

DeKalb County School System

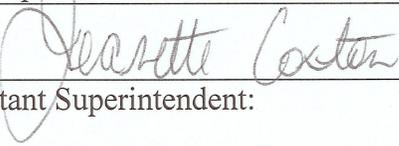
Consolidated School Improvement Plan 2012/2013



Division of Teaching and Learning
Dr. Morcease Beasley, Interim Deputy Superintendent

Statement of Quality Assurance

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

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal: 	Date: 10/3/12
Area Assistant Superintendent:	Date:

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

Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)	Federal and State mandate Required for all DeKalb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan AYP Addendum (as appropriate) ___ NI School Improvement Focus (NI-1 and NI-2) ___ Corrective Action (NI-3 and NI-4) ___ Restructure (NI-5+)	Georgia DOE mandate Required for all DeKalb County Schools NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.
Title I ___ New Title I Schoolwide Plan ___ Annual Addendum ___ Targeted Assistance Plan	Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
DeKalb County School System Departmental Action Plans ___ Professional Learning ___ Library-Media ___ School Climate ___ Teacher Retention ___ Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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

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

AdvancED (SACS CASI) Accreditation Standards
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Jeanette Coxton	Jeanette Coxton	10/3/12
2.	Jamica Brown	Jamica Brown	↓
3.			
4.	Gloria Cleveland	Gloria Cleveland	
5.	Tiffany Reid	Tiffany Reid	
6.			
7.			
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A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Jeanette Coxton	Jeanette Coxton	10/3/12
CSIP Facilitator	Jamica Brown	Jamica Brown	
Parent Representative (can not be a school employee)			
Student Representative (required for High School)			
Community Representative (can not be a school employee)			
Title I Representative	Brandy Jermon	Brandy Jermon	
School Counselor	Kristy Inge	Kristy Inge	
Special Education Representative	Quintona Brown	Quintona Brown	
Reading/ELA Chair	Yvette Mitchell	Yvette F. Mitchell	
Math Chair	Valerie Johnson	Valerie Johnson	
Science Chair	Antonio D. Borin	Antonio D. Borin	
Social Studies Chair	Tiffany Clark	Tiffany Clark	
Professional Learning Liaison	Charles Harrigan	Charles Harrigan	
Other (specify)	Marilyn H. Cabbil	Marilyn H. Cabbil	✓
Other (specify)			

Executive Summary of Consolidated School Improvement Plan (CSIP)

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

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

Based upon our 2012 CRCT scores, 5th grade students exceeded the projected AMO of 80% for ELA. Third Grade scored the lowest at 78% and Fifth Grade scored the highest at 84%. In Reading, Fifth Grade exceeded the AMO of 80% with averages of 85%. Fourth Grade performed fairly well in Science with a collective score of 72%. Therefore Reading and ELA are strengths across all grade levels.

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

Based on the 2012 CRCT results, an area in need of improvement is mathematics. Evidence that mathematics is a challenge for Woodridge shows 3rd grade at 73%, 4th grade at 59% and 5th grade at 68% on the 2012 CRCT. Our CRCT Scores for 2012 indicates that we have some challenges in reading for grade 4 because our scores in reading show a steady decline. CRCT scores for 2012 also reflect low science scores in grades 3 and 5. These low scores may be a result of lack of Differentiated Instruction being implemented in the classrooms consistently across all grade levels. We have concluded that we need to be more consistent in using Differentiated Instruction as a result of the 2012 classroom observations.

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

These low scores may be a result of lack of Differentiated Instruction being implemented in the classrooms consistently across all grade levels. We have concluded that we need to be more consistent in using Differentiated Instruction as a result of the 2012 classroom observations.

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:

Professional development that would assist Woodridge Staff in meeting our academic challenges would be opportunities and encouragement for teachers to collaborate on grade levels and thus support each other by sharing Researched Based Instructional Strategies that have been successful in increasing student achievement. We should receive support from the instructional coach on the

importance of data driven classrooms and how to specifically use the data to aid in increasing students' knowledge. Teachers will be allowed to observe master classrooms both on and off campus where Differentiated Instruction and other teaching strategies are being used on a consistent basis. Our staff will benefit from attending the ASCD Conference to enhance skills in reading and math through interactive training on Leading and Managing Differentiated Instruction, Professional Learning Communities for Teaching and Learning and Differentiated Tools and Strategies to support RTI. The IRA conference will support our teachers with reading strategies in all grade levels. Another conference that will assist our teachers is the NCTM Conference. Teachers will learn best practices in mathematics and science and learn how to engage students in activities that bring relevance to the real world. Book Studies should be used as a school-wide tool so that different grade levels can share Researched Based strategies that work and collaborate across grade levels. These Professional Learning Activities will be useful in supporting instruction and improving student achievement.

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	Setting the Standard for Educational Excellence	Woodridge Elementary School is striving for high achievement through collaboration with parents, community, and all stake holders.
Mission How will we make our vision a reality?	The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.	The mission of Woodridge Elementary School is to provide a safe, nurturing environment to assure opportunities for students to reach their highest potential and to become lifelong learners.
Values What beliefs and standards guide our mission?	<ul style="list-style-type: none"> ▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL 	<ul style="list-style-type: none"> ▪ Hold high expectations for all ▪ Believe each child has the right to an education that will improve achievement through a variety of teaching strategies and learning experiences. ▪ Utilize technology to create productive and effective citizens.

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

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

- **Geographic location**
- **Enrollment**
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

Woodridge Elementary is located in central DeKalb County in the Stone Mountain area. Woodridge currently serves 555 students. The non-Hispanic population at Woodridge consists of 546 students and there are 2 Hispanic students. There are 25 students with disabilities and 11 students are English Language Learners. There are 405 economically disadvantaged students at Woodridge. Woodridge has two PT Title I EIP teachers.

2) Describe how the school stakeholders and the CSIP Steering Committee (The Visionaries) 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**

A comprehensive needs assessment was developed based on student test data. The Visionaries and sub-committees met in the data room to discuss test data. The committee and grade levels continue to meet twice a month to stay abreast of, and discuss best practices, current research, and school data to continuously redirect and drive our focus for instruction

Woodridge Elementary staff, students, parents, and community participated in surveys to identify target goals for student learning. Parent surveys were sent home and returned to school by the students. The community surveys were completed during a meeting held at Woodridge with the principal and the business partners. After parent survey results were reviewed, the faculty and staff were given the opportunity to sign-up for action plan committees (vertical teams). They developed action plans to address each of the target goals identified for student learning. Each of the plans was reviewed by the steering committee to ensure consistency with the school's profile, beliefs, mission, and desired results for student learning. Following the initial review of the plan by the steering committee, a copy was posted in the teachers' lounge for the staff to review. In order to gain consensus, the staff was placed in groups to review each action plan and to provide feedback. Suggestions were reviewed by the steering committee and final revisions were completed.

Woodridge Elementary School met in professional learning groups to evaluate writing assessments, pre and post assessments, and CRCT and ITBS scores to disaggregate data based on the eight strands of the Georgia School Keys.

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply (see attached Balance Score Card for all schools and Smaller Learning Communities Data, if appropriate):

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
√	School Report Card	√	Enrollment (include ethnicity & gender)	√	GaDOE GAPSS Review
√	School AYP Report	√	Students with Disabilities		OSI GAPSS Review
√	Georgia Criterion Referenced Test	√	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	√	Free/Reduced Lunch Rate	√	School Self Assessment
	Georgia High School Writing Test	√	Discipline Data	√	Benchmark Scores
√	Georgia Writing Assessment	√	Attendance	√	Focus Walk Results
	End of Course Tests		Graduation Rate	√	Staff Surveys
√	Iowa Test of Basic Skills	√	Gifted Education	√	Student Surveys
	SAT, ACT, and AP Exams			√	Parent/Community Surveys

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide (ESEA Mandate #12).

