DeKalb County School District

Consolidated School Improvement Plan

2012-2013

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

Statement of Quality Assurance

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

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal: Ron Kitchens	Date: 10-5-2012
Regional Superintendent: Ken Bradshaw	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 _X__ Professional Learning _X___ Library-Media _X__ School Climate _X_ Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

CSIP Table of Contents

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Dedria Bennett - Chair		
2.	Sharonta Hamlin – Vice Chair		
3.	Delicia Nwadike - Parent		
4.	William Clement - Parent		
5.	Ronnie A. Kitchens - Principal		
6.	Emily Jones - Teacher		
7.	Sabrena Gay		
8.			
9.			
10.			
11.			
12.			
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20.			

A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Ronnie Kitchens		
CSIP Facilitator	Stacie Owens		
Parent Representative **(can not be a school employee)**	Delicia Nwadike		
Student Representative **(required for High School)**			
Community Representative **(can not be a school employee)**	William Clement		
School Counselor	*Velina Pates*		
Special Education Representative	Sharrone Bryant		
Reading/ELA Chair	Lisa Sampson		
Math Chair	Harry Gordon		
Science Chair	Shirley Langston		
Social Studies Chair	Daphne Kenniebrew		
Professional Learning Liaison	Frintress Jackson		
Other (specify) Instructional Coach	Andrell House		
Other (specify) Student Support Specialist	Alvin Wimberly		

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:
Narrowed the instructional focus to align with the CRCT domains in reading and math, Miller Math Academy, Math projects aligned with the GPS and CRCT domains, staff math mentors, extended math time, regular instructional conferences and data chats, mock CRCT administration, 3R's (revise, review, re-teach), managing and understanding data, instructional groups based on data (CRCT and benchmarks) after school tutorial and student success celebrations.

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

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:
Student inappropriate behavior, this was not critical but teachers spent too much time on classroom management, lack of teacher referrals to SST and limited positive parent involvement.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2012-2013: The needs we will address are increase in student informational text reading, and deep understanding of Number and Operation strand in Math. Additional support in Math Common Core Strand- Number and Operation in Base Ten will addresses fundamental math skills.

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	E. L. Miller be acknowledged as one of the high performing elementary schools in the state in preparing students to be successful leaders in the community and world.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	The ultimate mission of E.L. Miller Elementary School is to provide developmentally appropriate educational opportunities and learning experiences for all students.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving	At E.L. Miller, we believe… Student learning is our top priority! All children are unique individuals with the ability to learn and succeed. Since students have individualized learning needs, teachers must use a variety of techniques, methods, and materials to support student's learning and educational process. High expectations for students' academic growth and behavior are quintessential for establishing and reaching school wide goals.

	• Creativity and innovation	
		All of the members of our learning community, teachers, administrators, staff members, parents, and students, share in the responsibility of establishing a supportive learning environment within our school.

Developing a Comprehensive Needs Assessment

1) Provide a brief description of your school and community. Include the following information:
Eldridge L. Miller Elementary is a Pre-K through 5 school serving approximately 530 students. It has the distinction of being a "community school", which serves the children of the surrounding area.

E. L. Miller Elementary School is located in the middle of the Main Street Subdivision in Stone Mountain. It is a neighborhood school with a focus on reaching the "total child." Miller is an exceptional school with highly qualified educators. We are focused on providing a stimulating, positive environment in which our students can maximize their potential and accept learning as a necessary, life-long endeavor.

Our school will become a "failure free school," based on the belief that all students have the ability to learn regardless of their learning profile or socio-economic status. Students will become accountable for their learning and educators will become accountable for their teaching. Excellence in academics is the target and eminence in academics is the goal. This goal will be reached as we prepare students both academically and socially to be highly productive and responsible citizens. We will work together, school and community to elevate the students to the highest level of learning. We will model this belief daily, to our students, parents, community and ourselves.

We are very proud of our after school tutorial program, and our after school PE program. Our partnership with Georgia Perimeter College provided our students with a wealth of cultural activities as well as contests sponsored by and classes taught by their professors.

