

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: Jennifer Leupold	Date:
Regional Superintendent: Rachel Zeigler	Date:

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

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

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Melissa Bachman		
2.	Alfredo Visoso		
3.	Jean Pace		
4.	Jocelyn Warren		
5.	Heather Isaacson		
6.	Jennifer Leupold		
7.	Tim Isaacson		
8.			
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Jennifer Leupold		
CSIP Facilitator	Jennifer Leupold		
Parent Representative (can not be a school employee)	Heather Isaacson		
Student Representative (required for High School)			
Community Representative (can not be a school employee)	Alfredo Visoso		
School Counselor	Donna Stagg		
Special Education Representative	Jill Morrison		
Reading/ELA Chair	Denise Martin		
Math Chair	Michelle Bachman		
Science Chair	Matt Farrell		
Social Studies Chair	Jean Pace		
Professional Learning Liaison	Jeffrey Gentry		
Other (specify) ESOL	Michelle Blue		
Other (specify) AP	Rouzier Dorce		

Executive Summary of Consolidated School Improvement Plan (CSIP)

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

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

We had a very thorough process for Response to Intervention as we met weekly to review the interventions of students and used a detailed data system to measure growth. We also provided opportunities for co-teacher pairs to collaborate. Our consistent use of diagnostic tools allowed the teachers to measure student progress and give remediation as needed through safety nets, tutorials, and various computer programs. We offered parent programs to empower parents to help at home. Our consistent Planning for Results sessions helped teachers track student progress, prioritize instruction, and use data to inform instructional decision-making.

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

All programs, interventions, etc. were somewhat successful, however, we have identified areas to fine-tune and improve for the upcoming year. We plan to add Science to our tutorial program to address our drop in CRCT Science scores. We plan to differentiate our parent meetings in order to better reach our Level 1 parents, targeting specific ways parents can support their child's learning. We want to support teachers more with Common Core GPS through collaboration and planning sessions.

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

Our greatest barrier is lack of time for teacher collaboration, especially between pairs of co-teachers. The large class sizes in the upper grades made it difficult to provide high-quality, consistent individualized instruction to meet the wide range of student needs. In addition, the inconsistent access to technology to support daily instruction made it difficult for teachers to collaborate with lesson planning and embed technology throughout content areas. Only some teachers on each grade level have Promethean Boards as we wait for future SPLOST money to provide more Boards.

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:

We will address all barriers and move 10% of our ELL subgroup in Reading, 10% of our ELL subgroup in Math, and 10% of our ELL subgroup in Science to grade level performance through implementation of interventions listed in the Action Plans below.

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>All students will be promoted to the secondary level achieving at or above grade level.</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>Our mission is to produce knowledgeable students and future leaders by improving academic achievement and increasing parental and community involvement within a safe school environment. All educational experiences provided to our students will be meaningful, worthwhile, and appropriate.</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 	<ul style="list-style-type: none"> • Students can achieve and succeed. • Students are unique and each one is a value to our school. • Students can learn when placed in the appropriate environment with the appropriate resources. • Students will respect their fellow classmates and teachers. • Students can learn to make appropriate decisions and develop coping skills with the appropriate affective support. • Students learn in different ways; therefore, instructional practices should reflect learning activities

	<ul style="list-style-type: none">• Critical thinking and problem solving• Creativity and innovation	<p>that address various learning styles.</p> <ul style="list-style-type: none">• Students in a culturally diverse environment can learn from their fellow classmates from different countries and cultures.• Students experience more academic success when the parents support the educational program and activities occurring within the school.• Students who achieve when high expectations define the instruction.
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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)

Cary Reynolds Elementary School is located along the Buford Highway corridor near the intersection of Interstates 285 and 85. We serve more than 980 students, approximately 95% coming from homes in which English is not the first and primary language. Approximately 75% of the students are Hispanic. We have a greater than 50% transiency rate. Ninety-six percent of our students receive free or reduced lunch. Less than 10% of our students receive special education services. Our subgroups include All Students, Hispanic, Black, Asian, SWD, Multi-racial, ELL, and Economically Disadvantaged.

