

**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:

<b>AdvancEd (SACS CASI)</b>	Required for District-wide Accreditation
<b>Georgia Department of Education Annual School Improvement Plan</b>	Georgia DOE mandate
<b>DeKalb County School System Departmental Action Plans</b>  <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:

<b>AdvancED (SACS CASI) Accreditation Standards</b>
<b>Standard 1: Purpose and Direction</b> 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.
<b>Standard 2: Governance and Leadership</b> The school operates under governance and leadership that promote and support student performance and school effectiveness.
<b>Standard 3: Teaching and Assessing for Learning</b> The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.
<b>Standard 4: Resources and Support Systems</b> The school has resources and provides services that support its purpose and direction to ensure success for all students.
<b>Standard 5: Using Results for Continuous Improvement</b> 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.

<b>Georgia School Key Strands</b>
<b>Curriculum</b> - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
<b>Assessment</b> - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
<b>Instruction</b> - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).
<b>Planning and organization</b> – 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.
<b>Student, family, and community involvement and support</b> - 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.
<b>Professional learning</b> - 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
<b>Leadership</b> - 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.
<b>School culture</b> - 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.

**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.	Milena Bogdonove		
2.	Shana Sinkoe		
3.	Todd Brown		
4.	Laura Barrientos		
5.	Augretta Tutson		
6.	Stacy Calhoun		
7.	Nancy Pettitt		
8.			
9.			
10.			
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20.			

**School Name: Briar Vista Elementary**

**Principal: Augretta W. Tutson**

**Plan Year: 2012-2013**

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

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Augretta W. Tutson		
CSIP Facilitator	Nancy L. Heitzenrater		
Parent Representative <b>(can not be a school employee)</b>	Mr. Brown, PTO President	Signature School Council	
Community Representative <b>(can not be a school employee)</b>	Ms. Barrientos, Parent	Signature School Council	
School Counselor	Rachina Holman		
Special Education Representative	Lillette Rumley		
Reading/ELA Chair	Laura Payne Markert		
Math Chair	Rachel Flueckiger		
Science Chair	Teresa Francis Booker		
Social Studies Chair	Shani Glasby		
Professional Learning Liaison	Patrice Lewis		
Teacher Retention	Mary Lakus		
Library Media-Technology	Shalene Bartlett		



**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:**

A part time Spanish interpreter was assigned to Briar Vista to provide translation services during the school day and during parent conferences. In addition, the interpreter translated flyers and letters, and assisted with phone calls made to Spanish speaking parents.

It was our second year in a row to implement a successful dual track program, Montessori and Traditional, providing students without Montessori experience the Traditional approach and the Montessori approach to students having Montessori experience.

A number of initiatives were directly aimed at increasing parental involvement at Briar Vista. Doughnuts for Dads, Muffins for Mom, Grandparents Luncheon, The Holiday Coffee, and The Living History Museum were some of our biggest social events to encourage parent participation. Curriculum Night, Open House, and Parent Conferences were academically focused events in order to familiarize parents with their child's new grade, requirements and expectations for success. Parent/Teacher Conferences provided additional opportunities to discuss their child's academic progress and foster greater levels of parental involvement.

In addition, academically focused meetings: Instructional Leadership Team, Data Reviews, RTI, and Grade Level with and without Administration, were also successful.

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

Running and viewing created instructional powerpoints during lunch time was not as successful as hoped for due to technological issues and resources to create math and reading slides that would be both engaging and multi-grade level.

After school tutorial twice a week for both semesters was not as successful as we hoped due to large class sizes, difficulty finding teachers to commit to both days for both semesters, and transportation not available until the spring.

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

**Translation/Interpretation:** Many of the students who need academic support have parents that do not speak English. As a result, one of our biggest barriers is the inability of teachers to communicate effectively with parents who do not speak English. This lack of communication between teachers and non-English speaking parents negatively impacts the academic growth of non-English speaking students.

**Technology:** Due to lack of sufficient funds, we are behind in providing Activboards in every homeroom class.

**Program Approval Timeline:** We were not able to start afterschool tutorial early first semester due to lack of timely approval. Funding approval also delayed other purchases involved in our action plan.

**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:**

Excluding our self-contained special education programs for 3-5 year olds, during the 2012-2013 school year, 80% of ESOL and Special Education services will be provided through the push-in or the co-teaching models. Using these models, 85% of our homeroom classes (Montessori/Traditional) either have two certified teachers, or a teacher and a paraprofessional in the classroom throughout the day.

Based on our recent data (ACCESS, Writing, CRCT, SLO Pre Assessments and First Quarterly District Benchmarks) we will add Extended Learning Mathematics and English Language Arts classes in the afternoon for 3<sup>rd</sup>-5<sup>th</sup> grade:

During our second semester, we will offer After School Tutorial in the areas of Mathematics and English Language Arts for at risk students.

We will continue to use our limited technology to improve academic achievement throughout the school. In addition to laptops, our twenty iPADS with 180 educational apps are available for students to use in order to focus on specific skills in which they may need extra support.

**School Mission and Vision**

	<b>DeKalb County School System</b>	<b>School</b>
<p><b>Vision</b> 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>Learning, achieving, succeeding, and functioning independently in society.</p>
<p><b>Mission</b> 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>With the support of our families and the community, Briar Vista will use the Montessori and Traditional approach to maximize students’ social and academic potential while fostering self-reliance and life-long learning in a global society</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self direction</li> <li>• Social and cross cultural interaction</li> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> <li>• Information and technology literacy</li> <li>• Critical thinking and problem solving</li> <li>• Creativity and innovation</li> </ul>	<p>Every individual can learn.</p> <ul style="list-style-type: none"> <li>• Learning is a self-satisfying activity that leads to a sense of empowerment.</li> <li>• The future of society is dependent upon its ability to educate its young.</li> <li>• Students should be encouraged to pursue and attain personal goals and aspirations.</li> <li>• Our students will exhibit self discipline</li> <li>• Cultural and individual differences enrich the individual and society.</li> <li>• Mutual respect is necessary for a positive learning climate.</li> <li>• A loving and caring environment contributes to positive attitudes and personal success for learners.</li> <li>• Education is the responsibility of the entire community.</li> <li>• Flexible groupings foster respectful and responsible learning societies</li> </ul>

**Developing a Comprehensive Needs Assessment**

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

**Geographic location**

Briar Vista Elementary School is located in the western part of DeKalb County in the greater Atlanta metropolitan area. We are near Emory Medical Center and University. It is a school choice option which offers a dual Montessori and traditional instructional model for DeKalb County residents. The school is located in a diverse community and this diversity is reflected in Briar Vista's student demographics and subgroups.

**Enrollment**

According to IDMS, our current enrollment at Briar Vista is 438 students from Preschool 3 year olds to Fifth Grade. Our student subgroups are as follows: Male 211; Female 227; African American/Black 80; American Indian/Alaskan 3; Asian/Pacific Islander 50; Hispanic 190; White 99; Multi Racial 14; Economically Disadvantaged 257; English Learners 151; and Students with Disabilities 45. We have 34.47% of our student body enrolled as English Learners and 10.27% enrolled as Students with Disabilities.

**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**

Spring 2012 CRCT scores were disaggregated and analyzed by the Administrative Team, and presented to the following stakeholders: CSIP Steering Committee members, Instructional Leadership team members, Grade Level teams, PTO Board members, PTO General members, and School Council participants. This data was used throughout the 2012-2013 CSIP development process.

Administrators and school staff members used data analysis results from standardized tests, professional learning evaluations, stakeholder surveys, as well as The Georgia School Keys to collaboratively generate interventions that would reduce the identified achievement gaps and meet the current needs of the school and students.

During the development of the 2012-2013 CSIP, administrators and staff members were assigned to teams to review designated sections of the CSIP. These CSIP teams created action plans containing research-based interventions from the Georgia School Keys to address the identified achievement gaps and school needs. In addition, Professional Learning evaluations from the 2011-2012 school year were compiled and evaluated to identify teacher needs and create a Professional Development plan for the current school year. The 2012-2013 CSIP plan was revised to reflect changes to the instructional and support programs for the 2012-2013 school year. During this process the administration and CSIP Steering Committee worked closely with the CSIP committees and provided assistance with data analysis, research-based interventions, and Annual Measureable Objectives. CSIP

teams will present sections of the 2012-2013 CSIP during faculty meetings to ensure the faculty and staff at Briar Vista is knowledgeable of the interventions within the 2012-2013 CSIP. The 2012-2013 CSIP will be reviewed and revised throughout the school year to meet the evolving needs of our school during faculty meetings in Spring 2013.

