

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: <i>Dr. Willa B. Blaylock</i>	Date: 9/18/12
Regional Superintendent: Dr. Angela Pringle	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 <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Library-Media <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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

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

AdvancED (SACS CASI) Accreditation Standards
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.	India Whitted		
2.	Chavala Wilson		
3.	Willa B. Blaylock		
4.	Shevondah Fields		
5.	Jewel Randolph		
6.	Michelle Price		
7.	Doris Smith		
8.			
9.			
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Willa B. Blaylock		
CSIP Facilitator	Mae O. Allen		
Parent Representative (can not be a school employee)	Jewel Randolph		
Student Representative (required for High School)			
Community Representative (can not be a school employee)	Evelyn Johnson		
School Counselor	Lisa Blazer		
Special Education Representative	Demetris Collins		
Reading/ELA Chair	Carmen Robertson		
Math Chair	Lawanda Curtiss		
Science Chair	Tanya Wall		
Social Studies Chair	Chavala Wilson		
Professional Learning Liaison	Tennille Madden		
Other (specify)	Carolyn Robinson Edit/Proofing		
Other (specify)			

Executive Summary of Consolidated School Improvement Plan (CSIP)

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

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

Study Island is a program that our teachers use with the students in preparation for the CRCT. It is a standards-based instructional program that provides instruction, practices, and assessments in reading, math, science, and social studies. It is aligned to GA Performance Standards. Teachers can track and monitor students' progress through different computer generated reports. This program has been very successful in helping to prepare our students for the CRCT.

Renaissance Learning (STAR Reading, STAR Math, and STAR Early Literacy) is an assessment program used to provide teachers and parents with useful information on performance level and ways to help students improve in reading and math skills.

Our after-school tutorial program has been very successful in preparing our students that scored in Level I on the CRCT or other students identified as at-risk students by their teacher. The after-school safety net provided students with extra support in reading and math.

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

Our incentive program to improve student attendance was not as successful as we had anticipated. Even though, there was a slight improvement with our attendance, there were eight students with 35 or more absences for the entire year. Most of the students that were absent were classified as medical fragile.

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

Parents buy-in concerning attendance, understanding the importance of students coming to school each day and arriving on time. A large percentage of students attending Bob Mathis were not living in the attendance areas was a barrier for students' high percentage of absences. Most of the students with high rate of absences were not in the testing grades for CRCT and many of the students were medically fragile students.

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:

Attendance will continue to be a priority for the school because eventually, it will affect the outcome on the CRCT. Parents will be informed regularly when students are absent and workshops will be provided for parents on "Correlation between academic success and attendance." The school will continue

to spotlight students with perfect attendance and offer incentives. Bob Mathis will provide technology workshops for parents to become more involved in their child’s academic school experience. Teachers will be provided more technology in-services to help them become more technology savvy.

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>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.</p>	<p>Bob Mathis Elementary will achieve victory in every classroom preparing students to become lifelong learners in a diverse society.</p>
<p>Mission How will we make our vision a reality?</p>	<p>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.</p>	<p>Bob Mathis Elementary mission is to maximize students’ potential by preparing them to be academically and socially successful in a global society.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • 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 	<p>Bob Mathis Elementary School will:</p> <ul style="list-style-type: none"> • Value and promote parental involvement • Honor universal human rights • Hold high expectations for ALL • Regard quality public education as essential • Contribute to the common good of our community • Commit to using best practices and research to create a curriculum which is relevant, challenging, and engaging for students

Developing a Comprehensive Needs Assessment

1) Provide a brief description of your school and community.

Bob Mathis Elementary School is located in South DeKalb County. Bob Mathis Elementary was erected in 1974, with the current location opening in 1975. The land was donated by Robert Mathis of Mathis Dairy Farm. It is located at 3505 Boring Road in the middle of an older established community. Many of the parents of students at Bob Mathis are living with their grandparents and on affidavits.

Bob Mathis has an enrollment of 425 students in which, 53.08 percent males; 46.92 percent females; 98.74 percent African Americans; .01 percent Hispanics; .07 percent African (French speaking); 1.18 percent Multi-Racial; 83.24 percent Economically Disadvantaged; .016 percent English Language Learners; and 12.80 percent of students with Disabilities.

In 2003, Bob Mathis Elementary School became School-wide Title I. This was based on the number of students who qualified for free or reduced lunch. In 2012, eighty three point twenty four percent of the students qualified for free or reduced lunch.

The school has made AYP for the past nine years and earned the title of a Distinguished Title I School for nine years. Attendance continues to be a challenge for students at Bob Mathis Elementary School, even though, at this time, it has not affected AYP status. This year Bob Mathis has been rated as a Tier III school based on 2012 CRCT results in Reading and Language Arts (schools scoring 83% - 89%).

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

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

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

As a part of strategic planning, Bob Mathis Elementary School's instructionally focused CSIP Steering Committee/Leadership Team developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CRCT, ITBS, GKID, Writing Assessments, Benchmark tests results, STAR Early Literacy, STAR Reading, Star Math, GAPSS Analysis Reports, and the CSIP Reflection surveys). The committee meets monthly at the school to discuss the needs of the school. CSIP teams meets four times throughout the 2012-2013 school year to update the CSIP plan (August, 2012, September 2012, January 2012, and May 2012). Grade levels meet on Tuesdays and Thursdays during Instructional Planning meetings with the Principal and/or Assistant Principal to analyze school, grade level, and individual student data. The principal meets regularly with teachers to analyze data, focused on formative assessments and students' mastery of standards. Teachers meet on Wednesdays for training/in-services and grade level alignment to analyze data. The School Council also meets four times during the school year to discuss school improvement. The Leadership Team had a two days retreat at the school to discuss our School Improvement Plans for 2012 – 2013 school year to update and make revisions. The team presented the updated CSIP plan to the staff.

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

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

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

Leadership and Governance

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

Bob Mathis’ overall strengths are based upon effective rigor instructional planning incorporating Marzano’s High Yields Strategies and delivery aligned with Common Core Georgia Performance Standards and Quality Core Curriculum; highly qualified teachers and teachers who have high expectations for all students; the development and successful implementation of a school wide discipline plan. We are also committed to being a Professional Learning Community (PLC). The Professional Learning Communities meet on a weekly basis to analyze data and discuss ways to improve student achievement. We also have shared governance within the school that allows all stakeholders to have a voice in decisions that are made. Our administrative team has an “open door” policy which lends itself to a risk free environment for all. We also have a very strong and committed team of Teacher Support Specialist. All of these initiatives work hand in hand with the implementation of a rigorous standards based curriculum that incorporates the three part lesson in all subject areas.