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**

The Building Leadership Team (BLT) and Steering Committee work with the staff members, administrators, parents, and community representatives to develop a shared vision for student learning that is stated in terms of desired results and performance indicators. We continuously review our beliefs, mission, existing goals and objectives to guarantee alignment and remain focused on results. The Steering Committee meets monthly, and the BLT, including the corresponding committee chairs, meets bi-monthly. The BLT and committee chairs also conduct a mid-year and end-of-year School Improvement Review. In March, the BLT and Steering Committee conduct a GAPSS self-assessment.

Faculty, parents, and students were surveyed. Also provided surveys were various community agencies and key contacts to collect information about our school's progress and to list areas of concern. The committee compiled the information and identified desired results. In-turn, the stakeholders reviewed and discussed these areas of concern and selected desired results. These desired results were agreed upon and approved after presented to the faculty, staff, and parent leaders.

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	X	OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate		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.

- Comprehensive approach to addressing our ESOL students’ needs.
- Teachers are knowledgeable, experienced, and dedicated.
- Teachers maximize instructional time.
- A strong emphasis on literacy instruction, including leveled books, Reader’s Workshop, and Writer’s Workshop.
- Extended-day instructional opportunities such as tutoring, after school clubs/activities, and after school tutorials provide support and promote academic success.
- Teaching methods and instructional strategies are based on research and sound practices.
- School and community leaders work together to encourage communication and promote student success.
- Business partnerships provide additional instructional support.
- Ongoing collaboration between the Cross Keys cluster.
- Students, parents, and staff consider the school a safe and conducive environment for learning.

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

- More consistent and advanced use of technology available in classrooms and integrated throughout daily instruction—Planning and Instruction
- Differentiated math strategies—Instruction
- More students involved in extracurricular activities—Planning and Organization
- Increased parental involvement in school-wide planning—Family and Community
- Greater connection between academics and real-life experiences—Instruction
- More opportunities and flexibility regarding professional learning activities based on teachers’ professional goals—Professional Learning
- More parent volunteers—Family and Community
- More consistent use of critical thinking strategies during instruction—Instruction
- Ability to identify and mediate cultural differences to support instruction and meet students’ needs—Planning and Instruction

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

- Using iPads, Promethean Boards, websites, and other technology sources to support instruction and enhance student achievement
- Support for co-teaching and ELL differentiation, especially for Math
- Ruby Payne training to relate to our students’ cultural and impoverished backgrounds
- Instructional sessions for parents

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

	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	X	Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists		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 various levels of support (instructional and emotional) to students via large group, small group, and individualized sessions.

Psychologists: Work closely with counselors, administrators, and SpEd teachers to provide more specialized and comprehensive individualized support for identified students.

Student Support Specialists: N/A

Social Workers: Work closely with counselors to provide more specific and individualized support for identified students and their families.

School Nurses: Contribute toward a safe and healthy learning environment by providing necessary reactive health support as well as proactive measures to encourage healthy and safe habits.

Strategies to Increase Parental Involvement

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

X	Site-based Parent Centers/Information Stations		
X	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary	X	Others (list here) Maldef, Cross Keys Cluster Parent Conference, Instructional Nights

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

- Increase home-school communication to ensure parents are informed about school events, standardized testing, conferences, etc.
- Provide various sessions for parents to address instructional and emotional needs.
- Implement an incentive-based parent program to encourage and recognize positive parental involvement.
- Provide interpreters and language support as much as possible for both daily needs and special events.
- Host a parent resource center on campus with a Community Outreach Liaison coordinator.