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include the following information:
▫   **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**
▫   **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**
The CSIP Steering Committee consists of the school principal, assistant principal, a CSIP facilitator, a parent, and committee chairs representing the grade levels and the core academic content areas, special education, media and professional learning. The members were selected in two ways. The

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
	CCPRI	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test		Language Proficiency		America's Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate		School Self Assessment
	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
	SAT, ACT, and AP Exams			X	Parent/Community Surveys

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

Leadership and Governance

4) Write a narrative summarizing your school's strengths. Data sources from comprehensive needs assessment must be included in the narrative to support findings.
Implementation of best teaching practices and student performance are the strengths at E. L. Miller. Teachers inform parents/guardians of student progress in a timely manner through mail, e-mail, progress reports and sending parent correspondence home weekly. Conferences with parents/ guardians are held regularly. Effective parenting skills were offered to parents/ guardians through E. L. Miller's parenting center and Title I Parent meetings   Academic strengths are in Reading, and English Language Arts. E. L. Miller has met AYP consecutively from 2003 – 2011 in reading/ELA.

The major strengths we found in our program were in Reading. The domains of Vocabulary and Comprehension proved to be in the 80% range for grades 3rd – 5th . CRCT scores validate the need for increased performance in the areas of Math and Science. Based upon our analysis of the instructional and organizational effectiveness, we have identified specific priorities for improvement. These priorities were based on a comprehensive needs assessment that addressed all the academic areas and includes an analysis of factors that may affect student achievement such as: school climate, parental involvement, discipline, attendance, research-based teaching strategies, learning styles, and professional development.

Brief Summary based on 2011-2012 CRCT building wide data analysis:

Reading	Strength	Comprehension, Vocabulary
EL Miller Elementary School has shown growth on the 2011-2012 CRCT for students meeting and exceeding the standards in the areas of Reading. The 3rd grade increased by 1% the 4th grade student reading scores increased by 5% and 5th grade student reading scores increased by 6%.		
Math	Weakness	Number /Operation, Measurement
The 3rd grade students demonstrated a weakness on the CRCT Math Assessment with an 11% decrease while 5th grade students showed a 6% decrease. The data shows evidence that the current students are weak in the Number /Operations and Measurement domains.		
Sci.	Weakness	Improvement in all domains needed
Science score indicated that overall improvement is needed in all domains. The Science CRCT results demonstrated that Science and Social Studies are areas for improvement. The 4th grade students did not show a gain in Science and therefore remained at 62% for two consecutive years. The 3rd grade scores show a decrease of 14%. While the 5th grade students did show a 9% gain, the overall 40% met/exceed shows need for improvement.		

SS	**Strengths**	.
The 4th grade student Social Studies scores increased by 10% and 5th grade scores increased by 9%. All areas social studies can be improved.		
	Area for Improvement	
3rd Wtg.	**Strengths**	**Weakness**
	Ideas, Organization, Style	Conventions shows area of need improvement
5th Wtg.	**Strength**	**Weakness**
	Ideas, Organization, Style	Conventions shows area of need improvement

Data form the 2011-2012 has been complied and distributed to each grade. The Design/Leadership team along with administrators and the academic coach will lead the staff in continuous disaggregation of the data and analysis for next steps.

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

The major needs we discovered were the need for increase in informational reading which will help with understanding of more complex science and social studies text. Students can benefit from more instructional focus on scanning for information, reading charts, and practice in use of higher order thinking skills. Cross-curricular implementation will be used to increase learning time in the needs improvement content areas.

Math and Science scores need to increase and utilization of more cross-curricular lesson planning to include more nonfictional text.   The student Support Team (SST) process needs to be expedited to ensure that students' academic and behavioral needs are met as expeditiously as possible. The school is in a constant state of transition and students entering are often below grade level expectation which has a direct effect on academic goals. There is a need to decrease the number of students on level I and increase the number of students on level II & III in Reading, Math, Science and Social Studies.   Technology equipment is not repaired or replaced in a timely fashion. The computer math lab needs to be adequately functioning at all times to enable students the ability to practice and reinforce identified math skills in grades K-5. * See charts above

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

Next Steps to Improve Math:
- K-5th grade teachers will receive ongoing professional development in Common Core Georgia Performance Standards for Math to increase the understanding of the standards and rigor and thus increase student achievement.