Teachers are required to administer an array of assessments selected on national, state, county and school-wide level. The ITBS is a Norm-Reference test, that is given to first, third and fifth grade students each year. The state requires all third through fifth grade teachers to administer the CRCT as an assessment for mastery of grade level standards in all subjects. The state requires all kindergarten teachers to assess using GKIDS for Kindergarten readiness. The state requires third and fifth grade students to complete a writing assessment to measure their writing proficiency. DeKalb County requires all first through fifth grade teachers to assess their students with a benchmark test every six weeks in Reading and Math. In Language Arts, the school selected STAR Early Literacy, STAR Reading to assess the student's reading level.

Bob Mathis Elementary has made Adequate Yearly Progress for nine consecutive years. We have also been recognized by the state of Georgia as a Title I School for nine years.

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

Attendance continues to be a challenge for students at Bob Mathis Elementary, even though at this time, it has not affected CRCT results. We do have challenges that will affect student achievement. These educational, social, emotional and economic challenges are what parents, students, teachers, administrators and community will continue to work together to overcome: school climate; increase parental involvement; all teachers need to become technology savvy; increase student achievement in the area of Math, Science, and Social Studies especially, students with disabilities; decrease the number of students tardy and absentee rate.

Students at risk are identified by their scores on the CRCT, ITBS, Pre and Post Tests, STAR Early Literacy, STAR Reading, STAR Math and classroom performance. Tests results are analyzed. The data from these tests is reviewed on a weekly basis during grade level meetings. In addition, all teachers maintain and review Level I Plans a minimum of every six weeks. Parents, Special Education Teachers, Counselors, and administrators provide input for the completion of the plans. Teachers also utilize a variety of assessment tools on a daily basis to effectively identify students who are having difficulty mastering a standard. The teachers then plan instruction that will allow student's learning to be differentiated as needed. Students that require more assistance are provided with Tier 2 interventions (EIP Reading, EIP Math, and mentors). Students that are not successful with Tier 2 interventions are referred to Tier 3.

For students needing additional assistance there is an after school tutorial funded by Title I. The focus is on Reading and Math. Additionally, before the after school tutorial support is provided, students utilize the Accelerated Reader program and Study Island to provide extra support.

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

- Vertical Team Planning/High Order Thinking Skills/Thinking Maps Training
- Differentiating Instruction/RTI/Flexible Grouping
- Teacher Articulation of Common Core GPS and Assessments
- Writing Effective Commentary/Students’ Personal Efficacy and Responsibility
- Consultants on Common Core Standards for Teachers
- Math and Reading Workshops for Parents
- Technology Workshop for 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	X	Student Support Specialists
X	School Counselors	X	School Social Workers		Graduation Coaches

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

School Counselors: : School-wide and grade level assemblies to address areas of concern; classroom guidance activities; school wide incentive programs; character education initiative; parent conferences; consultation with teachers and community agencies; assigning mentors to students; individual counseling; participation in and/or chairing SST referral process.

Psychologists: Consultation with staff and parents; professional learning activities; presentations to staff; consultation at 504 meetings, serve on evidentiary hearings.

Student Support Specialists: The counselor provides group and individual activities on drug education, social emotional, coping with life and making referrals when necessary.

Social Workers: Consultation with staff and parents; presentations to staff; interpretation services at school sponsored meetings; serve on evidentiary hearings; support referrals to external agencies. The social worker conducts workshops for the staff each year on the protocol for referring students that have problems related to child abuse.

School Nurses: Consultation with community agencies, presentations to staff; provide referrals to external agencies. The school has an on site nurse that assists students that become ill during the school day and an additional nurse for our special needs and medically fragile students. Vision and hearing screenings are provided as needed.

Strategies to Increase Parental Involvement

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		Others (list here)

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

CRCT In-service for Parents – Parents are invited to learn strategies and become knowledgeable about the CRCT and other assessments required and discuss CRCT data results.

Thursday Courier – Couriers are sent home to keep parents abreast of information from the school system, school, PTA, and teacher.

Newsletter – Administration and grade levels send home monthly newsletters to update parents on current issues/concerns, instructional focus during the month and Common Core Georgia Performance Standards.

Calling Post – The calling post goes out to all parents from Bob Mathis Elementary School. Calling Post is provided by PTA to Bob Mathis Elementary to keep parents abreast of all parental involvement activities/workshops, PTA, parent/teacher conferences, all tests administrated (I.T.B.S., CRCT, etc.), and other important information.

Student Attendance- The school Counselor, Social Worker and Principal work collaboratively to increase student attendance and parental involvement.

Parent Lending Library – Parents are allowed to checkout materials such as Coach Books and Summer Solutions books to help their child at home in reading, math, science, and social studies.

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

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

Stakeholder Communication

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

Teachers and administration are able to interpret and effectively articulate assessment results to stakeholders through assessment training, letters, Parent/Teacher Conferences, and Curriculum Night. Administrators are trained in data analysis during administrative meetings/workshops. Teachers are trained in data analysis during instructional teacher meetings, Professional Learning Communities, and Staff Meetings. Letters are sent home to parent(s) or guardian(s) that explain the results of standardized tests as well as how the test data should be interpreted. Parent/Teacher Conferences are designed for teachers to share the interpretation and results of test scores with individual students’ parent(s) or guardian(s). Test results are sent home during the summer to all parents upon the arrival from the testing center. A calling post message goes out to parents informing them when test results are mailed home.

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

Our school will communicate to the widest range of stakeholders the results of the disaggregated data by providing them with the Georgia Department of Education: Office of Student Accountability website, the DeKalb County School District website, as well as local newspapers. The Georgia Department of Education provides a comprehensive report card for each school in the state of Georgia in which data-disaggregated information is clearly stated. Our school will communicate the CSIP to the widest range of stakeholders by housing a copy in the school media center that is available for stakeholders to view. A copy will also be electronically placed on the school website. Test results, school rating, and the CSIP will also be discussed during PTA meetings, School Council meetings, and other school related functions.

