

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

DeKalb County School System

Consolidated School Improvement Plan 2012-2013



Kendra March, Deputy of Operations and School leadership

Statement of Quality Assurance

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

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

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

Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)	Federal and State mandate Required for all DeKalb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan AYP Addendum (as appropriate) <input checked="" type="checkbox"/> NI School Improvement Focus (NI-1 and NI-2) <input type="checkbox"/> Corrective Action (NI-3 and NI-4) <input type="checkbox"/> Restructure (NI-5+)	Georgia DOE mandate Required for all DeKalb County Schools NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.
Title I <input checked="" type="checkbox"/> New Title I School-wide Plan <input type="checkbox"/> Annual Addendum <input type="checkbox"/> Targeted Assistance Plan	Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
DeKalb County School System Departmental Action Plans <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Library-Media <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

CSIP Table of Contents

Section	Page #
Statement of Quality Assurance (ESEA Mandate)	2
Integration of AdvancEd (SACS CASI) and Georgia DOE School Standards	4
Establishing a CSIP Facilitator, Committee, and Subcommittees	5
Steering Committee Members and Signatures	6
Mission and Vision (ESEA Mandate)	7-8
Developing a Comprehensive Needs Assessment (ESEA Mandate)	10
Leadership and Governance (ESEA Mandate)	11
Instruction by Highly Qualified Teachers (ESEA Mandate)	13-14
Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate)	14-15
Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate)	16-18
Plans for Assisting Students during Transitions (ESEA Mandate)	19
Support Services for Student Learning (ESEA Mandate)	20
Strategies to Increase Parental Involvement (ESEA Mandate)	22-23
Stakeholder Communication (ESEA Mandate)	24
Scientifically Based Research (ESEA Mandate)	24-27
Coordination and Integration of Federal, State, and Local Services and Programs (ESEA Mandate)	27-28
Reading/ELA Action Plan (ESEA Mandate)	29-35
Math Action Plan (ESEA Mandate)	36-40
Science Action Plan	41-45
Social Studies Action Plan	46-49
2 nd Indicator – Attendance/Graduation Rate Plan (ESEA Mandate)	50-52
Library-Media Action Plan	52-56
Professional Learning (ESEA Mandate)	56-60
School Climate Action Plan (ESEA Mandate)	61-62
Teacher Retention Action Plan	63-64
Career Technology Action Plan (Middle and High Schools Only)	

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
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

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

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

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 to 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.	Jeffery Jenkins		
2.	Octavia Utley		
3.	Lori Goldammer		
4.	Evelyne Lamar		
5.	Rachel Phillips		
6.	Lakesha Baker		
7.	Mark Knowles		
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	Jeffery T. Jenkins		
CSIP Facilitator	Octavia Utley		
Parent Representative (can not be a school employee)	Lekesha Baker		
Student Representative (required for High School)			
Community Representative (can not be a school employee)	Nikkia Card		
Student Support Specialist	Lori Goldammer		
School Counselor	Shevon Lopez		
Special Education Representative	Cerette M. Thompson		
Reading/ELA Chair	Dr. Violet Willis-Thompson		
Math Chair	Aundré Washington		
Science Chair	Carmella Blackmon		
Social Studies Chair	Vanessa Pitts		
Professional Learning Liaison	Aundré Washington		

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

Other (specify) SFA Data Coach	Dr. Delores Paschell		
Other (specify) SFA Facilitator	Toni Gibson		

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 2011-2012. 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 2012-2013:

- Professional Learning Communities
- Data Meetings
- Morning Safety Net for Reading and Math

The following programs, initiatives, and/or interventions were not as successful as hoped for 2012-2013:

- After-School Tutorial

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

Student attendance, teacher preparation/ interest, and teacher attendance were barriers to the successful implementation of the above mentioned programs.

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:

Target Math, Science, Social Studies, and Reading:

During the 2012-2013 school year each student will be evaluated using a variety of assessment instruments such as STAR Math and STAR Reading to diagnose their area of deficiency or strength. The students will be evaluated by the Success For All (SFA) individualized and computerized pre- assessment to measure fluency, comprehension, and vocabulary acquisition. The data will be used to group students for leveled reading instruction to improve each student's reading ability. The data will be carefully monitored and updated

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

every five weeks. Additionally, teachers will implement CCGPS in Science and Social Studies. The teachers will utilize the Science Lab to provide hands- on learning experiences for students. Utilize the Fernbank Center for field trips and on-site learning experiences, which includes Science Projects and participate in the Robotics Institute. Students will participate in more research based information, informational writing opportunities and individual and class projects.

