

DeKalb County School District

***Consolidated School Improvement Plan
2012-2013***



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

Statement of Quality Assurance

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

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

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

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans <input type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Mary Jenks		
2.	Tanya Fields		
3.	Laurie Law		
4.	Laurie Hobbs		
5.	Loretta Salzano-Vanni		
6.	Bridgett Clifton		
7.	Teandra Storey		
8.			
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Mary Jenks		
CSIP Facilitator	Sally Elliott		
Parent Representative (can not be a school employee)	Sarah Cook		
Student Representative (required for High School)	NA		
Community Representative (can not be a school employee)	Amy Trocchi		
School Counselor	Candice Norris-Brown		
Special Education Representative	Whitney Blackmore		
Reading/ELA Chair	Jennifer Francis		
Math Chair	Laura Pittman		
Science Chair	Amanda Ward		
Social Studies Chair	Mary Buehl		
Professional Learning Liaison	Melissa McMillan		
Other (specify) Librarian/Media Specialist	Diana Berry		
Other (specify) School Council Chair	Laurie Hobbs		

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:

- Pre-referral Intervention Team meetings every 6 weeks
- Book Buddies – parent volunteers read with students at their independent level to build fluency and comprehension.
- Tutors from Lakeside High School provided tutoring services for our level 1 students who attend our after school program.
- All Kindergarten, first grade and third grade teachers were trained in the Orton-Gillingham instructional approach to reading.
- All teachers were trained in Thinking Maps, a visual tool for learning

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

- Response to Intervention- we continue to struggle with a lack of clear direction and a guiding manual that teachers can access for information. We also need a clear dedicated resource of targeted interventions from which teachers can pull needed materials.

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

Lack of Universal Screener, lack of targeted interventions for identified areas of need, lack of teacher buy-in

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:

- Increase our current goals by 2% as we are above the state Annual Measurable Objective (AMO) for all content areas.
- Continue professional development in the RTI process
- Training in the Teacher Keys Effectiveness System and Common Core standards implementation
- Implementation of IXL Math
- Training in STAR Early Literacy, STAR Reading, and STAR Math as universal screeners and progress monitoring tools
- Utilization of resources from Reading A to Z for lesson planning, screening and progress monitoring

School Mission and Vision

	DeKalb County School System	Briarlake School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>We envision a change in the status quo as we create a culture of new expectations. We expect our stakeholders to work collaboratively to raise standards and increase achievement in the academic program for all students at Briarlake Elementary.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>We accept the charge to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to contribute to the common good of the community and to compete successfully in a global society.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation 	<p>We value a multi-disciplinary learning experience that promotes student achievement in a challenging, stimulating environment. We believe in sustaining continuous progress in the core curriculum while providing enrichment and acceleration so that all students reach their full academic potential. We believe our knowledgeable and caring staff holds high expectations for all students and provides a risk-free environment to facilitate the development of good citizenship and character in each student.</p>

Developing a Comprehensive Needs Assessment

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

- **Geographic location**
- **Enrollment**
- **Subgroups (regardless of whether or not they affect AYP):**

Briarlake Elementary School is located in the Northlake area of DeKalb County, Georgia, at the corner of LaVista and Briarlake Roads. The school is located approximately 12 radial miles northeast of the Atlanta Central Business District. Currently, we have 451 students. Our school makeup is:

- American Indian/Alaska Native – 0.67%
- Black/African American – 19.51%
- Hispanic – 8.62%
- Multi-Racial – 5.32%
- White – 55.88%
- Asian/Pacific Islander – 9.98%
- Free/Reduced Lunch - 25%
- Students with Disabilities (SWD) – 19.97%
- English Language Learners (ELL) – 6.65%

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)**

Previous CSIP was provided to staff members for their input. Grade teams met during their scheduled grade level meetings to review the plan. Draft CSIP provided to Building Leadership Team members for additional input. The Building Leadership Team meets monthly at Briarlake. Membership is representative of All groups within the school setting.

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

The administrative team met in the summer to review Spring 2012 CRCT data. Students were identified as those who did not meet, did meet or exceeded standards. We looked at test strands to pinpoint areas of weakness that would need further diagnostic investigation to get at the root of the weakness. Trends and patterns were examined particularly in grades 3 and 4 to determine a plan for the coming school year.

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

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

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.

Briarlake Elementary School’s administration and staff provide a caring, safe, small-school learning climate while providing quality instruction to all students. Currently, 100% of our teaching staff is considered highly qualified according to guidelines set by the NCLB guidelines. Our dedicated staff members seek out new and innovative instructional strategies to enhance and extend the county, state and national curriculum. To gain knowledge and improve instructional practices, professional learning opportunities for teachers and staff are available and utilized throughout the year. Our teacher retention rate is above the county average for the 2012-2013 school year.

The school community has embraced our special needs students by providing inclusion for Briarlake students in our classrooms, activities, programs and events. We serve 92 gifted students in grades 2 – 5. In addition to the gifted pull-out program, gifted certified classroom teachers in grades two through four interact with students in the regular classrooms to enrich and expand our academic program.

Briarlake is a forward thinking school that aims to be on the cutting edge with teacher training. Recognizing the need for practical strategies that are easily implemented, we have had our teachers in grades K, 1, and 3 trained in the Orton-Gillingham instructional approach to reading

intended for those students who have difficulty with reading, spelling and writing of the sort associated with dyslexia. Our grade two teachers will be trained in December of 2012.

Thinking Maps training is another initiative of which we are proud. Our entire staff received this training through Metro RESA in 2012. It provides teachers with a common visual language in a visual tool for learning. Each map is linked to a specific cognitive process. The visual tool is especially supportive of our ELL and deaf/heard of hearing population. Working in partnership with Metro RESA, we will begin the writing portion of this training in January 2013.

School and teacher websites, weekly emails, student agendas and conferences have increased communication efforts between school and home. Currently, over 550 email subscribers receive the weekly email communication, classroom teachers communicate with over 90% of their parents via email, and parents of 335 students have signed up to use the Parent Assistant.

Parental and community involvement is one of Briarlake's greatest assets. Our active PTA enhances the educational and social experiences at Briarlake through their generous support. Volunteers provide assistance throughout the year in the classroom, the office, the school grounds, fundraising, school book sales, and much more. The Briarlake Foundation provides funding for academic enrichment.

