

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: Dr. Anita Stokes-Brown | Date: |
| Regional Superintendent: Mr. Darius Adamson | Date: |

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

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

CSIP Table of Contents

| Section | Page # |
|---|---------------|
| Statement of Quality Assurance | 2 |
| Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards | 4 |
| Establishing a CSIP Facilitator, Committee, and Subcommittees | 4 |
| Steering Committee Members and Signatures | 5 |
| Mission and Vision | 8 |
| Developing a Comprehensive Needs Assessment | 9 |
| Leadership and Governance | 10 |
| Teacher Involvement in Decisions Regarding the Use of Academic Assessments | 10 |
| Providing Students with Effective, Timely Additional Assistance to Meet Student Needs | 11 |
| Support Services for Student Learning | 12 |
| Strategies to Increase Parental Involvement | 13 |
| Stakeholder Communication | 16 |
| Scientifically Based Research | 17 |
| Coordination and Integration of Federal, State, and Local Services and Programs | 18 |
| Reading/ELA Action Plan | 19 |
| Math Action Plan | 25 |
| Science Action Plan | 30 |
| Social Studies Action Plan | 34 |
| Attendance/Graduation Rate Plan | 38 |
| Library-Media Action Plan | 41 |
| Professional Learning | 45 |
| School Climate Action Plan | 49 |
| Teacher Retention Action Plan | 49 |
| Career Technology Action Plan (Middle and High Schools Only) | N/A |

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 (CCGPS). |
| 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 to 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. | Dr. Anita Stokes-Brown | | |
| 2. | Ms. Janet Hawkins | | |
| 3. | Ms. Caroline Ekwurtzel | | |
| 4. | Ms. Ashley Skidmore | | |
| 5. | Mr. Tremaine King | | |
| 6. | Ms. Bobbie Sanford | | |
| 7. | Ms. Demetrin Barber | | |
| 8. | Ms. Lasheta Reynolds | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |

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

CSIP Steering Committee Members

| Participant/Role | Printed Name | Signature | Date |
|---|------------------------|------------------|-------------|
| School Principal | Dr. Anita Stokes-Brown | | |
| CSIP Facilitator | Mr. Johnny Potter | | |
| Parent Representative (can not be a school employee) | Ms. Janet Hawkins | | |
| Community Representative (can not be a school employee) | Ms. Bobbie Sanford | | |
| School Counselor | Ms. Caroline Ekwurtzel | | |
| Special Education Representative | Ms. Vanessa Bogan | | |
| Reading/ELA Chair | Ms. Suzanne Walton | | |
| Math Chair | Ms. Sabrina Johnson | | |
| Science Chair | Ms. Cecelia Chavis | | |
| Social Studies Chair | Ms. Johnnie Quillet | | |
| Professional Learning Liaison | Ms. Barbara Hallstrom | | |
| Other (specify) Social worker | Ms. Ashley Skidmore | | |
| Other (specify) STEMS Representative | Ms. Amber Rabsatt | | |
| Other: (specify) School Climate | Ms. Robbin Robinson | | |
| Other (specify) School Climate | Ms. Sarah Haase | | |

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 2012-2012:

The professional development throughout the year in the areas of effective teaching and small group instruction was effective. Also the use of the online student assessment and remediation helped teachers identify weakness, more specifically skills needed to master standards. The instructional strategies introduced and implemented also proved very effective as well. The Writing to Win program continued to show promise with our students demonstrating stronger skills.

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

The roll out and introduction to Common Core standards continues this year as our teachers gain mastery of the new CIAPL curriculum. The use of Wordly Wise and Wordsmith were efforts to strengthen the students' vocabulary usage. These initiatives were implemented consistently and therefore the results were not as promising as anticipated. This is an area of concentration for the 2012-2013 school year.

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

The use of technology was integral to the roll out of several of our strategies. More computers would have greatly impacted student learning. The beginning of the year implementation of many of the strategies would have profoundly impacted student achievement. Also, the ready availability of more classroom sets of student readers will positively impact student learning.

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:

- Continue with bi-weekly data meeting.**
- Continue with bi-weekly grade level trainings and meeting**
- Continue STAR Reading and Math**
- Continue with i-Learning Screening and Remediation**
- Continue with Best Practices Training with Faculty and Staff**
- Continue to focus on Level I Reading and Math students/Develop Interventions/RTI**
- Increase focus on Reading(Non-Fiction)**
- Continue with the extended Math Block Schedules**

School Mission and Vision

| | DeKalb County School System | School |
|---|--|---|
| <p>Vision What is our image of a successful school for our stakeholders?</p> | <p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p> | <p>Our vision at Canby Lane Elementary School is for every student, via differentiated instruction, to have a distinctive learning experience tailored to meet his or her needs that would allow him or her to be an asset to the global community.</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>The mission of Canby Lane Elementary School is to provide students with a solid educational foundation upon which they can build their futures as productive and responsible citizens in the global community.</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>Canby Lane Elementary Students will demonstrate:</p> <ul style="list-style-type: none"> ○ Life-long learners and critical problem solvers ○ Understanding of World Connections ○ Self-motivation ○ Understanding of Technology Connection ○ High expectations for learning ○ Good Character and be contributors to their community ○ Respect for their school, community, and the world in which they live. |

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):
 - Ethnicity
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

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

- When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)
- The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys

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

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

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

Leadership and Governance

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

Canby Lane boasts a welcoming collaborative spirit. The school environment encourages active involvement from all of its stakeholders. Information obtained from Georgia Criterion Reference Tests, Iowa Tests of Basic Skills, Demographic data, and the Title I Parent Involvement Survey yielded varied results. Some of our prominent features include: differentiated and multi-leveled instructional practices, high instructional and behavioral expectations, mission supports curriculum content, research based instructional practices provide a sound educational environment. Additionally, sound fundamental practices among teachers provides for a strong basic foundation, challenging assignments, tests, and middle school preparation. Students entering middle school are well prepared. Character education is taught and stellar citizenship is emphasized. Finally, appreciation for racial and cultural diversity is also encouraged at our school.

Canby Lane Elementary School faculty and staff are committed to providing research-based educational best practices that will aid in shaping the lives and futures of all its students. Based on surveys that were distributed to Canby Lane's stakeholders, Canby Lane's perception of school status is positive. The faculty provides instruction that teaches basic skills and encourages students to succeed. Parents believe that their children's assignments are challenging and teachers support their children's efforts. Students believe that the faculty expects good work and wants them to do their best. Lastly, the community believes that the school's goals are consistent with local values held by the community.

Based on our data Canby Lane's areas of strengths are in the subject areas of English language arts, reading, and vocabulary. The faculty designs rigorous lesson plans that engage all learners. The students participate in programs such as; Accelerated Reading, i-Learn, tutorial, extended math block and other initiatives that assist them in developing their learning skills.

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

Closing the gap between Students with Disabilities is an area of concentration for the 2012-2013 school year. Canby Lane's analysis of data yielded the following areas of opportunity to improve its overall organizational effectiveness. These areas include: increasing the rigor of instruction for students with disabilities in grades 1-5, increasing the use of technology across all content areas and grade levels, increasing the Lexile level for all students, and disaggregating achievement data according to specific student groups. Additionally, increase student achievement and rigor in the areas of math and science.

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

1. Additional training/workshops for all teachers responsible for providing instruction to the special education students will be provided. High Yield Strategies trainings, Common Core Georgia Performance Standards (CCGPS) and Best Practice in-services will be provided for teachers to increase rigor of classroom instruction. Teachers will gain deeper understanding of both math and science content through local, district-wide, national trainings and consultants. Specifically, teachers will participate in additional trainings such as: SLO's, CIAPL, SIOP, Differentiation Instruction, Deeper Understanding of Math Theories & Pedagogy Best Practices, and various science concepts.
2. Additional technology training will be provided through DeKalb County School System. Faculty and staff will take part in such classes as: i-Ready, NetTrekker, Discovery science, ActivInspire/Promethean training, Time liner, Compass learning, Success Maker, Accelerated Reader.
3. The RTI/SST chairperson and select administrative members will attend various training and conferences that will focus on RTI and the importance of collecting and analyzing student data.

