DeKalb County School District

Consolidated School Improvement Plan
2012-2013

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

Statement of Quality Assurance

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

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

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

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

School Name: Ashford Park Elementary   Principal: LaShawn McMillan   Plan Year: 2012-2013

CSIP Table of Contents

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

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	LaShawn McMillan		
2.	Jessa Fagan - President		
3.	Dawn Fleming		
4.	Kim Nabarro-Baker		
5.	Norkesha Muhammad-Canteen		
6.	Diane Allers		
7.	Heather Chasman		
8.	Tiffany Black-Wilson		
9.	Elizabeth Oliver		
10.	Tom Hogan		
11.	Jim Llewellyn		
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Dr. LaShawn McMillan		
CSIP Facilitator	Dr. LaTonia Massey		
Parent Representative **(can not be a school employee)**	Mary Alice NeSmith		
Student Representative **(required for High School)**			
Community Representative **(can not be a school employee)**	Kristin Mitchell		
School Counselor	Ashley Witeczek		
Special Education Representative	Lissa Garner		
Reading/ELA Chair	Tonya Edwards		
Math Chair	Marian Dingle		
Science Chair	Amy Sturge		
Social Studies Chair	Lindsey Brown		
Professional Learning Liaison	Kathyrn Vinyard		
Other (specify) Technology	Leah Gaubert		
Other (specify) ESOL	Jamea Humphries		

Executive Summary of Consolidated School Improvement Plan (CSIP)

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

The following programs, initiatives, and/or interventions were successful for 2011-2012:
After school tutorial, implementation of the wellness program, outdoor classroom, Run Club, Brookhaven Bolt, Translator to Support Hispanic Population, Helen Ruffin Reading Bowl, Academic Bowl, Chess Club, Accelerated Reader, Rosetta Stone for ELL students, Compass Learning, Symphony Math for SWD students, and the First in Math computer program. The Big Thinkers Science after-school program was very well received and sparked more interest into Science.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:
The tutorial program was successful, however, for the 2012-2013 school year, we will try to differentiate student groups and/or subjects more (i.e. reading only for those who only struggle in reading, math only for those who only struggle in math, reading and math for those who struggle in both). Also, for the tutorial program, we will have the same teachers teach the same kids all year, decrease class sizes, and/or have 2 hours per subject.

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
Last year, there were not as many available teachers to work with such a high number of students in the after-school tutorial program and not enough planning time for tutorial teachers. Therefore, more teachers should be added to decrease the number of students in each group for the 2012-2013 tutorial program.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2012-2013: Teachers need more support/professional learning to support ELL and SWD population. Four more promethean boards will be added to additional classrooms. First in Math is no longer available schoolwide due to lack of funding. In addition, teachers will begin to design a tutorial curriculum as the school year progresses, so students are identified and lessons are designed by the beginning of the program. Teachers would like to have training on Writing Workshop to aid with the implementation of the Common Core Curriculum.

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	The vision of Ashford Park School is to elevate student success by promoting academic excellence and inspiring students to become productive citizens.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	The mission of Ashford Park School is to provide challenging, relevant, and authentic instruction for our diverse learners. All stakeholders will unite to assist students to reach their fullest potential and embrace learning as a life long process.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation	• Provide a challenging educational environment • Strong parental involvement elevates student success • All stakeholders should promote high expectations for student achievement and behavior • A strong academic foundation facilitates good citizenship

Developing a Comprehensive Needs Assessment

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

Ashford Park Elementary is a small community school that is situated in the heart of the neighborhood surrounded by single family dwellings. The attendance area was broadened in 2008 to include Drew Valley, Brookhaven Heights, and Brookhaven Fields. These additional areas increased the student base from 250 to 527 presently. The student population is diverse with 18 countries represented. The following statistics offer specific information about the make-up of the 2012 student body:

Males 281-53%	Economically Disadvantage
Females 246-46%	English Language Learners (ELL) 95-18%
	Students with Disabilities (SWD) 75-14%
African American 65-12%	
American Indian 6-1%	
Asian 36-6%	
Hispanic 152-28%	
Caucasian 242-45%	
Multiracial 26 4%	

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

The Ashford Park CSIP committee met to analyze data and feedback to determine the needs for the 2012-2013 school year. Each committee chair met with members of their team to discuss specific items pertaining to the improvement of our school. Based upon the data, each committee made a recommendation and shared their findings with the entire faculty and staff. It is also important to note that Ashford Park School now has regular meetings that involve members of the School Council, PTA, the Foundation, and School Administration to identify and address the needs of our school.   The School Council has been invited to review the CSIP and make any suggestions for improvement.

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

Outcome/Summative Data	Demographic Data	Process/Formative/Perception Data

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

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

Leadership and Governance

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

Over the past five years the school and community have developed a strong, collaborative relationship with goals of increasing student achievement, creating a child-centered school, and providing a unifying base for the community. Community and PTA members are strong stakeholders who support the educational program, administration, faculty and staff.   The fall ITBS results are used to predict outcomes for the spring testing. They are also used to guide instruction for individual students in grades 1, 3, and 5. ITBS results showed that students significantly exceeded the 50th percentile which is considered average for a grade level in Total Reading and Total Math. According to the results on the spring 2012 CRCT, the state mandated assessment instrument, showed that 93.2% of all students meet or exceed expectations in Reading/ELA and 82.6% meet or exceed expectations in Mathematics. Local formative test data are used to adjust instruction on a weekly basis. Pre and Post Benchmark tests generate summative data to determine progress or to further adjust instruction to meet student needs.

