DeKalb County School District

Consolidated School Improvement Plan

2012-2013

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

School Name: Laurel Ridge Elementary **Principal: Mark Gordon** **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: Mark B. Gordon	Date:
Regional Superintendent: Cynthia Brictson	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 _X__Professional Learning __X_ Library-Media _X__ School Climate _X__ Teacher Retention	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 Name: Laurel Ridge Elementary **Principal: Mark Gordon** **Plan Year: 2012-2013**

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.	Mark B. Gordon		
2.	Mary K Will		
3.	Joseph Schlachter		
4.	Teilynn Ivey		
5.	Victoria Seahorn		
6.	Colin Hay		
7.	Vacant parent position (election in October)		
8.			
9.			
10.			
11.			
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20.			

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

CSIP Steering Committee Members

Participant/Role	**Printed Name**	**Signature**	**Date**
School Principal	Mark B.. Gordon		
CSIP Facilitator	Luci Chattman		
Parent Representative **(can not be a school employee)**	Teilynn Ivey		
Student Representative **(required for High School)**	NA		
Community Representative **(can not be a school employee)**	Nikki Sinkler		
School Counselor	David Blair		
Special Education Representative	Mary Wright		
Reading/ELA Chair	Lisa Fields		
Math Chair	Cathy Lewis		
Science Chair	Tracy Hammer		
Social Studies Chair	Ellen Stanley		
Professional Learning Liaison	Renee Dawson		
Other (specify)			
Other (specify)			

School Name: Laurel Ridge Elementary **Principal: Mark Gordon** **Plan Year: 2012-2013**

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:

- Symphony Math for students with disabilities
- After School Tutorials for Content Review/Skills Acquisition – available to all students
- Project ICE /Co-teaching for students with IEP's
- 25 Book Reading Campaign
- Staff development to help teachers make web ages increased parent communication

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

- Collaborative, grade level planning
- Increasing the usage of Marzano's High Yield Strategies
- Increasing the use of Promethean Boards during instruction

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

Funding is an issue in procuring more Promethean Boards. More professional learning or training is needed regarding Marzano's HYS. More work is needed to get staff buy-in regarding the importance of collaborative planning

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
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 vision of Laurel Ridge Elementary School is to have all students achieve to the best of their individual potential in

	the United States in preparing students to lead and succeed in a rapidly changing world.	preparing students to lead and succeed in a rapidly changing world.
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.	The mission of Laurel Ridge Elementary School is to prepare 21st century students to thrive and succeed in a diverse and ever changing global environment through a partnership of homes, schools and communities.
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	The Laurel Ridge Elementary School student will demonstrate: ○ Flexibility and adaptability ○ Initiative and self-discipline ○ Social and cross cultural harmony ○ Leadership and responsibility ○ Information and technology literacy ○ Academic and social skills ○ Creative life-long learning and innovation

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):**
  - Ethnicity
  - Student with Disabilities (SWD)
  - Economically Disadvantaged
  - English Language Learners (ELL)
  -

Laurel Ridge Elementary School, a public school in the DeKalb County School System, is located at 1215 Balsam Drive, Decatur, Georgia. It is near the intersection of Lawrenceville Highway and North Druid Hills Road, with a close proximity to its feeder school, Druid Hills Middle.

Laurel Ridge has served its community since 1958, and it is considered a successful and unique place of learning by its stakeholders. Even though the students have many different levels of ability, and they come from diverse socioeconomic and ethnic backgrounds, they are very supportive of each other, and they willingly serve as peer tutors when needed. Overall, then, the students perform very well on standardized tests because they have peer support, supportive parents, and a dedicated faculty and staff who foster a love of learning in every student.

Laurel Ridge has approximately 445 students in grades PK - 5. This small neighborhood school, as mentioned earlier, has a diverse student population. The student racial breakdown is 55% white**,** 24% black, 7% multiracial, and 14% Asian/ Pacific Islanders. Nearly nine percent of the student body is Hispanic, and 91% is non Hispanic. The international students represent countries as far away as India, Pakistan, Bangladesh, Myanmar, Nepal, Nigeria, Iraq, and Mexico.

Laurel Ridge offers several programs for its students. These programs include, but are certainly not limited to, Discovery, which serves 15% of the student population, the English Language Learner Program, which serves 8% of the student population, and a special education program which serves 17% of the student population. Some of the special education students are medically fragile and/or disabled. They include students with orthopedic impairments, visual impairments, learning disabilities, autism, and students with multiple disabilities. The largest subgroup at Laurel Ridge is the economically disadvantaged. This group, which consists of students from all of the racial / ethnic groups, comprises 45.5% of the student population.

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**

Laurel Ridge's 2012-2013 CSIP Steering Committee consists of a cross-section of staff and community members. At 2:45 p.m. on August 29, 2012, the CSIP facilitator, Mrs. Chattman, and the Steering Committee met with the entire staff in the school's media center to discuss the new guidelines for developing the CSIP. The previously formed subcommittees (action teams) were introduced, along with the chairpersons. (All of the chairpersons serve on the CSIP Steering Committee).

Mr. Gordon, the principal, brought various types of data to the meeting to review with the staff, and Mr. Gordon highlighted important information in the 2011-2012 CSIP, such as Laurel Ridge's Mission Statement and the goals for that year. The goals for Laurel Ridge were also reviewed and revised at this meeting.