The administration sets high expectations and goals for students and staff. Our students strive to meet these goals and their efforts are evidenced by their academic achievements.

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

Briarlake test scores are historically above the average for the district and the state. For example, in spring 2011, our third grade student's average CRCT scores exceeded expectations in all content areas. However, in spring 2012 as fourth graders, this same group of students only exceeded in 3 out of the 5 areas tested. The average math score showed a significant drop from an average of 868 to an average of 827; the reading average dropped from 873 to 857.

In spring 2011 our fourth graders exceeded expectations in 3 out of 5 areas tested. By spring 2012, the average score in math dropped from 839 to 838, while the average reading score dropped from 853 to 849.

Analysis of student math scores showed that while students with disabilities and students accounted for some of the drop in the average, the greatest impact was from those students who have historically struggled with math. These students have been previously identified through the pre-referral process we currently have in place and numerous interventions have been implemented with them to try and boost their skill level. We will continue to monitor these students and provide additional support and instruction as necessary.

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

- Teacher training in fundamental methods of teaching math
- Teacher training in differentiated math instruction
- Teacher training in the use of newly purchased math support program IXL.
- Training in Common Core Math Standards
- How to use benchmark data to inform instruction

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

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

- School Counselors: The counselor coordinates school wide incentive programs, parent conferences, consultations with teachers and community agencies, assigns mentors to students, provides individual counseling, and participates in and/or chairs SST referral process. Outside programs such as Ronald McDonald “Go Active”, “Friendship Adventure”, “Book Time”, “Give Peas a Chance”, International Peace Day and Fire Safety are arranged with outside agencies by our counselor.
- Psychologists: District psychologists provide consultations with staff and parents, provide testing and evaluations and attend 504 meetings.
- Social Workers: The district social workers consult with staff and parents, make presentations to staff, provide interpretation services at school sponsored meetings, serve on evidentiary hearings, make referrals to external agencies as needed and are available as needed.
- School Nurses: Briarlake’s nurse works with community agencies, makes presentations to staff, provides referrals to external agencies, and arranges health and dental visits school-wide. Several local dental agencies visit Briarlake each year. Lens Crafters provides examinations and arranges glasses for students when requested.

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries	✓	Pre-K Family Resource Specialists
✓	Parental Involvement Workshops		
✓	Parental Involvement Survey/Summary – really??	✓	Others (list here) PTA Meetings, Fun Run, Fall Festival, Ice Cream Social, November Family Luncheon, Book Fairs, Grade Level Musicals and Fair Arts Events, Campus Beautification Work Days, Classroom Volunteers, Community Bulletin Board

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

The school, working with the PTA and School Council, extends opportunities throughout the school year to continually reinforce the growth and involvement of all parents and community members through a variety of programs. Open House is held the week before school to provide families an opportunity to meet the teachers, receive information about the school and programs available to families as well as discover ways to become part of the Briarlake School community. Curriculum Night is held early in the school year for parents to learn about curriculum and scheduling information, school procedures, student expectations, disciplinary actions, and other pertinent policies. This event allows all Briarlake teachers an opportunity to present their classroom information to parents to facilitate a working relationship between home and school. Our annual Fun Run and Walk to School Days promote healthy activities for the community. Activities such as the Fall Festival, Family Luncheon, Book Fairs, Campus Beautification Work Days, monthly PTA meetings and PTA events engage students, parents, community, and staff members in many community building activities which result in a tremendous feel of community spirit. The Pre-K Family Resource Specialists are available to assist Pre-K families in locating support services such as babysitting services, community health assistance, and community activities. Parents are also encouraged to visit the classrooms to read a favorite book, assist teachers with special projects, present information which supplements the curriculum, or volunteer in the Media Center or Office.

Many vehicles are in place to effectively link Briarlake School with the parents and community. The Family Handbook, available in both print and PDF on school and PTA websites, is filled with school and PTA information to inform parents of the many programs and activities available to our families as well as information on procedures and processes in place for our families. The DCSS Parent Assistant provides easy access for reviewing student academic progress and attendance history. Each teacher maintains a website summarizing assignments and helpful web resources and links for students and their families. Kindergarten teachers produce a monthly newsletter summarizing future class-

room activities and studies. Weekly student couriers contain papers and notices sent between school and home. Grades 2 – 5 students use agendas to write assignments as well as provide a daily communication log between teacher and parent when necessary. School and PTA websites provide news, events and school related information as well as links to state and county websites. PTA sponsored email newsletters containing school, community, county, and state information is sent weekly and when necessary to all email subscribers. Teachers, staff and room parents use email to disseminate homeroom and school-wide information. Paper newsletters are also provided during the year. A street side marquee is updated often with reminders of school, community and county information.

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

✓	Parental Involvement Handbook for Parents	✓	Newsletters
✓	School Website		Calling Post
✓	DCSS Website/Community.Net	✓	Parent Portal
	Parent Right to Know Letter	✓	Other (Specify) Teacher Websites, Classroom Newsletters, PTA Website, Weekly Email Newsletter

Stakeholder Communication

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

- Individual student scores sent home with cover letter explaining results
- Parent-teacher conferences
- Parent meeting in January 2013 after the ITBS and CogAT results are back to answer questions about scores and their implications
- Language interpreters are available upon request.

