

**DeKalb County School System**

***Consolidated School Improvement Plan  
2010-2012***



Published by the Office of School Improvement  
Dr. Morcease Beasley, Interim Deputy Superintendent of Teaching and Learning  
Dr. Audria Berry, Executive Director Office of School Improvement

**DeKalb County School System  
 CONSOLIDATED SCHOOL IMPROVEMENT PLAN 2010-2012  
 Title I School Wide Plan 2010-2012**

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

|   |   |
|---|---|
| <b>Elementary and Secondary Education Act (ESEA) of 1965<br/>         (Formerly known as ESEA)</b>  | Federal and State mandate<br>Required for all DeKalb County Schools   |
| <b>AdvancEd (SACS CASI)</b>   | Required for District-wide Accreditation  |
| <b>Georgia Department of Education Annual School Improvement Plan</b><br><br><b>AYP Addendum (as appropriate)</b><br><input type="checkbox"/> NI School Improvement Focus (NI-1 and NI-2)<br><input type="checkbox"/> Corrective Action (NI-3 and NI-4)<br><input type="checkbox"/> Restructure (NI-5+)   | Georgia DOE mandate<br>Required for all DeKalb County Schools<br><br>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. |
| <b>Title I</b><br><input checked="" type="checkbox"/> New Title I Schoolwide Plan<br><input type="checkbox"/> Annual Addendum<br><input type="checkbox"/> Targeted Assistance Plan  | Required for all Title I DeKalb County Schools<br>New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process  |
| <b>DeKalb County School System Departmental Action Plans</b><br><input checked="" type="checkbox"/> Professional Learning<br><input checked="" type="checkbox"/> Library-Media<br><input checked="" type="checkbox"/> School Climate<br><input checked="" type="checkbox"/> Teacher Retention<br><input type="checkbox"/> Career Technology (Middle and High Schools) | Required for all DeKalb County Schools  |

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**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:<br>Dr. Carolyn Thompson   | Date: |
| Area Assistant Superintendent:<br>Debra White  | Date: |
| Director, Department of Teaching and Learning:<br>Kelli Harris-Wright  | Date: |
| Executive Director, Office of School Improvement:<br>Dr. Audria Berry  | Date: |
| Coordinator Office of School Improvement:<br>Ateshia Lester  | Date: |
| Executive Director of Assessment and Accountability:<br>Anthony Eitel  | Date: |
| Interim Deputy Superintendent of Teaching and Learning:<br>Dr. Morcease Beasley  | Date: |

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

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

|   |
|---|
| <b>AdvancED (SACS CASI) Accreditation Standards</b> |
| 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                |

|                                   |
|-----------------------------------|
| <b>Georgia School Key Strands</b> |
| 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.  | Earnest Brown                    |                               |             |
| 2.  | Marci Brown                      |                               |             |
| 3.  | Helen Branch                     |                               |             |
| 4.  | Kim Brault                       |                               |             |
| 5.  | Allison Glover                   |                               |             |
| 6.  | Denisha Solomon                  |                               |             |
| 7.  | Carolyn Thompson                 |                               |             |
| 8.  |                                  |                               |             |
| 9.  |                                  |                               |             |
| 10. |                                  |                               |             |
| 11. |                                  |                               |             |
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| 18. |                                  |                               |             |
| 19. |                                  |                               |             |
| 20. |                                  |                               |             |
| 21. |                                  |                               |             |

**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**

| <b>Participant/Role</b>   | <b>Printed Name</b> | <b>Signature</b> | <b>Date</b> |
|---|---------------------|------------------|-------------|
| School Principal<br>Carolyn Thompson                              | Carolyn Thompson    |                  |             |
| CSIP Facilitator<br>Rose Marie Lockett                            | Rose Marie Lockett  |                  |             |
| Parent Representative<br><b>(can not be a school employee)</b>    | Allison Glover      |                  |             |
| Student Representative<br><b>(required for High School)</b>       |                     |                  |             |
| Community Representative<br><b>(can not be a school employee)</b> | Helen Branch        |                  |             |
| Title I Representative  | Denisha Solomon     |                  |             |
| School Counselor  | Joy Gatewood        |                  |             |
| Special Education Representative                                  | Portia Dhanasekaran |                  |             |
| Reading/ELA Chair   | Cheryl Blandon      |                  |             |
| Math Chair  | Bridgette Thurman   |                  |             |
| Science Chair   | Jamar Marks         |                  |             |
| Social Studies Chair  | Patricia Parker     |                  |             |
| Professional Learning Liaison                                     | Tanya Blanchard     |                  |             |
| Other (specify)   |                     |                  |             |
| Other (specify)   |                     |                  |             |

**School Mission and Vision**

|   | <b>DeKalb County School System</b>   | <b>School</b>   |
|---|--|---|
| <p><b>Vision</b><br/>What is our image of a successful school for our stakeholders?</p> | <p>Our school will set the standard for excellence through unity and purpose. The school cannot live apart from the community.</p>   | <p>To provide an educational program designed to promote individual success and life-long achievement.</p>  |
| <p><b>Mission</b><br/>How will we make our vision a reality?</p>                        | <p>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.</p>   | <p>The mission of Dunaire Elementary School is to:</p> <ul style="list-style-type: none"> <li>• Fulfill moral obligation to provide students with optimal education with available resources.</li> <li>• Value the support that is given by our community and parents</li> <li>• Cultivate diversity amongst all cultures.</li> </ul> |
| <p><b>Values</b><br/>What beliefs and standards guide our mission?</p>                  | <ul style="list-style-type: none"> <li>▪ Value and promote parent involvement</li> <li>▪ Regard quality public education as essential</li> <li>▪ Honor universal human rights</li> <li>▪ Contribute to the common good of our community</li> <li>▪ Hold high expectations for ALL</li> </ul> | <ul style="list-style-type: none"> <li>▪ Increase rigor and academic achievement</li> <li>▪ Highly qualified workforce</li> <li>▪ Positive culture and climate</li> <li>▪ Communication and information</li> <li>▪ Student achievement</li> </ul>   |



**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:** Dunaire is located on South Indian Creek Drive in Stone Mountain, GA in central DeKalb. The current enrollment is 533 in Pre-K through fifth grade students. Enrollment is reflective of the community's diverse population of wide international influence. The demographics of Dunaire students are a detailed breakdown of ethnicity, gender, Students with Disabilities (SWD), and free and reduced lunch. 92% of the student population is predominately African American, 5% Hispanics, and the remaining 3% is Caucasian, Multi-Racial, and Asian. There are 287 males and 246 females enrolled at Dunaire. 7% of the students have been identified as Students with Disabilities and 5% are English Language Learners. Approximately 93% of Dunaire students receive free and reduced lunch.

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

**2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment.**

**Include the following information:**

- **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**

Two major factors played a role in the manner in which school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment for Dunaire Elementary School. The first factor was a school-wide planning meeting that took place in July of 2010. Key faculty members from several grade levels and special content areas met at Dunaire for two days to participate in planning sessions to discuss how the school could improve in meeting the needs of the students and all stakeholders. Faculty members participating were: (1)Carolyn Thompson-Principal, (2)Rose Marie Lockett- Assistant Principal, (3) Denisha Solomon-Third Grade, (4)Tanya Blanchard –First Grade, (5)Valerie Stridiron-Third Grade, (6)Joy Gatewood-Counselor, (7) Maxine Clarke-Fourth Grade, (8)Ruffin Washington-Health and Physical Education Specialist, (9) LaToya Jowers- Technology Specialist, and (10)LaFran Law-Hill- Media Specialist. Administrators met prior to the actual meetings to develop an agenda for each session. Input was sought from other stakeholders such as parents and a community representative.

In preparation for the school wide improvement sessions, disaggregated data was collected from the Georgia Criterion Referenced Competency Tests, Iowa Tests of Basic Skills, Third and Fifth Grade Writing Assessments, Adequate Yearly Progress Reports, and the Governor's K-12 Report Card. In addition to the testing data, information was collected from parents regarding the demographical makeup of the school. Since Dunaire is a highly transient school, mobility rates, attendance rates, free /reduced lunch, and homeless

rates were determined to be of significant value to staff members in assessing and analyzing the needs of the school during the planning sessions. At the conclusion of the July planning session, a Powerpoint presentation was developed and was shared with staff during the August 2010 Pre-planning Week. The plan is continuously updated and revised as new data is collected.