The Georgia Assessment for Performance on School Standards (GAPSS) survey results show that the majority of students, parents, and teachers agree or strongly agree that Ashford Park School is providing a well-rounded educational program for all students. GAPSS survey results clearly show that the majority of parents ranging from 56% to 91% agree or strongly agree that Ashford Park School has an educational plan and executes the plan to bring about academic progress. GAPSS survey results demonstrate the majority of students rate statements at a 4 and 5 level which shows 77.3% to 98.6% of the students agree or strongly agree that they attend a school that provides challenging academics, educational assistance, and social/emotional support. The GAPSS survey of teachers showed that the majority of teachers ranging from 86.3% - 100% agree or strongly agree that they are involved in planning the educational plan and that Ashford Park offers a curriculum that meets the needs of all students. The results of the 2010 GAPSS Self-Assessment report demonstrates strengths in the Georgia School Standards Strands of Planning and Organization (89%), Student Family and Community Support (86%), and School Culture (89%).

During the 2011/12 school year Parent, Staff, and Student surveys were given. The survey results indicate that the preponderance of parents, staff, and students agree that Ashford Park Elementary School is fulfilling the Vision and Mission statement. The survey's outcome clearly demonstrates that the majority of parents, 92%, strongly agree that Ashford Park School monitors the school's climate and takes appropriate steps to ensure student learning. In addition, the survey shows that the majority of parents and staff ranging from 96% to 100% agree that Ashford Park School recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities. 91% of the students indicate that Ashford Park's teachers are knowledgeable, caring, and supportive. The staff survey results show that 93% agree that Ashford Park gathers, analyzes, and uses data and research in making curricular and instructional choices.

Parent groups, community leaders, and businesses work together to better Ashford Park School. Collaboration is evident during School Council meetings, PTA board meetings, business support in the form of volunteering, fundraising, and social events which unify the community with the school functioning as an interlocking strength. For the past four years, the community has hosted a 5K run called the Brookhaven Bolt and donated the proceeds totaling $119,250 to Ashford Park. These funds are used to improve technology, create an Outdoor Classroom, provide student materials, incentives, cultural arts, and etc.

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

There are some areas that need improvement to bring about a more cohesive and comprehensive education for APS students. Though the majority of the students met or exceeded expectations on the CRCT in Mathematics, only 68.6% of the ELL subgroup met or exceeded expectations. Though 68.7% is an increase from the 2010 60.6%, ELL students did not reach the expectation of 75.7%. Hispanic students scored below the 2011 AMO with 73% meeting or exceeding expectation in Mathematics. In Reading/Eng. Lang. Arts all students scored significantly less that the 2010 results show. In 2010 93.5% met expectation; however, in 2011 only 86.7% met or exceeded expectation, a reduction of 6.8%. SWD, ELL and Hispanic students did not meet the expectation of 80%; SWD-63.5%, ELL-73.5%, and Hispanic-76.2%.

Parents, students, and teachers identified specific areas that need improvement. The GAPSS survey analysis indicates that 56% of our parents are aware of the school improvement plan. In addition, 77.3% students acknowledged that their teachers differentiated instruction to meet their needs. The GAPSS Self-Assessment results showed that 79% of the teachers believe that the Georgia School Standards Strand of Instruction needs strengthening in the areas of technology, differentiated instruction, and students' efficacy and responsibility for their education.

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

IDMS

Interactive Boards

Student Laptops

Common Core Georgia Performance Standards

Differentiated Instruction

Differentiated Instruction and Instructional Strategies – Thinking Maps

Orton Gillingham

Flexible Grouping
SIOP model to support ELL instruction
Rosetta Stone

Student Efficacy and Responsibility
Student Data Notebook
Teacher Conferencing
Student Led Conferences with Parents

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

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

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

School Counselors: In order for students to be successful, the needs of the whole child must be addressed. The counselor schedules classroom guidance for all classes and sees students individually and in groups to address specific needs. Ashford Park has established a mentor/mentee program to address the needs of students who are identified by staff as needing additional support behaviorally and academically. The school counselor organizes and orchestrates activities between the teachers (mentors) and the students (mentees). Monitoring of the Mentor/Mentee program is kept in a log by the specific mentor. SST offers strategies to use during mentor/mentee meetings that improve academics or modifies behavior. Further, the Student Support Team meets regularly to give strategies and monitor students needing extra support.

Psychologists: The school psychologist assists staff and parents. She provides in-services on the Student Support Team referral process and the Response to Intervention (RTI) process.   She is available to teachers for assistance with data collection and strategies for interventions for Tier III of the Pyramid of Intervention. In addition, the school psychologist consults with the SST team during 504 meetings. She serves on the DCSS evidentiary hearings.

<u>Social Workers:</u>   The school Social Worker consults with staff and parents. She presents to the staff in-services on the process for reporting child abuse and employee allegations. In addition, she makes and supports referrals to external agencies. She serves on the DCSS evidentiary hearings.

<u>School Nurses:</u>   The School Nurse provides assistance and care for students and staff daily. She consults with community agencies and sets up health related screenings i.e. dental, vision, and etc. When necessary, she makes referrals to outside agencies to assist students; for example, free glasses provided by eyewear companies. She makes presentations to the staff, i.e. Students with Asthma, Childhood Diabetes to keep the staff informed about protocol for these conditions. She maintains student records of health related documents to keep them up to date.