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

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

Based upon our 2012 CRCT scores, 5th grade students exceeded the projected AMO of 80% for ELA. Third Grade scored the lowest at 78% and Fifth Grade scored the highest at 90%. In Reading, Fifth Grade exceeded the AMO of 80% with averages of 85%. Fourth Grade performed fairly well in Science with a collective score of 72%. Therefore Reading and ELA are strengths across all grade levels.

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

Based on the 2012 CRCT results, an area in need of improvement is mathematics. Evidence that mathematics is a challenge for Woodridge shows 3rd grade at 73%, 4th grade at 59% and 5th grade at 68% on the 2012 CRCT. Our CRCT Scores for 2012 indicates that we have some challenges in reading for grade 4 because our scores in reading show a steady decline. CRCT scores for 2012 also reflect low science scores in grades 3 and 5. These low scores may be a result of lack of Differentiated Instruction being implemented in the classrooms consistently across all grade levels. We have concluded that we need to be more consistent in using Differentiated Instruction as a result of the 2012 classroom observations.

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

Professional development that would assist Woodridge Staff in meeting our academic challenges would be opportunities and encouragement for teachers to collaborate on grade levels and thus support each other by sharing Researched Based Instructional Strategies that have been successful in increasing student achievement. We should receive support from the instructional coach on the importance of data driven classrooms and how to specifically use the data to aid in increasing students' knowledge. Teachers should be allowed to observe master classrooms both on and off campus where Differentiated Instruction and other teaching strategies are being used on a consistent basis. Our staff will benefit from attending the ASCD Conference to enhance skills in reading and math through interactive training on Leading and Managing Differentiated Instruction, Professional Learning Communities for Teaching and Learning and Differentiated Tools and Strategies to support RTI. The IRA conference will support our teachers with reading strategies in all grade levels. Another conference that will assist our teachers is the NCTM Conference. Teachers will learn best practices in mathematics and science and learn how to engage students in activities that bring relevance to the real world. Book Studies should be used as a school-wide tool so that different grade levels can share Researched Based strategies that work and collaborate across grade levels. These Professional Learning Activities will be useful in supporting instruction and improving student achievement.

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

7) Describe the process the school will use to recruit highly qualified and effective teachers.

The Human Resources Department conducts a preliminary screening of all candidates using an electronic application system (Paperless Tracking System –PATS). The principal post positions on PATS and qualified candidates apply for the job. The Principal interviews the highly qualified candidates and makes a selection after the interview. The Staff Services Department works with teachers to make sure they comply with the federal mandates of being highly qualified. The Human Resource Department sends certification information to the school principal. That information is used to schedule teachers according to their certification.

For teachers and paraprofessional who do not meet the Highly Qualified (HQ) status, the Human Resources Department develops a Professional Learning Plan (PLP) to address their needs. Title II A and Title I funds may be used to assist the candidate in meeting the requirements. The principal is made aware of the PLP.

8) List strategies that the school employs to retain highly qualified and effective teachers.

To retain highly qualified staff members, administrators provide a forum for dialogue between teachers and administrators. This provides teachers with opportunities to have a greater voice in decision-making. Some factors that influence the retention rate of staff members are: dealing more effectively with student discipline; making our school safer; decreasing class-size; staff development; DCSD and local professional learning workshops; increasing parental involvement; providing needed resources for teachers; and maintaining student academic performance.

9) Describe the professional development activities that will be implemented to support new highly qualified teachers.

- Assign TSS to new teachers (0-2 years previous experience)
- Schedule a formal time for mentors and mentees to meet at least once per month
- Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles.
- Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results.
- Conduct weekly grade-level meetings to discuss strategies regarding instruction, communication, documentation, and available resources.
- Maintain a list of faculty members with identified expertise in specified areas.
- Conduct book study groups
- Provide pertinent links regarding research, professional learning opportunities, and suggested materials.
- Instructional coach engages in informal observations and provides constructive feedback to assist with facilitating effective learning strategies for all students.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)

10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.

- Georgia Common Core Standards and Frameworks are used in conjunction with DCSD curriculum maps to assist educators in selecting appropriate assessments.
- School based assessments are developed and/or utilized by teachers to differentiate the learning. Data retrieved from STAR, Accelerated Reader, teacher developed pre-tests, and Early Intervention Program (EIP) checklists is used to analyze the strengths and weaknesses of each teacher's student population. The data is used to identify strategies that will be infused into the lesson plans to facilitate learning for all academic levels.
- During weekly grade-level meetings, teachers brainstorm and share strategies that can be used to assist students that have ongoing academic challenges in the classroom.
- A Better Seeking Team (Leadership Team), composed of teachers and select staff members, will share questions/concerns that are cross curricular in order to gain additional strategies from individuals on varying grade-levels.
- Professional Learning Workshops are scheduled based on a needs analysis that is developed based on the feedback from faculty and staff at Woodridge Elementary.

Teachers select tests from resources that align with the curriculum and the CRCT. Teachers use self-made tests developed to assess that what was taught also aligns with the CRCT. Teachers implement these tests based on observations, notes, running records, independent observations, previous report cards, standardized test scores, and technology based assessments (Star, AR, Benchmarks, etc...).

Teachers monitor site- based academic assessments by observing students in real time academics. This also includes but is not limited to individual, small group, and whole group task performance. (Ex. Discussions and/or projects, etc...)

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.

- Teachers review data with administrators during weekly meetings
- Teachers chart individual scores to develop and recognize differentiated levels
- Teachers develop weekly instructional lesson plans to address students that are accelerated, on grade-level, and below grade-level.
- Teachers develop Level I Plans with modifications for remediation, and group students for instruction in all content areas.
- Alternative assessments are used to measure progress and to assist with remediation or acceleration of individual lessons during the instructional day.
- Students engage in flexible groups and rotate to learning centers to reinforce the essential skills.

Teachers use self-made tests developed to assess that what was taught also aligns with the CRCT and technology based assessments (Star, AR, Benchmarks, etc). These assessments are then used to inform the teacher of the academic level of each student, in order to

help the teacher recognize what students are in need of additional assistance, and the areas in which these students need specific support. The assessment assists in identifying which students are capable of moving to the next level of enrichment. The site-based assessment helps teachers revise daily instructions by forming flexible groups, clusters, peer tutoring, and individualized instruction.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)

12) Describe the procedures in place to identify students who need additional assistance on a timely basis.

Teacher Observations are used in each content area to identify struggling students that need assistance. These teacher observations are used daily after a skill has been taught to identify and assist students experiencing difficulties. Weekly Reading Selection Tests (StoryTown) and periodic Math Assessments are used to identify struggling students in a timely manner. Students experiencing difficulty are also identified through performance on six-week Pre and Post Benchmark assessments in reading and mathematics. Ongoing formative and summative assessments are also utilized. Woodridge also utilizes Title I Afterschool Tutorial to identify and assist students in a timely manner.

13) Describe how and when data are reviewed to ensure that student progress is occurring.

Student data is reviewed during weekly grade-level team meetings with administration. Standardized and periodic benchmark results are analyzed to determine students' strengths and weaknesses. Individual teachers also adjust lesson plans to meet academic needs of students for re-teaching and enrichment purposes. Strategies and techniques are developed based on the data. Data is also reviewed with parents during conferences to give strategies to parents that could be used to enhance the student's academic performance. The RtI and SST reviews student's data in an effort to gauge student progress.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.