- K-5th grade teachers will attend WOW Days (Working on the Work) every nine weeks. During this forum, teachers meet on grade levels to analyze and disaggregate student data from the previous benchmarks to plan for instruction for the upcoming nine weeks. The flexible groups will then be adjusted to match the according to the data.

- K-5th grade teachers will receive in-depth training from the Assistant Principal of Instruction and the Academic Data Coach on conducting effective math conferences.

Next Steps to Improve Writing:
- K-5th grade teachers will receive a Writing Calendar in which each genre (Argument, Informational/ Explanatory and Narrative) will receive the time needed to successfully teach and increase writing scores.

- Teachers will receive extensive training in the Common Core Georgia Performance Standards for Writing.

- The Academic Data Coach will implement a 5th grade "Writing Boot Camp" which will occur after each genre is taught.

- K-5th grade teachers will begin administering posttest after each writing genre to determine student's instructional needs.

- K-5th grade teachers will receive a Writing Calendar in which each genre (Argument, Informational/ Explanatory and Narrative) will receive the time needed to successfully teach and increase writing scores.

- Teachers will receive extensive training in the Common Core Georgia Performance Standards for Writing.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:
    i.   Economically disadvantaged students data reflect Title I Building status
    ii.   Students from Major racial and ethnic groups are majority African American
    iii.   Students with disabilities talking the CRCT from 3-5th grade: are identified as special are as speech-language impairment, mild intellectual disability autism and emotional and behavioral disorder identification.
    iv.   Students with limited English proficiency are not present in our school at this time.

EL Miller Elementary School
5th Grade CRCT Results
2010-2012
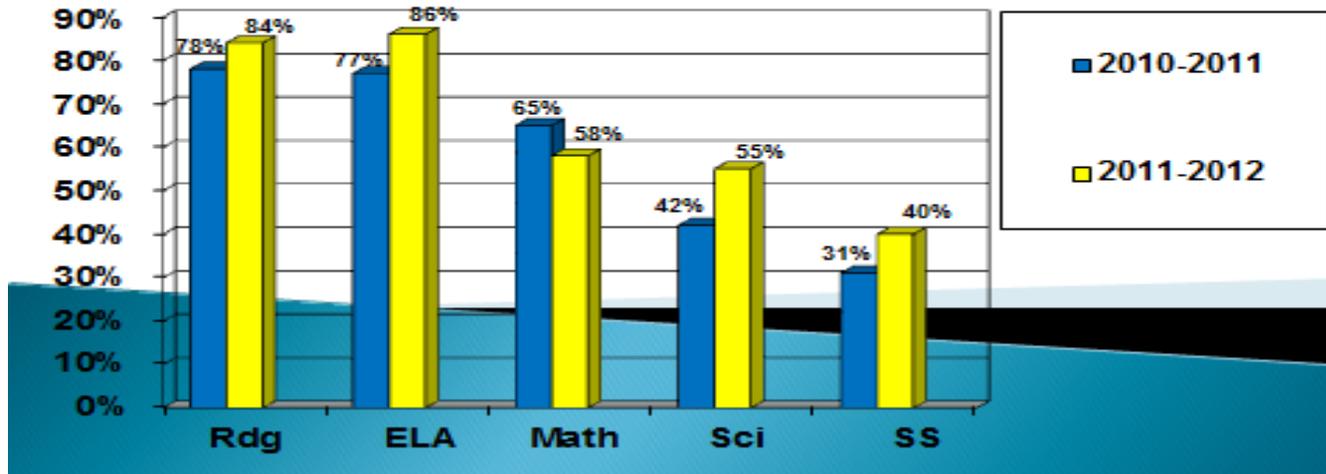
EL Miller Elementary School
4th Grade CRCT Results
2010-2012