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:

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

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

School Counselors: Provide classroom guidance, group counseling, and crisis counseling. Provide support to homeless and displaced students by connecting the families with the appropriate agencies. Serve as RTI/SST Facilitator.

Psychologists: Serve on RTI/SST committee. Evaluate students when referred by committee.

Social Workers: Work closely with school counselor and the courts to monitor and address attendance concerns. Also works with school counselor and the Department of Family and Children Services to address various issues.

School Nurses: Administers medication to students and works with parents to ensure immunizations are current. Also works with Dental van to provide oral care to identified students.

The counseling department develops a written school-based guidance and counseling program. The counselor coordinates and implements the delivery of counseling services in the areas of academics, social and emotional development, and career exploration that facilitate the academic achievement of all students attending Canby Lane. The counselor provides individual and small group counseling to students and actively listens, identifies and defines issues, discusses alternative solutions, and formulates a plan of action for students in need. When necessary, parents are involved in this process. The counselor conducts classroom guidance activities related to identified goals and objectives including character education, citizenship, racial and cultural diversity, school preparedness and organizational skills. Test-taking skills are taught as another key component of the classroom guidance curriculum. All students in the school are provided with these services. The counselor implements and monitors the Mentoring Program which assists students who need additional support.

Upon request, the Psychologists provide consultation with staff and parents; professional learning activities; presentations to staff; consultation at 504 meetings, and/or serves on evidentiary hearings. The counselor and school psychologist consult, as needed or requested, with the staff, parents, and

community regarding academic and behavioral issues and concerns. They work together on the SST to ensure all students move through the Tiers of Intervention effectively.

Upon request, Social Workers provide consultation with staff and parents; presentations to staff; interpretation services at school sponsored meetings; serve on evidentiary hearings; support referrals to external agencies. The counselor also works in conjunction with the school social worker to ensure all students’ basic needs are met. The social worker provides assistance and makes referrals to other agencies.

The clinic assistant facilitates health screenings, maintains the appropriate medical records for school registration, consults with community agencies, provides presentations to staff, assists in the development of 504 plans, and refers families to external agencies.

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 | | |
| X | Parent Lending Libraries | | Pre-K Family Resource Specialists |
| X | Parental Involvement Workshops | X | Parent Volunteer Program |
| X | Parental Involvement Survey/Summary | | Others (list here) |

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

Parents are encouraged to come into the school to check out resources to support their children’s learning. The Parent volunteer program provides an opportunity for parents to support the school, but, more importantly it gives parents a birds eye view of how a typical day may go for their child. As active participants, parents develops a positive appreciation for the teachers and school.

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

| | | | |
|---|---|---|-------------------------------|
| X | Parental Involvement Handbook for Parents | X | Newsletters |
| X | School Website | X | Calling Post |
| X | DCSS Website/Community.Net | X | Parent Portal |
| X | Parent Right to Know Letter | X | Local School Thursday Courier |
| X | Marquee | | |

- School Newsletter listing upcoming events
- Curriculum Night
- Open House
- Weekly/Monthly grade level updates
- To increase attendance for PTA: involve students in the meetings/programs
- Parent volunteers
- Holiday Luncheons
- Volunteer recognition at Honor’s Day
- Career Day
- Grandparent’s Day Luncheon
- Spring Carnival
- Parent Conferences
- Title I Parent Involvement Events
 - Curriculum Night—Canby Lane Parental Involvement Policy and Action Plan was reviewed and given to parents; teachers discussed the curricula in grade level homerooms.
 - Food for Thought—Canby Lane’s first nutrition seminar will focus on the rigors of the Georgia Performance Standards in reading and math and the support garnered from a healthy diet.
 - Unity in the Community Rally—Parents, students, and school staff from Canby Lane and its cluster of elementary schools, middle school, and high school will convene at Bethune Middle School. Reading will be emphasized through the 25 book campaign. Canby Lane parents will receive grade level brochures highlighting math and reading instructional tips.
 - An Afternoon in the Computer Lab—An opportunity for students to show parents the variety of instructional online activities available at Canby Lane
 - Data for Dads—An interactive meeting wherein Dads will acquire math and reading instructional insight through activities they can then share with their children.

School Name: Canby Lane Elementary

Principal: Mr. Everett Patrick

Plan Year: 2012-2013

- Memos for Moms— An interactive meeting wherein Moms will acquire math and reading instructional insight through activities they can then share with their children
- March Gladness—A spring meeting highlighting test-taking strategies for the upcoming CRCT in April.

Stakeholder Communication

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

Parent/Student Data Talk sessions are held twice a year to provide parents with an interpretation of data and information to understand each student's progress.

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

Information is distributed and explained in PTA meetings, parent meetings, and at the local community center. Information is also posted on the local school website along with the district website.

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

The CSIP is developed with various stakeholders. It is posted on the school website and available for viewing in the school media center. It is also made available during Open House, Monthly PTA meetings, Grade Level Parent Meetings, Translation of documents is provided by the International Center as needed.

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 significantly represented as the primary language of students and parents in the school.

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

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

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

| Funding Sources | Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan. |
|--|---|
| Federal Funds | Title I Funds are expended according to the federal guidelines that are provided. Each year, the budget is developed by a committee of teachers, administrators and parents. Areas of concentration include action plans that address the following areas: Reading/Language Arts, Math, Parental Involvement and Professional Learning. |
| State Funds | Per pupil funds are used to support the instructional program in all core content areas. |
| GA DOE School Improvement Grant (Needs Improvement Title I Schools Only) | |
| Federal School Improvement Grants | |
| Local Professional Learning Funds | Professional Learning funds are used for conferences, workshops, and teacher substitutes to support improved differentiated teaching strategies in reading, language arts, math, writing, science and social studies. |
| Grants (list) | |
| PTSA | Funds that are allocated from the PTA have been discussed and approved in an Executive Board Meeting, and, subsequently approved by the parents in a regular PTA meeting. |
| Partners in Education | Funds that are allocated from our Partners-in-Education are given with the designation of how the funds will be used. The school, in turn, uses the funds in the way that have been designated. In the past, funds have been designated for professional development of the staff, and specific funding was granted for a school marquee. |
| Other (list) | Title I Funds are expended according to the federal guidelines that are provided. Each year, the budget is developed by a committee of teachers, administrators and parents. Areas of concentration include action plans that address the following areas: Reading/Language Arts, Math, Parental Involvement and Professional Learning. |

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 (ESEA Mandate #2) | | | | |
|--|--|---|--|---|
| <p>Annual Measurable Objective: The number of students that meet/exceed the standards on the spring 2012 CRCT for grades 3-5 in Reading/Language Arts from 80.6% to 87% with a 98% participation rate.</p> | | | | |
| Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>). | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Curriculum Standard 1.3</u> <u>Performance/Action 1</u> Recognize, understand, and build consensus on a definition for rigor and relevance as well as those effective, research-based practices that enable rigor and relevance in a standards-based classroom, among and across grade levels or content areas. This understanding is frequently revisited.</p> <p>Caroline Tomlison, " <u>How to Differentiate Instruction</u>".</p> <p>Establish and use demonstration and Model Classrooms that focus on rigor and relevance:</p> <p>-Teachers -Students</p> | <p>Local funds Substitutes: Cost: \$9,600.00</p> <p>I Learn \$18,000.00</p> <p>Open Book \$15,000.00</p> <p>Principals Book of the Month \$900.00</p> <p>STARS I-Ready</p> | <p>August 2012- May 2013</p> <p>-Principal -API -Dept. Chair -PL Liaison -Title I -Instructional -Coach -Instructional -Consultant</p> | <p>-Meeting agendas -PL assignments, -Performance tasks -Student work -Student Portfolios -Focused Walks -Lesson plans -Data Notebooks -Rubric</p> | <p>Every teacher teaches in level 3 Depth of Knowledge (DOK).</p> <p>Increase in 3rd and 5th grade writing tests.</p> <p>Accelerated Reader (AR) levels increase, moving each child at least one year's growth.</p> |