From August 29 to September 12, 2012, the action teams met at various times and in various places at the school as indicated in the action teams' minutes to complete various assignments, such as providing answers to the CSIP questions, and finding researched based strategies that would help the school to reach its goals for the 2012- 2013 school year.

On September 12, 2012, the CSIP facilitator met with the Steering Committee in the school's media center at 2:45 p.m. The action teams presented reports. The committee listened to the reports and made suggestions as needed. Action teams reported their information to the stakeholders. Suggested changes were discussed and added. The CSIP was presented to the Local School Council and the PTA for input. Once the Local School Council and PTA reviewed the CSIP, it was submitted to the appropriate officials in the DeKalb County School System for review and approval.

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

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

X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
	SAT, ACT, and AP Exams			X	Parent/Community Surveys

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

Leadership and Governance

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

Laurel Ridge has many strengths, and it is considered an outstanding school by its stakeholders. Laurel Ridge has very little staff turnover from year to year; therefore it has an experienced staff. As indicated on the School Improvement Survey, the staff likes working at Laurel Ridge. Ninety-seven percent of the teachers indicated that school policies, practices, and experiences promote respect for individual differences. Laurel Ridge's parents also like the school very much. In the School Improvement Survey, they indicated they feel welcomed to the school; therefore, they visit the school regularly, and they are involved in school activities. Parents also noted that they value the level of teaching and learning and the diversity that reflects the larger society in which their children live.

Our students' academic achievement is a great strength for us. Overall, the students score above the district's average and Georgia average on standardized tests. On the 2012 Georgia CRCT, 94% of our 3rd graders met or exceeded the standards in reading. The same percentage of fourth grade students met or exceeded the standards in reading and 92% of the fifth graders did so. In math, our students score above the district's averages for all grade levels and above the state's average in fifth grade. Our first graders, third graders and fifth graders score substantially above the national average each year on the Iowa Test of Basic Skills. We are considered an "empowered" school by the district.

Another strength of Laurel Ridge is that the students are well behaved. The GAPSS Self-Assessment Self Report indicated that 97% of the participants feel that classroom management is conducive to learning, and 96% of the participants indicated that the culture of the classroom reflects a risk-free environment.

Laurel Ridge is eligible to receive bonus points through the CCRPI because 100% of its students successfully complete fine arts courses in both music and art.

Laurel Ridge is eligible to receive bonus points through the CCRPI because 100% of its students in grades 1-5 have a documented *Fitnessgram.*

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

The school does have some challenges. As noted by several parents on the online parent survey available to parents in May of 2011, the lack of technology and appropriate resources to develop new learning methods is a concern for the school. Parents also indicated that Laurel Ridge is in need of quality playground equipment that can be easily accessible to all students, including children with multiple disabilities and those who require wheelchairs.

Even though Laurel Ridge's students perform very well on standardized tests as a whole, some of our subgroups tend to struggle in reading and math. Our scores on the CRCT math section are lower than the scores for reading. We must continue to search for ways to assist our SWD, ELL and economically disadvantaged students in reaching the academic goals set for them.

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

- Training in differentiated instruction
- Using various assessments to help plan instruction and monitor student progress
- How to use technology effectively in improving instruction and communication

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

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

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

School Counselors: Follows guideline set by the district to provide individual, small group and classroom guidance. Serves as the school's RTI coordinator and school representative. Chairs the school's SST Works with community support organizations to provide help to families.
Psychologists: Meets with parents, teachers and students regarding the academic and emotional needs of students. Performs and writes psychological assessments to help determine student needs. Works with teachers, as part of the SST to develop strategies that address students' needs. Meets with parents and students in crisis. Works with the district to comply with policies that ensure proper and timely intervention.
Student Support Specialists: We do not have this position.
Social Workers: Works with families to help improve home life through DFACS, charitable organizations, community support services. They follow district regulations to ensure compliance and timely intervention, especially in crisis situations.
School Nurses: Completes all directives from the district office to meet the health and health record needs of the students and their families. Provide special programs from outside agencies such as *Help a Child Smile*. Also provides learning opportunities for specific needs (lice prevention, asthma, diabetes, etc)

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

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

The school utilizes a variety of programs to involve parents in the school as well as keeping them abreast of activities and information regarding their child's education. Laurel Ridge houses a small collection of parenting materials as well as a professional library in the Library/Media Center. The local school website provides a parent resource page with links to various sites of interest. These include the DCS Parent Resource Center and Parent Assistant. The PTA and administrative team communicate via electronic newsletters and flyers recruiting volunteers to work with teachers. The Parent Council hosts a Community Night which brings in potential parents, local business owners and organizations to promote community awareness and an exchange of resources.

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

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

Stakeholder Communication

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

When assessment results are returned to the school, administrators meet with staff to analyze assessment results in staff meetings and in grade level meetings. The expectation is that teachers will become competent and confident in interpreting test data for parents and students. Students usually sign for and take assessment results home, or parents pick-up the assessments, along with an interpretation guide.

Various methods are utilized to interpret student assessments for parents. A community meeting, for instance, is held every August during which the principal presents CRCT to parents and other stakeholders. Student assessments are also interpreted for parents during parent teacher conferences which are held twice each semester. In addition, parents make appointments with teachers and administrators to have tests interpreted for them throughout the school year.