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

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

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

**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.**

Briar Vista has many strengths and unique components that distinguish it from other public elementary schools including: instructional methods, student and staff diversity, Montessori materials, multi-aged classes, quality teachers, and supportive administration. Briar Vista is one of three public schools incorporating both Montessori and traditional approaches in the DeKalb County School System (DCSS) and the greater Atlanta Metropolitan area. Since the 2007-2008 school year, Briar Vista has been a school choice option for parents residing within the DCSS attendance area. The school is located in a diverse community and this diversity is reflected in Briar Vista’s student demographics.

Instruction is differentiated in order to address students’ needs, and is delivered through individual, small groups, and whole class presentations. Teachers at Briar Vista implement the state curriculum, the Georgia Performance Standards (GPS) in the areas of Science and Social Studies, and the Common Core Georgia Performance Standards (CCGPS) in the areas of Mathematics and English Language Arts, through either the Montessori or traditional approach. Teachers utilize data collected from the results of the CRCT and CRCT-M, SLO Pre and Post-tests, Quarterly District Benchmarks and other standardized forms of assessment to drive their instruction. Flexible groupings in classes provide students with leadership opportunities in the classroom, encourage peer tutoring, and create greater opportunities to differentiate instruction to meet student needs.

All of the teachers at Briar Vista are highly qualified according to NCLB standards and the majority of teachers currently hold advanced degrees. In addition, the Montessori teachers have dual certification through the state of Georgia and an accredited Montessori association. All staff members work collaboratively to plan and deliver instruction that has a high impact on academic achievement for all students.

According to IDMS, our current student academic performance based on CRCT Spring 2012 3<sup>rd</sup> and 4<sup>th</sup> grade tests are as follows for our 4<sup>th</sup> and 5<sup>th</sup> graders:

Mathematics	74%	Grade 4
Mathematics	61.76%	Grade 5
English Language Arts	90%	Grade 4
English Language Arts	82.35%	Grade 5

Our school has made AYP for several years, only missing in Math in Spring 2009. Our strongest area continues to be Reading English Language Arts. Student attendance is considered an area of strength at Briar Vista, at 97.06% with 2.28% chronic absenteeism.

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

Briar Vista's opportunities for improvement are focused in the following areas: parent participation, attendance, and subgroup performance on the Spring 2012 CRCT in the Mathematics, Reading, and English/Language Arts content areas.

63.41% of Hispanic students in 3<sup>rd</sup> and 4<sup>th</sup> grades proficient in mathematics  
80.49% of Hispanic students in 3<sup>rd</sup> and 4<sup>th</sup> grades proficient in reading English language arts

28.57% of students with disabilities in 3<sup>rd</sup> and 4<sup>th</sup> grades proficient in mathematics  
71.43% of students with disabilities in 3<sup>rd</sup> and 4<sup>th</sup> grades proficient in reading English language arts

52.90% of EL students in 3<sup>rd</sup> and 4<sup>th</sup> grades proficient in mathematics.  
76.47% of EL students in 3<sup>rd</sup> and 4<sup>th</sup> grades proficient in reading English language arts

56.52% of economically disadvantaged students in 3<sup>rd</sup> and 4<sup>th</sup> grades proficient in mathematics.  
80.43% of economically disadvantaged students in 3<sup>rd</sup> and 4<sup>th</sup> grades proficient in reading English language arts

Our school continues to work on improving parental involvement school-wide. We continue to research best practices regarding how to improve parental involvement throughout the school, especially with our Hispanic population. Research states that decreases in parent involvement are of particular concern since research has provided evidence that there is a link between parent involvement and academic achievement (Ascher, 1988; Baker & Soden, 1998; Chavkin, 1993; Chavkin & Gonzalez, 1995; Epstein, 1996; Floyd, 1998; Petersen, 1989). As stated by Inger (1992), "There is considerable evidence that parent involvement leads to improved student achievement, better school attendance, and reduced dropout rates, and that these improvements occur regardless of the economic, racial, or cultural background of the family" (p. 1). We have implemented the following strategies to improve parental involvement:

- To have an interpreter involved in all school meetings and have all school letters and information translated
- To provide on-going parent meetings throughout the school year to educate parents.
- To continue to encourage parents to serve as Room Parents.
- To encourage more parental involvement supporting the shift in PTO
- To have a pool of volunteer interpreters to serve at our parent teacher conferences.

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

In order to address areas in need of improvement, the administration, in consultation with the Instructional Leadership Team plans professional learning opportunities for all staff members.

- Marzano’s high yield instructional strategies
- Utilizing formative and summative assessment
- IDMS curriculum, unit and lesson planning
- 3 part lesson plan (emphasis on summary)
- TKES electronic platform: orientation, familiarization, self-assessment, walk-throughs, observations, documentations, evaluation conferences
- Professional conferences (i.e., IRA, NCTM, ASCD)

During the 2012-2013 school year, special education teachers along with regular education co-teachers will participate in a professional learning community as part of Project ICE. The group will meet twice a month to learn new strategies and review best practices related to

**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 Counselor	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:

- Organize school-wide and grade level assemblies to address character education, bullying, drug education, and other areas of concern.
- Implement classroom guidance activities, social emotional learning classroom activities, and character education initiatives.
- Assist with parent conferences when necessary.
- Consult with teachers and community agencies.
- Assign mentors to students.
- Provide individual counseling.
- Participate in and/or chair SST referral process.
- Provide referrals to community agencies



Psychologists:

- Consult with staff and parents.
- Deliver professional learning activities presentations to staff.
- Provide consultation at 504 meetings.
- Serve on evidentiary hearings

Student Support Specialists: N/A

Social Workers:

- Consult with staff and parents.
- Deliver presentations to staff.
- Provide interpretation of services at school sponsored meetings.
- Serve on evidentiary hearings.
- Support referral to external agencies

School Nurses:

- Consultation with community agencies.
- Deliver presentations to staff.
- Provide referrals to external agencies.
- Provide consultation at 504 meetings.

**Strategies to Increase Parental Involvement**

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

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

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

To facilitate close monitoring, each teacher is responsible for maintaining a data collection notebook on every student’s progress. Teachers look at the strengths and weaknesses of each student to determine what areas the student needs to work on. Teachers use flexible groups to work on specific skills.

Briar Vista plans and carries out many family and community activities, strengthening the connection between home and school. Stakeholders are brought into the school for fellowship between each other, the students, and the staff. Events such as, Grandparents’ Day, Donuts for Dads, Muffins for Moms, and the Holiday Coffee create a welcoming, engaging, and united environment within Briar Vista.

Other school sponsored activities encourage families and staff to experience and celebrate Briar Vista’s unique cultures and diversity. The International Dinner, Hispanic Heritage Night, Black History Month’s Brotherhood Feast and Living Museum promote cultural acceptance. Sharing our diverse cultures with each other creates learning opportunities. Displayed student artifacts and projects reflect an integrated curriculum. These special celebrations create a time for active families to socialize.

Families and students are further encouraged to integrate the many curriculums through academic events such as the Spelling Bee, Science Fair, Olympic Week, and Character Education.

Parents and family also participate during school hours through Briar Vista’s PTO and Classroom Parent program. Each are acknowledged and celebrated for their participation and accomplishments on Volunteer Appreciation Day. Community members and parents support students’ social and emotional growth, achievement, and school success through Red Ribbon Week, Career Day, and the Mentor Program.

Briar Vista also increases parental involvement through the increased use of technology, while honoring traditional forms of communication. Parents are encouraged to use computers at home or the public library for access to the school’s website and the Parent Portal. Parents are also kept informed through the calling post, marquee, parent information table, and Thursday couriers. Parents are informed of local site-based parent centers. Finally, Briar Vista invites parents in to the school to meet the staff and classroom teachers, see student work, and conference with teachers during Open House and Conference Nights.