Instructional Plan: Grades 3-5 will departmentalize this year. This plan will allow teachers to focus on planning effective lessons for two subjects instead of all content areas. The implementation of departmentalization will also ensure that ample instructional time is being allocated for Math, Reading, ELA, Writing, Science and Social Studies.

Professional Development:

The teachers, and paraprofessionals will be engaged ongoing Professional Development to improve CCGPS teaching strategies and the understanding of performance data. The professional development topics will be selected by the teachers based their areas of need. Further Professional Development will be offered to address the Teacher Key Evaluation System (TKES) and Success For All (SFA).

Parental Involvement:

Parents will be given more opportunities to conference with teachers about the progress of their child/ren. An initial meeting will be scheduled to discuss the Level I Plan for students. During the conferences teachers will inform parents of strategies to utilize at home to assist with improving their child’s or children’s academic performance. Parents will also receive continuous SFA progress correspondence.

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	Setting the Standard for Educational Excellence	At Fairington Elementary School, we take <u>PRIDE</u> in ourselves, our school and our community by demonstrating <u>PRIDE</u> : P - Positive attitude R - Respect for all I - Involvement in a global society D - Dedication to learning E - Exceeding expectations

<p>Mission How will we make our vision a reality?</p>	<p>The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.</p>	<p>The mission of Fairington Elementary School is to provide each student a quality academic program that helps him or her develop to their highest potential.</p>
<p>Values What beliefs and standards guide our mission?</p>	<ul style="list-style-type: none"> ▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL 	<ul style="list-style-type: none"> ▪ All students must be given the opportunity to learn. ▪ Individual differences are to be recognized during the learning process. ▪ High expectations motivates high student performance. ▪ Active parental involvement enhances student learning. ▪ Learning is a shared responsibility involving students, teachers, family and the community. ▪ Learning is essential in life.

Developing a Comprehensive Needs Assessment (ESEA Mandates #1 and #11 – must be updated annually)

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

- **Geographic location**
- **Enrollment**
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

Fairington Elementary School, founded in 1975, is one of 76 elementary schools in the DeKalb County School System. The school is located in the Lithonia community in southeast DeKalb, convenient to I-20 and Panola Rd. Community businesses are nearby and are enhanced by the Mall at Stonecrest. Our feeder schools include Salem Middle School, Miller Grove Middle School, Miller Grove,

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

and MLK Jr. High School. The current school enrollment in grade Pre-k through five is 658 students. Fairington is fortunate to have a veteran staff of motivated teachers. The school experiences very low teacher attrition each academic year. Currently, there are 2 new teachers 2012-2013 school year. The students are served by a dedicated staff of 2 administrators, 1 counselor, 28 classroom teachers, 5 interrelated teachers, a Reading and Math Specialist, Title I Teacher, Student Support Specialist, 4 paraprofessionals and specialists in the areas of art, physical education, and music. The average number of years of educational experience at Fairington is 14 years for classroom teachers and 30 for the administrative leaders. Fairington's student population represents three ethnic groups, consisting of 99% African American, .5% Hispanic, and .5% Asian. Fairington's subgroups consist of Economically Disadvantaged 89.3.1%, Students with Disabilities 5.5%, and ELL 1.4%.

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**

- School Council meets 4 times a year, September, December, February and March, on the last Friday of these months at 9 A.M. in the administrative conference room.
- Building Leadership Team meets on the first and third Monday of each month in the Data Room at 3 P.M.
- PTA Executive Board meets monthly on the first Monday of the month in the Media Center at 3:15 P.M.
- Summer Restructuring Committee meets annually the first 2 days of June from 8 AM. until 4 P.M.
- Grade Level meetings occur weekly during their planning period.
- Administrative Team meets each Friday at 3 P.M.
- Staff Meetings are held weekly from 3 P.M. until 4 P.M.
- Mid-Year CSIP Review February 15, 2013

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply (see attached Balance Score Card for all schools and Smaller Learning Communities Data, if appropriate):

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

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 (ESEA Mandate #12).