| | | | | |
|---|---|--|---|---|
| <p><u>Curriculum Standard 3.2</u> <u>Performance/Action 2</u> System level personnel and school level administrators work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: <u>Personnel:</u> Academic staff will be used to strengthen the implementation of the curriculum. Co-teaching is embedded into the schedule to strengthen the practices.</p> | <p>Title I Teacher Funding Title I \$214,000.00</p> <p>Academic Coach \$50,000</p> <p>Data Clerk \$36,000</p> <p>Afterschool Tutorial 58,000.00</p> <p>Summer School Intervention Camp \$70,000.00</p> | <p>August 2012-May 2013</p> <ul style="list-style-type: none"> -Principal -API -Dept. Chair -PL Liaison -Title I -Instructional -Coach -Instructional -Consultant | <ul style="list-style-type: none"> -Schedules -Personnel -Budgets -Leadership Team Meeting -Leadership Team Meeting -Inventory of Materials | <p>Teachers can describe the variety of resources (cont.) utilized to teach the standards Leadership can explain how the utilization of the resources is directly aligned to the school improvement plan as well as how the resources support the implementation of GPS.</p> |
| <p><u>Instruction Standard 2.3</u> <u>Performance/Action 3</u></p> <p>Implement the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.</p> <ul style="list-style-type: none"> -Writing to Win -Writing Roadmap <p><i>-Principal's Book of the Month</i> Engage students in enrichment activities reflective of story concepts.</p> | <p>Per pupil allotted resources, GPS Based Curriculum Enrichment Activities</p> <p>Per pupil Title I funds, Writing to Win Resource Kits: Cost: \$20,000. Books: 2,100.00</p> <p>Wordly Wise \$6,500.</p> | <p>August 2012-May 2013</p> <ul style="list-style-type: none"> -Principal -API -General -All Teachers -Title I Instructional Coach -Instructional Consultant | <ul style="list-style-type: none"> -Lesson plans -Unit plans -Teacher observation -Compass Learning -Assessments -Reading Bowl - SWD -Progress Reports -Leveled reading text -Student work samples -Daily Journals -List of Level I students identified | <p>Teachers can describe different ways to scaffold learning: read-aloud and think-aloud, collaborative pairs, shared reading, and ELA manipulatives. Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working</p> |

| | | | | |
|---|--|--|--|--|
| <p><u>Accelerated Reading- Student Activity Program</u>, a prescriptive computer exercise targeting skills wherein students are weak.</p> <p>-<u>Wordly Wise</u> to enhance vocabulary and reading skills; Grade Levels 1-5</p> <p>-Early Intervention Program (EIP)</p> <p>-Guided Reading</p> | | | <p>through CRCT scores (4th and 5th grades or beginning of year (cont.) assessments (1st, 2nd, and 3rd) and EIP checklist for Kindergarten</p> <p>-Leveled Readers for below level, on level, and above level students</p> <p>-Differentiated instruction groups</p> | <p>to meet the same standards.</p> <p>-Benchmarks (School-Wide and District)</p> <p>-Focus Walks</p> <p>-Increased Reading levels</p> |
| <p><u>Instruction 2.6 Performance/Action 1</u></p> <p>Collaborate to develop, implement, And monitor a pyramid of intervention for students who need additional support to achieve mastery of skills in Reading/Language Arts.</p> <ul style="list-style-type: none"> • a data-driven student participation process utilized throughout the school year • a process and schedule for communicating the identified standard deficits and improvements of students to the appropriate teachers/parents | <p>No funding needed</p> | <p>August 2012- May 2013</p> <p>-Principal</p> <p>-API</p> <p>-Title I Instructional Coach</p> <p>-All Teachers</p> <p>-Instructional Consultant</p> | <p>-Pyramid of Intervention</p> <p>-Roster for Target Students</p> <p>-Disaggregated student achievement data</p> <p>-Student learning Goals</p> <p>-Lesson plans</p> <p>-Progress Reports</p> <p>-Parent-Teacher Conference sign in sheets</p> <p>-Student Profiles</p> | <p>Teachers can explain the data that supports student participation in particular interventions. Teachers and administration can outline the process utilized to target and schedule students who need additional assistance.</p> |
| <p><u>Assessment Standard 3.1 Performance/Action 4</u></p> <p>Place students who are not meeting standard(s) into groups according to assessment results and assign them to the after-school tutorial program to meet additional instructional needs. All extended learning sessions are monitored</p> | <p>Title I</p> <p>22 teachers equals 1 hourly \$40,000. Coach books \$2,500.</p> | <p>October 2012 – April 2013</p> <p>-Principal</p> <p>-API</p> <p>-Tutorial Coordinator</p> <p>-Selected</p> | <p>-After-school tutorial rosters</p> <p>-Student data</p> <p>-Other program rosters with assessment results</p> <p>-Formative</p> | <p>After-school tutorial is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can</p> |

| | | | | |
|---|---|--|--|--|
| <p>for effectiveness by analyzing data from assessments on a regular basis.</p> | <p>Supplies \$1,236.00</p> | <p>Teachers</p> | <p>assessment -Summative assessments</p> | <p>explain how programs or interventions are enhanced, changed, or eliminated based on assessment results. Data will be reviewed to determine impact of after-school tutorial on skills and standards.</p> |
| <p>Planning and Organization Standard 2.2 Performance/Action 2 Select supplemental materials based upon previously collected and analyzed school and student data to address the identified needs in ELA.</p> | <p>Title I funding \$6, 000.00</p> | <p>August 2012 - May 2013 -Principal -API -Title I Instructional Coach -Media Specialist -All Teachers</p> | <p>-Classroom Profiles -2012 CRCT scores -Benchmark Tests -Data results identifying Gaps -Selected strategies and materials list</p> | <p>Teachers can demonstrate the impact of student achievement using the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p> |
| <p>Professional Learning Standard 1.6 Performance Action 1 Resources (money, personnel, and time) are provided for the school staff to participate in job embedded professional learning that is aligned to school improvement goals. -Pyramid Response to Intervention -Building Common Assessments -Differentiation Strategies for closing RTI gaps -Assessment Summit Above the Curve Materials for student support available for parent checkout.</p> | <p>Leading and Managing a Differentiated Classroom I-Ready STARS Title I funding \$900.00 Title I funding for supplies</p> | <p>August 2012 - May 2013 -Principal -Assistant Principal -Selected Teachers</p> | <p>-Horizontal and vertical team meeting agendas and minutes -Peer observation protocol -Schedules for collaborative work -Effective strategies for classroom implementation -School budgets -Release time</p> | <p>School staff can articulate how the professional learning in which they participate takes place during the work day. Administrators can explain how monies are allocated and protected for professional learning designs that are focused on student and adult learning needs.</p> |

| | | | | |
|--|--|---|---|---|
| | \$2,000.00 Coach Books \$11149.50 (cont.) Title I funding \$8,000 | | schedules for substitutes. | |
| <p><u>Students with Disabilities</u> Instruction Standard 3.2 Performance/Action 1 PROJECT ICE Develop lessons collaboratively with the Special Education teachers that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support, and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p> | No funding needed | August 2012 - May 2013 -Principal -Assistant Principal -LTSE -Grade Level Chairs -Title I Instructional Coach -All Teachers | -Lesson Plans with Modifications aligned to GPS -Co-Teaching Lesson Plans -Teacher Observation -Focused Walks -IEP Implementation -Real-World Project Evaluations -Progress Reports -Teacher meeting agendas and minutes | Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students articulate that their learning goals are challenging, but attainable. Teachers can articulate how they work together to deliver instruction utilizing the preferred model of co-teaching. Benchmark data/School-wide and District Focus Walks and monthly LTSE Focus Walks |
| <p><u>English Language Learners:</u> School Culture Standard 1.1 Performance/Action 2 Hold all students to the same standards but provide support through differentiated instruction. Systems of support are established to meet student learning needs. -Post WIDA and GPS standards in classroom -Implement in lesson plans and class activities.</p> | No funding needed | August 2012- May 2013 -Principal -Assistant Principal -ELL teacher -Grade Level Chairs -Title I | -Posted Standards -Lesson Plans -Student Created Activities and Projects | Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans utilize WIDA and GPS standards. Classroom observation and instructional focused walks documentation provides |