	Rdg	ELA	Math	Sci	SS
2010-2011	75%	74%	69%	62%	49%
2011-2012	80%	84%	88%	62%	59%
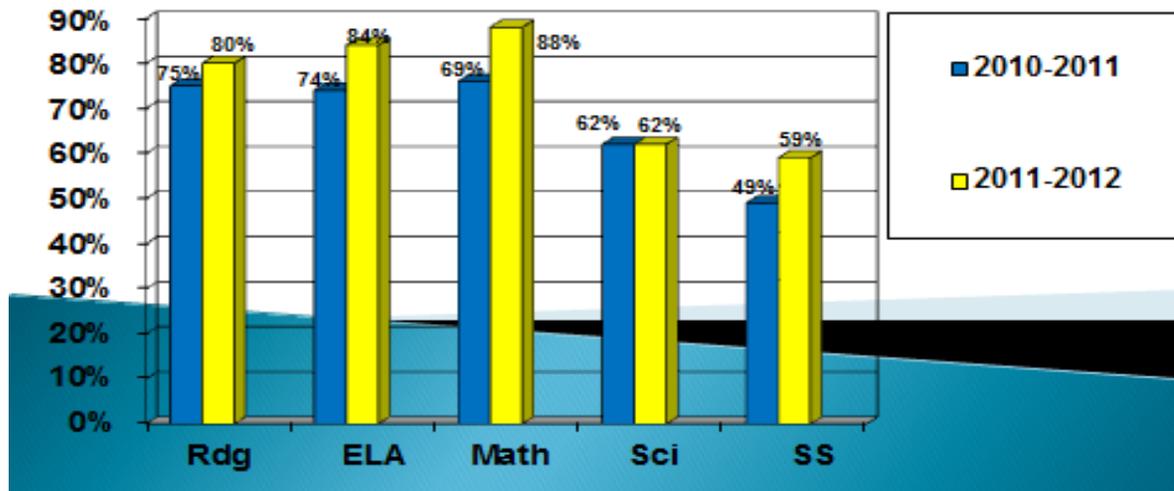
EL Miller Elementary School
3rd Grade CRCT Results
2010-2012

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

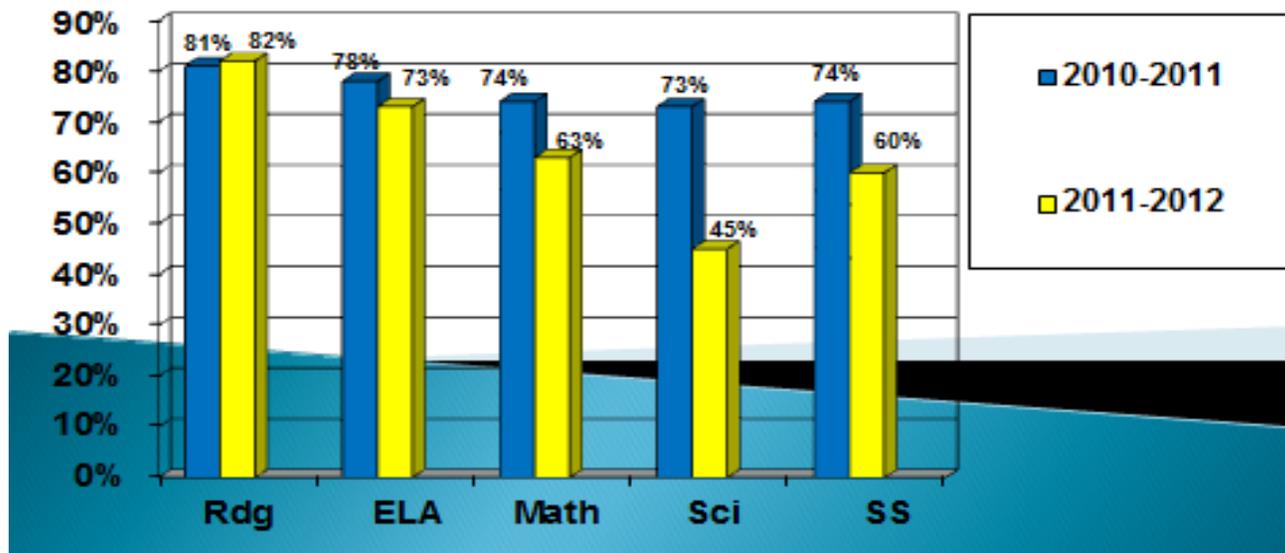School Counselors:
Psychologists:
Student Support Specialists:
Social Workers:
School Nurses:

The principal, school psychologist, social worker and school clinician work collaboratively to locate resources that best accommodates the needs of the student. Community, county and state resources may be utilized.

Strategies to Increase Parental Involvement

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

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

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

E. L. Miller is an exceptional school with highly qualified educators. We are focused on providing a stimulating, positive environment in which our students can maximize their potential and accept learning as a necessary, life-long endeavor.

Excellence in academics is the target and eminence in academics is the goal. This goal will be reached as we prepare students both academically and socially to be highly productive and responsible citizens. We will work together, school and community to elevate the students to the highest level of learning. We will model this belief daily, to our students, parents, community and ourselves.

Parental involvement is a major component of a successful educational program. Our students, parents, teachers and community are committed to "Victory in Every Classroom" of achieving academic excellence.

We are very proud of our after school tutorial program and the Miller Academy.

The Parent Center provided workshops for parents and students. The workshops were No Child Left Behind, Math & Reading Concepts for Testing, Health & Nutrition, Systematic Training for Effective Parenting (STEP), and Technology Classes.

Educational Conferences are held twice annually to encourage parents to get involved in the education of their elementary, middle and high school students. A variety of sessions will be offered in several languages to assist parents with language barriers.

E. L. Miller will provide parents with information about parental involvement activities in a timely manner. Newsletters, notes on progress reports, conferences, school calling post, student agenda planners, and minutes from meetings will give current information.

The school meetings involving parents will be arranged at a variety of times, such as morning and evenings to maximize opportunities for parents to participate in school related activities.

If requested, Miller will provide opportunities for regular meetings for parents to make suggestions in decisions relating to their student's education through individual parent conferences or activities held by the individual grades.

The school will ensure that information relating to school meetings, parent programs and associated activities will be sent in a timely manner to participating children in a form and language that parents can understand.

E. L. Miller encourages voluntary parental involvement. Parents can visit or volunteer in the classroom and document their hours on the volunteer log provided by the school. Parent Center visits are encouraged as a way for parents to work with educators to improve the performance of the children. The Parent Center is a Lending Library. Parents can borrow resources to assist their child in areas from Pre-K through Grade 5.

As part of E. L. Miller's community outreach activities and initiatives we are in partnership with Georgia Perimeter College (GPC). Members of the GPC staff provide staff development for our staff and GPC students assist our students in various projects and activities for Math and Science.

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

	Parental Involvement Handbook for Parents	X	Newsletters (Tuesday Folder)
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter	X	Other: Conferences and meetings

<u>Stakeholder</u> <u>Communication</u>

12) Describe how individual student assessment results will be provided to and interpreted for parents.
Parents and community members serve on the Parent Teacher Association Board, the School Council, and the CSIP Steering Committee.

Parents serve on the CSIP Steering Committee. They assist with the data analysis, revising the draft reports submitted by the committees and assist with presentations to the larger parent groups.

The School Council serves as an advisory committee regarding instruction and attendance

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

The results of the disaggregated data are communicated in numerous ways. The DeKalb County School System website, The Governor's Office of Student Achievement and the Department of Education websites provide this data to the public. Additional, local newspapers print the test results by schools. At the local school, the website, PTA newsletters, and a Parent Open House provide this information to the parents and community members**.**

14) Describe how the CSIP will be communicated with and made available to school stakeholders**.
The school will provide the CSIP to stakeholders through the school and system websites, PTA Open House, School Council Meetings, and letters to parents. 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 (ESEA Mandate #12).

** 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.

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	The funding generated from the Title 1 Program and title I American Recovery and Reenactment Act (ARRA) will be used to provide additional instructional personnel, instructional materials and equipment, professional learning opportunities and parent involvement activities.
State Funds	Per pupil funds will be used to purchase materials and supplies that address the needs identified in the CSIP
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Professional learning funds will be used to purchase resource materials for differentiated instruction, using formative and summative assessments, methods for teaching performance standards, balanced assessments and the development of rubrics to promote learning in a standards base learning environment.
Grants (list)	The eMath was a three year commitment which is now complete. All teachers have completed training and the technology is expanding and enhancing the knowledge of our students.
PTSA	The PTA provides funds for academic recognition programs each semester. Funds are used to purchase trophies for Principal's List and Honor Roll recipients. Funds are also provided for teachers to purchase instructional materials to support reading, math and language arts instruction.
Partners in Education	Georgia Perimeter College provides on campus Math and Science activities for fifth grade students. Funds will be used to provide transportation for students.
Federal Funds	The funding generated from the Title 1 Program and title I American Recovery and Reenactment Act (ARRA) will be used to provide additional instructional personnel, instructional materials and equipment, professional learning opportunities and parent involvement activities.

Coordination and Integration of Federal, State, and Local Services and Program Funds AdvancED Standard 4

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	The funding generated from the Title 1 Program and title I American Recovery and Reenactment Act (ARRA) will be used to provide additional instructional personnel, instructional materials and equipment, professional learning opportunities and parent involvement activities.
State Funds	Per pupil funds will be used to purchase materials and supplies that address the needs identified in the CSIP
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	The eMath was a three year commitment which is now complete. All teachers have completed training and the technology is expanding and enhancing the knowledge of our students.
Local Professional Learning Funds	Professional learning funds will be used to purchase resource materials for differentiated instruction, using formative and summative assessments, methods for teaching performance standards, balanced assessments and the development of rubrics to promote learning in a standards base learning environment.
Grants (list)	
PTSA	The PTA provides funds for academic recognition programs each semester. Funds are used to purchase trophies for Principal's List and Honor Roll recipients. Funds are also provided for teachers to purchase instructional materials to support reading, math and language arts instruction.
Partners in Education	Georgia Perimeter College provides on campus Math and Science activities for fifth grade students. Funds will be used to provide transportation for students.

Other (list)	

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

Reading/English/Language Arts Action Plan				
Students in grades 3-5 will CRCT Reading scores from 82% meeting or exceeding standards to 84 % meeting or exceeding standards with 95% participation.				

Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Success Maker **Instruction Standard 2: 2.3 Performance/Action 3** Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction using Principal Book of the Month, differentiated instruction, journals, three part lesson plan, formative assessment that assess all four (4) levels of the depth of knowledge (DOK), learning centers, scaffolding, and After-School tutorial.		Aug 2012-May 2013 Principal, API, Classroom Teachers, Specialists Academic Data Coach, Data Coach Student Support Specialist	Level I Plans Lesson Plans Conference log Observation Local school benchmark tests Reading Rubrics Reading Logs Portfolios Presentation Projects Vocabulary Quizzes	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.

Students with Disabilities **Instruction Standard 1:1.1** **Performance/Action 1** Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.	Title I funds	Aug 2011-May 2012 Principal, API, Classroom teachers, specialists, LTSE	Observation Survey Running Records Local school benchmark tests Observation Teacher made tests Leveled Book Graph Informal Reading Inventories Cross-Curricula	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
English Language Learners*	**N/A**			
Technology Integration Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. Internet projects, Kids discs, tapes, CD-Rom (grades 3-5) ipods, ipads,and Promethean interactive whiteboards is the technology used to promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.	$2100.00	Aug 2012-May 2013 Principal, API, Classroom Teachers, Specialists Academic Data Coach Student Support Specialist	Student Performance Records Portfolios Presentation Projects	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Mathematics Action Plan

Annual Measurable Objective: Students in grades 3-5 will increase 2012 CRCT math scores from 70 % meeting or exceeding standards to 72% meeting or exceeding standards with 95% participation**.**

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction using differentiated instruction, journals, three part lesson plan, learning centers, formative assessment that assess all four (4) levels of the depth of knowledge (DOK), scaffolding, and After-School tutorial..	Title I Student Books $3,000.00 (Common Core) Title I – After School Tutorial	Aug 2012-May 2013 Principal, API, Classroom Teachers, Specialists Academic Data Coach, Data Coach	Level I Plans Lesson Plans Conference log Observation Local school benchmark tests Reading Rubrics Reading Logs Portfolios Presentation Projects Vocabulary Quizzes Cross-Curricula	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.

Students with Disabilities **Instruction Standard 1:1.1** **Performance/Action 1** Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.	Title I funds	Aug 2011-May 2012 Principal, API, Classroom teachers, specialists, LTSE Student Support Specialist	Observation Survey Running Records Local school benchmark tests Observation Teacher made tests Leveled Book Graph Informal Reading Inventories	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
English Language Learners*	**N/A**			
Technology Integration **Instruction Standard 2**: **2.7** **Performance/Action 2** Collaboratively develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum and increasing the use of Promethean interactive whiteboards, ipods, ipads,online assessment, Compass Learning Odyssey and CRCT Online	Title I	Aug 2012-May 2013 Principal, API, Classroom teachers, specialists, Data coach.	Observation Survey Running Records Local school benchmark tests Observation Teacher made tests Leveled Book Graph Informal Reading Inventories	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

Science Action Plan

Annual Measurable Objective: Students in grades 3-5 will increase 2012 CRCT Science scores from 54% meeting or exceeding standards to 56 % meeting or exceeding standards with 95% participation.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard 2: Performance/Action 1 Utilize and monitor the three part lesson as an instructional framework for all lessons. The framework includes: Opening- The beginning of the lesson clearly establishes the expected learning outcomes. Work Session- During the work session, students are given ample time to practice the new critical experiences and Science inquiry focusing on Physical Science and Earth Science. Closing- Students are given time at the end of each critical experience to give and receive feedback, clarify understandings, and summarize what was learned in an experience. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements.	Per Pupil Fernbank Science Center	Aug. 2012- May. 2013 Principal API K-5 Science Teachers Student Support Specialist Data Coach Academic Data Coach	Teacher observation, oral and written presentation Portfolio Projects Teacher made test Chapter Test Time for Kids Non Fiction Text Cross-Curricula	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.

Students with Disabilities **Instruction Standard 1:1.1** **Performance/Action 1** Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.	Per Pupil Fernbank Science Center	Aug 2012-May 2013 Principal, API, Classroom teachers, specialists,	Observation Survey Running Records Local school benchmark tests Observation Teacher made tests Leveled Book Graph Informal Reading Inventories Cross-Curricula	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
English Language Learners*	**N/A**			
Technology Integration Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.	Per Pupil Fernbank Science Center	Aug 2012-May 2013 Principal, API, Classroom teachers, specialists,	Observation Survey Running Records Local school benchmark tests Observation Teacher made tests Leveled Book Graph Informal Reading	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

			Inventories	

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

Social Studies Action Plan

Annual Measurable Objective: : Students in grades 3-5 will increase 2012 CRCT Social Studies scores from 53 % meeting or exceeding standards to 55 % meeting or exceeding standards with 95% participation.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction using differentiated instruction, journals, three part lesson plan, learning centers, scaffolding, and After-School tutorial.	Per Pupil	Aug 2012-May 2013 Principal, API, Classroom Teachers, Specialists Academic Data Coach	Level I Plans Lesson Plans Conference log Observation Local school benchmark tests Reading Rubrics Reading Logs Portfolios Presentation Projects Vocabulary Quizzes Cross-Curricula	Teachers can describe different ways to scaffold learning. Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.
Students with Disabilities	Per Pupil	Aug. 2012-	Local school	Lesson plans and observations

Instruction Standard 1:1.1 **Performance/Action 1** Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.		May. 2013 Principal API Social Studies Coordinator Social Studies Teacher SE teachers LTSE Student Support Specialist	benchmark Test Chapter Test Unit Test Student Work Grade level Projects School-wide projects Teacher made tests Chapter Tests GPS	indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
English Language Learners*	**N/A**			
Technology Integration Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.		API Social Studies Coordinator Social Studies Teacher	Chapter Test Unit Test Student Work Grade level Projects School-wide projects Teacher made tests Chapter Tests GPS	Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

Attendance/Graduation Rate Action Plan

Annual Measurable Objective: Decrease the number of students absent for more than 5 days by 2% per year as measured by the AYP Report.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
School Culture Standard 2: 2.1 Performance/Action 3 All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school. Increase student attendance by communicating with parents via calling post, conducting home visits, and written notifications.	N/A	Aug. 2012-May 2013 Administrators Counselor Teachers Social worker Student Support Specialist	Six day letters Teachers calling log Counselor's calling log E-SIS referral log Social Work Referral Progress	

Library-Media Action Plan

Annual Measurable Objective: The following percentages of students will meet/exceed the standards on the spring 2012 CRCT for grades 3-5 with a 95% participation rate: 84% for ELA/Reading, 72% for Math, 56 % for Science, and 55% for Social Studies.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	**Evidence**
Instruction Standard 1.2: Performance/Action 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist provides services and resources that support school units and lesson implementation. • Media specialist attends collaborative planning meetings • Leveled books are made available to students based on reading levels • Principal's BOM		Aug.2012- May 2013 Principal API Media Specialist Teachers	Student Reading Logs Resource alignment to units Media circulation records	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.
Technology Integration **Technology Integration – Instruction 2.7: Performance/Action 2** Teachers effectively use technology to provide real world application and to maximize student learning. • Accelerated Reader • Class multi-media projects • Ipods for multi media projects • Ipads for multi-media projects	Aug. 2012- May 2013 Principal API Media Specialist Teachers	LCD projectors & Promethean Boards Ipods, ipads Research projects Media center lab use	Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as	Aug. 2010- May 2011 Principal API Media Specialist Teachers

		schedule	a set of tools and resources to complement their learning process.	

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

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	**Evidence of Impact**
State (PL Funds)	The measurable goals/benchmarks we have established to address the needs were the need to increase content area scores. Each grade level will increase by 5% in each content. In Reading, 3rd grade will increase from 82% to 87%, 4th grade will increase from 80% to 85% and 5th grade will increase 85% to	TKES Common Core Training Math Professional Development/ Intervention Math Safety Nets and Conferencing Reading Professional Learning Success Maker Implementation Common Core WOW Days Thinking Maps Safety Nets	September 2012-May 2013	Level I Plans with artifact Lesson Plans Conference log Observation Local school benchmark tests Reading Rubrics Reading Logs Portfolios Presentation	CRCT results ITBS results Benchmarks results, SuccessMaker Math & Reading reports

				Projects Vocabulary Quizzes	
	89%. Success Maker reports, AR reports, grades, attendance data, and discipline referrals are tools used for weekly assessment. Tools for measurement are weekly reports from Success Maker for Reading and Math, student test scores, grades, attendance data, and discipline referrals. Formative data will be used throughout the year to focus on student needs before end of year summative assessments.				
Federal	Each grade level will increase by 5% in each content. In Reading, 3rd grade will increase from 82% to 87%, 4th grade will increase from 80% to 85% and 5th grade will increase 85% to 89%.	Differentiated Instruction Training Technology training	Aug 2012-May 2013	Level I Plans Lesson Plans Conference log Observation Local school benchmark tests Reading Rubrics Reading Logs Portfolios Presentation Projects Vocabulary Quizzes	CRCT results ITBS results Successmaker reports Benchmarks
Grants					

Local					

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment**.**				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Leadership Standard: 2:2 **Performance Action: 1** A site-based Teacher Retention	N/A	Aug. 2012-May 2013 Principals,	**Leadership Standard: 2:2** **Performance**	N/A

Committee/TSS is formed to focus on data analysis and strategy development based on prioritized needs in order to create a supportive school culture and utilize teacher retention best practices. The school maintains and supports a teacher retention committee that • Knows best practices in teacher support as it impacts school culture. • Actively shares with the faculty research-based initiatives and interventions for teacher retention. • Analyze teacher retention needs based on individual school concerns.		API, Counselor, Academic Data Coach Teachers Social worker	**Action: 1** A site-based Teacher Retention Committee/TSS is formed to focus on data analysis and strategy development based on prioritized needs in order to create a supportive school culture and utilize teacher retention best practices. The school maintains and supports a teacher retention committee that • Knows best practices in teacher support as it impacts school culture. • Actively shares with the faculty	

			research-based initiatives and interventions for teacher retention. • Analyze teacher retention needs based on individual school concerns.	