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

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

Stakeholder Communication

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

- Student summative assessments are sent home with an explanation of the scores (ACCESS, CRCT, ITBS, etc.)
- Parent Data Talks
- Formative assessments are discussed with parents during parent-teacher conferences and/or other scheduled conferences
- A session at the Cross Keys Parent Cluster Meeting will be provided to parents with interpreting test score reports

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

- Data is available on the school’s website and district’s website.
- Parents can request individual meetings to discuss data.
- Data is explained in English and Spanish during parent instructional nights and parent conferences.
- Data is discussed at all School Council meetings, PTA meetings, and other parent meetings.
- Parent explanations of test data are sent home with all test scores.
- Parent workshop is offered to discuss/outline the various assessments students will take each school year.
- Welcome back to school letter includes current school data and is sent to all stakeholders.

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

- Plan is available on the school's website and district's website.
- Parents can request a translation of the plan.
- Plan is discussed in Spanish at scheduled PTA meeting (over 75% of our families speak Spanish as their first language)
- Plan is discussed at School Council meetings.
- Plan is reviewed at Parent Instructional Night.
- Hard copies are available in the school's Parent Resource Center.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Increase technology availability, options, and integration. Increase math and science achievement. Increase reading achievement. Increase parental involvement. Provide support as students transition from PK to KK.
State Funds	Increase technology availability, options, and integration. Increase math and science achievement. Increase reading achievement.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	N/A for 2012-2013
Grants (list)	
PTSA	Support the instructional program, provide opportunities for students to connect the curriculum to real-world experiences
Partners in Education	
Other (list)	

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

Reading/English/Language Arts Action Plan				
Annual Measurable Objective: All students and the ELL subgroup will achieve a 10% increase in students moving from Level 1 to Level 2 or 3 on the CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Implement 2 ½ hour literacy block and Reader’s and Writer’s Workshops in grades KK-5, including supplemental intervention teachers. GA Keys C. 1.1-1.3, I. 1.1-1.3, 2.1-2.6, A. 1.1-1.4, 2.1-2.4	\$100,000 \$30,000 Title 1	August 2012— May 2013 Principal, Assistant Principals, teachers, EIP teacher leaders	Lesson plans, classroom visitations, meeting agendas, DRA scores, STAR scores, Focus Walks, Planning for Results, Classroom profiles/data binders, Reading A to Z	Pre/Post unit tests, CRCT scores, ITBS scores, GAPSS analysis, Balanced Scorecard
Implement standards-based extended instructional day and Saturday tutorials, June tutorial and enrichment programs (Level 1-2, Level 2-3) for grades 3-5. GA Keys I. 2.3, 2.6, A. 3.1	\$30,000 \$10,000 Title 1	October 2012—May 2013 Principal, Assistant Principals, teachers, EIP teacher leaders	Lesson plans, data analysis forms, Earobics reports	Pre/Post tests, CRCT scores, Balanced Scorecard
Implement a parent incentive program for attending instructional programs/meetings (i.e., ESOL classes, Parent Center, Parent Focus Walks, instructional workshops,	\$5,000 Title 1	September 2012—May 2013 Counselors,	Surveys, parent attendance logs, parent frequent visitor punch cards	CRCT scores, Balanced Scorecard

testing informational sessions, etc.) Implement differentiated parent instructional sessions S.C. 1.1, SFC 1.1, 1.3		Community Outreach Liaison, Principal, Assistant Principals, teachers		
<u>Students with Disabilities</u> Use of SRA program for students who are severely deficient in decoding skills. Implement co-teaching models with more than 65% of students. C. 1.1, I. 1.3, 2.3	\$2,000 Local funds	August 2012— May 2012 Principal, Assistant Principals, teachers	Lesson plans, DRA scores	CRCT scores, Balanced Scorecard
<u>English Language Learners*</u> Implement content WIDA standards in all ESOL classes, 85% services using the inclusion/push-in model. ELL/Technology—implement Imagine Learning software program C. 2.1, A 3.1, I 1.3, 2.3, 2.7	\$15,000 Title 1	August 2012— May 2013 Principal, Assistant Principals, ESOL teachers	Classroom visitations, Focus Walks, student portfolios, meeting agendas, PFR forms	CRCT scores, ACCESS exit data, Balanced Scorecard
<u>Technology Integration</u> Increase use of Promethean Boards, increase laptops in classrooms, add iPads to teachers’ instructional technology repertoire, add e-Readers to teachers’ instructional technology repertoire, increase accessibility to Reading A to Z software, expand use of Renaissance Learning software A 2.1, I. 2.7, 2.3	\$75,000 Title 1	September 2012—May 2013 Principal, Assistant Principals, teachers, EIP teacher leaders	Pre/Mid/End of year test analysis, lesson plans, technology teacher sign-in/sign-out sheets	CRCT scores, Balanced Scorecard

