

DeKalb County School District

Consolidated School Improvement Plan 2012-2013



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

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

Statement of Quality Assurance

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

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

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance	
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	
Establishing a CSIP Facilitator, Committee, and Subcommittees	
Steering Committee Members and Signatures	
Mission and Vision	
Developing a Comprehensive Needs Assessment	
Leadership and Governance	
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	
Support Services for Student Learning	
Strategies to Increase Parental Involvement	
Stakeholder Communication	
Scientifically Based Research	
Coordination and Integration of Federal, State, and Local Services and Programs	
Reading/ELA Action Plan	
Math Action Plan	
Science Action Plan	
Social Studies Action Plan	
Attendance/Graduation Rate Plan	
Library-Media Action Plan	
Professional Learning	
School Climate Action Plan	
Teacher Retention Action Plan	

Career Technology Action Plan (Middle and High Schools Only)	
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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 vision 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 continual improvement.

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

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 to facilitate the design and implementation of appropriate instructional interventions.
Instruction - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Common Core Georgia Performance Standards (ELA, Reading, & Math) and the Georgia Performance Standards (GPS) for Science and Social Studies.
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: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Esther Silvers		
CSIP Facilitator	Stephanie Williams		
Parent Representative (cannot be a school employee)	Allison Cochran		
Student Representative (required for High School)			
Community Representative (cannot be a school employee)	Angie Gunning		
School Counselor	Sandra Edwards		
Special Education Representative	Patricia Buckley		
Reading/ELA Chair	Beverly Stewart		
Math Chair	Patricia McCrery		
Science Chair	Margie Cooper		

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

Social Studies Chair	Kathryn Opstad		
Professional Learning Liaison	Michelle Gentile		
Other (specify) Kindergarten	Monica Liesko		

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:

Professional development and subsequent implementation for Thinking Maps was highly successful because it required students to explain and prove their thinking, which led to a deeper understanding of content. Since they are visual in nature, students from Pre-K through 5th grade were able to use them and in all subject areas, including Art, Music, and Physical Education. It provided a way for students to easily organize information for transfer and generalization of learning.

Instruction driven by assessment was facilitate by using the Aimsweb three times a year as a benchmark to show growth over time. This web based assessment was used by all teachers at all grade levels and it provided the needed documentation to report improvement during RTI meetings.

The ESOL program was beneficial for our students with a second language because the program was a co-taught program that used the same materials that the regular classroom teachers used.

We implemented 4 days of professional development for each grade level throughout the school year. This provided the opportunity to look at the data and focus on writing.

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

The EIP program was organized after the school year had started and after closing a kindergarten classroom. The instruction was not well organized and failed to use the data retrieved from Aimsweb.

The purchase of 100 iPads to augment differentiation in the classroom was very time consuming because of the County codes we need to follow to upload applications. It requires a full time person to keep up and have them working.

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

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

Issues with any of the implementation that took place were carving time out of an already hectic schedule. Even though we had the four days it was not enough for all the discussions and learning we had to accomplish. All the programs carry a risk when they are newly implemented because of the learning curve and the fidelity of each individual.

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:

1. Continue to focus on writing as a whole school
2. Implement the Daily 5 in first grade
3. Continue to use a universal screener to identify children at risk during the second week of school and develop a plan of action
4. Change the delivery of gifted education from a resource model to a cluster model at all grade levels
5. Expand instruction of non-fiction text within science and social studies

6. Augment the usage of the iPads

	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 achieving large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	Working together to achieve academic success and develop the whole child by welcoming parental and community partnerships to provide an inclusive instructional environment, which meets the needs of diverse learners.
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 continuously changing world through a partnership of homes, schools and communities.	The mission of Montgomery Elementary School is to provide a safe, nurturing, welcoming, creative and challenging learning environment where individual student needs will be met, thus ensuring their development into confident and productive members of society.
Values What beliefs and standards guide our	The DeKalb Schools 21st Century student will demonstrate:	<ul style="list-style-type: none"> • Provide children with the opportunity to reach their fullest potential

School Mission and Vision

Developing a Comprehensive Needs Assessment

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

• **Geographic location**

Our school is located in the northern part of DeKalb County. We are inside the 285 beltline and very close to the Perimeter Mall.

• **Enrollment** Our current enrollment is 671 students.

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

○ Ethnicity – Hispanic, Non-Hispanic

○ Student with Disabilities (SWD) Our population of students with disabilities is about 5%

○ Economically Disadvantaged ○

○ English Language Learners (ELL) Our ELL population is 2.29% of our total population.

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include the following information:

The decision-making process at Montgomery Elementary includes our Leadership team which consists of Principal, API, Grade Level Team Leaders, Gifted Team Leader, Special Area Team Leader, and School Counselor. Additionally, we utilize our School Council as a decision-making body. The teachers also play an important role in the decisions that are made via school-wide committee, Professional Learning Opportunity Meetings, Staff Meetings, Grade level Meetings and Grade Chair meetings with the Leadership team.