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

Our school will communicate the CSIP to the widest range of stakeholders by housing a copy in the school Media Center that is available for stakeholders to view. An electronic copy of Bob Mathis' CSIP will be placed on the school website. The plan will also be available and discussed during PTA and School Council meetings and events. Staff members will receive information in staff meetings, Professional Learning Communities, and via First Class. The assistant principal will serve as the facilitator for those who need additional information or explanation of the CSIP. Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that has a significant percentage of the parents of participating ELL students in the school.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

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

Coordination and Integration of Federal, State, and Local Services and Program Funds

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title I Funds will be used to support student achievement by funding 2 Title I teachers. Resource books and classroom libraries to support Common Core Standards; Writing to Win to support 3th and 5 th grade writing assessments; reading and math materials and classroom materials based on teachers’ request; e-Reader; toner; stamps; Language Master w/headphones and phonics cards; Poster Maker; Renaissance Learning (STAR Reading, STAR Math, STAR Early Literacy, Accelerated Reader; compass Learning; after school safety net for students below grade level in reading and math; supplies for students; consultants for Writing to Win and Common Core Standards ELA/Math; parental involvement workshops; newsletters with parents tips (Parent Institute; parent lending library to checkout materials to help their children at home in reading and math (Coach books, Summer Solutions); materials for workshops; and consultant or speaker for parents.
State Funds	State funds are used to support the instructional program in all core content areas (Per Pupil).
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	Title I
Local Professional Learning Funds	Professional Learning Funds are used to support books study for teachers and in-services.
Grants (list)	N/A
PTSA	Provide incentives for students, purchase books for Helen Ruffin Bowl and Principal’s Book of the Month and teachers’ incentives.
Partners in Education	N/A
Other (list)	

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

Reading/English/Language Arts Action Plan				
Annual Measurable Objective: To improve student achievement by decreasing the number of students in Level I by 10 percent.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 2.3: Performance/Action 3</u></p> <p>Utilize the standards as the expectation for learning and assess the needs of students prior to instruction.</p> <p>Analyze students’ levels of understanding, learning styles and interests in order to pace and present classroom instruction differently.</p> <p>Leveled Library Manipulatives Flexible Group</p>	<p>Title 1 Funded Teachers \$117,000</p> <p>Title I Funds Coach Books \$6000</p> <p>Title I Funds Poster Maker \$4995</p> <p>Title I Funds Non-Fiction Library Set \$6000</p>	<p>August, 2012- May, 2013</p> <p>Principal</p> <p>API</p> <p>Teachers</p>	<p>Lesson Plans</p> <p>Observation of an established delivery model</p> <p>Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson, etc.</p> <p>Varying activities for opening, work time, closing, inquiry, etc.</p>	<p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.).</p> <p>Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.</p> <p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>

<p>Curriculum Standard 3.1: Performance/Action 2</p> <p>Consistently disaggregate formative and summative assessment data to adjust implementation of the curriculum and improve instruction. Diagnose the needs of students and create an appropriate Classroom Profile Summary to include:</p> <p>Multiple Intelligences Formative Assessment Strategies Instructional Strategies:</p> <p>Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative date(s), and student information reflecting performance on standards.</p> <p>Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.</p> <p>Administer a summative assessment to validate that students have mastered the standards and update the classroom profile records.</p>	<p>None</p> <p>Consultants Common Core Standards \$10,000</p> <p>Flip Charts Common Core \$900</p> <p>Title I Funded Training Writing to Win \$7,000</p> <p>Title I Funded Substitute Teachers \$1,500</p>	<p>August, 2012 May, 2013</p> <p>Principal</p> <p>API</p> <p>Teachers</p>	<p>Observation of an established delivery model such as the workshop model, open-work-close, six-step format</p> <p>Disaggregated formative assessment results</p> <p>Disaggregated summative assessment results</p> <p>Rubrics Reading inventories or reading logs, etc.</p> <p>Class profile records</p> <p>Teacher/student conferencing notes</p>	<p>Principal and assistant principal are aware of the students who are struggling to meet standards as well as, those who meet and exceed standards and monitor their progress during classroom visits.</p> <p>Teachers can articulate how instruction is revised as a result of disaggregated data.</p>
<p><u>Assessment Standard 3.1:</u> Performance/Action 2</p>	<p>Title I Renaissance</p>	<p>August, 2012 – May, 2013</p>	<p>Safety Net Roster</p>	<p>Students who need additional support in meeting the standards are enrolled in the after school safety</p>

<p>Place students who are not meeting standards into groups according to assessment results and assign them to safety net instruction which occurs after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. Additional support is provided for students who have not mastered the standards. Document RTI when students are not mastering the content.</p> <ul style="list-style-type: none"> • After school tutorial • EIP 	<p>Learning \$3770</p> <p>Title I Funds Study Island \$3449</p> <p>Title I Funded After school Tutorial \$15,000</p> <p>Title I Funded Supplies (i.e. Crosswalk workbooks, Stamps, Toner, batteries) \$20,836</p>	<p>Principal</p> <p>AP</p> <p>Teachers</p>	<p>Data from Study Island</p> <p>Formative Assessment</p> <p>Summative Assessment</p>	<p>net. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how programs or interventions are enhanced, changed or eliminated based on assessment results.</p> <p>Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation and the transition from the GPS standards to CCSS.</p>
<p><u>Students with Disabilities</u> Instructional Standard 2.1: Performance/Action 2</p> <p>Present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching. <u>Project ICE Roadmap</u></p> <ul style="list-style-type: none"> • Provide the least restrictive 	<p>None</p> <p>Training provided by Teaching and Learning</p> <p>Professional Learning</p> <p>Project ICE</p> <p>Title I Funds Study Island</p>	<p>August, 2012- May, 2013</p> <p>Principal</p> <p>API</p> <p>Counselor</p> <p>Lead Teacher for Special Ed.</p> <p>Teachers</p>	<p>Student Portfolios</p> <p>Updated IEP Goals</p> <p>Small groups, pairs, independent work, conferencing etc. observed</p> <p>Coach Co –</p>	<p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.</p> <p>Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p> <p>Co-teachers consistently collaborate to ensure effective lesson plans and classroom implementation.</p> <p>Behavior intervention plans are</p>