| | | | | |
|---|--|--|--|---|
| <p>-Push in/co-teaching model of ELL support</p> | | <p>Instructional Coach -All Teachers</p> | | <p>evidence of standard implementation on a consistent basis. ACCESS (cont.) assessment Rosetta Stone Benchmarks (School-wide and District) Focus Walks.</p> |
| <p><u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance Action 1</u> 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>-Utilize the computer lab, classroom computers, and Microsoft Office Suite software to develop student responses to literature (story mapping, visual organizers, summaries, critical analyses, presentations, and creative writing). iPads and laptops to be used in the classrooms to extend technology usage</p> <p>-Utilize Interactive Board, United Streaming, BrainPop, Destiny, Inspiration, NetTrekker, Starfall, and DOE web casts</p> <p>-Accelerated Reader for Formative and Summative Reading Assessment; it also supports the 25 book campaign</p> | <p>Title I Funding: 22,400.00</p> <p>TV/DVD Player IPads \$20,366.82 IPad Covers \$2400.00</p> | <p>Aug. 2012 - May 2013 -Principal -API -Title I Instructional Coach -All Teachers -Instructional Technology Specialist from MIS -Instructional Consultant</p> | <p>-Computers -Lesson and unit plans -LCD projectors and other technological equipment -Comprehensive plan to integrate technology -Collaborative teacher meeting minutes and agendas -formal and informal classroom observations -focused walks -lesson plans</p> | <p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning. Assisting students in note taking. Increase exposure to high-interest books and classics. Proficiency in computer use such as PowerPoint presentations and research.</p> |

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

| Mathematics Action Plan (ESEA Mandate #2) | | | | |
|---|--|--|--|--|
| Annual Measurable Objective: | | | | |
| Increase the number of students that meet/exceed the standards on the spring 2012 CRCT for grades 3-5 in Mathematics from 67.5 to 84.0% with a 95% participation rate. | | | | |
| Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Instruction Standard 2.3 Performance/Action 3</u></p> <p>Implement the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding.</p> <p><u>Success Maker, Let's Go Learn, and DOMA(Diagnostic Online Math Assessment) Accelerated Math-</u> Prescriptive computer exercise programs targeting remediation skills for the students.</p> | <p>Cost: I Ready \$18,000.00</p> <p>Renaissance Learning: Accelerated Math- \$4,574.00</p> <p>Student Response \$1838.00</p> <p>Listen Centers \$2670.00</p> <p>i-Ready STAMS</p> | <p>August 2012 - May 2013</p> <ul style="list-style-type: none"> -Principal -API -Title I Instructional Coach -All Teachers -Instructional Consultant | <ul style="list-style-type: none"> -Lesson plans -Observation -Grade level meeting minutes -Sign in sheets -Analyzed student work samples -Classroom analysis Sheets -Classroom profiles -Math assignments using manipulatives - Daily Journaling | <p>Teacher observations indicate students are working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.</p> <p>School-wide and district benchmarks. Focus Walks Increase mastery of the GPS standards.</p> |

| | | | | |
|---|--|---|---|--|
| | Open Book \$15,000.00 | | | |
| <p><u>Curriculum Standard 3.2</u> <u>Performance/Action 2</u> System level personnel and school level administrators work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways: <u>Personnel:</u> Academic staff will be used to strengthen the implementation of the curriculum. Co-teaching is embedded into the schedule to strengthen the practices.</p> | <p>Title I Teacher Funding Title I \$108,852.00</p> <p>S.T.E.P Acad.Inc. \$20,000.00</p> | <p>August 2012- May 2013</p> <ul style="list-style-type: none"> -Principal -API -Dept. Chair -PL Liaison -Title I -Instructional -Coach -Instructional -Consultant | <ul style="list-style-type: none"> -Schedules -Personnel -Budgets -Leadership Team Meeting -Leadership Team Meeting -Inventory of Materials | <p>Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of the resources is directly aligned to the school improvement plan as well as how the resources support the implementation of GPS.</p> |
| <p><u>Instruction 2.6</u> <u>Performance/Action 1</u> Collaborate to develop, implement, and monitor a pyramid of intervention for students who need additional support to achieve mastery of skills in Math.</p> <ul style="list-style-type: none"> • a data-driven student participation process utilized throughout the school year • a process and schedule for communicating the identified standard deficits and improvements of students to the appropriate teachers/parents | <p>No funding needed.</p> | <p>August 2012 - May 2013</p> <ul style="list-style-type: none"> -Principal, API -Title I Instructional Coach -Teachers -Instructional Consultant | <ul style="list-style-type: none"> -Roster for Target -Students -Disaggregated student achievement data -Student learning goals -Lesson plans -RTI/SST Meeting Records -Classroom profiles | <p>Teachers can explain the data that supports student participation in particular interventions. Teachers and administration can outline the process utilized to target and schedule students who need additional assistance. Teachers will also meet with their parents and construct their level one data meetings.</p> |
| <p><u>Assessment Standard 3.1</u> <u>Performance/Action 4</u> Place students who are not meeting</p> | <p>Funding Title I \$214,000.00</p> | <p>October 2012 - April 2013</p> <ul style="list-style-type: none"> -Principal | <ul style="list-style-type: none"> -After-school tutorial rosters -Student data | <p>After-school tutorial is continuously monitored and teachers can explain how students</p> |

| | | | | |
|---|--|--|--|---|
| <p>standard(s) into groups according to assessment results and assign them to the after-school tutorial program to meet additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> | <p>Academic Coach \$50,000 Data Clerk \$36,000 Afterschool Tutorial 58,000.00 Summer School Intervention Camp \$70,000.0</p> | <p>-API -Tutorial Coordinator -Selected Teachers</p> | <p>-Other program rosters with assessment results -Formative assessment -Summative assessments</p> | <p>are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results. The tutorial coordinator will review data that is relative to the standards.</p> |
| <p>Planning and Organization Standard 2.2 Performance/Action 2 Select supplemental materials based upon previously collected and analyzed school and student data to address the identified needs in Math.</p> | <p>Title I Funding \$6,000</p> | <p>August 2012 - May 2013 -Principal -API -Title I Instructional Coach -Media Specialist -All Teachers</p> | <p>-Classroom Profiles -2012 CRCT scores -Benchmark Tests -Data results identifying Gaps -Selected strategies and materials list</p> | <p>Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p> |
| <p><u>Students with Disabilities</u> Instruction Standard 3.2 Performance/Action 1 PROJECT ICE Develop lessons collaboratively with the Special Education teachers that have clearly established goals based on the subject</p> | <p>No funding needed</p> | <p>August 2012 - May 2013 -Principal -Assistant Principal -LTSE -Grade Level</p> | <p>-Lesson Plans with (cont.) Modifications aligned to GPS -Co-Teaching</p> | <p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students articulate that their learning goals are challenging, but attainable. Teachers can articulate how they work together to deliver</p> |

| | | | | |
|---|---------------------------------------|--|--|---|
| <p>and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support, and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p> | | <p>Chairs -Title I Instructional Coach -All Teachers</p> | <p>Lesson Plans -Teacher Observation -Focused Walks -IEP Implementation -Real-World Project Evaluations -Progress Reports -Teacher meeting agendas and minutes</p> | <p>instruction utilizing the preferred model of co-teaching. Grade Chairs and administrators will conduct monthly focus walks. The LTSE will also conduct monthly focus walks on those teachers that are co-teaching. School-wide and district benchmark data will be reviewed.</p> |
| <p><u>Professional Learning Standard 1.1</u> <u>Performance Action 5</u></p> <p>Teachers provide feedback to their colleagues about classroom practices.</p> <p>-DCSS Math cohorts</p> | <p>Title I funding \$2,700.00</p> | <p>August 2012 - May 2013 -Principal -Assistant Principal -Selected Teachers</p> | <p>-Horizontal and vertical team meeting agendas and minutes -Peer observation protocol -Schedules for collaborative work -Effective strategies for classroom implementation collected from cohort trainings</p> | <p>Teachers can articulate the changes in classroom practice as a result from feedback given by colleagues during teacher meetings. Teachers and administrators can articulate how they use results to identify strengths and weaknesses in their individual practice, to help each other address areas of concern, and to improve their effectiveness in helping all students learn. -Focus Walk Checklist</p> |
| <p><u>English Language Learners:</u> <u>School Culture Standard 1.1</u></p> | <p>No funding needed</p> | <p>August 2012 - May 2013</p> | <p>-Posted Standards</p> | <p>Teachers and students are aware of posted standards and can articulate</p> |