Teachers participate in a mandatory in-service for identification of at-risk students provided by the school counselor, school psychologist, and school social worker. Weekly grade level meetings serve as a tool in which teachers and administrators collaborate to develop and implement instructional strategies that is to be used in the classroom. Meetings encourage collegiality and provide teachers a forum to constructively review what is working and what is not. Utilizing an array of informal and formal assessments, monitoring and observation of student progress information, along with student performance data, teachers are able to draw from relevant data and the experience of colleagues to create better learning strategies in order to cope with increasing standards. Administrators make formal and informal classroom visitations to monitor the implementation of newly learned strategies. The instructional coach delivers professional learning opportunities during faculty meetings and conducts after school study groups on best

practices for instructional planning. The instructional coach also models classroom instruction to ensure that teachers exhibit a deep understanding of subject matter. The instructional coach also helps teachers with the difficult job of planning differentiated instructional activities based on current and relevant student performance data.

15) Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

. The school provides opportunities that detail what the school will do to help the parents through curriculum night, open house, and Title 1 parental involvement meetings. Additional assistance available to students at the school is online instruction and web-based instruction. Teachers recommend literary materials to parents that could be used to both enhance academic performance and aid in remediation at home with the student.

An extensive effort is made each school year to communicate academic requirements and standards imposed by NCLB and the State of Georgia to parents, stakeholders, and students. Students who fall below standards are offered extensive support along with appropriate encouragement to bring achievement above standards. Every effort is made to include parents in the process of helping children achieve and exceed minimum standards. Timelines that affect children are explained during individual conferences and during an annual meeting. Parents are encouraged to meet with administration and faculty to arrive at a plan of action for children to help students exceed standards.

Based on CRCT scores, Level I Plans are developed for students who have failed to meet minimum standards. Parents are contacted to meet with teachers to discuss strategies that will be used to assist students to meet rising core curriculum standards. The school has three evening conference nights for parents to review student progress. When students fail to meet standards, an “At Risk” letter is generated to fully inform parents of probable retention. The letter is sent along with the January grade report. At this time, a parent conference is set up concerning probable retention.

During the second semester of each school year, a conference is scheduled to meet with parents to review the child’s progress. After CRCT test scores are received, a “Probable Retention” letter is sent to parents for those students who are failing in reading and/or math. Parent conferences are held over the summer advising parents of the results of the CRCT and other performance data and the possibility of the child’s being retained in the same grade. Students who received scores at Level 1 in Reading for third grade and both Reading and Math in fifth grade on the CRCT Spring 2013 and/or CRCT retest June 2013 will be registered for the Rising Scholars Summer School Program.

Woodridge has opportunities to increase parental understanding of the Georgia State standards and assessments. The Georgia Performance Standards and the criteria that students must meet in order to pass are shared with parents during PTA Meetings. Parents

will receive training about ways they could help their children become successful. Parents will acquire new knowledge then transfer their learning at home with take-home activities that help their child prepare for and succeed in school. The curriculum focuses on three parenting skill areas: study skills, note taking, and test taking. Make and Take Evenings offer parents the opportunity to become stakeholders in the education of their children. Numerous monthly activities to assist parents to become active participants in their child's school performance through study skills, homework rituals and routines, conferencing skills with the classroom teacher, and opportunities to make and take activities/games to further promote student knowledge.

By having more of a proactive approach to the identified problems of our community, we can address social and academic weakness. This will elevate the level of concern all stakeholders should have and encourage more participation in the educational process, which in turn will raise student achievement.

Plans for Assisting Children during Transitions (ESEA Mandate #6)

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

Our plans for assisting student transition from pre-kindergarten to kindergarten include a kindergarten readiness workshop for current Pre-K parents. During this workshop, a kindergarten teacher reviews the expectations for kindergarten and tells parents about the skills their child needs in order to be successful in kindergarten. In the transition from kindergarten to first grade, teachers conduct a parent-teacher conference. At this time, teachers provide an overview of skills that children have learned throughout the year and explain how these skills will be built upon in the following year. The PTA Open House, held in September is an opportunity for teachers to provide general information relevant to the new school year. Teachers discuss curriculum, discipline procedures, and what is expected of students during the year. The Woodridge Student Handbook is distributed at registration. Parents and their children are encouraged to read and discuss the information contained in the brochure. In order to ensure an easier transition from one grade to another, the current teachers meet with the following year's teacher to discuss information and academic expectations. This gives the students' current teacher the opportunity to share this information with his/her students at the end of the school year. Teachers also meet throughout the school year for cross curriculum training to discuss and close achievement gaps between grade levels. The ESOL students receive English language lessons in small group settings. They are evaluated to assess their yearly growth. Assisting student transition from Woodridge to Miller Grove Middle School begins in the spring of each school year when fifth grade students are given a tour of the middle school in May. In addition, parents and students are invited to attend an Open House for rising sixth grade students. The administrators, with recommendations from the fifth grade teachers, decides the placement of each individual student. Each placement is then discussed with the counselor and staff at Miller Grove Middle School. Students are given a registration form to be signed by their parents and returned to Woodridge Elementary. The API at Woodridge then forwards the registration forms to

Miller Grove Middle School. The API and counselor visit fifth grade classrooms to discuss guidelines and expectations, and to answer questions that students may have. Permanent folders are purged and boxed for Miller Grove in May.

Support Services for Student Learning

17) 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:

The school counselor is available for the entire student body. Counseling services may be individual or group. Classroom guidance lessons are taught to motivate students to achieve and enhance decision-making and problem solving skills, as well as to develop responsible behavior. Likewise, the counseling program involves guidance activities that build self-esteem and promote tolerance and respect for one another. Woodridge also has a program that matches students with staff members who desire to serve as mentors.

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

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

School Counselors:

Psychologists:

Student Support Specialists:

Social Workers:

School Nurses:

Attendance and Tardy - The Counselor and Social Worker work together to keep up with attendance and tardy issues. Once a staff member has reported that a student has been absent for more than 3-4 days, an advisory phone call is made to the parents. When students are absent 5 days, we request that the parent attend a conference to address the absences. After 6 days, the county generates an official letter informing the parent of the serious nature of a child’s missing 5 or more days. It is sent first to the school counselor and the counselor sends the letter to the parent. The counselor continues to document phone calls, parent meetings, and warnings to the parent regarding excessive absences. The features of the program are in place to directly encourage student attendance which directly impacts student achievement.

Student/Family Crisis – The Counselor and Social Worker work closely together to address any student or family crisis that is reported to school officials, faculty or staff. Any crisis is reported and logged in the E-SIS system by the Counselor and forwarded to the Social Worker. In most cases, parents are called to the school for a conference. If it is a child abuse case, the Social Worker contacts the Department of Family and Children Services. The school counselor provides parents with the names and phone numbers of outside agencies to assist them with their child’s academic, social, and emotional concerns.

Student Support Team (SST) – The Counselor works closely with the Assistant Principal, School Psychologist, Speech Pathologist, and the LTSE (Lead Teacher of Special Education) to provide intervention and assist students with special needs that hinders the social, emotional, and academic advancement of the child. These methods of interventions are initiated and completed through our SST process, which consists of 4 Tiers to monitor students’ progress.

Strategies to Increase Parental Involvement (ESEA Mandate #5)

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

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

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

The above strategies increase parental involvement by giving parents the opportunity to play an active role in their child’s education: in essence bridging the gap between home and school. When parents attend workshops and conferences they learn strategies to help their child in reading, math, social studies and science.

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

X	Student/Parents Handbook	X	Newsletters
X	School Website	X	Calling Post

X	DCSD Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter (ESEA Mandate)	X	AYP Status Letter (ESEA Mandate)
X	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
X	DCSD and School Parental Involvement Policy (Title I Mandate)		

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

Parents, community members are asked to participate on committees in all areas of the CSIP development, implementation and maintenance. Our goal is to bring the stakeholders into our decision-making process so that they will feel ownership. They are aware and constantly reminded of their importance to the success of Woodridge Elementary.