<p>environment for instruction.</p> <ul style="list-style-type: none"> • Schedule students with disabilities in: co-teaching classes; increase the percentage of students with disabilities in the general education classes; general education with supportive instruction paraprofessionals; and pull out special education classes • Utilize accommodations for testing based on IEP specifications and write IEP accordingly. • Utilize modifications for instruction based on IEP specifications (ability level grouping, leveled readers, computer programs such as Phonics, Study Island) • Build master schedule that generates sufficient funds for inclusive practices. 	<p>Title I Language Master w/headphones \$3000</p>	<p>Early Intervention Program Teachers</p> <p>SST Committee Paraprofessionals</p> <p>Psychologist</p>	<p>teaching lesson plans</p> <p>Observations</p> <p>Teacher/Student Conferencing</p> <p>Tier IV Monitoring (IEP)</p> <p>Functional Behavior Assessments</p> <p>Individual behavior checklist</p> <p>Behavior Intervention Plan</p>	<p>written and are consistently utilized in the classroom setting. The plans are used to inform and revise teacher strategies to address student behavior.</p>
<p><u>Technology Integration</u> Instruction Standard 2.7: Performance/Action 2</p> <p>Effective use of technology to provide real world application, to enhance students' research skills and to differentiate instruction to maximize student learning. For real world application and differentiation: Interactive Board lessons Lessons utilizing LCD Projectors, document cameras and/or computers in the classroom</p>	<p>Title I Funds Renaissance Learning \$3770</p> <p>Title I Funds Study Island \$3449</p>	<p>August, 2012 – May, 2013</p> <p>Principal</p> <p>AP</p> <p>Teachers</p> <p>Media Specialist</p>	<p>Lesson Plans</p> <p>Benchmark Assessment</p> <p>Formal and informal Observations</p> <p>Professional Learning Logs</p> <p>Student</p>	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology.</p> <p>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

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Plan Year: 2012 - 2013

<p>To enhance student research skills Small group instruction utilizing mobile computer labs and/or computers in the classroom.</p> <p>To enhance test taking and/or basic skills Star Reading, Compass Learning, Study Island</p>			<p>Journals, Portfolios</p> <p>Research projects</p>	
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Mathematics Action Plan				
Annual Measurable Objective: To improve student achievement by decreasing the number of students in Level I by 10 percent.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 2: 6</u> <u>Performance/Action 1</u></p> <p>The leadership team collaborates to develop, implement, and monitor a pyramid of intervention which details levels of interventions for students who need additional support to achieve mastery of standards and prevents any student or subgroup from “falling through the cracks.”</p> <p>Intervention plan includes:</p> <ul style="list-style-type: none"> • A data-driven student participation process utilized throughout the school year. • A plan for utilizing teachers with the content background needed to support the intervention. • A process and schedule for communicating the identified standard deficits and improvements of students to the appropriate teachers/parents. • The selection of instructional resources that differ from those used in the classroom. • A process for routinely monitoring student achievement and the effectiveness of each level of 	<p>Title I Funds Professional Development Common Core Standards \$10,000</p> <p>Title I Funds Substitute Teachers</p> <p>Brain Child/Study Buddies \$15,000</p>	<p>August 2012- May 2013</p> <p>Principal</p> <p>API</p> <p>Teachers</p>	<p>TKES Walk-throughs</p> <p>Student work with meaningful hooks</p> <p>Unit plans</p> <p>End of unit assessments</p> <p>Conference notes</p> <p>Analysis of formative assessments</p> <p>Projects</p> <p>Hands-on activities</p> <p>Student journals</p> <p>Various leveled texts on topic</p>	<p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.).</p> <p>Teachers can explain how different performance tasks require different skills.</p> <p>All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary.</p> <p>Students can show the standard and elements they are working on in their work.</p> <p>Students are working to meet the same standards.</p>

<p>intervention.</p> <p>An exit process for students who master the standards and meet the learning goals.</p>				
<p><u>Curriculum Standard 2.2:</u> <u>Performance/Action 1</u></p> <p>The school has established a process to determine what all learners should know, do, and understand by the end of each grading period, at all grade levels, and within all subject areas.</p> <p>Diagnose the needs of students to create an applicable Classroom Profile. Summary to include:</p>	<p>Title I Funds</p> <p>Flip Charts</p> <p>Common Core Standards, Critical Thinking</p> <p>\$900</p>	<p>August, 2012 May, 2013</p> <p>Principal</p> <p>API</p> <p>Teachers</p>	<p>Curriculum Units</p> <p>Curriculum Maps</p> <p>Thematic/concept-based units</p> <p>Teacher meeting minutes</p> <p>Teacher meeting agendas</p> <p>Analyzed data</p> <p>Adjust lesson</p>	<p>Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work.</p> <p>Expectations are consistent within and across grade levels.</p> <p>Data will be analyzed during data talk meetings (i.e. student work, benchmark, CRCT results, etc.).</p>
<p><u>Assessment Standard 3.1:</u> <u>Performance/Action 4</u></p> <p>Place students who are not meeting standards into groups according to assessment results and assign them to safety net instruction which occurs during and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <p>Re-teach or provide additional support to students who have not mastered the standards.</p>	<p>Title I Funds</p> <p>After school tutorial \$ 15,000</p> <p>Title I Funded Study Island \$3449</p> <p>Renaissance Learning \$3770</p>	<p>August, 2012 May, 2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>LTSE</p> <p>Teachers</p>	<p>Safety Net Plan</p> <p>Student roster of target students</p> <p>Class Profile Charts</p> <p>Disaggregated Student Data</p> <p>Student Learning Goals</p>	<p>Common Core Standards that will be addressed: Number and Operations, Measurement, Geometry, Algebra, Data Analysis, and Process Skills.</p> <p>Multiple Intelligences will be addressed by allowing students to demonstrate knowledge in multiple representations; for example oral (linguistic), illustration (visual), acting out (kinesthetic) or numbers (logical).</p>

<p>Document RTI when students are not mastering content.</p>			<p>Student work Unit Plans Unit Tests Student projects Math Journals Student writing Benchmarks Portfolios</p>	<p>Students who need additional support in meeting the standards are enrolled in the after school safety net. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Students will complete a Pre-assessment in September to determine areas of weaknesses. Tutors will address those areas of weaknesses. Students will be informally assessed weekly to determine mastery of content. If mastered, the students will move on to other areas of concerns. If not the students will continue to work on the targeted skills.</p>
<p><u>Students with Disabilities</u> Instructional Standard 1.3 Performance/Action 1, 2 and 5</p> <p>Utilize Project I.C.E to increase the implementation of inclusive classroom settings (co-teaching, collaboration, and supportive instruction) to assist SWD with successfully assessing grade level curriculum with their non-disabled peers. This includes providing students in self-contained ID classrooms the opportunity to receive supportive and/or collaborative instruction. Implement effective reactive strategies for behavior for students with and without disabilities. Determine the function</p>	<p>Training by Teaching and Learning Department</p> <p>Flip Charts Common Core Standards, Critical Thinking, RTI \$900</p>	<p>August, 2012 May, 2013</p> <p>Principal Assistant Principal Counselor LTSE General Education Teachers</p>	<p>Student Portfolios Updated IEP Goals Small groups, pairs, independent work, conferencing etc. observed Coach Co – teaching lesson plans Observations</p>	<p>Functional Behavior Assessment is used as part of the SST documentation process.</p> <p>Behavior intervention plans are written and are consistently utilized in the classroom setting. The plan is used to inform and revise teacher strategies to address student behavior.</p> <p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.</p> <p>Students and teachers can articulate</p>