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

Mathematics Action Plan				
Annual Measurable Objective: All students and ELL subgroup will achieve a 10% increase in students moving from Level 1 to Level 2 or 3.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Implement 60+ minute daily Math workshop. Provide hands-on, problem-based learning activities that engage students in metacognition strategies to develop stronger problem-solving capacity. Incorporate Math Problem of the Day to promote critical thinking. C. 1.3, 2.2, A. 1.3, 2.4, I. 1.1, 2.1-2.2	\$75,000 \$30,000 Title 1	August 2012— May 2013 Principal, Assistant Principals, teachers	Lesson plans, teacher observation checklists, classroom visitation logs, pre/post test data	CRCT scores, Balanced Scorecard, GAPSS, ITBS scores
Appoint math specialists in grades 4-5 and grades KK-3. Utilize flexible grouping, Math Workshop, and centers to differentiate and pinpoint math instruction. I. 2.3, 1.2, 2.4, C. 1.4, A. 2.4	\$5,000 Title 1	August 2012— May 2013	Lesson plans, Math Facts in a Flash, Accelerated Math, teacher observation checklists, classroom visitation logs, pre/post test data	CRCT scores, Balanced Scorecard, GAPSS, ITBS scores
<u>Students with Disabilities</u> Implement Georgia Math, Accelerated Math, and Math Facts in a Flash to remediate below grade level skills. C. 1.1, I. 1.3, 2.3	\$1,000 Title 1	August 2012— May 2013	Lesson plans, Math Facts in a Flash, Accelerated Math, pre/post tests	CRCT scores, Balanced Scorecard
<u>English Language Learners*</u> Implement standards-based after school and Saturday tutorials and enrichment programs for identified students (Level 1-2, Level 2-3)	\$25,000 Title 1	October 2012—May 2013	Lesson plans, teacher observation checklists, classroom visitation logs, pre/post test data	CRCT scores, Balanced Scorecard, GAPSS, ITBS scores

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in grades 3-5. I. 2.3, 2.6, A. 3.1				
<p><u>Technology Integration</u> Expand use of Accelerated Math and Math Facts in a Flash software programs to addresses deficiencies in basic skills and problem solving. This application is self-leveling and adapts to meet individual students’ needs.</p> <p>Increase use of Promethean Boards, increase laptops in classrooms, and add iPads to teachers’ instructional technology repertoire. A. 2.1, I. 2.3, 2.7</p>	\$10,000 Title 1	September 2012—May 2013 Principal, Assistant Principals, teachers	Pre/post tests, Accelerated Math reports, technology teacher sign-in/sign-out sheets	CRCT data, Balanced Scorecard

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

Science Action Plan				
Annual Measurable Objective: All students will achieve a 10% increase from Level 1 to Levels 2 or 3 in Science on the CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Add Science as a content area in after-school and Saturday tutorials and summer enrichment programs for students in grades 3-5.	\$5,000 Title 1	October 2012—May 2013 Principal, Assistant Principals, teachers	Lesson plans, pre/post tests	CRCT data, Balanced Scorecard
Implement Science Day for grades KK-2.	\$1,000	October	Pre/Post tests, lesson	CRCT data, Balanced