<u>**Strategies** to **Increase** **Parental** **Involvement**</u>

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

x	Site-based Parent Centers/Information Stations		
x	Parent Lending Libraries		Pre-K Family Resource Specialists
x	Parental Involvement Workshops		
x	Parental Involvement Survey/Summary	x	Others (list here) Parental Involvement Activities

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

Parental involvement is vital to the safety and education of all students. All teachers, school counselors, school psychologists, school social workers, SST, and the school nurse are called upon to assist parents in their area of expertise. The Pyramids of Interventions Tiers I, II, and III for discipline, attendance, and academics include the focus on parental involvement in the education of their children.

 *   Site-Based Parent Center/Information Station – Resources are available in the foyer in the bookcase. Located there is information about the CSIP, programs, upcoming events, DeKalb County Resource Center pamphlet and etc. Also, parents are directed to the Counselor's office for parenting books, video, and character education books to share with their children.

*   Parent Lending Library - In the counselor office books, videos, DVDS on parenting and topics relating to parent/child relationships. These items are available for check out.

 *   Parent Involvement Workshops - Math & Science Night and Language Arts & Social Studies Night – Parents work with students on fun challenges and activities which help them understand how to incorporate math and science as well as language arts and social studies lessons into their home life that are aligned with GPS standards.

Parental Involvement Activities –

Fall Festival – This all-day event typically includes hay rides, inflatables, games like ring toss and cake walk, face painting, and other fun activities. Community businesses donate items for auction and game prizes. Local artisans and crafters and food vendors rent booths. Not only is this a major fundraiser for school projects, but it also provides families, teachers and neighbors an excellent opportunity to strengthen our network and solidify a common vision for our school.

Scholastic Book Fair – Held twice a year, the Book Fair is a highly successful way to put new books on our classroom shelves and encourage a lifelong love of reading in our students. The Fall 2008 Book Fair generated more than $1,000 in resources for our Media Center, donations of new books to each classroom, and book purchases by 20 students who would not otherwise have had the resources to shop the Book Fair. It also raised more than $1,300 in cash for our Classroom Enrichment Fund.

Family Nights – Typically at nominal or zero cost to participants, the PTA hosts such family-friendly events as Spaghetti Supper, Bingo and Game Night, and International Village to showcase our school's strengths and give families options for spending time together. At the International Village, for example, families share their cultural heritage with interactive displays and students get a chance to learn greetings in other languages, sample food from different cultures, and strengthen their understanding of geography.

School Spirit Nights – We have forged partnerships with several restaurants who host School Spirit Nights when a percentage (typically 10-20%) of the evening's sales are donated back to the school. Currently these community supporter include Smoothie King, Galla's Pizza, Brookhaven Bank, Clark Caskey, LLC, Yoforia, Haven, State Farm, Post Apartments, ZOINK, Chick Fil A, Cosco, Publix, Todd Banister, Realtor. This is an easy way for busy families to support our school and increases school pride.

Brookhaven Bolt – Members of our neighborhood have organized a 5K race and walk that will enlarge community awareness of our school, engage business leaders in supporting our initiatives, and provide our families with a wholesome, healthy way to spend time together. Kicking off in May 2008, this is planned to be an annual event and will raise funds for facility improvement projects and classroom enrichment.

Outdoor Science Classroom - Local businesses, families and neighbors have donated money, materials, time, and sweat to help us design and develop a fully-functioning outdoor classroom that includes spaces for nature observation, water conservation, recycling/composting, science experiments, lecture, and journaling. We broke ground in Fall 2007 and expect to be using parts of the OSC before the end of this school year.

Book Character Parade – Parents are encouraged to read with their children throughout the year, and most classes have incentives like pizza gift certificates and Six Flags passes for students who reach certain reading goals. We celebrate our love of reading on a special day when students dress up as their favorite book character and parade the school.

<u>Career Day</u> – Parents and business leaders are invited to speak with students about their jobs and what they studied in school that helps them now in their careers. Throughout the year we also host speakers on special topics; for example, we recently had a visit from Ms. Mary Frances Early, the first African American graduate of the University of Georgia, during our celebration of Black History Month.

<u>Wellness Program</u> – The Wellness Council comprised of PTA members, school staff, and community members promote, support, and inspire health and wellness in the Ashford Park Elementary School and community.   Goals include increasing academic achievement by encouraging healthy lifestyles and supporting the DeKalb County School Board Policy on Wellness by being an agent for wellness policy implementation and evaluation for Ashford Park.

<u>Cultural Diversity Celebrations</u> – Our school has a widely diverse student body representing nearly 20 different countries/cultures. Families are encouraged to share cultural practices and celebrations in the classroom. Recently, for example, the pre-K learned about Hanukkah and the entire school celebrated Chinese New Year with a special music program during lunch.

School Assemblies – We bring in inspiring guests to school-wide assemblies that excite students about learning. Example assemblies include demonstrations by The Science Guy and a workshop with members of the Atlanta Opera.