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

The school's website provides information regarding assessment data and also provides links to the Georgia DOE websites regarding test data and AYP status. The PTA newsletters, both electronic and hard copy, provide information regarding data. Also, Laurel Ridge provides an informational brochure for the community that includes assessment data. Disaggregated school data results are presented annually to the PTA, and more frequently, at School Council meetings and PTA Executive Board meetings.

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

The CSIP will be communicated to stakeholders in the following ways:

- The CSIP will be discussed at a PTA meeting and a Local School Council meeting.
- Copies of the CSIP will be distributed to and discussed with Laurel Ridge's staff.
- Copies of the CSIP will be on file in the media center.
- A copy of the CSIP will be posted on Laurel Ridge's website.

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.

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.

With of all our action plans, we will be using research based strategies to improve students' academic performance.

- Teachers will continue to use resources provided by the county; the Storytown series, Math Expressions, Math Georgia and the Houghton Mifflin science and social studies series that are all research based to incorporate in with the Common Core units that are provided.
- Teachers will also use research based strategies such as Easy CBM to identify and collect data on students who need Response to Intervention.
- They will also use the research based program, Reading A-Z to identify reading levels for each student in K-2 and align instruction according to those levels. The teachers will monitor progress and continue to challenge students to improve fluency and comprehension.
- Our 4th and 5th grade math teacher will improve math performance using the research based program, Versatiles, in which students will participate in hands on activities in a differentiated classroom.
- Small group instruction, differentiation, and setting goals with students are all research based strategies that will be implemented across the curriculum.
- The Discovery teacher will also collaborate with general education teachers to provide strategies so gifted and high achieving students will be challenged in the classroom.
- Benchmarks and continuous assessment will be utilized to collect data on each student to drive instruction.
- Marzano's high yield strategies will be emphasized throughout all grade levels so consistency in instruction will take place and the transition to each grade level will be easier.
- Teachers on the same grade level are given a common planning time each day so adequate planning can take place so all these research based strategies can be put in place.
- Technology will also be integrated into instruction as much as possible using Promethean boards, student computer stations, and LCD projectors to implement the listed research based strategies.

School Name: Laurel Ridge Elementary **Principal: Mark Gordon** **Plan Year: 2012-2013**

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	NA
State Funds	Per Pupil funds are used to purchase instructional materials and equipment for our students' use.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Federal School Improvement Grants	NA
Local Professional Learning Funds	The funds are used to send teachers to conference in order to enhance their knowledge of instructional concepts, subgroup cultures and best teaching practices. They are also used to provide stipends for teachers to take country-wide courses which focus on improving the delivery of instruction. The funds are also used to purchase instructional materials & hire speakers or consultants.
Grants (list)	The school will apply for various grants throughout the year to help meet fund specific initiatives or materials.
PTSA	Funds can be used to purchase additional instructional supplies, materials, and equipment to support instruction. Cultural Arts enrichment activities are supported through PTA funds. PTA funds are also used to purchase clothing for disadvantaged students.
Partners in Education	
Other (list)	

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

Reading/English/Language Arts Action Plan
Annual Measurable Objective: Increase the percentage for the following student groups in grades 3rd-5th meeting or exceeding the standards as set by the College and Career Readiness Performance Index (CCRPI) in ELA/Reading:
All students-92% in 2012 to 94.4% in 2013
Students with disabilities-76% in 2012 to 80.6% in 2013
EL Students-82% in 2012 to 87.5% in 2013

Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Strand 3:3.2 Performance Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing. • Implement a common planning period per grade level for general education teachers & special education teachers to collaborate on ELA / Reading lesson plans. • Expand the 25 book campaign • Maintain daily journals for students to write about the concepts they have	No funding is needed. Site based training on conferencing and ELA / Reading GPS	September 2012 – May 2013 Principal API ELA/ Reading Teachers ELA/ Reading Chairpersons	Posted Standards / Goals Sign In Sheets & Agendas Portfolios, Posted Students' Work Projects Performance Tasks Progress	Students articulate that their learning goals are challenging but attainable. Using assessment results, students can express goals and standards they have mastered as well as those they need to strengthen. Students study the same standard.

learned and share the information with peers. Utilize DeKalb's curriculum maps, which define standards to be used for weekly lessons.			Reports	
<u>Differentiation</u> Instruction Standard 2:2.3 Performance Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding and learning styles in order to pace and present classroom instruction differently. ▪ Pre-assess students using DRA, Story-Town Reading Placement Test, a multiple intelligence inventory, etc. to determine their needs. ▪ Differentiate instructional strategies according to the pre-assessed needs of students during grade level planning periods. ▪ Provide professional learning on the differentiation of instructional strategies.	No funding is needed. In-service teachers on differentiating instructional strategies.	September 2012 – May 2013 Principal API ELA/ Reading Teachers ELA/ Reading Chairpersons PL Liaison	Student Work Posted Standards Agendas Posted students' work Class Profiles Lesson Plans Formative assessment Results Classroom Observations Progress Reports	All students articulate the same expectations of the lesson although the tasks, grouping, etc. may vary. Students are working to meet the same standards. Teachers can explain how different performance tasks require different skills.
Instruction Standard 2:2.5 Performance / Action 2 Utilize diagnostic and formative assessments to group students in a variety of ways to include, whole group, small groups, flex groups, and cooperative groups. The groups are	No funding is needed. Site based training on	September 2012 – May 2013	Posted Standards Active Word Wall	Teachers can show examples of diagnostic and formative assessments that were used to determine groups