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

- Newsletters
- Curriculum Night
- Letters to Parents
- Parent-Teacher Conferences

- School and PTA Websites
- PTA Meetings
- School Council Meetings

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

- Posted to school, PTA and DeKalb County websites
- Announced in weekly subscriber emails
- Printed copies available in office and Media Center
- Provided to PTA, School Council, Partners in Education, Briarlake Foundation

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	NA
State Funds	Per pupil monies will be used to support all aspects of the academic program as it relates to CSIP action plans.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Federal School Improvement Grants	NA
Local Professional Learning Funds	Our local Professional Learning department provides 6 days of substitute coverage and will be utilized to support research-based professional learning opportunities.
Grants (list)	DeKalb Junior League Mini-grants; individual teacher grants that provide materials for classroom use.
PTA	PTA works in conjunction with the school to provide additional funds for cultural arts programs, technology needs and additional teacher resources.
Partners in Education	NA
Other (list) Briarlake Elementary School Foundation; ASEDP	BES Foundation provides funding for academic programs as an additional resource. Our ASEDP program generates a significant amount of income that is available to us for training and instructional materials

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

Reading/English/Language Arts Action Plan				
Annual Measurable Objective:				
<ul style="list-style-type: none"> • Increase the percentage of all students in grade 4 meeting and exceeding the standards on the 2013 Reading portion of the 2013 CRCT from 95.% to 98% • Increase the percentage of all students in grade 4 meeting and exceeding standards on the 2013 ELA portion of the CRCT from 94% to 97%. • Increase the percentage of all students in grade 5 meeting and exceeding standards on the 2013 Reading portion of the CRCT from 94% to 97%. • Increase the percentage of students in grade 5 meeting and exceeding standards on the ELA portion of the CRCT from 93% to 96% 				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Curriculum 2.2</u></p> <p>PA 1: The school has established a process to determine what all learners should know, do and understand by the end of each grading period, at all grade levels and within all subject areas.</p> <ul style="list-style-type: none"> ▪ Grade teams meet on a weekly basis ▪ Grade teams review unit plans and create weekly plans of instruction <p>PA 2: Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction.</p> <ul style="list-style-type: none"> ▪ Teachers analyze CRCT data and form instruc- 	None	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Reading/LA teachers</p> <p>Special Ed. Staff</p>	<p>Curriculum units</p> <p>Curriculum maps</p> <p>Teacher meeting minutes</p> <p>Analyzed data</p> <p>Adjusted plans</p> <p>Disaggregated formative and summative assessment results</p>	<p>Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. Expectations are consistent within and across all grade levels.</p> <p>Principals and other instructional leaders are aware of the students who are struggling to meet standards as well as those who exceed the standard and monitor their progress during class-</p>

<p>tional groups based on need</p> <ul style="list-style-type: none"> Teachers analyze benchmark assessments through item analysis to identify areas of instructional emphasis 				<p>room visits. Teachers can articulate how instruction is revised as a result of disaggregated data.</p>
<p><u>Assessment 2.4</u></p> <p>PA 1: Teachers understand the different types and purposes of assessment and evaluation. This may include authentic, screening, formative, summative, informal diagnostic and/or performance assessments. Teachers use this knowledge to determine the most effective assessments to measure student progress.</p> <ul style="list-style-type: none"> Teachers use a variety of tools to assess and evaluate students. <ul style="list-style-type: none"> Reading A to Z Star Reading and Early Literacy Primary and Elementary Spelling Inventory (Words Their Way) Oral Reading fluency <p><u>Assessment 3.1</u></p> <p>PA 2: Everyone in the school participates in an ongoing cycle of systematic gathering of data to identify discrepancies between actual and desired results or intentions. This is followed by short term goal setting and developing strategies to achieve the long term goals.</p> <ul style="list-style-type: none"> Teachers meet and come to consensus on expected outcomes for the standards. Teachers identify examples of work that exemplifies the standards. Teachers design instruction based on their collective understanding of the standards and agree upon a date to monitor progress of student learning. Teachers implement instruction for an incre- 	<p>None</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Reading/LA teachers</p> <p>Special Ed. Staff</p>	<p>Classroom observations</p> <p>Student work</p> <p>Assessment Results</p> <p>Standards with elements posted</p> <p>Posted student improvement goals</p> <p>Class/grade/team data</p> <p>Newsletters</p> <p>Posted student work with commentary</p>	<p>On-going assessment becomes institutionalized as a means to measure student progress and plan for instruction. Teachers are able to articulate what their students know and understand and plan accordingly for the next steps.</p> <p>Teachers and administrators can describe the cyclical process.</p> <p>Teachers can show evidence of student progress toward the standards and describe how it directly relates to instruction.</p> <p>Administrators, teachers, students and parents can articulate the standards and established expectations.</p>

<p>mental amount of time to ensure continuous monitoring of student learning.</p> <ul style="list-style-type: none"> Teachers collaboratively analyze student work using the identified exemplars to gauge student progress and adjust instruction accordingly. <p><u>Instruction 2.1</u></p> <p>PA 1: Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (Instructional framework)</p> <ul style="list-style-type: none"> Grade teams meet on a weekly basis Grade teams review unit plans and create weekly plans of instruction Grade teams meet with the AP for instruction as needed Teachers use Thinking Maps as an integral part of their instruction Teachers will add to their knowledge about writing and the use of Thinking Maps 	<p>None</p> <p>Thinking Maps: <i>“Write From the Beginning and Beyond”</i> teacher training to be held on 1/07/13 with Metro RESA-no cost</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Reading/LA Teachers</p> <p>Special Ed. Staff</p>	<p>Parent/teacher conference documentation, etc.</p> <p>Lesson plans</p> <p>Observation of an established delivery model</p> <p>Observation of various instructional roles of teacher as facilitator, presenter or coach during a lesson</p> <p>Various activities for opening, work time, closings, inquiry, etc.</p> <p>Materials or resources and technology are easily accessible</p>	<p>Teachers and students can explain different instructional phases of a lesson, for example opening, work session and closing of a lesson.</p>
<p><u>Instruction 2.6</u></p> <p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from “falling through the cracks.” There is:</p>	<p>None</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Reading/LA teachers</p>	<p>Pyramid of intervention</p> <p>Roster of targeted students</p> <p>Disaggregated student achieve-</p>	<p>Teachers can explain the data that supports student participation in particular interventions</p> <p>Teachers and administration can outline the process utilized to target and schedule students who need additional assistance.</p>

<ul style="list-style-type: none"> • a data driven student participation process utilized throughout the school year • a plan for utilizing teachers with the content background needed to support the intervention • a process and schedule for communicating the deficits and improvements to the appropriate teachers and parents • a selection of instructional resources that differ from those used in the classroom • a process for routinely monitoring student achievement and the effectiveness of each level of intervention • an exit process for students who meet learning goals 		Special Ed. Staff	ment data Student profiles Student learning goals	
<p><u>Technology Integration – Instruction 2.7</u></p> <p>PA 1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum.</p>	None	8/12-5/13 Principal Asst. Principal Reading/LA teachers Special Ed. Staff	Computers Lesson and unit plans LCD projectors and other tech equipment Comprehensive plan to integrate technology Collaborative teacher meeting minutes	Teachers can articulate the use of a comprehensive technology plan to enhance student learning
<p><u>Students with Disabilities (SWD) Instruction 2.1</u></p> <p>PA 2: Teachers present content in a logical and sequen-</p>	None	8/12-5/13 Principal	Small groups, pairs, independ-	Teachers can explain the specific purposes of how students are divided into