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

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

Stakeholder Communication

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

- Results of assessments are available to parents through DeKalb County's Parent Portal.
- Interpretation of standardized test results along with CRCT results are sent home, through courier, to all families.
- Further interpretation, if required, is available from the administrative team.

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

- School data is provided through the Georgia Department of Education website and is also published annually by the Atlanta Journal and Constitution.
- Disaggregated school data results are also provided by the principal at PTO and School Council meetings.
- Briar Vista's CSIP contains school data results and is a public document accessible in the Media Center or through the school web site.

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

The CSIP is available to all stakeholders through the school web site. A hard copy of the CSIP is available in the media center. Further information about the CSIP can be obtained through the assistant principal, Mrs. Heitzenrater.

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 statewide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

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

**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.

**Selecting Appropriate Intervention Using Scientifically Based Research (ESA Mandate #2)**

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

<b><u>Identified Need</u></b>	<b><u>Action Plan and Page #</u></b>	<b><u>Citation and Abstract</u></b>
<p>The need for phonics development is based on the number of students qualifying for ESOLin Pre-K, kindergarten and 1<sup>st</sup> grade. Thee purpose of Zoo phonics is to develop students awareness and understanding that letters makes sounds, sounds make words and word make sentences</p>	<p>Reading and Language Arts Pg 24</p>	<p><b>Wrighton, Charlene(1995).</b>            Creating Brain-Efficient Curriculum: An Analysis of the Changes Necessary To Create a Methodology and Curriculum that Enhances Student Achievement in Reading and Spelling. (ED 395304) Orlando, FL</p> <p><u>Abstract</u>            It is upon a positive literature-based foundation that educators must build excellent curriculum and teaching strategies. It is the job of educators to be trained to integrate the concepts of whole language and direct phonetic instruction so children have the advantage of both schools of thought, to be aware of how children learn most efficiently, and to masterfully teach. Educators must take back their profession. They must teach teachers to become reading and spelling experts, they must commit to the education of preschool children, and they must help parents learn how to work with their children, readying them for the language arts. Some solutions to problems with traditional approaches to reading and spelling instruction are (1) teach the sounds and shapes of the entire alphabet in the daily presentation, postponing letter names and capital letters; (2) teach lowercase letters first; (3) use pictures that relate to the sounds of letters; (4) attach motor movement directly related to the picture/letter, establishing the sounds to the letters; (5) teach spelling as a vital part of the school curriculum; (6) give children books they can read; and (7) do not let reading and spelling errors go uncorrected. (RS)</p>

<p>Summer reading books packs to bridge achievement that form during summer months.</p>	<p><b><u>Reading and Language Arts</u></b> Pg 26</p>	<p>Alexander, Karl, L., Entwisle, Doris R., Olson, Linda, Stefell. (2007). (p.176) Lasting Consequences of the Summer Learning GAP. www.nayre.org</p> <p>Prior research has demonstrated that summer learning rooted in family and community influences widens the achievement gap across social lines, while schooling offsets those family and community influences. In this article, we examine the long-term educational consequences of summer learning differences by family socioeconomic level. Using data from the Baltimore Beginning School Study youth panel, we decompose achievement scores at the start of high school into their developmental precursors, back to the time of school entry in 1st grade. We find that cumulative achievement gains over the first nine years of children's schooling mainly reflect school-year learning, whereas the high SES-low SES achievement gap at 9th grade mainly traces to differential summer learning over the elementary years. These early out-of-school summer learning differences, in turn, substantially account for achievement-related differences by family SES in high school track placements (college preparatory or not), high school noncompletion, and four-year college attendance. We discuss implications for understanding the bases of educational stratification, as well as educational policy and practice.</p> <ul style="list-style-type: none"> <li>• © 2007 American Sociological Association</li> </ul>
<p>Provide systematic method for problem solving for 4<sup>th</sup> and 5<sup>th</sup> grade students</p>	<p><b><i>Math</i></b> <b><i>Pg 30</i></b></p>	<p>Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., &amp; Ogbuehi, P. (2012). <i>Improving mathematical problem solving in grades 4 through 8: A practice guide</i> (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. This practice guide provides five recommendations for improving students' mathematical problem solving in grades 4 through 8. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/</a>.</p>

**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	Purchase materials/supplies for tutorial program. Provide a community liaison to support Title I families with academics by providing, workshops and parent meeting to address parental concerns that will better equip parents with in co-teaching.
State Funds	All state funds are determined by FTE counts and are allocated at the local district level and distributed to local schools
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Federal School Improvement Grants	
Local Professional Learning Funds	Local Professional Funds are used to improve instruction in the identified areas of need
Grants (list)	NA
PTSA	PTO provides funds for class field trips to reinforce instruction, increase parent participation, and activities that improve the school climate.
Partners in Education	Partners in Education are used to build and strengthen relationships among school and community stakeholders
Other (list)	



Grant Fiscal Year FY2012	DEKALB COUNTY SCHOOL DISTRICT			BRIAR VISTA ELEMENTARY	
Federal Grant Award Title IA-1750			Original \$129,678.85		
<b>FUND 402 EXPENSES</b>			<b>BUDGET</b>	<b>DESCRIPTION</b>	<b>CSIP SECTION</b>
<b>Instruction Function 1000</b>					
	38.17	115 Extended Day-Teachers	\$40,000.00	4 week Summer Enrichment Program June 20-July 15 2013	Math and ELA
	38.95	300 Contracted Services	\$2,000.00	Wireless access points	Math and ELA
	38.53	610 Supplies	\$3,300.00	Paper, toner, makers, tape, dry erase markers, crayons, pencils, scissors, glue, Post-it-notes, folders, Common Core Consumable Workbooks for Math and Reading/ELS, Zoo Phonics Kits (2)	Math and ELA
	38.53.05	612 Computer Software	\$6,000.00	iPAD apps for Math and ELA Site license for Open Book Learning	Math and ELA
	61.92.05	616 Computers under \$5000	\$24,000.00	iPAD cart	Math and ELA
<b>Improvement of Instruction Services Function 2210</b>					
	46.95	300 Contracted Services	\$2,600.00	Zoo Phonics and Open Book Learning	Math and ELA
	46.53	610 Supplies	\$ 250.00	Post-it flip chart paper, pens, flip chart markers, notebooks	Math and ELA
<b>Student Transportation Function 2700</b>					
	56.17	180 Salaries-Bus Drivers	\$3,000.00	June 20-July 15, 2013 Summer Enrichment Program	Math and ELA
	56.95	620 Energy, Gas Diesel	\$9,000.00	June 20-July 15, 2013 Summer Enrichment Program	Math and ELA
<b>Other Support Services Function 2900</b>					
			\$3,822.85	Translation Services-Parent Conference Nights	
	65.07	177 Family Services-Community Outreach Liaison	\$36,000.00	1 Full Time Parent Community Outreach Specialist	General
	65.97	530 Communications	\$500.00	Parent Postage	General
	65.53	610 Supplies	\$250.00	Paper, folders, pens, pencils	General
	61.92	615 Expendable Equipment	\$500.00	1 Laser Jet Printer	General
	61.92.05	615 Expendable Computer	\$1,000.00	1 Desktop PC	General

**School Name: Briar Vista Elementary**

**Principal: Augretta W. Tutson**

**Plan Year: 2012-2013**

		Equipment			
	38.62	642 Books and Periodicals	\$1278.85	Parental books for parent involvement meetings	General
		<b>TOTAL EXPENDITURES</b>	\$129,678.85		

