs of students</p>
Grants	<u>N/A</u>				

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 <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Planning and Organization Standard 4.1 Performance/Action 2</p> <p>A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that:</p> <ul style="list-style-type: none"> • knows best practices in violence prevention and school culture. • actively shares with the faculty research-based safe schools. • collects and analyzes local, state, and national data on violence and school climate on a yearly basis. 	\$500.00/ Title I funds	<p>8/12– 08/13</p> <ul style="list-style-type: none"> • Leadership Team • Admin Team • Design Team • Counselors • Student Council • PTA • School Council 	<ul style="list-style-type: none"> • Member list • Meeting dates • Sign-in sheets • Agendas • Minutes 	<p>A Safe School Committee exists and meets monthly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff (counselors, social worker, graduation coaches, prevention/intervention specialist, student support specialist, nurse, etc.). Parents and students serve as committee advisors.</p>
<p>Planning and Organization Standard 4.1 Performance/Action 3</p> <p>The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline</p>		<p>8/12 – 08/14</p> <ul style="list-style-type: none"> • Leadership Team • Admin Team 	<ul style="list-style-type: none"> • Meeting dates • Sign-in sheets • Agendas • Minutes 	<p>Data analysis document, patterns and trends of classroom management, and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as</p>

<p>data by the following criterion:</p> <ul style="list-style-type: none"> • Grade level • Gender • Location and time of infraction • Teacher referral • Repeat offenders 		<ul style="list-style-type: none"> • Design Team • Counselors • Student Council • PTA • School Council 	<ul style="list-style-type: none"> • Spreadsheets • Reports 	<p>needed.</p>
<p>Planning and Organization Standard 4.1 Performance Action 2</p> <p>The school includes a goal in the Consolidated School Improvement Plan (CSIP) that represents the partnership of best practices in social emotional learning and academic high standards for all students</p>		<ul style="list-style-type: none"> • Leadership Team • Admin Team • Design Team • Counselors • Student Council • PTA • School Council 	<ul style="list-style-type: none"> • CSIP action plans • CSIP appendices 	<p>Interventions selected for the CSIP will include DCSS School Climate performance actions. This will be evident as either an addendum or integration into the CSIP action plans, depending on the two-year planning cycle.</p>

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Leadership Standard: Teacher Retention Implementation Performance/Action 2</p> <p>A site-based Teacher Retention Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a supportive school culture and utilize teacher retention best practices. The school maintains and supports a teacher retention committee that</p> <ul style="list-style-type: none"> • Knows best practices in teacher support as it impacts school culture. • Actively shares with the faculty research-based initiatives and interventions for teacher retention. • Analyze teacher retention needs based on individual school concerns. 	<p>\$1000.00 Title I funds</p>	<p>08/12– 08/13</p> <ul style="list-style-type: none"> • Teacher Support Specialists, • Teachers, • Principal, • Assistant Principal • Counselors, • Instructional Coaches 	<ul style="list-style-type: none"> • Member list • Meeting dates • Sign-in sheets • Agendas • Minutes 	<p>New teachers can provide feedback on how the TSS program provides support by completing a New Teacher Survey.</p> <p>New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction.</p> <p>Teacher observations reflect progress in the areas of instruction and classroom management.</p>
<p>Leadership Standard: Teacher Retention Assessment and Planning Performance/Action 2</p> <p>The Teacher Retention Committee will</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Teacher Support Specialists, • Teachers, • Principal, 	<ul style="list-style-type: none"> • Surveys • Exit questionnaires • Attrition data • Student 	<p>Committee members can describe the process and timeline for completion of the teacher retention needs assessment. A written copy</p>

<p>conduct a needs assessment to determine strengths and areas in need of improvement</p>		<ul style="list-style-type: none"> • Assistant Principals, • Counselors, Data Coaches 	<p>referral data</p> <ul style="list-style-type: none"> • GTEP and GTOI results • Professional Development Plans 	<p>of the results exists and is utilized to plan for improvement.</p>
<p>Leadership Standard: Teacher Retention Implementation Performance/Action 5</p> <p>The principal will schedule monthly individual conferences with all new teachers and administrators to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Teacher Support Specialists, • Teachers, • Principal, • Assistant Principals, • Counselors, Instructional Coaches 	<ul style="list-style-type: none"> • Surveys • Exit questionnaires • Attrition data • Student referral data • GTEP and GTOI results • Professional Development Plans • List of objectives 	<p>Committee members can articulate the teacher retention needs of the school and the objectives that will address these needs. A written copy of the objectives exists and is embedded in the school-wide improvement plan.</p>

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 <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>N/A</u>				