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

In the fall of 2009, school stakeholders and the CSIP Steering Committee determined in a planning session that the Comprehensive Needs Assessment would be completed by all stakeholders, community members, faculty, parents, students, and partners of education in the winter of 2010. Surveys were taken by employees and students. In addition, parents completed paper copies of the surveys that were filled out and returned as well. Importantly, the instructional goals, mission, and the vision of the school were considered in the needs assessment. School goals, mission and vision were reviewed, discussed and approved as is done annually. Steering committee members met in the spring and the summer of 2010 to make revisions based on the comprehensive needs assessment.

**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.**

Dunaire Elementary School is a Title I Distinguished School. It was also chosen to be one of the fourteen elementary schools to implement the America’s Choice School Design, which is a school reform for improving school achievement. There is a collaborative process in place facilitating the development of a shared vision. Dunaire promotes quality instruction by cultivating a learning environment that is supportive of teaching and learning. The school experienced an increase in achievement rates on the Reading (10%), Language Arts (6%) and Math CRCT (23%), and the 5<sup>th</sup> Gr. Writing assessment, where there was a 9% increase.

Teachers’ years of experience and educational backgrounds are major strengths of the school. The staff is committed to improving their capacity to provide rigorous instruction for the students, as evidenced by the number of staff participating in professional learning activities provided by the school, the district, and outside agencies.

Dunaire has created Professional Learning Communities throughout the staff. Teachers are allotted time for daily collaborative planning with grade level peers and support personnel assigned to their respective grade level. A focus on data-driven standards-based instruction is also a priority at Dunaire. The staff disaggregates data frequently, which allows them to place a laser-like focus on student achievement, and drive curriculum modification when needed. Technology offerings at Dunaire have been enhanced to provide additional resources for students and staff. Mobile computers (2 labs), and Promethean Boards were added to the inventory during the 2009-10 school year, with plans to purchase additional resources during the 10-11 year.

**5) Write a narrative summarizing your school’s challenges. Data sources from comprehensive needs assessment must be included in the narrative to support findings.** A major challenge for Dunaire School is its transiency. Attendance data during 2009 school year indicates an 80% turnover rate of students. Over 90% of students receive free or reduced lunch, indicative of a high poverty rate also reflected on the Title I data.

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

The professional literature needed to address the challenges are Teaching Children of Poverty, Classroom Instruction that Works, and Ways to Increase Student Achievement Teaching of Mathematics.

**Instruction by Highly Qualified Teachers (ESEA Mandate #3)**

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

Several policies, procedures, initiatives and programs are in place to recruit and retain highly qualified instructors at Dunaire Elementary School.

Each year the DeKalb County School System recruits highly qualified teachers through the DCCS Job Fair, city-wide job fairs, and university visits. Dunaire faculty members also refer potential teaching candidates for interviews. In addition, the school's website informs potential teacher candidates about the school and the school system through visuals, animations and descriptions of current events.

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

Highly qualified instructors are retained through initiatives and programs which encourages teachers to continue their tenure at Dunaire School and the DeKalb County School System. Teacher Support Specialists work with new teachers to provide a teacher network and mentoring opportunities. Holiday celebrations, birthday bashes, and staff recognition celebrations are held to promote staff unity and to encourage comradery and collegiality among staff. Numerous professional learning and graduate school opportunities exist for new teachers

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

Teacher Support Specialists work with new teachers to provide a teacher mentoring opportunities.

**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.**

Dunaire Elementary School has several measures in place to ensure that teachers have a voice in the decision-making process concerning academic assessments. Dunaire has a data room which is regularly updated to display disaggregated results from benchmark assessments, DRA results, CRCT results, and a plethora of pertinent information that teachers may use to drive instruction. In grade level planning meetings teachers are able to discuss how particular assessments are going to affect students on their grade level. They decide how to implement those findings for assessment in a particular subject area or for the entire instructional program. They also analyze the assessment results to determine how to tailor the instructional program so that every student's needs/learning style can be addressed. Moreover, teachers use data to list resources and incentives that are needed to support and motivate students to excel. Faculty/Learning Community Meetings also play a role in the decision making process. At Learning Community Meetings, teachers participate in in-services for particular assessments. Teachers receive in-services on particular assessments. They are able to ask questions, address issues and concerns. The third measure in place involves the grade level/small learning community meeting. Each teacher on a specific grade level works collaboratively to plan standards-based lessons. All grade level chairs serve on the Leadership Team. An additional measure is professional learning opportunities. Workshops provide detailed information on specific

assessments. After participating in these workshops, teachers are able to implement specific strategies and utilize assessments in the instructional program.

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

The CRCT and the ITBS test scores are analyzed to determine areas of academic strengths and weaknesses. The data derived from these results enables teachers to create a plan that is specifically focused for each student in the classroom. These results are also used to determine the target areas which need more attention.

Another assessment that is used to assist teachers with developing an individually focused program for their students is the DCSS Benchmark Tests. These tests are administered at the beginning and end of the six-week instructional period. Beginning benchmark results provide baseline data that reveal which skill areas are deficient. Baseline data is also a tool to determine skills students have already mastered so that enrichment can be provided. Benchmark results at the end of the six-week period provide information needed to develop a prescriptive plan for targeted instruction. Differentiation is included throughout instructional delivery in every classroom to assure engagement of students of all levels of learning ability.

In the area of reading, several forms of assessments are used to monitor the students' progress in reading. The DRA 2 is given three times a year. Math Navigator is a program that is used as a safety net for students who need additional math support on math skills. Literacy Navigator is a program that is used to enhance reading comprehension skills of students who are functioning just at grade level. The Star Reader test is administered twice a year to determine whether or not reading skill growth has taken place.

All test results are used to develop a Level I Plan for each student who is at-risk. Throughout the school year, students' work is collected and a portfolio is maintained to document student support data. Authentic assessments are used as an alternative form of assessment and are analyzed to determine how students performed on a specific skill. All of this information is used to identify whether or not students need additional assistance in academics. The student portfolios are then reviewed and discussed with parents during parent teacher conferences. Based on the student data that is collected for each student, additional assistance is provided to fulfill the academic need.

**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.**

At-risk students are identified by the general education teacher, special area teachers, administrators, or special education teachers. The student data (CRCT, ITBS, Benchmark Tests for ELA and Math, Star Readers, Study Island, RTI, and GKIDS) is reviewed continuously throughout the school year.

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

Content-related feedback is provided to the students every 4.5 weeks in the form of a grade report summary and progress report. Teachers use rubrics and commentaries as a form of written feedback in all content areas. Student conferences are conducted weekly to identify instructional needs and set goals.

**14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.** Standards Based Instruction, Identifying Similarities/Differences, Reinforcing & Recognizing Efforts, Thinking Maps and DOK.

**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.**

Four parent-teacher conferences are held throughout the school year. Parents have an opportunity to meet with their child's teacher to discuss their child's progress in academic areas. In addition to these conferences, there are four Level I parent- teacher conferences that are designed for the students who are not meeting standards. Teachers share testing information and classroom observations. Collaboratively the teacher and the parent create goals and devise an action plan to support the child's learning.

**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.).**

Several strategies are used to assist students during transition from early childhood programs to elementary programs. The parents of students entering Pre-Kindergarten receive mailings that detail the school's expectations of students and parents. The communications also provide an overview of the program. A contract is prepared for parents to sign that they understand expectations and the Pre-Kindergarten program. There is also a classroom orientation for the parents and students at the beginning of the year. At this orientation, parents receive a Pre-Kindergarten Family handbook that provides in depth information about Pre-Kindergarten standards and strategies to support their child at home. There is a Kindergarten readiness orientation for Pre-Kindergarten students entering kindergarten. It is sponsored by the Pre-Kindergarten Family Resource Specialist. At this meeting there is a parent information session and a tour of the kindergarten classrooms. This gives Pre-Kindergarten students and parents an opportunity to meet kindergarten teachers and to see kindergarten students in action. There is a middle school orientation program for fifth grade students

and their parents. This orientation enables them to become knowledgeable about the sixth grade programs and the middle school environment.