<b>Reading English Language Arts Action Plan</b>				
<u>Annual Measurable Objective:</u> Increase the percentage of all students meeting/exceeding standards in grades 3 through 5 y 3% from 88.3 % on the 2012 CRCT to 90.4% on the 2013 CRCT (CCRPI 92.6%).				
<b>Intervention</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<b>Assessment 3.1 PA 4</b> After School Tutorial Program <ul style="list-style-type: none"> <li>Utilize assessment results to identify students not meeting standards (level 1/ bubble students)</li> <li>Disaggregate data to group students according to instructional needs</li> <li>Implement after school tutorial program to provide additional support to students.</li> <li>Monitor student progress in meeting Reading/ELA standards</li> </ul>	Supplies: \$500.00  Tutors: \$13,000  Afterschool funds	August 2012- May 2013  Staff Administration	Afterschool tutorial rosters Student data Rubrics Progress monitoring RTI documentation Student work	ITBS CRCT Student Learning Objectives (SLOs) Pre and Post Tests Student Performance Tasks District Benchmarks Teacher Observations Lesson Plans with Differentiated Instruction
<b>Instruction 3.2 PA 2</b> 25 Book Standard <ul style="list-style-type: none"> <li>Implement a school-wide reading program for students to read 25 books or 1,000,000 words or more during the school year.</li> <li>Monitor student progress towards meeting the 25-books standard, establish classroom routines for book discussions, and celebrate reading accomplishments.</li> </ul>	Books: \$10,000	August 2012– May 2013  Staff Administration Media Specialist	-School-wide Reading plan to achieve 25 books standard Student goal sheets Reading logs Classroom libraries Leveled readers	ITBS CRCT Student Learning Objectives (SLOs) District Benchmarks Completed reading logs
Summer Reading Program <ul style="list-style-type: none"> <li>Implement a summer reading program where students are</li> </ul>	2,000.00	August 2012– May 2013	Student goal sheets Reading logs	ITBS CRCT Student Learning Objectives

<p>provided with books to read during the summer months.</p>		<p>Staff Administration Media Specialist</p>	<p>Classroom libraries Leveled readers</p>	<p>(SLOs) District Benchmarks Completed reading logs</p>
<p>Instruction 1.1e 1.2g Apply and monitor the Three Part Lesson plan as an instructional framework for all lessons. The framework consist of</p> <ul style="list-style-type: none"> <li>• Clear opening set expectations for the lesson</li> <li>• Work period to include time to practice new content and relating it to real world</li> <li>• Closing</li> </ul>				
<p>Instruction 2.5 PA 6 and 7 Guided Reading</p> <ul style="list-style-type: none"> <li>• Differentiate reading instruction by utilizing flexible groupings for guided reading and effective scaffolding techniques to meet student needs. Guided reading will aide in the development of reading comprehension.</li> </ul> <p>Phonics Instruction</p> <ul style="list-style-type: none"> <li>• Story Town and Zoo Phonics programs are utilized for Pre-K, K (1st graders as needed) for letter and sound recognition, phonics, and language development for beginning reading skills.</li> </ul>	<p>3,000.00</p>	<p>August 2012 – May 2013  Staff Administration Media Specialist</p>	<p>SRA results Lesson Plans Observations Reading Reading Logs</p>	<p>ITBS CRCT GKIDS Student Learning Objectives (SLOs) Pre and Post Tests District Benchmarks</p>
<p>Instruction 2.1 PA 2 Utilize IDMS unit plans and resources to create tier vocabulary lists. Pre-teach vocabulary words prior to lesson implementation.</p>	<p>N/A</p>	<p>August 2012- May 2013 Staff Administration</p>	<p>Student Work Tests/Quizzes</p>	<p>ITBS CRCT Student Learning Objectives (SLOs) District Benchmarks</p>

**School Name: Briar Vista Elementary**

**Principal: Augretta W. Tutson**

**Plan Year: 2012-2013**

Build background to vocabulary using a multi-intelligence approach.				
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<p><b>Reading English Language Arts Action Plan</b>  <u>Annual Measurable Objective:</u> Students with disabilities in grades 3-5 will increase from 71.43% on the 2012 CRCT to 74.7% on the 2013 CRCT. (CCRPI 87%)</p>				
<p><b>Students with Disabilities</b>  <b>Instruction 2.3 PA 3</b></p> <ul style="list-style-type: none"> <li>Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction is differentiated (pacing and presentation) in Reading/ELA based on the students' levels of understanding.</li> <li>Provide small group and individualized instruction to develop phonemic awareness and word recognition</li> <li>Fluency instruction is differentiated to meet student needs</li> <li>Eliminate sessions on Storytown to assist with instruction in Reading / ELA.</li> </ul>		<p>August 2012 – May 2013</p> <p>Staff Administration Special Education Teachers LTSE</p>	<p>Student Work Portfolios Rubrics Lesson Plans Observations Data Notebook Weekly Skills Tests</p>	<p>ITBS CRCT Data on IEP goals and objectives Oral Reading Fluency Test Student Learning Objectives (SLOs) Pre and Post Tests District Benchmarks</p>
<p><b>Subgroup-SWD (Reading / ELA)</b>  <b>Instruction 2 PA 7 Vocabulary Development</b>                      Word Recognition using Word Walls</p> <ul style="list-style-type: none"> <li>Provide explicit instruction via word walls to promote language/vocabulary development and word recognition for students with and without disabilities:</li> <li>Provide language rich environments.</li> <li>Implement word walls to increase sight word recognition</li> </ul>		<p>August 2012 – May 2013</p> <p>Staff Administration Special Education Teachers LTSE</p>	<p>Student Work Portfolios Rubrics Lesson Plans Observations Data Notebook Unit Tests Weekly Skills Tests</p>	<p>ITBS CRCT Data on IEP goals and objectives Student Learning Objectives (SLOs) Pre and Post Tests District Benchmarks</p>

<p><b>Subgroup-SWD (Reading / ELA)</b>  <b>Instruction 2 PA 2</b>  <b>Co-teaching</b></p> <ul style="list-style-type: none"> <li>Co taught classes use one of the preferred instructional models of co-teaching to best support students mastery of standards; station teaching, parallel teaching or alternative teaching.</li> </ul>		<p>August 2012 – May 2013</p> <p>Staff Administration Special Education Teachers LTSE</p>	<p>Co-teaching meeting minutes Lesson Plans Observations</p>	<p>ITBS CRCT Student Learning Objectives (SLOs) Pre and Post Tests District Benchmarks Data on IEP goals and objectives</p>
<p><u>English Language Learners*</u>  <b>Instruction Standard 2.2 – PA 2</b></p> <ul style="list-style-type: none"> <li>Content is presented in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction</li> </ul> <p><b>Instruction Standard 2.7 PA 2</b>  <b>Rosetta Stone Program</b></p> <ul style="list-style-type: none"> <li>Rosetta Stone is used to integrate technology throughout assessment, curriculum, and instruction of Reading/ELA standards for English Language Learners</li> </ul>		<p>August 2012 – May 2013</p> <p>Staff Administration ESOL teachers ESOL coordinator</p>	<p>Portfolios Grade Level meeting minutes Lesson Plans Classroom Observations Data Notebook</p>	<p>ITBS CRCT Student Learning Objectives (SLOs) Pre and Post Tests District Benchmarks</p>
<p><u>Technology Integration</u>  <b>Instruction Standard 2.7 PA 2: Research-based instruction is standard practice.</b>          Integrate technology throughout assessment, curriculum, and instruction</p> <ul style="list-style-type: none"> <li>Implement standards based instruction using Promethean Boards and DCSS/teacher made Flipcharts</li> <li>Utilize laptops/classroom computers for small groups to differentiate instruction, address multiple intelligences, diverse</li> </ul>		<p>August 2012 – May 2013</p> <p>Staff Administration Media Specialist IT</p>	<p>Lesson Plans Classroom Observations OAS reports</p>	<p>ITBS CRCT Student Learning Objectives (SLOs) Pre and Post Tests District Benchmarks</p>

<p>learning styles, and enhance student research skills</p> <ul style="list-style-type: none"><li>• Promote small group instruction using ipads and apps to differentiate instruction, address multiple intelligences, diverse learning styles</li><li>• Differentiate instruction using Compass Learning, Story Town online resources, and approved Reading/ELA websites: <a href="http://www.harcourtschool.com/storytown">www.harcourtschool.com/storytown</a> <a href="http://www.starfall.com">www.starfall.com</a> <a href="http://www.funbrain.com/grammar">www.funbrain.com/grammar</a> <a href="http://www.eduplace.com/kids/hme/k_5/index.html">www.eduplace.com/kids/hme/k_5/index.html</a> <a href="http://www.compchomp.com">www.compchomp.com</a> <a href="http://www.marks-englishschool.com/games.html">www.marks-englishschool.com/games.html</a></li></ul> <ul style="list-style-type: none"><li>• Enhance test taking and basic skills with Compass Learning, Georgia OAS</li></ul>				
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\*Must be completed for schools with ten or more ELL students. Delete row if not applicable.