interchangeable as student achievement progresses. Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement. • Utilize flex groups to remediate students who do not understand a skill. Once the student learns the skill, the student engages in reciprocal teaching (Students teach other) to increase understanding. • Form cooperative groups to build academic skills and community in the classroom. • Set-up teacher – student conferences to discuss students' progress toward meeting a standard. • Utilize Marzano's High Yield Strategies to improve performance.	cooperative groups and flex groups. Site based training on Marzano's High Yield Strategies	Principal API ELA/ Reading Teachers ELA/ Reading Chairpersons	Student Portfolios Posted work Diagnostic test results Lesson Plans Group Assignments Conference Logs Progress Reports	Students share ways that groups change in the class.
<u>Students with Disabilities</u> <u>Instruction Standard 2</u> <u>Performance / Action 6</u> Provide explicit instruction to promote language and vocabulary development for students with and without disabilities. Provide language rich environments (Charts, posters, word walls, stories, poems, vocabulary, labeled centers, etc) • Teach world words. (Maintain word walls with content area words / high frequency words/ world words (words that have a wide variety of uses). Provide explicit instruction in content –specific vocabulary. (Teach vocabulary and allow students to engage in reciprocal teaching of the	No funding is needed	September 2012 – May 2013 Principal API Teachers Grade Chairs	Vocabulary Lesson Plans Word Wall Posted Work Posted Posters Classroom Observation Poems Stories	Teachers and students can articulate how vocabulary is taught in the classroom. Walk through data indicate that teachers are using effective strategies to teach vocabulary and expand student's language skills.

vocabulary.			Charts	
<u>English Language Learners*</u> Performance/Action 5 Provide meaningful activities and ample opportunities for student use of the four language domains: Listening, Speaking, Reading, and Writing. Teachers will utilize: • Set-up Listening / writing stations • Utilize role play, interviews, situation cards, describing pictures, etc. to enhance speaking skills. • Create a classroom library to encourage reading for pleasure. • Provide training on the Rosetta Stone • Utilize guided reading, read alouds, summarizing, graphic organizers, sight words, etc. to improve reading skills.	No funding is needed. Site based training on Rosetta Stone	September 2012 – May 2013 Principal API ESOL teachers	Observations Lesson Plans Focus Walk documents Posted Standards	Teachers and students can articulate how the four language domains are incorporated into daily lessons.
<u>Technology Integration</u> Instruction Standard 2:2.7 Performance Action 1 Work collaboratively to develop a comprehensive plan to integrate technology in order to motivate and support students' conceptual understanding and independent application of core curriculum. • Incorporate technology based activities that promote teaching of the GPS by using Smart Boards. • Increase the use of computer program related to research based projects. • Utilize web based programs such as, Starfall, Compass Learning, & CRCT-on-Line to reinforce the GPS.	No funding is needed. Site based training on Compass Learning, Starfall, Smart Boards, etc. Technology initiatives from DeKalb.	September 2011 – May 2012 Principal API All teachers Media Specialist	<u>Computers</u> <u>Technology Plan</u> <u>Lesson Plans</u> <u>Agendas</u> <u>Smart Boards</u>	Teachers can articulate the use of a comprehensive technology plan to enhance students' learning. Students can articulate how technology enhances their learning. Students can provide examples of student work that has been enhanced by technology.

Mathematics Action Plan
Annual Measurable Objective: Increase the percentage for the following student groups in grades 3rd-5th meeting or exceeding the standards as set by the College and Career Readiness Performance Index (CCRPI) in math:
All students-80% in 2012 to 87% in 2013
Students with disabilities-58% in 2012 to 65.8% in 2013
EL Students-75 % in 2012 to 79% in 2013

Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 3: 3.2 Performance/Action 1 Develop Collaborative lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing. • Develop collaborative lesson plans with goals and concepts specified during common planning period. • Utilize manipulatives, pictorial representations, and mathematical language to increase understanding of math concepts. • Allow students to communicate the results of their mathematical process to others orally and in writing, utilizing the mathematical language. • Build community in the classroom	No funds necessary In service on how to teach math facts	September 2012 – May 2013 Principal API Math Teachers Math Chairperson PL Liaison	Portfolios Lessons aligned to the standards Math assignments using manipulatives Focus Walks CRCT –on-Line Results Posted Students' Work Posted	Students articulate that their learning goals are challenging but attainable. Using student work or assessment results, students can express goals and standards they have mastered as well s those they need to strengthen. Students are working to meet the same standard. Students have memorized and /or have effective strategies for figuring out math facts.