Leadership Team:

1st Wednesday of each month

School-Wide Team:

3rd Wednesday of each month

Grade level Teams:

Every week on various days

Professional Learning Teams:

2nd and 4th Wednesday of each month

School Advisory Council:

September, November, January, March, May

List the types of data analyzed and discuss during these various meetings

- **CRCT and ACCESS (ELLs)**
- **ITBS**
- **COGAT**
- **GAPSS Analysis**
- **STAR**
- **Accelerated Reading (AR)**
- **Math Pre/Post Assessments**

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

- ELA Pre/Post Assessments
- StoryTown Placement Tests
- 3rd and 5th Grade Writing Assessments

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

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

Leadership and Governance

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

The faculty and staff at Montgomery are committed to providing an organized instructional environment. The leadership team sets the foundation to model their strong commitment to academic excellence, as well as social emotional learning. Creative and differentiated instructional strategies are used to meet the instructional needs of various groups such as students with disabilities, the gifted, and the high achievers programs. The school’s overall strengths are rooted in the successful implementation of rigorous standards-based educational curriculum in the areas of Reading, English-Language Arts, Mathematics, Science and Social Studies. Our school places heavy emphasis on students becoming fluent readers and writers.

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

Teachers are committed to participating in staff development as a means of improving skills and developing innovative instructional strategies to meet the needs of all of our students. The community views the faculty as a dedicated and highly qualified group, working together to achieve school wide goals. They see Montgomery as a place where children want to be, and a place where parents want to be involved. Team planning, vertical planning, collaboration and a variety of resources are used in order to meet instructional goals. Individual professional development is encouraged, provided and valued as a means of improving skills and developing best practices to ensure student success. Student progress is monitored through Level 1 Plans, as well as through the Student Support Team process. Teachers plan and implement instruction by differentiating the content, process and product for students on a daily basis through intervention, extension, enrichment, and accelerated instructional activities.

As indicated by the GA CRCT Performance Summary Report (2012) Montgomery’s strengths are Literacy (Reading and ELA) and Math.

	All Students	African-American	Hispanic
Reading	98.0	90.3	100
Language Arts	94.3	80.6	84.0
Math	98.0	90.0	100

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

As a result of many factors, some of our students in grades 3-5 struggle with mastering the Mathematics standards. As a result, the student performance on the state assessment (CRCT) was not as strong. Therefore, this year we are looking to improve Mathematics concepts acquisition through vigorous approaches across the curriculum. Likewise, we would like to continue to improve the problem solving skills of our higher level students. Additionally, based on our overall student data, Social Studies is also an area we are making efforts to improve.

The sources used to guide our decisions are CRCT, Benchmark Assessments, Running Records, Students’ Portfolios.

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

Teachers will participate in ongoing professional development that will focus on Marzano’s Strategies That Work every month, use a three part lesson and address Essential Questions and Power Standards that will guide their instruction. Teachers will be exposed to additional ways to differentiate the curriculum, planning for results using data driven decisions, and ongoing grade level discussions of how to assist students who are struggling.

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:

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

X	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	X	Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists		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: School Counselors are available to all students through referrals that are generated by teachers, parents, students and administrators. They organize a mentoring program for all the students in need and present character trait lessons each month to all our students. They coordinate and act as liaison with district office and outside agencies.

Psychologists: The School Psychologists are charged with helping students succeed academically, socially, and emotionally. They collaborate with educators, parents and other professionals to help create a safe, healthy and supportive learning environment for all students. School Psychologists also develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, addressing abuse of drugs and other substances, and preventing and managing crisis.

Social Workers: Social workers serve as a link between the student, family and school to address concerns that adversely affect student achievement.

School Nurses: School Nurses provide direct care, assisting students in taking medication and giving intramuscular and subcutaneous injections in accordance with school system guidelines. They provide health education to staff and students and promote prevention of illness and injuries. They provide medical crisis management and initiate referrals and follow-up for immunizations, vision, hearing and dental screening.

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations	X	New Parent Monthly Tours
X	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops	X	Buddy PTA Program
	Parental Involvement Survey/Summary		Others (list here)

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

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

Montgomery communicates test data with parents, students and teachers on an ongoing basis. Assessment data is shared during staff meetings, PTA and School Council Meetings, in the local newspapers and school newsletters. Test scores and interpretative information are shared with parents as soon as scores are available. Teachers conduct scheduled parent conferences periodically to discuss student performance and test data. Teachers make themselves readily available for phone calls, email discussions and parent conferences. Administrators have an open door policy for teachers and parents in order to quickly address needs and share information.

Individual student progress is shared in our weekly courier to parents and every 4.5 weeks in a more formal report. At any time a child’s grade drops below a “B” average, parents are contacted and plans for improvement are made. Specific plans are discussed to provide additional assistance such as lunch bunch, after school tutoring, academic websites, and one-on-one tutoring.