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<p>tial process using a variety of delivery modes to enable students to develop understanding. Co-taught classes use one of the five instructional models to best support students' mastery of standards.</p> <p><u>Instruction 2.6</u></p> <p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from "falling through the cracks."</p>		<p>Asst. Principal</p> <p>Reading/LA Teachers</p> <p>Special Ed. Staff</p> <p>LTSE</p> <p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Reading/LA teachers</p> <p>Special Ed. Staff</p>	<p>ent work, conferencing observed</p> <p>Co-teaching lesson plans</p> <p>Room arrangement that support delivery modes</p> <p>Pyramid of intervention</p> <p>Roster of targeted students</p> <p>Disaggregated student achievement data</p> <p>Student profiles</p> <p>Student learning goals</p>	<p>work groups and can articulate the data that led to the flexible groups. Students can explain different grouping options typically used in class.</p> <p>Teachers can explain the data that supports student participation in particular interventions</p> <p>Teachers and administration can outline the process utilized to target and schedule students who need additional assistance</p>
<p><u>Technology Integration – Instruction 2.7</u></p> <p>PA 1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.</p>	<p>None</p>	<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Reading/LA teachers</p> <p>Special Ed. Staff</p>	<p>Computers</p> <p>Lesson and unit plans</p> <p>LCD projectors and other tech equipment</p> <p>Comprehensive plan to integrate technology</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning</p>

			Collaborative teacher meeting minutes	
<p><u>English Language Learners (ELL) Instruction 2.1</u></p> <p>PA 2: Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Co-taught classes use one of the five instructional models to best support students' mastery of standards.</p>	None	<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Classroom teachers</p> <p>ESOL teacher</p>	<p>Small groups, pairs, independent work, conferencing observed</p> <p>Co-teaching lesson plans</p> <p>Room arrangement that support delivery modes</p>	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. Students can explain different grouping options typically used in class</p>
<p><u>Instruction 2.6</u></p> <p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from "falling through the cracks."</p>		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Classroom teachers</p> <p>ESOL teacher</p>	<p>Pyramid of intervention</p> <p>Roster of targeted students</p> <p>Disaggregated student achievement data</p> <p>Student profiles</p> <p>Student learning goals</p>	<p>Teachers can explain the data that supports student participation in particular interventions</p> <p>Teachers and administration can outline the process utilized to target and schedule students who need additional assistance</p>
<p><u>Technology Integration – Instruction 2.7</u></p> <p>PA 1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application</p>		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p>	<p>Computers</p> <p>Lesson and unit plans</p> <p>LCD projectors</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning</p>

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of the core curriculum.		Classroom teacher ESOL teachers	and other tech equipment Comprehensive plan to integrate technology Collaborative teacher meeting minutes	
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Mathematics Action Plan				
Annual Measurable Objective:				
<ul style="list-style-type: none"> • Increase the percentage of all students in grade 4 meeting and exceeding the standards on the 2013 Math portion of the 2013 CRCT from 85% to 87% • Increase the percentage of all students in grade 5 meeting and exceeding standards on the 2013 Math portion of the CRCT from 73% to 87% • 				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Curriculum 2.2</u></p> <p>PA 1: The school has established a process to determine what all learners should know, do and understand by the end of each grading period, at all grade levels and within all subject areas.</p> <ul style="list-style-type: none"> ▪ Grade teams meet on a weekly basis ▪ Grade teams review unit plans and create weekly plans of instruction <p>PA 2: Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction.</p> <ul style="list-style-type: none"> ▪ Teachers analyze CRCT data and form instructional groups based on need ▪ Teachers analyze benchmark assessments through item analysis to identify areas of instructional emphasis 	None	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math teachers</p> <p>Special Ed. Staff</p>	<p>Curriculum units</p> <p>Curriculum maps</p> <p>Teacher meeting minutes</p> <p>Analyzed data</p> <p>Adjusted plans</p> <p>Disaggregated formative and summative assessment results</p>	<p>Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. Expectations are consistent within and across all grade levels.</p> <p>Principals and other instructional leaders are aware of the students who are struggling to meet standards as well as those who exceed the standard and monitor their progress during classroom visits. Teachers can articulate how instruction is revised as a result of disaggregated data.</p>

<p><u>Assessment 2.4</u></p> <p>PA 1: Teachers understand the different types and purposes of assessment and evaluation. This may include authentic, screening, formative, summative, informal diagnostic and/or performance assessments. Teachers use this knowledge to determine the most effective assessments to measure student progress.</p> <ul style="list-style-type: none"> ▪ Teachers use a variety of tools to assess and evaluate students. <ul style="list-style-type: none"> ○ IXL Math ○ Monitoring Basic Skills Progress ○ Easycbm.com 	<p>Site license for IXL Math \$2050 funded through ASEDP</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math teachers</p> <p>Special Ed. Staff</p>	<p>Classroom observations</p> <p>Student work</p> <p>Assessment Results</p>	<p>On-going assessment becomes institutionalized as a means to measure student progress and plan for instruction. Teachers are able to articulate what their students know and understand and plan accordingly for the next steps.</p>
<p><u>Assessment 3.1</u></p> <p>PA 2: Everyone in the school participates in an ongoing cycle of systematic gathering of data to identify discrepancies between actual and desired results or intentions. This is followed by short term goal setting and developing strategies to achieve the long term goals.</p> <ul style="list-style-type: none"> ▪ Teachers meet and come to consensus on expected outcomes for the standards. ▪ Teachers identify examples of work that exemplifies the standards. ▪ Teachers design instruction based on their collective understanding of the standards and agree upon a date to monitor progress of student learning. ▪ Teachers implement instruction for an incremental amount of time to ensure continuous monitoring of student learning. ▪ Teachers collaboratively analyze student work using the identified exemplars to gauge student progress and adjust instruction accordingly. 	<p>None</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math teachers</p> <p>Special Ed. Staff</p>	<p>Standards with elements posted</p> <p>Posted student improvement goals</p> <p>Class/grade/team data</p> <p>Newsletters</p> <p>Posted student work with commentary</p> <p>Parent/teacher conference documentation, etc.</p>	<p>Teachers and administrators can describe the cyclical process.</p> <p>Teachers can show evidence of student progress toward the standards and describe how it directly relates to instruction.</p> <p>Administrators, teachers, students and parents can articulate the standards and established expectations.</p>

