DeKalb County School District
Columbia Elementary
Consolidated School Improvement Plan
2012-2013

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

<u>Statement of Quality Assurance</u>

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

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

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

AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan	Georgia DOE mandate
DeKalb County School System Departmental Action Plans ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

CSIP Table of Contents

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.			
2.			
3.			
4.			
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

Participant/Role	Printed Name	Signature	Date
School Principal	Raymond E. Stanley		
CSIP Facilitator	Yvonne T. Mitchell Kala Falker		
Parent Representative **(can not be a school employee)**	Jessica Thompson		
Student Representative **(required for High School)**	N/A		
Community Representative **(can not be a school employee)**	Rebekah Rahming		
School Counselor	Deborah WIlson		
Special Education Representative	Kimberly Nation		
Reading/ELA Chair	Candance Hardy		
Math Chair	Quinna Watkins		
Science Chair	Ivy Owensby		
Social Studies Chair	Makeeda Collins		
Professional Learning Liaison	Quiana Bennett		
Other (specify)			
Other (specify)			

<u>**Executive Summary of Consolidated School Improvement Plan (CSIP)**</u>

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:
The following initiatives were successful during the 2011-2012 school year. In order to improve the effectiveness of tutorial, a plan of action was established, including rules and regulations regarding student behavior. The teacher-student ratio was also reduced in order to plan more effective sessions. In addition to Math Days, Target Time (extra 30 minutes a day for math instruction) was implemented in order to help increase math scores. Level I plans, frequent parent meetings, focusing on low domain areas and increased staff (through Title I funding) to reduce class size, were additional initiatives that aided in improving student achievement.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2011-2012:
 The following programs, initiatives, and/or interventions were not as successful as hoped for the 2011-2012 school year: Professional learning, Principal's Book of the Month assembly, and Teacher/Instructional Coach modeled lessons. There were several factors that hindered the success of these initiatives.

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
We discovered that a large percentage of our students don't have a solid academic foundation. Many of our students are entering school for the very first time as kindergartener's. These issues have been addressed through in school and after school safety nets and most recently summer school. Teachers need more intervention strategies and professional development in differentiated instruction to reach our struggling students. Protecting instructional time for science and social studies is a major cause for our needs. Parental support and involvement or lack there of is a cause for our needs as well. We have attempted to build parent buy-in and involvement by offering curriculum nights, academic nights and parent workshops (before & after school). The participation from parents is extremely low. We will continue to offer parent workshops to parents to increase student achievement

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:

The Success For All School Reform Model will focus on having all students reading on grade level. The program includes the use of tutors and a data facilitator. The solutions team will assist with disaggregation of data every six weeks then the movement of students to their appropriate reading

levels. In addition, we will have teams that help with parental involvement, professional development and leadership. Our school wide professional development will take place weekly and monthly during faculty meetings. Teachers will analyze student data during professional learning community meeting with the administrative team. Teachers will meet on Wednesday to plan and address the ten domains of the new TKES

School Mission and Vision

	DeKalb County School System	**School**
Vision What is our image of a successful school for our stakeholders?	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.	Columbia Elementary School – Working collaboratively with the home and community to achieve academic and social excellence.
Mission How will we make our vision a reality?	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.	The mission of Columbia Elementary School is to provide opportunities for students to achieve academic, social, and personal success in an environment that embraces diversity, collaboration, and risk-taking.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility	▪ All children can learn ▪ All children deserve a quality education in which individual needs are met, exceeded, and supported ▪ Children learn best in a safe, caring environment Active parent and community involvement produces increased levels of student achievement

	• Information and technology literacy • Critical thinking and problem solving • 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 CCRPI):**
   - Ethnicity
   - Student with Disabilities (SWD)
   - Economically Disadvantaged
   - English Language Learners (ELL)

Currently Columbia Elementary School is home to 570 students. Of those students 98.42% (561) are African American and 1.57 % (9) other. Approximately 5.26 % (30) of the population are students with disabilities, 0.35% (2 are identified as English Language Learners and 83.50% (476) are identified as economically disadvantaged. We have approximately 18 students in the gifted program. Most of the student suspensions occurred for serious infraction with 3% of the student population being suspended for more than three days. For the 2011-2012 school year Columbia Elementary had 159 students absent 6 or more days, these are excused and unexcused absences. Our school counselor along with the school social worker will continue to try and decrease this number through parent meetings and student incentive programs.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
   - Economically disadvantaged students . . . **83.50%**
   - Students from Major racial and ethnic groups . . . **98.42% African-American**
   - Students with disabilities . . . **5.26%**
   - Students with limited English proficiency . . . **0.35%**

)
2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include the following information:
As a part of strategic planning, Columbia Elementary School's instructionally focused CSIP Steering Committee/Leadership Team
developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CRCT, ITBS, GKIDS, Writing
Assessments, Benchmark test results, STAR Reading, Star Early Literacy, Star Math, GAPSS Analysis Reports, and
the CSIP Reflection surveys…). The committee meets monthly at the school to discuss the needs of the school. Grade levels meet on Thursdays
during Instructional Teacher Meetings with the Principal, Assistant Principal, and the Instructional Coach to analyze school, grade level, and
individual student data. The principal meets regularly with teachers to analyze data, focusing on formative assessments and student's mastery of

standards. Teachers also meet each Tuesday with Professional Learning Communities to analyze data. The School Council also meets quarterly to discuss school improvement. In August 2012 CSIP committees met weekly to update the 2012 – 2013 plan and write the 2012-2013 plan.

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
	CCRPI	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	X	School Self Assessment
	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
x	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
	SAT, ACT, and AP Exams			x	Parent/Community Surveys

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

Leadership and Governance

4) Write a narrative summarizing your school's strengths. Data sources from comprehensive needs assessment must be included in the narrative to support findings.
Columbia Elementary School's overall strengths consist of having an administrative team that offers support and leadership for the faculty and staff while providing a safe and encouraging environment, which is conducive to student learning. Strengths vary grade level however Reading Skills and Vocabulary, Literary Comprehension, Algebra and Data Analysis, Earth Science and, Economics were strengths for the 2011 – 2012 school year. In addition, the teaching staff utilizes a variety of teaching methods, catering to the unique learning styles of students. These methods are aligned to the designed curriculum and parallel to the county's mission statement. Columbia Elementary strengths also include the utilization of a variety of evaluation methods where technology is integrated in all content areas.

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

Columbia Elementary Reading/ELA met and/or exceeded percentage was 78% after the spring CRCT assessment. Our school decreased by 2% points from the previous school year. This year our school will implement the "Success For All" (SFA) whole school improvement model. A SFA facilitator will be funded to support teachers and students with implementing the SFA program. An academic data coach will be funded to support all instructional initiatives.

Although our Math met and/or exceeded percentage increased to 71%, there continues to be a need for improvement. Our plan is to continue "Target Time", which is an extra 30 minutes of math instruction and to use title I funds for additional math teachers to reduce our student teacher ratio.

Our Science and Social Studies met and/or exceed percentages are at 50%. Our plan to address this need will be to ensure Science and Social Studies time is protected and to utilize title I funds for professional development and materials (S.S & Science Weekly subscription). 5th grade writing scores indicate that 61% of our students met and/or exceeded the writing standard.

6) List the professional development needed to address the challenges summarized above.
The following professional development will take place this year in order to continue to get better as a staff:

- Content development in the area of mathematics (Common Math misconceptions)
- Differentiated instruction
- Depth of Knowledge
- SFA reading strategies (phonics, phonemic awareness, reading comprehension)
- Co-Teaching
- Critical Thinking Skills
- Increasing Rigor
- Parent/Family engagement
- Teacher Keys Evaluation System
- Common Core Performance Standards
- Pay for substitutes to allow training/planning time for teachers
- SFA national conference for SFA school leaders

Support Services for Student Learning

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

	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs		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: The counselor coordinates the yearly mobile dental visits, "Help A Child Smile." The mobile dental van allows students to have dental appointments without missing school. The counselor serves as the in-school coordinator of the "No Place for Hate" initiative. The program works in conjunction with the Anti-Defamation League and focuses on respect for others and fostering a respect for differences. The counselor facilitates the annual career day. This day serves as an exposure to careers and career development. The counselor serves as the coordinator of the mentoring program. The mentoring program helps to improve the academic, social, behavior, and/or attendance concerns of identified students. The counselor oversees the student of the month/character education program that serves as a school incentive to spotlight students who demonstrate the monthly character education word in a positive manner. The school receives yearly visits from the DeKalb Police Department and DeKalb Fire and Rescue Educational department to review community safety tips. The counselor works extensively with the school social worker to provide assistance to parents. The counselor serves as the attendance protocol manager and works with the social worker to improve and monitor attendance. The counselor serves as the SST/504 coordinator for the school. The counselor schedules SST/504 meetings, sends letters to parents/guardians, and informs teachers of the necessary items to bring to the meeting. The counselor serves as the in-house coordinator for a school-wide incentive program designed to promote academic success. The school wide program is in conjunction with the Atlanta Hawks. The program is called the 3.0 point student club, which awards honor roll students with free Atlanta Hawks tickets. The second program is called, "Fast break for reading." Any student that reads at least 25 books is eligible for Atlanta Hawks prizes. The students will also participate in a school-wide assembly sponsored by the Atlanta Hawks that promotes reading.
Psychologists: Performs psychological testing as needed for students who are referred to SST. The psychologist serves as a vital member of the SST/504 team. She works in collaboration with parents, teachers, and staff in developing strategies to assist students in the classroom.

Student Support Specialists: The counselor serves as the SST/504 coordinator for the school. The counselor schedules SST/504 meetings, sends letters to parents/guardians, and informs teachers of the necessary items to bring to the meeting.

Social Workers: The social worker works closely with parents, teachers, school counselor, and administrators to provide assistance in the area of responsive needs. Additionally, she provides child abuse education to the faculty and staff annually; makes referrals to DFACS; and outside clothing, food, and shelter agencies.

School Nurses: The school nurse provides appropriate care in emergency situations. She provides health education; conducts mandated vision, hearing, and screening tests; and monitors immunizations

Strategies to Increase Parental Involvement

Parents and community members are involved in the educational planning of the students. Both parents and community members serve on the PTA Council, which meets once a month with the principal to discuss ways to help improve student achievement. Parents are invited to provide input in the planning and monitoring of the SWP. The officers for the school Parent Teacher Association are parents who are very instrumental in the annual budget and student activity planning as well as the planning of monthly fundraising activities. These parents are also very active in the implementation of PTA activities throughout the school year.

.

During the month of August, Columbia Elementary works collaboratively with parent and community stakeholders to develop a home/school compact and a parent involvement policy that outlines how parents, the student, the teacher, and the school (principal) will share the responsibility for improved student achievement. The compact is given to each child by the 1st of September. Each compact is then signed by the parent, the student, the teacher, and the principal. All compacts are kept on file in the school's counseling office

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

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

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

Parental Involvement Workshops are scheduled throughout the school year to keep parents abreast of the standards, show examples of exemplary student work, and offer suggestions to support student learning at home. Parental Involvement Survey results are used to design the workshops based on parent perceptions and needs conveyed. Parents are informed of and encouraged to participate in Title I Parental Involvement Conferences and to use the resources centers.

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

	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website	X	Calling Post
X	DCSD Website/Community.Net	X	Parent Portal
x	Parent Right to Know Letter	x	Other (Specify) Flyers

Stakeholder Communication

12) Describe how individual student assessment results will be provided to and interpreted for parents.
Teachers and administration are able to interpret and effectively articulate assessment results to stakeholders through assessment training, letters, Parent/Teacher Conferences, and Curriculum Night. Administrators are trained in data analysis during administrative meetings/workshops. Teachers are trained in data analysis during instructional teacher meetings, Professional Learning Communities, and Staff Meetings. Letters are sent home to parent(s) or guardian(s) that explain the results of standardized tests as well as how the test data should be interpreted. Parent/Teacher Conferences are a time that teachers share the interpretation and results of test scores with individual students' parent(s) or guardian(s). Test results are sent home the first week of school. A calling post message goes out to each parent letting them know when test results are coming home. The homeroom teacher, with the assistance of special area teachers, meets with parents to explain the test results. Teachers also share the test results with students during teacher/student conferences.

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

Our school will communicate to the widest range of stakeholders the results of the disaggregated data by providing them with the Georgia Department of Education: Office of Student Accountability website, the DeKalb County School System website, as well as local newspapers. The Georgia Department of Education provides a comprehensive report card for each school in the state of Georgia in which data-disaggregated information is clearly stated. Our school will communicate the SWP to the widest range of stakeholders by housing a copy in the school media center that is available for stakeholders to view. A copy will also be electronically placed on the school website. Test results, CCRPI results, and the SWP will also be discussed during PTA meetings, School Council meetings, and at other school related functions

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

The CSIP will be communicated to all stakeholders (including staff members, students, parents, and community members) through the school website, school system website, group meetings, and a copy will be placed in the School Media Center. The plan will also be available and discussed during PTA and School Council meetings and events. Staff members will receive information in staff meetings, Professional Learning Communities, and via First-Class. The assistant principal will serve as the facilitator for those who need additional information or explanation of the CSIP.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title I funds are used to support the programs outlined below: A. Pay the salary for 1 Title I teacher, 1 Title I SFA Facilitator and 1 Title I Academic Data Coach. B. Purchase grade and skill specific resource books for all classes. C. Provide professional learning opportunities that helps to maximize student achievement (ex: differentiation, math misconceptions, brain-based learning, data analysis, etc) D. Purchase instructional media equipment E. Parental mathematics and reading workshops F. Purchase books for the Principal's Book-of-the Month Program. G. Cover expenses for an after-school tutorial program, which will serve as a safety net program to strengthen decoding, vocabulary, mathematics, and reading Comprehension skills. H. Purchase books for 25 Book Campaign.
State Funds	Per pupil funds will be utilized to support the instructional needs of all students
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	These funds are used to purchase professional reading materials for the staff and provide site-based professional learning training for the staff.
Grants (list)	N/A
PTSA	These funds will be used for student and teacher incentives.

Partners in Education	These funds will be used for student and teacher incentives.
Other (list)	

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

Reading/English/Language Arts Action

Annual Measurable Objective: Increase the percent of students meeting and exceeding the standards from 78% to 82% on the Reading/English/Language Arts portion of the CRCT in the Spring of 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard 1.2 Performance Action 3: Common formative and summative assessments are analyzed by learning teams to develop and revise units, lessons, and/or strategies. Units of study and lessons are analyzed by reviewing student work that meets, exceeds, or does not meet standards. • Completed class profile sheets • Content assessment reports or data charts	• Academic Data Coach - $50,000.00 (SWP 1d&2) • SFA Facilitator – 42,900.00 (SWP 1D) • 20,000.00 SFA Books(SWP	August 2012 – May 2013 Assistant Principal - Mitchell Academic Data Coach - Falker Title I Teachers – Jeanne-Pierre Teachers – (Grade Chairs) – Woods- Kdg,	Revised units, lessons, or strategies aligned with DCSD instructional guide Completed class profile sheets Content assessment reports or data charts Student work with commentary Grade level teams	Teachers can discuss how units and/or lessons are revised based on formative and summative assessments Students will be able to identify work samples that, do not meet, meets and exceeds the standards. Students can show the standard and elements they

• Student work with commentary • Grade level teams meet weekly to discuss data outcomes & align lesson plans to student needs and with DCSD instructional guide	2a)	Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figerioa – 4th, McMeans- 5th, Nation – Special	meet weekly to discuss data outcomes & align lesson plans to student needs and with DCSD instructional guide Data team meetings	are working on in their work. **Leading data** • One-on-one conferencing • Class profiles • Parent meetings • Level I plans • Benchmarks • GKIDS • SFA Assessment • SLO **Lagging data** • CRCT • Writing Assessments • ITBS
Performance Action 1: • **Teachers and other instructional leaders study the standards and elements to determine the high order thinking skills needed to understand and apply the standards.** 4th grade teachers will apply this for <u>Reading domain</u> **Literacy comprehension (61% on Spring 2012 CRCT) &** <u>domain –</u> **Grammar & Sentence 61% on Spring 2012 CRCT)** • 5th grade teachers will apply this for Reading domain: **Reading Information (57% on Spring**	Subs (teacher release time for PD) - $2,000.00 (SWP 4a) Contracted consultants - $8,000.00 (SWP 8b) Travel for SFA conference (2 participants) - $2,500.00 (SWP 8b) Dues and registration for SFA conference - $1,800.00 (SWP 4a)	Assistant Principal - Mitchell Academic Data Coach - Falker Title I Teachers – Jean- Pierre Teachers –(Grade Chairs) – Woods- Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Nation – Special	Teacher made tests Teacher Observations Focus Walks Rubrics Benchmarks Lesson Plans aligned to state standards and to DCSD instructional guide Graphic Organizers Classroom observation	Teachers can explain how an assessment, performance task, emphasizes higher-order thinking. Teachers will move from level 1 & 2 instruction to level 3 & 4 instruction, as it relates to Depth of Knowledge All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the

2012 CRCT) & Literary Comprehension (57% on Spring 2012 CRCT)				standard and elements they are working on in their work. **Leading data** Class profile sheets SLO SFA Assessments DCSD Benchmarks GKIDS **Lagging data** CRCT Writing Assessments ITBS
Performance Action 2 **Teachers meet to agree upon a common understanding of the standards and elements by reviewing the standards, elements, and benchmark student work. Teachers collect exemplary student work to clarify mastery of standards or specific elements. They analyze student work samples to plan and revise units or lessons, develop specific studies around common topics.** • Lessons aligned to standards and elements • Student work aligned to elements of standards • Benchmark work samples • Share information with parents and provide resources		August 2012 – May 2013 ▪ Principal – Stanley Assistant Principal - Mitchell Academic Data Coach - Falker Title I Teachers – Jean- Pierre Teachers –(Grade Chairs) – Woods- Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Nation – Special ▪ Ed.	▪ Units or lessons aligned to standards, elements and DCSD instructional guide ▪ Benchmark work samples ▪ Student work aligned to standards and elements ▪ Rubrics	• Teachers can articulate what they expect students to know, understand, and be able to do. • Students can show the standard and elements they are working on in their work. **Leading data** • Class profile sheets • Level I plans • Assessments • DCSD Benchmarks • GKIDS **Lagging data** • CRCT • Writing

				Assessments ITBS
Students with Disabilities **Students with Disabilities Performance/Action 3** When co-teaching, maximize personnel and instruction by: • Ensuring that both adults are actively teaching the entire instructional segment. • Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching • Station Teaching • Parallel Teaching		Assistant Principal - Mitchell Academic Data Coach - Falker Title I Teachers – Jean- Pierre Teachers –(Grade Chairs) – Woods-Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Nation – Special	Master schedule • Class lists • Collaborative Planning meeting dates •Agenda/Minutes • Lesson plans aligned to standards and DCSD instructional guide • IEPs	Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. **Leading data** • Class profile sheets • Star Reading Assessments • DCSD Benchmarks • GKIDS • Data Summary Sheets **Lagging data** • CRCT • Writing Assessments • ITBS
English Language Learners*				
Technology Integration **Technology Integration Instruction Standard 2: 2.7 Use of Technology - Performance/ Action 2** Effective use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. **For Real world application and**	19,000.00 IPAD mobile cart	August 201 – May 2013 Assistant Principal - Mitchell Media Specialist – Harley Falker-OAS Academic Data Coach - Falker Title I Teachers –	• Lesson Plans aligned to standards and DCSD instructional guide • Benchmark assessments • Formal and Informal	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true

23

differentiation: Interactive Board lessons Lessons utilizing LCD Projectors, document cameras, and/or graphing Calculators. IPADS mobile labs Small group instruction utilizing mobile computer labs and/or computers in the classroom **To enhance student research skills** Small group instruction utilizing mobile computer labs and/or computers in the classroom. **To enhance test taking and/or basic skills** SFA computer test, Study Island, OAS		Jean- Pierre Teachers –(Grade Chairs) – Woods-Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Nation – Special	observations • Professional Learning Logs • Student journals, portfolios • Active board lesson • Online testing	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 **Leading data** • Class profile sheets • SFA Assessments • DCSD Benchmarks • GKIDS • Data Summary Sheets **Lagging data** • CRCT • Writing Assessments • ITBS

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

Mathematics Action Plan

Annual Measurable Objective: Increase the percent of students meeting or exceeding the standards from 71% to 76% on the Mathematics portion of the CRCT in the Spring of 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard 1.1	Title I Math	August 2012 – May	• Aligned lesson	• Teachers can

Performance Action 1 **Teachers and administration work together to research and select organizing frameworks that align standards, assessments and instruction. The design of the curriculum maps, units, and lessons formats enable teachers to know what student should understand and be able to do.** • Columbia ES will implement "Target Time" (extra 30 mins a day math instruction for grades 1-5; 7:45 – 8:15) to address low domain areas. • 4th grade math teachers will target Math domains – **Numbers an Operation (69% on Spring 2012 CRCT) & Measurement (53% on Spring CRCT)** • 5th grade math teachers will target Math domains – **Numbers and Operations (60% on Spring 2012 CRCT) Geometry (56% on Spring 2012 CRCT)**	teacher - $42,950.00 (SWP 1D) After-School tutorial - $25,000.00 (SWP 1D) Tutorial Transportation - $5,000.00 (SWP 1D)	2013 • Principal – Stanley • Assistant Principal - Mitchell • Academic Coach - Falker • Title I Teachers – (Jean-Pierre)	plans to Common Cores and DCSD curriculum maps and DCSD Blended Usage Guide • State frameworks • Grade level team meeting minutes • Target time calendar	articulate how the framework was selected and how it consistently guides a shared understanding of what students should understand and be able to do. Organizing frameworks that are aligned to standards direct instruction versus textbooks. • Students can show the standard and elements they are working on in their work. **Leading data** • Class profile sheets • DCSD Benchmarks • SLO assessments • Level I plans • Target Time Assessments **Lagging data** • CRCT • ITBS
Instruction Standard 1.2 **Performance Action 2 & 3** **Teachers meet to agree upon common understanding of the standards and elements by reviewing standards and elements and benchmark student**	4,1650.00 Common Core Crosswalk (2a)	August 2012 – May 2013 • Principal – Stanley • Assistant	• Master Schedule • Safety Net Roster • Lesson plans aligned to Common Core	• Teachers can articulate what they expect students to know, understand, and be able to do.

work Teachers will analyze common assessments (formative & summative) and student work to develop and revise units, lessons, and/or strategies. • Units or lessons aligned to standards, elements and to DCSD curriculum maps / blended usage guide • Student work aligned to standards and elements • Completed class profile sheets • Student work with commentary		Principal - Mitchell • Academic Coach - Falker • Title I Teachers – (Jean-Pierre, • Math Teachers (3-5) – Owensby, Green, Hardy ,Figueroa, Watkins, Tshibanda, , Nation	and DCSD curriculum map • Focus Walks • Observations • Benchmarks • State Framework	• Teachers can discuss how units and/or lessons are revised based on formative and summative assessments. • Students will be able to identify work samples that do not meet, meets and exceeds the standards. • Students can show the standard and elements they are working on in their work. **Leading data** • Class profile sheets • SLO Assessments • DCSD Benchmarks • Level I plans • Target Time Assessments **Lagging data** • CRCT • ITBS
Assessment Standard 3.1Performance Action 4 **Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school, including:** • After School Tutorial		August 2012 – May 2013 • Principal – Stanley • Assistant Principal - Mitchell • Academic Data Coach -	• Master Schedule • Safety Net Roster • Lesson plans aligned to Common Core and DCSD curriculum map • Focus Walks • Observations	Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on

• Target Time • Special Education Services during school • Small Flexible Groups • Math Workshop Model during school • Symphony Math		Falker • Title I Teachers – (Jean-Pierre,) • Math Teachers (3-5) – Owensby, Green, Hardy,Figueroa, Watkins, Tshibanda, Fitz, Nation	• Benchmarks • Symphony Math Reports • SLO Math Reports	assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results. **Leading data** • Class profile sheets • SLO Assessments • DCSD Benchmarks • Level I plans • Target Time Assessments **Lagging data** • CRCT • ITBS

Students with Disabilities
When co-teaching, maximize personnel and instruction by:
 	
• Ensuring that both adults are actively teaching the entire instructional segment.
• Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching
• Station Teaching
• Parallel Teaching
• Alternative Teaching
		August 2012-May 2013
		  LTSE - Berry
		  Special
		  Education
		  Teachers – Fitz, , Tshibanda, Nation, T. Johnson, Parham
		Special Education Para's – (Smith, Alston, , Davis, Middlebrooks, Moore, Purkuett-Brown)
			Professional Learning Community Agendas Minutes Lesson plans aligned to standards and DCSD instructional guide Classroom observation data Focus walk data	Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
				Leading data
				• Class profile sheets
				• SLO Assessments
				• DCSD Benchmarks
				• Target Time
				• GKIDS
				• Symphony Math Reports
				• Data Summary Sheets
				Lagging data
				• CRCT
				• ITBS

English Language Learners*				
Technology Integration **Technology Integration Instruction Standard 2**: **2.7 Use of Technology - Performance/ Action 2** Effective use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. **For Real world application and differentiation:** Interactive Board lessons Lessons utilizing LCD Projectors, document cameras, and/or graphing Calculators, Active boards Small group instruction utilizing mobile computer labs and/or computers in the classroom **To enhance student research skills** Small group instruction utilizing mobile computer labs and/or computers in the classroom. **To enhance test taking and/or basic skills** On-line Assessment, Study Island		Principal- Mr. Stanley Assistant Principal - Mitchell Media Specialist – Harley Falker-OAS Academic Data Coach - Falker Title I Teachers – Jean- Pierre Teachers –(Grade Chairs) – Woods- Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Nation – Special	• Lesson Plans aligned to standards and DCSD instructional guide • Benchmark assessments • Formal and Informal observations • Professional Learning Logs • Student journals, portfolios • Active boards activity	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information **Leading data** • Class profile sheets • SLO Assessment Assessments • DCSD Benchmarks • GKIDS • Target Time Assessments **Lagging data** • CRCT • ITBS

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

Science Action Plan

Annual Measurable Objective: Increase the percent of students meeting or exceeding the standards from <u>50% to 56%</u> on the Science portion of the CRCT in the Spring of 2013

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
<u>**Instruction Standard 2.3**</u> <u>**Performance Action 3**</u> **Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be placed and presented differently based on the students' levels of understanding.** <u>**Science Domains**</u> • <u>Earth Science</u> **50% on Spring 2012 CRCT – 3rd grade) &**Life Science **43% on Spring 2012 CRCT 3rd** • <u>Physical Science-</u> **52% on Spring 2012 CRCT –and life Science 44%on Spring 2012 CRCT 4th grade)** Implementation of "Best Practices" include the 3 Part Lesson, differentiated instruction, critical experiences and inquiry, project based learning, hands on, real life applications, experiments		August 2012 – May 2013 Assistant Principal - Mitchell Academic Data Coach -Falker Title I Teachers – (Jean-Pierre, Teachers –Science Teachers (3 – 5) – Owensby, Green, Hardy, Figueroa, Watkins,	Focus Walks Student work with commentary Unit plans aligned to common core and DCSD instructional guide End of unit assessments Formative assessments Real World Projects Hands-on activities Student journals Various leveled texts on topic	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standard **<u>Leading data</u>** • Class profile sheets • DCSD Benchmarks

demonstrations in and out of classroom, cooperative groupings, and use of various teaching and learning modalities.				• GKIDS • Unit Test **Lagging data** • CRCT • ITBS
Instruction Standard 2:1: **Performance Action: 2** **Present instructional content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc.** • Engage in hands-on experiments in Science Lab to explore science phenomenon and support the scientific method of learning. • Connect Science to real life through experiential field trips • Integrate Science and Reading including reading comprehension strategies, vocabulary development, and journaling during scientific experiments		August 2011 – May 2012 • Academic Data Coach - Falker • Title I Teachers – (Jean-Pierre, D. Woods) • Teachers –Science Teachers (3 – 5) – Owensby, Hardy, Green, Figueroa, Watkins	Small groups, pairs, independent work, conferencing etc. observed • Co-teaching lesson plans • Lab Journals • Lab Schedule • Room arrangement that support delivery modes, etc.	Teachers can explain the specific purposes of how students are divided into work groups. The delivery modes observed support the learning goals of the lesson and students' needs. Students transition smoothly from one activity to another. **Leading data** • Class profile sheets • DCSD Benchmarks • GKIDS • Unit Test **Lagging data** • CRCT • ITBS

		August 2012 – May 2013	Student work with commentary	Teachers explain how different performance tasks require different skills.
Instruction Standard 2.3 **Performance Action 3:** **Teach the standards as the expectation for learning, assess the needs of students prior to instruction, and present classroom instruction differently based on the students' levels of understanding.** • Engage in Professional Learning on DI strategies including data driven flexible groups, student projects, and scaffolding techniques • Utilize differentiated instruction strategies to meet the needs of diverse learners • Connect science to real life through critical experiences and experiential field trips		• Academic Data Coach -Falker • Title I Teachers – (Jean-Pierre, D. Woods) • Teachers –Science Teachers (3 – 5) – Owensby, Green, Hardy Figueroa, Watkins	• Unit plans aligned with standards and DCSD instructional guide • End of unit products • Conference notes • Analysis of formative assessments • Professional learning agendas / minutes • Sign-in sheets • Assessment class profile	Students are working to meet the same standards. 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. **Leading data** • Class profile sheets • DCSD Benchmarks • GKIDS • Unit Test **Lagging data** • CRCT • ITBS
Students with Disabilities **DCSD IR Performance Action 1** Increase the percent of students with disabilities who are educated in general education classes: • Implement co-teaching classes.		August 2012-May 2013 Academic Data Coach - Falker Title I Teachers – (Jean-Pierre,) Teachers –Science	Master schedule • Class lists • Collaborative Planning meeting dates •Agenda/Minutes • Lesson plans aligned	The LRE Report on TieNet for the school indicates that an increasing number of students with disabilities are being educated in general education classes for at

• Increase the number of students with disabilities who participate in general education classes with only one teacher. Write IEP's accordingly.		Teachers (3 – 5) – Owensby, Green, Hardy Figueroa, Watkins LTSE - Berry Special Education Teachers –, Dunn, Tshibanda, Nation, T. Johnson, Parham	to standards and DCSD instructional guide • IEPs	least 80% of the school day or if the rate is above the state average, then it remains above that level.
Technology Integration **Technology Integration Instruction Standard 2**: **2.7 Use of Technology - Performance/ Action 2** Effective use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. **For Real world application and differentiation:** Interactive Board lessons Lessons utilizing LCD Projectors, document cameras, and/or graphing Calculators Small group instruction utilizing mobile computer labs and/or computers in the classroom **To enhance student research skills** Small group instruction utilizing mobile computer labs and/or computers in the classroom. **To enhance test taking and/or basic skills**		August 2012- May 2013 Assistant Principal - Mitchell Academic Data Coach - Falker Title I Teachers – (Jean-Pierre) Teachers –(Grade Chairs) – Woods- Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Nation –Media Specialist - Harley CTSS – M. Harris	• Lesson Plans aligned to standards and DCSD instructional guide • Benchmark assessments • Formal and Informal observations • Professional Learning Logs • Student journals, portfolios	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information **Leading data** • Class profile sheets • DCSD Benchmarks • GKIDS • Unit Test **Lagging data** • CRCT • ITBS

OAS, Study Island				

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

Social Studies Action Plan

Annual Measurable Objective: Increase the percent of students meeting or exceeding the standards from <u>50% to 56%</u> on the Social Studies portion of the CRCT in the Spring of 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instructional Standard 2.2 Performance/Action 1 Study the standards and elements to determine the higher order thinking skills needed to understand and apply the standards. **Develop high level questions for assessments and performance tasks.** **Use open ended questions to emphasize and encourage all learners to use higher order thinking skills, processes and utilize critical thinking, creative thinking and self-regulation.**		August 2012– May 2013 Assistant Principal - Mitchell Academic Data Coach - Falker Teachers –Social Studies Teachers (3 – 5) –, Collins ,Broxton- Flower Hardy, K. Jackson, McMeans, Watkins, W. Johnson	Teacher made tests Teacher Observation Focus Walks Rubrics Benchmarks Lesson Plans aligned to common core standards and to DCSD instructional guide Graphic Organizers Classroom observation	Teachers can explain how assessments, performance tasks, etc. emphasize high-order thinking. • Students will be able to identify work samples that, do not meet, meets and exceeds the standards. • Students can show the standard and elements they are working on in their work. **Leading data** • Class profile sheets

				• DCSD Benchmarks • GKIDS • Unit Test **Lagging data** • CRCT • ITBS
Planning and Organization Standard 2.2 Performance/Action 2 Use the data analysis results to discover gaps in the areas of need. Use current research on effective teaching strategies to select supplemental materials to address the areas of current weakness. • Data results identifying gaps (Standards mastered classroom chart) • Results of curriculum review process • Selected strategies and materials list • Parent Resources		August 2012– May 2013 • Assistant Principal - Mitchell • Academic Data Coach - Falker • Teachers – Social Studies Teachers (3 – 5) – Broxton-Fowler, Collins, Hardy, K. Jackson, McMeans, Watkins, W. Johnson	• Teacher made tests • Teacher Observation • Focus Walks • Rubrics • Benchmarks • Lesson Plans aligned to state standards and to DCSD instructional guide • Grade level Meeting Minutes, Social Studies Fair	The principal and faculty understand the purpose of the curriculum review and can articulate the process used to research and select effective teaching strategies and materials to address current and future needs of the students. **Leading data** • Class profile sheets • DCSD Benchmarks • Standards Mastered Chart • Unit Test **Lagging data** • CRCT • ITBS
Students with Disabilities		August 2012-May	Master schedule	The LRE Report on

DCSD IR Performance Action 1
Increase the percent of students with disabilities who are educated in general education classes:
• Implement co-teaching classes.
• Increase the number of students with disabilities who participate in general education classes with only one teacher.
 	
Write IEP's accordingly.
		2013
		   Academic Data Coach - Falker
		Teachers –Social Studies Teachers (3 – 5) Broxton - Fowler, Collins, Hardy, K. Jackson, McMeans, Watkins, W. Johnson
		   LTSE - Berry
		Special Education Teachers –, Tshibanda, Nation, T. Johnson,
			• Class lists
			• Collaborative Planning meeting dates
			•Agenda/Minutes
			• Lesson plans aligned to standards and DCSD instructional guide
			• IEPs
				TieNet for the school indicates that an increasing number of students with disabilities are being educated in general education classes for at least 80% of the school day or if the rate is above the state average, then it remains above that level.

Technology Integration **Instruction Standard 2**: **2.7 Use of Technology - Performance/ Action 2** Effective use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. **For Real world application and differentiation:** Interactive Board lessons Lessons utilizing LCD Projectors, document cameras, and/or graphing Calculators Small group instruction utilizing mobile computer labs and/or computers in the classroom **To enhance student research skills** Small group instruction utilizing mobile		August 2012-May 2013 Assistant Principal - Mitchell Academic Data Coach - Falker Title I Teachers – (Jean-Pierre,) Teachers – (Grade Chairs) – –(– Woods- Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Special Ed-	• Lesson Plans aligned to standards and DCSD instructional guide • Benchmark assessments • Formal and Informal observation • Professional Learning Logs • Student journals, portfolios	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information

| computer labs and/or computers in the classroom. **To enhance test taking and/or basic skills** OAS, Study Island | | Nation. Media Specialist - Harley | | **Leading data**
     Class profile sheets
     DCSD Benchmarks
     GKIDS
     Unit Test
 Lagging data
     CRCT
     ITBS |

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

Attendance/Graduation Rate Action Plan **Annual Measurable Objective:** Decrease the number of students absent 15 or more days from 3% to 2%.				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
<u>**Performance Action 1**</u> A mentor program is established to address the needs of identified students. The school has established a "Caring Adult in the Building" or an Advisement program in which students meet with an adult in the school to discuss issues such as academic concerns, character education, career plans, family issues, etc. The mentor/advisor ensures that students have access to appropriate support and services to meet individual student needs. • Motivational Speakers – to speak with parents, students & staff about		August 2012 – May 2013 • Principal - Stanley • Counselor - Wilson • Secretary – Dupree, Hunt-Smith • Parents	• Teacher call log • Attendance Report • Counselor Log SSW Referrals	Mentors and students can describe the impact of the mentoring program. Students can explain where they can go if they need help.

problem-solving skills necessary to succeed in life				
School Culture Standard 2 .2 Performance Action 3 A culture of success is supported by high profile celebrations and recognitions that encourage academic progress and reinforce the focus on academics. • Implement an incentive-based program that encourages competition between grade levels or teams in short increments of time • Publish and systematically update school wide attendance information on the school website and newsletter to maintain an awareness and sense of urgency among school stakeholders.		• Counselor - Wilson • Secretary – Dupree, Hunt-Smith • Parents • Attendance Protocol Manager - Wilson (APM), attendance team (counselor, social worker - Griffin)	• School and community newspaper articles • Daily school announcements • Awards night programs • Classroom and hallway displays (posters, plaques, banners, etc.) • Displays of academic work • During school academic events and performances	Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.

Library-Media Action Plan

Annual Measurable Objective: Increase the percent of students meeting and exceeding the standards from 78% to 82% on the Reading/English/Language Arts portion of the CRCT in the Spring of 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Instruction 1.2: Performance Action 4 **The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content.** **A process is in place to communicate the reading levels of students to the media specialist. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.** • Grade level planning meetings • Professional review resources and student-input used to select pleasure reading books		August 2012 – May 2013 • Media Specialist – Harley • Academic Data Coach – Falker Grade Chairs) —(– Woods- Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Special Ed-Nation.	• Disaggregated Lexile reports and /or local reading reports • 25-Books Standard committee guidelines • Resource alignment to units • Media circulation records, etc. Instruction alignment to standards	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. **Leading data** • Class profile sheets • Level I plans • Assessments • DCSD Benchmarks • GKIDS **Lagging data** • CRCT • Writing Assessments • ITBS
Instruction Standard 3.3 Performance Action 2 Focused lessons are developed to convey high expectations through the use of benchmark work, and rubrics, commentary	Title I Funds: Principal's Book of Month	August 2011 – May 2012 • Principal – Stanley • Media Specialist	• Observation of an established delivery model such as the workshop model,	Students can show where their work demonstrates standards or elements. Students can show how

aligned to standards. • Participate in the 25 Books Campaign • Principal's Book of the Month • Use multi media		– Harley • Academic Data Coach – Falker • Grade Chairs) — (– Woods- Kdg, Rhodes – 1st, Bossicaut– 2nd, Collins – 3rd, K. Figueroa – 4th, McMeans- 5th, Special Ed- Nation.	• Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson • Varying activities for opening, work time, closings, inquiry	benchmark work, rubrics, or commentary was used to improve their work. Leading data • Star Reading Assessments • DCSD Benchmarks • GKIDS Lagging data • CRCT • Writing Assessments • ITBS
Technology Integration Instruction 2.7: Performance Action 2 Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students will promote content research and require the conceptual application of the standards. • Library focus on supporting student inquiry and instruction of the research process • Destiny Online Library Catalog and Reading Selection Support	None	August 2011 – May 2012 • Assistant Principal - Mitchell • Media Specialist - Harley •	• Computers • Lesson or unit plans • LCD projectors and other technological equipment • Media center/Computer Lab use schedule • Student work enhanced by technology • Performance tasks incorporating technology • Research projects, etc.	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true Ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate

				and analyze information.

• Collaborate with 3rd-5th teachers to teach and require use of citations for research projects
• United Streaming Discovery Education
• Promethean interactive lessons
•
Literacy and Research skills
• Implement Flexible-within-Framework library schedule for maximized use of library resources
				Leading data
				  • DCSD Benchmarks
				  • GKIDS
				Lagging data
				  • CRCT
				  • Writing Assessments
				  • ITBS

Professional Learning Plan

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

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	**Evidence of Impact**
State (PL Funds)	Increase student achievement by providing quality instruction, utilizing higher order thinking skills, and producing authentic work and assessment	• Training in Authentic Work and Assessment, Foundations of Teaching & Best Practices, and Use of Higher Order Thinking Strategies in Questioning and Student Activities. • Training on Marzano's Nine Strategies	August 2012 – ongoing	Unit Plans, Authentic work samples, Assessment samples PL Sign In Sheets Focus Walks	Informal & formal assessments, Content area Pre-Post tests, benchmarks, CRCT data

		• Training on Depth of Knowledge **Peer Observation:** Observe quality teachers modeling best practices and higher order thinking in instruction			
Federal	**Professional Learning Standard 1.1** **Performance Action 1** Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the Georgia Performance Standards.	**Guided Reading** Workshop in assisting teachers in learning how to provide support for small groups of readers as they use various reading strategies (context clues, letter and sound relationships, word structure) **Reading, Writing, & Math Workshop Model** Training how to implement an effective reading, writing, and mathematics block of time using a three-part lesson plan format. **Collaborative Teaching** Training teachers to implement a co-teaching model to maximize the learning of students with disabilities	August 2012 – ongoing	Unit/lesson plans aligned to GPS ☐ Team planning logs ☐ Agendas and minutes ☐ School Improvement Plan ☐ Standards in Practice protocol ☐Collaborative Planning Framework	Teachers can articulate the agreed upon knowledge, skills, and understandings that all students are to meet. Teachers can articulate how the common assessments utilized in the unit of study clearly demonstrate student learning. Teacher teams can articulate how their collaborative work time is utilized to plan for teaching and learning, and how they Consistently implement the strategies/interventions identified in the school improvement plan. Teachers can define rigor in the curriculum and how the work students do is assisting students in using knowledge and skills to problem solve, reason, communicate,

					and make connections with other information. Students can articulate how the work in which they are engaged is rigorous—requires them to use knowledge and skills to problem solve, reason, communicate, and make connections.
Grants	**N/A**				
Local	**N/A**				

School Climate Action Plan **Objective:** Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment**.**				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Planning and Organization Performance Action 1		August 2012-May 2013	Agendas and minutes from	The Safe School Committee meets to

The Safe School Committee/Leadership Team discuss data and strategy development And support a school safety committee		• Principal • Assistant Principal • Grade Level Chairs • Counselor	leadership and PLC Meetings	discuss the best practice on violence prevention and development of a positive school culture. The committee consists of teachers, administrators, and support staff.
Planning and Organization Performance Action 3: The Safe School Committee develops a Positive School Wide Discipline Plan Provide parental support and training to parents that have students with behavior problems.	Title I Funds Contracted services for parent workshops - $5,000.00 (SWP 4a & 4b)	August 2011-May 2012 Entire Staff	Columbia ES School-Wide Discipline	School Wide Plan on school website and accessible to teachers. The plan communicated to entire student population during assemblies, which includes proactive strategies to support a positive learning environment. Positive Reinforcers include Riding High Celebrations, Boston Bucks, Shadow the Principal and the Good Book
Planning and Organization 2.3 Performance/Action 1 The leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership team meetings. Action plans/next steps are developed to ensure that the plan is implemented effectively.		August 2012-May 2013 • Principal • Assistant Principal • Instructional Coach • Grade Level Chairs Counselor	Leadership team meeting agendas and minutes • Monitoring/evaluation forms • Implementation steps/short term action plans/next steps	Leadership team members can explain how the school improvement plan impacts the work of the school and support student learning. The goals of the improvement plan become the focus of the work of the leadership team.

Teacher Retention Action Plan

Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Performance Action 1 Support new teachers in Columbia's Teacher Support Program. Teachers who are new to the profession will be paired with a mentor for support and guidance. The mentors and mentees will meet at schedules times.		August 2011 – May 2012 • Principal • Assistant Principal • Instructional Coaches • Teacher Support Specialists	Mentor Assignment List; Training agendas; Training sign-in sheets	Teachers demonstrate an understanding of and effective implementation of best mentoring practices. Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring.
Performance Action 2 The school will provide a collaborative planning time for teachers daily. The master schedule will reflect the collaborative planning time.		August 2012 – May 2013 • Principal • Assistant Principal • Instructional Coach	Master Schedule; Collaborative Planning Notes; Focus walks; Classroom Observations	Teachers provide support to one another to improve teaching / learning opportunities. Instructional adjustments are made within unit plans.

Performance Action 4 School administrators and department chairs will conduct a minimum of two informal observations prior to a formal observation for any teacher new to the school and provide a follow-up conference.		August 2012 – May 2013 • Principal • Assistant Principal • Instructional Coaches • Teacher Support Specialists	Observation notes Feedback forms	School leaders can articulate what they look for in an observation. They can discuss instructional delivery and student work as it relates to the GPS elements and standards.

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