<b>Mathematics Action Plan</b>				
<u>Annual Measurable Objective:</u> Students meeting/exceeding standards will increase from 78 % on the 2012 CRCT by 3% to 80.4% on the 2013 CRCT (CCRPI 92.6%).				
<b>Intervention</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Curriculum Standard 3.2 PA 1</u></b>                      Integrate Mathematics CCGPS (Common Core Georgia Performance Standards) throughout all areas of the curriculum in order to provide a practical understanding and application of Mathematics skills and concepts.</p>	None	Aug. 2012- May 2013  Staff Administration	Portfolios, CCGPS checklist, Grade Level meeting minutes, IDMS Lesson Unit Plans and Curriculum at a glance	ITBS CRCT Student Performance Tasks Student Learning Objectives (SLO) District Benchmarks
<p><b><u>Assessment Standard 1.1 PA 3.5</u></b>                      Analyze students' level of understanding, learning styles, and interest in order to pace and present effective and appropriate instruction.</p>	None	August 2012- May 2013  Staff Administration Teacher Leaders	Portfolios, CCGPS, Checklists Unit Plans Rubrics	ITBS CRCT Student Performance Tasks Student Learning Objectives (SLO) District Benchmarks

<p><b><u>Instruction Standard 2.6 PA 1.2</u></b></p> <p>Implement weekly Safety Net tutorial (f spring) for Level 1 and bubble students.</p>	<p>\$1000.00 (\$8.00) per book)</p>	<p>Aug.2012 – May 2013</p> <p>Staff Administration</p>	<p>Portfolios, CCGPS checklist, Team meeting minutes, Annual Plan review, Lesson Plan Evaluations GA DOE State Frameworks</p>	<p>ITBS CRCT Student Performance Tasks SLO Pre- and Post-tests District Benchmarks</p>
<p><b><u>Instruction Standard 2.6 PA1.2</u></b></p> <p>Implement five steps for improving student’s mathematical problem solving in 4<sup>th</sup> and 5<sup>th</sup> grades</p>	<p>NA</p>	<p>August 2012- May 2013</p> <p>Staff Administration</p>	<p>Lesson Plans Agenda and minutes from meeting Math logs</p>	<p>ITBS CRCT Student Learning Objectives (SLOs) Pre and Post Tests Student Performance Tasks District Benchmarks Teacher Observations Lesson Plans with Differentiated Instruction</p>
<p><b><u>Assessment 3.1 PA 4</u></b></p> <p>After School Tutorial Program</p> <ul style="list-style-type: none"> <li>Utilize assessment results to identify students not meeting standards (level 1/ bubble students)</li> <li>Disaggregate data to group students according to instructional needs</li> <li>Implement after school tutorial program to provide additional support to students.</li> <li>Monitor student progress in meeting Mathematics Standards</li> </ul>	<p>Supplies: \$500.00</p> <p>Tutors: \$13,000</p> <p>Afterschool funds</p>	<p>August 2012- May 2013</p> <p>Staff Administration</p>	<p>Afterschool tutorial rosters Student data Rubrics Progress monitoring RTI documentation Student work</p>	<p>ITBS CRCT Student Learning Objectives (SLOs) Pre and Post Tests Student Performance Tasks District Benchmarks Teacher Observations Lesson Plans with Differentiated Instruction</p>
<p><b><u>Students with Disabilities</u></b></p> <p><b><u>Instruction 2.3 PA 3</u></b></p> <p>Provide students safety net daily and after</p>	<p><b><u>None</u></b></p>	<p>August 2012- May 2013</p>	<p>Student Work Portfolios Rubrics</p>	<p>ITBS CRCT SLOs Pre and Post Tests</p>

<p>school tutorials during spring semester                  Assessed upon arrival to determine instruction and intervention needs                  Implement more specific questioning strategies to address word problems (i.e. QDPAC)                  Increase content specific vocabulary                  Provide students daily opportunities to use the Symphony Math computer program to develop basic Math skills                  Provide applicable learning situations to relate Math concepts.                  Present content in a concrete, logical format with a hands on active learning approach.                  Utilize flexible, small group instruction and implement the preferred models of co-teaching in an inclusion setting.</p>		<p>Principal                  API                  LTSE                  Special Ed. Teacher                  Regular Ed. Teacher                  Special Ed. Department                  Dept. of Elem. Inst.</p>	<p>Lesson Plans                  Data                  Notebook                  Classroom observations                  Weekly Skills                  Tests                  Symphony                  Math</p>	<p>Student Performance Tasks                  Teacher Observations                  District Benchmarks                  Data on IEP goals and objectives</p>
<p><b><u>Instruction 2.1 PA 2</u></b>                  Utilize IDMS unit plans and resources to create tier vocabulary lists.                  Pre-teach vocabulary words prior to lesson implementation.                  Build background to vocabulary using a multi-intelligence approach.</p>	<p><b><u>N/A</u></b></p>	<p>August 2012-                  May 2013                  Staff                  Administration</p>	<p>Student Work                  Tests/Quizzes</p>	<p>ITBS                  CRCT                  Student Learning Objectives (SLOs)                  District Benchmarks</p>

<p><u>English Language Learners*</u>  <b>Instruction Standard 2.2 – PA 2</b>  <b>Instructional Delivery Modes</b></p> <ul style="list-style-type: none"> <li>Content is presented in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction</li> </ul>		<p>August 2012 – May 2013</p> <p>Staff Administration                  ESOL teachers                  ESOL coordinator</p>	<p>Portfolios                  Grade Level meeting minutes                  Lesson Plans                  Classroom Observations                  Data Notebook</p>	<p>ITBS                  CRCT                  Student Learning Objectives (SLOs) Pre and Post Tests                  District Benchmarks</p>
<p><b><u>Instruction Standard 2.7 PA 2</u></b>  <u>Technology Integration</u></p> <p>Integrate technology to motivate and support students’ conceptual understanding and independent application of the core Mathematics curriculum through the following websites:  <a href="http://www.sadlier-oxford.com">www.sadlier-oxford.com</a>  <a href="http://www.aaamath.com">www.aaamath.com</a>  <a href="http://www.aplusmath.com">www.aplusmath.com</a>  <a href="http://www.coolmath4kis.com">www.coolmath4kis.com</a>  <a href="http://www.moneyinstructor.com">www.moneyinstructor.com</a>  <a href="http://www.mat-play.com">www.mat-play.com</a>  <a href="http://www.compasslearning.com">www.compasslearning.com</a>  <a href="http://www.eduplace.com">www.eduplace.com</a> (Houghton Mifflin)</p> <p>Integrate math practice using IPADS that target                  Grade 3 Geometry and Data Analysis;                  Grade 4: Measurement, Algebra and Data Analysis;                  Grade 5: Numbers and Operations, Measurement</p>		<p><b><u>CTSS</u></b></p>		<p>Benchmarks                  CRCT                  Performance Tasks                  SLO Pre-and Post-tests</p>

<p><b>Domains: Geometry and Measurement</b> <b>Skill: Geometric Figures, Area, Volume, Problem Solving</b> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (select CCGPS or Domain for remediation or enrichment) <a href="http://www.georgiastandards.org">www.georgiastandards.org</a> (use the hyperlinks in the math frameworks for remediation or enrichment of math concepts and/or skills) <a href="http://www.illuminations.nctm.org">www.illuminations.nctm.org</a> (The CCGPS is aligned with the National Council of Teachers (NCTM) content and process standards. This website provides web-links, resources, lessons, and activities to reinforce all domains.</p>				
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\*Must be completed for schools with ten or more ELL students. Delete row if not applicable