<p><u>Instruction 2.1</u></p> <p>PA 1: Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (Instructional framework)</p> <ul style="list-style-type: none"> ▪ Grade teams meet on a weekly basis ▪ Grade teams review unit plans and create weekly plans of instruction ▪ Grade teams meet with the AP for instruction as needed ▪ Teachers use Thinking Maps as an integral part of their instruction 	<p>None</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math Teachers</p> <p>Special Ed. Staff</p>	<p>Lesson plans</p> <p>Observation of an established delivery model</p> <p>Observation of various instructional roles of teacher as facilitator, presenter or coach during a lesson</p> <p>Various activities for opening, work time, closings, inquiry, etc.</p> <p>Materials or resources and technology are easily accessible</p>	<p>Teachers and students can explain different instructional phases of a lesson, for example opening, work session and closing of a lesson.</p>
<p><u>Instruction 2.6</u></p> <p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from “falling through the cracks.” There is:</p> <ul style="list-style-type: none"> • a data driven student participation process utilized throughout the school year • a plan for utilizing teachers with the content background needed to support the intervention 	<p>None</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math teachers</p> <p>Special Ed. Staff</p>	<p>Pyramid of intervention</p> <p>Roster of targeted students</p> <p>Disaggregated student achievement data</p> <p>Student profiles</p> <p>Student learning</p>	<p>Teachers can explain the data that supports student participation in particular interventions</p> <p>Teachers and administration can outline the process utilized to target and schedule students who need additional assistance.</p>

<ul style="list-style-type: none"> • a process and schedule for communicating the deficits and improvements to the appropriate teachers and parents • a selection of instructional resources that differ from those used in the classroom • a process for routinely monitoring student achievement and the effectiveness of each level of intervention • an exit process for students who meet learning goals <p><u>Technology Integration – Instruction 2.7</u></p> <p>PA 1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum.</p>	<p>None</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math teachers</p> <p>Special Ed. Staff</p>	<p>goals</p> <p>Computers</p> <p>Lesson and unit plans</p> <p>LCD projectors and other tech equipment</p> <p>Comprehensive plan to integrate technology</p> <p>Collaborative teacher meeting minutes</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning</p>
<p><u>Students with Disabilities (SWD) Instruction 2.1</u></p> <p>PA 2: Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Co-taught classes use one of the five instructional models to best support students’ mastery of standards.</p>	<p>None</p>	<p>8/12-5/13</p> <p>Principal</p> <p>Asst. Principal</p> <p>Classroom teachers</p>	<p>Small groups, pairs, independent work, conferencing observed</p> <p>Co-teaching lesson plans</p>	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. Students can explain different grouping options typically used in class.</p>

			minutes	
<p><u>English Language Learners (ELL) Instruction 2.1</u></p> <p>PA 2: Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Co-taught classes use one of the five instructional models to best support students' mastery of standards.</p>	None	8/12-5/13 Principal	Small groups, pairs, independent work, conferencing observed	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. Students can explain different grouping options typically used in class
		Asst. Principal	Co-teaching lesson plans	
		Classroom teachers		
<p><u>Instruction 2.6</u></p> <p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from "falling through the cracks."</p>		ESOL teacher	Pyramid of intervention	Teachers can explain the data that supports student participation in particular interventions
			Roster of targeted students	Teachers and administration can outline the process utilized to target and schedule students who need additional assistance
			Disaggregated student achievement data	
			Student profiles	
			Student learning goals	
<p><u>Technology Integration – Instruction 2.7</u></p> <p>PA 1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.</p>			Computers	Teachers can articulate the use of a comprehensive technology plan to enhance student learning
			Lesson and unit plans	
			LCD projectors and other tech	

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			equipment Comprehensive plan to integrate technology Collaborative teacher meeting minutes	
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

<p>Teachers use this knowledge to determine the most effective assessments to measure student progress.</p> <ul style="list-style-type: none"> Teachers use a variety of tools to assess and evaluate students. <p><u>Assessment 3.1</u></p> <p>PA 2: Everyone in the school participates in an ongoing cycle of systematic gathering of data to identify discrepancies between actual and desired results or intentions. This is followed by short term goal setting and developing strategies to achieve the long term goals.</p> <ul style="list-style-type: none"> Teachers meet and come to consensus on expected outcomes for the standards. Teachers identify examples of work that exemplifies the standards. Teachers design instruction based on their collective understanding of the standards and agree upon a date to monitor progress of student learning. Teachers implement instruction for an incremental amount of time to ensure continuous monitoring of student learning. Teachers collaboratively analyze student work using the identified exemplars to gauge student progress and adjust instruction accordingly. <p><u>Instruction 2.1</u></p> <p>PA 1: Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (Instructional framework)</p> <ul style="list-style-type: none"> Grade teams meet on a weekly basis 	<p>None</p>	<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>Assessment Results</p> <p>Standards with elements posted</p> <p>Posted student improvement goals</p> <p>Class/grade/team data</p> <p>Newsletters</p> <p>Posted student work with commentary</p> <p>Parent/teacher conference documentation, etc.</p> <p>Lesson plans</p> <p>Observation of an established delivery model</p> <p>Observation of</p>	<p>understand and plan accordingly for the next steps.</p> <p>Teachers and administrators can describe the cyclical process.</p> <p>Teachers can show evidence of student progress toward the standards and describe how it directly relates to instruction.</p> <p>Administrators, teachers, students and parents can articulate the standards and established expectations.</p> <p>Teachers and students can explain different instructional phases of a lesson, for example opening, work session and closing of a lesson.</p>
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<ul style="list-style-type: none"> ▪ Grade teams review unit plans and create weekly plans of instruction ▪ Grade teams meet with the AP for instruction as needed ▪ Teachers use Thinking Maps as an integral part of their instruction ▪ Teachers will add to their knowledge about writing and the use of Thinking Maps <p><u>Instruction 2.6</u></p> <p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from “falling through the cracks.” There is:</p> <ul style="list-style-type: none"> • a data driven student participation process utilized throughout the school year • a plan for utilizing teachers with the content background needed to support the intervention • a process and schedule for communicating the deficits and improvements to the appropriate teachers and parents • a selection of instructional resources that differ from those used in the classroom 		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>various instructional roles of teacher as facilitator, presenter or coach during a lesson</p> <p>Various activities for opening, work time, closings, inquiry, etc.</p> <p>Materials or resources and technology are easily accessible</p> <p>Pyramid of intervention</p> <p>Roster of targeted students</p> <p>Disaggregated student achievement data</p> <p>Student profiles</p> <p>Student learning goals</p>	<p>Teachers can explain the data that supports student participation in particular interventions</p> <p>Teachers and administration can outline the process utilized to target and schedule students who need additional assistance.</p>
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<ul style="list-style-type: none"> • a process for routinely monitoring student achievement and the effectiveness of each level of intervention • an exit process for students who meet learning goals. <p><u>Technology Integration – Instruction 2.7</u></p> <p>PA 1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum.</p>		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>Computers</p> <p>Lesson and unit plans</p> <p>LCD projectors and other tech equipment</p> <p>Comprehensive plan to integrate technology</p> <p>Collaborative teacher meeting minutes</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning</p>
<p><u>Students with Disabilities (SWD) Instruction 2.1</u></p> <p>PA 2: Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Co-taught classes use one of the five instructional models to best support students’ mastery of standards.</p>		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>Small groups, pairs, independent work, conferencing observed</p> <p>Co-teaching lesson plans</p> <p>Room arrangement that support delivery modes</p> <p>Pyramid of inter-</p>	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. Students can explain different grouping options typically used in class.</p>