| | | | | |
|--|---|---|--|--|
| <p><u>Performance/Action 2</u></p> <p>Hold all students to the same standards but provide support through differentiated instruction. Systems of support are established to meet student learning needs.</p> <p>-Post WIDA and GPS standards in classroom -Implement in lesson plans and class activities. -Push in/co-teaching model of ELL support</p> | | <p>-Principal -Assistant Principal -ELL teacher -Grade Level Chairs -Title I Instructional Coach -All Teachers</p> | <p>-Lesson Plans -Student Created Activities and Projects</p> | <p>how they relate to the lesson. Lesson plans utilize WIDA and GPS standards. Classroom observation and instructional focused walks documentation provides evidence of standard implementation on a consistent basis. -School-wide and district benchmarks, Access Data, Rosetta Stone.</p> |
| <p><u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance Action 1</u></p> <p>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>-Utilize the computer lab and classroom computers for additional practice in grade level math Georgia Performance Standards.</p> <p>-Utilize Interactive Board, United Streaming, BrainPop, Destiny, Inspiration, NetTrekker, Starfall, and DOE web casts</p> | <p>Title I Funding: 22,400.00</p> <p>TV/DVD Player IPads \$20,366.82</p> <p>IPad Covers \$2,400.00</p> | <p>Aug. 2012- May 2013 -Principal -API -Title I Instructional Coach -All Teachers -Instructional Technology Specialist from MIS -Instructional Consultant</p> | <p>-Computers -Lesson and unit plans -LCD projectors and other technological equipment - Comprehensive plan to integrate technology -Collaborative teacher meeting minutes and agendas -Formal (cont.) and informal classroom observations -Focused walk</p> | <p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p> <p>Use technology to increase mastery of the following domains for grades 3-5: 3rd- Measurement 4th- Measurement 5th-Number and Operations</p> |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

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

| Science Action Plan | | | | |
|---|---------------------------------------|--|---|--|
| Annual Measurable Objective: Increase the number of students that meet/exceed the standards on the spring 2012 CRCT for grades 3-5 in Science from 55% to 75% with a 98% participation rate. | | | | |
| Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Instruction Standard 2.3</u> <u>Performance/Action 3</u> Use the standards as the expectation for learning through the implementation of differentiated teaching strategies.</p> <p>Some strategies include: (cont.)</p> <ul style="list-style-type: none"> • Collaborative planning for differentiation of strategies • Fieldtrips to Fernbank Science Center • Implementation and Monitoring of Direct Instruction strategies: <ul style="list-style-type: none"> -Flexible grouping -Student portfolios -Student choice (projects) - Science Labs • Develop lessons using DOK. • Implement DCSS Seven Steps of Teaching and Learning | No funding needed. | Aug. 2012- May 2013 -Principal -API -All Teachers Coach -Teacher-Librarian | -Teacher observations -Word walls -Lesson plans -Student progress reports -Projects -Student work -Various leveled texts on topics aligned to the standards -Science Fair -District Benchmarks -School Based Benchmarks -Data Notebooks -Focus Walks | Teachers can describe different ways to scaffold learning and explain how different performance tasks require different skills. Teachers can also explain how data supports the (cont.) differentiated instruction. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students show the standard and elements they are working on in their work. Students are working to meet the same standards. Teacher and librarians will monitor student selection of non-fiction books using Accelerated |

| | | | | |
|---|-------------------|---|--|---|
| | | | | <p>Reader to build on real life experiences and comprehension.</p> <p>The librarian will produce a monthly report using My Destiny to maintain non-fiction books being used by the students.</p> <p>School-wide and district benchmarks will show the gains and weaknesses of the student's understanding of the standards.</p> |
| <p><u>Instruction Standard 2.5</u> <u>Performance/Action 2</u> Using diagnostic and formative assessments, teachers group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses.</p> | No funding needed | Aug. 2012- May 2013 -Principal -API -All Teachers - Teacher Librarian -Instructional Consultant | -Diagnostic test results -Formative assessment results -Assessment -Class profile charts -Grouping (cont.) assignments -Unit and/or lesson plans -Rubrics -Projects -Unit tests -Teacher observations -Focus Walks | <p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments is often allowed, and they are able to give examples. (cont.)</p> <p>School-wide and district benchmarks will show the gains and weaknesses of the student's understanding of the standards.</p> |
| <p><u>English Language Learners:</u> <u>School Culture Standard 1.1</u> <u>Performance/Action 2</u></p> | No funding needed | August 2012 - May 2013 -Principal -Assistant | -Posted Standards -Lesson Plans -Student Created | <p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans utilize</p> |

| | | | | |
|---|--------------------------|--|--|--|
| <p>Hold all students to the same standards but provide support through differentiated instruction. Systems of support are established to meet student learning needs.</p> <p>-Post WIDA and GPS standards in classroom -Implement in lesson plans and class activities. -Push in/co-teaching model of ELL support</p> | | <p>Principal -ELL teacher -Grade Level Chairs -All Teachers</p> | <p>Activities and Projects -Focus Walks</p> | <p>WIDA and GPS. Classroom observation and instructional focused walks documentation provides evidence of standard implementation on a consistent basis. School-wide and district benchmarks, Access Data and Rosetta Stone will show the gains and weaknesses of the student's understanding of the standards.</p> |
| <p><u>Students with Disabilities</u> <u>Instruction Standard 3.2</u> <u>Performance/Action 1</u> <u>PROJECT ICE</u> Develop lessons collaboratively with the Special Education teachers that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for (cont.) independent practice, peer or group support, and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p> | <p>No funding needed</p> | <p>August 2012 - May 2013 -Principal -Assistant Principal -LTSE -Grade Level Chairs -All Teachers</p> | <p>-Lesson Plans with Modifications aligned to GPS -Co-Teaching Lesson Plans -Teacher Observation -Focus Walks -IEP Implementation -Real-World Project Evaluations -Progress Reports -Teacher meeting agendas and minutes</p> | <p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students articulate that their learning goals are challenging, but attainable. Teachers can articulate how they work together to deliver instruction utilizing the preferred model of co-teaching.</p> <p>School-wide and district benchmarks will show the gains and weaknesses of the student's understanding of the standards.</p> |
| <p><u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance Action 2</u></p> | <p>No funding needed</p> | <p>August 2012 - May 2013 -Principal</p> | <p>-Computers -Lesson or unit plans</p> | <p>Students can articulate how technology supports their learning and provide examples of their</p> |

| | | | | |
|--|--|---|---|---|
| <p>Use technology effectively to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Integrate computer skills and research information and visit websites to reinforce standards (Galileo, Nettekker.com, Compass Learning, Brain Pop, United Streaming, Exploratorium.edu)</p> | | <ul style="list-style-type: none"> -API -All Teachers -Teacher Librarian | <ul style="list-style-type: none"> -LCD projectors and other technological equipment -Media center/lab use schedule -Student work enhanced by technology -Performance tasks incorporating technology -Research projects -Focus Walks -District Benchmarks -School-wide Benchmarks | <p>work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p> <p>Teachers will design and implement a rubric for the students to create a 2-3 page mini science report.</p> <p>School-wide and district benchmarks will show the gains and weaknesses of the student's understanding of the standards.</p> |
|--|--|---|---|---|