<b>Science Action Plan</b>				
Annual Measurable Objective: To increase the number of students meeting and exceeding standards by 5 % from 74% on the 2012 CRCT to 77% on the 2013 CRCT. (CCRPI 79.0%)				
<b>Intervention</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<b>Instruction Standard 2:PA 1</b> Develop an outdoor science classroom utilizing the courtyard, nature trail and school campus.	\$500 PTO and Community	August 2012- May 2013 Students, staff, administration, and community	Illustrations- photos Science Journals Visitor sign in sheets Unit/lesson plans	District Science Benchmarks Teacher Made Tests/Quizzes ITBS, CRCT
<b>Instruction Standard 2: PA 2</b> Utilize community resource people to demonstrate real-world applications of Georgia Performance Science Standards essential ideas.	Community Volunteers	August 2012- May 2013 Students, staff, administration, and community	Illustrations- photos Science journals Community sign in sheets Unit/lesson plans	District Science Benchmarks Teacher Made Tests/Quizzes ITBS, CRCT
<b>Instruction Standard 2: PA 2</b> Science experiments 3-6 times per unit of study.	Per Pupil Funds	August 2012- May 2013 Science Coordinator	Illustrations- photos Projects Science journals Unit/lesson plans	District Science Benchmarks Teacher Made Tests/Quizzes ITBS, CRCT
<u>Students with Disabilities</u> <b>Instruction 2.3 PA 3</b> Differentiated Instruction Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction is differentiated (pacing, presentation, and leveled readers), hands-on lessons and outdoor Science education based on the students' levels of understanding.	None	August 2012- May 2013 Students, staff, administration, and community	Illustrations- photos Projects Science journals Unit/lesson plans	District Science Benchmarks Teacher Made Tests/Quizzes ITBS, CRCT
<u>English Language Learners*</u>	None	August 2012-	Illustrations-	District Science Benchmarks

<p><b>Instruction Standard 2.2 – PA 2</b> Utilize SIOP strategies and WIDA can do descriptors in planning and executing lessons for English Learners</p>		<p>May 2013 Students, staff, administration, and community</p>	<p>photos Projects Science journals Unit/lesson plans</p>	<p>Teacher Made Tests/Quizzes ITBS, CRCT</p>
<p><u>Technology Integration</u> <b>Instruction Standard 2.7 PA 2</b> Utilize technology to provide real world application and maximize student learning.</p> <ul style="list-style-type: none"> <li>▫ Discovery Education</li> <li>▫ Eduplace website for textbooks</li> <li>▫ Computers, Laptops, iPADS</li> <li>▫ LCD projectors and Smart Boards</li> <li>▫ Science related websites</li> </ul>	<p>N/A</p>	<p>August 2012- May 2013 Students, staff, administration, community, and Science Coordinator</p>	<p>Illustrations- photos Research Projects Science Fair Exhibits Science journals Unit/lesson plans</p>	<p>District Science Benchmarks Teacher Made Tests/Quizzes ITBS, CRCT Scored results from judges on fair exhibits.</p>
<p><u>Instruction 2.1 PA 2</u> Utilize IDMS unit plans and resources to create tier vocabulary lists. Pre-teach vocabulary words prior to lesson implementation. Build background to vocabulary using a multi-intelligence approach.</p>	<p>N/A</p>	<p>August 2012- May 2013 Staff Administration</p>	<p>Student Work Tests/Quizzes</p>	<p>ITBS CRCT Student Learning Objectives (SLOs) District Benchmarks</p>

<b>Social Studies Action Plan</b>				
Annual Measurable Objective: Students meeting/exceeding standards will increase from 78 % on the 2012 CRCT by 3% to 80.4% on the 2013 (CCRPI 79%).				
<b>Intervention</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b>Instruction Standard 1: PA 2</b>                      Instruction design and implementation are clearly and consistently aligned with GPS and district expectations for learning</p> <p>Teachers meet to agree upon a common understanding of the standards and elements by reviewing standards, elements and benchmark student work (e.g. Anchor papers, exemplars, and projects). Teachers collect exemplary student work samples to plan and revise units or lessons, develop specific studies around common topics.</p>	NA	August 2012- May 2013 Principal, API, Teachers Specialists (EIP, Spec. Ed., ESOL, Gifted teachers)	IDMS curriculum maps, unit and lesson plans Social Studies binder including meeting agendas, minutes, collaborative ideas, project ideas, Social Studies Fair Entry ideas.	ITBS CRCT Portfolios District Benchmarks



<p><b>Instruction Standard 1: PA 4</b> Collaborate as a team of professionals, both Social studies teachers and media specialist to:</p> <ol style="list-style-type: none"> <li>1. Develop higher order questioning skills</li> <li>2. Incorporate interactive instruction through projects, timelines, living biographies</li> <li>3. Implement on-going balanced assessments</li> </ol> <p>Aligned to Social Studies Standards</p> <ul style="list-style-type: none"> <li>• Montessori three-part lessons</li> <li>• Traditional three-part lessons</li> </ul> <ol style="list-style-type: none"> <li>4. Implement Social Studies Classroom Projects</li> <li>5. Embedded professional learning for Social Studies</li> <li>6. Social Studies Projects for grades 3-5</li> <li>7. Elluminate sessions for Social Studies</li> <li>8. Implement GPS. Social Studies aligned book list to curriculum</li> </ol>	<p>NA</p>	<p>August 2012- May 2013 Staff Administration Media Specialist</p>	<p>IDMS curriculum maps, unit and lesson plans Social Studies binder including meeting agendas, minutes, collaborative ideas, project ideas, Social Studies Fair Entry ideas.</p>	<p>ITBS CRCT Portfolios District Benchmarks</p>
<p><u>Students with Disabilities</u> <b>Instruction 2.3 PA 3</b> Implement a guided reading program of Social Studies texts including biographies in small groups and with individuals in inclusion settings.</p>	<p>NA</p>	<p>August 2012- May 2013 Staff Administration</p>	<p>IDMS curriculum, lesson and unit plans Observations</p>	<p>ITBS CRCT Portfolios District Benchmarks</p>
<p><u>Students with Disabilities</u> <b>Instruction 2.3 PA 3</b> Build background knowledge of vocabulary and content understanding relevant to social studies curriculum. Employ and support small group instruction with modified assignments, use of high interest low reading level historical fiction and nonfiction reading books.</p>	<p>NA</p>	<p>August 2012- May 2013  Staff Administration Special Education Teachers LTSE.</p>	<p>Student Work Portfolios Rubrics Lesson Plans Data Notebook Classroom observations</p>	<p>ITBS CRCT District Benchmarks</p>

<p><u>English Language Learners*</u>  <b>Instruction 2.3 PA 3</b>                  Build background knowledge of vocabulary and content understanding relevant to social studies curriculum.                  Employ and support small group instruction with modified assignments, use of high interest low reading level historical fiction and nonfiction reading books.</p>	<p>NA</p>	<p>August 2012-                  May 2013                  Staff                  Administration                  ESOL                  Teachers                  ESOL                  Coordinator</p>	<p>Lesson plans, curriculum                  Pacing charts, social                  Studies folders with                  completed rubrics</p>	
<p><u>Technology Integration</u>  <b>Instruction Standard 2.7 PA 2</b>                  Word processing skills                  Research Skills                  Presentation Skills                  Evaluation information from the internet using:                  Research- based websites                  Houghton-Mifflin Social Studies book (CD and Internet based). This audio-visual text may be utilized by ESOL, and reading-challenged students for introduction and review.                  Promethean boards</p>	<p>N/A</p>	<p>August 2012-                  May 2013                  Students, staff,                  administration,                  community,                  and Science                  Coordinator</p>	<p>Illustrations-photos                  Research Projects                  Social Studies Fair                  Exhibits                  Social Studies                  journals                  Unit/lesson plans</p>	<p>ITBS                  CRCT                  District Science Benchmarks                  Teacher Made Tests/Quizzes                  Scored results from judges on fair exhibits.</p>
<p><u>Instruction 2.1 PA 2</u>                  Utilize IDMS unit plans and resources to create tier vocabulary lists.                  Pre-teach vocabulary words prior to lesson implementation.                  Build background to vocabulary using a multi-intelligence approach.</p>	<p>N/A</p>	<p>August 2012-                  May 2013                  Staff                  Administration</p>	<p>Student Work                  Tests/Quizzes</p>	<p>ITBS                  CRCT                  Student Learning Objectives (SLOs)                  District Benchmarks</p>

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

**Second Indicator: Attendance/Graduation Rate Action Plan**

**Annual Measurable Objective: To reduce the number of students absent more than 15 days by 3 from . According to the attendance records 6% of students were absent more than 15 days during 2012-2013.**

Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>Performance/Action 2</u></b>                      The attendance team will conduct an assessment to create a profile for students within the school, identify students with multiple risk factors, and identify possible barriers to student success.</p>	None	August 2012- May 2013 School Administration Attendance Committee	ESIS Reports	Attendance Reports
<p><b><u>Performance/Action 1</u></b>                      School Attendance committee to raise awareness of importance of attendance. A site-based team is established that focuses on three critical elements that address dropout prevention to ultimately lead towards increased graduation rate and improved student retention. At the elementary/middle school level, the team will consist of key stakeholders, e.g., principal, counselor, and social worker, lead teacher instructional coach. In each instance, the team will:</p> <ul style="list-style-type: none"> <li>▪ Understand the prevention, invention, and recovery strategies that can reduce the negative impact of existing at risk factors.</li> <li>▪ Know best practices in dropout prevention, from the early grades to high school.</li> </ul>			Attendance Reports, PTO Newsletters Open House Student Handbook and Attendance Contract	Attendance Reports ITBS Scores SLO's Behavior Contracts, 6 Day Letters

<ul style="list-style-type: none"> <li>▪ Review current research related to student retention and student dropout.</li> <li>▪ Collect, analyze, interpret, trend data indicative of academic and behavioral issues and level of engagement within the classroom and the school.</li> </ul>				
<p><b><u>Performance/Action 7</u></b>  <i>All Students</i></p> <p>Adherence to DCSS Attendance Policy and Distribution of School-Wide Attendance Policy in Student Handbook in both English and Spanish</p> <p>The Attendance team will design and implement support program that</p> <ul style="list-style-type: none"> <li>▪ Monitor alterable risk factors, tracking academic performance, school engagement-absenteeism, tardiness, skipping, suspensions, detentions, credit accrual.</li> <li>▪ 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.</li> <li>▪ Provide targeted interventions, i.e., daily attendance check-ins, behavior checklists brought to each class, or extra-help courses.</li> <li>▪ Provide connections between schools and community agencies</li> </ul>	<p>None</p>	<p>August 2012-May 2013                      Administration                      Attendance Committee                      Counselor                      Teachers</p>	<p>DCSS Attendance Policy retained in permanent folders and copy sent to parents:                      Attendance Policy in Student Handbook</p>	<p>Attendance Reports                      ITBS Scores                      Student Handbook</p>

<ul style="list-style-type: none"> <li>Establish connections between school and home.</li> </ul>				
<p><b><u>Performance/Action 7</u></b></p> <p>Student in Violation Attendance/Tardy Policy contract signed by Parents and students who have missed 6 or more days.</p> <p>The Attendance team will design and implement support programs that:</p> <ul style="list-style-type: none"> <li>Monitor alterable risk factors, tracking academic performance, school engagement-absenteeism, and tardiness, skipping, suspension, detentions, and credit accrual.</li> <li>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.</li> <li>Provide targeted interventions, i.e., daily attendance check-ins, behavior checklist brought to each class, or extra help courses.</li> <li>Provide mentors and student advocates to offer psychosocial emotional support.</li> <li>Provide connections between schools and community agencies</li> <li>Establish connections between school and home</li> </ul>	None	August 2012-May 2013 Counselor	Original retained in permanent folders and copy sent to parents	Attendance Reports Signed Six Day Letter Returned Tardy Letter

**Library-Media Action Plan**  
**Annual Measurable Objective:** To increase the number of all students that meet and exceed CCGPS on the spring 2013 CRCT for grades 3-5 with a 95% participation rate: 1) Reading: from 88% to 93.8% 2) English Language Arts: from 87% to 91.9% 3) Mathematics: from 72% to 85.7% 4) Social Studies: from 78% to 82% 5) Science: from 69% to 78.1%.

Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>Instruction 1.2:PA 4</u></b>                      The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist provides services and resources that support school units and lesson implementation.</p> <ul style="list-style-type: none"> <li>▫ Librarian leads student lessons and performance tasks that support standards</li> <li>▫ Librarian collaborates with teachers to provide lessons that support school units</li> <li>▫ Books in a wide range of reading levels are available to students</li> <li>▫ Library activities support the 25-book campaign</li> </ul>	Media Center book budget	August 2012-May 2013 <ul style="list-style-type: none"> <li>▫ Principal</li> <li>▫ Assistant Principal</li> <li>▫ School Librarian</li> <li>▫ Classroom Teachers</li> </ul>	Student work performed in library Media circulation records, etc. Local reading reports 25-Books Standards Resource alignment to units	Resources from the media center are correlated to grade level units of study.  The school librarian can describe how services are coordinated to support classroom instruction.
<p><b><u>Technology Integration – Instruction 2.7:PA2</u></b>                      Teachers effectively use technology to provide real world application and to maximize student learning.</p>	NA	August 2012-May 2013 <ul style="list-style-type: none"> <li>▫ Principal</li> <li>▫ Assistant Principal</li> </ul>	Computers and equipment Lesson or unit plans identifying use of technology	Students can articulate how technology supports their learning.  Examples are provided of student work that has been enhanced by technology.

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<p>Lessons utilizing Interactive Board, LCD Projectors, document cameras</p> <p>Instruction utilizing mobile computer labs, iPad Lab, and/or computers in the classroom</p> <p>Discovery Education, Brain Pop, iPad Apps, Destiny</p>		<ul style="list-style-type: none"><li>▫ School Librarian</li><li>▫ CTSS</li><li>▫ Classroom Teachers</li></ul>	<p>Media center/mobile lab use schedule</p> <p>Samples of Performance tasks incorporating technology Projects, etc.</p>	<p>A majority of students demonstrate true ownership of technology as a set of tools and resources to complement their learning process</p>
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**Professional Learning Plan (ESEA Mandate #4)**

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

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	To increase the achievement of level one students in reading as measured by the CRCT and ITBS.	Training to implement, researched based reading diagnostic assessment	June 2012	Use of different forms of authentic assessments, formal and informal -Rubrics -Record keeping sheets -Portfolios -Teacher observation -Benchmark Test -Sign in sheets  Use of different forms of	Results from CRCT scores Results from ITBS Increase of students scoring in level three Decrease of students scoring in level one Results from Benchmarks  Results from CRCT scores Results from ITBS
	To decrease the number of level 1 students performing in reading and math by 2% as measured by 2012.	To develop Montessori lessons to be aligned with six week benchmark tests in math	August 2012		
	To increase the achievement of level one students in reading, mathematics, social studies, and science as measured by CRCT and ITBS.	A member of the Professional Learning Committee or designated staff member will present a lesson or activity to the staff every third Wednesday of the month at faculty meeting. Shared lessons will help teachers to link daily instructional lessons to standards and elements.	Sept. 2012 April 2013		
	<b>September</b> To use instructional strategies in literacy to increase and improve Student achievement in reading and math as	Evidence of monitoring literacy embedded throughout each classroom and evidence of strategies consistently in use			

	<p>measured by the CRCT/ITBS</p> <p><b>October</b> To use instructional strategies in writing increase and improve student achievement in reading and math as measured by the CRCT/ITBS</p> <p><b>November</b> To use instructional strategies in scaffolding (differentiated lessons) to increase and improve student achievement in reading and math as measured by the CRCT/ITBS</p> <p><b>December</b> To deepen the use of selected instructional strategies to increase and improve student achievement in reading and math as measured by the CRCT/ITBS</p> <p><b>January</b> To use instructional classroom talk to increase and improve student achievement in reading and math as measured by the</p>	<p>Evidence of writing done by all students on all grade levels and subjects</p> <p>Evidence of scaffolding in all classrooms Conduct focus-walks identifying strategies and foundations in use throughout the building</p> <p>Evidence of student engaging in classroom talk activities in all classes as Reflected in the focus walks.</p> <p>Observation of students engaged in collaborative group work in all classes as reflected in the focus walks</p> <p>Observation of effective questioning in all classrooms as reflected in the focus walks</p>			<p>Increase of students scoring in level three Decrease of students scoring in level one Results from Benchmarks</p>
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	<p>CRCT/ITBS</p> <p><b>February</b> Working on collaborative strategies in the classroom to improve and increase student achievement in reading and math as measured by the CRCT/ITBS</p> <p><b>March</b> Training in effective questioning to improve and increase student achievement in reading and math as measured by the CRCT/ITBS</p> <p><b>April</b> Continuous training in depth of knowledge/instructional strategies to improve and increase student achievement in reading and math as measured by the CRCT/ITBS</p>	<p>Evidence of focus walks identifying strategies and foundations that are in use throughout the building</p> <p>Complete the district-wide survey on the use and perceived impact of the foundations, instructional strategies, assessment strategies, and DOK</p> <p>Evidence of participation</p>			
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<b>School Climate Action Plan</b>				
<b>Objective:</b> Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
<b>Intervention</b> (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i> )	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p>Performance/Action 1 The Safe School Committee focuses on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that knows best practices in violence prevention and school culture and actively shares with the faculty research-based safe schools.</p>	<p>None Local Funds</p>	<p>8/2012-5/2013  Administration Counselor School Nurse School Safety Team Climate Committee</p>	<p>✓ Member list ✓ Meeting dates ✓ Sign-in sheets ✓ Agendas Minutes</p>	<p>A Safe School Committee exists and meets monthly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. The Safe School Committee will consist of the principal, assistant principal, school nurse, head custodian, teachers, as well as a parent and student community representative.</p> <p>The Climate Committee develops specific goals that are centered on improving the climate and meets regularly to accomplish these goals. The committee uses data from surveys, and other tools to make decisions, and with the input of the staff, selects and acts upon strategies to address shared areas of concerns.</p>
<p><u>Performance/Action 5</u> Classroom teachers teach the School Safety</p>	<p>None Local Funds</p>	<p>8/2012-5/2013  Teachers</p>	<p>✓ CSIP action plans ✓ CSIP</p>	<p>Teachers set high expectations for student behavior, communicate expectations, monitor behavior,</p>