Leadership and Governance (ESEA Mandate #1 – must be updated annually)

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

One of the greatest strengths of Fairington Elementary continues to rest with the relationship between the community and the school itself. Even though the school population is transient, parents are deeply devoted to the welfare of their children both socially and academically. The percentage of students missing 15 days or more decreased to 6.7%. In a curricular sense, the instructional program in the DeKalb schools has changed dramatically compared to previous years. The school system provides an extensive array of materials in Science and the Social Sciences for use by teachers and students. Additionally, there is a variety of supportive materials for student use at Fairington Elementary, including technology. Furthermore, the local school system and Fairington Elementary has adopted and placed into practice the use of a data-driven instructional plan as required under Federal and State law. Presently, the teachers depend on best practices based on research, supporting the teaching techniques used to instruct students. Currently, the instructional model depends on evidence of learning, use of a variety of assessment tools, commitment to assuring that students demonstrate a higher cognitive level of learning, and the application of knowledge. This instructional model will result in a higher level of student achievement.

Great effort is taken each academic school year to bring the very best instruction in reading at all grade levels as a part of content-area instruction. Reading paves the way to success in school, builds self-confidence, and motivates children to set higher expectations.

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

According to Erin McComb and Catherine Scott-Little, regular school programs in reading coupled with after school support programs produce better academic outcomes, such as regular attendance in school and better grades. An array of programs, which promote independence in reading and personal enjoyment pursuits, are offered and reviewed for relevancy each school year. The strength of the faculty and the administration of the school are important to the school's achievement in reading. All the new faculty and senior staff have completed rigorous academic preparation and are all licensed by the State of Georgia

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

A review of the school's Longitudinal CRCT Data revealed a consistent weakness in all content areas. Administrative observations, evaluations, and Focus Walks revealed that many teachers did not have applicable knowledge in the content areas to provide effective instruction. The percentage of students who meet/exceed over the last three years in Mathematics AYP grade levels are as follows: 2010-58.4%, 2011-53.3% and 2012-56%). The students' performance revealed a 2.7% increase in mathematics unfortunately not meeting the state target. The strands of Numbers and Operation as well as Problem-Solving provide challenges for the majority of students at Fairington.

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

Teachers in grades 3-5 have been departmentalized to provide effective instruction for the students. Therefore, teachers will attend professional development on site and through DCSD offered courses related to their specific content areas to assist with instructional strategies. Teachers will engage in weekly PLC's to improve on effective instructional delivery.

Teachers will attend weekly instructional grade-level meetings, during which time they will receive procedures, hands-on practice, and feedback on the identification of students at risk. Teachers will be in-serviced on how to read standardized test scores and to utilize the information in the lesson planning process. Teachers will also be in-serviced on the effective procedures for prioritizing, "chunking," and differentiating lessons in order to meet the needs of their students at risk. This professional learning will be on-going, with frequent monitoring in the form of focused walks and administrative observations. Feedback in the form of personal interviews and conferences with teachers will be on-going. We will also monitor our students with a high absentee rate because that is another academic barrier. We will contact parents when a child reaches three consecutive days on absenteeism.

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

Further Professional Development to be implemented:

Reading: Success For All (SFA)
Guided Reading
SFA Member Center
Scholastic Writing Traits

Math: DOK
PD 360
High Yield Strategies

Science: DOK
CCGPS
Data Talks
PL

Social Studies: DOK
CCGPS
Data Talks
PL

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

7) Describe the process the school will use to recruit highly qualified and effective teachers.

Vacant positions are posted on DeKalb's Paperless Application Tracking System (PATS) to attract high-quality, highly qualified teachers. Once interested applicants express an interest in openings, the principal plays an important role with securing qualified teachers. DeKalb's Annual Teacher Job Fair provides an opportunity for interested candidates to ask questions about Fairington. Prospective teachers are given opportunities to ask questions of teachers within the school to gain a more in-depth knowledge of the level of support and resources that are available before being hired. In addition, the principal works with DeKalb County's Human Resource Office to obtain a current copy of teachers' areas of certification. This ensures that all teachers are certified in their core subject areas. Highly qualified teachers will also be attracted by the increased staff development that is offered and the array of resources that are available to our staff members.