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

The compact is a written commitment indicating how all members of a school community – Teachers, parents, principals, students, and concerned citizens- agree to share responsibility for improving student achievement. Specifically, the Title I Compact identifies shared responsibilities to help children achieve high standards; communicate effectively and frequently between home and school; build capacity for the school-family partnership through volunteering and training; and include parents in decisions that affect the school and their children. Ideally, the compact brings both agreement and action on these shared responsibilities, forming a partnership among the school, families, students and the community to help children learn and achieve high standards.

The Parent Involvement Policy is designed to raise the academic achievement of students. Woodridge Elementary School encourages involvement of parents through an active Parent Volunteer Program and an active PTA. Parents are encouraged to assist in scheduled activities at the school throughout the school year. Our policy was developed jointly with the principal, school council and PTA board. Meetings were held with administrators, teachers, parents, and/or community agencies to review and revise the Parental Involvement Policy. Copies were distributed and explained during registration, Open House and PTA meetings to all parents of Title 1 children. The document is maintained at the school and made available to the local community and for monitoring by the state and federal agencies. It is updated periodically to meet the changing needs of parents and the school.

Stakeholder Communication (ESEA Mandate #10)

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

Teachers and administrators will communicate assessment results to stakeholders by utilizing progress reports, first and second semester report cards, Parent-Teacher Conferences, telephone conferences, and Title I Parent Meetings. Administrators will also hand deliver test results to parents and interpret the results for them during summer months. To further assist parents in interpreting test results, all parents will receive an Interpretation Guide.

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

Woodridge Elementary School will provide the disaggregated data results to school stakeholders through Parent Teacher Association (PTA) Meetings, community meetings, business-partners collaboration, our school-based website, newsletters, and a data display in the main lobby of the school.

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

The CSIP will be communicated through PTA Meetings, community meetings, and the school-based website. Each grade chair and department chair will have a copy of the CSIP that the staff can access. The staff will also be able to access the CSIP on the DCSD website and in our First Class Schoolhouse. A copy of the plan will also be available in the main office.

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

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

The DeKalb County School District's Instructional Framework – CIAPL

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students' reading and math levels, their students' learning styles as reflected in the knowledge-base of multiple intelligences, and their students' individual aspirations for achievement in school.

1. Diagnose the needs of students and create an appropriate Classroom Profile Summary.

- Power Standards
- Multiple Intelligences
- Formative Assessment Strategies
- Instructional Strategies

2. Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano’s High Yield Strategies, and instructional assessment strategies within the context of Webb’s Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.

3. Plan engaging lessons:

- Three-part lesson (opening, work period, and summary)
- Essential question(s)
- Engaging instructional activities based upon the identified power standards and depth of knowledge

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

4. Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

5. Utilize formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards.

6.Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

7.Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record, and follow the process until all standards have been taught and mastered by all students.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

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

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

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership*

that Works, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

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

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSD Implementation Resource Supplement*, then a citation and abstract of the pertinent research is required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

Identified Need	Action Plan and Page #	Citation and Abstract
Implement Differentiated Instruction (D.I) in Reading using StoryTown K-5;	Language Arts P. 22-23	Focus on five essential components of reading using differentiated instruction. www.gadoe.com
Create flexible Math groups which allow students to achieve on their individual levels.	Mathematics P. 24-25	Tomlinson, C. (1995) “How to Differentiate Instruction in Mixed-Ability Classrooms.” Sept. 2006 from Eric Data Base.
Foster inquiry based science learning with hands- on/minds-on activities through cooperative groups.	Science P. 26-27	Wise, Kevin. “Strategies for Teaching Science: What Works?” The Clearing House, July/August 1996. pp. 337-338.
Provide hands-on experiences in Social Studies to increase student learning	Social Studies P. 28-29	Brophy, J. & Alleman, J. (1997). “How Might We Use Research to Inform Curriculum Development?” Sept. 18, 2006.
Promote Parent Involvement to increase attendance/promotion rates	Attendance P. 30-31	http://www.wcedr.wisc.edu/FAST Parents improve student achievement and attendance.

*If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title I Funds will be used to support student achievement and/or school improvement as follows: Two full time and one part time Title I Teachers; April and May 2013. one Academic Enrichment Liason; and certified teaching staff for after-school; Implementation of the After School Tutorial Program for students functioning below grade level in math and reading; Purchase of manipulative math and other instructional materials for students participating in the After School Tutorial Program, (Crosswalk Coach Books reading and Math), Xerox Paper; Professional learning opportunities for teachers Parental Involvement Meetings, which provide parents information about testing and test data; Parental Involvement activities that will provide parents with support in math and reading.
State Funds	Per pupil funds will be used for materials and supplies.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	DCSD provides a local staff development budget for professional learning. This provides funds for teacher professional learning. Additionally, local funds will be used to provide support to teachers to enhance learning in the classroom.
Grants (list)	
PTA	Funds will be used as follows: The purchase of student Agendas and Couriers in order to facilitate parent/teacher communication; Underwriting of Student Field Trips; Support of the Student Citizen of the Month Program with special awards; Purchase of instructional and other consumable classroom materials needed to support student achievement.
Partners in Education	
Other (list)	

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

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: Students in grades 3rd – 5th will increase from 78% to 88% of students who will meet or exceed expectations on the Reading Spring 2013 CRCT.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instructional Standard 2.3 Performance Action 1 Provide professional learning on differentiated instruction for all teachers. Plan appropriate support and follow-up, provided quarterly by the leadership team and in collaborative teacher meetings. Collaboratively develop lessons with the Special Education teachers 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 and group support and application of the concepts. Students are provided time to share the concepts orally or in writing.</p>	<p>State (PL) Funds \$500.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Professional Learning Liaison • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Professional Learning Schedules • Sign-in Sheet • Agenda • Performance Task and Lesson Plans • Group Assignments • Printers • STAR Reading • STAR Math • Accelerated Reader • Xerox Paper • Crosswalk Coach Books 	<p>Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.</p>
Assessment Standard 3.1	Title 1	Ongoing August 2012	• Student data	Students who need

<p>Performance Action 4 Group students not meeting standard(s) according to assessment results and assign to safety net instruction, which is to occur before, during, and after school. Offer programs such as after-school tutorial, which are considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p>	<p>\$7500 \$28,790.69</p>	<p>to May 2013</p> <ul style="list-style-type: none"> • Academic Academic Data Coach • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Formative assessment • Summative assessments • Safety Net rosters • Other program rosters with assessment results. • Accelerated Reader, Math Facts in a Flash, Early Literacy and Star Reading Renewal, Training and Software • Leveled Readers • SuccessMaker • IPADS w/Wireless Hub Cart 	<p>additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how program or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p>Instructional Standard 2.3 Performance Action 1 Require teacher participation in professional learning on differentiated instruction. Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings.</p>	<p>State (PL) Funds \$500.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Professional Learning Liaison • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Professional Learning Schedules • Sign-in Sheet • Agenda • Performance Task and Lesson Plans • Group Assignments • CRCT, STAR Reading & Math 	<p>Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.</p>
<p>Professional Learning 1.1 Performance Action 4 Focus whole faculty meetings on ways to improve teaching and learning in the school.</p>	<p>State (PL) Funds \$500.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Teachers • Principal 	<p>Agendas and Minutes</p> <p>Book Studies:</p> <ul style="list-style-type: none"> • <i>Writing from the Beginning...and Beyond (Thinking</i> 	<p>Administrators demonstrate the analysis of student work during whole faculty meetings.</p> <p>School leadership can</p>