<p>Student Module concerning the common definition of violence, school wide rules, and classroom expectations.</p>		<p>Counselor</p>	<p>appendixes                      ✓ Lesson Plans                      ✓ School Wide Discipline Plan                      ✓ Student signature logs                      Posted rules</p>	<p>and provide continuous feedback to students.</p> <p>The Montessori classroom is child-centered and focused on meeting the social and emotional needs of each individual in the class. Students develop a sense of responsibility for their learning through self-reflection and self-evaluation. The social and emotional growth of each child is enhanced through the multi-aged groupings, peer interactions, ownership of learning and Montessori Grace and Courtesy lessons.</p>
<p><u>Performance/Action 6</u>                      The school includes a goal in the Consolidated School Improvement Plan (CSIP) that represents the partnership of best practices in social emotional learning and academic high standards for all students</p>	<p>None                      Local Funds</p>	<p>8/2012-5/2013                      Administration                      Counselor                      Faculty and Staff</p>	<p>✓ CSIP document                      ✓ CSIP action plans                      ✓ CSIP addendums and appendixes                      CSIP posting on DCSS website</p>	<p>The CSIP includes research-based interventions from the Georgia School Keys Implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.</p>
<p><u>Performance/Action 7</u>                      School staff is continuously instructed under the Safe School Committee and the Climate Committee to implement research-based safe school standards.</p>	<p>None                      Local Funds</p>	<p>8/2012-5/2013                      Administration                      Counselor                      Teachers                      Support Staff                      Safe School Committee                      Climate Committee</p>	<p>✓ Faculty meeting agendas                      ✓ Sign-in sheets                      ✓ Memorandum                      ✓ Posted school policies and protocols                      DeKalb County School Safety</p>	<p>Safe school standards are posted throughout the school.</p> <p>Research-based safe school standards are discussed at faculty meetings and in team meetings.</p> <p>Teachers, support staff, and administrators can articulate best practices that are being utilized</p>

				school wide to positively impact student behavior.
<p><u>Performance/Action 8</u> The school cultivates knowledge of innovative programs and services to address school violence through professional learning activities.</p>	None Local Funds	8/2012-5/2013  Administration Counselor Faculty and Staff Safe School Committee	<ul style="list-style-type: none"> <li>✓ Professional learning plan</li> <li>✓ Lesson plans with implementation strategies</li> <li>✓ Student formative assessments</li> <li>Teacher team meeting agendas and</li> </ul>	<p>Teachers, support staff, and administrators can articulate how their classroom and school wide practices have changed as a result of the professional learning initiative.</p> <p>Teachers, support staff, and administrators can articulate and provide data for how this change in</p>
			<ul style="list-style-type: none"> <li>✓ minutes</li> <li>✓ No Place for Hate signatures</li> <li>✓ Discipline data</li> <li>School calendar</li> </ul>	<p>Practice is impacting student behavior through assessment and/or anecdotal observations.</p> <p>No Place For Hate flyers are placed around school and students attend School-wide Anti-Bullying in-services</p>
<p><u>Performance/Action 11</u> The school requests technical assistance from Instruction, Professional Learning, Student Support Services, Student Relations, and other district level departments as needed.</p>	None Local Funds	8/2012-5/2013  Administration Counselor School Support Team	<ul style="list-style-type: none"> <li>✓ E-mail communication</li> <li>✓ Phone logs</li> <li>✓ Sign-in sheets for school visits</li> <li>✓ Meeting notes</li> </ul>	The school and system administrators can describe how the school collaborates with the system and other external resource providers to ensure that the school acquires the necessary training, guidance, and/or resources in a timely manner.
<p><u>Performance Action 12</u> Classroom teachers teach the School Safety Student Module concerning the common definition of violence, school wide rules, and classroom expectations.</p>	None Local Funds	8/2012-5/2013  Administration Counselor Faculty and	<ul style="list-style-type: none"> <li>✓ Lesson plans</li> <li>✓ Student &amp; parent signatures on Code of Student Conduct</li> </ul>	Teachers set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.

		Staff	<ul style="list-style-type: none"> <li>✓ Posted rules</li> <li>✓ Posted standards for success</li> <li>✓ Walkthrough checklist</li> <li>✓ Discipline Logs</li> <li>✓ Code of Conduct Test</li> </ul>	<p>Each student receives the Code of Conduct, signs for receipt of it, takes a test on the contents of the code, and must take a copy of the Code home for parents to sign. The Code sets a high standard of student behavior and encourages self-discipline.</p>
<p><u>Performance/Action 13</u> School staff and students are held accountable to the Positive School Discipline Plan.</p>	None Local Funds	8/2012-5/2013  Administration Counselor Faculty and Staff Student Support Team	<ul style="list-style-type: none"> <li>✓ Posted rules</li> <li>✓ Posted standards for success</li> <li>✓ Documentation for tiers of intervention prior to referral</li> <li>✓ Anecdotal data</li> <li>✓ Student referrals</li> <li>✓ Dispositions</li> <li>✓ Teacher data for referrals</li> <li>✓ Walk-through checklist</li> <li>✓ E-mail</li> </ul>	<p>Teachers and students can articulate classroom expectations. This includes rules, policies, and procedures for activities and transitions as well as behavior that demonstrate respect for others.</p> <p>Parents are informed of classroom and school wide expectations and are consistently provided feedback regarding their child's behavior.</p> <p>Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before administrative referrals.</p>

<b>Teacher Retention Action Plan</b>				
<b>Objective:</b> Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
<b>Intervention</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
Provide highly qualified presenters in all areas to facilitate best practice models.	NA	August 2012- May 2013 Staff District Administration	Short biographies by presenters	Faculty feedback Paraprofessional feedback Administrative feedback
Provide highly qualified personnel to work with students and maintain program integrity. 1) Montessori trained personnel using Montessori curriculum 2) Traditionally trained personnel using DCSD IDMS CIAPL 3) ESOL trained personnel using WIDA standards, SIOP model 4) Special Education teachers using Project ICE co-teaching models	NA	August 2012- May 2013 Staff Administration	GPSC certificates licensures	Teacher Keys Effectiveness System
Teacher of the Year Sunshine Celebrations	County Recognition PTO funds Sunshine Funds	August 2012- May 2013 Staff Administration	Increased teacher retention rate Decrease in staff absenteeism's rate	Staff Satisfaction Survey
Identify teachers for Leadership Roles Mentors CCGPS Coaches County Liaisons (ELA, Math, Sci, SS)	NA	August 2012- May 2013 Staff Administration	Agendas Meeting Notes Increased teacher retention	Staff identifies opportunities for multiple leadership roles to meet their professional and educational goals.
Maintain the same expectations for all staff.	NA	August 2012- May 2013 Staff Administration	Walk-throughs Observations	Teacher Keys Effectiveness System Classified Evaluations



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