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

| Social Studies Action Plan | | | | |
|---|---------------------------------------|--|--|--|
| Annual Measurable Objective: Increase the number of students that meet/exceed the standards on the spring 2012 CRCT for grades 3-5 in Social Studies from 49.7% to 75% with a 95% participation rate. | | | | |
| Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Instruction Standard 2.3 Performance/Action 3</u></p> <p>Use the standards as the expectation for learning through the implementation of differentiated teaching strategies.</p> <p>Some strategies include:</p> <ul style="list-style-type: none"> • Collaborative planning for differentiation of strategies • Fieldtrips to Fernbank Science Center • Implementation and Monitoring of Direct Instruction strategies: <ul style="list-style-type: none"> -Flexible grouping -Student portfolios -Student choice (projects) -Semester projects | No funding needed. | Aug. 2012- May 2013 -Principal -API -All Teachers Coach -Teacher-Librarian | -Teacher observations -Word walls -Lesson plans -Student progress Reports (cont.) -Projects -Student work -Various leveled texts on topics aligned to the standards -Benchmarks -journaling -student portfolios -Social Studies fair | Teachers can describe different ways to scaffold learning and explain how different performance tasks require different skills. Teachers can also explain how data supports the differentiated instruction through multiple intelligences. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students show the standard and elements they are working on in their work. Students are working to meet the same standards. Focus walks School based benchmarks (pre and post) |

| | | | | |
|---|--------------------------|---|---|--|
| <p><u>Instruction Standard 2.5</u> <u>Performance/Action 2</u> Using diagnostic and formative assessments, teachers group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses.</p> | <p>No funding needed</p> | <p>Aug. 2012 - May 2013 -Principal -API -All Teachers -Teacher Librarian -Instructional Consultant</p> | <p>-Diagnostic test results -Formative assessment results -Assessment -Class profile charts -Grouping assignments -Unit and/or lesson plans -Rubrics -projects -Unit tests -Teacher observations -Focused walks -Benchmarks -Social Studies fair (cont.) -Student journaling -State frameworks</p> | <p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.</p> <p>-Focus walks -School Based benchmarks -Semester projects based on a given standard.</p> |
| <p><u>Students with Disabilities</u> <u>Instruction Standard 3.2</u> <u>Performance/Action 1</u> PROJECT ICE</p> | <p>No funding needed</p> | <p>August 2012 - May 2013 -Principal -Assistant</p> | <p>-Lesson Plans with Modifications aligned to</p> | <p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students articulate that their</p> |

| | | | | |
|--|-------------------------------|--|---|---|
| <p>Develop lessons collaboratively with the Special Education teachers that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support, and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p> | | <p>Principal -LTSE -Grade Level Chairs -All Teachers</p> | <p>GPS -Co-Teaching Lesson Plans -Teacher Observation -Focused Walks -IEP Implementation -Real-World Projects -Semester Projects Evaluations -Progress Reports -Teacher meeting agendas and minutes</p> | <p>learning goals are challenging, but attainable. Teachers can articulate how they work together to deliver instruction utilizing the preferred model of co-teaching.</p> |
| <p><u>English Language Learners: School Culture Standard 1.1 Performance/Action 2</u> Hold all students to the same standards but provide support through differentiated instruction. Systems of support are established to meet student learning needs. -Post WIDA and GPS standards in classroom -Implement in lesson plans and class activities. -Push in/co-teaching model of ELL support</p> | <p>No funding needed</p> | <p>August 2012 - May 2013 -Principal -Assistant Principal -ELL teacher -Grade Level Chairs -All Teachers</p> | <p>-Posted Standards -Lesson Plans -Student Created Activities and Projects -Modified assignments -Student portfolios</p> | <p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans utilize WIDA and GPS. Classroom observation and instructional focused walks documentation provides evidence of standard implementation on a consistent basis.</p> |
| <p><u>Technology Integration: Instruction Standard 2.7</u></p> | <p>Funding Title I</p> | <p>August 2012 - May 2013</p> | <p>-Computers -Lesson or unit</p> | <p>Students can articulate how technology supports their learning</p> |

| | | | | |
|---|---|---|---|---|
| <p><u>Performance/ Action 2</u> Utilize technology in the classroom, computer lab, and technology lab to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology (Education City) used by teachers and students promote content research and require the conceptual application of the standards. Utilize computer skills to research Social Studies Projects, utilize educational websites to reinforce Social Studies performance standards. Websites/tools are as follows: United streaming, BrainPop, compass learning, use of promethean board, Google Earth, Microsoft Office (PowerPoint Presentations), use of flash drives for students to be technology driven in (cont.) today's society.</p> | <p>\$214,000.00 Academic Coach \$50,000 Data Clerk \$36,000 Afterschool Tutorial \$58,000.00 Summer School Intervention Camp \$70,000.0</p> | <p>-Principal -API -All Teachers, -Teacher Librarian</p> | <p>plans -LCD projectors and other technological equipment -Media center/lab use schedule -Student work enhanced by technology -Performance tasks incorporating technology -Research projects -Hands on projects -Student portfolios</p> | <p>and provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to research and analyze information. -Focus walks -Research skills -Research in media center</p> |
|---|---|---|---|---|

*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: Improve student attendance by 2% as measured by the annual yearly attendance of students missing more than 15 days per year. Currently the rate is 4.8%. | | | | |
| Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Student, Family, and Community Involvement and Support 1.1</u> <u>Performance Action 2</u> Acquaint stakeholders with target objectives and review the attendance policy with all stakeholders.</p> | No funding needed. | August 2012- May 2013 -Principal -Faculty and staff -Superintendent -Parents/guardians -Counselor/Attendance Protocol Manager | -eSIS monthly reports -Monthly decrease in absences and tardies reports -Pamphlet of student services -School website listing all family student services -Student/parent handbook -Parent survey | Counselors, parent, students and teachers can explain how they communicate about student (cont.) attendance on a regular basis. Stakeholders are knowledgeable about services and partnerships that meet family needs. They can articulate how these services support family and students learning needs. Produce monthly student reports. |
| <p><u>School Culture 1.4</u> <u>Performance Action 1</u> Continue to implement the mentor program which addresses the needs of identified</p> | No funding needed. | August 2012- May 2013 -Principal -Assistant | -Contact logs -Monthly reports -Monthly | Mentors and students can describe the impact of the mentoring program. Students can explain where they |

| | | | | |
|--|--|--|--|--|
| <p>students. Analyze attendance trends and generate reports of individual students and subgroups on a monthly basis. Communicate this information to necessary teachers, administrative staff, the area-superintendent, and parents. Identify “at risk” students and provide individual counseling to these students and refer them to the mentoring program.</p> | | <p>principal -Counselor/ Attendance Protocol -Social Worker -All Teachers</p> | <p>decrease in absences and tardies reports -Meeting logs -Mentor program sign- in sheets</p> | <p>can go if they need help. Use of a pre- and post- survey. Attain and review student attendance data, student performance data and student behavior data.</p> |
| <p><u>Instruction 2.1</u> <u>Performance Action 3</u> Develop and implement school-wide and departmental expectations for an organized classroom environment, classroom procedures, and routines.</p> | <p>No funding needed.</p> | <p>August 2012- May 2013 -Principal -Assistant principal -Counselor/ Attendance Protocol Manager -Social Worker -All Teachers -Solicitor General</p> | <p>-Contact logs -eSIS monthly reports -Monthly decrease in absences (cont.) and tardy reports</p> | <p>Students can articulate and demonstrate classroom practices and procedures that minimize interruption or disturbances; this includes the process of obtaining and returning instructional (cont.) materials, as well as making brief and smooth transitions between activities. Teachers have visual evidence of classroom rules, procedures and routines for student reference.</p> |
| <p><u>School Culture 1.3</u> <u>Performance/Action 1</u> Utilize school-wide attendance policies and procedures to communicate about and address tardy and absentee behavior, while monitoring attendance data and providing incentives for attendance and/or developing interventions to increase attendance (counseling small groups, home visits,</p> | <p>Community and business donations PTA</p> | <p>August 2012- May 2013 -Principal -Assistant Principal -Counselor/ Attendance Protocol Manager</p> | <p>-Monthly parent contact logs -Parent sign- in sheets -eSIS monthly reports -Monthly decrease in</p> | <p>Support personnel and school administrators can describe levels of interventions used and how interventions are connected to data. Students are consistently recognized for their positive and responsible behavior in the classroom and school wide.</p> |

| | | | | |
|--|--|---------------------------------|------------------------------|--|
| utilizing various methods of parent communication, parent workshops, and mentors). | | -Social Worker -All Teachers | absences and tardies reports | Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals. Counselors, parent, students and teachers can explain how they communicate about student attendance on a regular basis. |
|--|--|---------------------------------|------------------------------|--|

Library-Media Action Plan

Annual Measurable Objective:

