

DeKalb County School District

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



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

Statement of Quality Assurance

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

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

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

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

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Melanie Castelle		
2.	Martha Hummer		
3.	Mandy DeMott		
4.	Lila Cooperider		
5.	Janet Haury		
6.	Meghan Pate		
7.	Amy Viar		
8.			
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Melanie Castelle		
CSIP Facilitator	Mary Kaye Moore		
Parent Representative (can not be a school employee)	Rachael Phillips		
Student Representative (required for High School)	NA		
Community Representative (can not be a school employee)	Janet Haury		
Support Staff	Susan Garrett		
Special Education Representative	Syette Rivers		
Reading/ELA Chair	Paige Davis		
Math Chair	Ursula Daniels		
Science Chair	April McCarthy		
Social Studies Chair	Amy Viar		
Professional Learning Liaison	Meghan Pate		
Other Attendance	Jacqueline McKnight		
Other Teacher Retention	Holly Adams		

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:

- **Tutoring**
- **Student teachers**
- **Professional Learning**

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

- **Curriculum not aligned across content areas**
- **Curriculum not aligned with GKIDS**
- **Improving student attendance**

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

- **Planning time for teacher due to lack of workdays**
- **Transportation—late buses**
- **Attendance is impacted the high number of students with medical issues and parents taking vacations outside the typical school breaks.**

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:

- **Implementation of the CCGPS**
- **Planning time for teachers**
- **Improving student attendance**
- **Implementation of the Teacher Keys Evaluation System**

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>Coralwood—Setting the Standard for Excellence in Early Childhood Education for All Students.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>Our mission is to educate in a safe, nurturing environment.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility 	<ul style="list-style-type: none"> ▪ All students can learn. ▪ Each student is unique. ▪ Learning is a lifelong process. ▪ A safe environment is required for learning to take place. ▪ Parents and the community share

	<ul style="list-style-type: none">• Information and technology literacy• Critical thinking and problem solving• Creativity and innovation	<p>responsibility for learning.</p> <ul style="list-style-type: none">▪ High expectations improve the learning of all students.
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Developing a Comprehensive Needs Assessment

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

- **Geographic location** Coralwood is located near Emory University, Center for Disease Control, and Lakeside High School.
- **Enrollment** : Enrollment at Coralwood averages 241.
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity African American 2%, American Indian 2%, Native Hawaiian/Other Pacific 2%, Asian 7%, White 68%, Hispanic 6%
 - Student with Disabilities (SWD) 48%
 - Economically Disadvantaged 9%
 - English Language Learners (ELL) None
 - Gender: 57% Male, 43% Female (Coralwood is predominately male due to the high number of males being identified as having disabilities.

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

- **The CSIP Steering Committee meets as needed and assesses the progress on the action plans.**
- **Each individual on the CSIP Steering Committee has taken one of the eight strands and addressed them in the plan developed for the 2012-2013 school year.**

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
	CCPRI	X	Students with Disabilities		OSI GAPSS Review
	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		Benchmark Scores
	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
	Iowa Test of Basic Skills		Gifted Education		Student Surveys
	SAT, ACT, and AP Exams				Parent/Community Surveys

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

Leadership and Governance

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

Strengths include:

- Highly qualified staff and support staff as indicated by their teaching certificates.
- Parent involvement and support as indicated on the PTA calendar by the number of programs the PTA sponsors at the school such as Pumpkin Patch, Cultural Arts Programs, and Family Reading Night.
- Professional learning funded by the Foundation as indicated by the Higher Opportunities for Teachers (HOT) budget.

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

Challenges:

- Lack of teacher planning time
- Media Specialist is half- time
- No ITT in the building
- SLOs for kindergarten
- Curriculum in kindergarten is not aligned with GKIDS assessment windows
- Measuring progress longitudinally is impossible, as each year of GKIDS data reflects a new pool of students. Coralwood students matriculate to elementary schools after kindergarten, therefore long term data monitoring and progress cannot be reflected in the CSIP.
- Attendance—Due to medical issues and parents taking the students out of school for vacations.

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

- Teacher training on SLOs
- Parent training on the importance of students attending school

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
	Mentoring Programs		Community Agencies	X	Parent/Administrator Conferences
	Group Counseling		School Psychologists		Student Support Specialists
	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: Coralwood does not have a counselor.