- School Website – The school website is updated as needed. Each teacher has a webpage which is updated throughout the year giving parent's information the student's day and academic updates.
- DCSD Website/Community Net – DeKalb County keeps parents informed about all department, available resources, initiatives, opportunities for input, and all pertinent county information as well as a connection to each school.
- Parent Right to Know Letter – The parent right to know letter is sent home in the first month of the school year followed by a letter for any teacher who is not considered highly-qualified by October.
- Monthly Home/School Connection flyers are sent as part of the newsletter. The flyers give parents tips on how to be involved with academics (reading, math, Social Studies, and science) at home. Suggested activities are noted. Also, parenting tips, motivation tips, test taking tips, etc. are provided.
- Newsletters are sent home weekly to keep parents informed about the educational program provide at Ashford Park. The newsletters are sent home via e-mail.
- Calling Post – This resource is available to the school to remind parents of upcoming events taking place at the school, i.e. Math/Science Night etc.
- Parent Portal (Assistant) – Through eSIS parents have access to view student attendance, grades, assignments, and other information the school may want to provide. Parents have access continuously

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

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

X	Parent Right to Know Letter	X	Other (Specify)
			PTA Website
			PTA/APS Sneak Peak

<u>Stakeholder</u> <u>Communication</u>

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

Individual student assessment results are provided to parents in written and verbal format. DCSD provides written instructions on 'How to Interpret Test Results; we provide numerous opportunities for parent/teacher conferences to discuss student progress based on test results. Our monthly parent newsletter addresses standardized assessment and explains the types of assessment and includes suggestions and examples for assisting their students in preparing for standardized assessments and state tests. An important informational meeting is dedicated to presenting assessment results and information to parents and to address parental concerns and questions regarding assessment.

During grade level meetings with administrators, teachers are trained to disaggregate and interpret data for all assessments, to identify strengths and needs improvement for students as well as themselves. Third and fifth grade teachers meet with parents in a parent grade level meeting to discuss the promotion/retention policies based on CRCT data. Parent/student reminders and notifications are sent home prior to testing along with suggestions to follow the night before testing begins.

Homeroom teachers meet with students during the first month of school to review the CRCT test results as a way to encourage self assessment. In addition, students record summative test data on a Student Data Log kept in their Data Notebooks which are updated throughout the year as a method of self-monitoring. Students and teachers conference to establish individual goals based on data.

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

It is important that stakeholders are knowledgeable of disaggregated data, they are informed through several venues:

  a. Power point presentation by principal during PTA meeting at the beginning of the school year

  b. Notification in the APS newsletter and to parents in the Thursday packet about the GA DOE website and how to access the data

  c. Posted on the Great Schools website

  d. Reviewed by the School Council

  e. Copies are housed in the Media Center and Parent Center for perusal

f. Access to the Data Room that shows disaggregated data

g. Letters home to parents explaining individual test results

h. Public dissemination of the School Improvement Plan to all Stakeholders

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

This plan will be placed on the Ashford Park School website. This plan will be copied and placed in the Media Center and Parent Center for parents to read at their convenience.   Notification of the placement of this document in the Media Center will be given to the parents and community via the school newsletter to go home in the Thursday packet. The principal goes over the CSIP with the School Council and PTA Board and informs parents at each PTA meeting.

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 (NCLB 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.

Selecting Appropriate Interventions Using Scientifically Based Research

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

The School Keys: *Unlocking Excellence through the Georgia School Standards* is the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Common Core Georgia Performance Standards (CCGPS) 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.

<u>Coordination</u> <u>and</u> <u>Integration</u> <u>of</u> <u>Federal,</u> <u>State, and</u> <u>Local</u> <u>Services</u> <u>and</u> <u>Program</u> <u>Funds</u>

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 IV federal government grant provides funds to purchase instructional materials and equipment for the school. The amount granted to the school is based on enrollment. There are three requirements for the materials and equipment that are purchased with this grant: they must be 1) tied to promoting challenging academic achievement standards, 2) used to improve student academic achievement, and 3) be part of an overall education reform strategy. The Library Media/Technology Committee establishes priorities based on the School Improvement plan for items to be purchased. The school assesses the instructional effectiveness of the materials by monitoring Race to the Top.
State Funds	Ashford Park has received technology provide by the state disbursed through the DCSD Technology Department (MIS) to support the technology program offered at APS. The state

	provides funds directly to the schools based on student FTEs for Regular Education, Special Education, English Language Learners, and Remedial Learners. These funds are utilized for textbooks, other instructional materials, and instructional equipment. In addition, these funds may be used for professional learning opportunities.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Professional Learning Funds are used to support academic achievement by bringing in site based consultant instruction, purchasing books for book studies and sending teachers to off campus workshops.
Grants (list)	A community group organized Brookhaven Bolt 5k run for the past five years and donated the proceeds, $118,250 to APS. These funds are used to purchase Outdoor Classroom materials and supplies, support materials, equipment, teacher and student incentives, and professional learning.
PTSA	The PTA is dedicated to improving achievement and socialization of students. All funds are allocated in compliance with national PTA guidelines. Examples of expenditures are: field trips, Red Ribbon Week, Honor's Day, Teacher Supplies, and Career Day. The PTA offers each teacher $50 to purchase supplies for the classroom.
Partners in Education	Partners in Education funds are use to reward student achievement, attendance, parental involvement and promote teacher morale. Kroger is our Partner in Education. Other supporters include: Target, Publix, Coca-Cola, Galla's Pizza, Rita's Ice, Boot Camp, Chick-Fil-A, Publix, Cosco, Big Peach, myloanguyonline.com, R. Mayer of Atlanta, Debbie Leonard Group, Todd Banister Realtor, Hudson Grill, Renee Kunkler Realty, and Brookhaven Bank are used for student incentives, individual materials, enrichment materials, technology, and to further professional learning.
Other (list)	The YMCA after school program fund is used to update equipment, materials, and supplies for the educational program.