by utilizing techniques such as reciprocal teaching (students teach each other) peer tutoring, etc. Practice math facts as warm-ups daily and have grade level math facts' competitions each semester			Standards / Elements Performance tasks / projects	
<u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently. • Create and maintain classroom profiles in data notebooks. • Differentiate instruction using the three –part lesson plan format, emphasizing the GPS in all parts of the 3 part lesson. • Utilize formative assessments throughout instruction, and allow students to pose a written question about the learned skill on CCGPS and respond to the question or allow peers to respond to the question.	No funding is needed Site based differentiated instructional strategies	September 2012 – May 2013 Principal API Teachers Teachers Grade Level Chairs PL Liaison	Student Portfolios Lesson Plans Formal and informal observations Pre & post – assessment data Student Profiles	Students are working to meet the same standards. Students can show the standard or element they are working on. All students articulate the same expectations of the lesson although the tasks, grouping, or pacing may vary.
<u>Students with Disabilities</u> Performance/Action 9 Provide effective instruction in mathematics for students with disabilities: • Reinforce effort rather than	No funding is needed.	September 2012 – May 2013 .	Formal & Informal Evaluations Observations	Teachers and students can articulate how the four language domains are incorporated into daily lessons.

perceived innate ability. (Use verbal and tangible rewards for effort) • Provide explicit instruction that includes modeling, guided practice, and individual practice with feedback. (Use a variety of teaching strategies, including Symphony Math, & make math authentic to the students by making it relevant to their lives). • Explicitly teach students strategies to approach word problems. (Teach problem-solving skills frequently)		Principal API All teachers	Lesson Plans Posted Work	
<u>English Language Learners*</u> Performance/Action 5 Provide meaningful activities and ample opportunities for student use of the four language domains: Listening, Speaking, Reading, and Writing. • Set –up listening and writing stations • Utilize the Rosetta Stone program • Organize Small groups • Utilize role play, situation cards, describing pictures, etc. to improve speaking skills. • Utilize guided reading, read alouds, summarizing, graphic organizers, sight words, etc. to improve reading skills.	No funding is needed. Site based training on Rosetta Stone	September 2011 – May 2012 Principal API Teachers ELL Chairperson Media Specialist ELL Teacher	Lesson Plans Focus Walks Classroom Observations	Teachers and students can articulate how the four language domains are incorporated into daily lessons. Classroom observation and instructional focus walk documentation provides evidence of implementation on a consistent basis.
<u>Technology Integration</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students'	No funding is needed Site based training on	September 2011 – May 2012 Principal	Computers Lesson Plans	Teachers and students can articulate how technology impacts students' learning. Students can provide examples of

research skills, and to differentiate instruction to maximize student learning. • Utilize CD's / videos that model and provide examples of mathematical procedures / concepts. • Utilize technology to model and interpret graphing results. • Utilize CRCT –on –Line, Compass Learning, Smart Boards, Destiny, etc., to enhance learning and motivate students.	Compass Learning and Destiny Technology initiatives form DeKalb	Teachers Media Specialist CTSS	Media Center Lab Schedule Research Projects	student work that has been enhanced by technology.

Science Action Plan
Annual Measurable Objective: Increase the percentage of students in grades 3rd -5th meeting and exceeding the standard in Science from 81% on the 2012 CRCT to 84% on the 2013 CRCT.

Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing. • Incorporate science GPS and concepts collaboratively in a 3 part lesson format. • Implement Project Based Learning to increase knowledge and comprehension of the content. (Complete at least 2 science projects per year) • Utilize inquiry based learning to expand higher order thinking skills. Provide field trip opportunities that enhance	No funding is needed. Site based in-services on science GPS, project based learning & inquiry based learning.	September 2012– May 2013 Principal API Teachers	Posted Student work Lesson plans Portfolios Journals Classroom Observations Sign-in sheets Agendas Projects Experiments	Performance on assessments

the standard(s) under –study. (Students' knowledge of field trips should be included in teachers' lesson plans).				
<u>Instruction Standard 2:2.3</u> <u>Performance Action 3</u> Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently. • Utilize the KWL chart and other quick pre-assessment tools for immediate feedback from students concerning their knowledge of the standards prior to teaching • Differentiate instruction to provide learning opportunities at all levels or tiers of the DOK. • Create and maintain class profiles and utilize them to form groups and develop lesson plans. • Utilize Marzano's High Yield Strategies to improve performance	No Funding is needed. Site based Training on the DOK / Higher Level Thinking...	September 2012 – May 2013 Principal API Teachers	Posted Student work Lesson plans Analysis of formative assessments Portfolios Pre/ Posttest Results Posted Students' Work Journals Classroom Observations	Performance on assessments
<u>Students with Disabilities</u> Instruction Standard 2 Performance Action 1 Increase the % of students with disabilities who are educated in the general classroom. • Implement co-teaching classes. • Implement 'supportive instruction"	No funding is needed. Site based In-services on co-teaching models	September, 2012- May 2013. Principal API	Master schedule Class list Collaborative planning	IEP goals and objectives met

in which special education paraprofessionals provide support by co-teaching with general education teachers.		Teachers	Meeting dates Agendas Lesson plans IEP	
<u>English Language Learners*</u> <u>Performance Action 2</u> Post WIDA and GPS standards in class and implement in lesson plans and class activities. • Utilize audio text, small groups, Peer support, critical experiences, etc. to help students understand science concepts/ skills better. • Post WIDA and GPS in visible in places in the classrooms. • Incorporate WIDA standards and GPS in 3 part lessons.	No funding is needed. Site based in-service on WIDA standards.	September, 2012- May 2013. Principal API Science Teachers Grade Chairs	Sign in sheets for in-service Agendas Lesson plans Posted GPS & WIDA standards Lab use schedule Projects	Performance on assessments
<u>Technology Integration</u> Instruction Standard 2: 2.7 Performance Action 2. Effectively use technology to improve students ‘ performance in all of the science domains by utilizing technological equipment and computer programs such as: *Smart Boards Avery key/internet big screen Lab projects	No funding is needed. Site based training on computer equipment and programs, such as Discovery	September, 2012- May 2013. Principal API Science Teachers	Computer Tech Equipment Posted Student Work Projects	Student work samples