Students transitioning from one grade level to another, along with their parents, are invited to the annual open house in the fall. During the open house, teachers will cover the grade level curriculum, Georgia Performance Standards in all academic areas, expectations of students, and at-home strategies to support the curriculum. Lastly, there is a transition planning timeline for students with disabilities. Students following this timeline would participate in annual and ongoing I.E.P meetings, parent meetings, and student-teacher conferences.

**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:**

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

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

Student support personnel will support students by observing, evaluating and developing classroom interventions to be put into place for students who are struggling under the regular education setting. They implement instructional and/or disciplinary interventions or techniques to support the classroom teacher’s efforts to close any existing academic or behavioral gaps.

School Counselors: The school counselor works with students on all grade levels to ensure a smooth transition from one grade level to the next. Students are taught study and organizational skills that will prepare them for future learning. As students approach the fifth grade, they are exposed to the prerequisites for middle school success. Students learn about the scheduling differences, the importance of organization, class structuring, and peer dynamics that they will encounter upon entering middle school. Counselors work in collaboration with teachers and parents to make the transition from elementary school to middle school a pleasant experience.

Psychologists: The psychologist supports the school by providing consultation regarding students’ academic and behavioral status. Through direct contact and consultations with parents, teachers, administrators, and students, the school psychologist identifies



learning weaknesses, emotional issues or other problems that may prohibit students from making progress in school. The school psychologist makes recommendations about ways that the home and the school can partner their efforts to address students' needs.

Student Support Specialists: The Student Support Specialist supports the school through services and resources designed to foster a positive school climate and social skills development. Programs supported by this department have the specific aim of reducing and stopping violence, and eliminating tobacco, alcohol, and drug use. This department maintains documentation and files local, state, and federal reports to ensure the district's compliance with the Title IV and No Child Left Behind federal mandates, as well as Georgia Department of Education Standards for drug education. The Student Support Specialist Department promotes linkages with community agencies, schools, and the district.

Social Workers: The school social worker functions as a link between home, school, and community by bringing people together to promote the educational success of students. He/She intervenes when there is a social, familial, or economic challenge which impedes the learning process of students.

School Nurse: The responsibility of the school nurse is to advocate, educate, and provide resources to deliver general health services to students, and to provide appropriate health care in emergency situations. The school nurse administers medication, schedules dental screenings, administers first aid, reviews immunization records, and provides a variety of other health related services (including, but not limited to, vision, hearing, and attending 504 meetings). The vision is to identify and remove health barriers to insure every child enrolled in DeKalb County School System will have the opportunity to experience an optimal learning experience.

**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 |
|   | Parent Lending Libraries                       | √ | Pre-K Family Resource Specialists                |
| √ | Parental Involvement Workshops                 | √ | Title I Parental Involvement Conferences         |
| √ | Parental Involvement Survey/Summary            |   | Others (list here)                               |

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



Dunaire Elementary School views parental involvement as a critical component in the development of children’s academic achievement. Many activities have been implemented during the academic school year in order to increase parental involvement and enhance the quality of a student’s education. These activities and programs include:

- **Promotion and Retention Law” Parent Meetings (3<sup>rd</sup> and 5<sup>th</sup> Grades)**

These parent meetings are offered twice a year (first semester and second semester). These meetings are designed to help parents understand the promotion and retention law and how they affect their child/children.

- **Family Appreciation Events (Moms Modeling the Standards, Dads Making a Difference, and Grandparents Getting a Grip on the Standards)** Sponsored by Dunaire P.T.A., these programs not only provide healthy snacks but they also share parenting strategies that parents can use with their child in their social development.

- **Parenting Fair**

The Dunaire Parenting Fair is held once a year during the month of January. Parents can participate in a variety of workshops. The topics range from homework tips to testing strategies. Parent fair participation equips parents with strategies to help their child/children academically and socially and to monitor their child’s progress and feel like an active partner in their child’s learning.

In addition to these activities and programs, at the beginning of the school year, parents, teachers, and students review and sign a **Title I Compact**. When signing these compacts, all stakeholders are entered into a school-family partnership which plays an important role in students attaining expectations and meeting and exceeding academic standards. Also, during the school year, a **Testing Workshop** will be offered to parents in order to assist them in understanding the standardized testing and assessments that their children are required to take. Also, during this workshop, parents will have an opportunity to sit down with a teacher and discuss their child’s ITBS, CogAT, and previous CRCT scores. Once they have reviewed their children’s scores, parents will know their children’s educational strengths and weakness and can devise a plan of action. All of these activities and programs are publicized to parents through school flyers, newsletters or calling post telephone messages in a timely manner. For families that speak another language, efforts are made to translate information into a language that is understood by students and parents.

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

|   |   |   |               |
|---|---|---|---------------|
| √ | Parental Involvement Handbook for Parents | √ | Newsletters   |
| √ | School Website                            | √ | Calling Post  |
| √ | DCSS Website/Community.Net                | √ | Parent Portal |

|   |   |   |                                  |
|---|---|---|----------------------------------|
| √ | Parent Right to Know Letter (NCLB Mandate)                                | √ | AYP Status Letter (NCLB Mandate) |
| √ | Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate) |   |                                  |
| √ | DCSS 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 and community members work together with teachers and administrators in the planning of the school’s instructional program. Parents and community members were asked to participate in the development of the CSIP by serving on CSIP committees. Various parents and community members were asked to read and to participate in the revision of the CSIP by providing feedback on various components of the CSIP. The summary of CSIP information will be shared with the School Council and the PTA. Since the CSIP is a document that is constantly under review and revision, this will continue to be an on-going process.

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

The Title I Compact was developed and implemented during the month of September. The Compact included affirmations relating to the desired learning culture and climate of the Dunaire Elementary School Community.

**Stakeholder Communication (ESEA Mandate #10)**

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

Teachers and administrators are given several opportunities to interpret and articulate assessment results to stakeholders. Leadership team members are trained in data analysis during staff retreats, site-based sessions and data workshops. Leadership team members train all staff members in data analysis during pre-planning week, in-services, and during weekly professional learning community meetings.

Parent meetings are held several times per year and parent teacher conferences are held at least four times per year so that parents are informed about children’s progress and scores. Parents also receive student reports that summarize their children’s performance on benchmark, standardized, and criterion referenced tests.

The homeroom teacher is usually designated to share individual test results with parents. In grade levels that are departmentalized, meetings with the entire grade level may be held to discuss assessment results if requested. Teachers' conference with intermediate and upper grade students to share assessments results after unit assessments and when system-wide test results are received.

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

Parents and community members are informed about school-wide results by school newsletters, on-line school report cards, and AYP Reports. School Council and PTA Meetings are also settings where school-wide results are shared. Dunaire Elementary School's report card is accessible through the DeKalb County School System website. The school profile is also included with the CSIP and is available for parental review. Letters are sent home to inform parents of the school's AYP results.

Dunaire Elementary School views parental involvement as a critical component in the success of children's academic achievement. According to the results of parent surveys conducted in January of 2008, fifty percent of parents believe that they are actively involved in their children's education. Many activities have been implemented during the academic school year to increase parental involvement and enhance the quality of a student's education. These activities and programs include:

- **Annual Open House**

During the fall, the school and P.T.A. host an annual parent meeting where parents will have an opportunity to meet their child's teacher, listen to policies and procedures, receive course syllabi, discuss standards in all academic areas, and share expectations for the year for students and parents.

- **Parent-Teacher Conferences**

Four parent-teacher conferences are held throughout the school year. Parents have a chance to meet with their child's teacher and discuss their child's progress in academic areas. In addition to these conferences, there are four Level One parent- teacher conferences. These conferences are designed for the students that are not meeting standards. Teachers share testing information and observations and together with the parent, they create goals and devise an action plan in order to support the child's learning.

- **P.T.A. General Meetings**

Parents have a chance to meet staff and other parents while learning more about school events and programs. They voice their opinion about their child's school, and work with other parents in order to support the activities and programs that take place during the year.

- **School Council Meetings**

Parents and community members work together with teachers and administrators in the planning of the school's instructional program.