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

Reading/English/Language Arts Action Plan				
Annual Measurable Objective: Ninety-three point three percent (93.3%) of students met and exceeded expectation on the CRCT in Reading/English Language Arts in 2012. Students scoring in Levels 2 and 3 will increase by three percentage points (93.3%-96.3%) in Reading/ELA in 2013.				

Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
<u>**GSS Instruction Standard 2.5: PA 2**</u> Utilize diagnostic and formative assessments to group students in a variety of	No Funding Needed	Aug.2012-May 2013 Principal, API,	Diagnostic test results Formative test	Teachers can show examples of diagnostic and formative assessments that have been used to

ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based. ▪ The groups are interchangeable as student achievement progresses. ▪ Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement.		Teachers	results Assessment class profile charts Grouping assignments Lesson Plans	determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.
GSS Instructional Standard 2.3: PA 3 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. Teachers use Marzano's High Yield Strategies, Thinking Maps, and Depth of Knowledge questioning. (Differentiation)	No Funding Needed	Aug.2012-May 2013 Principal, API, Teachers	Student Work Lesson Plans End of unit products Analysis of formative assessments Various leveled texts on topics aligned to the standards, etc. Benchmarks, SLO's	Teachers can describe different ways to scaffold learning (read aloud/think aloud, collaborative pairs, shared reading, etc. Teachers can explain how different performance tasks are required for different skills. Students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students are working to meet the same standard.
Students with Disabilities **GSS Instruction Standard 2:PA 7** Drastically increase the number of "practice turns" and targeted feedback that is provided to students with and without disabilities: • Use a variety of response methods in large group instruction so that multiple students have "practice turns" at the same time. • Provide small group instruction with differentiated, targeted feedback SWD • Direct instruction in oral reading	No Funding Needed	Aug.2012-May 2013 Principal, API, Teachers, SE Teachers	Classroom observation documents Focus walk documents	Teachers and students can explain how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of appropriate use of practice turns and targeted feedback for students with special needs.

• Weekly reader • Reading A to Z				
English Language Learners* **GSS Instruciton Standard 2: PA 5** Provide meaningful activities and ample opportunities for student use of the four language domains: • Listening • Speaking • Reading • Writing • Rosetta Stone	No Funding Needed	Aug.2012-May 2013 Principal, API, Teachers, ESOL Teacher	Lesson plans Classroom observation documents Focus walk documents	Teachers and students can articulate how the four language domains are incorporated into daily lessons. Classroom observation and instructional focus walk documentation provides evidence of implementation on a consistent basis. SIOP training for teachers
Technology Integration **Instruction Standard 2:2.7** **Performance/Action 2** Use technology (classroom computers, library computers, active boards, and reading and writing software) to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. (Software and websites used include the following: Activespire Microsoft 7, Inspiration, Accelerated Reader, Compass Learning, Funschool, Academicskillbuilders, Brainpop, Gamequarium, k12station, Internet4classrooms, bbccouk, and Abcya.)	Professional Learning Budget $720	Aug.2012-May 2013 Teacher Librarian, Principal, CTSS, Classroom Teacher, ESOL Teacher, Gifted Teacher, SE Teachers	Computers Lesson plans Technological Equipment Media Center/Computer Carts Research projects Student work enhanced by technology Performance tasks incorporating technology	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology, i.e. original Power Point presentation.

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

Mathematics Action Plan

Annual Measurable Objective: Annual Measurable Objective: Eighty two point six (82.6%) of students met and exceeded expectation on the CRCT in Math in 2012. Students scoring in Levels 2 and 3 will increase from three percentage points (82.6%-85.6%) in Math in 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Instruction Standard 2.5: PA 2 Utilize diagnostic and formative assessments to group students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based. - The groups are interchangeable as student achievement progresses. - Conferences are held with students to review progress in mastery of	No Funding Needed	Aug. 2012-March 2013 Principal, API Teachers	Diagnostic test results Formative test results Assessment class profile charts Grouping assignments Lesson Plans	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.

appropriate standards and establish next steps for improvement.				
GSS Instructional Standard 2.3: PA 3 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. (Differentiation)	No Funding Needed	Aug. 2012-March 2013 Principal, API Teachers	Student Work Lesson Plans End of unit products Analysis of formative assessments Various leveled texts on topics aligned to the standards, Benchmarks, SLO's	Teachers can describe different ways to scaffold learning (read aloud/think aloud, collaborative pairs, shared reading, etc. Teachers can explain how different performance tasks are require different skills. Students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students are working to meet the same standard.
Students with Disabilities **GSS Instruction Standard 2: PA 9** Provide effective instruction in mathematics for students with disabilities: • Reinforce effort rather than perceived innate ability • Provide explicit instruction that includes modeling, guided practice, and individual practice with feedback • Explicitly teach students strategies to approach word problems • Students get daily practice with basic math skills using Symphony Math, a computer based tutorial program. • Students are allowed and encouraged to use manipulatives to develop an understanding of concepts. • Students receive instruction using co-teaching and pull-out methods.	No Funding Needed	Aug. 2012-May 2013 Principal, API Teachers, SE Teachers	Lesson plans Classroom observations Focus walks Student created activities and projects Posted work	Teachers and students can explain how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of the three-part lesson and word-problem solving. Classroom walk-through data indicate that students are provided explicit instruction in mathematics including ways to approach word problems.