<p>of the misbehavior for students with disabilities who routinely misbehave through Functional Behavioral Assessment. Implement a behavioral intervention plan that addresses and supports the behaviors function.</p> <ul style="list-style-type: none"> Utilize accommodations for testing based on IEP specifications Utilize modifications for instruction based on IEP specifications (ability level grouping, and computer programs such as Symphony Math and Study Island). <p><u>Project ICE Roadmap</u></p> <ul style="list-style-type: none"> Provide the least restrictive environment for instruction. Schedule students with disabilities in: co-teaching classes; general education classes with supportive instruction; and pull out special education classes. Utilize accommodations for testing based on IEP specifications and write IEP accordingly. <p>Utilize modifications for instruction based on IEP specifications (ability level grouping, computer programs such as Symphony Math).<u>Students with Disabilities</u></p>		<p>Special Education Teachers</p> <p>Psychologist</p>	<p>Teacher/Student Conferencing</p> <p>Tier IV Monitoring (IEP)</p> <p>Functional Behavior Assessments</p> <p>Individual behavior checklist</p> <p>Behavior Intervention Plan</p>	<p>how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p> <p>Co- teachers meet twice per week to collaborate to ensure effective lesson plans and classroom implementation.</p>
<p><u>Technology Integration</u> Instruction Standard 2.7: Performance/Action2</p>	<p>Title I Funds Renaissance Learning \$3770</p>	<p>August, 2012 May, 2013 Principal</p>	<p>Focus walk Study Island Report</p>	<p>Students can articulate how technology supports learning. Examples of student work enhanced</p>

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<p>Teachers effectively use technology to provide real world application and to maximize student learning.</p> <p>Employ technology by teachers and students to promote content research as required by conceptual application of the standard.</p> <p>Teachers and students will utilize Study Island during classroom instruction time to review and reinforce skills and concepts taught in math.</p> <p>Implementation of a Teacher Resource Center, which would include books, e-books, CD's, Thinking Maps and video tapes (use of school data) that support instruction.</p>	<p>Title I Funds Study Island \$3449</p>	<p>Assistant Principal Teachers</p>	<p>Research Projects Informal Observations Formal Observations Lesson Plans Discovery Education Usage Report</p>	<p>through technology.</p> <p>Teacher observations and focus walk data will show the usage of technology.</p> <p>Teachers will utilize the teacher resource room to enhance math instruction for student achievement.</p>
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan				
Annual Measurable Objective: To improve student achievement by decreasing the number of students in Level I by 10 percent.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standards 2: 2.5 Performance/Action 2</u></p> <p>Utilize diagnostic and formative assessments to group their students in a variety of ways to include, whole group, small group, cooperative learning, pairs or groups, individual, interest based, skills-based, and knowledge-based.</p> <ul style="list-style-type: none"> • Flexible learning groups • Utilize peer tutoring and student leaders. • Accelerate learning by helping students transfer ideas from the concrete to the abstract and addressing learning deficiencies. • Use a variety of teaching methods to address various learning modalities. Implement project-based, interest based strategies such as games, music, and technology. • Utilize Thinking Maps to organize concepts for understanding. • Implement Marazano’s High Yields Strategies 	<p>Title I Funded Professional Development Common Core Standards \$10,000</p> <p>Writing to Win \$7,000</p> <p>Title 1 Funded Substitute Teachers \$1,500</p> <p>After school Tutorial \$15,000</p>	<p>August, 2012 May, 2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p>	<p>Written Teacher Observations</p> <p>Students Project Science Journals</p> <p>Rubrics for Scientific Experiments</p> <p>Benchmarks Unit Tests Portfolios Science Lab Science Learning</p>	<p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups.</p> <p>Students share ways that groups change in the class.</p> <p>Students share their choice of assignments are often allowed and they are able to give example.</p>

<p>Curriculum Standard 3.1: Performance/Action 2</p> <p>Consistently disaggregate formative and summative assessment data to adjust implementation of the curriculum and improve instruction.</p> <p>Diagnose the needs of students and create an appropriate Classroom Profile Summary to include:</p> <ul style="list-style-type: none"> • Common Core Standards • Multiple Intelligences • Formative Assessment Strategies <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative date(s), and student information reflecting performance on standards. • Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily. • Administer a summative assessment to validate that students have mastered the standards and update the classroom profile records. 	<p>None</p>	<p>August, 2012 May, 2013</p> <p>Principal Assistant Principal Teachers</p>	<p>Written Teacher Observations Students Project Science Journals Rubrics for Scientific Experiments Benchmarks Unit Tests Portfolios Science Lab Science Learning Centers</p>	<p>Principal and assistant principal are aware of the students who are struggling to meet standards as well as, those who meet and exceed standards and monitor their progress during classroom visits.</p> <p>Teachers can articulate how instruction is revised as a result of disaggregated data.</p>
<p>Assessments Standard 3.1: Performance/Action 2</p>	<p>Title I Funded After school</p>	<p>August, 2012 May, 2013</p>	<p>Safety Net Plan</p>	<p>Students who need additional support in meeting the standards are enrolled in the after school safety net. Safety net instruction is</p>

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<p>Place students who are not meeting standards into groups 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. Additional support is provided for students who have not mastered the standards. Document RTI when students are not mastering the content.</p>	<p>Tutorial \$15,000 Title I Funded Study Island \$3449 Renaissance Learning \$3770</p>	<p>Principal Assistant Principal Teachers</p>	<p>Student roster of target students Class Profile Charts Disaggregated Student Data Student Learning Goals Student work Unit Plans Unit Tests Student projects Math Journals Student writing</p>	<p>continuous monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed or eliminated based on assessment results. Leadership and teachers can explain how the utilization of resources are directly aligned to the school improvement plan as well as how the resources support the implementation and the transition from the CCGPS standards to CCSS.</p>
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			Benchmarks	
<p><u>Students with Disabilities</u> <u>Instructional Standard 1.3</u> <u>Performance/Action 1, 2 and 5</u></p> <p>Utilize Project I.C.E to increase the implementation of inclusive classroom settings (co-teaching, collaboration, and supportive instruction) to assist SWD with successfully assessing grade level curriculum with their non-disabled peers. This includes providing students in self-contained ID classrooms the opportunity to receive supportive and/or collaborative instruction.</p> <ul style="list-style-type: none"> • Implement effective reactive strategies for behavior for students with and without disabilities. • Determine the function of the misbehavior for students with disabilities who routinely misbehave through Functional Behavioral Assessment. • Implement a behavioral intervention plan that addresses and supports the behaviors function. • Utilize accommodations for testing based on IEP specifications. • Utilize modifications for instruction based on IEP specifications (ability level grouping, leveled readers, and 	<p>Training by Teaching and Learning Department</p>	<p>August, 2012 May, 2013</p> <p>Principal Assistant Principal Counselor LTSE General Education Teachers Special Education Teachers Psychologist</p>	<p>Portfolios (online and printed)</p> <p>Student Portfolios Updated IEP Goals Small groups, pairs, independent work, conferencing etc. observed Coach Co – teaching lesson plans Observations Teacher/Student Conferencing Tier IV Monitoring (IEP) Functional Behavior Assessments Individual behavior checklist Behavior Intervention Plan</p>	<p>Functional Behavior Assessment is used as part of the SST documentation process.</p> <p>Behavior intervention plans are written and are consistently utilized in the classroom setting. The plan is used to inform and revise teacher strategies to address student behavior.</p> <p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.</p> <p>Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p> <p>Co- teachers consistently collaborate to ensure effective lesson plans and classroom implementation.</p>