United Streaming /Gizmos Discovery Education / Compass Learning	Education, Compass Learning, Smart Boards. Technology initiatives form DeKalb.	Grade Chairs	Lesson Plans	

Social Studies Action Plan

Annual Measurable Objective: Increase the percentage of students in grades 3rd- 5th meeting or exceeding the standard in social studies as follows: In third grade from 86% in 2012 to 89% in 2013, In 4th grade from 66% in 2012 to 69% in 2013, and 5th grade from 80% in 2012 to 83% in 2012.

Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level CCGPS standards and elements. The lessons specify the concepts to be mastered. Students are provided time to share the concepts learned orally or in writing. • Convene weekly grade level meetings to collaborate on lesson plans • Utilize the 3 part lesson format with lessons aligned to the standards / elements understudy. • Utilize a variety of teaching strategies, such as project based learning, cooperative groups, flex groups, group and individual reports, drama, graphic organizers, peer tutoring, reciprocal teaching, etc., in	No funding is needed. Site based training on Differentiated Instruction	**September 2012 – May 2013** Principal API Grade Chairs Teacher	Student Profiles Posted Standards / Elements Lesson Plans Progress Reports Projects Journals Current Student Work Posted Analyze of	Students articulate that their learning goals are challenging but attainable. Using assessment results, students can explain goals and standards they have mastered as well as those they need to strength.

order to appeal to the learning styles, skill levels, and interests of the students. • Student participation in school wide geography bee.			formative data. Rubrics	
<u>Differentiation</u> Instruction Standard 2: 2.2 Performance/Action **1** Teachers and instructional leaders study the standards and elements to determine the higher order thinking skills needed to understand and apply the CCGPS standards. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers ask high-level questions needed to assess students' understanding of concepts during instruction. • Provide professional learning on the DOK (Depth of Knowledge) levels and / or Bloom's Taxonomy to ensure higher order thinking questions during instruction. • Implement problem solving activities that require higher order thinking. • Utilize non-fiction text at students' Lexile reading level. • Encourage cross curriculum non fiction reading/writing. • Offer and encourage participation in CRCT prep Social Studies after	No funding is needed. Site based in-services on DOK / Bloom's Taxonomy	**September , 2012 – May 2013** Principal API Grade Chairs Social Studies Teachers Gifted teacher	Performance Tasks Rubrics Graphic Organizers Open-ended Questions Posted Standards / Elements Lesson Plans Projects Work Posted	Teachers can explain how assessments, performance tasks, etc. require higher order thinking. Teachers utilize lessons from workshops which stress evaluation, synthesis, and analysis thru Blooms Higher Order of Thinking.

school tutorials for all students including gifted students. Teacher participation in workshops provided by on-site gifted teacher to help create lessons/tasks that generate challenging activities for students.				
<u>Students with Disabilities</u> <u>Instruction Standard 2</u> <u>Performance/Action 1</u> Increase the percent of students with disabilities who are educated in general education classes: ▫ Implement co-teaching classes. ▫ Implement "supportive instruction" in which special education paraprofessionals provide support by co-teaching with general education teachers.	No funding is needed. Site based training on co-teaching models.	**September 2012 – May 2013** Principal API Grade Chairs Teachers	Master schedule Class lists Agendas for collaborative planning. Lesson plans Progress Reports	The LRE report on Tienet indicates an increasing number of students with disabilities are being educated in general education classes.
<u>English Language Learners</u> <u>Performance/Action 3</u> Ensure that content and language objectives for lessons are standards-based, posted, and stated. • Write collaborative lesson plans using the GPS. State / review standards throughout the lesson.	No funding is needed.	**September 2012 – May 2013** Principal API Grade Chairs Teachers	Lesson Plans Posted Standards Observations Focus Walks Posted Work	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Classroom observations provide evidence that the GPS are implemented on a consistent basis.

<u>Technology Integration</u> Instruction Standard 2: 2.7 Performance/Action 1 Develop Collaboratively 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. • Utilize mobile computer labs, desktop computers in the media center, & students' work stations to allow students to complete assignments, projects, via the Internet, computer programs, etc. • Utilize CRCT –on-line to practice for the CRCT, Discovery Education, Google Earth, Time-liner, Brain-pop, Smart Boards etc. to enhance learning.	No funding is needed. Site based training on CRCT –on-Line, Google Earth, Time-liner, etc. Technology initiatives from DeKalb.	**September 2012 – May 2013** Principal API Grade Chairs Social Studies Teachers	Computers Lesson Plans Technological Equipment	Students can articulate how technology helps them to learn. Integration of computer technology in lessons is evident from classroom observations and lesson plans.