Psychologists: The Psychologist assigned to Coralwood works with teachers and the SST/RTI. Referrals to other agencies are made when indicated.

Student Support Specialists:

Social Workers: The social worker is available to support the teachers and make referrals to the district office or outside agencies as needed.

School Nurses: The nurse works with the district and the Health Department as needed, and receives professional development from the district.

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries		Pre-K Family Resource Specialists
	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary	X	All parents sign up for committees of the PTA or Foundation

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

Parent involvement has never been an issue for Coralwood. Parents are always looking for ways to be active in the education process, in the PTA and Foundation. Principal maintains a list of new parents and their interests so that the parents can be asked to do a specific job.

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

X	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website		Calling Post
X	DCSS Website/Community.Net		Parent Portal
X	Parent Right to Know Letter	X	eBLast

Stakeholder Communication

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

- GKIDS for kindergarten
- Work Sampling System (WSS) for the three and four year old classes
- Georgia Alternate Assessment (GAA) for students which severe disabilities

The results of the testing listed are shared with parents in individual conferences.

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

Coralwood School and Diagnostic Center will communicate results of the data-disaggregation process to its stakeholders through the following means:

- Coralwood School will post its school improvement plan, student performance data, and results from stakeholder surveys on the Coralwood School website through the DeKalb County School System.
- Coralwood School will highlight particular performance data in the parent newsletter, a quarterly publication available to parents by email and/or in print.
- Coralwood School will share performance data with stakeholders at monthly parent council meetings.
- Coralwood School will celebrate particular performance excellence by sharing data through DeKalb news bulletins.

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

- Coralwood School's CSIP will be available to all stakeholders through parent and faculty meetings, Coralwood's website, the Coralwood Chalk Talk, and as a hard copy in the school's media center.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were

determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

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

Interventions specific to student achievement and success at Coralwood are our inclusion model, co-teaching model, and instruction using the Lindamood Bell method. The following are associated research for each of these interventions.

Inclusion:

Diamond, K. E., Huang, H. (2005). Preschoolers' ideas about disabilities. *Infants and Young Children, 18*(1), 37-46.

Kasa-Hendrickson, C., Kluth, P. (2005). "We have to start with inclusion and work it out as we go": Purposeful inclusion for non-verbal students with autism. *International Journal of Whole Schooling, 2*(1), 2-14.

Kasa-Hendrickson, C. (2004). 'There's no way this kid's retarded': Teachers' optimistic constructions of students' ability. *International Journal of Inclusion Education, 8*, 1-15

Kliwer, C., Fitzgerald, L. M., Meyer-Mork, J., Hartman, P., & Raschke, D. (2004). Citizenship for all in the literate community: An ethnography of young children with significant disabilities in inclusive early childhood settings. *Harvard Educational Review, 74*(4), 373-403.

Co-teaching:

Conderman, G. (2011). Middle school coteaching: Effective practices and student reflections. *Middle School Journal, 42*(4), 24-31.

Cook, L., & Friend, M. (1995). Coteaching: Guidelines for creating effective practices. *Focus on Exceptional Children, 28*(3), 1-16.

Dowdy, A., Nichols, C., & Nichols, J. (2010) Coteaching: An educational promise for children with disabilities or a quick fix to meet the mandates of No Child Left Behind? *Education, 130*(4), 647-672.

Epanchin, B., & Colucci, K. (2002). The professional development school without walls: A partnership between a university and two school districts. *Remedial and Special Education, 23*(6), 349-358.

Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Boston, MA: Allyn and Bacon.

Kohler-Evans, P. (2006). Coteaching: How to make this marriage work in front of the kids. *Education, 127*(2), 260.

Lloyd, J., & Weiss, M. (2003). Conditions for coteaching: Lessons from a case study. *Teacher Education and Special Education, 26*(1), 27-41.

Rhen, L. (2005). Gaskin v. PA: Implications for school leaders. *The Pennsylvania Administrator, 8*(3), 12-17.

Sileo, M., & Van Garderen, D. (2010). Creating optimal opportunities to learn mathematics: Blending coteaching structures with research-based practices. *Teaching Exceptional Children, 42*(3), 14.

Villa, R. A., Thousand, J. S., & Nevin, A. I. (2008). *A guide to coteaching: Practical tips for facilitating student learning*. Thousand Oaks, CA: Corwin Press.

Lindamood Bell:

Bell, N. (1991). *Visualizing and verbalizing for language comprehension and thinking*. (2nd ed.). San Luis Obispo: Gander Publishing.

Torgesen, J., Wagner, R., Rashotte, C., Rose, E., Lindamood, P., Conway, T., & Garvin, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology, 91*, 579-593

Torgesen, J., Alexander, A., Wagner, R., Rashotte, C., Voeller, K., Conway, T. & Rose, E. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities, 34*, 33-58

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	NA
State Funds	\$8,262.00
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Federal School Improvement Grants	NA
Local Professional Learning Funds	NA
Grants (list)	NA
PTA	\$1,200
Partners in Education	NA
Foundation	\$9,000 for Professional Learning

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

Reading/English/Language Arts Action Plan (ESEA Mandate #2)

Annual Measurable Objective: Reading/ English/ Language Arts Action Plan (ESEA Mandate #2)

1. To improve student achievement by increasing the percentage of students in kindergarten scoring “meets” or “exceeds” on the Common Core Standard ELACCKL2d on GKIDS from 9/5/2012 to 5/1/2013 using the following measurements:
 - Students scoring in the 0% - 24% range will increase by 40 percentage points;
 - Students scoring in the 25% - 44% range will increase by 30 percentage points;
 - Students scoring in the 45% - 59% range will increase by 20 percentage points;
 - Students scoring in the 60% - 74% range will increase by 10 percentage points;
 - Students scoring in the 75% - 85% range will increase by 5 percentage points;
 - Students scoring 86% - 100% will maintain and increase their rubric score by 2 percentage points.
2. To improve student achievement by increasing the percentage of students in kindergarten scoring “meets” or “exceeds” on the Common Core Standard ELACCKW2 on GKIDS from 9/5/2012 to 5/1/2013 using the following measurements:
 - Students scoring in the 0% - 24% range will increase by 40 percentage points;
 - Students scoring in the 25% - 44% range will increase by 30 percentage points;
 - Students scoring in the 45% - 59% range will increase by 20 percentage points;
 - Students scoring in the 60%-74% range will increase by 10 percentage points;
 - Students scoring in the 75%- 85% range will increase by 5 percentage points;
 - Students scoring in the 86% - 100% will maintain and increase their rubric score by 2 percentage points.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Curriculum 1.1, PA 2: The leadership	None	8/12- 5/13	Sample	Teachers, support staff, and administrators

<p>provides staff with current research and samples of various curriculum maps and units. Teachers engage in:</p> <ul style="list-style-type: none"> • Training for Scott-Foresman Language Arts series <i>Story Town</i> through Elluminate, • Grade-level planning to collaborate and align curriculum maps 		<p>DCSS, Kindergarten teachers, Dr. Syette Rivers (LTSE)</p>	<p>curriculum maps/ units Charts listing purposes if curriculum maps/ units Lesson Plans Meeting minutes</p>	<p>know the purpose of curriculum maps and units and the categories of information the documents should contain.</p>
<p><u>Assessment 2.2, PA 2:</u> Teachers use teaching and scoring rubrics as a guideline for assessing and evaluating student work and performance. <u>Teachers:</u></p> <ul style="list-style-type: none"> • Collaborate to design rubrics for GKIDS, unit plans, and the Common Core Standards, monitor performance based on grade- level rubrics. 	<p>None</p>	<p>8/12- 5/13 Coralwood Foundation Grants, Mary Kaye Moore Kindergarten teachers</p>	<p>Teaching and scoring rubrics Scoring charts Analyzed student work GKIDS rubrics, SLO pre- and post-assessment data</p>	<p>Teachers explain how they assess student work with rubrics and determine next steps. Students explain how they use rubrics to revise their work.</p>
<p><u>Instruction 2.3, PA 1:</u> Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planed quarterly by the leadership team and in collaborative teacher meetings including: Orton –Gillingham Redelivery Handwriting Without Tears training Lindamood-Bell redelivery</p>	<p>None</p>	<p>8/12- 5/13 Ursula Daniels, Mary Kaye Moore, Kindergarten teachers</p>	<p>Professional learning schedules, sign in sheets, agendas, and minutes Sample activities and performance tasks in lesson plans</p>	<p>Observations indicate students working toward the same standard but in varying ways. Instruction may be paces or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.</p>
<p><u>Students with Disabilities</u> <u>PA 3:</u> When co-teaching, maximize personnel and instruction in language arts</p>	<p>N/A</p>	<p><u>8/12- 5/13</u> Kindergarten</p>	<p>Collaborative planning meetings</p>	<p>Lesson plans and classroom observations indicate that teachers are utilizing models of co-teaching. Student participation</p>

<p>by:</p> <ul style="list-style-type: none"> Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching (learning stations, inclusion pairing, 1/1 teaching) 		<p>teachers Dr. Syette Rivers (LTSE) Dr. Melanie Castelle (Principal)</p>	<p>between grade levels Lesson plans Classroom observation data Focus walk Data</p>	<p>demonstrates an active and engaged learning time.</p>
<p><u>Technology Integration</u> <u>Instruction 2.7, PA 2:</u> Teachers effectively use technology to provide real world application to enhance students' research skills, and to differentiate instruction to maximize student learning. Teachers incorporate:</p> <ul style="list-style-type: none"> Promethean Activboard flipcharts into instruction Instructional software into planning for computer lab enrichment time Laptops and classroom computers into one-on-one and small group instruction for enrichment 	<p>None</p> <p>Technology grants received with assistance from Coralwood Foundation and Director of Development</p>	<p>8/12- 5/13</p> <p>DCSS Software and website subscriptions, Media Center</p>	<p>Promethean Activboards, computers, laptops, software Lessonplans Student work generated with technology</p>	<p>Teachers 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.</p>

Mathematics Action Plan

Annual Measurable Objective:

1. MCC.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (by using matching and counting strategies).
2. MCCK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
3. MCCK.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientation, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).

From August 2012 to April 2013, 100% of Kindergarten students will improve their skills and understanding in numbers in base 10, operations and algebraic thinking, measurement and data as measured by the Kindergarten Public Domain Math Assessments. Students will increase from their pre-assessment scores to these post-assessment scores as follows:

Students scoring from 54-46 points will maintain or increase by 5 or more points. Students 53 or higher will successfully complete a teacher-created task addressing a more challenging concept.

Students scoring from 45-38 points will increase by 7 or more points ;

Students scoring from 0-37 points will increase by 10 or more points.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Curriculum 1.1, PA 2: The leadership provides staff with current research and samples of various curriculum maps and units. Discussions are held to clarify the purpose and expected use of the curriculum maps and units prior to beginning any curriculum development. Teachers engage in :	None	8/13-5/13 DCSD, Kindergarten Teachers, Dr. Syette Rivers	Sample curriculum maps/units Lesson plans Meeting minutes, Charts listing purposes of curriculum maps and units	Teachers, support staff, and administrators know the purpose of curriculum maps and units and the categories of information the documents should contain.

<p>*DOE sponsored Mathematics K-5 Unit Webinars, *Grade level planning to collaborate and develop curriculum maps for CCGPS.</p>				
<p><u>Instruction 2.1, PA 2:</u> Teachers present 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. Co-taught classes use one of the five instructional models to best support students’ mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach one assist.</p>	<p>None</p>	<p>8/13-5/13 Kindergarten Teachers, Dr. Syette Rivers, Dr. Melanie Castelle</p>	<p>Small groups, pairs, independent work, conferencing observed. Room arrangement that support delivery modes. SLO pre- and post-assessment data.</p>	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students’ needs. Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>
<p><u>Instruction 2.4, PA 1:</u> Collaborative teacher meetings are held to review and/ or design performance tasks and assignments. Teachers work professionally and collaboratively to review the tasks and assignments and discuss their alignment with grade/subject level learning goals, standards and elements. The assignments and tasks reflect the rigor and language of the standards. The assignments and tasks require explanation, interpretation, and conceptual application. *Kindergarten Store – activities during the preparation for the store will incorporate multiple mathematical standards and require collaborative meetings to design the assignments.</p>	<p>Kindergarten teachers reimbursed by PTA for materials purchased (approx. \$200)None</p>	<p>8/13-5/13 Kindergarten Teachers and Team members</p>	<p>* Performance tasks * Common assessments *Collaborative teacher meeting agenda and minutes * Chart of standard/element and test item correlation of teacher made tests.</p>	<p>The assignments and performance tasks are directly aligned with appropriate standards and elements. Teachers can articulate the process used to come to consensus regarding the rigor that is expected by the standards. They can describe revisions that have been made to performance tasks as a result of this process.</p>

<p>*Token economies used in the classroom to assist with behavior management systems.</p>				
<p><u>Assessment 1.1, PA 3:</u> The instructional design team or leadership team develops a rollout plan to implement the organizing framework and coordinate professional learning, support, and monitoring. This plan includes: * Pre-Planning data review sessions * Bi-weekly grade level meetings</p>	<p>None</p>	<p>8/13-5/13 Classroom teachers, Dr. Melanie Castelle, Dr. Syette Rivers</p>	<p>*Data Wall *Student data reports, GKIDS 2012 *CSIP goals review</p>	<p>Administration can identify the organizing framework that teachers use for planning lessons and explain the rollout plan to include all available support structures. Administration can describe progress toward school-wide implementation of the organizing framework.</p>
<p><u>Students with Disabilities</u> Provide effective instruction in mathematics for students with disabilities by: *Reinforce any perceived effort on the students part *Provide explicit instruction that includes modeling, hands on activities, individual practice with maipulatives *Explicitly teach strategies for problem solving</p>		<p>8/13-5/13 Classroom teachers, Dr. Melanie Castelle, Dr. Syette Rivers</p>	<p>*IEP data *SLO pre- and post-assessments</p>	<p>The assignments and performance tasks are directly aligned with appropriate standards and elements as well as Individualized Education Programs (IEPs). Teachers can articulate the process used to come to consensus regarding the rigor that is expected by the standards. They can describe revisions that have been made to performance tasks as a result of this process.</p>
<p><u>Technology Integration</u> Instruction 2.7, PA 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</p>	<p>None Technology grants received with assistance from the Coralwood Foundation and Director of</p>	<p>8/13-5/13 DCSD software and website subscriptions, Media Center, Technology Specialist</p>	<p>* Computers *Lesson or unit plans *Promethean boards and other technological equipment * Media center/lab use schedule * Student work</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

teachers and students promote content research and require the conceptual application of the standards.	Development		enhanced by technology * Performance tasks	
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Science Action Plan				
Annual Measurable Objective:				
1. Sixty percent (60%) of kindergarten students will perform at the “progressing” or “meets” performance levels for the Georgia Performance Standards SKP2a and SKP2b on the final assessment of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) (current AMO not yet assessed).				
2. Fifty-five percent (55%) of kindergarten students will perform at the “progressing” or “meets” performance levels for the Georgia Performance Standards SKE1a and SKE1b on the final assessment of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) (current AMO net yet assessed).				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Instruction Standard 2.4 <u>Performance Action 1</u> Utilize Coralwood’s Outdoor Classroom for instruction and GPS-aligned science experiments to apply knowledge and skills with a level of independent application and conceptual learning.	None	8/12-5/13 Classroom teachers, Outdoor Class Committee	Lesson plans, outdoor classroom schedules, trail-walking log and incentive program The assessments and performance tasks are directly aligned with appropriate standards and elements.	GKIDS data. The assignments and performance tasks are directly aligned with appropriate standards and elements.
Instruction Standard 2.3	ACE Grant	8/12-5/13	Sign-in sheets,	GKIDS data. The assignments and

<p><u>Performance Action 1</u> Teachers participate in professional learning and collaboration with the Georgia Council for the Arts through an ACE grant and uses dance to support identified Georgia Performance Standards in science based on student learning styles, interests, and personal goals.</p>	<p>through the GA Council for the Arts</p>	<p>Classroom teachers, ACE grant support dance instructors, Director of Development</p>	<p>data collected for CoCoRaHS, composter instructions and lesson plans, parent surveys. Parents and community can explain how they support their child/children with progressing towards standards.</p>	<p>performance tasks are directly aligned with appropriate standards and elements.</p>
<p>Student, Family, and Community Involvement and Support Standard 1.4 <u>Performance Action 2</u> The school establishes opportunities for parents and community to support student learning in a variety of educational activities, including research through Community Collaborative Rain, Hail, and Snow Network (CoCoRaHS), the Outdoor Classroom Committee’s planned events, and teacher-acquired educational grants.</p>	<p>\$300 through Junior League grants, \$100 through Parent Council committee funds</p>	<p>8/12-5/13 Classroom teachers, Outdoor Classroom Committee</p>	<p>Professional learning schedules and minutes, generated interdisciplinary dance curriculum guide. Observations indicate students working toward the same standards but in different ways.</p>	<p>GKIDS data. The assignments and performance tasks are directly aligned with appropriate standards and elements.</p>
<p><u>Students with Disabilities</u> See Action Plan for Students with Disabilities</p>				

Social Studies Action Plan				
<p>Annual Measurable Objective: 1. Fifty-five percent (55%) of kindergarten students will perform at the “progressing” or “meets” performance levels for the Georgia Performance Standard SSKG3 on the final assessment of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) (current AMO not yet assessed). 2. Fifty percent (50%) of kindergarten students will perform at the “progressing” or “meets” performance levels for the Georgia Performance Standard SSKCG2 on the final assessment of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) (current AMO not yet assessed).</p>				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Assessment Standard 2.3 Performance Action 1 All teachers work collaboratively to data analysis to inform grade-level and school-wide decision making by meeting in grade levels and vertical planning teams.</p>	None	8/13/2012-5/13/2013 Grade-level chairs, Administration	Vertical planning form, meeting agendas and minutes, GKIDS data.	GKIDS data. Teachers at the same grade level or content area use common assessments.
<p>Performance Action 1 Collaborative teacher meetings are held to review and design performance tasks and assignments for GPS standards in social studies that may be used in portfolio assessment for the Georgia Kindergarten Inventory of Developing Skills.</p>	None	08/13 and ongoing review of GKIDS resources for Social Studies	GKIDS resources created, performance tasks, collaborative teacher meeting minutes	GKIDS data. The assignments and performance tasks are directly aligned with appropriate standards and elements.
<p>Instruction Standard 2.2</p>	None	Varies /	Performance	GKIDS data. Teachers can explain how

<p><u>Performance Action 1</u> Teachers develop instructional opportunities such as the “School Store” and “Invention Fair,” and encourage all learners to use higher-order thinking skills as well as performance tasks that require critical thinking.</p>		<p>Parent Council teacher fund / Parent donations</p>	<p>tasks, graphic organizers, lesson plans</p>	<p>assessments and performance tasks emphasize higher-order thinking.</p>
<p><u>Students with Disabilities</u> <u>Performance Action</u> : Teachers provide effective instruction in social studies for students with disabilities. Teachers reinforce any perceived effort on the students part and provide explicit instruction that includes modeling, hands on activities, and individual practice with manipulatives. Teacher explicitly teach strategies for problem solving.</p>		<p>\$500 Staff Development Funds</p>	<p>Collaborative planning meeting dates, agenda, minutes, lesson plans, classroom observation data, focus walk data</p>	<p>Lesson plans and classroom observations indicate that teachers are utilizing models of co-teaching. Students participation demonstrates an active and engaged learning time.</p>
<p><u>Technology Integration</u> Instruction Standard 2.7 <u>Performance Action 2</u> Teachers effectively use technology – including class Promethean Activboards, document readers, class computers, and the computer lab -- to differentiate instruction to maximize student learning.</p>		<p>Technology grants received with assistance from Coralwood Foundation and Director of Development</p>	<p>Promethean Activboards, computers, Boardmaker software, assistive technology tools</p>	<p>GKIDS data. Examples of student work enhanced by technology can be provided. Students demonstrate ownership of and efficacy in technology.</p>

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Improve daily attendance – The number of 6-day attendance notification letters issued for kindergarten students will decrease by 25%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Leadership Standard 1.3 Performance Action 3 Follow the DCSS Attendance Protocol:</p> <ul style="list-style-type: none"> • Teacher notification/contact with parent at 1-2 day absence • Follow-up at parent Conferences • Notify School Social Worker at 3-5 days absence • Maintain Attendance Folders • Make referrals as appropriate for Hospital/Homebound services. 	None	8/12-5/13 Attendance Protocol Manager School Nurse; Lead Teacher for Special Education	Student Attendance Reports checked monthly on eSIS, 6-day attendance notifications, conference notes, referrals to social worker	Stakeholders can understand and explain how school policies and procedures ensure maximum use of instructional time.

<p>Leadership Standard 4.1 <u>Performance Action 1</u></p> <p>Have teachers redeliver attendance policy and tardy policy to parents during Curriculum Night</p>	<p>None</p>	<p>8/30/12 Classroom teachers</p>	<p>Parent Handbooks</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>
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Library-Media Action Plan

Annual Measurable Objective: Reading/ English/ Language Arts Action Plan (ESEA Mandate #2)

3. To improve student achievement by increasing the percentage of students in kindergarten scoring “meets” or “exceeds” on the Common Core Standard ELACCKL2d on GKIDS from 9/5/2012 to 5/1/2013 using the following measurements:
 - Students scoring in the 0% - 24% range will increase by 40 percentage points;
 - Students scoring in the 25% - 44% range will increase by 30 percentage points;
 - Students scoring in the 45% - 59% range will increase by 20 percentage points;
 - Students scoring in the 60% - 74% range will increase by 10 percentage points;
 - Students scoring in the 75% - 85% range will increase by 5 percentage points;
 - Students scoring 86% - 100% will maintain and increase their rubric score by 2 percentage points.
4. To improve student achievement by increasing the percentage of students in kindergarten scoring “meets” or “exceeds” on the Common Core Standard ELACCKW2 on GKIDS from 9/5/2012 to 5/1/2013 using the following measurements:
 - Students scoring in the 0% - 24% range will increase by 40 percentage points;
 - Students scoring in the 25% - 44% range will increase by 30 percentage points;
 - Students scoring in the 45% - 59% range will increase by 20 percentage points;
 - Students scoring in the 60%-74% range will increase by 10 percentage points;
 - Students scoring in the 75%- 85% range will increase by 5 percentage points;
 - Students scoring in the 86% - 100% will maintain and increase their rubric score by 2 percentage points.

Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction 1.2:PA 4 The teacher-librarian collaborates with the</p>	<p>N/A</p>	<p>8/2012-5/2013</p>	<p><input type="checkbox"/> 25-Books Standard committee</p>	<p>Resources from the media center are</p>

<p>instructional staff to determine media center support needed to increase resources to enhance school-wide content. The teacher-librarian serves on the leadership team and provides services and resources that support school units and lesson implementation</p> <ul style="list-style-type: none"> ▫ Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team ▫ Books are made available to students to develop literacy and pre-literacy skills. ▫ Teacher-Librarian facilitates the 25 Books Campaign 		<ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ Teacher-Librarian ▫ Grade Level Teams 	<p>guidelines</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resource alignment to units <input type="checkbox"/> Media circulation records, etc. 	<p>correlated to grade level units of study. The teacher-librarian can describe how services are coordinated to support classroom instruction.</p>
<p>Instruction 1.2:PA 4 The teacher-librarian collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The teacher-librarian serves on the leadership team and provides services and resources that support school units and lesson implementation</p> <ul style="list-style-type: none"> ▫ Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team ▫ Books are made available to students to develop literacy and pre-literacy skills. ▫ Teacher-Librarian facilitates the 25 Books Campaign 	<p>N/A</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ Teacher-Librarian ▫ Grade Level Teams 	<ul style="list-style-type: none"> <input type="checkbox"/> 25-Books Standard committee guidelines <input type="checkbox"/> Resource alignment to units <input type="checkbox"/> Media circulation records, etc. 	<p>Resources from the media center are correlated to grade level units of study. The teacher-librarian can describe how services are coordinated to support classroom instruction.</p>
<p>Technology Integration – Instruction 2.7: PA 2: Teachers effectively use technology to provide real world application and to maximize student learning.</p>	<p>N/A</p>	<p>8/2012-5/2013</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team 	<ul style="list-style-type: none"> ▫ Computers and equipment ▫ Media Center lab use schedule 	<p>Students can articulate how technology supports their learning.</p>

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<ul style="list-style-type: none"> ▫ Destiny Online Catalog Visual Search ▫ IAB flipcharts ▫ Class multi-media projects 		<ul style="list-style-type: none"> ▫ Teacher-Librarian ▫ Grade Level Teams 	<ul style="list-style-type: none"> ▫ Projects, etc. 	
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Professional Learning Plan					
<p>The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.</p>					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Teachers and staff will participate in training for the Common Core Georgia Performance Standards to increase academic rigor in English Language Arts and Mathematics.	Teachers and paraprofessionals will participate in ongoing training that provides information on CCGPS through scheduled work sessions, webinars, and site-based professional development.	August 2012- May 2013	Staff meeting agendas and attendance verification.	GKIDS scores, 2013
Federal	N/A				
Grants	Teachers and staff will participate in training from Race to the Top (RT3) to improve performance in five main areas.	Teachers and paraprofessionals will participate in ongoing training that provides information about the Teacher Keys Evaluation System (TKSE) and SLO objectives.	August 2012- May 2013	TKSE, PD Planner, Parent surveys of teacher effectiveness	Increased teacher and leader effectiveness. Use and understanding of current standards and methods of assessment.

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Local	Teachers will attend workshops through the HOT program to enhance their skills.	Teachers will have opportunities to apply for and receive approved grants to attend a desired workshop of their choosing and will, upon return to school, redeliver the information to the staff or the parents as applicable from the material learned.	August 2012- May 2013	HOT budget Staff meeting Agendas Chalk Talk Newsletter	GAA & GKIDS results Parent and staff response
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School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Intervention (Performance Actions should be selected and cited from the DCSS Implementation Resource Supplement)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Planning and Organization 4.1 Performance Action 1 School rules are listed in parent and student handbooks, as well as, in the classrooms and throughout the school.	\$50	8/12 Principal and Classroom Teachers	Parent handbook, Code of Student Conduct for Kindergarten Students signature pages. Individual Classroom Handbooks, Rules posted in all classrooms, School rules posted in the hallways and in classrooms	Students, parents, and faculty members can demonstrate and articulate an understanding of school rules, policies, and procedures as outlined in student and teacher handbooks, Code of Student Conduct for Kindergarten Students
School Climate Implementation Performance Action 1 Classroom teachers will work in collaboration with students to create a maximum of 5 classroom rules, teach classroom expectations, and will teach the school-wide rules.	\$0	8/12-5/13 Classroom Teachers. Support Staff	Posted rules, Handbooks, Lesson plans	Teachers set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.
School Climate Strand 2.1 Performance Action 1 Students with identified	\$0	IEP dates Classroom	Sensory break schedule Sensory room schedule	Stakeholders express a feeling of belonging and acceptance. Students work collaboratively with other

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<p>behavioral/sensory difficulties will be provided daily sensory based activities in addition to those provided within the classroom.</p>		<p>Teachers, Support Staff</p> <p>IEP Committees</p> <p>Motor Teacher Occupational Therapists, Speech and Language Therapists, Physical Therapists</p>	<p>Anecdotal notes</p> <p>IEP staffing notes</p>	<p>students and are supportive and accepting of other learning styles. All stakeholders articulate that the school is a welcoming environment that encourages acceptance and tolerance.</p>
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<p>Teacher Retention Action Plan</p>				
<p>Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.</p>				
<p>Performance Action or Initiative</p>	<p>Estimated Cost/Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
			<p>Artifacts</p>	<p>Evidence</p>
<p>The Coralwood Foundation will provide grant opportunities for special classroom projects.</p>	<p>\$1500.00 Coralwood Foundation</p>	<p>8/13/12 Julie Dasher Director of Development</p>	<p>Minutes from HOT committee, Foundation budget, Grant applications</p>	<p>Stakeholders can articulate how they are included in shared decision making and problem solving that directly impact the school and student learning.</p>
<p>The Parent Teacher Association will provide all teachers and support staff with a grant for extra supplies and teaching supports.</p>	<p>\$6750.00 PTA</p>	<p>8/13/12 Rachel Phillips, PTA treasurer</p>	<p>Minutes from PTA Board Meetings</p>	<p>Stakeholders can articulate how they are included in the decision making and problem solving that directly impact the school and student learning</p>

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<p>Funding will be available to teachers so that they may attend professional learning conferences to enhance their professional skills</p>	<p>\$8000.00</p>	<p>Janet Langford and Lisa Nasser, HOT committee chairs Janet Haury, Coralwood Foundation President</p>	<p>Minutes from HOT committee meetings, minutes from Coralwood Foundation meetings, Foundation budget, release time, schedules for substitutes, etc.,</p>	<p>School staff can articulate how the professional learning in which they participate takes place during the work day. Administrators can explain how monies are allocated and protected for professional learning designs that are focused on student and adult learning needs.</p>
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