		<ul style="list-style-type: none"> Assistant Principal Professional Learning Liaison Pearson Trainers 	<p><i>Maps)</i></p> <p>Research articles, periodicals, etc. shared with the staff</p> <p>Pearson Supplies</p> <p>ELA, Reading & Math Training & Software</p>	<p>articulate and discuss current school-wide results from benchmarks, common formative assessments, etc.</p> <p>Teachers can articulate how faculty meetings are helping them to improve instructional practices and student learning.</p> <p>Pearson trainers will visit school to conduct an intensive 2 day CCGPS training.</p>
<p><u>Students with Disabilities Instructional Standard 2:</u> Make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students; readiness levels, learning styles, interests, and personal goals. 1) Provide explicit instruction to promote language/vocabulary development - Provide language-rich environments - Explicitly teach “World Words.”</p>	<p>\$14,080.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> Academic Data Coach Teachers (regular/special ed.) Principal Assistant Principal Lead Teacher Special Education 	<ul style="list-style-type: none"> Collaborative planning meeting dates Agendas/Minutes Lesson plans Classroom observations data Focus walk data Professional Learning for Common Core-2 Professional Development Workshops 	<p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>

<p>- Provide explicit instruction in content-specific vocabulary</p> <p>2) Drastically increase the number of “practice turns” and targeted feedback that is provided.</p> <p>- Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time.</p> <p>- Provide small group instruction with differentiated, targeted feedback.</p> <p>- Maximize every second of instructional time.</p> <p>Performance Action 3 When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none">• Ensuring that both adults are actively teaching the entire instructional segment.• Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching: station teaching, parallel				
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teaching, and alternative teaching.				
<p><u>English Language Learners*</u> Performance Standard 2 Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	N/A	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • ESOL/ELL Teacher • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Posted standards • Lesson plans • Student created activities and projects • CD/Cassette Player 	<p>Teachers and students are aware of posted standards and can articulate how they related to the lesson. Lesson plans exist and utilize WIDA CCGPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.</p>
<p><u>Technology Integration</u> Instruction Standard 2.7 Performance Action 2 Teachers effectively use technology to:</p> <ul style="list-style-type: none"> • Provide real world application • Enhance students research skills • Differentiate instruction to maximize student learning • Promote differentiation and instruction aligned to individual needs • Promote content research; and • Require conceptual application of the 	\$28,790.69	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Teachers • Principal • Assistant Principal • Teacher Librarian • Technology Teacher 	<ul style="list-style-type: none"> • Computers • Lesson or unit plans • LCD projectors • iPads w/Wireless Hub Cart • Media center/lab use schedule • Student work enhanced by technology • Performance tasks incorporating technology • Research Projects • CD/Cassette Player • Accelerated Reader, Math Facts in a Flash, Early Literacy and Star 	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

standards			Reading Host, Renewal, Training and Software <ul style="list-style-type: none"> • SuccessMaker 	
<p>Student, Family, and Community Involvement and Support Standard 1 Performance Action 1</p> <p>Continue to provide Parent Liaison to increase parental involvement to improve student achievement in the area of reading and math.</p>	<p>Title I Funds (Parental Involvement) \$4,418.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Parent Liaison • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Parent Invitation • Flyers for the community • Dates on School marquee' • Email communications • Newsletters • Sign-in Sheet • Session Agendas 	<p>Parents can communicate and implement newly acquired strategies/topics/ideas from parenting skills training. Parents explain how they support the school in assisting students with their learning needs.</p>

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

Mathematics Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: Students in grades 3 rd – 5 th will increase from 66.66% to 76% of students who will meet or exceed expectations on the Math Spring 2013 CRCT.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instructional Standard 2.3 Performance Action 1 Promote teachers participation in professional learning on differentiated instruction Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings. Collaboratively develop lessons with the Special Education teachers 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 and group support and application of the concepts. Students are provided time to share the concepts orally or in writing.</p>	<p>State (PL) Funds \$500.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Professional Learning Liaison • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Professional Learning Schedules • Sign-in Sheet • Agenda • Performance Task and Lesson Plans • Group Assignments • Printers • CRCT STAR Reading & Math • Accelerated Reader • Leadership Summit for Team Building Activity • ELA, Reading & Math Training & Software 	<p>Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.</p>
<p>Assessment Standard 3.1 Performance Action 4</p>	<p>Title 1 \$7500</p>	<p>Ongoing August 2012 to May 2013</p>	<ul style="list-style-type: none"> • Student data • Formative assessment 	<p>Students who need additional assistance in</p>

<p>Group and assign students in grades 3rd – 5th not meeting standard(s) according to assessment results, and provide said students to safety net instruction, which occurs before, during, and after school. Programs such as after-school tutorial are also considered as a means for meeting additional instructional needs. Monitor all extended learning sessions for effectiveness by analyzing data from assessments on a regular basis.</p>		<ul style="list-style-type: none"> • Academic Data Coach • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Summative assessments • Safety net rosters • Other program rosters with assessment results. • On Core Mathematics 	<p>meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how program or interventions are enhanced, changed, or eliminated based on assessment results.</p>
<p>Professional Learning 1.1 Performance Action 4 Develop a professional learning plan that focuses on ways to improve the best practices that are supported by the Division of Teaching and Learning.</p>	<p>State (PL) Funds \$500.00 \$14,080.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Teachers • Principal • Assistant Principal • Professional Learning Liaison • Pearson Trainers 	<p>Agendas and minutes</p> <p>Book Studies:</p> <ul style="list-style-type: none"> • <i>Good To Great</i> • <i>Classroom Instruction that Works</i> <p>Research articles, periodicals, etc. shared with the staff</p> <p>Pearson Supplies</p> <p>Professional Learning for Common Core-2 Professional Development</p>	<p>Administrators demonstrate the analysis of student work during whole faculty meetings.</p> <p>School leadership can articulate and discuss current school-wide results from benchmarks, common formative assessments, etc.</p> <p>Teachers can articulate how faculty meetings are helping them to improve instructional practices and student learning.</p>

			Workshops	Pearson trainers will visit school to conduct an intensive 2 day CCGPS training
<p><u>Students with Disabilities Instructional Standard 2:</u> Make appropriate use of 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"> • Reinforce effort rather than misperceived innate ability • Provide explicit instruction (“I do it, we do it, you do it”) • Explicitly teach students strategies to approach word problems • Teachers model “thinking aloud” and provide students opportunities to think aloud (i.e., talk through the decisions they make and the steps they take) <p>Performance Action 3 Maximize personnel and</p>	\$28,790.69	Ongoing August 2012 to May 2013 <ul style="list-style-type: none"> • Academic Data Coach • Teachers (regular/special) • Principal • Assistant Principal • Lead Teacher Special Education 	<ul style="list-style-type: none"> • Collaborative planning meeting dates • Agendas/Minutes • Lesson plans • Classroom observations data • Focus walk data • Accelerated Reader, Math Facts in a Flash, Early Literacy and Star Reading Host, Renewal, Training and Software • SuccessMaker 	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

<p>instruction when co-teaching by:</p> <ul style="list-style-type: none"> Ensuring that both adults are actively teaching the entire instructional segment. Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching: station teaching, parallel teaching, and alternative teaching. 				
<p><u>English Language Learners*</u> Performance Standard 2 Post WIDA and GCCS standards in classrooms and implement in lesson plans and class activities.</p>	<p>N/A</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> ESOL/ELL Teacher Teachers Principal Assistant Principal 	<ul style="list-style-type: none"> Posted standards Lesson plans Student created activities and projects CD/Cassette Player 	<p>Teachers and students are aware of posted standards and can articulate how they related to the lesson. Lesson plans exist and utilize WIDA GPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.</p>
<p><u>Technology Integration</u> Instruction Standard 2.7 Performance Action 2 Teachers effectively use technology to:</p>	<p>N/A</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> Academic Data Coach Teachers 	<ul style="list-style-type: none"> Computers Lesson or unit plans LCD projectors iPads w/Wireless Hub Cart 	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide</p>