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Students rotate to a variety of engaging Science experiments, activities, and lessons. C. 1.3, 2.2, I. 1.1, 2.1, 2.2	Title 1	2012—May 2013 Principal, Assistant Principals, teachers	plans, unit plans, project rubrics, Science Room check-out log	Scorecard, ITBS scores
<u>Students with Disabilities</u> Implement standards-based Science curriculum for all grades, lead by teacher specialists in grades 4-5. Increase use of hands-on activities and experiments to promote critical thinking and experiences. Majority of services using inclusion model. C. 1.3, 2.2, A. 1.3, 2.4, I. 1.1, 2.1-2.2, 2.7	\$1,000 Local	August 2012—May 2013 Principal, Assistant Principals, teachers	Lesson plans, pre/post tests, unit plans, project rubrics, classroom visitation logs, Science room check-out log	CRCT data, Balanced Scorecard, ITBS scores, Science Olympiad performance
<u>English Language Learners*</u> Implement WIDA standards in all ESOL classes, 85% using push-in for service model C. 2.1, A. 3.1, I. 1.3, 2.3, 2.7	\$0	August 2012—May 2013 Principal, Assistant Principals, teachers	Lesson plans, pre/post tests, unit plans, project rubrics, classroom visitation logs, Science room check-out log	CRCT data, Balanced Scorecard, ITBS scores, Science Olympiad performance, ACCESS exit data
<u>Technology Integration</u> Increase use of Promethean Boards, increase laptops in classrooms, and add iPads to teachers' instructional technology repertoire. Expand use of Discovery Education website to promote interactive and engaging lessons. C. 1.3, 2.2, A. 1.3, 2.4, I. 1.1, 2.1, 2.2, 2.7	\$50,000 Title 1	August 2012—May 2013 Instructional Technology teacher, Principal, Assistant Principals, teachers	Pre/post tests, lesson plans, technology teacher sign-in/sign-out sheets	CRCT data, Balanced Scorecard, ITBS scores, Science Olympiad performance, ACCESS exit data

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

Social Studies Action Plan				
Annual Measurable Objective: All students will achieve a 10% increase from Level 1 to Levels 2 or 3 in Social Studies on the CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Students with Disabilities</u> <u>English Language Learners*</u> Utilize non-fiction and historical fiction trade books to integrate Social Studies across the content areas and build background knowledge. Use leveled books to differentiate instruction. C. 1.3, 2.2, I. 1.1, 2.1-2.2, 2.7, A. 1.3, 2.4	\$5,000 Title 1	August 2012— May 2013 Social Studies teacher specialists, Principal, Assistant Principals	Lesson plans, classroom visitation logs, Book Room check-out logs	CRCT data, Balanced Scorecard, ITBS scores
<u>Technology Integration</u> Increase use of Promethean Boards, increase laptops in classrooms, and add iPads to teachers’ instructional technology repertoire. C. 1.3, 2.2, I. 1.1, 2.1-2.2, 2.7, A. 1.3, 2.4	\$0	August 2012— May 2013 Social Studies teacher specialists, Principal, Assistant Principals	Lesson plans, project rubrics, Pre/post tests, technology teacher sign-in/sign-out sheets	CRCT data, Balanced Scorecard, ITBS scores

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

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Decrease the number of students absent 15 days or more (excused and unexcused absences) by 2%. Increase overall student attendance by 5% each progress report period.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Implement a reward/incentive program to recognize students and homerooms with good/perfect attendance. Appoint attendance liaison. PO. 4.2, SC 1.1, 2.2	\$1,000 PTA, Local funds	August 2012— May 2013 Counselors, Community Outreach Liaison, Principal, Assistant Principals	Daily attendance rosters, eSIS data	eSIS daily attendance report, CRCT attendance data, Balanced Scorecard