Attendance/Graduation Rate Action Plan
Annual Measurable Objective: Decrease the number of students missing over 15 days of school from 7.7% in 2012 to 4.7% in 2013.

Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Improve students' attendance by increasing parental involvement in the school activities. ▪Make parents aware of school activities via a school newsletter, announcements on the marquee, send notes home in students' agenda planners. ▪ Send invitations to parents to participate in activities. ▪Award classes that have the most parental involvement in school activities.	Local Funds $200.00 Incentives for students With high parental involvement in school events	September 2012 – May 2013 Principal API Attendance Committee Counselor	Parent Sign-In Sheets PTA Attendance PTA Membership Newsletters Invitations	Improved attendance on Progress Reports and eSIS reports
Improve attendance by communicating attendance polices to parents: • Summarize attendance policies in newsletter. • In-service parents as needed about attendance laws.	No funding is needed.	September 2012 – May 2013 Principal API Attendance Committee Counselor	Newsletters Sign-In Sheets Agendas	Improved attendance on Progress Reports and eSIS reports

GSS Leadership 2.3: PA 5 Publish and systematically update attendance information in order to maintain an awareness and sense of urgency among stakeholders: ▪Include a summary of the attendance polices in a school newsletter regularly ▪Include summary of attendance policy on the school's website.	No funding is needed.	September 2012 – May 2013 Principal API Attendance Committee Counselor	Newsletter School's website	Improved attendance on Progress Reports and eSIS reports
Improve attendance by monitoring attendance: ▪Update students' phone numbers frequently. ▪ Check students' attendance daily. ▪ Document phone calls to parents. ▪Call parents after absence of 2 days. ▪ Setup conferences with parents after student has been absent 6 days. ▪Refer student to social worker after absence of 10 days	No funding is needed.	September 2012 – May 2013 Principal API Attendance Committee Counselor	Communication / Conference Logs	Improved attendance on Progress Reports and eSIS reports
GSS School Culture Standard 2.2: PA 1. Provide teacher advisors / mentors to students who have demonstrated a need for additional support.	No funding is needed.	September 2012 – May 2013 Principal API Attendance Committee Counselor	Mentoring List	Improved attendance on Progress Reports and eSIS reports

Provide incentives for students: • Give students awards on Honor's Day. Have a school dance.	Local Funds 200.00 for incentives	September 2012 – May 2013 Principal API Attendance	Award's list	An increase in the number of students receiving attendance awards on Honor's Day

Library-Media Action Plan

Annual Measurable Objective: Increase the percentage of students in grades 3rd- 5th meeting or exceeding the standard in ELA / Reading on the CRCT from 80% in 2012 to 86.7% in 2013**.**

Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction 1.2:PA 4 The teacher/librarian collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The teacher/librarian serves on the leadership team and provides services and resources that support school units and lesson implementation ▫ Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team ▫ Teacher-Librarian collaborates with research projects involving Web resources, databases, DESTINY and Print sources Teacher-Librarian facilitates the 25 Books Campaign & other reading programs	DESTINY training	**September 2012 – May2013** -Principal -Leadership Team -Teachers -Teacher-Librarian	▫ Disaggregated Lexile reports ▫ Local reading reports ▫ 25 Books Standard committee guidelines ▫ Resource alignment to units ▫ Student created research papers & projects Media circulation records, etc.	Resources from the media center are correlated to grade level units of study. The media specialist describes how services are coordinated to support classroom instruction
<u>Technology Integration</u> Instruction 2.7: PA 2: Teachers effectively use technology to provide real world	Inservice training on digital	**September 2012 – May 2013**	▫ Computers and equipment	Students can articulate how technology supports their learning. Examples are provided of student

application and to maximize student learning. ▫ Teacher-Librarian collaborates with classroom teacher to develop technology skills as integrated in the curriculum Teacher/Librarian provides in-service training to staff on technology, equipment and web based learning programs.	cameras, LCD projectors, Compass learning, (delete) Google Earth, Starfall, Web pages, OAS etc.	-Principal -Leadership Team -Teacher-Librarian -Teachers	▫ Media center/ lab use Student Projects, etc	work that has been enhanced by technology as a set of tools and resources to complement their learning process.

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**
No Funding	To increase students' achievement/skills in Reading/ ELA, math, science & social studies.	Review GPS during grade level meetings to increase understanding of the standards. ~In-services on differentiated strategies for teachers to learn how to adjust the content, process, product, and learning environment based on the needs of students. ~Workshops on Cooperative and Flex groups. Teachers will learn the purposes of theses groups and how to organize them effectively. ~In-service on Marzano's High Yield Strategies to enhance students' understanding of & ability to use knowledge.	Sept. 2012-May 2013	Benchmarks Lesson plans Focus walks Observations Posted students' work	CRCT Projects ITBS DRA Benchmarks
State PL Funds	To improve students' achievement in math.	In-service on math facts for teachers to learn best practices in the teaching & learning of math facts.	Sept. 2012-May 2013	Lesson plans Observations	CRCT Benchmarks Unit tests
No Funding	To improve students' achievement in Readng/ELA, math, science, social studies	In-service on the integration of technologies (Compass Learning, CRCT-on-line, Starfall, Discovery Education, Timelines, etc.) into the core curriculum.	Sept. 2012-May 2013	Lesson plans Observations Computers Student Work	CRCT ITBS Unit tests Projects
Funding	**Goal to Improve Student**	**Description of Activity**	**Timeline**	**Means of Evaluation**	