<ul style="list-style-type: none"> • Provide real world application • Enhance students research skills • Differentiate instruction to maximize student learning • Promote differentiation and instruction aligned to individual needs • Promote content research; and • Require conceptual application of the standards 		<ul style="list-style-type: none"> • Principal • Assistant Principal • Teacher Librarian • Technology Teacher 	<ul style="list-style-type: none"> • Media center/lab use schedule • Student work enhanced by technology • Performance tasks incorporating technology 	<p>examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>
<p>Instructional Standard 2.3 Performance Action 1 Require teacher participation in professional learning on differentiated instruction. Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings.</p>	<p>State (PL) Funds \$500.00</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Professional Learning Liaison • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Professional Learning Schedules • Sign-in Sheet • Agenda • Performance Task and Lesson Plans • Group Assignments 	<p>Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.</p>
<p>Student, Family, and Community Involvement and Support Standard 1 Performance Action 1 Create Parent Liaison position to increase parental involvement to improve student achievement in the area of</p>	<p>Title I Funds (Parental Involvement)</p>	<p>Ongoing August 2012 to May 2013</p> <ul style="list-style-type: none"> • Parent Liaison • Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Parent Invitation • Flyers for the community • Dates on School Marquee' • Email communications • Newsletters • Sign-in Sheet 	<p>Parents can communicate and implement newly acquired strategies/topics/ideas from parenting skills training. Parents explain how they support the school in assisting</p>

mathematics.			• Session Agendas	students with their learning needs.
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan				
Annual Measurable Objective: Students in grades 3 rd – 5 th will increase from 58.33% of students who will meet or exceed expectations on the Science Spring 2013 CRCT to 68%.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Professional Learning Communities</u> <u>Professional Learning 1: 1.1 Performance/ Action 4</u> Focus whole faculty meetings on ways to improve teaching and learning in the school.	\$28,790.69	Ongoing August 2012 - May 2013 <ul style="list-style-type: none"> • Academic Data Coach • Teachers • Principal • Assistant Principal 	Agendas and Minutes Book Studies Student Work Samples Benchmarks Accelerated Reader, Math Facts in a Flash, Early Literacy and Star Reading Host, Renewal, Training and Software	Administrators demonstrate the analysis of student work during whole faculty meetings. School leadership can articulate and discuss current school-wide results from benchmarks, common formative assessments, etc. School leadership can assess and diagnose current culture to determine which aspects support continuous improvement. Teachers can articulate how faculty meetings are helping them to improve instructional practices and student learning.
<u>Differentiated Instruction</u> <u>Instruction Standard 2:2.3 Performance/ Action 3</u>	\$1,000.00 Title I Funds Prof.	Ongoing August 2012 – May 2013 <ul style="list-style-type: none"> • Academic 	Student work Unit plans End of unit	Teacher can describe different ways to scaffold learning (read aloud/think aloud, collaborative pairs, shared reading, math manipulatives, etc.). Teachers can

<p>Use standards as the expectation for learning, but assess the needs of their students prior to instruction. Pace and present classroom instruction based on student' levels of understanding</p>	<p>Learning Fund</p>	<p>Data Coach</p> <ul style="list-style-type: none"> • Teachers • Principal • Assistant Principal 	<p>products</p> <p>Analysis of formative assessments</p> <p>Leveled texts on topics aligned to standards</p>	<p>explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the standards.</p>
<p><u>Technology Integration</u></p> <p><u>Instruction Standard 2: 2.7</u> <u>Performance/Action 2</u></p> <p>Utilize the interactive boards and other forms of media technology to promote real world applications to enhance student learning.</p>	<p><u>N/A</u></p>	<p>Ongoing August 2012-May 2013</p> <ul style="list-style-type: none"> • District Trainer • Teachers • Principal • Assistant Principal 	<p>Computers</p> <p>ELMO Document Viewer</p> <p>Lesson/Unit plans</p> <p>LCD projectors</p> <p>iPads w/Wireless Hub Cart</p> <p>Media center/lab schedule</p> <p>Student work enhanced by technology</p> <p>Performance</p>	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

			tasks incorporating technology CD/Cassette Player	
<p><u>Assessment</u></p> <p><u>Assessment Standard 2:2.4</u> All teachers will:</p> <ul style="list-style-type: none"> - Use a comprehensive and balanced approach to diagnostic, formative, and summative assessment. - Align desired results with appropriate assessments types. - Ensure assessment tasks (e.g., constructed-response test items, reflective assessments, academic prompts, and culminating performance tasks and projects) complement and enhance student achievement and reinforce students' ability to self-monitor and self-evaluate. <p>Performance/Action 1 Teachers will:</p> <ol style="list-style-type: none"> a. Understand the different types and purposes of assessment and evaluation. This may include authentic, screening, formative, summative, informal, and diagnostic and/or performance assessments. b. Use this knowledge to 	<u>N/A</u>	<p>Ongoing August 2012-May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Teachers • Principal • Assistant Principal 	<p>Classroom observations</p> <p>Student Work</p> <p>Assessment results, etc.</p>	<p>On-going assessment becomes institutionalized as a means to measure student progress and plan for instruction. Teachers are able to articulate what their students know and understand and plan accordingly for next steps.</p>

<p>determine the most effective assessments to measure student progress.</p>				
<p><u>Students with Disabilities</u></p> <p><u>Instructional Standard 2:</u> Make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students; readiness levels, learning styles, interests, and personal goals.</p> <p>3) Provide explicit instruction to promote language/vocabulary development</p> <ul style="list-style-type: none"> - Provide language-rich environments - Explicitly teach “World Words.” - Provide explicit instruction in content-specific vocabulary <p>4) Drastically increase the number of “practice turns” and targeted feedback that is provided.</p> <ul style="list-style-type: none"> - Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time. - Provide small group instruction with differentiated, targeted feedback. - Maximize every second of instructional time. <p><u>Performance/Action 3</u> Maximize personnel and instruction when co-teaching by:</p>	<p><u>N/A</u></p>	<p>Ongoing August 2012- May 2013</p> <ul style="list-style-type: none"> • LTSE • Teachers • Principal • Assistant Principal 	<p>Collaborative planning meeting dates</p> <p>Agendas</p> <p>Minutes</p> <p>Lesson Plans</p> <p>Classroom observation data</p> <p>Focus walk data</p>	<p>Lesson plans and observation indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>

<p>-Ensuring that both adults are actively teaching the entire instructional segment -Utilizing flexible and small group instruction when able by implementing the preferred models of co-teaching.</p> <ul style="list-style-type: none"> • Station Teaching • Parallel Teaching • Alternative Teaching 				
<p><u>English Language Learners*</u></p> <p><u>Instructional Standard: Research Based Strategies for English Language Learners Performance/Action 4</u></p> <p>Highlight and post key vocabulary terms on effective living and visual word walls in classrooms</p>	<p><u>N/A</u></p>	<p>Ongoing August 2012- May 2013</p> <ul style="list-style-type: none"> • ESOL Teacher • Teachers • Principal • Assistant Principal 	<p>Posted terms Word Walls</p>	<p>Students can locate posted terms and articulate how they are incorporated into daily lessons to reinforce vocabulary development.</p>