Library-Media Action Plan				
Annual Measurable Objective: All students and ELL subgroups will show an increase of 10% of students from Level 1 to Levels 2 and 3 on the CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Expand our morning broadcast program, CR News I. 2.2, 2.7	\$1,000 Title 1	August 2012— May 2013 CR News Coordinator, Media Specialist	News anchor scripts	CRCT scores, GAPSS, SAI survey

School Name: Cary Reynolds Elementary

Principal: Jennifer Leupold

Plan Year: 2012-2013

<p><u>Technology Integration</u> Align materials to be purchased with the new CCGPS, including technology integrated into daily media center class sessions. I. 2.2, 2.7</p>	<p>\$5,000 Title 1, Local funds</p>	<p>August 2012— May 2013 Media Specialist, teachers</p>	<p>Lesson plans, lists of recommended materials found in CCGPS unit plans from DCSD and DOE, Technology Focus Walks</p>	<p>CRCT scores, GAPSS, SAI survey</p>
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<p>Professional Learning Plan The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.</p>					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
<p>State (PL Funds)</p>	<p>Our PL Liaison reported there is no PL budget for 2012-2013.</p>				
<p>Federal (Title 1)</p>	<p>Improve CRCT scores—Reading, Math, and Science</p>	<ul style="list-style-type: none"> • Ruby Payne training • Common Core GPS training, unit planning, consensus mapping, etc. • Technology—Discovery Learning, iPads, teacher websites, Compass Learning, Pebble Go, etc. 	<p>September 2012— June 2013</p>	<p>Session evaluations, lesson and unit plans, classroom visitation</p>	<p>CRCT data, Balanced Scorecard</p>

		<ul style="list-style-type: none"> • Differentiated Instruction—Reading A to Z, Accelerated Reading, Accelerated Math • NCTM and ASCD memberships for article studies and current research. 		logs, agendas	
Grants	N/A				
Local	Improve CRCT scores—Reading, Math, and Science	<ul style="list-style-type: none"> • Teacher Keys—10 standards of high-quality teaching • IDMS data analysis—using standardized and district data to inform instruction and plan flexible groups • RTI—weekly progress sessions, strategy resources • CSIP bi-annual reviews—update and adjust plan December and May • Peer Focus Walks • Share-n-Learn teacher sessions—utilize teacher leaders to present PL sessions • Common Core GPS—flipcharts to support strategies and lesson planning 	August 2012—May 2013	Session evaluations, lesson and unit plans, classroom visitation logs, agendas	CRCT data, Balanced Scorecard

School Climate Action Plan

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

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Implement and evaluate a positive school discipline plan. PO. 4.1	\$0	September 2012—May 2013 Readiness Committee Chair, Principal, BLT, Assistant Principals, Counselors	Discipline plan, meeting agendas	eSIS discipline incidents
Implement a No Place for Hate committee and Bully-Free Club SC. 1.2	\$500 local funds	September 2012—May 2013 Counselors, students, teachers, Principal, Assistant Principals	Meeting agendas, recognition ceremony	eSIS discipline incidents
Highlight and recognize a Student of the Month per homeroom based on positive character traits SC. 1.2	\$250 PTA donation	October 2012—May 2013 Counselors, Principal, teachers	Monthly list of names, bulletin board, CR News broadcast stories	eSIS discipline incidents
Implement a student leadership club SFC 1.1	\$0	October 2012—May 2013	Attendance logs, meeting agendas, service project	eSIS discipline incidents

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Assign mentors to all new teachers—new to our school, new to the profession, new to the grade level or specialty PL. 1.2, 1.3	\$0	August 2012— May 2013 Teacher Support Specialists, Principal, Assistant Principals	TSS meeting minutes, TSS activity logs, teacher feedback	Teacher retention rate
Schedule and conduct at least 3 one-on-one conferences between each new teacher and principal PL. 1.4	\$0	September 2012—May 2013	Conference schedule	Teacher retention