Increase the number of students that meet/exceed the standards on the spring 2012 CRCT for grades 3-5 in Reading/Language Arts from **80.6% to 87%** with a 95% participation rate. Increase the number of students that meet/exceed the standards on the spring 2012 CRCT for grades 3-5 in Mathematics from **67.5 to 84.0%** with a 95% participation rate. Increase the number of students that meet/exceed the standards on the spring 2012 CRCT for grades 3-5 in Social Studies from **49.7% to 80%** with a 95% participation rate. Increase the number of students that meet/exceed the standards on the spring 2012 CRCT for grades 3-5 in Science from 55% to 75% with a 95% participation rate.

| Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
|---|---|--|---|--|
| | | | Artifacts | Evidence |
| <p><u>Assessment Standard 1.1</u> <u>Instruction Standard 2.2</u> <u>Performance Action 1</u> Collaborate with classroom teachers in identifying and maintaining appropriate reading materials and books on tape. Collaborate with classroom teachers to teach specific information skills such as dictionary skills, note-taking, other reference skills and research skills to all grade levels. Critical thinking skills will be highlighted and emphasized in all grade levels. Use informational titles to interest students in real life activities. The Listening Bowl is used to instill listening skills in Grades K-2. Book Week will be emphasized. Reading Bowl will continue for 4th and 5th year students. Accelerated Reader books identified. Book It and Lunch Bunch will be utilized. Book Reviews in PowerPoint by students will highlight favorite books read. Book Reviews will be online.</p> | <p>State Funds \$9,540.00</p> <p>Local funding for Accelerated Reader</p> | <p>August 2012-May 2013 -Teacher-Librarian, Principal,-API and All Teachers, Title I Instructional Coach.</p> | <p>-Disaggregated Lexile (cont.) reports -local reading reports -25-Book Campaign -Standard committee guidelines -Resource alignment to units -Media circulation records</p> | <p>Resources from the media center are correlated to (cont.) grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction. Accelerated Reading summary scores, monthly reports from Destiny of circulation of both students and faculty Circulation of informational titles. (Non-fiction) vs. Fictional titles.</p> |

| | | | | |
|--|--|---|---|--|
| <p><u>Instruction Standard 2.5</u> <u>Performance Action 2</u> Utilize diagnostic and formative assessments to group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest-based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses. Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement. Conferences are held about twice a month with each student as evidenced by a conference notebook.</p> <p>-Use Canby Lane Research Guide</p> | <p>State Funds \$9,540.00</p> | <p>August 2012- May 2013 -Teacher-Librarian – Principal -API -All Teachers -Title I Instructional Coach.</p> | <p>-Diagnostic test results -Formative assessment results -Assessment class -Profile charts -Conference notebook -Grouping assignments -Unit and/or lesson plans -Rubrics -AR (cont.)</p> <p>-Listening Bowl -Reading Bowl -Circulation reports -Use of Canby - Computer Lab Log - Library Media Schedule Log -E-mail requests Lane -Internet sites</p> | <p>Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples. Star reading reports.</p> <p>Rubrics results from Social Studies Fair (cont.) -Computer Lab Log -Library Media Schedule Log -E-mail requests</p> |
| <p><u>Instruction Standard 3.2</u> <u>Performance Action 1</u> Develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time</p> | <p>State Funds \$9,540.00</p> | <p>August 2012- May 2013 -Teacher-Librarian Principal, API -All Teachers</p> | <p>-Units or lessons aligned to the appropriate standards and elements -Posted learning</p> | <p>Students articulate that their learning goals are challenging but attainable. Using student work or assessment results, students can express goals and</p> |

| | | | | |
|--|-----------------------------------|--|---|---|
| <p>for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p> | | <p>-Title I Instructional Coach.</p> | <p>goal -standards/ Elements -Essential questions -Performance tasks projects -Teacher meetings agendas and minutes -Student learning goals</p> | <p>standards they have mastered as well as those they need to strengthen. Star Reading student assessment results. Rubrics results from collaboration with classroom teachers.</p> |
| <p><u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance Action #2</u> Utilize technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> <p>Utilize the following: -Teach how to use Promethean Board, Activ expressions -PowerPoint, Movie Maker -Flip it Video -Online encyclopedias -Dictionaries -Approved Search engines Canby Lane Research Interactive Guide</p> | <p>\$8,607.00 State Funds</p> | <p>August 2012- May 2013 -Teacher Librarian -Principal -API -All Teachers -Title I Instructional Coach</p> | <p>-Rubrics -AR -Listening Bowl -Reading Bowl -Circulation reports -Use of Canby Lane Internet sites -Computer Lab Log -Library Media -Schedule Log -Email requests</p> | <p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p> <p>Circulation reports -Use of Canby Lane Internet sites -Computer Lab Log -Library Media</p> |

School Name: Canby Lane Elementary School

Principal: Mr. Everett Patrick

Plan Year: 2012-2013

| | | | | |
|---|--|--|--|---|
| <ul style="list-style-type: none">-Accelerated Reader-Approved student sites:<ul style="list-style-type: none">-Galileo- PebbleGo- PebbleGo Earth-Science-BookFlix-TrueFlix,-Learning, Fetch-Compass Learning-Noun Explorer-Starfall. | | | | <ul style="list-style-type: none">-Schedule Log-Email requestsResults from Social studies Fair. |
|---|--|--|--|---|

| 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) | Instruction Standard 2: 2.3 Performance/Action 3 Instruction Standard 2.1 Professional Learning Standard 1.1 Differentiated Classroom is Flexible Summer Data Workshop \$3680.00 Local/State Conferences \$1600.00 Professional Development I-Ready 1000.00 Supplies \$1200.00 | Continue training the Canby Lane Faculty and staff to implement Differentiated Instruction in all classrooms using Marzano’s (cont.) High Yield Strategies and Carol Tomilson’s Differentiated Instruction | August 2012-May 2012 | -Classroom Observations -Teacher (cont.) commentary, -flexible grouping, peer review -Pre-Planning Activities -formative evaluation | CRCT, ITBS other tests GKIDS, Progress Reports, (cont.) Writing Assessment Focused Walks Canby Lane Benchmarks |
| Federal | Instruction Standard 2: 2.3 Performance/Action 3 Instruction Standard 2.1 Professional Learning Standard 1.1 Standards Based Classroom Modules Digging Deeper GPS, Instructional Strategies For diverse | Train Faculty to effectively implement Standard Based instruction by stressing the effectiveness of the foundation of Literacy illustrated in the Educator’s Toolbox Include DCSS PRIDE for new teachers. Best Practices Effective Classroom Strategies | September October Sept.-May Sept.-March | -Evidence of literacy throughout each classroom and evidence of strategies consistently in use | CRCT, ITBS, other tests, GKIDS, Progress Reports, Writing Assessment Focused walks |

| | | | | | |
|---------------|--|--|--------------------------------------|--|--|
| | Learners | How to develop and manage small groups Digging Deeper with State Frameworks Math Academy K-3 and Grade 5 Fully implement Writing to Win Begin to train Faculty on the Common Core Standards Use of consultants for Writing to Win, Math Pedagogy, Science Best Practices and Effective Teaching Strategies Clinical Supervision | | -Evidence of writing done by all students on all grade levels and subjects -Formative Evaluations | |
| Grants | Professional Learning Standard | Motivate students with highly interactive activities. | September | -Unit Plans | CRCT, ITBS, other tests, GKIDS, Progress Reports |
| Local | Professional Learning Standard 1 Reading Strategies within the various content areas. Using Lexile Data , Star Reading (online Reading Assessment) Train for strategies, Star Math(online math assessment) Star Early Literacy Accelerated Reader | Train all Certified Personnel to address the needs of students at their academic reading level. | September | -Unit Plans -Classroom visitation -Evidence of literacy embedded throughout each classroom -Formative Evaluations | CRCT, ITBS, GKIDS, Progress Reports Focused walks, Star Reading and Math Assessments. |
| State | Instruction Standard 2: 2.3 Performance/Action 3 Instruction Standard 2.1 Professional Learning Standard 1.1 Flexible Group in Math, | address the needs of all students during segments that include Collaboration using mathematical concepts and computation. | November, February May | -Classroom visitation -Evidence of scaffolding in all classrooms -Students will | CRCT, ITBS, GKIDS, Progress Reports complete the district-wide survey on the use |