English Language Learners* **GSS Instruction Standard 2: PA 6** Differentiate instruction and utilize effective scaffolding techniques to meet student needs. • Students benefit from the Sheltered Instruction Observation Protocol training that all teachers of English Learners have received. • Students develop language skills using Rosetta Stone. • Students participate in differentiated learning centers.	No Funding Needed	Aug. 2012-May 2013 Principal, API Teachers, ESOL Teacher	Lesson plans Centers Portfolios Flexible group lists Classroom arrangements Classroom observation documents	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
Technology Integration **Instruction Standard 2.7: PA 2** Teachers effectively use technology (classroom computers, active boards and math software; for example, Activespire, Microsoft 7, Compass Learning, Funschool, Academicskillbuilders, Brainpop, Graph Club, Sheppardsoftward, k12 station, Internet4classrooms, etc.) to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning in numbers and operations, measurement, geometry, data analysis and probability, and algebra.	Professional Learning Budget $720	Aug. 2012-May 2013 API, Principal, CTSS, Classroom Teacher, ESOL Teacher, Gifted Teacher	Computers Lesson plans Technological equipment Media center/cart use schedule Student work enhanced by technology Research projects, etc.	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology.

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

Science Action Plan

Annual Measurable Objective: An average of eighty three point three percent (83.3%) of students met and exceeded expectation on the CRCT in Science in 2012. Students scoring in Levels 2 and 3 will increase from three percentage points (83.3%-86..3%) in Science in 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Instruction Standard 2.5: PA 2 Utilize diagnostic and formative assessments to group students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based. ▪ The groups are interchangeable as student achievement progresses. ▪ Conferences are held with students to review progress in mastery of	No Funding Needed	Aug. 2012- May 2013 Principal, API, Teachers	Diagnostic test results Formative test results Assessment class profile charts Grouping assignments Lesson Plans	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.

appropriate standards and establish next steps for improvement				
GSS Instructional Standard 2.3: PA 3 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. (Differentiation)	No Funding Needed	Aug. 2012- May 2013 Principal, API, Teachers	Student Work Lesson Plans End of unit products Analysis of formative assessments Various leveled texts on topics aligned to the standards, etc. Student portfolios	Teachers can describe different ways to scaffold learning (read aloud/think aloud, collaborative pairs, shared reading, etc. Teachers can explain how different performance tasks are require different skills. Students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students are working to meet the same standard. Teachers will conference with students about their progress a documented in their portfolios. Students keep records of their own progress in their data notebooks.
Students with Disabilities **GSS Instructional Standard 2: PA 6** Provide explicit instruction to promote language/vocabulary development for students with and without disabilities: - Provide language rich environments - Explicitly teach "world words" - Provide explicit instruction in content-specific vocabulary	No Funding Needed	Aug. 2012- May 2013 Principal, API, Teachers, SE Teachers	Lesson plans Vocabulary lists Classroom observation documents Posted Work	Teachers can explain how vocabulary development is planned for and implemented. Teachers and students can articulate how vocabulary is explicitly taught in the classroom. Lesson plans exist and are utilized to teach content based and cross-curricular vocabulary. Walk through data indicate that teachers are using effective strategies to teach vocabulary and expand student's receptive and expressive language skills.
English Language Learners* **GSS Instruction Standard 2: PA 7**	No Funding Needed	Aug. 2012- May 2013	Diagnostic test results	Teachers can show examples of diagnostic and formative

Utilize flexible grouping with ample opportunities for student interaction • Student-to-student • Teacher-to-student		Principal, API, Teachers, ESOL Teacher	Formative assessment results Grouping assignments Lesson plans	assessments that have been used to determine flexible groups. Students share ways that groups change in the class.
Technology Integration **Instruction Standard 2:2.7** **Performance/Action 2** Effectively use technology (computer lab, classroom computers, active boards and software, i.e. Activespire, Academicskillbuilders, Discovery Education, Brainpop, Sheppardsoftward, k12station, bbccouk, Abcya, etc.) to provide real world application and to differentiate instruction to maximize student learning.	No Funding Needed	Aug. 2012- May 2013 API, Principal, CTSS, Classroom Teacher, ESOL and SE Teachers, Gifted Teacher	Computers Lesson plans Technological equipment Media center Student work enhanced by technology Research projects, etc.	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology, i.e. original Power Point presentation.

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

Social Studies Action Plan

Annual Measurable Objective: An average of eighty four point six (84.6%) of students met and exceeded expectation on the CRCT in Social Studies in 2012. Students scoring in Levels 2 and 3 will increase from three percentage points (84.6%-87.6%) in Social Studies in 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Instruction Standard 2.5: PA 2 Utilize diagnostic and formative assessments to group students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based. ▪ The groups are interchangeable as student achievement progresses. ▪ Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement	No Funding Needed	Aug. 2012-May 2013 Principal, API, Teachers	Diagnostic test results Formative test results Assessment class profile charts Grouping assignments Lesson Plans	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.