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

Social Studies Action Plan				
Annual Measurable Objective:				
<ul style="list-style-type: none"> • Increase the percentage of all students in grade 4 meeting and exceeding standards on the 2013 Social Studies portion of the CRCT from 85% to 88% • Increase the percentage of all students in grade 5 meeting and exceeding standards on the 2013 Social Studies portion of the CRCT from 84% to 87% 				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Curriculum 2.2</u></p> <p>PA 1: The school has established a process to determine what all learners should know, do and understand by the end of each grading period, at all grade levels and within all subject areas.</p> <ul style="list-style-type: none"> ▪ Grade teams meet on a weekly basis ▪ Grade teams review unit plans and create weekly plans of instruction <p>PA 2: Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction.</p> <ul style="list-style-type: none"> ▪ Teachers analyze CRCT data and form instructional groups based on need ▪ Teachers analyze benchmark assessments through item analysis to identify areas of instructional emphasis 	None	<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Social Studies teachers</p>	<p>Curriculum units</p> <p>Curriculum maps</p> <p>Teacher meeting minutes</p> <p>Analyzed data</p> <p>Adjusted plans</p> <p>Disaggregated formative and summative assessment results</p>	<p>Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. Expectations are consistent within and across all grade levels.</p> <p>Principals and other instructional leaders are aware of the students who are struggling to meet standards as well as those who exceed the standard and monitor their progress during classroom visits. Teachers can articulate how instruction is revised as a result of disaggregated data.</p>

<p><u>Assessment 2.4</u></p> <p>PA 1: Teachers understand the different types and purposes of assessment and evaluation. This may include authentic, screening, formative, summative, informal diagnostic and/or performance assessments. Teachers use this knowledge to determine the most effective assessments to measure student progress.</p> <ul style="list-style-type: none"> ▪ Teachers use a variety of tools to assess and evaluate students. 		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>Classroom observations</p> <p>Student work</p> <p>Assessment Results</p>	<p>On-going assessment becomes institutionalized as a means to measure student progress and plan for instruction. Teachers are able to articulate what their students know and understand and plan accordingly for the next steps.</p>
<p><u>Assessment 3.1</u></p> <p>PA 2: Everyone in the school participates in an ongoing cycle of systematic gathering of data to identify discrepancies between actual and desired results or intentions. This is followed by short term goal setting and developing strategies to achieve the long term goals.</p> <ul style="list-style-type: none"> ▪ Teachers meet and come to consensus on expected outcomes for the standards. ▪ Teachers identify examples of work that exemplifies the standards. ▪ Teachers design instruction based on their collective understanding of the standards and agree upon a date to monitor progress of student learning. ▪ Teachers implement instruction for an incremental amount of time to ensure continuous monitoring of student learning. ▪ Teachers collaboratively analyze student work using the identified exemplars to gauge student progress and adjust instruction accordingly. 		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>Standards with elements posted</p> <p>Posted student improvement goals</p> <p>Class/grade/team data</p> <p>Newsletters</p> <p>Posted student work with commentary</p> <p>Parent/teacher conference documentation, etc.</p>	<p>Teachers and administrators can describe the cyclical process.</p> <p>Teachers can show evidence of student progress toward the standards and describe how it directly relates to instruction.</p> <p>Administrators, teachers, students and parents can articulate the standards and established expectations.</p>
<p><u>Instruction 2.1</u></p> <p>PA 1: Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in</p>		<p>8/12-5/13 Principal</p> <p>Asst. Princi-</p>	<p>Lesson plans</p> <p>Observation of an established deliv-</p>	<p>Teachers and students can explain different instructional phases of a lesson, for example opening, work session and</p>

<p>the delivery or routines of lessons (Instructional framework)</p> <ul style="list-style-type: none"> ▪ Grade teams meet on a weekly basis ▪ Grade teams review unit plans and create weekly plans of instruction ▪ Grade teams meet with the AP for instruction as needed ▪ Teachers use Thinking Maps as an integral part of their instruction ▪ Teachers will add to their knowledge about writing and the use of Thinking Maps 		<p>pal</p> <p>Science teachers</p>	<p>ery model</p> <p>Observation of various instructional roles of teacher as facilitator, presenter or coach during a lesson</p> <p>Various activities for opening, work time, closings, inquiry, etc.</p> <p>Materials or resources and technology are easily accessible</p>	<p>closing of a lesson.</p>
<p><u>Instruction 2.6</u></p> <p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from “falling through the cracks.” There is:</p> <ul style="list-style-type: none"> • a data driven student participation process utilized throughout the school year • a plan for utilizing teachers with the content background needed to support the intervention • a process and schedule for communicating the deficits and improvements to the appropriate teachers and parents 		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>Pyramid of intervention</p> <p>Roster of targeted students</p> <p>Disaggregated student achievement data</p> <p>Student profiles</p> <p>Student learning goals</p>	<p>Teachers can explain the data that supports student participation in particular interventions</p> <p>Teachers and administration can outline the process utilized to target and schedule students who need additional assistance.</p>