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

Social Studies Action Plan				
Annual Measurable Objective: Students in grades 3-5 will increase from 60% to 70% of students who will meet or exceed expectations on the Social Studies Spring 2013 CRCT.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Professional Learning Communities</u> <u>Professional Learning 1: 1.1 Performance / Action 4</u> Focus whole faculty meetings on ways to improve teaching and learning in the school.	\$28,790.69	Ongoing August 2012- May 2013 <ul style="list-style-type: none"> • Academic Data Coach • Teachers • Principal • Assistant Principal 	Agendas and Minutes Book Studies Student Work Samples Accelerated Reader, Math Facts in a Flash, Early Literacy and Star Reading Host, Renewal, Training and Software	Administrators demonstrate the analysis of student work during whole faculty meetings. School leadership can articulate and discuss current school-wide results from benchmarks, common formative assessments, etc. School leadership can assess and diagnose current culture to determine which aspects support continuous improvement. Teachers can articulate how faculty meetings are helping them to improve instructional practices and student learning.
<u>Differentiated Instruction</u> <u>Instruction Standard 2: 2.3 Performance / Action 2</u> Use differentiated instruction to meet individual needs. Plan weekly differentiated	\$1,000 Title 1 Funds	Ongoing August 2012- May 2013 <ul style="list-style-type: none"> • Academic Data Coach 	Student work Unit plans End of unit products	Teacher can describe different ways to scaffold learning (read aloud/think aloud, collaborative pairs, shared reading, math manipulatives, etc.). Teachers can explain how different performance tasks require different skills.

<p>instruction support and follow-up both as an administrative team and in collaborative grade level meetings. Follow-up may include modeling lessons, teacher observations.</p>		<ul style="list-style-type: none"> • Teachers • Principal • Assistant Principal 	<p>Analysis of formative assessments</p> <p>Leveled texts on topics aligned to standards</p>	<p>All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the standards.</p>
<p><u>Technology Integration:</u></p> <p><u>Instructional Standard 2: 2.7</u></p> <p><u>Performance / Action 2</u></p> <p>Utilize the interactive boards and other forms of media technology to promote real world application and to enhance student learning.</p>	<p>N/A</p>	<p>Ongoing August 2012-May 2013</p> <ul style="list-style-type: none"> • District Trainer • Teachers • Principal • Assistant Principal • CTSS 	<p>Computers</p> <p>Lesson or unit plans</p> <p>LCD projectors</p> <p>IPADS w/Wireless Hub Cart</p> <p>Media center/lab use schedule</p> <p>Student work enhanced by technology</p> <p>Performance tasks incorporating technology</p> <p>CD/Cassette Player</p>	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

<p><u>Assessment: Assessment Standard 2: 2.4</u> All teachers:</p> <ul style="list-style-type: none"> c. Use comprehensive and balance approach to diagnostic, formative, and summative assessment. d. - Align desired with appropriate assessment types. - - Ensure that assessment task (e.g., constructed-response test items, reflective assessment academic prompts, and culminating performance tasks and projects) complements and enhances student achievement and reinforces students' ability to self-monitor and self-evaluate. <p>Performance/Action2</p> <p>Teachers will:</p> <ul style="list-style-type: none"> e. Understand the different types and purposes of assessment and evaluation. This may include authentic, screening, formative, summative, informal, diagnostic, and/or performance assessments. f. Use this knowledge to determine the most effective assessment to 	<p>N/A</p>	<p>Ongoing August 2012- May 2013</p> <ul style="list-style-type: none"> • Academic Data Coach • Teacher • Principal • Asst. Principal 	<p>Classroom Observation</p> <p>Student Work</p> <p>Assessment results, etc.</p>	<p>On-going assessment becomes institutionalized as a means to measure student progress and plan for instruction. Teachers are able to articulate what their students know and understand and plan accordingly for next steps.</p>
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measure student progress.				
<p><u>Students with Disabilities</u> <u>Instructional Standard 2:</u> Make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students; readiness levels, learning styles, interests, and personal goals.</p> <p>5) Provide explicit instruction to promote language/vocabulary development</p> <ul style="list-style-type: none"> - Provide language-rich environments - Explicitly teach “World Words.” - Provide explicit instruction in content-specific vocabulary <p>6) Drastically increase the number of “practice turns” and targeted feedback that is provided.</p> <ul style="list-style-type: none"> - Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time. - Provide small group instruction with differentiated, targeted feedback. - Maximize every second of instructional time. <p><u>Performance/Action 3</u> Maximize personnel and instruction when co-teaching by:</p> <ul style="list-style-type: none"> -Ensuring that both adults are actively teaching the entire instructional segment -Utilizing flexible and small group instruction most of the time by implementing the preferred models of co-teaching. 	N/A	<p>Ongoing August 2012- May 2013</p> <ul style="list-style-type: none"> • LTSE • Teachers • Principal • Assistant Principal 	<p>Collaborative planning meeting dates</p> <p>Agendas</p> <p>Minutes</p> <p>Lesson Plans</p> <p>Classroom observation data</p> <p>Focus walk data</p>	<p>Lesson plans and observation indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>

<ul style="list-style-type: none"> • Station Teaching • Parallel Teaching • Alternative Teaching 				
<p><u>English Language Learners*</u></p> <p><u>Instructional Standard:</u> Research Based Strategies for English Language Learners.</p> <p>Performance/Action4 Highlight and post key vocabulary terms on effective living and visual word walls in classrooms.</p>	<p><u>N/A</u></p>	<p>Ongoing August 2012- May 2013</p> <ul style="list-style-type: none"> • ESOL Teacher • Teacher • Principal • Asst. Principal 	<p>Posted Terms</p> <p>Word Walls</p>	<p>Students can locate posted terms and articulate how they are incorporated into daily lessons to reinforce vocabulary development.</p>

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

Second Indicator: Attendance/Graduation Rate Action Plan				
Annual Measurable Objective:				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSD Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Student, Family, and Community Involvement and Support Standard 1:1.1 Performance/Action 1</u>	PTA Partners in Education	Ongoing : August 2012- May 2013 <ul style="list-style-type: none"> • Principal • Assistant Principal • Counselor • Social Worker • Teachers • Attendance Secretary 	Bulletin Board of Classrooms with 100% Attendance Each Month. Monthly Attendance Report. Weekly Attendance Reports. Attendance Contracts.	Improved CRCT Scores Decrease in the Number of Students that are Absent 15 or More Days.
Implement County automated phone call system to parents of absent students.				
Initiate calls to parents regarding absences and tardiness after three days.				
Provide more immediate feedback for perfect attendance of entire classes.				
Use attendance contracts (Tier II				

Intervention) for students with 3 – 5 unexcused absences.				
School Culture Standard 1:1.4 Performance/Action 1 Initiate monthly recognition bulletin board of students meeting 100% attendance.				

Library-Media Action Plan				
Annual Measurable Objective: To increase the percentage of students meeting and exceeding standards in Reading from 78% to 88.7% as measured by 2013 CRCT.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Instructional Standard 2.1 Performance/Action 4</u> Collaborate with teachers to enhance the participation in library media programs. The Teacher-Librarian provides resources and services to support school-wide content areas.	N/A	8/2012 – 5/2013 <ul style="list-style-type: none"> • Principal • API • Teachers • Teacher-Librarian 	Media Center Schedule Collaborative Planning/Teaching Log Research Projects Circulation Statistics	Improved CRCT Scores
<u>Instructional Standard 3.2 Performance/Action 2</u> Provide instructional strategies to improve comprehension and critical thinking skills by promoting the following reading programs: <ul style="list-style-type: none"> • DeKalb County 25 Book Campaign Initiative • Accelerated Reader • Six Flags 6-Hour Reading Program • Book-It 	\$3,000 Library Media Allotment	<ul style="list-style-type: none"> • Principal • API • Teachers • Teacher-Librarian • Academic Data Coach 	25 Book Campaign Log Monthly AR Reports Circulation Statistics Reading Logs	Improved CRCT Scores
<u>Technology Integration Instructional Standard 3.2 Performance/Action 2</u>	N/A	<ul style="list-style-type: none"> • Principal • API • Teachers 	Student work samples	Improved CRCT Scores