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

<input checked="" type="checkbox"/>	Parental Involvement Handbook for Parents	<input checked="" type="checkbox"/>	Newsletters
<input checked="" type="checkbox"/>	School Website	<input checked="" type="checkbox"/>	Weekly eBlasts
<input checked="" type="checkbox"/>	DCSS Website/Community.Net	<input checked="" type="checkbox"/>	Parent Portal
<input checked="" type="checkbox"/>	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 and administrators interpret and articulate assessment results using skills that are learned through professional learning and in-services. They include but are not limited to: formal and informal classroom assessments, standardized tests, Benchmark tests, pre/post tests, product and performance assessments, portfolio assessments, student self-inventory assessments, anecdotal record taking, running records and teacher created projects and tests. They are then articulated to stakeholders by periodic report cards, triweekly grade reports, 4.5 week progress reports, rubrics, and weekly couriers. Parent-Teacher conference nights are scheduled throughout the school year. Assessment data is also shared with students via student conferences with classroom teachers. Typically, standardized assessment score reports are sent home to parents with a letter from the Assistant Principal explaining the results. The Principal, Assistant Principal and classroom teachers address parent questions regarding interpretation of assessment data.

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

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

Montgomery communicates test data with parents, students, and teachers on an ongoing basis. Assessment data is shared during staff meetings, PTA, and School Council Meetings, in the local newspapers and school newsletters. Test scores and interpretative information are shared with parents as soon as scores are available. Teachers conduct scheduled parent conferences periodically to discuss student performance and test data. Teachers make themselves readily available for phone calls, email discussions, and parent conferences. Administrators have an open door policy for teachers and parents in order to quickly address needs and share information. Individual student progress is shared in our weekly courier to parents and every three weeks by either an informal progress report or a more formal report. At any time a child's grade drops below a "B" average, parents are contacted and plans for improvement are developed. The Georgia Department of Education publishes an annual report card on each public school, which is shared with parents and community. Parents can find test results for all schools across the state and school rankings. For the past three years, the DOE's Department of Educational Accountability provided schools and parents with disaggregated data indicating how schools performed on the CRCT. These reports allow the public to view information on all Georgia public schools.

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

We hold a parent meeting early in September that communicates to the parents and community the Consolidated School Improvement Plan and the progress made on our goals for the year. Our new plan is published on the Montgomery Website and presented at PTA and School Council meetings

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.

School Name: Montgomery Elementary Principal: Esther Silvers Plan Year: 2012-2013

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	
State Funds	
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	
Grants (list)	
PTSA	PTA Funds will be used to have substitute teachers available for classroom teachers to attend workshops to support the professional learning needs.
Partners in Education	Brookhaven Bank provides funds that support our perfect attendance program at the end of the year.
Other (list)	ASEDP funds will be used to buy books and materials that will enhance teachers' knowledge and expertise in conducting strategic teaching in math and language arts.

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

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				
Montgomery's Annual Measurable Objective:				
All students in grades 3 to 5 meeting and exceeding standards in reading will continue to achieve at 97.0% in 2013.				
All students in grades 3 to 5 meeting and exceeding standards in English Language Arts will continue to achieve at 96% in 2013				
Students in grade 5 meeting and exceeding standards in writing will continue to achieve at 93% in 2013.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence

<p>GSS Instruction Standard 1.1 P/A 1 Use a shared framework for teaching and learning that emphasizes what students should know, be able to do, and understand.</p> <ul style="list-style-type: none"> • Use the three part lesson plan to deliver instruction • Teach students to use strategies such as test taking techniques for taking tests on computers, visualization, making predictions, making connections to text – text to text, text to self, and text to world, asking synthesis level questions, think alouds and decoding words to comprehend text • Utilize Marzano’s High Yield Strategies to increase student achievement. • Participate in Writer’s Workshop. Mini-lessons generated to target GPS standards and to target areas of student need • Hold teacher-student conferences to monitor progress, provide commentary and feedback to the student that includes specific details of their work • 	<p>Resources currently available in school book room \$200 PTA Funds</p>	<p>August 2012-May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Gifted Teacher Paraprofessionals</p>	<p>Curriculum maps Learning Team Minutes Meeting agendas and minutes Lesson Plans Level One Plans IEPs SST action plans Focus walks OSI Review</p>	<p>Benchmark Testing ITBS CRCT STAR Test Results Accelerated Reader Test Results</p>
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School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

<p>GSS Instruction Standard 2.3 P/A 2 Use appropriate differentiation, including adjusting content, process, product and learning environment based upon diagnosis of students' readiness levels, learning styles, interests and personal goals.</p> <ul style="list-style-type: none"> • Use small flexible guided reading groups to provide instruction on reading strategies • Use leveled readers to practice reading strategies at the student's instructional level • Use of choice boards and tiered homework and class work activities • Implement the Daily 5 for literacy management and CAFÉ for reading comprehension instruction in first grade • Create differentiated strategy groups to maximize literacy instruction in first grade students 	<p>\$1,000 PTA Funding</p>	<p>August 2012- May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Gifted Teacher Paraprofessionals</p>	<p>Writing samples Writing rubrics and checklists Lesson Plans Professional Learning sign in sheets Classroom arrangement Sample activities Group assignment charts Student Choice of assignments</p>	<p>CRCT GAA Writing Assessment IEP Goals Strategy group data collection/assessment</p>
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<p><u>Students with Disabilities</u> <u>GSS Instruction Standard 2.3 P/A 2</u> Use appropriate differentiation, including adjusting content, process, product and learning environment based upon diagnosis of students' readiness levels, learning styles, interests and personal goals</p> <ul style="list-style-type: none"> • Continue implementation of effective co-teaching models in classrooms with students with disabilities to provide instructional support for the general education environment • Provide services to students with disabilities in the least restrictive environment appropriate to meet students' needs • Use differentiated teaching strategies, small and flexible groups, cooperative groups, paired-reading groups, guided groups and individualized instruction • Promote "responsive teaching" to address the individual needs of special education students while <ul style="list-style-type: none"> • being aware of each student's Zone of Proximal Development • Implement effective co-teaching models in classes with students with disabilities and students participating in the Early Intervention Program. • Implement and utilize Orton-Gillingham, Wilson Reading and SRA programs to provide differentiated instruction for academic needs of individual students. 	<p>Project ICE Training for new teachers</p>	<p>August 2012- May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Gifted Teacher Paraprofessionals</p>	<p>Writing samples Writing rubrics and checklists Lesson Plans Professional Learning sign in sheets Classroom arrangement Sample activities Group Assignment charts Student Choice of assignments</p>	<p>CRCT GAA Writing Assessment IEP Goals</p>
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<p>English Language Learners*</p> <ul style="list-style-type: none"> • ELL teacher provides additional support in a small group setting • Use of small group instruction, modified assignments and instruction in the classroom • Reinforce reading vocabulary with visual aids such as flash cards, labels, pictures, charts, etc. 		<p>August 2012 – May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Reading Teachers</p>	<p>Classroom monitoring Lesson Plans Teacher Commentary</p>	<p>CRCT ITBS GAPSS</p>
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<p><u>Technology Integration</u> <u>GSS Curriculum Standard 1.2 P/A 2</u> Teachers and other instructional leaders align the state curriculum (Common Core Georgia Performance Standards and Georgia Performance Standards) with Local assessments (formative and summative) and state assessments. Teachers use the online CRCT and EOCT databanks, etc. to create benchmark assessments aligned to the state standards. These formative assessments are used to guide instruction and provide students with additional support.</p> <ul style="list-style-type: none"> Effectively use technology resources(Windows and Linux computers, computer lab, and ActivBoards) as well as educational programs(netTrekker, BrainPop, UnitedStreaming, Accelerated Reader, STAR testing, Destiny Online Catalog) to enhance technology skills, and to differentiate learning to meet the individual needs of each student Utilize the computer lab, classroom computers and Microsoft Office Suite software to develop student responses to literature (story mapping, visual organizers, summaries, critical analyses, presentations, and creative writing Utilize Online Assessment Program provides an ongoing assessment for teachers, students, and parents to monitor student progress. 	<p>Library Local School funds Media</p>	<p>August 2012- May 2013 All teachers, API, Principal, Librarian, Instructional Technology Specialist and Coordinator Parent Volunteers</p>	<p>Classroom monitoring, Lesson Plans, OAS, Teacher Commentary Rubrics Aligned benchmark assessments Aligned formative assessments Assessments created from online data banks.</p>	<p>ITBS CRCT Running Records STAR Testing Databank tests</p>
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Mathematics Action Plan				
Montgomery's Annual Measurable Objective:				
All students in grades 3 to 5 meeting and exceeding standards in mathematics will continue to 94% in 2010 to 95.0% in 2012.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>GSS Instruction Standard 1.1 P/A1</p> <p>Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students.</p> <p>Grade level and content area teachers and administrators collaborate to analyze data to determine learning priorities for the school plan.</p> <ul style="list-style-type: none"> • Emphasize and reinforce effective instruction in geometry, numbers and operations, measurement, algebraic thinking, and data analysis, grades K-5 • Use of manipulatives, Marzano's strategies, technology, centers, flexible groups within the classroom, emphasis on higher order thinking, connections to real world problem solving, and hands-on activities, Thinking Maps • Teach test taking techniques for taking tests on computers • Justify questions in the negative 	PTA funds	August 2012- May 2013 Principal Asst. Principal Classroom Teacher Gifted Endorsed Teachers Gifted Specialists Special Education Teachers	Classroom monitoring Lesson Plans OAS Rubrics Student work samples with teacher commentary Common Core Resources State Performance Tasks and Frameworks	Student performance data from CRCT/ITBS(geometry, measurement, and numbers and operations) Benchmark Tests Formal and informal teacher assessment Summative and Formative assessment Authentic assessments: Portfolios, Projects, etc.

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

<p><u>Students with Disabilities</u></p> <ul style="list-style-type: none"> Utilize a collaborative instructional model for all Special Education students to ensure exposure to and support for content area standards Differentiate instruction for SWD using Math Expressions, Touch Math, Voyager Math, Saxon Math and teacher made materials. Analyze and monitor ongoing progress to diagnose areas that need additional review Incorporate opportunities for ongoing review of previously taught concepts and use of geometry and measurement in a variety of ways 	<p>County Funded</p>	<p>August 2012 – May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Paraprofessionals</p>	<p>Lesson Plans Benchmark Data Student work sample</p>	<p>Student performance data from CRCT/ITBS Benchmark Tests Formal and informal teacher assessment Summative and Formative assessment Authentic assessments: Portfolios, Projects, etc.</p>
<p><u>English Language Learners*</u></p> <ul style="list-style-type: none"> ELL teacher provides additional support in a small group setting Use of small group instruction, modified assignments and instruction in the classroom Reinforce math vocabulary with visual aids such as flash cards, labels, pictures, charts, etc. 		<p>August 2012 – May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Math Teachers</p>	<p>Classroom monitoring Lesson Plans Teacher Commentary</p>	<p>CRCT ITBS GAPSS</p>

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

<p><u>Technology Integration</u> Teachers continually revisit available assessment data to revise to the aligned curriculum by adding or changing resources including, technology, leveled texts and textbooks.</p> <ul style="list-style-type: none"> Utilize Online Assessment Program to develop monitoring processes to assist in differentiating instruction based on quantitative data Utilize available projector technology such as Interactive Boards and laptops Utilize netTrekker, Compass Learning, Math Expressions Online resources, Discovery Education, Virtual Manipulative Library, BrainPop.com, and other teacher selected math websites to enhance differentiated instruction to provide students with a variety of instructional activities on their academic level 	<p>County funded PTA funds Local School funds</p>	<p>August 2012- May 2013 Principal Asst. Principal Classroom Teacher Parent Volunteers</p>	<p>Classroom monitoring Lesson Plans OAS Rubrics Math Expressions Math Georgia DOE Frameworks Unit Pre/Post Test Student Portfolios</p>	<p>Student performance data from CRCT/ITBS Benchmark Tests Formal and informal teacher assessment Summative and Formative assessment Authentic assessments: Portfolios, Projects, etc.</p>
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

<p>Science Action Plan</p>				
<p>Montgomery's Annual Measurable Objective Science:</p>				
<p>All students in grades 3 to 5 meeting and exceeding standards in Science will maintain the 96.0% in 2012.</p>				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence

<p>GSS Instruction Standard 2.1 P/A 2 Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding.</p> <ul style="list-style-type: none"> • Provide laboratory experience in which students participate on projects and inquiry lessons based on science process skills including questioning, observing and organizing data • Utilize school facilities available, such as the school’s Wildlife Habitat, Nature Trail, Outdoor Classrooms butterfly garden area, and vegetable garden 	<p>No cost</p>	<p>August 2012 – May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Gifted Teacher Paraprofessionals</p>	<p>Lesson plans Student participation Student work Student projects Student science journals</p>	<p>CRCT Formal and informal assessments</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> • Continue implementation of effective co-teaching models in classrooms with students with disabilities to provide instructional support for the general education environment • Provide services to students with disabilities in the least restrictive environment appropriate to meet students’ needs, and IEPs • Promote “responsive teaching” to address the individual needs of special education students while being aware of each student’s Zone of Proximal Development. • Implement effective co-teaching models in classes with students with disabilities and students participating in the Early Intervention Program 		<p>August 2012 – May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Science Teachers</p>	<p>Classroom monitoring Lesson Plans Teacher Commentary</p>	<p>CRCT ITBS GAPSS</p>

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

<p>English Language Learners*</p> <ul style="list-style-type: none"> • ELL teacher provides additional support in a small group setting • Use of small group instruction, modified assignments and instruction in the classroom • Reinforce science vocabulary with visual aids such as flash cards, labels, pictures, charts, etc. 		<p>August 2012 – May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Science Teachers</p>	<p>Classroom monitoring Lesson Plans Teacher Commentary</p>	<p>CRCT ITBS GAPSS</p>
<p><u>Technology Integration</u></p> <ul style="list-style-type: none"> • Use technology to explore, investigate, and demonstrate understanding of science through the use of science educational programs, websites, and software • Utilize the Discovery Learning System to provide higher level instruction to engage students in project based education and enhanced technology application • Utilize the Online Assessment Program provides an ongoing assessment for teachers, students, and parents to monitor student progress 	<p>No Cost</p>	<p>August 2012 – May 2013 Classroom Monitoring Principal Asst. Principal Classroom Teacher Special Ed. Teacher</p>	<p>Lesson Plans Teacher Commentary Science Teachers</p>	<p>CRCT ITBS</p>

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

Social Studies Action Plan

Montgomery’s Annual Measurable Objective in Social Studies:

All students in grades 3 to 5 meeting and exceeding standards in Social Studies will increase from 94.0% in 2011 to 95.0% in 2012.

Performance Action or Initiative	Estimated Cost/Funding	Timeline and Duration	Means of Evaluation
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	Cost/Funding Sources	Positions Responsible	Artifacts	Evidence
<p>GSS Instruction Standard 2.1 P/A 1 Develop and implement school-wide and grade level expectation in the delivery and routines of lessons.</p> <ul style="list-style-type: none"> • Implement Marzano’s High Yield Instructional Strategies • Implement the Higher Level Activities from the Depth of Knowledge Wheel • Promote Higher-order thinking skills, processes, project-based activities with the teacher as the facilitator of learning. • Utilize teacher commentary on student work so students will understand what they do well anyhow they can improve. 	No Cost	August 2012 – May 2013 Positions: -Principal -API -Teachers	Portfolios Lesson Plans Grade Level Notes Observation Notes Focus Walk Notes	CRCT ITBS Ongoing Assessments Benchmarks Observations Focus Walks
<p>GSS Curriculum Standard 3.1 P/A 2 Use formative and summative assessments to implement social studies standards and improve instruction and level of understanding.</p> <ul style="list-style-type: none"> • Use Marzano’s High Yield Instructional Strategies in social studies classes while integrating literature, word walls, and math, science, and language arts skills in the social studies curriculum. • Utilize different levels of Bloom’s Taxonomy within both formative and summative assessments. 	No Funding Needed	August 2012- May 2013 Positions: -Principal -API -Classroom teacher -teacher -special ed. teacher	Portfolios Lesson Plans Observation Notes Focus Walk Notes Projects	CRCT ITBS Ongoing Assessments Benchmarks Observations Focus Walks

<p><u>Students with Disabilities</u> GSS Instruction Standard 1.2 P/A 2 Review standards, elements and benchmarks with students and collect exemplary student work to clarify mastery of standards or specific elements. Analyze work samples to plan and revise units or lessons, develop specific students around common topics.</p> <ul style="list-style-type: none"> • Demonstrate high and clear expectations to students by outlining focused curriculum standards. • Utilize scoring rubrics for project assessments and integrate student conferencing for progress • Promote “responsive teaching” to address the individual needs of Special Education students while being aware of each student’s Zone of Proximal Development • Continue implementation of effective co-teaching models in classrooms with students with disabilities to provide instructional support for the general education environment • Provide services to students with disabilities in the least restrictive environment appropriate to meet students’ needs • Align classroom instruction with the provisions of the student’s IEP 	<p>No Funding Needed</p>	<p>Timeline: Ongoing throughout 2012-2013 school year. Positions: Administration -Teachers -County Level -Coordinators</p>	<p>Benchmarks Observations Lesson Plans Unit Plans Grade Level Notes</p>	<p>CRCT ITBS Quizzes and Tests (teacher generated)</p>
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<p>English Language Learners*</p> <ul style="list-style-type: none"> • ELL teacher provides additional support in a small group setting • Use of small group instruction, modified assignments and instruction in the classroom • Reinforce social studies vocabulary with visual aids such as flash cards, labels, pictures, charts, etc. 		<p>August 2012 – May 2013 Principal Asst. Principal Classroom Teacher Special Ed. Teacher Social Studies Teachers</p>	<p>Classroom monitoring Lesson Plans Teacher Commentary</p>	<p>CRCT ITBS GAPSS</p>
<p><u>Technology Integration</u> Use technology resources in the classroom to explore, create, investigate, and increase knowledge of grade-appropriate subject matter.</p> <ul style="list-style-type: none"> • Utilize Compass Learning, Laptop Labs, Promethean Boards, to provide Access on-line CRCT social studies practice activities • Create, use, and investigate atlases, maps available on the school network • Access on-line CRCT social studies practice activities • Create, use, and investigate atlases, maps available on the school network 	<p>No funding needed</p>	<p>August 2012 – May 2013 Positions: -Principal -API -Classroom</p>	<p>Lesson plans Observation Teacher Commentary Projects Portfolios -Special ed. teacher</p>	<p>On-going Assessments Benchmarks CRCT ITBS</p>