<p><u>Instruction 2.6</u></p> <p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from “falling through the cracks.”</p>		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>Pyramid of intervention</p> <p>Roster of targeted students</p> <p>Disaggregated student achievement data</p> <p>Student profiles</p> <p>Student learning goals</p>	<p>Teachers can explain the data that supports student participation in particular interventions</p> <p>Teachers and administration can outline the process utilized to target and schedule students who need additional assistance</p>
<p><u>Technology Integration – Instruction 2.7</u></p> <p>PA 1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum.</p>		<p>8/12-5/13 Principal</p> <p>Asst. Principal</p> <p>Science teachers</p>	<p>Computers</p> <p>Lesson and unit plans</p> <p>LCD projectors and other tech equipment</p> <p>Comprehensive plan to integrate technology</p> <p>Collaborative teacher meeting minutes</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning</p>
<p><u>English Language Learners (ELL) Instruction 2.1</u></p> <p>PA 2: Teachers present content in a logical and sequen-</p>		<p>8/12-5/13 Principal</p>	<p>Small groups, pairs, independent</p>	<p>Teachers can explain the specific purposes of how students are divided into</p>

<p>tial process using a variety of delivery modes to enable students to develop understanding. Co-taught classes use one of the five instructional models to best support students' mastery of standards.</p>		Asst. Principal	work, conferencing observed	work groups and can articulate the data that led to the flexible groups. Students can explain different grouping options typically used in class
		Science teachers	Co-teaching lesson plans	
<p><u>Instruction 2.6</u></p>		8/12-5/13 Principal	Pyramid of intervention	Teachers can explain the data that supports student participation in particular interventions
<p>PA 1: The leadership team collaborates to develop, implement and monitor a pyramid of interventions which details levels of interventions for students who need additional support to achieve mastery of standards and prevent any student or subgroup from "falling through the cracks."</p>		Asst. Principal	Roster of targeted students	Teachers and administration can outline the process utilized to target and schedule students who need additional assistance
		Science teachers	Disaggregated student achievement data	
			Student profiles	
			Student learning goals	
		8/12-5/13 Principal	Computers	
<p><u>Technology Integration – Instruction 2.7</u></p> <p>PA 1: Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.</p>		Asst. Principal	Lesson and unit plans LCD projectors and other tech equipment	Teachers can articulate the use of a comprehensive technology plan to enhance student learning
		Science teachers	Comprehensive plan to integrate technology	

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

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Students in Grades 3 – 5 absent over 15 days or more will remain the same or decrease in 2012-2013.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>School Culture Standard 1.5: PA 2</u></p> <ul style="list-style-type: none"> ▪ Establish and implement sound/reasonable attendance policies that set high expectations to monitor and decrease absenteeism: ▪ Convey attendance policy to faculty, students, and parents ▪ Monitor attendance and produce list of absentees with 3 – 5 unexcused absences. Follow up with contract between school and family. ▪ Using eSIS, homeroom teachers will record daily attendance at the start of each day <p>Perfect Attendance Incentives Pre-K – 5: Students will receive ribbons for perfect attendance at semester end for first and second semesters.</p>	Counselor Fund	8/12-5/13 Principal Asst. Principal Counselor Secretary School Social Worker Classroom teachers	<ul style="list-style-type: none"> ▪ eSIS: Daily, weekly, and monthly absentee reports ▪ Absentee letters ▪ Counselor Calling Log ▪ Contracts 	<p>Increase in Standards’ performance criteria being met by students.</p> <p>Decrease in the number of students absent over 15 or more days.</p>

Library-Media Action Plan				
Annual Measurable Objective: Students in grades 2 & 4 will demonstrate reading comprehension at or above reading level, while students in grade 3 & 5 will perform successfully on the CRCT in the areas of reading comprehension, information literacy, and research skills.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Curriculum Standard 2:</u> Teachers engage in a process of collaborative planning to ensure that they agree on core content and required student performance.</p> <p>Students will receive collaborative (teacher/Librarian) instruction in the areas of information literacy and research skills. They will select a variety of books to read for literary comprehension.</p> <p>Miller, D. (2004). <i>Standards-Based Integrated Library: A Collaborative Approach for Aligning the Library Program with the Classroom Curriculum</i>. Worthington, OH: Linworth Publishing, Inc.</p>	None	8/12-5/13 Principal Asst. Principal Teacher Librarian All Home-room (HR) teachers	<p>Projects displayed in the library</p> <p>Destiny circulation reports</p>	<p>Successful completion of projects</p> <p>CRCT</p> <p>ITBS</p> <p>Benchmarks</p>
<p><u>Instructional Standard 1:</u> Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.</p> <p>English/Language Arts Grades 2 & 4 Grade 2 Vocabulary Comprehension Grade 4 Reading Skills and Vocabulary Acquisition Reading for Literary Comprehension Reading for Information Functional and Media Literacy</p> <p>English/Language Arts Grades 3 & 5 Grade 3 Reading Skills and Vocabulary Acquisition; Reading for Literary Comprehension; Reading</p>	None	8/12-5/13 Principal Asst. Principal Teacher-Librarian All Home-room (HR) teachers	<ul style="list-style-type: none"> ▪ Projects displayed in the Library ▪ Destiny circulation reports 	<p>Successful completion of projects</p> <p>CRCT</p> <p>ITBS</p> <p>Benchmarks</p>