- **"Promotion and Retention Law" Parent Meetings (3<sup>rd</sup> and 5<sup>th</sup> Grades)**

These parent meetings are offered twice a year (first semester and second semester). These meetings are designed to help parents understand the promotion and retention law and how they affect their child/children.

- **“Meet and Greet”** Parents are given the opportunity to meet their child’s teacher (s). They are also given a “sneak peek” at what to expect for the upcoming school year.
- **Family Appreciation Events (Moms Modeling the Standards, Dads Making a Difference, and Grandparents Getting a Grip on the Standard)** Sponsored by Dunaire P.T.A., these programs not only provide tasty refreshments but they also share parenting strategies that parents can use with their child in their social development.
- **Parenting Fair**  
The Dunaire Parenting Fair is held once a year during the month of January. Parents can participate in several workshops. The topics range from homework tips to testing strategies. By participating in the parenting fair, parents are equipped with strategies to help their child/children, able to monitor their child’s academic progress, and feel like an active partner in their child’s learning.

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

The CSIP is made available to stakeholders by several means. A copy of the CSIP is available in the school’s Media Center and placed on the school system’s website. The CSIP plan is discussed at Title I Parent, PTA and School Council Meetings. The principal and assistant principals are available to share information or provide explanations regarding the CSIP to any person requesting additional assistance.

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.

**Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System**

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**

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|--|
| <b>in school.</b>  |
| 1. Diagnose the needs of students and create an appropriate Classroom Profile Summary. <ul style="list-style-type: none"><li>▫ Power Standards</li><li>▫ Multiple Intelligences</li><li>▫ Formative Assessment Strategies</li><li>▫ Instructional Strategies</li></ul> |
| 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.   |

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| <b>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.</b> |
| 3. Plan engaging lessons: <ul style="list-style-type: none"><li>▫ Three-part lesson (opening, work period, and summary)</li><li>▫ Essential question(s)</li><li>▫ Engaging instructional activities based upon the identified power standards and depth of knowledge</li></ul>  |

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

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| <b>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.</b> |
| 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. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 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 *DCSS 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.

| <b><u>Identified Need</u></b> | <b><u>Action Plan and Page #</u></b> | <b><u>Citation and Abstract</u></b> |
|-------------------------------|--------------------------------------|-------------------------------------|
|                               |                                      |                                     |
|                               |                                      |                                     |
|                               |                                      |                                     |
|                               |                                      |                                     |
|                               |                                      |                                     |

**\*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  | The Title I budget will support math and reading tutorials as well as professional learning opportunities for staff.   |
| State Funds  |  |
| GA DOE School Improvement Grant (Needs Improvement Title I Schools Only) |  |
| Federal School Improvement Grants  |  |
| Local Professional Learning Funds  | Professional Learning Funds  |
| Grants (list)  |  |
| PTSA   | PTA provides incentives for students.  |
| Partners in Education  | Partner in Education supports student achievement by providing school supplies, technology support, and a Health Wellness Program.                             |
| Other (list)   |  |

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

| <b>Reading/English/Language Arts Action Plan (NCLB Mandate #2)</b>  |                                       |   |   |  |
|---|---------------------------------------|---|---|--|
| <b>Annual Measurable Objective:</b>   |                                       |   |   |  |
| To increase the percentage of students performing at Level II and Level III on the reading portion of the state mandated Georgia Criterion- Referenced Competency from 73.3% to 80% in 2011   |                                       |   |   |  |
| <b>Intervention</b><br>(Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> )  | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>   | <b>Means of Evaluation</b>  |  |
|   |                                       |   | <b>Artifacts</b>  | <b>Evidence</b>  |
| <p><b><u>Differentiation</u></b><br/> <b>Instruction Standard 2:3</b><br/> <b>Performance/Action 3</b><br/>                     Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.</p> <p>Increase the implementation of flexible grouping, problem solving, integration of content, brainstorming, questioning strategies and multiple intelligences by participating in professional learning activities on Differentiated Instruction.</p> <p>Employ America's Choice Program Modified Design</p> | NONE                                  | August 2010-May 2011<br><br>Principal<br><br>Teachers<br><br>Instructional Coach<br><br>School Literacy Coach | Benchmark assessments, student projects, rubrics, lesson plans, and Focus Walks<br><br>DRA 2<br><br>Star Reader Pre/Post Test<br><br>Modeling<br><br>Student Portfolios<br><br>Reading Logs<br><br>Study Island<br><br>Accelerated Reader | CRCT Scores<br>ITBS Scores<br>Benchmark Scores<br>Accelerated Reader |
| <p><b><u>Three-Part Lesson</u></b><br/> <b>Instruction Standard 2:</b></p>  | Title I Budget \$2000                 | August 2010-May 2011  | Lesson plans, Focus Walks,  | CRCT Scores<br>Student Portfolios                                    |

|   |             |  |   |                    |
|---|-------------|--|---|--------------------|
| <p><b>Performance/Action 1</b><br/>Utilize the three-part lesson as an instructional framework for all lessons. The framework includes:<br/><b>Opening</b> - The beginning of the lesson clearly establishes the expected learning outcomes.<br/><b>Work Session</b> - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications.<br/><b>Closing</b> - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements.</p> <p>Use three-part lesson plan and DOK to support instruction, higher order thinking skills, and to incorporate rigor.</p> <ul style="list-style-type: none"> <li>▪ Thinking Maps</li> <li>▪ DOK</li> <li>▪ Standards Based Instruction</li> </ul> |             | <p>Teachers<br/>Principal<br/>API</p> <p>Instructional<br/>Coach</p>         | <p>Teacher<br/>Benchmark<br/>Tests</p> <p>Data<br/>Collection</p>               |                    |
| <p><b><u>GPS Commentary</u></b><br/><b>Assessment Standard 1:1.2</b><br/><b>Performance/Standard Action 1</b><br/>Provide students with specific commentary on student work and connect commentaries to the elements within the standards.</p>  | <p>NONE</p> | <p>August 2010-<br/>May 2011</p> <p>Teachers<br/>Instructional<br/>Coach</p> | <p>Lesson Plans<br/>Focus Walks,<br/>Benchmark<br/>Test, GPS<br/>Commentary</p> | <p>CRCT Scores</p> |



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| <p>performance level. Teachers will share with parents the Level 1 Plans that give strategies parents can use at home with their child.</p>   |  |  |  |   |
| <p><b><u>Tutorial/Safety Nets/ELT</u></b><br/> <b>Assessment Standard 3: 3.1</b><br/> <b>Performance/Action 4</b><br/>         Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p>   | <p>Title I Funds \$7313.00</p> <p>After-school Tutorial Workshop</p> <p>Safety Nets Activities</p> <p>Literacy Navigator</p> | <p>October 2010-May 2011</p>   | <p>August 2010-May 2011</p>  | <p>Student portfolios, Pre/Post Tests, DRA 2 Star Reader</p>  |
| <p><b><u>Students with Disabilities</u></b><br/> <b><u>Students with Disabilities 3.1 PA 3</u></b><br/>         When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>• Ensuring that both adults are actively teaching the entire instructional segment.</li> <li>• Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching             <ul style="list-style-type: none"> <li>- Station Teaching</li> <li>- Parallel Teaching</li> <li>- Alternative Teaching</li> </ul> </li> </ul> <p>Provide training for general education and</p> | <p>NONE</p>  | <p>August 2010-May 2011</p> <p>Teachers<br/>         LTSE<br/>         Paraprofessionals<br/>         Principal<br/>         API</p> | <p>Master Schedule, Collaborative planning, Classroom Observation data, Focus Walk data Lesson Plans, IEPs</p> | <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>CRCT Scores<br/>         Benchmarks</p> |