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

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Students Absent over 15 days will be reduced to 2.0% of the Montgomery student population				
Performance Action or Initiative	Estimated Cost/ Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Participate in the “school connects” computerized calling system that notifies parents daily of a child’s absence	County Funded	August 2012- May 2013 Teachers Counselor Principal Secretary Social Worker	Daily Attendance Report Benchmark Assessments	CRCT ITBS Benchmark Assessments
Implement school-wide protocol and procedure for student absences and tardies	None	August 2012- May 2013 Teachers Counselor Principal Secretary Social Worker	Daily Attendance Report Benchmark Assessments	CRCT ITBS Benchmark Assessments
Recognize and award students and classes that have exemplary attendance	PTA/Community Partner support	August 2012- May 2013 Teachers Counselor Principal Secretary Social Worker	Daily Attendance Report Benchmark Assessments	CRCT ITBS Benchmark Assessments

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

<p>Communicate with parents and the community by way of: the PTA “Mustang” monthly newsletter, Grade level newsletters, and school website to support school attendance</p>	<p>PTA</p>	<p>August 2012- May 2013 Teachers Counselor Principal Secretary Social Worker</p>	<p>Daily Attendance Report Benchmark Assessments</p>	<p>CRCT ITBS Benchmark Assessments</p>
<p>Implement school-wide a hand washing program to reduce illnesses</p>	<p>PTA</p>	<p>August 2012- May 2013 Teachers Counselor Principal Secretary Social Worker</p>	<p>Daily /Monthly Attendance Report Benchmark Assessments</p>	<p>Attendance Indicator eSIS reports Discipline Report</p>

<p>Library-Media Action Plan</p> <p>Annual Measurable Objective:</p>				
<p>Performance Action or Initiative</p>	<p>Estimated Cost/Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
			<p>Artifacts</p>	<p>Evidence</p>

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

<p>Teach students research and media literacy skills. All students in grades 3-5 will receive media literacy and research lessons, which have been developed through collaboration between the teacher/media specialist and classroom teacher based on curriculum needs and Common Core Georgia Performance Standards (ELA, Reading, Math) and Georgia Performance Standards (Science and Social Studies).</p> <p>The teacher/librarian will teach children how to access and utilize the following instructional tools and resources to gather information for their research utilizing our school theme of “Getting Smart”.</p> <p>Destiny online Catalog: How to locate books by call number How to use the Web Paths How to produce Bibliographies</p> <p>Other online Databases and internet resources: NetTrekker, Compass Learning, Online Encyclopedias, Discovery Education</p>	<p>None</p>	<p>September 2012- May 2013</p> <p>Teacher/librarian Classroom teacher</p>	<p>Checklists Performance logs Observation Focus Walks</p>	<p>CRCT and ITBS scores reflecting a 2% increase in Language Arts and Reading scores</p>
<p>Determine which students in grades 3-5 that need extra help with their projects.</p> <p>Teacher/librarian will arrange a time to work with these children in small groups to provide additional instruction and support</p>	<p>None</p>	<p>September 2012- May 2013</p> <p>Teacher/librarian Classroom Teacher</p>	<p>Teacher/librarian and teacher collaborate in lesson planning Performance logs Checklists</p>	<p>Reading and ELA CRCT and ITBS scores</p>

Teach understanding, recognition, and key elements of the Literary Genres in grades 1-5 through storytelling, book talks, genre studies, author studies, annotated bibliographies and book clubs. All activities are to be developed based on teacher/librarian and classroom teacher collaboration	None	September 2012- May 2013 Teacher/librarian Classroom Teacher	Teacher/librarian and teacher collaborate in lesson planning Performance logs Checklists	Reading and ELA CRCT and ITBS scores
Determine which students in grades 1-5 need extra help in understanding and identifying the literary genres. Small group instruction will be provided for these students with additional activities developed through teacher/librarian and classroom teacher collaboration	None	September 2012- May 2013 Teacher/librarian Classroom Teacher	Teacher/librarian and teacher collaborate in lesson planning Performance logs Checklists	Reading and ELA CRCT and ITBS scores
Technology Integration: Utilize technology resources (Windows computers) as well as educational programs (NetTrekker, iPads, Discovery Education, Accelerated Reader Enterprise, STAR testing, Destiny Online Catalog) to enhance technology skills and to differentiate learning for individual students' needs.	None	September 2012- May 2013 Teacher/librarian Classroom Teacher	Teacher/librarian and teacher collaborate in lesson planning Performance logs Checklists	Reading and ELA CRCT and ITBS scores

Professional Learning Plan

The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to serve as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact

State (PL Funds)	Increase knowledge of educational best practices for RTI	Classroom Instruction that Works- Marzano, ASCD Videos GSS Instruction Standard 2.3 P/A 1 Teachers use appropriate use of differentiation, including adjusting content, process, and product and learning environment.	2012-2013 ongoing	Grade level minutes Teacher discussions	CRCT scores
Local PTA	To increase percent of students scoring at levels 2 and 3 in grades 3 through 5 in the area of Mathematics by a minimum of 2% on the 2013 CRCT.	Math Exemplars Training by grade level representative Use of Math Exemplars to teach mathematical reasoning GSS Instruction Standard 1.1 P/A 1 Use a shared framework for teaching and learning that emphasizes what students should know be able to do, and understand.	2012-2013 ongoing	Focus walks Lesson plans Sign-in sheets Collaborative planning forms	CRCT scores Math pre and Post tests
Local PTA	To increase percent of students scoring at levels 2 and 3 in grades 3 through 5 in the area of Reading/ English/Language Arts by a minimum of 2% on the 2013 CRCT. To increase percent of students scoring in the top 3 writing stages in grades 3 and 5 on the state assessment.	To increase percent of students scoring at levels 2 and 3 in grades 3 through 5 in the area of teachers GSS Instruction Standard 1.2 P/A 2 Teachers will collect and use anchor papers, exemplars, and projects to clarify mastery of standards and to revise and plan units	2012-2013 ongoing	Classroom monitoring Teacher commentary	CRCT scores AR quizzes Running records

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
Safe school committee is focused on data and strategy development to create a safe school culture.	None	Principal Assistant Principal Team Leaders Timeline: Aug. 2012 – May 2013	Agendas Sign-in sheets	Meeting notes
The safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by using the following criteria: Grade level, Gender, Location and time of infraction, teacher referral, and repeat offenders.	None	Principal Assistant Principal Team Leaders Timeline: Aug. 2012 – May 2013	Agendas Sign-in sheets	Meeting notes
The Safe Schools Committee develops a Positive School Discipline Plan to present ISS and OSS Referrals.	None	Principal Assistant Principal Guidance Counselor Teachers Timeline: Aug. 2012– May 2013	Student signatures Posted rules	Providing concrete feedback to students

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

<p>The School Safe Committee implements effective proactive strategies to promote responsible behavior for students with and without disabilities.</p>	<p>None</p>	<p>Principal Assistant Principal Guidance Counselor Teachers Timeline: Aug. 2012– May 2013</p>	<p>Professional learning plan -Lesson plans with implementation of strategies -Teacher Team meetings agendas and minutes -Discipline Data</p>	<p>Communication to staff students, and parents</p>
<p>The school cultivates knowledge of innovative programs and services to address school violence through professional learning activities</p>		<p>Assistant Principal Guidance Counselor Team Leaders Timeline: Aug. 2012 – May 2013</p>	<p>-Sign in sheets -Agendas -Short-term action plans -Discipline Data</p>	<p>Consistently recognized for their positive and responsible behavior</p>
<p>School Leadership regularly presents data-driven school “hot spots” and solutions during faculty meetings. School Safety Plans are presented to the faculty.</p>		<p>Assistant Principal Guidance Counselor Team Leaders Timeline: Aug. 2012 – May 2013</p>	<p>-Professional learning plan -Lesson plans with implementation strategies -Teacher team meetings agendas and minutes -Discipline Data</p>	<p>Providing evidence of change and how it impacts student behaviors</p>

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Support new teachers through Teacher Support Specialists (TSS) program by adhering to TSS guidelines and scheduled meetings		Teacher Support Specialist (TSS) Principal Assistant Principal Timeline: Aug. 2012 – May 2013	TSS guidelines Scheduled TSS meetings Calendar of TSS activities	Teacher Surveys
Support new teachers through collaborative planning time to develop lesson plans and classroom activities		Principal Assistant Principal Team Leaders Timeline: Aug. 2012 – May 2013	Classroom Observations Collaborative Planning minutes	Increase in ITBS and CRCT scores Effective standards based instruction
Provide support through professional development and resources		Teacher Support Specialist (TSS) Principal Assistant Principal Timeline: Aug. 2012 – May 2013	Conference Notes Focus Walks documentation	Provide plans of support and feedback

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013

<p>School administrators and/or team leaders will conference with all new teachers to address concerns and provides support</p>		<p>Teacher Support Specialist (TSS) Principal Assistant Principal Timeline: Aug. 2012 – May 2013</p>	<p>FirstClass links Printout of tips and other electronic support</p>	<p>Teacher Survey</p>
<p>Promote proactive and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation.</p>		<p>PTA Sunshine Committee Principal Assistant Principal Timeline: Aug. 2012 – May 2013</p>	<p>Recognition of achievements Calendar of staff birthdays</p>	<p>Emails Newsletters</p>

<p>Career Technology Action Plan (for high schools and middle schools only)</p>				
<p>Objective: Increase instructional effectiveness through best practices in career technology instruction.</p>				
<p>Performance Action or Initiative</p>	<p>Estimated Cost/Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
			<p>Artifacts</p>	<p>Evidence</p>

School Name: Montgomery Elementary

Principal: E. Silvers Plan Year: 2012-2013