GSS Instruction Standard 2.3: PA 3 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. Strategies include Marzano;s High Yield Strategies, Thinking Maps, and Depth of Knowledge questioning. (Differentiation)	No Funding Needed	Aug. 2012-May 2013 Principal, API, Teachers	Student Work Lesson Plans End of unit products Analysis of formative assessments Various leveled texts on topics aligned to the standards, etc.	Teachers can describe different ways to scaffold learning (read aloud/think aloud, collaborative pairs, shared reading, etc. Teachers can explain how different performance tasks are require different skills. Students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students are working to meet the same standard.
Students with Disabilities **GSS Instruction Standard 2: PA 6** Provide explicit instruction to promote language/vocabulary development for students with and without disabilities: • Provide language rich environments • Explicitly teach "world words" • Provide explicit instruction in content-specific vocabulary	No Funding Needed	Aug. 2012-May 2013 Principal, API, Teachers, SE Teachers	Lesson plans Vocabulary lists Classroom observation documents Posted Work	Teachers can explain how vocabulary development is planned for and implemented. Teachers and students can articulate how vocabulary is explicitly taught in the classroom. Lesson plans exist and are utilized to teach content based and cross-curricular vocabulary. Walk through data indicate that teachers are using effective strategies to teach vocabulary and expand student's receptive and expressive language skills.
English Language Learners* **GSS Instruction Standard 2: PA 7** Utilize flexible grouping with ample opportunities for student interaction • Student-to-student • Teacher-to-student	No Funding Needed	Aug. 2012-May 2013 Principal, API, Teachers, ESOL Teacher	Diagnostic test results Formative assessment results Grouping assignments Lesson plans	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class.

Technology Integration **Instruction Standard 2:2.7** **Performance/Action 2** Effectively use technology (computer lab, classroom computers, active boards and software, i.e. Academicskillbuilders, Discovery Education, Brainpop, Sheppardsoftward, k12station, bbccouk, Abcya, etc.) to provide real world application and to differentiate instruction to maximize student learning.	Professional Learning Budget $720	Aug. 2012-May 2013 API, Principal, CTSS, Classroom Teacher, ESOL and SE Teachers, Gifted Teacher	Computers Lesson plans Technological equipment Media center Student work enhanced by technology Research projects, power points, etc.	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology, i.e. original Power Point presentation or research based projects.

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

Attendance/Graduation Rate Action Plan

Annual Measurable Objective: On the 2010-2011 AYP report, 4.09% of students were absent over 15 days. Students will decrease the percent absent from ½ point (4.09%-3.59%) in 2012-2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSK Planning and Organization **Standard 3: PA 6** The Attendance team will design and implement instructional programs that: • Enhance the performance of students performing below grade level,	No Funding Needed	Aug. 2012-May 2013 API, Principal, CTSS, Classroom	Classroom observation data Walk-through logs and observation	Students can articulate the availability of resources: teachers can demonstrate increased skills in areas of instructional delivery and classroom management; administrators can show evidence

particularly in reading and math. • Provide students with tutors and/or additional instruction		Teacher, ESOL and SE Teachers, Gifted Teacher, Counselor PE Teacher Art Teacher Music Teacher	data Test results CRCT and benchmark data Data wall/data room Tutoring schedule List of students	of classroom instruction is rigorous and differentiated. Level of student engagement is high as evidenced by classroom observation, decrease in discipline incidents, increased classroom attendance. We also are having an After School-Tutorial program that is paid through our Brookhaven Bolt funds. It is providing services for students who are struggling in math and CRCT testing.
GSK Planning and Organization 3: PA 7 The Attendance team will design and implement support programs that: • Provide intensive attention for students in need of one-on-one support to succeed, e.g., individual counseling or tutoring, behavior contracts, or involvement with social workers or psychologists to reach students. • Provide targeted interventions, i.e., daily attendance check-ins, behavior checklist, and extra help opportunities. • Provide mentors to offer psycho-social emotional support • Establish connections between school and home.	No Funding Needed	Aug. 2012-May 2013 API, Principal, CTSS, Classroom Teacher, ESOL and SE Teachers, Gifted Teacher, Counselor, Paraprofessionals	List of targeted students and suggested level of interventions Mentoring guidelines, Mentor assignment list Scheduled mentoring meeting times Calendar of mentor-mentee activities	Support personnel and school administrators can describe levels of interventions used and how interventions are connected to data. All personnel can articulate policies, procedures regarding early warning indicators, preventive strategies, and intervention strategies. All personnel can provide support for students. Mentoring can continue through MS & HS years using the DCSS technology. All of these procedures are in place and are being done at the school level.

Library-Media Action Plan

Annual Measurable Objective: : Ninety-three point three percent (93.3%) of students met and exceeded expectation on the CRCT in Reading/English Language Arts in 2011.   Students scoring in Levels 2 and 3 will increase by three percentage points (93.3%-96.3%) in Reading/ELA in 2012.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Instruction Standard 2.4: PA 1 Collaborative teacher meetings along with the media specialists are held to review and/or design performance tasks and assignments. Teachers and the media specialist work professionally and collaboratively to review the tasks and assignments and discuss their alignment with grade/subject level learning goals, standards, and elements. The assignments and tasks reflect the rigor and language of	No Funding Needed	Aug. 2012-May 2013 Teacher Librarian in collaboration with grade level teachers, SE teachers, ESOL teacher, Gifted Teacher,	Performance tasks Common assessments Collaborative teacher and media specialist meeting agenda and minutes	The assignments and performance tasks are directly aligned with appropriate standards and elements. Teachers and the media specialist can articulate the process used to come to consensus regarding the rigor that is expected by the standards. They can describe revisions that have been made to performance tasks as a result of this process.

the standards. The assignments and tasks require explanation, interpretation and conceptual application.		Principal, API		
GSS Instruction Standard 1.2: PA 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.	No Funding Needed	Aug. 2012-May 2013 Teacher-Librarian in collaboration with LA teachers, Principal, API, Counselor	Disaggregated local reading reports 25-Books Standard committee guidelines Resources alignment to units Media circulation records	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.
Technology Integration **GSS Instruction Standard 2.7: PA 1** Teachers and Media Specialist work collaboratively to develop a clear comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum utilizing GALILEO, and Internet lesson plans, Web-based Accelerated Reader, Microsoft 7, Compass Learning, and Destiny to increase specific reading skills and increase reading levels based on benchmark results, etc.	Professional Learning Budget $720	Aug. 2012-May 2013 Teacher-Librarian in collaboration with Regular ed. teachers, SE teachers, ESOL teacher, Gifted teacher, Principal, API	Computers Lesson plans Technological equipment Comprehensive plan to integrate technology Collaborative teacher meeting minutes and agendas, etc.	Teachers can articulate the use of comprehensive technology plan and enhance student learning.

Professional Learning Plan

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

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	**Evidence of Impact**
State (PL Funds)	To increase student achievement in Reading, Language Arts and Math	Train the Trainer: technology support to enhance differentiated instruction ActivcEspression Activespire Microsoftword 2010 IDMS Interactive Boards	Sept. Oct. Nov. 2012	Sign in log PL log Lesson plans Classroom Observation	CRCT Benchmark tests ITBS Writing Assessment
Federal					

Grants					
Local	To increase student achievement in Reading, Language Arts and Math	<u>Workshop on Differentiated Instruction</u> Provide training on Differentiated Instruction to meet the needs of Level 1, Level 2 and Level 3 students based on their skill, ability, interest, or learning style<u>.</u> Project ICE Differentiated Instruction for Gifted, ELL, and Inclusion Differentiated Instruction and Instructional Strategies – Thinking Maps QDPAC Professional Learning Communities researching and sharing Marzano's High Yield Strategies	Aug. 2012-May 2013	Sign in log PL log Lesson plans Classroom Observation	CRCT Benchmark tests ITBS Writing Assessment
	To increase students' awareness and involvement in their academic progress	Examine the effectiveness of the components of the Standards Based classroom. Student self-assessment Student Data Log Teacher-Student Conferences Student Led Conferences for Parents	August 2012-May. 2013	Student Data Log, Student Led Conferences Sign-in Sheets	CRCT Benchmark tests ITBS Writing Assessment

School Climate Action Plan

Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment**.**

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
GSS Planning and Organization Standard 4 PA 3: A Safe Schools Committee is formed and develops a Positive School Discipline Plan to prevent ISS and OSS referrals. The plan is based on pyramid of interventions and is monitored to facilitate continuous improvement.	No Funding Needed	Aug. 2012 - May 2013

Safe Schools Committee Teachers Counselor API Principal | Written Discipline Plan Pyramid of Interventions Meeting Agendas | Intervention Strategies are implemented that target the entire school population. School-wide rules were developed and posted throughout the building. Early intervention strategies are available to all stakeholders, such as counseling, conferences, tutoring. etc. |
| **GSS Planning and Organization Standard 4 PA 9:** School leadership regularly presents data driven school "hot spots" and solutions during faculty meetings. | No Funding Needed | Sept. 2011 – May 2012 Teachers Counselor API Principal | Sign-In Sheets Agendas Short-term action plans | Faculty and administrators address current school needs based on data. Monthly instructional meetings are held to discuss students' strengths and weaknesses. Research based strategies and plans of action for addressing these needs are written, reviewed and modified regularly. |
| **GSS Planning and Organization Standard 4 PA 11:** School requests technical assistance for Instruction and Professional Learning as needed. | No Funding Needed | Sept. 2012 – May 2013 Teachers Counselor API Principal | Sign-In Sheets Email Communication Feedback forms Meeting Notes | Faculty and administrators collaborate with district resource providers to ensure that the school acquires the necessary training and guidance. For example, Technology specialists assists faculty with eSIS and Compass |

Teacher Retention Action Plan

Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
GSS Leadership Standard 2: 2.2: PA 7: Implement Teacher Support Specialist team strategies to support new teachers or veteran teachers who need assistance.	No Funding Needed	Aug. 2012-May 2013 TSS Trained Teachers API Principal	Meeting Agendas Review of Annual Teacher Retention Statistics	Retention of teacher Positive Feedback from New and Veteran Teachers
GSS Leadership Standard 2: 2.2 PA 11: Continue to provide Professional Learning on-site with in-services, workshops, book studies, article discussions, and new teacher meeting with the Principal and off-site conferences, workshops, and courses.	No Funding Needed	Aug. 2012-May2013 PL Liason Teachers Principal	Registration Form Workshop Presentation for Faculty Sign-in Sheet Materials PL Activities Calendar	Retention of Teacher Positive Feedback from New and Veteran Teachers
GSS Leadership Standard 2: 2.2 PA 16 Implement Teacher Acknowledgement (TAP) Program that includes an Eagle Update sent out weekly featured in Newsletter, Thank You notes, Great Work cards, Awesome Grade Level, Colleague Kudos, etc.	Funding for workshops	Aug. 2012-May 2013 Principal API Recognition Team Members Teacher Support Specialist	Recognition Log BLT Notes	Increased Teacher Retention Positive School Climate Positive Feedback form