<p>computer programs such as Phonics, LEXIA and Study Island).</p> <p>Project ICE Roadmap</p> <ul style="list-style-type: none"> • Provide the least restrictive environment for instruction. • Schedule students with disabilities in: co-teaching classes; general education classes with supportive instruction; and pull-out special education classes. • Utilize accommodations for testing based on IEP specifications and write IEP accordingly. • Utilize modifications for instruction base on IEP specifications (ability level grouping, leveled readers, computer programs such as Phonics, LEXIA). 				
<p><u>Technology Integration</u> Technology Integration Instruction Standard 2.7: Performance/Action2</p> <p>Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> • Employ technology by teachers and students to promote content research as required by conceptual application of the standard. • Teachers and students will utilize Study Island during classroom 	<p>Title I Funded</p> <p>Study Island</p> <p>Renaissance Learning</p> <p>Compass Learning</p>	<p>August, 2012</p> <p>May, 2013</p> <p>Principal</p> <p>Assistant</p> <p>Principal</p> <p>Teachers</p> <p>Media</p> <p>Specialist</p>	<p>Focus walk</p> <p>Study Island</p> <p>Report</p> <p>Research</p> <p>Projects</p> <p>Informal</p> <p>Observations</p> <p>Formal</p> <p>Observations</p> <p>Lesson Plans</p>	<p>Students can articulate how technology supports learning.</p> <p>Examples of student work enhanced through technology.</p> <p>Teacher observations and focus walk data will show the usage of technology.</p> <p>Teachers will utilize the teacher resource room to enhance math instruction for student.</p>

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<p>instruction time to review and reinforce skills and concepts taught in math.</p> <ul style="list-style-type: none">• Implementation of a Teacher Resource Center, which would include books, eBooks, CD's Thinking Maps and video tapes (use of school data) that support instruction.				
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Social Studies Action Plan

Annual Measurable Objective: To improve student achievement by decreasing the number of students in Level I by 10 percent.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2.5: Performance/Action 2</p> <p>Utilize diagnostic and formative assessments to group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based and knowledge-based.</p> <ul style="list-style-type: none"> • Modify instruction in flexible learning groups • Utilize peer tutoring and student leaders • Accelerate learning by helping students transfer ideas from the concrete to the abstract and addressing learning deficiencies • Use a variety of teaching methods to address various learning modalities. • Implement project-based, interest-based strategies such as games, music, and technology. 	<p>Title I Funds Coach Books Common Core Standards \$3500</p> <p>Title I Funds Study Island</p> <p>Compass Learning</p>	<p>August 2012 - May 2013</p> <p>Principal</p> <p>API</p> <p>Teachers</p>	<p>Focus Walks</p> <p>Student work</p> <p>Unit plans</p> <p>End of Unit Assessments</p> <p>Conference notes</p> <p>Analysis of Formative Assessments</p> <p>Real world projects</p> <p>Hands-on activities</p> <p>Student journals</p> <p>Various leveled texts on topic</p> <p>Written teacher observations</p>	<p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.).</p> <p>Teachers can explain how different performance tasks require different skills.</p> <p>All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary.</p> <p>Students can show the standard and elements they are working on in their work.</p> <p>Students are working to meet the same standards.</p> <p>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.</p> <p>Students share that choice of</p>

			<p>Student projects</p> <p>Rubrics for scientific experiments</p> <p>Benchmark and Unit tests</p> <p>Portfolios</p> <p>Teacher-made tests</p> <p>Use of interactive maps</p> <p>Learning centers</p>	<p>assignments are often allowed, and they are able to give examples.</p>
<p>Curriculum Standard 3.2: Performance/Action 2</p> <p>Consistently disaggregate formative and summative assessment data to adjust implementation of the curriculum and improve instruction.</p> <p>Diagnose the needs of students and create an appropriate Classroom Profile Summary to include:</p> <p>Multiple Intelligences Formative Assessment Strategies Instructional Strategies:</p>	<p>None</p>	<p>August, 2011 May, 2012</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p>	<p>Written Teacher Observations</p> <p>Students Project</p> <p>Benchmarks</p> <p>Unit Tests</p> <p>Portfolios</p> <p>Learning Centers</p>	<p>Principal and assistant principal are aware of the students who are struggling to meet standards as well as, those who meet and exceed standards and monitor their progress during classroom visits.</p> <p>Teachers can articulate how instruction is revised as a result of disaggregated data.</p>

<p>Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative date(s), and student information reflecting performance on standards.</p> <p>Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.</p> <p>Administer a summative assessment to validate that students have mastered the standards and update the classroom profile.</p>				
<p><u>Assessments Standard 3:</u> <u>Performance/Action 2</u></p> <p>Place students who are not meeting standards into groups 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. Additional support is provided for students who have not mastered the standards. Document RTI when students are not mastering the content</p>	<p>Title I Funds Study Island</p> <p>Renaissance Learning</p> <p>Compass Learning</p>	<p>August, 2012 May, 2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p>	<p>Class Profile Charts</p> <p>Disaggregated Student Data</p> <p>Student Learning Goals</p> <p>Student work</p> <p>Unit Plans</p> <p>Unit Tests</p> <p>Student projects</p> <p>Benchmarks</p>	<p>Administrators can explain how programs or interventions are enhanced, changed or eliminated based on assessment results.</p> <p>Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation and the transition from the GPS standards to CCSS.</p>