<p>for Information Grade 5 Reading Skills and Vocabulary Acquisition; Reading for Literary Comprehension; Reading for Information; Functional and Media Literacy</p>				
<p><u>Instructional Standard 2:</u> Research-based instruction is standard practice.</p> <p>Students will be exposed to a variety of literary forms and select materials to increase their vocabulary and comprehension skills.</p> <p>Research Foundation. (2004, June) <i>School Libraries Work!</i> Chicago, IL: Scholastic Library Publishing.</p>	<p>None</p>	<p>8/12-5/13 Principal Asst. Principal Teacher-Librarian All Home-room (HR) teachers</p>	<ul style="list-style-type: none"> ▪ Projects displayed in the Library ▪ Destiny circulation reports 	<p>Successful completion of projects CRCT ITBS Benchmarks</p>
<p>Technology Integration Use of Active Board and computers in regular instruction and for the completion of projects. Instruction using Power-Point, on-line databases, in-house instructional videos and DVDs, etc. 12.7, PO3.1, PO3.2</p> <p>Serim, F. (2006, August 31). Importance of Contemporary Literacy in the Digital Age: a Response to Digital Transformation: A Framework for Information Communication Technologies (ICT) Literacy. Retrieved August 16, 2010, from Big6: http://www.big6.com/showarticle.php?id=157</p>	<p>None</p>	<p>8/12-5/13 Principal Asst. Principal Teacher-Librarian All Home-room (HR) teachers</p>	<ul style="list-style-type: none"> ▪ Projects displayed in the Library ▪ Destiny circulation reports 	<p>Successful completion of projects CRCT ITBS Benchmarks</p>

Professional Learning Plan					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	To increase student achievement in Math and Science as measured by CRCT and ITBS	Continue grade team meetings every 6 weeks with Principal, Assistant Principal of Instruction and Counselor to discuss research-based strategies, analyze data, Response To Intervention, review resources and to provide guidance in the use of current instructional materials adopted by DCSS.	8/12-5/13	<ul style="list-style-type: none"> ▪ Grade level meeting minutes ▪ Lesson plans ▪ Classroom observations ▪ Benchmark Tests ▪ Progress Monitoring graphs 	CRCT scores ITBS scores
Federal Grants					
Local	Improved collaborative planning	½ day planning provided to all teachers- 6 days allocated by PL Dept.	8/12-5/13	<ul style="list-style-type: none"> ▪ Grade-level meeting minutes 	
Local	To increase student achievement in all subject areas as measured by academic success	Enhance and develop on-going training for the RTI process Use of Iris Center.org. for RTI resources	8/12-5/13	<ul style="list-style-type: none"> ▪ Sign in sheets ▪ Unit/lesson planning ▪ Classroom observation 	CRCT scores ITBS scores

Local	To increase student achievement in all subject areas as measured by academic success	Thinking Maps Training Thinking Maps Write From the Beginning and Beyond	8/12-5/13	<ul style="list-style-type: none"> ▪ Sign in sheets ▪ Unit/lesson planning ▪ Classroom observation 	CRCT scores ITBS scores
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School Climate Action Plan				
Objective: Improve school climate through academic recognitions, positive behavioral interventions and support, and staff professionalism.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>School Culture Standard 2.2: PA 3</u> A culture of success is supported by high profile celebrations and recognitions that encourage academic progress and reinforce the focus on academics. <ul style="list-style-type: none"> ▪ Spring Award Programs ▪ End of Elementary Years Celebration ▪ Beaver E-Blast (email communication) ▪ DeKalb Neighbor ▪ Bulletin Board Displays ▪ Competitions: Geography Bee / Spelling Bee / Academic Bowl / Social Studies Fair / Helen Ruffin Reading Bowl ▪ Monthly Assemblies promoting our School Wide three rules: Be Safe, Be Respectful, be Responsible 	ASEDP funds for posters	8/12-5/13 Principal Asst. Principal Counselor Faculty and Staff Students	<ul style="list-style-type: none"> ▪ School and community newspaper articles ▪ Award programs ▪ Classroom and hallway displays ▪ Displays of academic work ▪ School academic events and performances ▪ Competition Awards ▪ Calendar 	Students are recognized at various celebrations and through various mediums shared with the community. Student work is displayed. Students can describe how these celebrations encourage their continued progress for academic success. Students volunteer to participate in academic competitions. Respect for others throughout the school, students making safe choices and being more responsible for school and self. Posters of the expectations in each school area/function
<u>School Culture Standard 1.5: PA 2</u> Teachers exemplify professionalism by: <ul style="list-style-type: none"> ▪ Setting professional learning goals ▪ Being an active member of the professional learning community ▪ Exemplifying best practices daily in the 	None	8/12-5/13 Principal Asst. Principal Faculty and Staff	<ul style="list-style-type: none"> ▪ Professional learning plan ▪ Action plan ▪ Professional library ▪ School policies 	Teachers can explain how their professional learning plan is aligned with the school's plan. Teachers can articulate with confidence about what they are learning and how it is being applied in the classroom.

classroom <ul style="list-style-type: none"> ▪ Keeping informed of current research ▪ Abiding by school policies and procedures such as attendance, dress code, communication, deadlines, etc. 			and procedures, etc.	Teachers exhibit good attendance.
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Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance Action 7</u> The school will adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions: <ul style="list-style-type: none"> ▪ Recruit new staff for TSS training ▪ Assign TSS to new teachers ▪ Schedule a formal time for mentors and mentees to meet at least once per month ▪ Ensure that all TSS have received training ▪ Schedule informal get-togethers 	None	8/12– 5/13 Principal Assistant Principal	<ul style="list-style-type: none"> ▪ TSS assignment list ▪ Scheduled TSS meeting times ▪ Calendar of TSS activities 	New teachers are able to demonstrate increased skills in areas of instructional delivery and teacher/student interaction. Teachers feel comfortable asking mentors for assistance. Low teacher turnover.
<u>Performance Action 8</u> The school will provide a collaborative planning time for teachers through one or more of the following actions: <ul style="list-style-type: none"> ▪ Develop and maintain a master schedule that allows collaborative planning time ▪ Protect collaborative planning time 	None	8/12- 5/13 Principal Assistant Principal	<ul style="list-style-type: none"> ▪ Master schedule ▪ Collaborative planning meeting minutes 	Grade level or content area teachers know what to teach and when to teach it. Teachers provide support to one another to improve instruction and student learning. Low teacher turnover.

Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence