

DeKalb County School System
Eagle Woods Academy
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 School-wide 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 type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance	1
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	3
Establishing a CSIP Facilitator, Committee, and Subcommittees	4
Steering Committee Members and Signatures	5
Mission and Vision	8
Developing a Comprehensive Needs Assessment	9
Leadership and Governance	12
Teacher Involvement in Decisions Regarding the Use of Academic Assessments	16
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs	17
Support Services for Student Learning	18
Strategies to Increase Parental Involvement	20
Stakeholder Communication	22
Scientifically Based Research	24
Coordination and Integration of Federal, State, and Local Services and Programs	25
Reading/ELA Action Plan	26
Math Action Plan	33
Science Action Plan	40
Social Studies Action Plan	47
Attendance/Graduation Rate Plan	54
Library-Media Action Plan	57
Professional Learning	60
School Climate Action Plan	61
Teacher Retention Action Plan	66
Career Technology Action Plan (Middle and High Schools Only)	N/A

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

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

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

Georgia School Key Strands
Curriculum - A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
Assessment - The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
Instruction - Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (COMMON CORE).
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.

Eagle Woods Academy is not considered a school but have the title of GNETS program, thus we have a Parent Advisory Group rather than a school council.

	Printed Names of Parent Advisory Group	Signatures of Advisory Members	Date Signed
1.	Sabrina Wynn	See attached	9-13-12
2.	Donna Underwood	See attached	9-13-12
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 and available for monitoring by the State and federal agencies.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Dianne M. Gall		
CSIP Facilitator	Dianne Gall		
Parent Representative (can not be a school employee)	Donna Underwood		
Student Representative (required for High School)	Courtney Young		
Community Representative (can not be a school employee)			
Title I Representative	NA	NA	
School Counselor/Psychologist	Mark Hartigan		
Special Education Representative	Rebecca Cano		
Reading/ELA Chair	Marsha Silva		
Math Chair	Brian Keith Franklin		
Science Chair	Joan Lloyd-Granston		
Social Studies Chair	Rex L. Hunt		
Professional Learning Liaison	Daniel Spangler		
Other (specify) Instructional Change Coach	Angela Smith		

Other (specify) LTSE Special Education Teacher Special Education Teacher	John Medearis Donald Thompson		
--	----------------------------------	--	--

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:

- Use of Thinking Maps across the curriculum
- Use of technology as a safety net for some targeted students
- Use of PBIS for behavior intervention initiative to improve school-wide and individual student behavior – slight improvement
- Use SWIS data collection system to analyze trends and develop interventions

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

- Use of Study Island as a safety net for all targeted students
- PBIS needs to be implemented with greater fidelity

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

- Lack of time to devote to safety net instruction
- Lack of interest/parent support/transportation for after school tutorial

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2012-2013:

- Continue use and monitoring of Thinking Maps
- Implement PBIS with fidelity to continue improvements in student behavior
- Continue to use SWIS to analyze trends and assist with developing interventions
- Training of the staff on Common Core Curriculum and its implementation.
- Training of Teacher Keys for evaluations.

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>“Engage, empower, excel!”</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 provide a safe school environment where all students are engaged and empowered so that they may excel in a global society.</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self-direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation 	<p>Our beliefs about teaching SEBD students include:</p> <ul style="list-style-type: none"> ▪ Valuing and promoting parent involvement ▪ Crisis provides the greatest opportunity for learning ▪ Relationships are primary to change ▪ Behavior is the reflection of what is happening in a child’s life ▪ Socially acceptable behavior and knowledge can enhance lifelong achievement <p>We hold high expectations for ALL.</p>

Developing a Comprehensive Needs Assessment

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

Eagle Woods Academy is located approximately 2 miles outside of the village of Stone Mountain in the city of Lithonia. The school sits on approximately 200 acres of land in an old church building down the street from the Mystery Valley golf course. The neighborhood, while busy, is lush and generally very quiet, a great setting for a school!

Eagle Woods Academy (EWA) is a member of the Georgia Network for Educational and Therapeutic Supports (GNETS), formerly known as Georgia Psychoeducational Network. GNETS is comprised of 24 programs across the state of Georgia: Eagle Woods Academy is one of two DeKalb schools in the DeKalb/Rockdale GNETS program. Eagle Woods Academy serves approximately **70-90** students in grades 6– 12, with ages from 11-22. All of these students have extremely significant disabilities that impact their social, emotional, and behavioral functioning. Students who are served at Eagle Woods represent the students with the most severe behavioral and emotional disabilities in all of DeKalb County Schools, thereby requiring a special school placement. The Eagle Woods plan which is submitted with this document reflects the unique students and staffing patterns that are evident and necessary at Eagle Woods Academy.

Enrollment

	2011-2012
Enrollment	102
Free and Reduced Lunch	Data Not Available
Ethnicity	
Asian	
Black	85%
Hispanic	1S%
White	14%
Multi-Racial	
Males	
Females	
Student With Disabilities	100%
English Language Learners	0
Economically Disadvantage	91%

This chart represents all student groups at the DeKalb/Rockdale GNETS program. 100% of students in this program have disabilities, and typically over 90% are African American and economically disadvantaged. A majority of students receive free or reduced lunch.

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

Include the following information:

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

Eagle Woods Academy governance structure/decision-making process is one that is collaborative. The leadership teams consist of the Principal, Instructional Changes Coaches, clinicians, teachers, and the teacher librarian. The GNETS director is an active participant in decision making for the school. The team works together to address the needs of our students and the program. Decision making occurs in weekly faculty meetings, team debriefings, administrative meetings, Instructional Design Team meetings, committee meetings, CSIP meetings and through First Class e-mail. Opportunities are available for staff to discuss and share techniques/strategies as well as to identify and resolve issues that affect or have an impact on the therapeutic and instructional environment of the children. All staff members are encouraged to share in the decision making process as well as to provide feedback.

The CSIP Steering Committee met for the first time during preplanning week, to begin the development of the 2012-2013 CSIP. The committee met at school where the following actions were taken:

- Data was reviewed and analyzed, including academic performance and testing data, behavioral data, PBIS data, and attendance data of students and faculty at Eagle Woods.
- Adult practices of Eagle Woods staff related to instruction and behavioral interventions were reviewed and discussed.
- The impact of professional learning was analyzed related to Focus Walk data; future/next steps were selected and formulated into action plans in the CSIP.
- A plan for systematically improving practices of adults in the school related to instruction and effective behavioral interventions was developed related to specific action plans in all CSIP areas. A Professional Learning Plan was also developed for the year.

The faculty involved in this committee meeting included Eagle Woods staff as well as consultation from GLRS: Dianne Gall, Principal of Eagle Woods Academy; Rebecca Cano and Angela Smith: Eagle Woods Instructional Change Coaches, John Medearis: Lead Teacher for Special Education, Mark Hartigan: Clinician for Eagle Woods, Dan Spangler: Library Media Specialist, William Duncan: GLRS Facilitator, and Marsha Silva, Brian Keith Franklin, Joan Lloyd-Granston, Donald Thompson and Tamika Harris: teachers. This committee meets periodically each semester.

Since Eagle Woods is a relatively small school, it was decided that a chair would not be named for each of the subcommittees, but that the entire committee would be mutually responsible for all portions of this CSIP.

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
	School Report Card	X	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
X	CCPRI	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test –6 th , 7 th and 8 th grade		Language Proficiency		America’s Choice DAT Review
X	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
X	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment-8 th grade	X	Attendance	X	Focus Walk Results
X	End of Course Tests	X	Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills		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.

The students at Eagle Woods Academy (EWA) undergo several individual and group assessments in order to pinpoint academic strengths and weaknesses and thereby implement the most appropriate interventions for remediation. Each student is evaluated on an individual basis to assess global cognitive functioning levels using a standardized IQ test, such as the Wechsler Scales or Stanford Binet. Every student is assessed annually in the areas of reading comprehension, reading decoding, reading fluency, math calculation, and math fluency utilizing subtests from the Woodcock Johnson Tests of Achievement-Third Edition. Teachers develop and use pre- and post-test scores in order to monitor yearly progress in Math and Reading. Benchmarks assessments are also utilized throughout the year. OAS, the online assessment system and USA Test prep is also used to monitor student progress. Areas of relative strength and weakness are noted, and this data is reviewed both globally by staff in order to drive general curriculum implementation as well as by individual teachers as they assess the needs of each student and create/review Individual Educational Plans.

Additional standardized, norm referenced and/or criterion referenced data include the Criterion Referenced Competency Test (CRCT), Iowa Test of Basic Skills,), the IOWA Test of Basic Skills for 7th graders, the Middle Grades Writing Assessment for 8th graders, the High School Graduation Writing Assessment (GHGWA), Georgia High School Graduation Test, and Georgia End of Course Tests.

The majority of the students at EWA read at or below the fourth grade level, although students range in ability from Pre-K-K to 12th grade in their academic abilities. Despite the wide disparity in ability, attempts are made to group students homogeneously by subject area. Teachers check frequently for understanding, engage students in group discussion in order to informally assess mastery, and conduct frequent question and answer sessions. Daily writing assessments such as journal writing in homeroom provide an ongoing venue to monitor students' progress in the area of written expression.

To measure success in the behavioral, social, emotional realm, the Emotional Behavioral Problem Scale (EBPS 2) is a standard measure that is used. In addition, the student Level System Data, SWIS data on behavioral incidents (individual and school wide), and PBIS Eagle Bucks are utilized. Student bankbook data that document individual student's weekly Eagle Bucks earnings are another source of data.

- The leadership and staff at Eagle Woods are committed to providing appropriate supports for students with the most severe emotional/behavioral disabilities. While these students are unable to successfully function in a typical school setting, with the specialized and individualized interventions provided by EWA, over time many of them become more successful in the school setting. EWA offers a range of services in a least restrictive environment for students ready for to transition to a less restrictive environment. Successful transition to an LRE is based on data related to the number of students returning to the LRE (Least

Restrictive Environment) each semester. EWA offers outpost classes in two middle and three high schools and one Warren Tech, with opportunities for exposure to the general ed classroom and nondisabled peers.

- Every student at EWA falls into the subgroup of students with disabilities, and a high percentage of our students are also African American and economically disadvantaged. Given this, the outcome data for those three subgroups are extremely similar.
- Based on results of CRCT and IOWA testing, there is a relative strength in the area of English/Language Arts. This is consistent across the subgroups in part because of the high percentage of students who are in all subgroups. The 20132 CRCT results show that Eagle Woods students perform better in Reading sections than in Math.
- Results of *Woodcock Johnson Third Edition: Test of Achievement (WJIII)* is another data source that provides information regarding strengths and progress.
- All teachers have been presented training opportunities for the implementation of the Common Core Standards. Focus Walk data following these Professional Development opportunities provides data on school wide and individual teacher strengths.
- EWA offers resources beyond the standard means of a public school setting to assist students during mental health crises including a school-based team of clinicians, teachers trained in Emotional and Behavior Disorders and implementing individualized behavior management plans.
- EWA celebrates and acknowledges achievements and accomplishments of students on a regular basis. Numerous opportunities for acknowledging of student achievement are provided. These include weekly planned opportunities for students to have positive interactions with peers and to participate in school wide activities with the goal of building social skills and self-esteem. The number of students able to partake weekly is a data source for these activities, as is the levels system data and the Eagle Bucks bankbooks. In addition, student achievements are acknowledged by other activities such as display of student names on bulletin boards or bulletin boards recognizing good attendance, and exemplary work displays. Academic and social/behavioral achievement is recognized by the annual awards program at the end of the school year.
- Provision of school wide activities to build social skills and self-esteem include leadership groups, Youth Empowerment Excel, basketball, school dances, the talent show, the spring formal, weekly perks and weekly levels meetings.
- Provision of clinical resources include classroom group counseling related to topics such as anger management and coping skills, individual counseling, immediate crisis intervention and counseling, and coordination of services with community agencies.

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

Eagle Woods Academy has opportunities for improvement that were revealed in the results of the data analysis. Focus walk data and formal observation data of instruction in the school were also utilized. The results suggest the following:

- Weakness in Mathematics at all grade levels based on the CRCT and benchmark assessments
- Opportunities for improvement in English/Language Arts based on the CRCT and benchmark assessments
- A need for more professional learning to improve instruction based on the Common Core Curriculum within a 3 part lesson plan and to improve instructional strategies. Follow-up observations, feedback and mentoring to provide support and resources to teachers in the areas of instruction and behavior are also needed. This is based on Focus Walk data and SWIS data.
- A need for student centered instruction with the use of technology to support the curriculum is also an area of need. The results of the focus walks and observations are the source of data for this weakness.
- A need for increased time for teachers to collaboratively plan quality instruction that is differentiated and rigorous. Focus walk/observation data indicate a need for greater use of differentiated instruction and more varied instructional delivery.
- Development of additional strategies for increasing school safety and improving the school environment for staff and students based on SWIS data.
- The staff survey provides results related to planning time, teacher preparation to teach the curriculum, and the school climate related to safety.

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

Instructional initiatives and professional development opportunities are selected based on the following:

- Given data from Focus Walks and the data review, the current instructional practices evident throughout the school were identified and analyzed. Evidence indicated a need for increased professional learning on:

- standards-based instruction and utilizing the Common Core Curriculum
- consistent use of a three part lesson
- use of a wider range of instructional strategies
- increasing rigor/Depth of Knowledge
- use and development of formative assessments
- providing effective feedback and commentary
- differentiated instruction
- focus on effective vocabulary instruction utilizing strategies Thinking Maps, and the Frayer model
- use of Teacher Keys to improve instructional delivery

In addition, the Eagle Woods team pursued a school-wide Positive Behavioral Intervention and Support plan that would build a common foundation for promoting responsible student behavior across the school, as well as understanding SEBD students, classroom management, and using the Circle of Courage. Professional learning will be conducted in both of these areas based on the GAPSS staff perception survey.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments

Teachers collaborate on assessments to differentiate instruction based on the needs of the students. The teachers also develop common/informal assessments for use in their classrooms to obtain immediate information regarding the ongoing academic progress of their students. Teachers provide feedback regarding the efficacy of the assessment tools selected and are actively engaged in collecting assessment data. Teachers are a part of the leadership team/Instructional Design Team and their input is included and recognized. Academic assessment results are used to assist teachers in planning and grouping accordingly based on the individual ability levels of their students. Collaborative planning time is utilized for these purposes.

Teachers are an integral part of the Leadership Team (Instructional Design Team) that meets monthly to review data on instruction, behavior and attendance. Data gathered are utilized to inform decisions for the continuous school wide movement toward improved achievement. Collaborative planning times and Content Area Data Teams will be held to develop common formative assessments or benchmarks. Teams will also utilize existing data from formative and summative assessments to differentiate instruction based on the needs of individual students and to guide their instruction. Teachers in these teams use data to make decisions on how to proceed in their lesson, what to reteach or review with individuals or in groups, and how to pace their instruction. This data allows for more effective progress monitoring. Academic data used will include student work samples, benchmark assessments, standardized testing and other formative assessments including teacher created tests, quizzes and projects.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs

IEP meetings are held annually and as needed. Academic objectives are reviewed and discussed with students and their parents. Performance on academic IEP objectives are evaluated at designated intervals determined by the IEP date, but at least bi-annually. They are also evaluated before and after breaks in instruction due to holidays from school in order to monitor students for academic and behavioral regression during breaks. In addition, progress reports are sent out every six weeks and deficiency reports are sent every three weeks. Parents are kept abreast of student performance regularly by telephone contact. Students receive content-related feedback daily through their graded work and informal teacher conferences.

Most students at Eagle Woods are academically “at-risk” and all students struggle emotionally and behaviorally within the school environment. They are identified as “at-risk” in the Present Levels of Performance section of their IEPs, as well as by the academic and cognitive test data that is reported in their IEPs and psychological evaluations. Additional information is obtained from standardized tests such as the CRCT, IOWA, and the High School Graduation Test. Level 1 students are identified based on these results and Level 1 plans are developed. Test data is used to determine individual student strengths and weaknesses by testing domains, and to determine “high opportunity/bubble” students for specific focus. Daily classroom performance including benchmark assessments, student work samples, projects, tests and quizzes, is another means of identifying students who may require additional assistance.

Teachers continuously monitor progress on academic goals from Individualized Educational Plans for students through data collected and through academic progress reports at regular intervals. IEP meetings are held a minimum of twice annually to review such data with parents. Classroom instructional data is reviewed as it is collected on a daily basis or weekly in collaborative planning or by content area data teams/departments. This includes any common assessments or benchmarks, student work samples, projects and standardized tests results.

Support Services for Student Learning

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

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

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

Eagle Woods Academy provides support through counseling and advisement in a number of ways to enhance student achievement. Through the IEP process, each student’s individual academic needs are considered along with behavioral, emotional and other disability factors to arrive at an educational plan that is appropriately tailored to the student’s unique situation. Eagle Woods has a part time guidance counselors on staff to advise students and their guardians about course of study and diploma options. In addition, special education teachers, paraprofessionals, and clinical staff provide students with ongoing emotional support to help them arrive at appropriate academic/career goals and assist them in developing more effective strategies to cope with demands they face along the way

The Clinical staff at Eagle Woods consists of a psychologist and two social workers. These professionals work with the district office and outside agencies in a number of capacities to meet student needs. The clinicians provide professional development presentations to foster staff understanding of the unique characteristics of the unique student population and how to go about most effectively meeting their educational and behavioral support needs. For example, the psychologist has recently conducted a workshop for special education bus personnel that focused on proactive strategies to prevent behavioral disruptions and to de-escalate students who have become upset. The Clinicians also provide assessment services that assist the district office in meeting student needs, through psychological testing and analysis of student data. In addition, through the district office the clinicians on occasion provide clinical case or staff consultation, especially on matters related to severe emotional or behavioral issues.

At Eagle Woods Academy, the clinicians work in a variety of ways with community agencies to meet the needs of students and their families. The Clinicians have developed a database of community resources and programs by attending regular interagency meetings, gathering information and visiting agencies. The Clinician also serves as an important liaison to community agencies, maintaining relationships with agency administrative personnel and coordinating student referrals. In addition, the Clinicians works collaboratively with agency staff involved with students through regular communication and ongoing coordination of services across providers.

In addition, there are some roles specific to the psychologist in meeting student needs. These include assisting in eligibility determination and conducting psychological evaluations. Likewise, social workers serve specialized functions as mandated reporter to ensure safety and well-being of students, and assist schools and school reform regarding attendance.

The Part-time School Nurse organizes presentations for staff to educate them on various health and wellness initiatives and also provides assistance to parents by providing them with referrals and contact information for medical purposes.

Strategies to Increase Parental Involvement

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

X	Site-based Parent Centers/Information Stations		Title I Parent Resource Centers and Facilitators
X	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		Title I Parental Involvement Conferences
X	Parental Involvement Survey	X	Others (list here) – IEP meetings, Curriculum Night, special events

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

The staff at Eagle Woods is working to increase the amount of parent involvement. Parents are encouraged to participate in the learning process of their student. We believe that parent involvement is not only critical to improved student achievement, but also motivates the school to function at a higher standard by constantly improving practices. In developing and increasing positive parental relationships with the school, the first aspect is building a climate of trust and collaboration between the school and parents. A climate of trust is essential for effective planning to establish relevant parent involvement programs. The school provides many opportunities for parental involvement to improve student achievement and to give parents the opportunity to interact with each other in these ways:

- There is a Parent Resource Center in our library where our Library Media specialist will assist parents in utilizing a dedicated computer to find parent resources and where parents can review, check out or take related books, magazines and flyers on workshops.
- Parent Involvement workshops are conducted centered on various topics designed to improve student achievement including: understanding the CSIP and what it offers to the school, understanding the curriculum (COMMON CORE standards), school attendance and truancy, understanding and interpreting test data for middle and high school students, behavior management strategies to use at home with their child, anger management and dealing with stress, life skills development, the effects of bullying and cyber bullying on student achievement, computer technology, .
- Parents are encouraged to volunteer at the school and/or in their student’s classroom through special activities such as the Harvest Dance, the Thanksgiving Luncheon, the Black History Program, the annual Talent Show, the Spring Formal, and the Awards Ceremony.
- Parents are requested to attend all IEP meetings regarding their student’s educational plan.

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

X	Student/Parental Handbook	X	Newsletters
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter		Other (Specify)

Stakeholder Communication

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

Academic assessment results are provided to parents and students on an ongoing basis throughout the year via mailings, telephone consultations, IEP conferences, and regular progress reports. A meeting with the guidance counselor is also an option. Individual comprehensive psychological evaluation results are shared with parents/guardians (and students as appropriate to their age) within the context of an IEP meeting.

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

The Georgia DOE publishes the data which includes the disaggregated annual data for the various subgroups of students at Eagle Woods. All stakeholders have access to this website. This is the last year that GNETS data will be available in that format.

The sharing of any individual student data with stakeholders at large is prohibited due to the confidentiality provisions of IDEA. Individual student data are shared only with the members of the IEP team, which is inclusive of each student's parents or guardians.

Some other ways disaggregated data is shared include:

- Curriculum Night
- School Newsletter
- Parent Meetings at Eagle Woods Academy
- Data Wall depicting test data from the CRCT, GHSGT, EOCT, and SWIS.
- Public Dissemination of the School wide Improvement Plan to all Stakeholders

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

The school will share the CSIP with staff and parents through a series of planned meetings. During staff meetings, professional learning activities and committee meetings, staff members will participate in the development and implementation of the plan. Parents, guardians and community members are invited to a meeting where they may review and discuss the CSIP, as well as offer feedback to the school. Annual Stakeholders Meeting, Curriculum Night, and the school website are forums in which CSIP information will be shared. The CSIP is also available in hard copy in the media center.

School Name: Eagle Woods Academy

Principal: Mrs. Dianne Gall

Plan Year: 2013-2013

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

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

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* are 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 (COMMON CORE) 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	Georgia Network for Emotional and Therapeutic Support (GNETS) funds are used for salaries, professional learning for teachers, and instructional resources.
State Funds	Georgia Network for Emotional Therapeutic Support (GNETS) funds are used for staff salaries, professional learning for teachers, and instructional resources.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Federal School Improvement Grants	NA
Local Professional Learning Funds	The focus for the 2012-2013 school year is geared towards strengthening and refining classroom instruction. The focus on Reading/ELA and math will be directed towards Common Core Curriculum and standards based classrooms, using data to guide instruction and reading across curriculum. In addition, we will also focus on using best practices to raise skill levels in all domains.
Grants (list)	The GNETS Grant provides monies for staff salaries. Any remaining funds are spent on supplies and materials for operating purposes and instruction. The Federal Grant is also used primarily for staff salaries. Any remaining funds are used for instructional materials and supplies. Included in that grant is money designated specifically for professional learning.
PTSA	N/A
Partners in Education	Eagle Woods Academy has partnered with Mothers Rebuilding Atlanta and Liberty Mutual
Other (list)	

Reading/English/Language Arts Action Plan

Annual Measurable Objective:

On the spring administration of the Reading portion of the CRCT , the percentage students that meet or exceed standards on the CRCT will increase from:

Sixth grade 25% to 30% , Seventh grade 33% to 38%, and eighth grade 60% to 63%

On the spring administration of the ELA portion of the CRCT the percentage students that meet or exceed standards on the CRCT will increase from:

Sixth grade 0% to 25% , Seventh grade 33% to 38%, and eighth grade 40% to 45%

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 1.1</u> <u>Performance Action 1</u> Collaboratively study the Common Core Curriculum to understand and implement the concepts and skills required in the standards and elements.</p> <ul style="list-style-type: none"> Participate in ongoing professional learning workshops; complete assigned professional learning performance tasks. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback. Participate in monthly teacher collaborative learning PLCs focusing on research based best practices. 	Professional Learning funds	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers	Professional Learning Calendar and agendas, Sign-in Logs, Focus Walk data, Peer observation data, Teacher Professional Learning/Data Notebooks, Benchmark data from IDMS,	<p>Teachers can articulate how the lesson was developed 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.</p> <p>Teachers will post standards in class, explain their significance in lesson opening, and scaffold understanding of the standard.</p> <p>Students will demonstrate understanding of the standards by</p>

<ul style="list-style-type: none"> • Create and maintain teacher professional learning/data notebooks. 			Teacher (as student) work	stating the standard in their own words.
<p><u>Instruction Standard 2.1</u> <u>Performance Action 1</u> Determine and agree upon school wide expectations in the delivery or routine of lessons.</p> <ul style="list-style-type: none"> • Utilize and implement the three part lesson as an instructional framework for all lessons. • Participate in professional learning workshops. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback. 	Professional Learning funds	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs, Teachers,	Lesson plans, Focus Walks, Observations, Professional Learning Calendar and Logs, Sign in Sheets, Student work using Thinking Maps, Peer Observations	Teacher and students can explain different instructional phases of a lesson, including the opening, work session, and closing of a lesson.
<p><u>Instruction Standard 2.1</u> <u>Performance Action 1</u> Develop and implement a school wide vocabulary focus across all content areas.</p> <ul style="list-style-type: none"> • Utilize Thinking Maps • Frayer Model • Utilize active, live word walls <p>Engage all teachers in professional learning designed to support the implementation of the school-wide vocabulary process.</p> <ul style="list-style-type: none"> • Training and/or Refresher on use of Thinking Maps/Frayer Model for vocabulary development. 	Professional Learning funds	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs, Teachers	Professional learning Calendar sign in sheets, agendas, Student work, Lesson plans, Focus walks,	<p>Teachers can explain how they utilize appropriate Thinking Maps/Frayer Model to support student understanding of vocabulary words.</p> <p>Teachers model the use of Thinking Maps/Frayer Model to define vocabulary for students.</p> <p>Students can describe how they use Thinking Maps and/or Frayer Model to learn vocabulary.</p>
<p><u>Instruction Standard 2.2</u> <u>Performance Action 1</u> Develop instructional lessons that</p>	Professional Learning funds	August 2012 - May 2013 Principal,	Professional learning Calendar	Teachers can explain how the lesson encourages higher order thinking.

<p>emphasize and encourage all learners to use research based strategies that require higher order thinking skills, processes, and mental habits of mind.</p> <ul style="list-style-type: none"> • Depth of Knowledge • HYS • Formative Assessment Strategies • Thinking Maps <p>Provide training on Thinking Maps for teachers who did not attend summer training.</p> <p>Participate in ongoing professional learning workshops and conferences; complete assigned professional learning performance tasks. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback.</p>		<p>Assistant Principal, LTSE, ICCs Teachers</p>	<p>sign in sheets, agendas, Student work, Lesson plans, Focus walks, Teacher (as student) work</p>	<p>Teachers can explain how strategies are used to increase depth of knowledge.</p> <p>Students can respond to questions demonstrating depth of knowledge.</p> <p>Teachers can explain how they select appropriate Thinking Maps to support mastery of COMMON CORE.</p> <p>Students can select and/or describe how they use Thinking Maps.</p>
<p><u>Planning/Organization Standard 1</u> <u>Performance Action 1</u></p> <p>The Leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership meetings. Actions/next steps are developed to ensure that the plan is implemented effectively:</p> <ul style="list-style-type: none"> • Hold Leadership meetings weekly • Plan and develop the Professional Learning Calendar for the school year based on the CSIP • Examine, review, revise the CSIP as 	<p>Local Funds</p>	<p>June 2012 -May 2013 Principal, Assistant Principal, LTSE, ICC, Teachers, IDT members, Clinicians</p>	<p>Sign in sheets, agendas, Professional Learning Calendar, Written documents of revisions made to CSIP, attendance and discipline plans</p>	<p>Leadership Team members can explain how the school improvement plan impacts the work of the school and supports student learning. The goals of the improvement plan become the work of the leadership team.</p>

<p>appropriate to current school data and needs per the needs assessment</p> <ul style="list-style-type: none"> Examine, review and revise attendance and discipline plans as appropriate to current school data and needs per the needs assessment 				
<p><u>Assessment Standard 2.2</u> <u>Performance/ Action 1</u> Utilize informal and formal assessments within teaching and learning activities that are explicitly aligned to the standards and are then used to revise instruction</p> <ul style="list-style-type: none"> Participate in professional learning on formative and summative assessments, particularly analyzing student work. <p>Develop and administer alternative assessments to check for student understanding and mastery</p> <ul style="list-style-type: none"> Questioning Written reflections (3-2-1, ticket out the door, KWL, etc.) Rubrics Thinking Maps Feedback and commentary 		<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, Instructional Coaches, Teachers</p>	<p>Revised lesson plans, Flexible grouping, Assessments Progress Monitoring Data, Student work, Benchmark Data</p>	<p>Teachers can articulate the types of formative assessments used regularly to gauge student progress.</p> <p>Teachers can explain how they have revised instruction based on specific formative assessment results.</p> <p>Students can articulate how they know when they have learned the standard.</p>
<p><u>Materials, equipment and supplies</u> <u>Planning and Organization Standard 2:</u> <u>3.1 Performance/Action 1/2</u> Select supplemental materials, equipment and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs in ELA</p>	<p>Local funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Lesson Plans, Technology Products, Reading Logs, Lesson Plans Writing Samples, Benchmarks,</p>	<p>Teachers can describe the variety of supplemental resources available and utilized to teach the standards.</p> <p>Leadership and teachers can explain how the utilization of resources is directly aligned to the</p>

			Assessment data	school improvement plan as well as how the resources support the implementation of the COMMON CORE.
<p><u>Safety Nets</u> <u>Assessment Standard 3.1</u> <u>Performance/Action 4</u> Identify “bubble” students using assessment results and assign to groups accordingly.</p> <p>Provide safety net instruction during the school day including:</p> <ul style="list-style-type: none"> • Pull outs • USA Testprep • OAS <p>All extended learning sessions are monitored for effectiveness by analyzing data in PLCs and during Instructional Design Team meetings.</p>	Local funds	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICC Teachers, Instructional Design Team	Assessment Data, Benchmark data, pre and post tests	<p>Teachers can explain how student are grouped based on assessment results.</p> <p>Teachers can describe the impact on individual student learning based on assessment data.</p>
<p><u>Students with Disabilities: (EWA does not have an SWD subgroup; all students at EWA are SWD.)</u> <u>Instruction Standard 2</u> <u>Performance/Action 4</u> Implement effective proactive strategies to promote responsible behavior for students with and without disabilities:</p> <ul style="list-style-type: none"> ▫ Implement effective rituals and routines. ▫ Review behavioral expectations using PBIS. ▫ Explicitly teach the expected behaviors 	Local Funds	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers, Paraprofessionals, Social Workers	Faculty and Parent/Student Handbooks, Student surveys, Posting of PBIS expectations and matrices, Lesson Plans, Focus Walks, Individual Student data on	Positively stated school rules (PBIS expectations and matrices) are adopted by the school and posted throughout the school. Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment (Levels meetings, teaching and supporting the use of pro-social

<p>so students know what it “looks like” during Decision Making and/or behavioral intervention</p> <ul style="list-style-type: none"> ▫ Implement designated Decision Making curriculum <u>Connect With Kids</u> as prescribed ▫ Explicitly teach social skills ▫ Provide large doses of encouragement and reinforcement using PBIS. 			<p>Points and Level systems, Eagle Bucks bank books, SWIS data</p>	<p>skills such as empathy, anger management, problem solving).</p> <p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.</p> <p>All students are aware of classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with social worker, parent/teacher IEP conferences, groups or individual counseling, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions.</p> <p>Teachers are observed routinely teaching students what the rules “look like” through explicit modeling and discussion. This instruction includes modeling what the rules “look like” throughout the school including</p>
---	--	--	--	--

				<p>classroom and non-classroom settings (i.e., hallways, buses, outside, media center, etc.)</p> <p>Adults in the building are routinely observed using a wide variety of encouragement and positive strategies when students demonstrate positive behaviors.</p>
<p><u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance/Action 1</u></p> <p>Teachers work collaboratively to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding, application, and mastery of the core curriculum.</p> <ul style="list-style-type: none"> Utilize available technology such as Promethean Boards, computers, laptops, software (Thinking Maps software, United Streaming, USA Test Prep and Brainpop.com) to engage students and differentiate instruction. READ 180 lab 	Local Funds and resources	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teacher Librarian, Teachers	Lesson plans, Focus Walks, Student work, projects, Sign-In sheets for professional learning and Computer Lab use, benchmark data,	<p>Teachers can explain how they use technology to enhance instruction and student performance in their classroom.</p> <p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of their work that has been enhanced or created by technology.</p>

Mathematics Action Plan				
Annual Measurable Objective:				
<p>On the spring administration of the Math portion of the CRCT , the percentage students that meet or exceed standards on the CRCT will increase from: Sixth grade 0% to 5% , Seventh grade 17% to 22%, and eighth grade 0% to 5%</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 1.1</u> <u>Performance Action 1</u> Collaboratively study the Common Core Curriculum to understand and implement the concepts and skills required in the standards and elements.</p> <ul style="list-style-type: none"> • Participate in ongoing professional learning workshops; complete assigned professional learning performance tasks. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback. • Participate in monthly teacher collaborative learning PLCs focusing on research based best practices. • Create and maintain teacher professional learning/data notebooks. 		August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers	Professional Learning Calendar and agendas, Sign-in Logs, Observations Teacher Resource/Data Notebooks, Benchmark data from IDMS, Teacher (as student) work	Teachers can articulate how the lesson was developed 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. Teachers will post standards in class, explain their significance in lesson opening, and scaffold understanding of the standard. Students will demonstrate understanding of the standards by stating the standard in their own words.
<u>Instruction Standard 2.1</u>	Professional	August 2012 –	Lesson plans,	Teacher and students can explain

<p><u>Performance Action 1</u> Determine and agree upon school wide expectations in the delivery or routine of lessons.</p> <ul style="list-style-type: none"> Plan and implement the three part lesson as an instructional framework for all lessons. Participate in professional learning workshops. Receive ongoing personalized feedback through observation/monitoring/modeling. 	<p>Learning Funds</p>	<p>May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Focus Walks, Observations, Professional Learning Calendar and Logs, Sign in Sheets, Student work using Thinking Maps, Peer Observations</p>	<p>different instructional phases of a lesson including the opening, work session, and closing of a lesson.</p>
<p><u>Instruction Standard 2.1</u> <u>Performance Action 1</u> Develop and implement a school wide vocabulary focus across all content areas.</p> <ul style="list-style-type: none"> Utilize Thinking Maps Frayer Model Utilize active, live word walls <p>Engage all teachers in professional learning designed to support the implementation of the school-wide vocabulary process.</p> <ul style="list-style-type: none"> Training and/or Refresher on use of Thinking Maps/Frayer Model for vocabulary development. 	<p>Professional Learning funds Listed above</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Professional learning Calendar sign in sheets, agendas Student Notebooks Lesson plans Focus walks Thinking Maps</p>	<p>Teachers can explain how they utilize appropriate Thinking Maps/Frayer Model to support student understanding of vocabulary words.</p> <p>Teachers model the use of Thinking Maps/Frayer Model to define vocabulary for students.</p> <p>Students can describe how they use Thinking Maps and/or Frayer Model to learn vocabulary.</p>
<p><u>Instruction Standard 2.2</u> <u>Performance Action 1</u> Develop instructional lessons that emphasize and encourage all learners to use research based strategies that require higher order thinking skills, processes, and</p>		<p>August 2012- May 2013 Principal, Assistant Principal, LTSE,</p>	<p>Professional learning Calendar sign in sheets, agendas, Student work,</p>	<p>Teachers can explain how the lesson encourages higher order thinking.</p> <p>Teachers can explain how strategies are used to increase</p>

<p>mental habits of mind.</p> <ul style="list-style-type: none"> • Depth of Knowledge • HYS • Formative Assessment Strategies • Thinking Maps <p>Provide training on Thinking Maps for teachers who did not attend summer training.</p> <p>Participate in ongoing professional learning workshops; complete assigned professional learning performance tasks. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback.</p>		<p>ICCs Teachers</p>	<p>Lesson plans, Focus walks, Teacher (as student) work</p>	<p>depth of knowledge.</p> <p>Students can respond to questions demonstrating depth of knowledge.</p> <p>Teachers can explain how they select appropriate Thinking Maps to support mastery of COMMON CORE.</p> <p>Students can select and/or describe how they use Thinking Maps.</p>
<p><u>Planning/Organization Standard 1</u> <u>Performance Action 1</u></p> <p>The Leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership meetings. Actions/next steps are developed to ensure that the plan is implemented effectively:</p> <ul style="list-style-type: none"> • Hold Leadership meetings weekly • Plan and develop the Professional Learning Calendar for the school year based on the CSIP • Examine, review, revise the CSIP as appropriate to current school data and needs per the needs assessment • Examine, review and revise attendance 	<p>Local funds</p>	<p>August 2012 – May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers, IDT members, Clinicians</p>	<p>Sign in sheets, agendas, Professional Learning Calendar, Written documents of revisions made to CSIP, attendance and discipline plans</p>	<p>Leadership Team members can explain how the school improvement plan impacts the work of the school and supports student learning. The goals of the improvement plan become the work of the leadership team.</p>

<p>and discipline plans as appropriate to current school data and needs per the needs assessment</p>				
<p><u>Assessment Standard 2.2</u> <u>Performance/ Action 1</u> Utilize informal and formal assessments within teaching and learning activities that are explicitly aligned to the standards and are then used to revise instruction.</p> <ul style="list-style-type: none"> Participate in professional learning on formative and summative assessments, particularly analyzing student work <p>Develop and administer formative assessments to check for student understanding and mastery</p> <ul style="list-style-type: none"> Questioning Written reflections (3-2-1, ticket out the door, KWL, etc.) Rubrics Thinking Maps 		<p>August 2012- May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Revised lesson plans Flexible grouping records Assessments Progress Monitoring Data,</p>	<p>Teachers can articulate the types of formative assessments used regularly to gauge student progress.</p> <p>Teachers can explain how they have revised instruction based on specific formative assessment results.</p> <p>Students can articulate how they know when they have learned the standard.</p>
<p><u>Materials, equipment and supplies</u> <u>Planning and Organization Standard 2:</u> <u>3.1 Performance/Action 1/2</u> Select and utilize supplemental materials, equipment and teaching strategies, based upon school and student data analysis to address the identified needs in Math.</p>	<p>Local Funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Lesson Plans Technology Products, Writing, Reading Logs, Lesson Plans, Writing Samples, Benchmarks</p>	<p>Teachers can describe the variety of supplemental resources available and utilized to teach the standards.</p> <p>Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the COMMON CORE.</p>

<p><u>Tutorial/Safety Nets</u> <u>Assessment Standard 3.1</u> <u>Performance/Action 4</u> Identify “bubble” students using assessment results and assign to groups accordingly.</p> <p>Provide safety net instruction during the school day including:</p> <ul style="list-style-type: none"> • OAS • Pull outs • USA Testprep <p>All extended learning sessions are monitored for effectiveness by analyzing data in PLCs and during Instructional Design Team meetings.</p>	<p>Local funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers, Instructional Design Team</p>	<p>Tutorial Logs Lesson Plans Assessment Data</p>	<p>Teachers can explain how student are grouped based on assessment results.</p> <p>Teachers can describe the impact on individual student learning based on assessment data.</p>
<p><u>Students with Disabilities: (EWA does not have an SWD subgroup; all students at EWA are SWD.)</u> <u>Instruction Standard 2</u> <u>Performance/Action 4</u> Implement effective proactive strategies to promote responsible behavior for students with and without disabilities:</p> <ul style="list-style-type: none"> ▫ Implement effective rituals and routines. ▫ Define behavioral expectations using PBIS. ▫ Explicitly teach the expected behaviors so students know what it “looks like” during Decision Making and/or behavioral intervention 	<p>Local Funds GNETS funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers, Paraprofessionals, Social Workers</p>	<p>Faculty and Parent/Student Handbooks, Student surveys, Posting of PBIS expectations and matrices, Lesson Plans, Focus Walks, Individual Student data on Points and Level systems, Eagle Bucks</p>	<p>Positively stated school rules (PBIS expectations and matrices) are adopted by the school and posted throughout the school. Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment (Levels meetings, teaching and supporting the use of pro-social skills such as empathy, anger management, problem solving).</p>

<ul style="list-style-type: none"> ▫ Implement designated Decision Making curriculum <u>Connect With Kids</u> as prescribed ▫ Explicitly teach social skills ▫ Provide large doses of encouragement and reinforcement using PBIS. 			<p>bank books, SWIS data</p>	<p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.</p> <p>All students are aware of classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with social worker, parent/teacher IEP conferences, groups or individual counseling, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions.</p> <p>Teachers are observed routinely teaching students what the rules “look like” through explicit modeling and discussion. This instruction includes modeling what the rules “look like” throughout the school including classroom and non-classroom settings (i.e., hallways, buses, outside, media center, etc.)</p>
--	--	--	------------------------------	---

				<p>Adults in the building are routinely observed using a wide variety of encouragement and positive strategies when students demonstrate positive behaviors.</p>
<p><u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance/Action 1</u> Teachers work collaboratively to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding, application, and mastery of the core curriculum.</p> <ul style="list-style-type: none"> Utilize available technology such as Promethean Boards, computers, laptops, software (Thinking Maps software, United Streaming, USA Test Prep, OAS and Brainpop.com) to engage students and differentiate instruction. <p>Participate in site-based training on Promethean Boards</p>	<p>Local funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teacher Librarian Teachers</p>	<p>Lesson plans, Focus Walks, Student work, projects, Sign-In sheets for professional learning and Computer Lab use, benchmark data,</p>	<p>Teachers can explain how they use technology to enhance instruction and student performance in their classroom.</p> <p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of their work that has been enhanced or created by technology.</p>

Science Action Plan				
Annual Measurable Objective: On the spring administration of the Science portion of the CRCT , the percentage students that meet or exceed standards on the CRCT will increase from:				
Sixth grade 0% to 5% , Seventh grade 17% to 22%, and eighth grade 0% to 5%				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 1.1</u> <u>Performance Action 1</u> Collaboratively study the Georgia Performance Standards to understand and implement the concepts and skills required in the standards and elements.</p> <ul style="list-style-type: none"> Participate in ongoing professional learning workshops; complete assigned professional learning performance tasks. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback. Participate in monthly teacher collaborative learning PLCs focusing on research based best practices. Create and maintain teacher professional learning/data notebooks. 	Professional Learning funds	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers	Professional Calendar and agendas, Sign-in Logs, Observations, Teacher Resource/Data Notebooks, Benchmark data from IDMS, Teacher (as student) work	<p>Teachers can articulate how the lesson was developed 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.</p> <p>Teachers will post standards in class, explain their significance in lesson opening, and scaffold understanding of the standard.</p> <p>Students will demonstrate understanding of the standards by stating the standard in their own words.</p>
<p><u>Instruction Standard 2.1</u> <u>Performance Action 1</u></p>	Professional Learning	August 2012 - May 2013	Lesson plans, Focus Walks,	Teacher and students can explain different instructional phases

<p>Determine and agree upon school wide expectations in the delivery or routine of lessons.</p> <ul style="list-style-type: none"> Utilize and monitor the three part lesson as an instructional framework for all lessons. Utilize and monitor Thinking Maps as a strategy to be used during instructional frameworks. Participate in professional learning workshops. Receive ongoing personalized feedback through observation/monitoring/modeling. 	<p>funds</p>	<p>Principal, Assistant Principal, LTSE, ICCs Teachers, GLRS Facilitator</p>	<p>Observations, Professional Learning Calendar and Logs, Sign in Sheets, Student work using Thinking Maps, Peer Observations</p>	<p>of a lesson, for example, the opening, work session, and closing of a lesson.</p> <p>Teachers can explain how they select appropriate Thinking Maps to support mastery of COMMON CORE.</p> <p>Students can describe how they use Thinking Maps.</p>
<p><u>Instruction Standard 2.1</u> <u>Performance Action 1</u> Develop and implement a school wide vocabulary focus across all content areas.</p> <ul style="list-style-type: none"> Utilize Thinking Maps Frayer Model Utilize active, live word walls <p>Engage all teachers in professional learning designed to support the implementation of the school-wide vocabulary process.</p> <ul style="list-style-type: none"> Training and/or Refresher on use of Thinking Maps/Frayer Model for vocabulary development. 	<p>Professional Learning funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Professional learning Calendar sign in sheets, agendas Student Notebooks Lesson plans Focus walks Thinking Maps</p>	<p>Teachers can explain how they utilize appropriate Thinking Maps/Frayer Modes to support student understanding of vocabulary words.</p> <p>Teachers model the use of Thinking Maps/Frayer Model to define vocabulary for students.</p> <p>Students can describe how they use Thinking Maps/Frayer Model to learn vocabulary.</p>
<p><u>Instruction Standard 2.2</u> <u>Performance Action 1</u> Develop instructional lessons that emphasize and encourage all learners to use research based strategies that require higher order thinking skills, processes, and</p>		<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE,</p>	<p>Professional learning Calendar sign in sheets, agendas, Student work,</p>	<p>Teachers can explain how the lesson encourages higher order thinking.</p> <p>Teachers can explain how strategies are used to increase</p>

<p>mental habits of mind.</p> <ul style="list-style-type: none"> • Depth of Knowledge • HYS • Formative Assessment Strategies • Thinking Maps <p>Participate in ongoing professional learning workshops; complete assigned professional learning performance tasks. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback.</p>		<p>ICCs Teachers</p>	<p>Lesson plans, Focus walks, Teacher (as student) work</p>	<p>depth of knowledge.</p> <p>Students can respond to questions demonstrating depth of knowledge.</p> <p>Teachers can explain how they select appropriate Thinking Maps to support mastery of COMMON CORE.</p> <p>Students can select and/or describe how they use Thinking Maps.</p>
<p><u>Planning/Organization Standard 1</u> <u>Performance Action 1</u></p> <p>The Leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership meetings.</p> <p>Actions/next steps are developed to ensure that the plan is implemented effectively:</p> <ul style="list-style-type: none"> • Hold Leadership meetings weekly • Plan and develop the Professional Learning Calendar for the school year based on the CSIP • Examine, review, revise the CSIP as appropriate to current school data and needs per the needs assessment • Examine, review and revise attendance and discipline plans as appropriate to current school data and needs per the needs assessment 	<p>Local funds</p>	<p>August 2012 – May 2013 Principal, Assistant Principal, LTSE, ICCs, IDT members, Clinicians</p>	<p>Sign in sheets, agendas, Professional Learning Calendar, Written documents of revisions made to CSIP, attendance and discipline plans</p>	<p>Leadership Team members can explain how the school improvement plan impacts the work of the school and supports student learning. The goals of the improvement plan become the work of the leadership team.</p>

<p><u>Assessment Standard 2.2</u> <u>Performance/ Action 1</u> Utilize informal and formal assessments within teaching and learning activities that are explicitly aligned to the standards and are then used to revise instruction</p> <ul style="list-style-type: none"> • Participate in professional learning on formative and summative assessments, particularly analyzing student work. <p>Develop and administer alternative assessments to check for student understanding and mastery</p> <ul style="list-style-type: none"> • Questioning • Written reflections (3-2-1, ticket out the door, KWL, etc.) • Rubrics • Thinking Maps • Feedback and Commentary 	<p>Professional Learning funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Revised lesson plans Flexible grouping records Assessments Progress Monitoring Data,</p>	<p>Teachers can articulate the types of formative assessments used regularly to gauge student progress.</p> <p>Teachers can explain how they have revised instruction based on specific formative assessment results.</p> <p>Students can articulate how they know when they have learned the standard.</p>
<p><u>Materials, equipment and supplies</u> <u>Planning and Organization Standard 2:</u> <u>3.1 Performance/Action 1/2</u> Select and utilize supplemental materials, equipment and teaching strategies, based upon school and student data analysis to address the identified needs in Science.</p> <ul style="list-style-type: none"> ▫ Coach Books ▫ USA Test Prep 	<p>Per pupil funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Lesson Plans, Technology Products, Student work, Benchmarks, Assessment Data</p>	<p>Teachers can describe the variety of supplemental resources available and utilized to teach the standards.</p> <p>Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the Common Core.</p>
<p><u>Tutorial/Safety Nets</u> <u>Assessment Standard 3.1</u> <u>Performance/Action 4</u></p>	<p>Local Funds</p>	<p>August 2012 - May 2013 Principal,</p>	<p>Tutorial Logs Lesson Plans Assessment</p>	<p>Teachers can explain how student are grouped based on assessment results.</p>

<p>Identify “bubble” students using assessment results and assign to groups accordingly.</p> <p>Provide safety net instruction during the school day including:</p> <ul style="list-style-type: none"> • Pull outs • USA Testprep <p>All extended learning sessions are monitored for effectiveness by analyzing data in data teams and during Instructional Design Team meetings.</p>		<p>Assistant Principal, LTSE, ICCs, Teachers, Instructional Design Team</p>	<p>Data</p>	<p>Teachers can describe the impact on individual student learning based on assessment data.</p>
<p><u>Students with Disabilities: (EWA does not have an SWD subgroup; all students at EWA are SWD.)</u></p> <p><u>Instruction Standard 2 Performance/Action 4</u></p> <p>Implement effective proactive strategies to promote responsible behavior for students with and without disabilities:</p> <ul style="list-style-type: none"> ▫ Implement effective rituals and routines. ▫ Define behavioral expectations using PBIS. ▫ Explicitly teach the expected behaviors so students know what it “looks like” during Decision Making and/or behavioral intervention ▫ Implement designated Decision Making curriculum <u>Connect With Kids</u> ▫ as prescribed ▫ Explicitly teach social skills 	<p>Local Funds GNETS funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers, Paraprofessionals, Social Workers</p>	<p>Faculty and Parent/Student Handbooks, Student surveys, Posting of PBIS expectations and matrices, Lesson Plans, Focus Walks, Individual Student data on Points and Level systems, Eagle Bucks bank books, SWIS data</p>	<p>Positively stated school rules (PBIS expectations and matrices) are adopted by the school and posted throughout the school. Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment (Levels meetings, teaching and supporting the use of pro-social skills such as empathy, anger management, problem solving).</p> <p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.</p>

<p>▫ Provide large doses of encouragement and reinforcement using PBIS.</p>			<p>All students are aware of classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with social worker, parent/teacher IEP conferences, groups or individual counseling, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions.</p> <p>Teachers are observed routinely teaching students what the rules “look like” through explicit modeling and discussion. This instruction includes modeling what the rules “look like” throughout the school including classroom and non-classroom settings (i.e., hallways, buses, outside, media center, etc.)</p> <p>Adults in the building are routinely observed using a wide variety of encouragement and</p>
---	--	--	--

				positive strategies when students demonstrate positive behaviors.
<p><u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance/Action 1</u></p> <p>Teachers work collaboratively to develop a clear comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding, application, and mastery of the core curriculum.</p> <ul style="list-style-type: none"> Utilize available technology such as Promethean Boards, computers, laptops, software (Inspiration, United Streaming, USA Test Prep and Brainpop.com) to engage students and differentiate instruction. <p>Participate in site-based training on Promethean Boards</p>	Local funds	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs, Teacher Librarian Teachers	Lesson plans, Focus Walks, Student work, projects, Sign-In sheets for professional learning and Computer Lab use, benchmark data,	<p>Teachers can explain how they use technology to enhance instruction and student performance in their classroom.</p> <p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of their work that has been enhanced or created by technology.</p>

*Must be completed for schools with ten or more ELL students

Social Studies Action Plan				
Annual Measurable Objective:				
On the spring administration of the Social Studies portion of the CRCT , the percentage students that meet or exceed standards on the CRCT will increase from:				
Sixth grade 0% to 5% , Seventh grade 17% to 22% , and eighth grade 0% to 5%				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard 1.1</u> <u>Performance Action 1</u> Collaboratively study the Georgia Performance Standards to understand and implement the concepts and skills required in the standards and elements.</p> <ul style="list-style-type: none"> • Participate in ongoing professional learning workshops; complete assigned professional learning performance tasks. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback. • Participate bi-monthly in teacher collaborative learning PLCs focusing on research based best practices. • Create and maintain teacher professional learning/data notebooks. 	Professional Learning funds	August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers	Professional Learning Calendar and agendas, Sign-in Logs, Observations, Teacher Resource/Data Notebooks, Benchmark data from IDMS, Teacher (as student) work	<p>Teachers can articulate how the lesson was developed 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.</p> <p>Teachers will post standards in class, explain their significance in lesson opening, and scaffold understanding of the standard.</p> <p>Students will demonstrate understanding of the standards by stating the standard in their own words.</p>
<u>Instruction Standard 2.1</u>	Professional	August 2012 -	Lesson plans,	Teacher and students can explain

<p><u>Performance Action 1</u> Determine and agree upon school wide expectations in the delivery or routine of lessons.</p> <ul style="list-style-type: none"> Utilize and monitor the three part lesson as an instructional framework for all lessons. Utilize and monitor Thinking Maps as a strategy to be used during instructional frameworks. Participate in professional learning workshops. Receive ongoing personalized feedback through observation/monitoring/modeling. 	<p>Learning funds</p>	<p>May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Focus Walks, Observations, Professional Learning Calendar and Logs, Sign in Sheets, Student work using Thinking Maps, Peer Observations</p>	<p>different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p> <p>Teachers can explain how they select appropriate Thinking Maps to support mastery of COMMON CORE.</p> <p>Students can describe how they use Thinking Maps.</p>
<p><u>Instruction Standard 2.1</u> <u>Performance Action 1</u> Develop and implement a school wide vocabulary focus across all content areas.</p> <ul style="list-style-type: none"> Utilize Thinking Maps Frayer Model Utilize active, live word walls <p>Engage all teachers in professional learning designed to support the implementation of the school-wide vocabulary process.</p> <ul style="list-style-type: none"> Training and/or Refresher on use of Thinking Maps/Frayer Model for vocabulary development. 	<p>Professional Learning funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Professional learning Calendar sign in sheets, agendas Student Notebooks Lesson plans Focus walks Thinking Maps</p>	<p>Teachers can explain how they utilize appropriate Thinking Maps/Frayer Model to support student understanding of vocabulary words.</p> <p>Teachers model the use of Thinking Maps/Frayer Model to define vocabulary for students.</p> <p>Students can describe how they use Thinking Maps/Frayer Model to learn vocabulary.</p>
<p><u>Instruction Standard 2.2</u> <u>Performance Action 1</u> Develop instructional lessons that emphasize and encourage all learners to use research based strategies that require higher order thinking skills, processes, and</p>	<p>Professional Learning funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE,</p>	<p>Professional learning Calendar sign in sheets, agendas, Student work,</p>	<p>Teachers can explain how the lesson encourages higher order thinking.</p> <p>Teachers can explain how strategies are used to increase</p>

<p>mental habits of mind.</p> <ul style="list-style-type: none"> • Depth of Knowledge • HYS • Formative Assessment Strategies • Thinking Maps <p>Participate in ongoing professional learning workshops; complete assigned professional learning performance tasks. Receive ongoing personalized feedback through observation/monitoring/modeling and peer feedback.</p>		<p>ICCs Teachers</p>	<p>Lesson plans, Focus walks, Teacher (as student) work</p>	<p>depth of knowledge.</p> <p>Students can respond to questions demonstrating depth of knowledge.</p> <p>Teachers can explain how they select appropriate Thinking Maps to support mastery of COMMON CORE.</p> <p>Students can select and describe how they use Thinking Maps.</p>
<p><u>Planning/Organization Standard 1</u> <u>Performance Action 1</u></p> <p>The Leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership meetings. Actions/next steps are developed to ensure that the plan is implemented effectively:</p> <ul style="list-style-type: none"> • Hold Leadership meetings weekly • Plan and develop the Professional Learning Calendar for the school year based on the CSIP • Examine, review, revise the CSIP as appropriate to current school data and needs per the needs assessment • Examine, review and revise attendance and discipline plans as appropriate to current school data and needs per the needs assessment 	<p>Local funds</p>	<p>August 2012 – May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers, IDT members, Clinicians</p>	<p>Sign in sheets, agendas, Professional Learning Calendar, Written documents of revisions made to CSIP, attendance and discipline plans</p>	<p>Leadership Team members can explain how the school improvement plan impacts the work of the school and supports student learning. The goals of the improvement plan become the work of the leadership team.</p>
<p><u>Assessment Standard 2.2</u></p>		<p>August 2012 -</p>	<p>Revised lesson</p>	<p>Teachers can articulate the types</p>

<p><u>Performance/ Action 1</u> Utilize informal and formal assessments within teaching and learning activities that are explicitly aligned to the standards and are then used to revise instruction.</p> <ul style="list-style-type: none"> Participate in professional learning on formative and summative assessments, particularly analyzing student work. <p>Develop and administer alternative assessments to check for student understanding and mastery</p> <ul style="list-style-type: none"> Questioning Written reflections (3-2-1, ticket out the door, KWL, etc.) Rubrics Thinking Maps 	<p>Professional Learning funds</p>	<p>May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>plans Flexible grouping records Assessments Progress Monitoring Data,</p>	<p>of formative assessments used regularly to gauge student progress.</p> <p>Teachers can explain how they have revised instruction based on specific formative assessment results.</p> <p>Students can articulate how they know when they have learned the standard.</p>
<p><u>Materials, equipment and supplies</u> <u>Planning and Organization Standard 2:</u> <u>3.1 Performance/Action 1/2</u> Select and utilize supplemental materials, equipment and teaching strategies, based upon school and student data analysis to address the identified needs in SS.</p> <ul style="list-style-type: none"> Coach Books USA Test Prep 	<p>Per pupil funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers</p>	<p>Lesson Plans, Technology Products, Student work, Benchmarks, Assessment Data</p>	<p>Teachers can describe the variety of supplemental resources available and utilized to teach the standards.</p> <p>Leadership and teachers can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the Common Core.</p>
<p><u>Tutorial/Safety Nets</u> <u>Assessment Standard 3.1</u> <u>Performance/Action 4</u> Identify “bubble” students using assessment results and assign to groups accordingly.</p>	<p>Local funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE,</p>	<p>Tutorial Logs Lesson Plans Assessment Data</p>	<p>Teachers can explain how student are grouped based on assessment results.</p> <p>Teachers can describe the impact on individual student learning</p>

<p>Provide safety net instruction during the school day including:</p> <ul style="list-style-type: none"> • Pull outs • USA Testprep <p>All extended learning sessions are monitored for effectiveness by analyzing data in PLCs and during Instructional Design Team meetings.</p>		<p>ICCs Teachers, Instructional Design Team</p>		<p>based on assessment data.</p>
<p><u>Students with Disabilities: (EWA does not have an SWD subgroup; all students at EWA are SWD.)</u> <u>Instruction Standard 2</u> <u>Performance/Action 4</u> Implement effective proactive strategies to promote responsible behavior for students with and without disabilities:</p> <ul style="list-style-type: none"> ▫ Implement effective rituals and routines. ▫ Define behavioral expectations using PBIS. ▫ Explicitly teach the expected behaviors so students know what it “looks like” during Decision Making and/or behavioral intervention ▫ Implement designated Decision Making curriculum <u>Connect With Kids</u> as prescribed ▫ Explicitly teach social skills ▫ Provide large doses of encouragement and reinforcement using PBIS and Eagle Bucks. 	<p>Local Funds GNETS funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, Instructional Coaches, School Improvement Specialist, Teachers, Paraprofessionals, Social Workers</p>	<p>Faculty and Parent/Student Handbooks, Student surveys, Posting of PBIS expectations and matrices, Lesson Plans, Focus Walks, Individual Student data on Points and Level systems, Eagle Bucks bank books, SWIS data</p>	<p>Positively stated school rules (PBIS expectations and matrices) are adopted by the school and posted throughout the school. Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment (Levels meetings, teaching and supporting the use of pro-social skills such as empathy, anger management, problem solving).</p> <p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.</p> <p>All students are aware of classroom and school wide discipline plans. Discipline plans are comprehensive and</p>

				<p>inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with social worker, parent/teacher IEP conferences, groups or individual counseling, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions.</p> <p>Teachers are observed routinely teaching students what the rules “look like” through explicit modeling and discussion. This instruction includes modeling what the rules “look like” throughout the school including classroom and non-classroom settings (i.e., hallways, buses, outside, media center, etc.)</p> <p>Adults in the building are routinely observed using a wide variety of encouragement and positive strategies when students demonstrate positive behaviors.</p>
<p><u>Technology Integration:</u> <u>Instruction Standard 2.7</u></p>	<p>Local funds</p>	<p>August 2012 - May 2013</p>	<p>Lesson plans, Focus Walks,</p>	<p>Teachers can explain how they use technology to enhance</p>

<p><u>Performance/Action 1</u> Teachers work collaboratively to develop a clear comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding, application, and mastery of the core curriculum.</p> <ul style="list-style-type: none"> Utilize available technology such as Promethean Boards, computers, laptops, software (Thinking Maps software, United Streaming, USA Test Prep, OAS and Brainpop.com) to engage students and differentiate instruction. <p>Participate in site-based training on Promethean Boards</p>		<p>Principal, Assistant Principal, LTSE, ICCs Teacher Librarian Teachers</p>	<p>Student work, projects, Sign-In sheets for professional learning and Computer Lab use, benchmark data,</p>	<p>instruction and student performance in their classroom.</p> <p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of their work that has been enhanced or created by technology.</p>
--	--	---	--	---

*Must be completed for schools with ten or more ELL students

Second Indicator: Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Reduce the number of students who are absent more than 15 days from 16.9 % to 15 %.				
Eagle Woods did not have a large enough subgroup for the graduation rate to be significant during the 2011-2012 school year.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Attendance PA 1</u> The Instructional Design team will meet bi-monthly to focus on attendance as it relates to discipline and academics.</p> <ul style="list-style-type: none"> ▫ Collect, analyze, and interpret attendance trend data ▫ Collect, analyze, and interpret trend data indicative of academic and behavioral issues and level of engagement within the classroom and the school. ▫ Identify targeted students for monitoring based on data 	Local Funds	August 2012 - May 2013 Principal, Assistant Principal, Coaches, Social Workers, Instructional Design Team LTSE, Teachers	Sign-in sheets IDT Agendas and Minutes eSIS attendance data, all related data, Parent contact logs, List of target students, List of interventions, flyers, newsletters, calling post	The IDT exists and meets regularly to discuss trends and best practices to address student attendance, academic performance and discipline issues.
<p><u>Performance/Action 7</u> The Instructional Design team and school social workers will design and implement support programs that:</p>	Local funds GNETS funds	August 2012 - May 2013 Principal, Assistant Principal	Sign-in sheets IDT Agendas and Minutes eSIS attendance data, all related	Support personnel, i.e., graduation coaches, community in schools coordinators, and school administrators can describe levels of interventions

<ul style="list-style-type: none"> ▫ Provide training for staff on school attendance policy and legal expectations ▫ Provide workshop for parents on school attendance, truancy ▫ Provide connections between schools and community agencies. <p>Increase student attendance by communicating with parents via</p> <ul style="list-style-type: none"> • Curriculum Night: Communicate school and legal expectations and policies regarding attendance • Teachers will call daily to check on absences • Provide Written notifications • Conduct Parent Meetings/Phone conferences • Develop contract with student and family related to attendance concerns <p>Offer a variety of services that meet the needs of the student.</p> <ul style="list-style-type: none"> ▫ Group Therapy ▫ Individual Therapy ▫ Extra Curricula Activities ▫ Reinforcement Activities 		<p>Coaches, Social Workers, Instructional Design Team LTSE, Teachers</p>	<p>data, Parent contact logs, List of target students, List of interventions, flyers, newsletters, calling post, school website, Parent/Student Handbook</p>	<p>used and how interventions are connected to data.</p> <p>All personnel can articulate policies, procedures and procedures regarding early warning indicators, preventive strategies, and intervention strategies. All personnel can provide support for students.</p> <p>Parents are informed of school and legal expectations and are consistently provided feedback regarding their child’s attendance.</p> <p>Stakeholders articulate the services and partnerships that are working closely with the school to meet student needs.</p>
<p><u>Planning/Organization Standard 1</u> <u>Performance Action 1</u></p> <p>The Leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership meetings. Actions/next steps are developed to ensure that the plan is implemented</p>	<p>see Reading and Math Action Plans</p>	<p>August 2012 – May 2013 Principal, Assistant Principal, LTSE, ICCs Teachers, IDT</p>	<p>Sign in sheets, agendas, Professional Learning Calendar, Written documents of revisions made to CSIP, attendance</p>	<p>Leadership Team members can explain how the school improvement plan impacts the work of the school and supports student learning. The goals of the improvement plan become the work of the leadership team</p>

effectively: <ul style="list-style-type: none">• Hold Leadership meetings weekly• Plan and develop the Professional Learning Calendar for the school year based on the CSIP• Examine, review, revise the CSIP as appropriate to current school data and needs per the needs assessment• Examine, review and revise attendance and discipline plans as appropriate to current school data and needs per the needs assessment		members, Clinicians	and discipline plans	
--	--	------------------------	-------------------------	--

Library-Media Action Plan

Annual Measurable Objective:

On the spring administration of the Reading portion of the CRCT , the percentage students that meet or exceed standards on the CRCT will increase from:

Sixth grade 25% to 30% , Seventh grade 33% to 38% , and eighth grade 60% to 63%

On the spring administration of the ELA portion of the CRCT the percentage students that meet or exceed standards on the CRCT will increase from:

Sixth grade 0% to 25% , Seventh grade 33% to 38% , and eighth grade 40% to 45%

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 1.2:</u> <u>Performance Action 4</u> 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. The teacher librarian will purchase, promote and circulate media center resources supporting the goals of all content areas.</p>	<p>\$1000 Educational Media Allotment.</p>	<p>2012-2013 Principal, Assistant Principal, Teacher-librarian, Teachers, ICCs, Leadership Team</p>	<p>Sign in sheets, lesson plans, classroom observations, student work samples, <i>Destiny</i> curriculum reports, Lexile Reports, 25 Book Standard,</p>	<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>

<ul style="list-style-type: none"> • Teacher-Librarian attends collaborative planning meetings and serves on Leadership Team • Leveled books are made available to students based on reading levels. • Teacher-Librarian facilitates the 25 Books Campaign 			<p>Committee Guidelines, Resource alignment to units</p>	
<p><u>Instruction Standard 1.2</u> <u>Performance Action 4</u> The teacher-librarian collaborates with instructional staff to formulate and teach common units, lessons, and assessments aligned with grade level COMMON CORE standards.</p>	<p>Educational Media Allotment.</p>	<p>2012-2013 Principal, Assistant Principal, Teacher-librarian, Teachers, ICCs, Leadership Team</p>	<p>Disaggregated Lexile reports and /or local reading reports, Standard committee Guidelines, Resource alignment to units, Media circulation records, 25 Book Standard</p>	<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><u>Technology Integration:</u> <u>Instruction Standard 2.7</u> <u>Performance/Action 1</u> Teachers work collaboratively to develop a clear comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and application of the core curriculum.</p>	<p>See Reading and math Action Plans Media Funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE, ICCs, Teacher Librarian, Leadership</p>	<p>Computer lab sign-in sheets Lesson plans Focus Walks Student projects Rubrics Results of On-line tutorials</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</p>

<ul style="list-style-type: none">Utilize available technology such as Promethean Boards, computers and software (Thinking Maps Software, United Streaming, USA Test Prep, OAS and Brainpop.com) to develop student responses and assist with differentiated instruction.		Team, Teachers		reinforce their ability to investigate and analyze information.
---	--	-------------------	--	---

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)	Federal	To increase student achievement in Math, Reading, English/Language Arts: <ul style="list-style-type: none"> ▫ Common Core trainings as directed ▫ OAS training ▫ County mandated training ▫ Thinking Maps training ▫ Training on assessment ▫ math trainings through GLRS ▫ Training on instructional strategies ▫ Technology training ▫ RTI Materials 	August 2012 - May 2013	Data from Focus walks, Student work Assessment data	Agenda and sign in sheets, Focus Walks, Minutes of Meetings, Student Benchmarks, Assessment data
Federal	Grants	Training to increase student achievement Math, Reading, English/Language Arts	August 2012 - May 2013	Data from Focus walks, Student work Assessment data	Agenda, sign in sheets, Focus Walks, Minutes of Meetings, Student work Benchmarks Assessment data

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Performance/Action 1</u> A Safe School Committee is formed to focus on policies, procedures, data analysis and strategy development in order to create a safe school culture. The school maintains and supports a school safety committee that</p> <ul style="list-style-type: none"> ▫ Develops policies and procedures for school safety ▫ Actively shares policies and procedures with the faculty 	Local Funds	August 2012 - May 2013 Principal, Assistant Principal, Social Workers, LTSE, Teachers, Safety Committee	Committee member list, Sign-in sheets, Agendas, Minutes, written policies and procedures	The Safe School Committee exists and meets monthly and then as needed to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff
<p><u>Performance/Action 2</u> The Positive Behavior Intervention and Support Committee establishes and implements a routine and systematic process for monitoring and analyzing school discipline data by the following criterion:</p> <ul style="list-style-type: none"> • Grade level • Type of Problem Behavior • Location and time of problem behavior • Teacher referrals • Individual Student Data 	Local funds	August 2012 – May 2013 Principal, Assistant Principal, ICCs, Social Workers, Paraprofessionals, Teachers, Director, PBIS Committee	Meeting dates Sign-in sheets Agendas Minutes Spreadsheets Reports SWIS data Discipline data	Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.
<p><u>Performance/Action 3</u> The Positive Behavior Intervention and</p>	No funding needed	August 2012 – May 2013	Pyramid of interventions	Primary prevention strategies are implemented as part of PBIS that

<p>Support Committee implements and monitors a Positive Behavior Support Plan to decrease ISS and OSS Referrals. This plan should be based on the EWA pyramid of interventions.</p>		<p>Principal, Assistant Principal, ICCs, Social Workers, Paraprofessionals Teachers, Director, PBIS Committee</p>	<p>Written school discipline plan List of persons responsible Time line of implementation SWIS data Discipline data</p>	<p>target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment.</p> <p>An identifiable plan (including the use of PBIS and Eagle Bucks) for proactive strategies to support a positive learning environment is evident in each classroom.</p> <p>All students are aware of classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p>
<p><u>Performance/Action 7</u> School staff is continuously instructed under the principal’s direction to implement research-based safe school standards:</p> <ul style="list-style-type: none"> ▫ PBIS School-wide expectations and procedures ▫ Social Skills training ▫ Decision-making curriculum, <u>Connect With Kids</u> 	<p>Local Funds</p>	<p>August 2012 – May 2013 Principal, Assistant Principal, ICCs, Social Workers, Paraprofessionals Teachers, Director, PBIS Committee</p>	<p>Posted rules, Lesson plans, Focus Walk Data, Student referrals, SWIS data, Walk-through checklist, Faculty Meeting agendas and sign in sheets</p>	<p>Safe school standards/PBIS expectations (PBIS Matrix) and lesson plans are maintained throughout classrooms and the school.</p> <p>Research-based safe school standards/PBIS procedures and policies are discussed at faculty meetings.</p> <p>Teachers, support staff, and administrators can articulate best practices that are being utilized school wide to positively impact student behavior.</p>

<p><u>Performance/Action 9</u> The PBIS committee regularly monitors and presents data-driven concerns and solutions during faculty meetings.</p>	<p>Local Funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, Social Workers, LTSE, Teachers, GNETS Director PBIS committee</p>	<p>SWIS data, Sign-in sheets, Agendas, Minutes, Professional Learning Calendar</p>	<p>Teachers and administrators can articulate current school needs based on data. Research-based strategies and plans of action for addressing these needs are available in written form.</p>
<p><u>Performance/Action 13</u> School staff and students are held accountable to the Positive Behavior Support Plan.</p>	<p>Local funds</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, Social Workers, LTSE, Teachers, ICCs, Para-Professionals, PBIS committee</p>	<p>Posted rules, Focus Walk Data, Student referrals, SWIS data, Walk-through checklist, Parent Meetings Flyers, Sign in sheets, Agendas</p>	<p>Teachers and students can articulate classroom expectations. This includes rules, policies, and procedures for activities and transitions as well as behavior that demonstrate respect for others.</p> <p>Parents are informed of classroom and school wide expectations and are consistently provided feedback regarding their child’s behavior.</p> <p>Consequences for negative behavior are consistently implemented. Low-profile interventions are utilized and documented before administrative referrals.</p>
<p><u>Performance/Action 14</u> Students are given opportunities to be recognized for positive contributions to themselves and others.</p>	<p>Local funds</p>	<p>August 2012 – May 2013 Principal, Assistant Principal, ICCs,</p>	<p>School Event calendar, Event Program, Awards/certificates Newsletters,</p>	<p>Teachers and students develop “standards for success”, or ways that students can demonstrate personal efficacy and citizenship.</p> <p>Students are consistently recognized</p>

		Social Workers, Paraprofessionals Teachers, Director, Awards Committee	Communication with parents- emails, phone call logs, Recognition on PA system, Awards Ceremonies, Bulletin Boards. Committee member list	for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals. Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.
<u>Performance/Action 17</u> Monitor effectiveness of the Positive Behavior Support Plan each month by reviewing relevant data and discussing improvements and areas of continued need.	Local Funds	August 2012 – May 2013 Principal, Assistant Principal, ICCs, Social Workers, Paraprofessionals Teachers, GNETS Director, PBIS Committee	SWIS data, Professional Learning calendar, Sign-in sheets, Agendas, Minutes, Student Behavioral Performance data (Points, levels)	Teachers and administrators discuss school wide behavior patterns and trends. Task forces are created and dissolved as needed to conduct research and propose solutions for continued problem areas. Teachers and administrators discuss school wide and individual patterns observed based on data from focus walks.
<u>Planning/Organization Standard 1</u> <u>Performance Action 1</u> The Leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership meetings. Actions/next steps are developed to ensure that the plan is implemented effectively:	Local funds	June 2013 Principal, Assistant Principal, LTSE, ICCs, Teachers, IDT members,	Sign in sheets, agendas, Professional Learning Calendar, Written documents of revisions made	Leadership Team members can explain how the school improvement plan impacts the work of the school and supports student learning. The goals of the improvement plan become the work of the leadership team.

<ul style="list-style-type: none">• Hold Leadership meetings weekly• Plan and develop the Professional Learning Calendar for the school year based on the CSIP• Examine, review, revise the CSIP as appropriate to current school data and needs per the needs assessment• Examine, review and revise attendance and discipline plans as appropriate to current school data and needs per the needs assessment		Clinicians	to CSIP, attendance and discipline plans	
---	--	------------	--	--

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance/Action 5</u> The principal or designee will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.	No funding needed	August 2012 – May 2013 Principal, Assistant Principal, Director Principal’s designee	Meeting minutes and talk points Documentation of support actions	School leaders facilitate coaching meetings with teachers and they can describe how they developed their coaching plans and the progress that the teacher has made.
<u>Performance/Action 6</u> School Leadership Team 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.	No funding needed	August 2012 – May 2013 Principal, Assistant Principal, Director Leadership Team	Observation notes Feedback forms Observation calendar Focus Walks	School leaders can articulate what they look for in an observation. They can discuss instructional delivery and student work as it relates to the COMMON CORE elements and standards.
<u>Performance/Action 7</u> Establish and maintain FirstClass Red Schoolhouse icon specifically designed and accessed by all teachers. Use this icon for the following functions: <ul style="list-style-type: none"> Regular tips regarding instruction, communication, documentation, and available resources 	No funding needed	August 2012 – May 2013 Principal, Assistant Principal, ICCs Clinicians Teachers	FirstClass links Printouts of tips and on-line discussions, other electronic support	Teachers can articulate and demonstrate how technology has been utilized to provide additional support. Teachers can describe how resources have been provided and their impact on teacher practice and student achievement.

<ul style="list-style-type: none">• Pertinent links regarding research, professional learning opportunities, suggested materials, support, etc• School Calendar• Professional Learning activities• Lesson Plans• Meeting minutes• Newsletters		Director Teacher Librarian ICCs		
--	--	---------------------------------------	--	--