<p><u>Students with Disabilities</u> <u>Instructional Standard 1.3</u> <u>Performance/Action 1 and 2</u></p> <p>Utilize Project I.C.E to increase the implementation of inclusive classroom settings (co – teaching, collaboration, and supportive instruction) to assist SWD with successfully accessing grade – level curriculum with their non –disabled peers. This includes providing students in self-contained ID classrooms the opportunity to receive supportive and/or collaborative</p> <ul style="list-style-type: none"> • Utilize accommodations for testing based on IEP specifications • Utilize modifications for instruction based on IEP specifications (ability level grouping, leveled readers computer programs i.e. Renaissance Learning, Study Island). <p><u>Project ICE Roadmap</u></p> <ul style="list-style-type: none"> • Provide the least restrictive environment for instruction. • Schedule students with disabilities in: Co-taught General Education classes with supportive instruction Pull out Special Education classes • Utilize accommodations for testing based on IEP specifications & write IEP accordingly • Utilize modifications for instruction based on IEP specifications (ability 	<p>Training by Teaching and Learning Department</p>	<p>August 2012- May 2013</p> <p>Principal</p> <p>API</p> <p>Counselor</p> <p>Lead Teacher of Special Education</p> <p>Special Education Teachers</p> <p>General Education Teachers</p> <p>Psychologist</p>	<p>Small groups, pairs, independent work, conferencing etc. observed</p> <p>Coach Co – teaching lesson plans</p> <p>Observations</p> <p>Teacher/Student Conferencing</p> <p>Tier IV Monitoring (IEP)</p> <p>Functional Behavior Assessments</p> <p>Individual behavior checklist</p> <p>Behavior Intervention Plan</p>	<p>Functional Behavior Assessment is used as part of the SST documentation process.</p> <p>Behavior intervention plans are written and are consistently utilized in the classroom setting. The plan is used to inform and revise teacher strategies to address student behavior.</p> <p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching.</p> <p>Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p> <p>Co- teachers consistently collaborate to ensure effective lesson plans and classroom implementation.</p>
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School Name: Bob Mathis Elementary

Principal: Dr. Willa B. Blaylock

Plan Year: 2012 - 2013

<p>level grouping, leveled readers, computer programs such as Phonics, Renaissance Learning).</p>				
<p><u>Technology Integration</u> <u>Instruction 2.7: Performance/Action2</u></p> <p>Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> • Class multi-media projects • Laboratory projects • Video streaming from Discoveryeducation.com <p>Implementation/Use of Promethean Board/ActivBoard.</p>	<p>Per Pupil Funds</p> <p>Title I Funds Study Island</p>	<p>August, 2012 May, 2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p>	<p>Focus walks</p> <p>Flexible grouping</p> <p>Study Island Reports</p> <p>Research projects</p> <p>Formal Observations</p> <p>Informal Observations</p> <p>Lesson Plans</p>	<p>Students can articulate how technology supports learning.</p> <p>Examples of student work enhanced through technology.</p> <p>Teacher observations and focus walk data will show the usage of technology.</p> <p>Teachers will utilize the teacher resource room to enhance math instruction for student achievement.</p>

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

Attendance Action Plan				
Annual Measurable Objective: To decrease the percentage of students absent 15 or more days from 5.4% to 4.2%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>DCSD Implementation Resource Supplement: Standard 3: Collaborative planning involving the district and the school: Performance/Action 7</u></p> <p>Implement established school procedures for monitoring student absenteeism. Establish connections between home and school:</p> <ul style="list-style-type: none"> • eSIS daily attendance • Teachers call parents when students are out 3 consecutive days. • Communicate Attendance Policy and expectations in Parent/Student Handbook. • Ensure Student Code of Conduct (Attendance Policy) is understood. • After 5 unexcused absences, teacher refers students' name to school counselor. • After 6 unexcused absences a letter is sent home to parents. <p>After 8 unexcused absences the counselor will meet with students and their names are forwarded to School Social Worker.</p>	No Funding	August, 2012 - May, 2013 Principal Assistant Principal Teachers Counselor Social Worker Parents	eSIS Attendance Report 6 Days Letter Counselor Log Teacher Referrals Parent/Student Handbook School Council Attendance Minutes	Support personnel and school administrators can describe levels of interventions used and how interventions are connected to data. All personnel can articulate policies, and procedures regarding early warning indicators, preventive strategies and intervention strategies. All personnel can provide support for students. Students' incentives for attendance: <ul style="list-style-type: none"> • Monthly certificate for perfect attendance • Monthly perfect attendance board with names of students • Honors Day recognition for students with perfect attendance (Perfect Attendance Medal)

<p><u>Students with Perfect attendance</u> Students with perfect attendance will be spotlighted.</p> <ul style="list-style-type: none"> • Homeroom class • PA • School newspaper • Bulletin board 		August, 2012 - May, 2013 Principal Assistant Principal Teachers	Attendance Report	Teachers, parents and students can articulate the attendance policies as outlined in the Parent/Student Handbook
<p><u>Perfect Attendance Celebration</u></p> <ul style="list-style-type: none"> • Students name placed on bulletin board in front lobby each month. • Certificate awarded at the end of the year to students. • Perfect Attendance Medallion awarded at the end of the year. 	PTA Funds \$1000	August, 2012 - May, 2013 Principal Assistant Principal Teachers	Names on End of Year Celebration Program	Students with perfect attendance are recognized and rewarded each month as a strategy used to ensure the academic, social, and psychological success of students.

Library-Media Action Plan				
Annual Measurable Objective: Increase the number of students that meet/exceed the Spring 2012 CRCT standards for all students in grades 3-5 by 10% in Reading-English/Language Arts. Increase the number of books students checked out in Destiny’s web-based catalog system from 5% to 10%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Performance Action or Initiative <u>Instruction 1.2:PA4</u></p> <p>The Teacher-Librarian collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The Teacher-Librarian provides services and resources that support school units and lesson implementation</p> <ul style="list-style-type: none"> • Teacher-Librarian attends teacher collaborative planning meetings, and conferences • Books are available to the students based on reading levels & personal interest. • Teacher-Librarian provides flexible access print, non-print resources and library class spaces to faculty and staff members • Principal Book of the Month • Books on CD and e-books are made available for students to read, listen and enjoy. • Collaboratively develop resource based projects for all students, which 	None needed	<p>August-2012- May 2013</p> <p>Principal</p> <p>Leadership Team</p> <p>Teacher-Librarian</p> <p>Grade Level Chairs</p> <p>Media Committee</p>	<p>Disaggregated Lexile Reports</p> <p>Renaissance Learning Reports Accelerated Reader & Star Reading</p> <p>Resources alignment Common Core Units</p> <p>DCSD Benchmarks ITBS 1,3, & 5 CRCT 3-5</p> <p>Media circulation records, etc.</p>	<p>Resources from the media center are correlated to Common Core units of study. Listed below the Teacher Librarian can describes how services/ resources are coordinated to support classroom instruction that include:</p> <ul style="list-style-type: none"> • CRCT • ITBS • Social Studies Fair • Research Projects