Incorporate the use of Destiny-online library resources, GALILEO, Discovery Education, and other technology applications to maximize student learning.		<ul style="list-style-type: none">• Teacher-Librarian• Technology Teacher	Equipment Check-out log	
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Professional Learning Plan (ESEA Mandate #4)					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Professional Learning Standard 1: 1.2 Performance/Action 1	Teachers will generate and share ideas for improvement during grade level planning that will be scheduled during the day and after school.	Ongoing August 2012-May 2013	Master Schedule Agenda Sign-in sheets	Teacher will be able to collaborate and plan lessons effectively
	Professional Learning Standard 1: 1.5 & 2.5A Performance/Action 1	Collaborate as teachers to solve specific individual, grade-level, and school-wide challenges as they directly pertain to student achievement.			
	Professional Learning Standard 1: 1.1 Performance/Action 4	Improve student achievement and discipline by observing highly effective teachers.	Selected teachers will have the opportunity to visit highly effective classrooms that teach rigor and utilize higher order thinking skills. Teacher will provide feedback about classroom practice.	Ongoing August 2012-May 2013	Observation Feedback Forms
		“Rigor is Not a Four-Letter Word” by Barbara R. Blackburn will be utilized	Ongoing	-Group-	

	Increase student achievement with the school-wide implementation of techniques and methods attained from professional learning on best practices through learning communities	during monthly book study group to support and enhance classroom instruction. Grade levels will also have regular learning community team meetings.	August 2012-May 2013	generated lists of “What We Choose To Use To Improve”. Master Schedule Agenda Sign-in sheets	Improved ITBS & CRCT Scores Increase in GPA
Federal	<p>Professional Learning Standard 1: 1.5 Performance/Action 1</p> <p>Improve students’ written and verbal communication skills across all content areas by increasing vocabulary and reading comprehension skills.</p> <p>Professional Learning Standard 1: 1.5 Performance/Action 1</p> <p>Improve students’ problem-solving abilities by using a variety of methods and strategies with a focus on real world situations and applications.</p>	<p>Staff will participate in CCGPS Training in all content areas</p> <p>Purchase materials to enhance standards-based classroom instruction. Attend approved reading and math conferences.</p>	Ongoing August 2012-May 2013	<p>25 book campaign log</p> <p>Student portfolios</p> <p>District Pre- and Post Benchmarks</p> <p>Math Journals</p> <p>Lesson Plans</p> <p>Classroom Observations</p> <p>Focus Walks</p> <p>Conference Redelivery upon return</p>	<p>Improved ITBS & CRCT Scores</p> <p>Improved 5th Grade Writing Scores</p> <p>Improved 3rd Grade Writing Portfolio Ratings</p>

	<p>Professional Learning Standard 1: 1.5 Performance/Action 1</p> <p>Integrate effective technology into the learning process.</p>	<p>Staff will participate in technology training provide real world application and to enhance students' skills in all content areas.</p>	<p>Ongoing August 2012-May 2013</p>	<p>Lesson Plans Computer generated reports Classroom Observations Focus Walks Student Work Samples</p>	<p>Improved ITBS & CRCT Scores</p> <p>Increased use of technology to enhance student learning</p>
<p>Grants</p>	<p><u>N/A</u></p>				
<p>Local</p>	<p>Professional Learning Standard 2: 2.4 & 2.5A Performance/Action 7</p> <p>Provide support for each content area to meet targeted progress for reading, math, and language arts. Assist with meeting standards in all content areas by utilizing Instructional support.</p>	<p>Teachers observe classrooms and provide feedback about classroom practices observed, then implement instructional suggestions.</p>	<p>Ongoing August 2012-May 2013</p>	<p>Observation Feedback Forms</p> <p>Lesson Plans</p> <p>Classroom Observations</p> <p>Focus Walks</p>	<p>Improved ITBS & CRCT Scores</p> <p>Teacher will be able to collaborate and plan lessons effectively to meet the needs of students</p>

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSD Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Planning and Organization Standard 4: 4.1 Performance/Action 3</p> <p>With the help of the Student Support Specialist, the Safe School Committee will develop a Positive School Discipline Plan to curtail ISS and OSS referrals.</p>	None	<p>August 2012- May 2013</p> <ul style="list-style-type: none"> • Student Support Specialist • Teachers • Principal • Asst. Principal • Counselor 	<p>Written school discipline plan Classroom rules posted</p> <p>Mentoring List</p> <p>Behavior Contracts</p> <p>Counselor’s Small Group Meeting Log</p> <p>Agenda Planner</p> <p>Awards/Certificates</p> <p>Positive Phone Calls</p> <p>Excellent Lunch Behavior Chart</p>	<p>An identifiable discipline plan has been established and posted in each classroom.</p> <p>Students who need behavioral support will consult with the school counselor. Students with chronic behavioral problems will receive interventions such as behavior contracts, mentoring and parent/teacher conferences.</p> <p>The Safe School Committee has an established criterion for recognizing students “Caught Being Good.”</p> <p>Students are consistently recognized over the intercom system and on an “Excellent Lunch Behavior” chart for their positive and responsible behavior in the classroom, lunchroom and school wide.</p>

<p>Planning and Organization Standard 4: 4.1 Performance/Action 2</p> <p>With the assistance of the Student Support Specialist, The Safe School Committee will</p> <p>- establish and implement a routine and systematic process for analyzing school discipline data using the following criterion:</p> <ul style="list-style-type: none"> • Grade level • Gender • Location and time of infraction • Teacher referral • Repeat offenders 	<p>None</p>	<p>August 2012- May 2013</p> <ul style="list-style-type: none"> • Teachers • Principal • Asst. Principal • Counselor • Bookkeeper • Secretary 	<p>Sign-in sheets</p> <p>Agendas</p> <p>Minutes</p> <p>Discipline Reports</p>	<p>Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.</p>
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Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and cited from the <i>DCSD Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Leadership Standard: Teacher Retention Implementation Performance/Action 2</p> <p>The school will adhere to the DCSD Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:</p> <ul style="list-style-type: none"> • Assign TSS to new teachers (0-3 years previous experience) • Schedule a formal time for mentors and mentees to meet at least once per month • Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles • Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results 	None	August 2012-May 2013 TSS New Teacher Principal Asst. Principal	TSS guidelines TSS assignment list Scheduled TSS meeting times Teacher Observations New Teacher Survey	New teachers can provide feedback on how the TSS program provides support by completing a New Teacher Survey. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Teacher observations reflect progress in the areas of instruction and classroom management.
<p>Leadership Standard: Teacher Retention Implementation Performance/Action 5</p> <p>Schedule monthly individual conferences</p>	None	August 2012-May 2013 New Teacher	Teacher Observations New Teacher Meeting Log	School leaders facilitate the monthly meetings with new teachers and/or administrators, and discuss what concerns and supportive actions need to be taken.

<p>with all new teachers and administrators to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.</p>		<p>Principal</p>	<p>Follow-Up Letter</p>	
<p>Leadership Standard: Teacher Retention Assessment and Planning Performance/Action 2</p> <p>Conduct a needs assessment as the Teacher Retention Committee to determine strengths and areas in need of improvement.</p>	<p>None</p>	<p>August 2012- May 2013</p> <p>New Teacher</p> <p>Principal</p>	<p>Surveys</p> <p>Attrition data</p> <p>TKES results</p> <p>Professional Development Plans</p>	<p>Committee members can describe the process and timeline for completion of the teacher retention needs assessment. A written copy of the results exists and is utilized to plan for improvement.</p>

Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Intervention (Performance Actions should be selected and cited from the <i>DCSD Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence