

**DeKalb County School District**

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



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

**Statement of Quality Assurance**

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

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

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

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

**CSIP Table of Contents**

<b>Section</b>	<b>Page #</b>
Statement of Quality Assurance	1
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	3
Establishing a CSIP Facilitator, Committee, and Subcommittees	4
Steering Committee Members and Signatures	6
Mission and Vision	9
Developing a Comprehensive Needs Assessment	11
Leadership and Governance	13
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	
Support Services for Student Learning	
Strategies to Increase Parental Involvement	17
Stakeholder Communication	12
Scientifically Based Research	21
Coordination and Integration of Federal, State, and Local Services and Programs	23
Reading/ELA Action Plan	24
Math Action Plan	32
Science Action Plan	40
Social Studies Action Plan	45
Attendance/Graduation Rate Plan	50
Library-Media Action Plan	52
Professional Learning	56
School Climate Action Plan	59
Teacher Retention Action Plan	61
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:

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

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

**Establishing a CSIP Facilitator, Steering Committee, and Subcommittees**

The principal will appoint a CSIP Facilitator and ensure that the Steering Committee (SC) is representative of all stakeholders. This includes school administrators, teachers, classified staff members, parents, and community members. **High schools must have at least one student representative.** The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, on-going monitoring, and implementation of the CSIP. 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.	Mr. Deondray Epps		
2.	Ms. Pwanda Lewis		
3.	Ms. Diane Marshall		
4.	Ms. Santoria Sanders		
5.			
6.			
7.			
8.			
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**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Sandra Clay		9/13/12
CSIP Co-Facilitator	Ana Alcala		9/13/12
CSIP Co-Facilitator	Kristina LaGuardia		9/13/12
Parent Representative	Brenda Jones		9/13/12
Community Representative	Pwanda Lewis		9/13/12
School Counselor	Dr. Herbert Nash		9/13/12
Special Education Representative	Delton Schoates		9/13/12
Reading/ELA Chair	Kimberly Newsom		9/13/12
Math Chair	Altina Wilson		9/13/12
Science Chair	Kimberly Hunter		9/13/12
Social Studies Chair	Kristina Laguardia		9/13/12
Professional Learning Liaison	Yoshida Shannon		9/13/12
Academic/Data Coach	Cherrina K. Gilbert		9/13/12

**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:**

Differentiated Instruction	Reading Strategies	CRCT Carnival
DRA	English Language Arts Word of the Week	RTI Implementation
25 Book Campaign	Math Word of the Week	Reading Book Bags
Principal’s Book of the Month Activities	Skills Block Safety Net	School Wide Math Journals
Three Part Lesson	Facts in a Flash (Speed Drills)	

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

Vertical Alignment meetings	RTI Process (Teacher)	Using higher order thinking
Technology Integration	RTI (Lack of follow-up)	
After-school Tutorial	RTI (Lack of teacher knowledge)	
Reading Logs	Making connections to real world experiences	
QDPAC Problem Solving Strategy	Justification of answers	

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

No technology teacher	Lack of teacher planning days	Parents lack of connections with 21 <sup>st</sup> century learning
Lack of tutorial	QDPAC Process too lengthy	Managing Time (teachers engrossed in lessons)
Increased class size/workload	Parent Academic Misconceptions	
Low parental involvement	Grandparents lack of current teaching methods	
Low student basic skill acquisition	Consistent implementation of 25 book campaign	

**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:**

Principal’s Book of the Month	Data Driven Instruction	Problem Solving Strategies	High Yield Strategies
ELA/Reading Word of the Week	RTI Meeting/SST	Title 1 Parent Meetings	Master Schedule
Math Word of the Week	Differentiated Instruction	Math/Reading Journals	EIP Reading/Math

**School Name: Chapel Hill Elementary**

**Principal: Sandra Clay**

**Plan Year: 2012-2013**

Professional Learning Collaboration  
Data Talks  
Facts in a Flash  
Data Analysis

High Yield Strategies  
Depth of Knowledge  
Tutorial (3<sup>rd</sup>-5<sup>th</sup>)  
Project ICE

Thinking Maps  
CCGPS  
Cooperative Learning  
Retired Charts

Teacher Commentary  
Artifacts  
Three Part Lesson  
Data for Sub-Groups

**School Name: Chapel Hill Elementary**

**Principal: Sandra Clay**

**Plan Year: 2012-2013**

**School Mission and Vision**

	<b>DeKalb County School System</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>To construct and sustain an environment where students can become conscientious decision-makers and life-long learners.</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>The mission of Chapel Hill Elementary School is to ensure the intellectual and social success of all students through standards-based instruction and collaboration of all stakeholders to promote life-long learners.</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self direction</li> <li>• Social and cross cultural interaction</li> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> <li>• Information and technology literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>▪ All children have an innate desire to learn and achieve</li> <li>▪ Eliminate obstacles that prohibit or interfere with this goal</li> <li>▪ Stakeholders have high expectations to maintain and enhance the standards and goals</li> <li>▪ Promote parent and community involvement</li> </ul>

**School Name: Chapel Hill Elementary**

**Principal: Sandra Clay**

**Plan Year: 2012-2013**

	• Creativity and innovation	
--	-----------------------------	--

**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)

Chapel Hill Elementary is a DeKalb County school located in Decatur, Georgia. There are approximately 571 students enrolled of which 85% receives free or reduced lunch. Many of our parent volunteers are grandparents and our PTA membership showed gains in 2011-2012. Chapel Hill Elementary has been a solid part of this community since 1967. Traditionally, the school was a strong part of the community; however, this bond diminished within the last 10-20 years. There is now a very strong effort towards re-kindling that bond. Our community businesses consist of fast food restaurants, grocery stores, gas stations, and other businesses.

There is an organization of community members known as the Families of Chapel Hill. Their reason for existence is to strengthen the community by building a stronger relationship between the school and the communities, improve community facilities, create a stronger family environment, and increase property values. Their vision has been transferred to action. They meet periodically and most recently became active in the Chapel Hill Elementary School Council with two members. Another organization working towards positive change for the community is the Chapel Hill Community Homeowner's Association. We continue to remain steadfast with the plan.

Chapel Hill Elementary is a one story building with a gym located in the rear of the campus. Our students are provided opportunities to attend the art lab, music room, media center, technology lab, and other resource opportunities. There is need for some structural improvements due to wear and tear over the years.

The staff has been stable and the changes that have taken place were due to retirement and career advances. Each staff participates in professional development required by the DCSD as well as meeting professional goals to enhance their careers. The staff is very knowledgeable of the many Best Teaching practices that are expected of them to incorporate in their daily instruction. We support one another in our family atmosphere by working as a team.

Subgroup	Percentage of Student Population (Subject to Change)
Economically Disadvantaged	79%
African American/black	96.6%
Hispanics	0.08%
Multi-racial	.013%
Students with Disabilities	0.89%
White	0.08%
Female	54.3%
Male	45.6%

**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**

Chapel Hill Elementary established a CSIP Steering Committee to design the 2012-2013 Consolidated School Improvement Plan on August 23, 2012. The Steering Committee reviewed the CSIP manual and divided the tasks into subcommittees with a subcommittee leader on August 23, 2012. The subcommittees reviewed data collected throughout the 2011-2012 school year and results from the spring/summer 2012 CRCT during pre-planning, Aug. 2, 2012. Each grade level viewed their spring 2012 CRCT along with the EOCT results in order to plan and think about their goals/CSIP for the 2012 – 2013 school year. The subcommittees met on August 23 – 24, 2012 until their CSIP tasks were completed in the subcommittee leader’s classroom, library, or in the cafeteria. The cafeteria was utilized for meeting with large numbers of stakeholders that included parents, students, community, faculty and staff. Subcommittees correlated and presented data to the stakeholders for review and approval on August 30, 2012.

A comprehensive needs assessment was developed based using the CRCT Spring Test 2012 provided by the Georgia Department of Education. The steering committee is a part of the school council. The first planning meeting took place Thursday, August 23, 2012 in the Chapel Hill Elementary conference room. This meeting encompassed broad planning for the 2012-2013 school year. A major source of the data was collected from the Leadership Team Meetings notes and data from throughout the year. The second steering committee meeting took place on Friday, August 24, 2012. Revisions were made by the steering committee on September 6 and September 7, 2012. The committee presented the CSIP to the staff on September 12, 2012. Final revisions were made by the committee on September 13, 2012 and the CSIP was submitted to Dr. Pringle with the DeKalb County School District.

**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		Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate		School Self Assessment
	Georgia High School Writing Test		Discipline Data	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		Gifted Education		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.**

Overall, the instructional practices and organizational conditions at Chapel Hill Elementary (CHES) are congruent and are well-aligned with our mission and beliefs. Reading/ELA continues to be an area of strength for the school. More specifically, 77% of the 3<sup>rd</sup> grade students and 76% of the 4<sup>th</sup> grade students met or exceeded the standards on the Reading section of the CRCT. On the Language Arts section of the CRCT 81% of the 4<sup>th</sup> grade students meet or exceeded the standards. Also, there were 73% of the 3<sup>rd</sup> grade students who met the standards on the ELA section of the CRCT. Seventy-five percent of the 3<sup>rd</sup> grade students met the standards on the Social Studies CRCT. Our instructional program will continue to offer and expand innovative programs before and during the school day by teachers utilizing the Georgia Online Assessment Systems (OAS), Compass Learning, Study Island, and interactive flip charts (ActivInspire) to reinforce learning. A beginning of the year inventory was given to all students in reading and math. This was used to develop groups, activities, and lesson planning. Teachers benefit from on-site in-service trainings designed to meet the identified needs of our students. In order to continue making gains, CHES continues to teach the CCGPS standards, continues to provide before-school tutorials, daily safety nets, and offer professional development for all staff members.

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

A major area of concern for CHES is mathematics. This was confirmed by the fact that this area prevented the school from making gains due to the challenges of our economically disadvantaged subgroup. Through various forms of assessment we know that many of our students come to us lacking a strong foundation in basic math computation. Therefore, we have employed strategies to address these concerns. Sixty-two percent of our third graders met or exceeded the standard in math, 62% of our fourth grade students met or exceeded the standard in math, and 61% of our fifth grade students have met or exceeded the standards in math. We can help our teachers meet the needs of students who enter CHES with differentiated levels of achievement by:

- Implementing the State frameworks and CCGPS with fidelity
- Utilizing Thinking Maps
- Continuing to provide on-site in-service training, taking advantage of off-site in-service training, and encouraging our teachers to take courses necessary to add additional endorsement to their certificates
- Continuing to provide release time to allow teachers to observe best practices among our own teachers and those in other schools
- Making use of frequent focus walks and informal observations with appropriate feedback to monitor instruction
- Continuing to provide morning tutorials and daily safety nets
- With the installation of the computer lab, wireless laptop carts, and interactive boards allows teachers lab time and in-service training to integrate technology across the curriculum.
- Title I After School Tutorial (3-5)
- Math Club
- Extended Math Block
- Reading Safety Nets

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

- Marzano's High Yield Strategies
- Norman Webb's Depth of Knowledge
- Sherry Martin's Number Talks
- Thinking Maps
- Differentiated Instruction
- Common Core Standards Training
- Technology Integration Training (Blogs, Prezi, Avatar, Problem Based Learning, Webquest, Inspiration, etc.)
- Activ Inspire and Activ Expressions Training
- Gardner's Multiple Intelligence
- Ron Clark Academy Training (Onsite and/or Offsite)
- Metro RESA
- GCTM Rock Eagle Math Conference
- DCSD Professional Development Courses

**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:**

The school counselor works with all grade-levels. He provides counseling services for teachers and students. The counselor ensures that mentors are assigned to students at the request of the parents or teachers. The counselor spearheads the RTI process. This provides support for students, teachers, and parents of children with identified academic, social, and behavioral concerns. The counselor is available to support teachers and students through classroom guidance and group and individual counseling sessions.

	Career Counseling	x	Response to Intervention Team (RTI) formally known as Student Support Team (SST)	x	Parent/Teacher Conferences
x	Mentoring Programs		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:**

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

**Psychologists:**

Consult with staff and parents; professional learning activities; presentations to staff; consultation at 504 meetings, serve on evidentiary hearings; support during redetermination of IEP eligibilities

**Student Support Specialists:**

Consult with staff and parents; presentations to staff; interpretation services at school sponsored meetings; serve on evidentiary hearings; support referrals to external agencies

**Social Workers:**

Consult with staff and parents; presentations to staff; interpretation services at school sponsored meetings; serve on evidentiary hearings; support referrals to external agencies

**School Nurses:**

Consult with community agencies, presentations to staff; provide referrals to external agencies; provides vision and hearing screening for RTI Tier III and Tier IV students

**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	Annual Title I Meeting and Curriculum Night
X	Parent Lending Libraries	X	Pre-K Family Resource Specialists
X	Parental Involvement Workshops	X	Title I Budget Meeting
X	Parental Involvement Survey/Summary		Others (list here)

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

We use a multifaceted approach to support our parental involvement effort. Parents are invited and encouraged to attend all meetings.

The purpose of the meetings is to:

- Inform parents of their important role in their child’s success
- Inform parents of school, grade-level and individual teacher rituals and routines
- Present an introduction to the grade-level curriculum/syllabus.

Meetings are scheduled at various times of the day. Our faculty will promote a parent-friendly environment and provide parents with strategies to use at home that support academic achievement. At least 6 meetings are held throughout the year. A printed agenda shall be presented and each parent shall acknowledge his/her presence by signing an attendance log.

In order to maximize the success of our students the following parental involvement programs are planned to involve parents at CHES. On September 5 (Grade K -2) and on September 6 (Grade 3-5), Curriculum Nights are scheduled specifically to address instructional expectations. During these meetings parents will receive information concerning the Common Core Georgia Performance Standards (CCGPS), course syllabi, and school/classroom expectations. We will explain the requirements for all third grade students to pass the reading portion and fifth graders to pass reading and math portions of the CRCT in order for them to be promoted to the next grade. This information will be repeated at all instruction-focused meetings throughout the school year. Additionally, parents will be invited into the school to participate in instructionally-focused parent involvement days, some of which include Literacy Night (“Literacy” The Choice of Champions), Math Night (Victory in Numbers), Science Night (Go For the Au), Social Studies Night (Leaping Into Multiculturalism), Technology Night (Tying in Technology), and Career Day.

Our school shall communicate regularly with parents through a variety of media/methods, including but not limited to: parent meetings, flyers, parent-teacher conferences, parent workshops, Parent/Family Nights, Parent Resource Center, monthly newsletters, street side marquee, parent e-mail groups, weekly courier folders, agenda planners, school website, and a weekly calling post. Translations will be provided to the extent practicable.

Parent-teacher conferences are held four times a year to provide parents an opportunity to discuss their child's academic achievement. The teacher will review the individual students' portfolio, review student work samples, analyze local benchmark and Student Learning Objectives (SLO) and standardized test data, and review the state CRCT scores to measure a student's progress and the proficiency levels the students are expected to meet. Parents are made aware that these tests assess a student's knowledge of the state curriculum. Teachers will discuss the reading and writing portfolios, DRAs, math journals and how they are used to assess and record the progress of each child throughout the school year. Teachers will also offer strategies for parents to use at home and helpful websites. Parents are encouraged to become a vital partner in their children's education.

Parents will receive a copy of their child's assessment results whenever a national, state, or district-level assessment is given. An explanation guide is also provided so that parents can understand the meaning of the results. Every effort is made to provide parents with a conference in which to share the results and answer questions. Students may be included in these conversations. The Developmental Reading Assessment (DRA), Student Learning Objectives (SLO), local assessment and the CRCT are used to identify students who may be at risk for reading failures. These assessments will identify students' specific areas of strengths and weaknesses in phonemic awareness, decoding, fluency, vocabulary and comprehension. The CRCT, local assessments, and SLOs are used to determine students who are at risk for math failure. These assessments will identify students' specific areas of strengths and weaknesses in measurements, problem solving, geometry, data analysis, numbers and operations in base ten, operations and algebraic thinking.

Additional opportunities for parents to be involved at CHES shall include volunteering in school/classrooms as room parents. The CHES parents will serve as part of the governing teams such as: PTA, Consolidated School Improvement Plan Committee, School Council, Leadership Team, and the Parent Involvement Committee. These school-based organizations comprised of parents, educators, and citizens, collaborate to set goals for improving student achievement and evaluate the progress in reaching these goals. Parents are encouraged to attend grade-level programs and meetings regarding their child's progress. The parents are invited to visit the mini Parent Resource Center that is located at Chapel Hill Elementary School. The center provides activities and information for parents. It is open daily and offers parents a variety of resources.

The school/student/parent compact has been developed. The compact is used to guide the discussion about academic goals between parent, teacher, and student; and how they will share the responsibility for improving academic achievement. A signed compact represents a partnership to help children achieve the state's standards. The compacts were sent home and signed by all parties. The copies will be returned and retained by the Title I teacher.

Parents will be encouraged to monitor their child's progress and work collectively with our staff to improve the achievement of their children through volunteering in the classrooms (Room Parents or Room Parent support), contacting the teacher or staff with questions or comments, attending meetings

and workshops, and working with their children at home. Compacts were sent home early in the school year (August) and from that point forward will be given to parents as they register their children.

The school will handle responses to parent questions, concerns, and suggestions in a timely manner through telephones calls, PTA and instructionally-focused meetings, notes, e-mails, agenda planners, and conferences. Translators will be provided as needed. School personnel will receive information provided by school administration to stress the value and utility of parental contributions and involvement. The PTA and the school will work jointly to reach all parents and encourage building ties between home and school.

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

<b>X</b>	Parental Involvement Handbook for Parents	<b>X</b>	Newsletters
<b>X</b>	School Website	<b>X</b>	Calling Post
<b>X</b>	DCSD Website/Community.Net	<b>X</b>	Parent Portal
<b>X</b>	Parent Right to Know Letter	<b>X</b>	Agenda Planners
<b>X</b>	Emails	<b>X</b>	Marquee
<b>X</b>	Weekly Courier		

**Stakeholder Communication**

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

During the school year, parents are invited to conferences to discuss their child’s test scores on CogAT, ITBS, CRCT, GAA, and GKIDS. If parents are unable to attend, the scores are sent home. Every effort is made for parents to be present. Teachers receive training to disaggregate the data in order to provide clear explanations to the parents. The student portfolios are shared with the parents. This will help the parents to remain knowledgeable of ongoing student progress. Test scores and grades are interpreted as a part of the Response to Intervention process.

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

Disaggregated data is made available to a wide range of stakeholders via staff meetings, School Council, PTA, School Newsletter, Open House, Local & Community Newspapers, and weekly Calling Post. Stakeholders may access school data by using the following school and district websites:

Chapel Hill Elementary - <http://www.dekalb.k12.ga.us/chapelhill/>, DeKalb County Schools - <http://www.dekalb.k12.ga.us/schools/elementary>, and Georgia Department of Education - <http://www.doe.k12.ga.us>

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

The CSIP Plan will be made available to all stakeholders via:

- Webpages: CHES – <http://www.dekalb.k12.ga.us/chapelhill/>
- DeKalb County Schools: <http://www.dekalb.k12.ga.us>
- CHES Media Center

Information regarding specific aspects of the CSIP (e.g., parent meetings, seminars, and school-sponsored family activities) will be provided via PTA newsletters and weekly reminder flyers. A copy of the Plan will be given to the Area Assistant Superintendent and the Office of School Improvement (OSI). Non-English-speaking constituents may access web-based links that will provide a means for translating the Plan. In addition, Chapel Hill will engage interpreters and translators as needed from the International Center to help present the Plan during scheduled parent meetings and/or family nights.

\* 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.

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.

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

**School Name: Chapel Hill Elementary**

**Principal: Sandra Clay**

**Plan Year: 2012-2013**

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	Salaries for staff members (2 Title one full time staff members, After School tutorial Staff, Academic Data Coach). Reading and Math After School Tutorials (level 1 & 2 student academic improvement), various family educational activities in reading and math (parental involvement), Title V- Media Center
State Funds	Per pupil funds are allocated to support basic school needs.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Conferences, materials for professional learning, staff release time for professional learning
Grants (list)	N/A
PTSA	Provides funds for academic and social activities
Partners in Education	Goods & Services
Other (list)	K-8 Funds to support Reading & Math Materials for Students Title I

**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.**

<b>Reading/English/Language Arts Action Plan</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students performing at Level II and Level III on the reading portion of the state mandated Georgia Criterion-Referenced Competency Tests in Spring of 2012 by 5% in the Spring of 2013.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Instruction 2.2, PA1</u></b>                      Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.</p> <p>Teachers develop high-level questions using the Norman Web’s Depth of Knowledge Chart for assessments as well as performance tasks that require critical thinking, application, etc.</p> <p>Teachers also ask high-level questions needed to assess students’ understanding of concepts during instruction.</p> <p>Teachers use Thinking Maps to organize and understand information.</p>	<p>Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>EIP Reading Teacher</p>	<p>Open-ended questions on assessments</p> <p>Performance tasks</p> <p>Rubrics</p> <p>Thinking Maps</p> <p>Classroom Assessments</p> <p>Lesson Plans</p> <p>Posted Essential Questions</p> <p>Teacher Observations</p> <p>Focus Walks</p> <p>Student Work</p> <p>Standards Based Boards</p>	<ul style="list-style-type: none"> <li>Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking.</li> <li>Administrators will use the focus walks as an observational tool to show evidence of developing higher order thinking skills through the use of the DOK levels, High Yield Strategies, and Thinking Maps.</li> <li>Teachers will show evidence of using Marzano’s High Yield Strategies and Norman Webb’s Depth of Knowledge (DOK) levels.</li> </ul>

	<p>\$10,000</p> <p>Literacy Books to Support ELA Curriculum</p> <p>\$15,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000</p>			
<p><b><u>Instruction 2.5, PA1</u></b></p> <ul style="list-style-type: none"> <li>Teachers group their students using diagnostic and formative assessments such as DeKalb County Pre-Post Benchmark Tests, StoryTown, and Beginning/End of the Year Inventory Tests.</li> <li>Teachers group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based using (Howard Gardner’s Multiple Intelligence Test results), skills-based, knowledge-based, etc.</li> <li>The groups are interchangeable as student achievement progresses.</li> <li>Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement.</li> </ul>	<p>2012-2013 Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>EIP Reading Teacher</p>	<p>Open ended questions on assessments</p> <p>Performance tasks</p> <p>Rubrics</p> <p>Graphic organizers (Thinking Maps)</p> <p>Classroom Assessments</p> <p>Posted essential questions, standards, etc.</p> <p>Lesson Plans</p> <p>Teacher Observations</p> <p>Focus Walks</p> <p>Standard-based boards</p>	<ul style="list-style-type: none"> <li>Teachers can explain the diagnostic assessment results that have been disaggregated for their class. Teachers can show examples of formative assessments that have been used to determine flexible groups.</li> <li>As part of the standards for Teacher Keys, the lesson plans will show student grouping.</li> <li>Administrators will use the focus walks as an observational tool to show evidence</li> </ul>

	<p>After School Tutorial \$15,000</p> <p>Literacy Books to Support ELA Curriculum  \$15,000</p> <p>Think Maps \$13,000</p> <p>Title I Staff \$175,000</p>			
<p><b>Assessment 3.1, PA 4:</b> Group students not meeting standards according assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> <ul style="list-style-type: none"> <li>• After School tutorial grades 3-5</li> <li>• EIP Reading teacher</li> <li>• Accelerated Reader</li> <li>• Word of the Week</li> <li>• Principal’s Book of the Month</li> <li>• Rituals and Routines</li> <li>• Readers Response Log</li> <li>• Word Wall</li> <li>• Project ICE (co-teaching)</li> <li>• Compass Learning</li> <li>• Georgia Online Learning Assessment</li> <li>• Helen Ruffin Reading Bowl grades 4-5</li> <li>• Star Early Literacy</li> <li>• Star Reading</li> <li>• DRAs</li> <li>• Daily Oral Language</li> </ul>	<p>2012-2013 Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Title I Staff</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>EIP Reading Teacher</p>	<p>Safety Net Rosters with Assessment Results</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Lesson plans</p> <p>Observations</p> <p>Student Portfolios</p> <p>Benchmarks</p> <p>Focus Walks</p> <p>Daily Oral Language</p> <p>Notebook</p> <p>Safety Net Notebook</p> <p>StoryTown Online Reports</p>	<ul style="list-style-type: none"> <li>• Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</li> <li>• Administrators can explain how programs or interventions are enhanced, changed or eliminated based on assessment results.</li> </ul>

<ul style="list-style-type: none"> <li>Academic Data Coach</li> <li>Story Town Strategic Intervention             <ul style="list-style-type: none"> <li>Response to Intervention</li> </ul> </li> </ul>	<p>Teachers \$10,000</p> <p>After School Tutorial \$15,000</p> <p>Literacy Books to Support ELA Curriculum  \$15,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000</p>			
<p><b><u>Curriculum 3.2, PA2</u></b> 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:</p> <p><b><u>Personnel:</u></b> Two Title I funded teachers are utilized to reduce the teacher to student ratio.</p> <p>Academic Data Coaches may be used to strengthen the implementation of the curriculum by:</p> <ul style="list-style-type: none"> <li>Modeling lessons and providing specific feedback to teachers</li> <li>Having at least 2-3 teacher conferences (based on need)</li> <li>Providing a signup sheet for teachers who request assistance</li> <li>Meeting with Grade Chairs</li> <li>Scheduling new teachers for automatic</li> </ul>	<p>Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Math) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p>	<p>2012-2013 Principal</p> <p>AP Title I Staff</p> <p>Teachers Academic Data Coach</p>	<p>CRCT Coach books</p> <p>Written feedback for teachers from model lessons</p> <p>Instructional Coach classroom observation log</p> <p>6-week benchmark data</p>	<ul style="list-style-type: none"> <li>Teachers know their grade level and class trends at the standard and element level.</li> <li>Teachers can explain how they revise instructional strategies based on the needs of their students.</li> <li>Teachers and students can discuss all aspects of the lesson.</li> </ul>

<p>assistance in the classroom</p> <ul style="list-style-type: none"> <li>• Team-teaching with challenging classes</li> <li>• Supporting EIP teachers with instructional practices and strategies</li> <li>• Assisting the school level Title I department with meeting all of the requirements for Title I and scheduling</li> <li>• Facilitating data meetings (SLO assessments, district level benchmarks, and school level benchmarks</li> <li>• Creating school wide benchmarks</li> <li>• Offering consistency and support with the implementation of the Common Core Standards.</li> <li>• Assisting with the RTI Process and Modeling RTI (probing and intervention)</li> <li>• Administering and Analyzing SLO data, benchmark data, and standardize tests</li> <li>• Administering and analyzing DRA data</li> <li>• Meeting with parents to provide strategies to help their children at home</li> <li>• Facilitating and Monitoring Safety Nets</li> <li>• Working with small groups of students in reading and math</li> <li>• Offing staff members TKES support.</li> <li>• Monitoring and providing support with Discipline and attendance data</li> </ul> <p><b><u>Time:</u></b> Adequate time to teach the content is built into the schedule.</p> <p>Additional time is provided to students struggling to meet standards.</p> <ul style="list-style-type: none"> <li>• Adjustments are made to the master schedule to ensure appropriate time for re-teaching.</li> </ul> <p><b><u>Technology:</u></b> Technology (computers, calculators, etc.) is routinely utilized by teachers and students to perform tasks and support real life learning.</p>	<p>Substitute Teachers \$10,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000 EIP Math &amp; Academic Coach</p>			
---	--	--	--	--

<ul style="list-style-type: none"> <li>Teachers utilize the Interactive White Board and student classroom computer stations as a tool to enhance instruction as well as serve as an interactive learning tool for students.</li> <li>Teachers utilize mobile laptops as a tool to enhance instruction as well as serve as an interactive learning tool for students.</li> <li>Teachers utilize educational websites as resources to support instruction.</li> </ul> <p><b>Resource Materials:</b> Teachers are involved in selecting instructional materials that are directly aligned to the school improvement plan.</p> <p>All curriculum products that are purchased meet researched based criteria and support the CCGPS grade level standards.</p> <ul style="list-style-type: none"> <li>Teachers utilize math literature books to introduce concepts.</li> <li>Teachers utilize both Coach and Ladders to Success Coach Books to supplement instruction.</li> <li>Various manipulatives to utilize in addressing deficiencies in basic math skills</li> </ul>				
<p><b><u>Students with Disabilities</u></b></p> <p><b><u>Instruction 2.1, PA2</u></b> When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>Ensuring that both adults are actively teaching the entire instructional segment</li> <li>Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching</li> </ul>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Academic Data Coach</p>	<p>Collaborative planning meeting dates</p> <p>Agendas</p> <p>Minutes</p> <p>Lesson Plans</p> <p>Focus Walk Data</p> <p>Classroom Observation Data</p>	<ul style="list-style-type: none"> <li>Teachers can identify individual and class strengths, misconceptions, and areas of weaknesses.</li> <li>Teachers can explain how instruction has been designed to meet the student needs based on the diagnostic assessment.</li> <li>GKIDS assessment data will identify students' progress.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Station Teaching</li> <li>▪ Parallel Teaching</li> <li>▪ Alternative Teaching</li> </ul> <p>The instructional strategies that will be used to support the co-teaching models are High Yield Strategies, Depth of Knowledge and Thinking Maps.</p>	<p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p>	<p>EIP Reading Teacher</p> <p>Lead Teacher for Special Education</p> <p>Interrelated Teachers</p>	<p>DRA Data</p> <p>Lesson Plans</p> <p>Star Reader Report</p> <p>Story town Strategic Intervention Data</p> <p>Running Records (reading fluency)</p> <p>Grouping Rationale on Lesson Plans</p>	<ul style="list-style-type: none"> <li>• The Star Reading reports will provide information about the students' weaknesses and strengths.</li> </ul>
<p><u>Technology Integration</u></p> <p><b>Instruction 2.7: PA 2</b> Teachers effectively use technology to provide real world application to enhance students' research skills and to differentiate instruction to maximize student learning.</p> <p>The technology activities used to promote differentiation and instruction are aligned to the individual needs of the students.</p> <p>The technology used by teachers and students promote content research and require conceptual application of standards.</p>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers Media Specialist</p> <p>Academic Data Coach</p> <p>EIP Reading Teacher</p>	<p>Compass Learning Student Reports</p> <p>Focus Walks</p> <p>Flexible Grouping</p> <p>Student work samples enhanced by technology</p> <p>Media Center/ lab use schedule</p> <p>Technology-based Performance Tasks</p>	<ul style="list-style-type: none"> <li>• Students can articulate how technology supports their learning.</li> <li>• Students can provide examples of student work that has been enhanced by technology.</li> <li>• 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.</li> <li>• Teachers and students will use</li> </ul>

<p>Teachers apply Marzano’s High Yield Strategies during instruction through technology.</p>	<p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p>		<p>Research projects, etc.</p> <p>Benchmark Tests</p> <p>CCGPS Commentary</p> <p>Lesson Plans</p> <p>Summative/Formative Evaluations</p>	<p>computers and interactive boards as a learning tool to enhance literacy skills.</p> <ul style="list-style-type: none"> <li>• Teachers show evidence of incorporating technology in their lesson plans.</li> <li>• Teachers indicate how the High Yield Strategies are used during instruction.</li> </ul>
--	--	--	--	--

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

<b>Mathematics Action Plan</b>				
<b>Annual Measurable Objective:</b> Increase the percentage of students performing at Level II and Level III on the reading portion of the state mandated Georgia Criterion-Referenced Competency Tests in Spring of 2012 by 5% in the Spring of 2013.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Instruction 2.2, PA1</u></b>                      Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.</p> <p>Teachers develop high-level questions using the Norman Web’s Depth of Knowledge Chart for assessments as well as performance tasks that require critical thinking, application, etc.</p> <p>Teachers also ask high-level questions needed to assess students’ understanding of concepts during instruction.</p> <p>Teachers use Thinking Maps to organize and understand information.</p>	Title I and Local Professional Development Depth of Knowledge \$0 High Yield Strategies \$0 Renaissance Learning (Star Reading) \$8,000 Compass Learning \$3,000 iPads \$10,000 Substitute Teachers \$10,000 Literacy Books to Support ELA Curriculum	2012-2013 Principal Assistant Principal Teachers Media Specialist Academic Data Coach EIP Reading Teacher	Open-ended questions on assessments Performance tasks Rubrics Thinking Maps Classroom Assessments Lesson Plans Posted Essential Questions Teacher Observations Focus Walks Student Work Standards Based Boards	<ul style="list-style-type: none"> <li>Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking.</li> <li>Administrators will use the focus walks as an observational tool to show evidence of developing higher order thinking skills through the use of the DOK levels, High Yield Strategies, and Thinking Maps.</li> <li>Teachers will show evidence of using Marzano’s High Yield Strategies and Norman Webb’s Depth of Knowledge (DOK) levels.</li> </ul>

	\$15,000 Thinking Maps \$13,000 Title I Staff \$175,000			
<p><b><u>Instruction 2.5, PA1</u></b></p> <ul style="list-style-type: none"> <li>Teachers group their students using diagnostic and formative assessments such as DeKalb County Pre-Post Benchmark Tests, StoryTown, and Beginning/End of the Year Inventory Tests.</li> <li>Teachers group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest based using (Howard Gardner’s Multiple Intelligence Test results), skills-based, knowledge-based, etc.</li> <li>The groups are interchangeable as student achievement progresses.</li> <li>Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement.</li> </ul>	2012-2013 Title I and Local Professional Development  Depth of Knowledge \$0  High Yield Strategies \$0  Renaissance Learning (Star Reading) \$8,000  Compass Learning \$3,000  iPads \$10,000  Substitute Teachers \$10,000  After School Tutorial \$15,000	2012-2013  Principal  Assistant Principal  Teachers  Media Specialist  Academic Data Coach  EIP Reading Teacher	Open ended questions on assessments  Performance tasks  Rubrics Graphic organizers (Thinking Maps)  Classroom Assessments  Posted essential questions, standards, etc.  Lesson Plans  Teacher Observations  Focus Walks  Standard-based boards	<ul style="list-style-type: none"> <li>Teachers can explain the diagnostic assessment results that have been disaggregated for their class. Teachers can show examples of formative assessments that have been used to determine flexible groups.</li> <li>As part of the standards for Teacher Keys, the lesson plans will show student grouping.</li> <li>Administrators will use the focus walks as an observational tool to show evidence</li> </ul>

	Literacy Books to Support ELA Curriculum  \$15,000  Think Maps \$13,000  Title I Staff \$175,000			
<p><b>Assessment 3.1, PA 4:</b>                  Group students not meeting standards according assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> <ul style="list-style-type: none"> <li>• After School tutorial grades 3-5</li> <li>• EIP Reading teacher</li> <li>• Accelerated Reader</li> <li>• Word of the Week</li> <li>• Principal's Book of the Month</li> <li>• Rituals and Routines</li> <li>• Readers Response Log</li> <li>• Word Wall</li> <li>• Project ICE (co-teaching)</li> <li>• Compass Learning</li> <li>• Georgia Online Learning Assessment</li> <li>• Helen Ruffin Reading Bowl grades 4-5</li> <li>• Star Early Literacy</li> <li>• Star Reading</li> <li>• DRAs</li> <li>• Daily Oral Language</li> <li>• Academic Data Coach</li> <li>• Story Town Strategic Intervention                         <ul style="list-style-type: none"> <li>• Response to Intervention</li> </ul> </li> </ul>	2012-2013 Title I and Local Professional Development  Depth of Knowledge \$0  High Yield Strategies \$0  Renaissance Learning (Star Reading) \$8,000  Compass Learning \$3,000  iPads \$10,000  Substitute Teachers \$10,000  After School Tutorial	2012-2013  Principal  Assistant Principal  Teachers  Title I Staff  Media Specialist  Academic Data Coach  EIP Reading Teacher	Safety Net Rosters with Assessment Results  Formative Assessments  Summative Assessments  Lesson plans  Observations  Student Portfolios  Benchmarks  Focus Walks Daily Oral Language  Notebook  Safety Net Notebook  StoryTown Online Reports	<ul style="list-style-type: none"> <li>• Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</li> <li>• Administrators can explain how programs or interventions are enhanced, changed or eliminated based on assessment results.</li> </ul>

	<p>\$15,000</p> <p>Literacy Books to Support ELA Curriculum</p> <p>\$15,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000</p>			
<p><b><u>Curriculum 3.2, PA2</u></b></p> <p>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:</p> <p><b><u>Personnel:</u></b></p> <p>Two Title I funded teachers are utilized to reduce the teacher to student ratio.</p> <p>Academic Data Coaches may be used to strengthen the implementation of the curriculum by:</p> <ul style="list-style-type: none"> <li>• Modeling lessons and providing specific feedback to teachers</li> <li>• Having at least 2-3 teacher conferences (based on need)</li> <li>• Providing a signup sheet for teachers who request assistance</li> <li>• Meeting with Grade Chairs</li> <li>• Scheduling new teachers for automatic assistance in the classroom</li> <li>• Team-teaching with challenging classes</li> <li>• Supporting EIP teachers with instructional practices and strategies</li> <li>• Assisting the school level Title I department</li> </ul>	<p>Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Math) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Thinking Maps</p>	<p>2012-2013</p> <p>Principal</p> <p>AP</p> <p>Title I Staff</p> <p>Teachers</p> <p>Academic Data Coach</p>	<p>CRCT Coach books</p> <p>Written feedback for teachers from model lessons</p> <p>Instructional Coach classroom observation log</p> <p>6-week benchmark data</p>	<ul style="list-style-type: none"> <li>• Teachers know their grade level and class trends at the standard and element level.</li> <li>• Teachers can explain how they revise instructional strategies based on the needs of their students.</li> <li>• Teachers and students can discuss all aspects of the lesson.</li> </ul>

<p>with meeting all of the requirements for Title I and scheduling</p> <ul style="list-style-type: none"> <li>• Facilitating data meetings (SLO assessments, district level benchmarks, and school level benchmarks</li> <li>• Creating school wide benchmarks</li> <li>• Offering consistency and support with the implementation of the Common Core Standards.</li> <li>• Assisting with the RTI Process and Modeling RTI (probing and intervention)</li> <li>• Administering and Analyzing SLO data, benchmark data, and standardize tests</li> <li>• Administering and analyzing DRA data</li> <li>• Meeting with parents to provide strategies to help their children at home</li> <li>• Facilitating and Monitoring Safety Nets</li> <li>• Working with small groups of students in reading and math</li> <li>• Offing staff members TKES support.</li> <li>• Monitoring and providing support with Discipline and attendance data</li> </ul> <p><b><u>Time:</u></b> Adequate time to teach the content is built into the schedule.</p> <p>Additional time is provided to students struggling to meet standards.</p> <ul style="list-style-type: none"> <li>• Adjustments are made to the master schedule to ensure appropriate time for re-teaching.</li> </ul> <p><b><u>Technology:</u></b></p> <p>Technology (computers, calculators, etc.) is routinely utilized by teachers and students to perform tasks and support real life learning.</p> <ul style="list-style-type: none"> <li>• Teachers utilize the Interactive White Board and student classroom computer stations as a tool to enhance instruction as well as serve as an interactive learning tool for students.</li> </ul>	<p>\$13,000</p> <p>Title I Staff \$175,000 EIP Math &amp; Academic Coach</p>			
---	--	--	--	--

<ul style="list-style-type: none"> <li>Teachers utilize mobile laptops as a tool to enhance instruction as well as serve as an interactive learning tool for students.</li> <li>Teachers utilize educational websites as resources to support instruction.</li> </ul> <p><b>Resource Materials:</b> Teachers are involved in selecting instructional materials that are directly aligned to the school improvement plan.</p> <p>All curriculum products that are purchased meet researched based criteria and support the CCGPS grade level standards.</p> <ul style="list-style-type: none"> <li>Teachers utilize math literature books to introduce concepts.</li> <li>Teachers utilize both Coach and Ladders to Success Coach Books to supplement instruction.</li> <li>Various manipulatives to utilize in addressing deficiencies in basic math skills</li> </ul>				
<p><b><u>Students with Disabilities</u></b></p> <p><b><u>Instruction 2.1, PA2</u></b> When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>Ensuring that both adults are actively teaching the entire instructional segment</li> <li>Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching             <ul style="list-style-type: none"> <li>Station Teaching</li> <li>Parallel Teaching</li> <li>Alternative Teaching</li> </ul> </li> </ul> <p>The instructional strategies that will be used</p>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>EIP Reading Teacher</p> <p>Lead Teacher for Special Education</p>	<p>Collaborative planning meeting dates</p> <p>Agendas</p> <p>Minutes</p> <p>Lesson Plans</p> <p>Focus Walk Data</p> <p>Classroom Observation Data</p> <p>DRA Data</p> <p>Lesson Plans</p>	<ul style="list-style-type: none"> <li>Teachers can identify individual and class strengths, misconceptions, and areas of weaknesses.</li> <li>Teachers can explain how instruction has been designed to meet the student needs based on the diagnostic assessment.</li> <li>GKIDS assessment data will identify students' progress.</li> <li>The Star Reading reports will provide information about the students' weaknesses and strengths.</li> </ul>

<p>to support the co-teaching models are High Yield Strategies, Depth of Knowledge and Thinking Maps.</p>	<p>Learning \$3,000 iPads \$10,000 Substitute Teachers \$10,000 Literacy Books to Support ELA Curriculum \$15,000 Thinking Maps \$13,000</p>	<p>Interrelated Teachers</p>	<p>Star Reader Report Story town Strategic Intervention Data Running Records (reading fluency) Grouping Rationale on Lesson Plans</p>	
<p><u>Technology Integration</u></p> <p><b>Instruction 2.7: PA 2</b> Teachers effectively use technology to provide real world application to enhance students’ research skills and to differentiate instruction to maximize student learning.</p> <p>The technology activities used to promote differentiation and instruction are aligned to the individual needs of the students.</p> <p>The technology used by teachers and students promote content research and require conceptual application of standards.</p> <p>Teachers apply Marzano’s High Yield Strategies during instruction through technology.</p>	<p>Title I Professional Development Depth of Knowledge \$0 High Yield Strategies \$0 Renaissance Learning (Star Reading) \$8,000 Compass Learning \$3,000 iPads \$10,000</p>	<p>2012-2013 Principal Assistant Principal Teachers Media Specialist Academic Data Coach EIP Reading Teacher</p>	<p>Compass Learning Student Reports Focus Walks Flexible Grouping Student work samples enhanced by technology Media Center/ lab use schedule Technology-based Performance Tasks Research projects, etc. Benchmark Tests</p>	<ul style="list-style-type: none"> <li>• Students can articulate how technology supports their learning.</li> <li>• Students can provide examples of student work that has been enhanced by technology.</li> <li>• 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.</li> <li>• Teachers and students will use computers and interactive boards as a learning tool to enhance literacy skills.</li> <li>• Teachers show evidence of incorporating technology in their</li> </ul>

**School Name: Chapel Hill Elementary**

**Principal: Sandra Clay Plan Year: 2012**

	Substitute Teachers \$10,000  Literacy Books to Support ELA Curriculum  \$15,000  Thinking Maps \$13,000		CCGPS Commentary  Lesson Plans  Summative/Formative Evaluations	lesson plans.  • Teachers indicate how the High Yield Strategies are used during instruction.
--	--	--	---	---

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

<b>Science Action Plan</b>				
<b>Annual Measurable Objective: Increase the number of students who meet and exceed the Social Studies standards by 5%.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Instruction 2.2, PA 1:</u></b> Teachers and other instructional leaders study the standards and elements and develop high level questions for assessments and performance tasks that require critical thinking application, etc.</p> <ul style="list-style-type: none"> <li>Professional learning on Norman Webb’s Depth of Knowledge and Socratic Method</li> <li>Marzano’s High Yield Strategies</li> <li>Thinking Maps</li> <li>Implementation and monitoring of strategies such as Socratic Seminars and problem-solving activities</li> <li>Social Studies Help Night collaboration with the Media Specialist and DeKalb Public Library Youth Services</li> </ul>	<p>Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Thinking Maps \$13,000</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Title I Staff</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p>	<ul style="list-style-type: none"> <li>Open-ended questions</li> <li>Performance tasks</li> <li>Rubrics</li> <li>Graphic Organizers</li> <li>Posted essential questions</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking.</li> </ul>

	Title I Staff \$175,000			
<p><b><u>Instruction 2.5, PA 2</u></b></p> <p>Teachers use the Howard Gardner’s Multiple Intelligence test 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.</p>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p> <p>Spotlight on Science</p>		<p>Student work</p> <p>Student profile</p> <p>Data sheets</p> <p>Individual Inventory forms</p> <p>Detailed Lesson Plans</p>	<ul style="list-style-type: none"> <li>• Students share ways that groups change in the class.</li> <li>• Students share that choice of assignments are often allowed and they are able to give example.</li> <li>• Flexible groups</li> </ul>

<p><b><u>Instruction 2.3, PA 3:</u></b></p> <p>Teachers use the standards as expectations 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"> <li>• Professional learning on DI strategies</li> <li>• Collaborative planning for differentiation of strategies</li> <li>• Implementation and Monitoring of DI strategies:             <ul style="list-style-type: none"> <li>○ Flexible grouping</li> <li>○ Student portfolios</li> <li>○ Student choice (projects)</li> </ul> </li> </ul>	<p>Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Title I Staff</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p>	<p>Student work</p> <p>Lesson plans</p> <p>Meeting notes</p> <p>Sign in sheets</p> <p>Group lists</p> <p>Portfolios</p> <p>Manipulative</p> <p>Student choice activities</p> <p>Classroom arrangements</p> <p>Observations</p> <p>Standards Based</p> <p>Bulletin Boards</p> <p>Student Commentary</p>	<ul style="list-style-type: none"> <li>• Teachers can demonstrate a method used to determine the reading level of their textbooks or other reading material.</li> <li>• Teachers use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the students reading level.</li> </ul>
<p><b><u>Students with Disabilities</u></b></p> <p><b><u>Instruction 2.1, PA2</u></b></p> <p>When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>• Ensuring that both adults are actively teaching the entire instructional segment</li> <li>• Utilizing flexible, small group</li> </ul>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p>	<p>Collaborative planning meeting dates</p> <p>Agendas</p> <p>Minutes</p> <p>Lesson Plans</p>	<ul style="list-style-type: none"> <li>• Teachers can identify individual and class strengths, misconceptions, and areas of weaknesses.</li> <li>• Teachers can explain how instruction has been designed to meet the student needs based on the diagnostic assessment.</li> </ul>

<p>instruction most of the time by implementing the preferred models of co-teaching</p> <ul style="list-style-type: none"> <li>▪ Station Teaching</li> <li>▪ Parallel Teaching</li> <li>▪ Alternative Teaching</li> </ul> <p>The instructional strategies that will be used to support the co-teaching models are High Yield Strategies, Depth of Knowledge and Thinking Maps.</p>	<p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p>	<p>Media Specialist</p> <p>Title I Staff \$175,000</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p> <p>Lead Teacher for Special Education</p> <p>Interrelated Teachers</p>	<p>Focus Walk Data</p> <p>Classroom Observation Data</p> <p>DRA Data</p> <p>Lesson Plans</p> <p>Star Reader Report</p> <p>Story town Strategic Intervention Data</p> <p>Running Records (reading fluency)</p> <p>Grouping Rationale on Lesson Plans</p>	<ul style="list-style-type: none"> <li>• GKIDS assessment data will identify students' progress.</li> <li>• The Star Reading reports will provide information about the students' weaknesses and strengths.</li> </ul>
<p><u>Technology Integration</u></p> <p><b>Instruction 2.7: PA 2</b> Teachers effectively use technology to provide real world application to enhance students' research skills and to differentiate instruction to maximize student learning.</p> <p>The technology activities used to promote differentiation and instruction are aligned to the individual needs of the students.</p>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers Media Specialist</p> <p>Title I Staff</p> <p>Media Specialist</p>	<p>Compass Learning Student Reports</p> <p>Focus Walks</p> <p>Flexible Grouping</p> <p>Student work samples enhanced by technology</p> <p>Media Center/ lab use</p>	<ul style="list-style-type: none"> <li>• Students can articulate how technology supports their learning.</li> <li>• Students can provide examples of student work that has been enhanced by technology.</li> <li>• 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.</li> </ul>

<p>The technology used by teachers and students promote content research and require conceptual application of standards.</p> <p>Teachers apply Marzano’s High Yield Strategies during instruction through technology.</p>	<p>Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p>	<p>Academic Data Coach</p> <p>Title I Reading Teacher</p>	<p>schedule</p> <p>Technology-based Performance Tasks</p> <p>Research projects, etc.</p> <p>Benchmark Tests</p> <p>CCGPS Commentary</p> <p>Lesson Plans</p> <p>Focused Walks</p> <p>Summative/Formative Evaluations</p>	<ul style="list-style-type: none"> <li>Teachers and students will use computers and interactive boards as a learning tool to enhance literacy skills.</li> <li>Teachers show evidence of incorporating technology in their lesson plans.</li> <li>Teachers indicate how the High Yield Strategies are used during instruction.</li> </ul>
--	---	---	---	---

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

<b>Social Studies Action Plan</b>				
<b>Annual Measurable Objective: Increase the number of students who meet and exceed the Social Studies standards by 5%.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Instruction 2.2, PA 1:</u></b> Teachers and other instructional leaders study the standards and elements and develop high level questions for assessments and performance tasks that require critical thinking application, etc.</p> <ul style="list-style-type: none"> <li>Professional learning on Norman Webb’s Depth of Knowledge and Socratic Method</li> <li>Marzano’s High Yield Strategies</li> <li>Thinking Maps</li> <li>Implementation and monitoring of strategies such as Socratic Seminars and problem-solving activities</li> <li>Social Studies Help Night collaboration with the Media Specialist and DeKalb Public Library Youth Services</li> </ul>	<p>Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Title I Staff</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p>	<ul style="list-style-type: none"> <li>Open-ended questions</li> <li>Performance tasks</li> <li>Rubrics</li> <li>Graphic Organizers</li> <li>Posted essential questions</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking.</li> </ul>

<p><b><u>Instruction 2.5, PA 2</u></b></p> <p>Teachers use the Howard Gardner’s Multiple Intelligence test 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.</p>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p> <p>Spotlight on Science</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers Media Specialist</p> <p>Title I Staff</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p>	<p>Student work</p> <p>Student profile</p> <p>Data sheets</p> <p>Individual Inventory forms</p> <p>Detailed Lesson Plans</p>	<ul style="list-style-type: none"> <li>• Students share ways that groups change in the class.</li> <li>• Students share that choice of assignments are often allowed and they are able to give example.</li> <li>• Flexible groups</li> </ul>
<p><b><u>Instruction 2.3, PA 3:</u></b></p>	<p>Title I and Local Professional</p>	<p>2012-2013</p>	<p>Student work</p>	<ul style="list-style-type: none"> <li>• Teachers can demonstrate a method used to determine</li> </ul>

<p>Teachers use the standards as expectations 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"> <li>• Professional learning on DI strategies</li> <li>• Collaborative planning for differentiation of strategies</li> <li>• Implementation and Monitoring of DI strategies:             <ul style="list-style-type: none"> <li>○ Flexible grouping</li> <li>○ Student portfolios</li> <li>○ Student choice (projects)</li> </ul> </li> </ul>	<p>Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Title I Staff</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p>	<p>Lesson plans</p> <p>Meeting notes</p> <p>Sign in sheets</p> <p>Group lists</p> <p>Portfolios</p> <p>Manipulative</p> <p>Student choice activities</p> <p>Classroom arrangements</p> <p>Observations</p> <p>Standards Based</p> <p>Bulletin Boards</p> <p>Student Commentary</p>	<p>the reading level of their textbooks or other reading material.</p> <ul style="list-style-type: none"> <li>• Teachers use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the students reading level.</li> </ul>
<p><b><u>Students with Disabilities</u></b></p> <p><b><u>Instruction 2.1, PA2</u></b></p> <p>When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> <li>• Ensuring that both adults are actively teaching the entire instructional segment</li> <li>• Utilizing flexible, small group instruction most of the time by</li> </ul>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p>	<p>Collaborative planning meeting dates</p> <p>Agendas</p> <p>Minutes</p> <p>Lesson Plans</p> <p>Focus Walk Data</p>	<ul style="list-style-type: none"> <li>• Teachers can identify individual and class strengths, misconceptions, and areas of weaknesses.</li> <li>• Teachers can explain how instruction has been designed to meet the student needs based on the diagnostic assessment.</li> <li>• GKIDS assessment data will</li> </ul>

<p>implementing the preferred models of co-teaching</p> <ul style="list-style-type: none"> <li>▪ Station Teaching</li> <li>▪ Parallel Teaching</li> <li>▪ Alternative Teaching</li> </ul> <p>The instructional strategies that will be used to support the co-teaching models are High Yield Strategies, Depth of Knowledge and Thinking Maps.</p>	<p>\$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p>	<p>Title I Staff \$175,000</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p> <p>Lead Teacher for Special Education</p> <p>Interrelated Teachers</p>	<p>Classroom Observation Data</p> <p>DRA Data</p> <p>Lesson Plans</p> <p>Star Reader Report</p> <p>Story town Strategic Intervention Data</p> <p>Running Records (reading fluency) Grouping Rationale on Lesson Plans</p>	<p>identify students' progress.</p> <ul style="list-style-type: none"> <li>• The Star Reading reports will provide information about the students' weaknesses and strengths.</li> </ul>
<p><u>Technology Integration</u></p> <p><b>Instruction 2.7: PA 2</b></p> <p>Teachers effectively use technology to provide real world application to enhance students' research skills and to differentiate instruction to maximize student learning.</p> <p>The technology activities used to promote differentiation and instruction are aligned to the individual needs of the students.</p> <p>The technology used by teachers and students promote content research and</p>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading)</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers Media Specialist</p> <p>Title I Staff</p> <p>Media Specialist</p> <p>Academic Data</p>	<p>Compass Learning Student Reports</p> <p>Focus Walks</p> <p>Flexible Grouping</p> <p>Student work samples enhanced by technology</p> <p>Media Center/ lab use schedule</p>	<ul style="list-style-type: none"> <li>• Students can articulate how technology supports their learning.</li> <li>• Students can provide examples of student work that has been enhanced by technology.</li> <li>• 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.</li> </ul>

<p>require conceptual application of standards.</p> <p>Teachers apply Marzano’s High Yield Strategies during instruction through technology.</p>	<p>\$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p>	<p>Coach</p> <p>Title I Reading Teacher</p>	<p>Technology-based Performance Tasks</p> <p>Research projects, etc.</p> <p>Benchmark Tests</p> <p>CCGPS Commentary</p> <p>Lesson Plans</p> <p>Focused Walks</p> <p>Summative/Formative Evaluations</p>	<ul style="list-style-type: none"> <li>Teachers and students will use computers and interactive boards as a learning tool to enhance literacy skills.</li> <li>Teachers show evidence of incorporating technology in their lesson plans.</li> <li>Teachers indicate how the High Yield Strategies are used during instruction.</li> </ul>
--	---	---	---	---

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

<b>Attendance/Graduation Rate Action Plan</b>				
<b>Annual Measurable Objective: Decrease the number of students with excessive absences by 5%.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
Publish and systematically update school wide attendance information on the school website, newsletters to maintain an awareness, and sense of urgency among all stakeholders	No local funds needed	Principal AP Counselor Social Worker	Newsletters  WebPages	eSIS data STATUS Report
Communicate the school-wide attendance plan, policies and procedures, to stakeholders with an emphasis on tardy and absentee behavior that affects student learning and school STATUS.	No local funds needed	Principal AP Counselor Social Worker	Orientation logs  Handout documents	eSIS data STATUS Report
Monitor attendance data of grade-levels on a bi-weekly basis. Develop a “hot- list” of students at risk. Notified the individual parent/guardian of the at risk students through letter, phone call, email, Absentee Notification System (ANS), and/or home visits.	No local funds needed	Principal AP Counselor Social Worker	Phone call log  Copy of dated letter with student signature	eSIS data STATUS Report
Identify a schoolwide Attendance Protocol Manager (APM) and following the district wide Protocol for monitoring attendance: <ul style="list-style-type: none"> <li>▪ Teachers will call to confirm any <u>unexcused</u> absence(s).</li> <li>▪ Once a child has been absent 3-unexcused days, the teacher will notify the School Counselors and their grade-level administrator. Parents will also be asked to come in</li> </ul>	No local funds needed	Principal AP Counselor Social Worker	Phone call log  Copy of dated letter with student signature	eSIS data STATUS Report

<p>and sign a Parent Contract.</p> <ul style="list-style-type: none"><li>▪ After 6 unexcused days, a 6-Day letter will be mailed to the parents/guardians.</li><li>▪ After 8 days of unexcused absences, the School Counselor will complete a <i>Social Work Referral Form</i>. The Social Worker may then refer the case to DeKalb County's Solicitor General if the absences continue.</li></ul>				
--	--	--	--	--

<b>Library-Media Action Plan</b>				
<b>Annual Measurable Objective:</b> We will increase the percentage of 3rd-5th grade students that meet or exceed the Reading/ELA standards on the CRCT by 5%.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Instruction 1.2, PA 4</u></b> Media specialist collaborates with instructional staff to increase resources school-wide. The Media specialist serves on the leadership team and provides services and resources that support the school’s lesson implementation.</p> <ul style="list-style-type: none"> <li>• Media Specialist coordinates lesson to support classroom instruction.</li> <li>• The Media Specialist supports the 25-Book Campaign by operating the media center on an open/flexible schedule allowing students to check out books at their leisure.</li> <li>• Media Specialist sponsor’s our school’s Helen Ruffin Reading Bowl Team (HRRB)</li> </ul>	<p>Per Pupil Funds</p> <p>Title 1 Funds</p> <p>Media Allotment</p> <p>HRRB Books \$1000</p>	<p>Principal</p> <p>AP</p> <p>Media Specialist</p> <p>CTSS</p> <p>Teachers</p>	<p>Sign in Log</p> <p>Lesson Plans</p> <p>25-Books Standard committee guidelines</p> <p>Resource alignment to units</p> <p>Media circulation records, etc.</p>	<ul style="list-style-type: none"> <li>• Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.</li> </ul>
<p><b><u>Instruction 2: 2.2, PA 1:</u></b></p> <ul style="list-style-type: none"> <li>• Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills using the Depth of Knowledge Chart, Marzano’s Yield Strategies, and Thinking Maps needed to understand and apply the standards.</li> </ul>	<p>Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p>	<p>Open-ended questions on assessments</p> <p>Performance tasks</p> <p>Rubrics</p> <p>Thinking Maps</p> <p>Classroom Assessments</p>	<ul style="list-style-type: none"> <li>• Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking.</li> <li>• Administrators will use the focus walks as an observational tool to show evidence of developing higher order thinking skills through the use of the DOK</li> </ul>

	<p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000</p>	<p>Title I Staff \$175,000</p> <p>Media Specialist</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p>	<p>Lesson Plans</p> <p>Posted Essential Questions</p> <p>Teacher Observations</p> <p>Rubrics</p> <p>Focus Walks</p> <p>Student Work</p> <p>Standards Based Boards</p>	<p>levels, High Yield Strategies, and Thinking Maps.</p> <ul style="list-style-type: none"> <li>Teachers will show evidence of using Marzano’s High Yield Strategies and Norman Webb’s Depth of Knowledge (DOK) levels.</li> </ul>
<p><b>Instruction 2: 2.2, PA 3</b></p> <p>Teachers and other instructional leaders meet collaboratively to determine and agree upon school-wide expectations for an organized classroom environment and classroom procedures.</p> <ul style="list-style-type: none"> <li>Collaborative Informational Literacy Skills lessons with the School Library Media Specialist.</li> <li>School Library Media Specialist attends grade level meetings.</li> </ul>	<p>Title I and Local Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading)</p>	<p>2012-2013 Principal</p> <p>Assistant Principal</p> <p>Media Specialist</p> <p>Teachers</p> <p>Title I Staff</p> <p>Academic Data Coach</p>	<p>Materials or resources and technology are easily accessible</p> <p>Signage for library practices and procedures</p> <p>Teacher meeting notes</p> <p>Student handbooks, etc.</p>	<ul style="list-style-type: none"> <li>Students can articulate and demonstrate classroom practices and procedures that minimize interruption or disturbance. These include the process of obtaining and returning instructional materials, as well as making brief and smooth transitions between activities.</li> </ul>

	<p>\$8,000</p> <p>Compass Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum  \$15,000</p> <p>Thinking Maps \$13,000</p> <p>Title I Staff \$175,000</p>			
<p><u>Technology Integration</u></p> <p><b>Instruction 2.7: PA 2</b> Teachers effectively use technology to provide real world application to enhance students’ research skills and to differentiate instruction to maximize student learning.</p> <p>The technology activities used to promote differentiation and instruction are aligned to the individual needs of the students.</p> <p>The technology used by teachers and students promote content research and require conceptual application of standards.</p>	<p>Title I</p> <p>Professional Development</p> <p>Depth of Knowledge \$0</p> <p>High Yield Strategies \$0</p> <p>Renaissance Learning (Star Reading) \$8,000</p> <p>Compass</p>	<p>2012-2013</p> <p>Principal</p> <p>Assistant Principal</p> <p>Teachers</p> <p>Media Specialist</p> <p>Title I Staff</p> <p>Academic Data Coach</p> <p>Title I Reading Teacher</p>	<p>Compass Learning Student Reports</p> <p>Focus Walks</p> <p>Flexible Grouping</p> <p>Student work samples enhanced by technology</p> <p>Media Center/ lab use schedule</p> <p>Technology-based Performance Tasks</p> <p>Research projects,</p>	<ul style="list-style-type: none"> <li>• Students can articulate how technology supports their learning.</li> <li>• Students can provide examples of student work that has been enhanced by technology.</li> <li>• 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.</li> <li>• Teachers and students will use computers and interactive boards</li> </ul>

**School Name: Chapel Hill Elementary**

**Principal: Sandra ClayPlan Year: 2012**

<p>Teachers apply Marzano’s High Yield Strategies during instruction through technology.</p>	<p>Learning \$3,000</p> <p>iPads \$10,000</p> <p>Substitute Teachers \$10,000</p> <p>Literacy Books to Support ELA Curriculum \$15,000</p> <p>Thinking Maps \$13,000</p>		<p>etc.</p> <p>Benchmark Tests</p> <p>CCGPS Commentary</p> <p>Lesson Plans</p> <p>Focused Walks</p> <p>Summative/Formative Evaluations</p>	<p>as a learning tool to enhance literacy skills.</p> <ul style="list-style-type: none"> <li>• Teachers show evidence of incorporating technology in their lesson plans.</li> <li>• Teachers indicate how the High Yield Strategies are used during instruction.</li> </ul>
--	--	--	--	---

<b>Professional Learning Plan</b>					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	<p>Increase the percentage of 3<sup>rd</sup>-5<sup>th</sup> graders meeting or exceeding the standard in Reading on the 2013 CRCT by 5%</p> <p>Increase the percentage of 3<sup>rd</sup>-5<sup>th</sup> graders meeting or exceeding the standard in <b>Math</b> on the 2013 CRCT by 5%</p> <p>Increase the percentage of 3<sup>rd</sup>-5<sup>th</sup> graders meeting or exceeding the standard in <b>Science</b> and <b>Social Studies</b> on the CRCT by 5%</p>	Teachers will participate in professional learning activities based on best practices in teaching and learning by using Norman Webb’s Depth of Knowledge, Gardner’s Multiple Intelligences, Marzano’s High Yield Strategies, and differentiated instruction. They will be taught how to use these best practices by using such strategies as learning centers, cooperative learning, inquiry learning, thinking maps, technology integration, project-based learning, art, multimedia, rubrics, and collaborative teaching methods. We will also attend training through Metro RESA (specific professional development opportunities are outlined in the individual action Plans)	August 2012- May 2013	Lesson plans, focus walks, teacher observations, benchmarks, AR, STAR Reading, and classroom data, peer coaching	CRCT, ITBS, GA Writing Assessment; GKIDS
Federal	<p>1. Thinking Maps</p> <p>2. Ron Clark Academy</p>	1. Selected teachers will attend Thinking Maps Trainings which will provide a common visual language to information structure, often employed when students take notes, through eight diagram types that are intended to			CRCT, ITBS, GA Writing Assessment; GKIDS

	<p><b>3. Number Talks</b></p> <p><b>4. Differentiated Instruction</b></p>	<p>correspond with eight different fundamental thinking processes.</p> <p>2. Selected teachers will attend a day long observation at the Ron Clark Academy to experience a leap outside the box training that will demonstrate innovative instructional strategies for reaching all levels of students.</p> <p>3. Selected teachers will attend a seminar entitled Number Talks to enhance classroom conversations about math problems that allow students to develop efficient, flexible, and accurate computation strategies.</p> <p>4. Sessions will be conducted for teachers, giving them ideas and strategies to improve classroom management. Teachers will collaborate and plan (team building) to create enrichment opportunities for all students (differentiated instruction) and plan for instruction based on benchmark data. Flip cameras will be used to video tape instructional practices for later review.</p>	<p>August 2012- May 2013</p>		
<p><b>Grants</b></p>	<p>Georgia Mathematics Conference</p>	<p>Selected teachers will attend a three day seminar that will give them an opportunity to participate in different seminars to enhance their students' mathematical experience in the classroom.</p>	<p>August 2012- May 2013</p>	<p>Lesson plans, focus walks, benchmarks, teacher observations, anecdotal meeting notes,</p>	<p>CRCT, ITBS, GKIDS</p>
<p><b>Local</b></p>	<p>Increase student achievement by improving the quality of teacher meetings by implementing teacher professional learning communities (PLC).</p>	<p>Teachers will be engaged in various forms of job-embedded learning. The PLCs will be formed in grade level teams, content area teams and better seeking teams. Teachers will collaborate in order to plan for lessons, analyze student work, analyze data, develop assessments, prepare appropriate interventions, provide colleagues with feedback, and monitor progress.</p> <p><b>Department of Instructional Technology</b></p>	<p>August 2012- May</p>	<p>Lesson plans, focus walks, benchmarks, teacher observations, anecdotal meeting notes, AR, STAR Reading, and</p>	<p>CRCT, ITBS, GA Writing Assessment; GKIDS</p>

		<p style="text-align: center;"><b>Workshops :</b></p> <ul style="list-style-type: none"> <li>• ActivInspire (K-12)</li> <li>• ActivExpression (K-12)</li> <li>• Teacher Assistant (K-12_</li> <li>• BrainPop (4-12)</li> <li>• Brainpop, Jr. (K-3)</li> <li>• Brainpop, Espanol</li> <li>• Compass Learning (K-5)</li> <li>• First Class Collaborative (Email, website, etc.) (5-12)</li> <li>• Graph Club (K-5)</li> <li>• Inspiration (K-12)</li> <li>• Kidspiration (K-3)</li> <li>• netTrekker d.i. (K-12)</li> <li>• Photostory (K-12)</li> <li>• Timeliner (K-12)</li> <li>• Typing Pal (K-12)</li> <li>• United Streaming (K-12)</li> <li>• Comic Creator</li> <li>• Bubbl.us</li> <li>• Bookemon</li> <li>• Prezi</li> <li>• Wordle</li> <li>• Glogster.edu</li> <li>• Voki</li> <li>• Animoto</li> <li>• Google Docs</li> <li>• Mr. Poll</li> <li>• Quizlet</li> </ul>	<p><b>2013</b></p>	<p>classroom data</p>	
--	--	---	--------------------	-----------------------	--

<b>School Climate Action Plan</b>				
<b>Objective:</b> Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p>Planning and Organization Standard 1: PA1</p> <p>The school administration and leadership team collaboratively develop student and teacher handbooks that include rules, policies, and procedures (Student and Responsibilities Code of Conduct book). The handbooks are distributed to all stakeholders and are periodically reviewed and revised.</p>	\$0	<p>Ongoing</p> <p>Principal</p> <p>Assistant Principal</p> <p>School Climate Committee</p> <p>Teachers</p>	<p>Student handbook</p> <p>Teacher handbook</p> <p>Affirmation forms</p> <p>Leadership team meeting agendas and minutes, etc.</p> <p>No Place for Hate(NPFH)</p> <p>Red Ribbon Week</p>	<p>Students, parents, and faculty members can demonstrate and articulate an understanding of school rules, policies, and procedures as outlined in student and teacher handbooks.</p>
<p>Student, Family, and Community Support Standard 2: PA4</p> <p>All stakeholders have an opportunity to participate in shared decision making and problem solving.</p>	\$0	<p>Ongoing</p> <p>Principal</p> <p>Assistant Principal</p> <p>School Climate</p>	<ul style="list-style-type: none"> <li>• PTSO membership roster</li> <li>• Leadership team roster</li> <li>• School council agendas and</li> </ul>	<p>Stakeholders can articulate how they are included in shared decision making and problem solving that directly impact the school and student learning.</p>

**School Name: Chapel Hill Elementary**

**Principal: Sandra Clay Plan Year: 2012**

		Committee  Teachers	minutes • Parent surveys, etc.	
--	--	---------------------------	-----------------------------------	--

<b>Teacher Retention Action Plan</b>				
<b>Objective:</b> Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Instruction 1.2 PA 1</u></b>                      The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> <li>Utilize available funds to provide substitutes so that teachers can participate in a long term collaborative planning session once per semester with TSS</li> <li>Schedule a formal time for TSS and protégées to meet</li> <li>Monitor lesson plans and classroom activities for evidence of collaborative planning</li> <li>Train faculty members on how to develop and implement effective collaborative planning protocols</li> </ul>	TSS Substitute Fund	2012 - 2013 Principal  API  Administrators  Instructional Leaders  Faculty and Staff  TSS	Calendar of Collaborative planning events  Collaborative Planning Meeting minutes  Lesson plans  Classroom observations	<ul style="list-style-type: none"> <li>Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning.</li> <li>Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.</li> </ul>
<p><b><u>Leadership 2: 2.1 PA 1</u></b>                      The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:</p> <ul style="list-style-type: none"> <li>Assign a TSS and a mentor to teachers new to the profession</li> <li>Assign a TSS and a mentor to teachers new to the building</li> <li>Provide a TSS and a mentor to veteran teachers upon request</li> </ul>	N/A	2012-2013 Principal  API  Administrators  Instructional Leaders  Faculty and Staff  TSS	Mentoring Handbook  Mentor Assignment list  Scheduled mentoring Meeting times  Calendar of mentor-protégée activities  Training Agendas  Grade Level Meetings	<ul style="list-style-type: none"> <li>Mentors and protégée can articulate policies, procedures, and protocols regarding teacher mentoring.</li> <li>A written copy (TSS handbook) is utilized to provide mentoring services to new and veteran teachers.</li> <li>Teachers demonstrate an understanding of an effective implementation of best mentoring practices.</li> <li>Improved teaching practices</li> <li>Improved classroom management</li> </ul>

<ul style="list-style-type: none"> <li>• Collaboration with TSS and protégée on:             <ul style="list-style-type: none"> <li>- Classroom observations</li> <li>- Individual conferences</li> <li>- Site-base group meeting</li> </ul> </li> </ul> <p>Provide support to protégés in implementing GPS in all core subject areas through training/workshops provided by:</p> <ul style="list-style-type: none"> <li>• Elluminate Live/Recorded Sessions</li> <li>• DCSS Department of Teaching and Learning</li> <li>• DCSS Department of Professional Learning</li> <li>• Title I Instructional Coach</li> <li>• Teacher Support Team</li> </ul>	<p>Title 1 funds</p>	<p>DCSS Dept. of Prof. Dev.</p> <p>DCSS Dept. of Teaching &amp; Learning</p> <p>Academic Data Coach</p>	<p>agenda</p> <p>Training/workshop sign in sheet</p> <p>Lesson plans with CCGPS implementations</p>	<ul style="list-style-type: none"> <li>• Improved student achievements</li> </ul>
<p><b><u>Technology Instruction 2: 2.7 PA 2</u></b></p> <p>Maintain a FirstClass e-mail blast line of communication specifically designed for new teachers to include:</p> <ul style="list-style-type: none"> <li>• Tips regarding instruction, communication, documentation, and available resources</li> <li>• A list of faculty members with identified expertise in specified areas</li> <li>• Curriculum Center</li> <li>• Discussion groups</li> <li>•</li> <li>• Pertinent links regarding research,</li> </ul>	<p>N/A</p>	<p>2012-2013</p> <p>Principal</p> <p>API</p> <p>Administrators</p> <p>Instructional Leaders</p> <p>Faculty and Staff</p>	<p>FirstClass links</p> <p>Printouts of tips</p> <p>Professional Learning</p> <p>Electronic Support</p> <p>List of teacher leaders</p>	<ul style="list-style-type: none"> <li>• Teachers can articulate and demonstrate how technology has been utilized to provide additional support.</li> <li>• Teachers can describe how resources have been provided to complement and reinforce their ability to investigate information.</li> <li>• Teachers can articulate how the use of technology can enhance their impact on teacher practice and student achievement.</li> </ul>

**School Name: Chapel Hill Elementary**

**Principal: Sandra Clay Plan Year: 2012**

professional learning opportunities, suggested materials, DOE Learning Village, New Teacher Survival via Discovery Education, Elluminate, support, etc				
--	--	--	--	--

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