School Name: Laurel Ridge Elementary **Principal: Mark Gordon** **Plan Year: 2012-2013**

Source	Achievement			Evidence of Monitoring	Evidence of Impact
No Funding	To improve performance of ELL students in ELA / Reading.	Train teachers to use the Rosetta Stone in order to accelerate students' progress in speaking, reading, and writing in English.	Sept. 2012-May 2013	Observations Lesson Plans	CRCT ITBS Unit tests Projects
No Funding	To improve performance of SWD.	Train teachers on co-teaching models so SWD can remain in general education classes and receive support from two teachers.	Sept. 2012-May 2013	Focus walks Lesson Plans	CRCT ITBS Unit tests Projects
No Funding	To improve students' performance in science and social studies.	Inservice on Project Based Learning which emphasizes learning activities that are long term, interdisciplinary, student centered, and integrated with real world issues and practices.	Sept. 2012-May 2013	Projects Portfolios Lesson Plans Posted Work	CRCT ITBS Unit tests Projects
No Funding	To improve students' performance in science.	Inservice on Inquiry based learning to improve students' critical thinking skills. In-service on DOK to improve students' higher order thinking skills.	Sept. 2012-May 2013	Lesson Plans Focus Walk Posted Work	CRCT ITBS
No Funding	To improve performance of ELL students	Inservice teachers on the WIDA standards to increase teachers' understanding of the standards.	Sept. 2012-May 2013	Lesson Plans Focus Walk Posted Work	CRCT ITBS

School Climate Action Plan **Objective:** Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment**.**				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Planning and Organization: 4 Planning and Organization: 4 Performance Action: 1 A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that • Knows best practices in violence prevention and school culture. • Actively shares with the faculty research-based safe schools.	No funding is Needed.	September 2012 – May 2013 Principal Counselor School Safety Team	Meeting minutes Agendas Sign- in -sheets	A School Safety Committee meets every two months to review school safety data and to discuss best practices on research based violence prevention and the development of a positive school culture.

Planning and Organization: 4 Performance Action: 2 The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion: • Grade level • Gender • Location and time of infraction • Teacher referral • Repeat offenders	No funding is needed	September 2012 – May 2013 Principal Counselor School Safety Team	Meeting minutes Agendas Sign- in -sheets	Data analysis documents trends of classroom management and school wide behavior with fewer referrals to office.
Planning and Organization: 4 Performance Action: 14 Students are given opportunities to be recognized for positive contributions to themselves and others. • Student of the Month • Awards and certificates on Honors Day • Recognition on PA system	Local Funds Approximately $200.00 For incentives	September 2012 – May 2013 Principal API Classroom teachers	Awards Certificates Positive communications to parents via email, letter, or phone calls Recognition by principal over the P.A. Student of the Month. Incentives	Students are consistently recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals.

Teacher Retention Action Plan **Objective:** Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Leadership Standard 2.2 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 meeting time for mentors and mentees to meet	Local $50	September 2012– May 2013 Principal, Teacher Support Specialists	Meeting notes Mentee Survey	Mentors and mentees can articulate policies, procedures and protocols regarding their relationship.
Leadership Standard 2.2 Performance/Action: 9 New teachers will participate in beginning of the year and end of the year professional learning days that provide opportunities to do the following: • Reflect on practices and actions from the previous school year • Analyze personal classroom observation and teacher evaluation data	Local $100	September 2012 – May 2013 Principal Assistant Principal Teachers	Meeting Minutes Schedule	Teachers and administrators can reflect upon goals, trials and triumphs and use of best practices.

• Develop professional goals and action plans for future growth • Review available resources for support • Present successful classroom initiatives				
Leadership Standard 2.2 Performance/Action: 10 The principal will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Follow-up regarding supportive actions will be documented. • Administrator and teacher will conference after GTOI is conducted. • Administrator and teachers will meet during grade level meetings to offer collaborative suggestions.	No funding is needed.	September 2012 – May 2013 Principal Assistant Principal	Meeting minutes and talk points Documentation of support actions	School leaders facilitate coaching meetings with teachers and/or administrators, and they can describe how they developed their coaching plans and the progress that the teacher or administrator has made.
Leadership Standard 2.2 Performance Action: 3 The school will provide a collaborative planning time for teachers through one or more of the following actions: • Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis • Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes • Monitor lesson plans and classroom activities for evidence of collaboration.	No funding is needed.	September 2012 – May 2013 Principal Assistant Principal Teachers Media Specialist	Master schedule Calendar of collaborative planning events Lesson plans Classroom observations	Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.
Leadership Standard 2.2 Performance Action 11: The school leaders will show that they care	No funding is	September 2012 – May 2013	List of staff birthdays	School leader describes how she / he recognizes faculty / staff

about the faculty and staff by promoting a proactive and supportive climate and providing a variety of activities that develop team building and staff appreciation.	needed.	Principal API Leadership Team	Recognition of achievement	birthdays, advanced degrees, etc.