| | | | | | |
|--------------|---|---|--|--|---|
| | State Frameworks Let's Go Learn DOMA (online math assessment) | | | be observed engaging in collaborative group work in all classes as reflected in the -Formative evaluations | and perceived impact of the foundations, instructional strategies, assessment strategies, and DOK focused walks, Professional Development Planner sign in sheets, Registered participants for courses |
| Local | <p>Professional Learning Standard 3. Performance/action 1 Developing Rubrics within the Canby Lane Curriculum</p> <p>Planning/Organization Standard 2.3 Customer Service Ethics, Title IX, CSIP, Internet Usage</p> <p>Instruction Standard 2.7 Performance/Action 1 Performance/ Action 2</p> <p>Integrating Technology Web Page design, Compass Learning, Graph Club, Active Board Training, United</p> | <p>Train all Certified Personnel how to develop effective to rubrics. Formative Assessment Strategies NSDC Conference</p> <p>Deepen the use of DOK. Train all personnel in the proper etiquette of each program. Address the need to integrate technology into the curriculum Deepen the use of selected instructional strategies Foundation: Classroom Talk Deepen the use of DOK Foundation: Questioning</p> | <p>December, February, March</p> <p>December</p> <p>August</p> <p>January</p> <p>March</p> | <p>-Unit Plans -Classroom Visitations -Focused Walks</p> <p>-Students will be observed engaging in collaborative group work in all classes as -Reflective in -Formative evaluations</p> <p>-Students will be observed engaging in classroom talk</p> | <p>CRCT, ITBS, Progress Reports, GKIDS, CRCT, ITBS, Progress Reports, GKIDS</p> <p>reflected in the focused walks</p> <p>CRCT, ITBS, Progress Reports, GKIDS reflected in the focused walks</p> |

| | | | | | |
|----------------------|---|---|-------------------------|--|--|
| | Streaming/Discovery Learning,(GPB) NetTrekker, Typing Pal, BrainPop and BrainPop Espanol, Success Maker, Star Math and Star Reading , PebbleGo, Pebble Go Earth and Science, BookFlix, TrueFlix, Google Earth | | | activities in all classes as reflected in the focused walks -Effective Questioning will be observed in all classrooms as reflected in formative assessment | |
| Federal | Professional Learning 3 Zone of Proximal Development | Train all Certified Personnel how to recognize the developmental level of each student. Deepen the use of DOK | January February | -Classroom (cont.) observation -Unit Plans -Rubrics -Students will be observed engaging in classroom talk activities in all classes as reflected in formative evaluations | CRCT, ITBS, Progress (cont.) Reports, GKIDS reflected in the focused walks |
| Federal/State | Professional Standard 3 School Culture 1.3 Responsive teaching to <i>Productive Group Work: How to engage students, build teamwork & Promote Understanding</i> | Through grade group discussions, & staff development days, teachers will develop activities to engage students in promoting small groups to further differentiated instruction through Scaffolding. | November April | -Unit Plans -Rubrics -Writing Assessment identifying strategies and foundations | CRCT, ITBS, Progress Reports, GKIDS reflected in the focused walks |

| | | | | | |
|--|--|--|--|---|--|
| | | | | that are in use throughout the building | |
|--|--|--|--|---|--|

| School Climate Action Plan | | | | |
|---|---|--|--|---|
| Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment. | | | | |
| Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Leadership Standard 2.1 Performance/Action 1</u></p> <p>Facilitating the development and sustained implementation of consistent policies, practices, and procedures that ensure a safe, orderly, and inviting learning environment. The Principal and school administrators include plans that reinforce students’ self-discipline and responsibility, clear and well articulated procedures, and oversight of the implementation of those procedures.</p> | No Funding needed | August 2012 – May 2012 (cont.) -Principal -API -Counselor/ Attendance Protocol -All Teachers | -Posted procedures and routines (cont.) -Teacher and student Handbooks -Safety plan | All staff can articulate how the school is managed including procedures (cont.) for operations such as fire drills, hall traffic, transition times, inclement weather, substitute teacher acquisition, medicine distribution, and arrivals/dismissals. |
| <p><u>Leadership Standard 2.1 Performance/Action 2</u></p> <p>Working collaboratively with staff and community, the principal and school administrators develop policies, practices, and procedures to ensure a safe, orderly, inviting, and supportive learning environment.</p> | <p>Local Funding</p> <p>(Student Agendas) \$3600.00</p> <p>Prevention/Intervention Specialist \$15000.00</p> | August 2012– May 2012 -Principal -API -Counselor/ Attendance Protocol -All Teachers | -Discipline plan and reports - Discipline logs -Parent/teacher student surveys -Discipline policies -Postings of school rules and procedures | Stakeholders can articulate that school climate and culture is supportive and inviting. Observations of interactions among groups reflect a positive, supportive learning environment before administrative referrals. Group interactions include, |

| | | | | |
|--|--------------------------|---|---|--|
| | | | <p>-Posting of classroom rules and procedures</p> | <p>but are not limited to use of cool off rooms amongst grade levels, use of community volunteers, Title I Parent meetings, PTA meetings, and the annual Back to School Rally for Region II.</p> |
| <p><u>School Culture 2.1</u> <u>Performance/Action 1</u> Promotes acceptance of all learners. There is an active commitment to embrace differences and diversity and to discourage intolerance. School rules, policies, and procedures reflect acceptance of diverse learning styles, students with disabilities, and groups from various backgrounds. They also identify consequences for acts of hatred and intolerance.</p> | <p>No funding needed</p> | <p>August 2012 – May 2012 -Principal -API -Counselor/ -All Teachers -School Psychologist</p> | <p>-School Handbook -School Mission and Vision Statements -Agendas and minutes -Discipline plan -SST/RTI -Parent Letters -Parent Meetings -Parent Training</p> | <p>Stakeholders express a feeling of belonging and acceptance. Students work collaboratively with other students and are supportive and accepting to other learning styles. All stakeholders articulate that the school is a welcoming environment that encourages acceptance and tolerance.</p> |

| Teacher Retention Action Plan | | | | |
|---|---------------------------------------|---|---|---|
| Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support. | | | | |
| Intervention (Performance Actions should be selected and cited from the <i>DCSS Implementation Resource Supplement</i>) | Estimated Cost/Funding Sources | Timeline and Positions Responsible | Means of Evaluation | |
| | | | Artifacts | Evidence |
| <p><u>Professional Learning Standard 1</u> <u>Performance Action: 2</u> Provide opportunities for beginning teachers to work with more experienced teachers to identify student learning goals, utilize research-based instructional strategies, create formative assessments, and receive feedback on their performance.</p> | Local Funding | August 2012 – May 2012 -Principal -API -TSS -Veteran Teachers -Counselor -Teacher/Librarian -Title I Instructional Coach | -PRIDE -TSS guidelines, -TSS assignment list -Scheduled TSS meeting times -Calendar of TSS activities -TSS activity agendas -TSS activity sign-in sheets -Needs assessments for beginning teachers | New teachers can articulate how the TSS program provides support. New teachers can articulate how the support of other teachers in their learning team is helping them be more successful with instruction, and monitoring student progress. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of increased skills. PRIDE Seminars |
| <p><u>School Culture Standard 1.5</u> <u>Performance/Action 2</u> Exemplify professionalism by: -Setting professional learning goals</p> | Local Funding | August 2012 – May 2012 -Principal -API | -Professional library -Reading logs -School policies | Teachers can explain how their professional goals are aligned with the school’s mission and vision statements. Teachers can articulate with confidence |

School Name: Canby Lane Elementary School

Principal: Mr. Everett Patrick

Plan Year: 2012-2013

| | | | | |
|---|--|---|--|---|
| <p>-Being an active member of the professional learning community -Employing best practices daily in the classroom -Keeping informed of current research -Abiding by school policies and procedures such as attendance, dress code, communication and deadlines</p> | | <p>-TSS -Veteran Teachers -Counselor -Teacher/ Librarian -Title I Instructional Coach</p> | <p>and Procedures -Mission and vision statements</p> | <p>about what they are learning and how it is being applied in the classroom.</p> |
|---|--|---|--|---|