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| <p>special education teachers. Training will allow teachers to collaborate to meet the needs in a collaborative setting.</p> <ul style="list-style-type: none"> <li>• Provide teachers CPI training with nonviolent prevention intervention strategies.</li> <li>• Provide 504 training to general education teachers.</li> </ul>  |      |  |  |   |
| <p><b><u>English Language Learners PA.7</u></b><br/>Utilize flexible grouping with ample opportunities for students interaction:</p> <ul style="list-style-type: none"> <li>• Student- to- Student</li> <li>• Teacher- to-Student</li> </ul>   | NONE | August 2010-<br>May 2011<br><br>ESOL Teacher<br><br>Teachers                               | Diagnostic test results<br><br>Formative assessments, Lesson Plans, Grouping assignments     | Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.<br><br>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. |
| <p><b><u>Technology Integration:</u></b><br/><b>Instruction Standard 2: 2.7</b><br/><b>Performance/ Action 2</b><br/>Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> <ul style="list-style-type: none"> <li>▪ Promethean Board</li> <li>▪ Computers/Mobile Labs</li> </ul> | NONE | August 2010-<br>May 2011<br><br>Teachers<br><br>Technology Teacher<br><br>CTSS<br><br>IDMS | Promethean Boards, Computers, Digital Cameras, Study Island, Mobile lab, Overhead Projectors | Students can articulate how technology supports their learning.<br><br>Students can provide examples of work that has been enhanced by technology.<br><br>Level of comprehension has increased                                    |

| <ul style="list-style-type: none"> <li>Overhead projectors</li> </ul>  |  |   |  |   |
|--|--|---|--|---|
| <p><b>Mathematics Action Plan (NCLB Mandate #2)</b><br/>                 To increase the percentage of students performing at Level II and Level III on the math portion of the state mandated Georgia Criterion- Referenced Competency from 67% to 75.7% in 2011.</p>   |  |   |  |   |
| Intervention<br>(Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i> )   | Estimated Cost/Funding Sources                                   | Timeline and Positions Responsible  | Means of Evaluation  |   |
|  |  |   | Artifacts  | Evidence  |
| <p><b>Differentiation</b><br/> <b>Instruction Standard 2: 2.3</b><br/> <b>Performance/Action 3</b><br/>                 Utilize the Standards and State Frameworks as the curriculum/instruction lead. We will:</p> <ul style="list-style-type: none"> <li>Assess the needs of students prior to instruction.</li> <li>Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction effectively and appropriately.</li> <li>Provide Teacher Workshops that will target research-based strategies that will effectively provide faculty with verbal and written explanations for determining math solutions.</li> <li>Design student activities to promote math critical thinking skills.</li> <li>Use three part lesson plan and DOK to support instruction, higher order thinking skills, and to increase rigor.</li> </ul> | Title I Funds<br>\$2000<br>Teaching Student-Centered Mathematics | August 2010-May 2011<br><br>Teachers<br>Instructional Coach<br>Administrators | Performance task<br><br>Benchmark work<br><br>Student Portfolios<br><br>Collaborative teacher meeting<br><br>student learning logs<br><br>Teaching and scoring rubrics<br><br>Teaching charts<br><br>Focus Walks | Students can articulate the expectations for their work.<br><br><br>Students can explain how they use rubrics to revise their work. |

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| <p><b><u>Tutorial/ Safety Nets/ ELT Assessment 3:1: Performance/Action 4</u></b><br/>                 Group students not meeting standards according assessment results and assign to safety net instruction which occurs during and after school, including:</p> <ul style="list-style-type: none"> <li>• After School Title I tutorial</li> <li>• AC Navigator</li> <li>• Conferencing</li> <li>• Exploring Math Kit</li> <li>• Level I plans</li> <li>• Implement Georgia Online Assessment Application to familiarize students with the math CRCT format and to provide math skill practice.</li> <li>• Coach Materials</li> <li>• Study Island</li> <li>• NCTM Conference</li> <li>• Georgia Council of Teachers of Mathematics</li> </ul> | <p>Title I Funds \$7313.00</p> <p>Title I Funding-\$6,381</p> | <p>October 2010-May 2011</p> <p>Instructional Coach</p> <p>Teachers</p> <p>Administrators</p>                | <p>Conference notes</p> <p>Analyzed students work</p> <p>Level I Plans</p> <p>Teacher commentary</p> | <p>Teachers explain how they assess students' work with rubrics.</p> <p>Students revised work</p> <p>Teachers can identify the strengths and weaknesses of individual students.</p> <p>Teachers evaluate individual student progress to distinguish if they are progressing towards, meeting or exceeding set goals.</p> |
| <p><b><u>Students with Disabilities 3.1 PA 3</u></b><br/>                 When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>• Ensuring that both adults are actively teaching the entire instructional segment.</li> <li>• Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching</li> </ul>  | <p>NONE</p>   | <p>August 2010-May 2011</p> <p>Teachers</p> <p>LTSE</p> <p>Paraprofessionals</p> <p>Principal</p> <p>API</p> | <p>Master Schedule, Collaborative planning, Classroom Observation data, Focus Walk data</p>          | <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>   |



|  |             |  |   |  |
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| <ul style="list-style-type: none"> <li>- Station Teaching</li> <li>- Parallel Teaching</li> <li>- Alternative Teaching</li> </ul> <p>Provide training for general education and special education teachers. Training will allow teachers to collaborate to meet the needs in a collaborative setting.</p> <ul style="list-style-type: none"> <li>• Provide for teachers CPI training with nonviolent prevention intervention strategies.</li> <li>• Provide 504 training to general education teachers.</li> </ul> <p>Implement effective proactive and reactive strategies to promote responsible behavior</p> <ul style="list-style-type: none"> <li>• Implement effective rituals and routines.</li> <li>• Define behavioral expectations.</li> <li>• Provide large doses of encouragement and reinforcement.</li> <li>• Implement a Behavioral Intervention Plan that supports the behavior’.</li> </ul> <p>Model and expect students to “think aloud”</p> <p>Increase the utilization of manipulative to introduce math concepts.</p> |             |  |   | <p>CRCT Scores<br/>Benchmarks</p>  |
| <p><b><u>English Language Learners PA 7</u></b><br/>Utilize flexible grouping with ample opportunities for students interaction:</p> <ul style="list-style-type: none"> <li>• Student- to- Student</li> <li>• Teacher- to-Student</li> </ul>   | <p>NONE</p> | <p>August 2010-<br/>May 2011</p> <p>ESOL Teacher<br/><br/>Teachers</p> | <p>Diagnostic test results</p> <p>Formative assessments,<br/>Lesson Plans,<br/>Grouping</p> | <p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.</p> <p>Teachers and students are aware of posted standards and can</p> |

|   |      |   |   |  |
|---|------|---|---|--|
|   |      |   | assignments   | articulate how they relate to the lesson.  |
| <p><u>Technology Integration</u><br/> <b>Technology Integration:</b><br/> <b>Instruction Standard 2: 2.7</b><br/> <b>Performance/</b><br/> <b>Action 2</b><br/>                 Effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> <li>• Study Island</li> <li>• Mobile lab</li> <li>• Promethean Projectors</li> <li>• Overhead Projectors</li> </ul> | NONE | August 2010-<br>May 2011<br><br>Teachers<br><br>Technology<br>Teacher<br><br>CTSS<br><br>IDMS | Promethean<br>Boards,<br>Computers,<br>Digital<br>Cameras,<br>Study Island,<br>NCTM<br>Conference,<br>Mobile lab,<br>Overhead<br>Projectors | Students can articulate how technology supports their learning.<br><br>Students can provide examples of work that has been enhanced by technology.<br><br>Level of comprehension has increased |

| <b>Science Action Plan</b>   |                                       |  |  |  |
|--|---------------------------------------|--|--|--|
| <b>Annual Measurable Objective:</b>  |                                       |  |  |  |
| <ul style="list-style-type: none"> <li>To increase the percentage of students performing at Level II and Level III on the science portion of the state mandated Georgia Criterion- Referenced Competency from 70% to 73.3% in 2011.</li> </ul>   |                                       |  |  |  |
| <b>Intervention</b><br>(Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> )   | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>  | <b>Means of Evaluation</b>   |  |
|  |                                       |  | <b>Artifacts</b>   | <b>Evidence</b>  |
| <p><b><u>Differentiation</u></b><br/> <b>Instruction Standard 2: 2.3</b><br/> <b>Performance/Action 3</b><br/>                     Teachers use the standards as expectations for learning, but assess the needs of their students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to place and present classroom instruction differently based on the students' levels of understanding.</p> <ul style="list-style-type: none"> <li>Professional learning on DI strategies</li> <li>Collaborative planning for differentiation of strategies</li> <li>Implementation and Monitoring of DI strategies:                             <ul style="list-style-type: none"> <li>Flexible grouping</li> <li>Student portfolios</li> <li>Student choice (projects)</li> </ul> </li> </ul> <p>Utilize non linguistic representations to aid student understanding of scientific concept in grades K-5.</p> | NONE                                  | August 2010-<br>May 2011<br><br>Science Representative at school<br><br>Elementary Science Coordinator<br><br>Teachers<br><br>Technology Teacher | CRCT<br><br>ITBS<br><br>Student work<br><br>Lesson plans<br><br>Classroom arrangements<br><br>Observations | Students articulate the same expectations of the lesson although the task, grouping, and pacing may vary.<br><br>Teachers select instructional strategies that promote student understanding and application of science standards across the curriculum. |

|  |             |  |  |  |
|--|-------------|--|--|--|
| <p>Integrate science across the curriculum in all grades.</p> <p>Implement research strategies for participation in the Science Fair for 4<sup>th</sup> grade.</p>   |             |  |  |  |
| <p><b><u>Students with Disabilities PA 3:</u></b><br/>                 When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>○ Ensuring that both adults are actively teaching the entire instructional segment.</li> <li>○ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching                         <ul style="list-style-type: none"> <li>- Station Teaching</li> <li>- Parallel Teaching</li> <li>- Alternative Teaching</li> </ul> </li> </ul> <p>Implement effective proactive and reactive strategies to promote responsible behavior</p> <ul style="list-style-type: none"> <li>● Implement effective rituals and routines.</li> <li>● Define behavioral expectations.</li> <li>● Provide large doses of encouragement and reinforcement.</li> <li>● Implement a Behavioral Intervention Plan that supports the behavior'.</li> </ul> | <p>NONE</p> | <p>Principal<br/><br/>                 Assistant Principals<br/><br/>                 Teachers</p> | <p>Collaborative planning meeting dates<br/><br/>                 Agendas<br/><br/>                 Minutes<br/><br/>                 Classroom observation data</p> | <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><b><u>English Language Learners: PA 7</u></b><br/>                 Utilize flexible grouping with ample</p>   | <p>NONE</p> | <p>August 2010-<br/>                 May 2011</p>  | <p>Diagnostic test results</p>   | <p>Teachers can show examples of diagnostic and formative</p>  |

|  |             |                                       |  |   |
|--|-------------|---------------------------------------|--|---|
| <p>opportunities for student interaction:</p> <ul style="list-style-type: none"> <li>○ Student-to-student</li> <li>○ Teacher-to-student</li> </ul>   |             | <p>ESOL Teacher<br/><br/>Teachers</p> | <p>Formative assessments, Lesson Plans, Grouping assignments</p> | <p>assessments that have been used to determine flexible groups.<br/><br/>Teachers and students are aware of posted standards and can articulate how they relate to the lesson.</p>   |
| <p><b><u>Technology Integration</u></b><br/><b><u>Technology Integration:</u></b><br/><b>Instruction Standard 2: 2.7 Performance/ Action 2</b><br/>Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.<br/><br/>Utilize OAS to create science tests to meet requirements of CRCT Science Assessments and GPS Standards.</p> | <p>NONE</p> | <p>August 2010-<br/>May 2011</p>      | <p>Lesson Plans, rubrics, checklists, and projects</p>           | <p>Students work collaboratively to use technology to reinforce achievement of science standards.<br/><br/>Students can provide examples of work that has been enhanced by technology. Students demonstrate ownership of technology as a tool to balance their learning process for reinforcement of their ability to investigate and analyze data.</p> |

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

| <b>Social Studies Action Plan</b>   |                                       |  |  |  |
|---|---------------------------------------|--|--|--|
| <b>Annual Measurable Objective:</b>   |                                       |  |  |  |
| To increase the percentage of students performing at Level II and Level III on the reading portion of the state mandated Georgia Criterion- Referenced Competency from 65% to 73% in 2011.  |                                       |  |  |  |
| <b>Intervention</b><br>(Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i> )   | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>              | <b>Means of Evaluation</b>   |  |
|   |                                       |  | <b>Artifacts</b>   | <b>Evidence</b>  |
| <b>Differentiation</b><br><b>Instruction Standard 2: 2.3</b><br><b>Performance/Action 3</b><br>Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently. Utilize supplemental materials for grades K-5. Implement research strategies for participation in the Social Science Fair. Completion of two interdisciplinary projects (one per semester) in grades 1-5. <ul style="list-style-type: none"> <li>• US Studies Weekly</li> <li>• Georgia Studies Weekly</li> </ul> | Title I Funding-\$3,000               | August 2010-May 2011<br><br>Administrators<br>Teachers | Lesson Plans<br>Classroom observation data<br>Focus Walks<br><br>Social Studies Fair Projects<br>Chapter/Unit Tests<br>Rubrics | Teachers use instructional strategies for students to understand and apply social studies standards across the curriculum. Students demonstrate their knowledge of Social Studies standards based on unit tests, quizzes, interdisciplinary projects, and the on CRCT. |
| <b>Three-Part Lesson</b><br><b>Instruction Standard 2:</b><br><b>Performance/Action</b>   | N/A                                   | August 2010-May 2011                                   | Lesson Plans<br>Classroom observation data   | CRCT   |

|   |             |  |  |  |
|---|-------------|--|--|--|
| <p>1.Utilize the three-part lesson as an instructional framework for all lessons. The framework includes:<br/> <b>Opening</b> - The beginning of the lesson clearly establishes the expected learning outcomes.<br/> <b>Work Session</b> - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications.<br/> <b>Closing</b> - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding They link back to the opening and the targeted standard or elements.</p> |             | <p>Administrators<br/>Teachers</p>                                       |  |  |
| <p><b><u>Students with Disabilities PA 3</u></b><br/> Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching</p> <ul style="list-style-type: none"> <li>• Station Teaching</li> <li>• Parallel Teaching</li> <li>• Alternative Teaching</li> </ul> <p>Implement effective proactive and reactive strategies to promote responsible behavior</p> <ul style="list-style-type: none"> <li>• Implement effective rituals and routines.</li> <li>• Define behavioral expectations.</li> <li>• Provide large doses of encouragement and reinforcement.</li> </ul>   | <p>NONE</p> | <p>August 2010-<br/>May 2011</p> <p>Administrators<br/><br/>Teachers</p> | <p>Lesson Plans<br/>Classroom observation data<br/>Focus walk data</p> | <p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.</p> |

|  |     |  |                         |   |
|--|-----|--|-------------------------|---|
|  |     |  |                         |   |
| <p><b><u>English Language Learners: PA 7</u></b><br/>         Utilize flexible grouping with ample opportunities for student interaction:</p> <ul style="list-style-type: none"> <li>• Student-to-Student</li> <li>• Teacher-to-Teacher</li> </ul>   | N/A | August 2010 - May 2011<br><br>Administrators<br>Teachers | Grouping<br>Assignments | Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.                          |
| <p><b><u>Technology Integration-Instruction 2.7: PA 2:</u></b><br/>         Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> <li>• Class Multi-Media Projects</li> <li>• Mobile Labs</li> <li>• Discovery Education</li> </ul> | N/A | August 2010 - May 2011<br><br>Administrators<br>Teachers | Student work sample     | Examples are provided of student work that has been enhanced by technology as a set of tools and resources to enhance their learning process. |

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



| <b>Second Indicator: Attendance/Graduation Rate Action Plan</b>  |                                       |  |                            |   |
|--|---------------------------------------|--|----------------------------|---|
| <b>Annual Measurable Objective: AMO of 2010 is 15% or less of all students in grades 3-5 will miss fewer than 15 days of school. Dunaire’s AMO for 2010 is 93% of students in grades 3-5 will miss fewer than 15 days of school.</b> |                                       |  |                            |   |
| <b>Intervention</b><br>(Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i> )                       | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>                          | <b>Means of Evaluation</b> |   |
|  |                                       |  | <b>Artifacts</b>           | <b>Evidence</b>                             |
| Students and parents will be advised of the attendance policy at parent conferences, school handbook, code of student conduct handbook and PTA meetings.   | NONE                                  | August 2010-<br>May 2011<br><br>Counselor<br>Registrar<br>Teachers | Monthly Attendance Report  | CRCT<br>Attendance portfolio                |
| Recognize students with perfect attendance on a monthly basis through the NBA (Never Been Absent) program.   | NONE                                  | August 2010-<br>May 2011<br><br>Counselor                          | Monthly Attendance Report  | CRCT<br>eSIS report                         |
| Recognize students who have perfect attendance with certificates and pencils each semester at the Awards Day Program.  | \$200.00<br>PTA sponsored             | August 2010-<br>May 2011<br><br>Registrar<br>Counselor<br>Teachers | Monthly Attendance Report  | CRCT<br>eSIS report                         |
| Implement the attendance policy as notated in the Code of Student Conduct handbook, offence #9.  | NONE                                  | August 2010-<br>May 2011   | Monthly Attendance Report  | CRCT<br>Attendance portfolio<br>eSIS report |

|   |                              |  |                                 |   |
|---|------------------------------|--|---------------------------------|---|
|   |                              | Registrar<br>Counselor<br>Social Worker<br>Teachers                |                                 |   |
| Attendance Lottery: Provide incentives throughout the year to individual students to encourage perfect attendance.  | NONE                         | August 2010-<br>May 2011<br><br>Counselor                          | Monthly<br>Attendance<br>Report | CRCT<br>eSIS report                         |
| Identify students who have 8 or more unexcused absences. A referral to the Solicitor-General's office will be made. | NONE                         | August 2010-<br>May 2011<br>Counselor<br>Social Worker<br>Teachers | Monthly<br>Attendance<br>Report | CRCT<br>Attendance Portfolio<br>eSIS report |
| Special incentives will be given to students who have perfect attendance during the CRCT testing week.              | \$100.00<br>PTA<br>sponsored | August 2010-<br>May 2011<br>Principal<br>PTA                       | Monthly<br>Attendance<br>Report | CRCT<br>Teacher Attendance log              |

| <p><b>Library-Media Action Plan</b><br/> <b>Annual Measurable Objective:</b><br/> <b>Annual Measurable Objective:</b></p> <ul style="list-style-type: none"> <li>All students in grades 1-5 will increase their AMO in English/Language Arts (Research) from 73.3% in 2010 to 80% in 2011.</li> <li>All students in grades 1-5 will increase their AMO in Reading (Reading Comprehension) from 73.3% in 2010 to 80% in 2011.</li> </ul>  |                                |   |   |   |
|--|--------------------------------|---|---|---|
| Intervention<br>(Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i> )  | Estimated Cost/Funding Sources | Timeline and Positions Responsible  | Means of Evaluation   |   |
|  |                                |   | Artifacts   | Evidence  |
| <p><b>Differentiation</b><br/> <b>Instruction Standard 2: 2.3</b><br/> <b>Performance/Action 2</b><br/>                     Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.</p> <p>Collaborates with teachers to assess the level of library media center support in the areas of services and resources.</p> <p>Collaborate and co-teach with reading teachers to increase student achievement in reading comprehension and higher order-level thinking skills</p> <ul style="list-style-type: none"> <li>Principal’s Book of the Month</li> <li>Computer Software for Intervention</li> </ul> | Title I Funds-\$5,381.00       | August 2010-May 2011<br><br>Teacher-Librarian<br><br>Teachers<br><br>Administrators | LMC Sign In Sheet<br>LMC<br><br>Collaborative Planned Instruction Form<br><br>Accelerated Reader and Star Reading Reports<br><br>Students’ Reading Portfolios.<br><br>Media Circulation | CRCT Scores<br><br>ITBS<br><br>DRA 2<br><br>Lexile Scores |

| Program  |                       |  | Records  |  |
|--|-----------------------|--|--|--|
| <p><b><u>Instruction 1.2:PA 4</u></b><br/>                     The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.</p> <ul style="list-style-type: none"> <li>• Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team.</li> <li>• Teacher-Librarian facilitates the 25 Books Campaign.</li> <li>• Leveled books are made available to students based on reading levels.</li> </ul> | N/A                   | August 2010-May 2011<br>Teacher-Librarian<br>Grade Level Chairs<br>Leadership Team<br>Principal, API | Collaborative Planned Instruction Form<br><br>Media Circulation Records<br><br>25 Books committee guidelines<br><br>Local Reading Reports<br><br>Resource alignment to units | Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.                                   |
| <p><b><u>Technology Integration-Instruction 2.7: PA 2:</u></b><br/>                     Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> <li>• Accelerated Reader, Star Reading</li> <li>• Mobile Labs, Promethean Boards, LCD projectors</li> <li>• Class multi-media projects</li> <li>• Discovery Education</li> <li>• Study Island</li> <li>• Accelerated Reader Enterprise</li> </ul>   | Title 1 Funds-\$4,300 | August 2010-May 2011<br>Teacher-Librarian<br>Technology Teacher<br>Teachers<br>Principal, API        | LMC Sign In Sheet<br>LMC<br><br>Collaborative Planned Instruction Form<br><br>Student Projects   | Students can articulate how technology supports their learning. Examples are provided in student work that has been enhanced by technology as a set of tools and resources to complement their learning process. |

|                |  |  |  |  |
|----------------|--|--|--|--|
| • Study Island |  |  |  |  |
|----------------|--|--|--|--|

| <b>Professional Learning Plan (NCLB Mandate #4)</b>  |  |  |                           |   |   |
|--|--|--|---------------------------|---|---|
| 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  |
| <b>State (PL Funds)</b>  | Planning America’s Choice Design Modified Model for School Improvement   | Prepare for 2010-2011 academic school year by reviewing the CRCT scores, DAT analysis report, and pertinent data collected from 2009-2010 school year. | July 2010                 | Feedback from staff and revisions                     | Improvement in CRCT learning environment.   |
| <b>Federal</b>   | To develop a plan that will increase reading and math scores   | Thursday Title I Tutorials for grades 3-5.   | November 2010- March 2011 | Pre/Post Test Assessments                             | Improvement in reading and math scores<br><br>CRCT  |
| <b>Grants</b>  | <u>N/A</u>   | <u>N/A</u>   | <u>N/A</u>                | <u>N/A</u>  | <u>N/A</u>  |
| <b>Local</b>   | Provide teachers with instructional strategies and resources that would be effective towards decreasing the number | America’s Choice Implementation- Modified Design Model<br>On-Site Peer Observations  | August 2010- March 2011   | Lesson Plans, aligned to GPS, Collaborative Planning, | Teachers can collaborate what strategies/interventions are being implemented and how the strategies |

|  |   |   |   |  |   |
|--|---|---|---|--|---|
|  | of students who are Level I in content areas.   |   |   | Math Navigator, Literacy Navigator   | are impacting student learning.   |
|  | Provide teachers with instructional strategies and resources that would be effective towards decreasing the number of students who are Level I in mathematics, reading, science and social studies. | Teacher Meetings<br>Professional Learning Books:<br>Rigor is not a four letter Word.  | August 2010-<br>March 2011                                | Lesson Plans, aligned to GPS, Collaborative Planning, Math Navigator, Literacy Navigator | Teachers can collaborate what strategies/interventions are being implemented and how the strategies are impacting student learning. |
|  | Implement Discovery Education Streaming Program to enhance all content area skills for students in grades K-5. Utilize educational resources to meet the needs of students in grades K-5.           | Enhancing Lessons with Technology/<br>Discovery Education Streaming<br><br>Exploring Math Resources through Technology<br><br>Use of Activexpressions | August 2010-<br>February 2011<br><br>August 2010-May 2011 | Computers, Promethean Boards, and Internet   | Computers, Promethean Boards, and Internet  |
|  | Provide teachers with knowledge to develop websites.  | Web Publishing  | August 2010   | School Website   | Parents have the availability of going to the teachers' website.  |

|  |  |                                      |                      |  |  |
|--|--|--------------------------------------|----------------------|--|--|
|  | Provide teachers with a foundation for accurately determining reading level. | DRA Developmental Reading Assessment | August 2010-May 2011 |  |  |
|--|--|--------------------------------------|----------------------|--|--|