<p>will be used as assessments in content areas.</p> <p><u>Technology Integration</u> <u>Instruction 2.7: PA2:</u> Teachers effectively use technology to provide real world applications and to maximize student learning.</p> <ul style="list-style-type: none"> • Class multi-media projects • Renaissance Learning Star Reading & Math • The Internet • Destiny (Online Catalog) • Galileo-SIRS Children Online Magazine, Kids.gov. Britannica Elem. Kids Search • Discovery Education • World Book Encyclopedia Online • DeKalb Technology Resources (County online supported databases) • Online State Assessment (OAS) • Nystrom Stratalogicia (Interactive Maps) • Library Media Center Computer & Laptops 	<p>State Library Media Allotment</p> <p>DCSD</p> <p>State Media Allotment</p> <p>State Media Allotment</p> <p>Title I Funds Renaissance Learning</p>	<p>August-2012 May 2013</p> <p>Principal</p> <p>Leadership Team</p> <p>Teacher-Librarian</p> <p>Grade Level Chairs</p>	<p>Laptop Computer Schedule</p> <p>Prometheans Boards usage in lesson plans</p> <p>Teacher & Teacher Librarian Collaborative Lessons Plans</p> <p>Library Media Center Flexible Schedule</p> <p>Computer Lab Schedule</p> <p>Student/Classroom Projects</p> <p>Benchmarks ITBS</p>	<p>Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to complement their learning.</p> <ul style="list-style-type: none"> • Renaissance Learning Star Reading & Star Math Test & Reports • Study Island • Accelerated Reader Reports • The Internet Searching Skills • PowerPoint Presentation • Destiny- Research • Library Information Literacy Skills Curriculum Integration
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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)	Improve school climate Staff will explore books to assist with student achievement.	Team building activities PL Funds Study Groups Books \$500	August, 2012 – May, 2013	Sign in sheets PD Planner	Surveys CRCT ITBS
Federal	Improve Critical thinking skills in academic areas (Common Core Standards) Improve student achievement by increasing parental/community involvement. Increase use of technology to assist with instruction. Improve academic achievement through differentiated instruction.	In-services/workshops RTI Training RT3 Redelivery Parental Involvement Workshops Community Presentations on Common Core Standards/School Rating On-site Trainings In-services	August, 2012 – May, 2013	Focus Walks Lesson Plans Logs/Journals Sign in Sheets Agenda Minutes Surveys Training Logs IDMS TKES Electronic Platform Observations	CRCT ITBS Benchmark Tests Surveys Study Island Renaissance Learning
Grants	N/A				
Local	Updated CSIP Data Planning and collaboration across grade level	Professional Learning Meetings Instructional Grade Level Meetings Vertical Team Meetings	August, 2012- May, 2013	Sign in Sheets Program Agenda	CRCT ITBS

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 1</u> A Safe School is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a safety committee that:</p> <ul style="list-style-type: none"> • Knows best practices in violence prevention and school culture. • Actively shares with faculty research-based safe schools. <p>Collects and analyzes local, state, and national data on violence and school climate on a yearly basis.</p>	None	August, 2012 May, 2013 Principal Safe School Committee Discipline Committee	Committee Members Log Agendas Sign in sheets Minutes	The Safe School Committee meets monthly to review school safety plans data and discuss best practices as it relates to violence prevention. The Safe School Committee meets, discusses, and develops a plan for a positive school culture.
<p><u>Performance/Action 2</u> The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion:</p> <ul style="list-style-type: none"> • Grade Level • Gender • Location and time of infraction • Teacher referrals • Repeated offenders 	None	August, 2012 May, 2013 Principal Safe School Committee Discipline Committee	Committee Members Log Agendas Sign in sheets Minutes Teacher/Counselor Referrals	Data analysis documents patterns and trends of classroom management school-wide behavior. Analyze the utilization of current safe school plan and school-wide behavior management plan effectiveness.

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
<p><u>Performance/Action 6</u> The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:</p> <ul style="list-style-type: none"> • Assign mentors to teachers new to the teaching profession. • Provide guidelines to mentors regarding how to effectively serve in their roles. 	Title I Funds Substitutes	August, 2012 May, 2013 Principal Assistant Principal TSS	Mentoring Handbook Scheduled Meetings Log in Sheets Minutes	Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. Teachers understand and implement best mentoring practices.
<p><u>Performance/Action 7, 8, 9, 10</u> The school will adhere to the DCSD Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists(TSS) Program through the following actions:</p> <ul style="list-style-type: none"> • Assign TSS to new teachers (0-2 years). • Schedule a formal time for mentors and mentees to meet at least once per month. • Ensure that all TSS have received training. Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of	Professional Learning	August, 2012 May, 2013 Principal Assistant Principal TSS	TSS Guidelines Scheduled Meetings Agendas Log in Sheets Minutes	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 of increased skills.

results.				
<p>The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once per month. Develop and maintain a master schedule that allows collaborative planning time on a weekly or biweekly basis. Monitor lesson plans and classroom activities for evidence of collaborative planning. 		<p>August, 2012 May, 2013</p> <p>Principal Assistant Principal Teachers Professional Learning Committee</p>	<p>Master Schedule Calendar of Collaborative Planning Meetings Minutes Lesson Plans Classroom Observations</p>	<p>Grade level and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning.</p> <p>Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.</p>
<p>The principal will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support.</p> <p>Follow up regarding supportive actions will be documented.</p>		<p>August, 2012 May, 2013</p> <p>Principal Assistant Principal</p>	<p>Meeting Minutes Feedback Notes</p>	<p>School leaders can articulate what they look for in an observation. School leaders discuss instructional delivery and student work as it relates to GA Common Core Performance Standards and elements.</p>
<p>The professional learning committee will create, and provide a variety of engaging staff development sessions related to the specific needs and interests of teachers including, but not limited to as classroom management, differentiated instruction, and technology.</p>	<p>PL Funds \$500</p>	<p>August, 2012 May, 2013</p> <p>Principal Assistant Principal Teachers</p>	<p>Agendas Log in Sheets, IDMS evaluation form/feedback</p>	<p>New teachers are able to demonstrate increased skills and knowledge in the areas of instructional delivery and teacher/student interaction.</p>