| <b>School Climate Action Plan</b>   |                                       |  |   |   |
|---|---------------------------------------|--|---|---|
| <b>Objective:</b> Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.  |                                       |  |   |   |
| <b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> )  | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>                | <b>Means of Evaluation</b>                              |   |
|   |                                       |  | <b>Artifacts</b>  | <b>Evidence</b>   |
| <b>School Climate Needs Assessment and Planning Best Practices:</b><br><b>Fully Operational Standard 4:</b> All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school. | NONE                                  | August 2010-May 2011<br><br>Administrators<br>Teachers   | Meetings,<br>Agendas<br>Sign-in Sheets<br>Minutes       | School Safety Plan  |
| <b>Performance Action:2</b><br>Establish and implement a routine and systematic process for analyzing school discipline data.   | NONE                                  | August 2010-May 2011<br><br>Teachers<br>Principal<br>API | Meetings,<br>Agendas<br>Sign-in Sheets<br>Minutes       | Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans. |
| <b>Performance Action: 13</b><br>School and students are held accountable to the Positive School Discipline Plan.   | NONE                                  | August 2010-May 2011<br><br>Teachers<br>Principal<br>API | Posted Rules,<br>Posted Standards,<br>Student referrals | Teachers and student can articulate expectations.<br><br>Parents are informed of expectations.  |
| <b>Performance Action: 14</b><br>Students are given the opportunity to be recognized for positive contributions to  | NONE                                  | August 2010-May 2011                                     | Power of Positive Strokes (POPS),                       | Students are recognized every Friday for their positive and responsible behavior in the   |



|                        |  |  |  |                            |
|------------------------|--|--|--|----------------------------|
| themselves and others. |  | Teachers<br>Counselors<br>Principal<br>API | Positive Phone<br>Calls, Awards,<br>Certificates | classroom and school wide. |
|------------------------|--|--|--|----------------------------|

| <b>Teacher Retention Action Plan</b>  |                                       |   |  |  |
|---|---------------------------------------|---|--|--|
| <b>Objective:</b> Increase teacher retention through best practices in school policy, professional learning, and teacher support.   |                                       |   |  |  |
| <b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> )  | <b>Estimated Cost/Funding Sources</b> | <b>Timeline and Positions Responsible</b>                             | <b>Means of Evaluation</b>   |  |
|   |                                       |   | <b>Artifacts</b>   | <b>Evidence</b>  |
| <p><b><u>Performance Action: 7</u></b><br/>                     Adhere to the DCSS 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"> <li>• Assign TSS to new teachers</li> <li>• Schedule a formal time for mentors and mentees to meet at least once a month.</li> <li>• Ensure all TSS received training</li> </ul> | NONE                                  | August 2010-May 2011<br><br>TSS<br><br>Teachers<br><br>Administrators | TSS Assignment List<br><br>Scheduled TSS Meetings<br><br>Calendar of TSS Activities<br><br>TSS agendas and sign-in sheets          | New teachers can articulate how the TSS program provides support. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception if increased skills. |
| <p><b><u>Performance Action: 8</u></b><br/>                     Provide a collaborative planning time for teachers through the following:</p> <ul style="list-style-type: none"> <li>• Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis.</li> <li>• Monitor lesson plans and classroom activities for evidence of collaborative planning.</li> </ul>   | NONE                                  | August 2010-May 2011<br><br>TSS<br><br>Teachers<br><br>Administrators | Master Schedule<br><br>Schedule of collaborative planning events<br><br>Collaborative planning meeting minutes<br><br>Lesson Plans | Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans. |

|  |      |  | Classroom Observations  |  |
|--|------|--|---|--|
| <p><b><u>Performance Action:15</u></b><br/>                     The school leaders continually ask for input from staff members to improve the learning environment and make decisions based on that input.</p>  | NONE | August 2010-<br>May 2011<br><br>Administrators<br><br>Teachers | Calendar reflects<br><br>Surveys<br><br>Meeting agendas and minutes, etc. | The school leaders describe how decisions are made through input from questionnaires, surveys, etc. and through collaborative work of the staff. The school leaders articulate the results of questionnaires and how decisions were made using that input in addition to their personal beliefs and expectations. Staff members can describe how they are able to provide input for decisions. |
| <p><b><u>Performance Action: 16</u></b><br/>                     Show concern and interest for the well-being of faculty and staff members. School leadership, parents, and community members will promote a proactive and supportive climate for staff by providing a variety of activities that develop teambuilding and demonstrate staff appreciation.</p> | NONE | August 2010-<br>May 2011<br><br>Teachers<br><br>Administrators | Staff Birthday Bash<br>Recognition of achievements, etc.                  | The school leaders describe how he/she recognizes faculty/staff birthdays, anniversaries, and/or achievements such as earning advanced degrees, etc.   |

**Appendix  
Professional Learning Opportunities**

| Month  | Focus  | How   | Evidence or Artifact   |
|--|--|---|--|
| July 29-20   | Increase Student Achievement<br>School Wide  | Leadership PLC  | Meeting Minutes  |
| August<br><br>August 4, 2010<br><br>August 17<br><br>August 31           | Getting the right conversations started-<br><br>Redelivery of Instructional Framework For Teaching and Learning<br><br><b>Instructional Strategies</b><br>Math Frameworks<br><br>School Wide Website<br><br>DOK- ongoing | Faculty Training<br><br><br>Grade Level Training                                | Redelivery of Instructional Framework For Teaching and Learning Handouts<br><br><br>Handouts |
| September 14<br><br>September 15<br><br>September 21<br><br>September 28 | <b>Instructional/Formative Strategies-</b><br>ActivInspire<br><br>Standards Based Instruction<br><br>Thinking Maps<br><br>White Board & Fryar Model<br><br>DOK-ongoing   | <br><br>Faculty Meeting<br><br>Grade Level Training<br><br>Grade Level Training | <br><br>Powerpoint Presentation  |
| October /TBA<br><br>October 5  | Foundation-Writing<br><b>Instructional/Formative Strategies-</b><br><br>Small Learning Communities<br><br>Microsoft Word 10  | Grade Level<br><br>Grade Level Training<br><br>Grade Level                      | School Wide Writing Prompt<br><br>Powerpoint Presentation                                    |

|             |  |                      |                         |
|-------------|--|----------------------|-------------------------|
| October 12  |  | Training             |                         |
| October 19  | Identifying Similarities/Differences                           | Grade Level Training |                         |
| October 26  | Reflective Questioning & Question Box                          |                      |                         |
|             | DOK -ongoing   |                      |                         |
| November 9  | <b>Instructional/ Formative Strategies</b><br>United Streaming | Grade Level Training | Powerpoint Presentation |
| November 16 | Summarizing & Note Taking                                      | Grade Level Training |                         |
| November 23 | <b>3-2-1- Assessment</b>                                       | Grade Level Training |                         |
| November 30 | Scaffolding  | Grade Level Training |                         |
|             | DOK- ongoing   | Grade Level Training |                         |
| December 7  | <b>Instructional/ Formative Strategies</b><br>Compass Learning | Grade Level Training |                         |
| December 14 | Four Corners, Muddiest point & Entrance/Exit Slips             |                      |                         |
|             | DOK –ongoing   |                      |                         |

|               |   |                      |                                  |
|---------------|---|----------------------|----------------------------------|
|               |   |                      |                                  |
| January 11    | <b>Instructional/ Formative Strategies</b><br>Online Assessment System                          | Grade Level Training | Practice Test                    |
| January 18    | Traffic Light Icon & Anchor Activities<br>DOK- ongoing  | Grade Level Training | Powerpoint Presentation          |
| February 8    | <b>Instructional /Formative Strategies</b><br>Quick Writes & Minute Paper                       | Grade Level Training | Powerpoint Presentation Training |
| February 15   | Memory Matrix   |                      |                                  |
| February 22   | Test Taking Strategies & Designing Exam Questions<br>DOK- ongoing                               |                      |                                  |
| March 8, 2011 | <b>Instructional/ Formative Strategies</b><br>Reinforcing & Recognizing Efforts<br>DOK- ongoing | Grade Level Training | Powerpoint Presentation          |
| April         | DOK- ongoing  | Grade Level PLC      |                                  |
| May           | DOK- ongoing  | Grade Level PLC      |                                  |

**School Name: Dunaire Elementary School**

**Principal: Dr. Carolyn Thompson**

**Plan Year: 2010-2011**