8) List strategies that the school employs to retain highly qualified and effective teachers.

The principal will retain highly qualified and effective teachers by involving teachers in decision making, leadership roles, and public recognition of their efforts. Some examples of these are found in the list below:

- Building Leadership Team
- Restructuring Team
- Professional Learning Community
- Input on budget allocation
- Weekly Celebrations
- Incentives through business partners and administration
- Local and site based professional conference opportunities
- SFA Solutions Team
- SFA Instructional Team

9) Describe the professional development activities that will be implemented to support new highly qualified teachers.

School-based professional development will assist new highly qualified teachers. Implementation of effective instructional strategies will aid in the increase of the teachers' instructional and content knowledge. In addition grade levels will collaborate on instructional strategies that are aimed to meet the needs of all learners and curriculum approaches to teaching. Professional Learning Communities will meet weekly to provide teachers with additional time work with the Data Coach analyzing data, and grade level to discuss strategies to meet the individual needs of the students.

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)

10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.

Teachers meet on a weekly basis to discuss standards in order to determine the most effective and innovative means of providing instruction. A variety of assessments are used to measure the student's mastery of the standards. The format of assessments may include teacher made tests, projects, written reports, and oral presentations. The varied assessments are designed to evaluate the range of learning styles for the students. Administrators will attend grade level meetings and review grade level agendas and minutes from instructional design meetings.

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.

Benchmarks, State Frameworks, and other forms of assessments are given throughout the semester to determine the percentage of students who meet or exceed standards. The results of the benchmark assessments identified by the item analysis documentation, informs the teachers how to revise daily instruction and plan for flexible groups. Additionally, the school has implemented the SFA Reading Program which administers a reading assessment every 5 weeks to monitor student growth. The data is collected and analyzed by the Data Coach and debriefed with administration. Afterwards, students are placed in classes according their reading levels for remediation and instruction.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)

12) Describe the procedures in place to identify students who need additional assistance on a timely basis.

At the beginning of each school year, the majority of the students experiencing academic difficulties are identified by using standardized test scores from the previous year and pre-assessments administered during the first few weeks of school. Students, entering Fairington from other schools within the county, surrounding counties and other states, are identified based on authentic assessments given by homeroom teachers and standardized test scores obtained from their previous schools. Once these students are identified, teachers along with the assistant principals develop Level I plans to address specific areas of weaknesses. Teachers then develop differentiated instruction to further address and meet the individual needs of the students experiencing difficulties meeting standards. Ongoing assessments are also administered to monitor students' progress. Students will have an opportunity to participate in after-school tutorial programs with highly qualified teachers to assist them with enhancing their skills in reading and math.

Individual Education Plans (IEP's) address the needs of students that are in the self-contained and Interrelated (IRR) Exceptional Education programs. The Level I plans and IEP's are made available to the tutorial teachers to aid in instruction.

Any student that exhibits "at-risk" behavior may participate in the RTI and SST process. This process may be initiated by the teacher, parent or administrator. There are 4 tiers or levels the student may progress through: Tier 1-Standards-Based Classroom Learning: All students participate in general education learning that includes: implementation of the Georgia Performance Standards through research-based practices to include use of flexible groups for differentiation of instruction, frequent progress monitoring. Tier 2-Needs Based Learning: Targeted students participate in learning that is in addition to Tier 1 and different by including: formalized processes of intervention, greater frequency of progress monitoring. Tier 3-SST Driven Learning: Targeted students participate in learning that is in addition to Tier 1 and Tier 2 and different by including: individualized assessments, interventions tailored to individual needs, referral for specially designed instruction if needed. Tier 4-Specially Designed Learning: Targeted students participate in learning that includes specialized program, adapted content, methodology, or instructional delivery and GPS access/extension. As students move up the tiers the number of students decrease because interventions are effective. For the students that move up to the upper tiers, the intensity of interventions increases.

13) Describe how and when data are reviewed to ensure that student progress is occurring.

The spring and summer CRCT data, reviewed in August, establishes a baseline for individual student achievement. Additionally, nine week and post benchmark assessments in reading and math are compared to measure student growth. These test results are used to place students in special programs offered by the school such as, EIP Math, and EIP Reading. Data is reviewed weekly at grade level meetings, monthly at BLT meetings, and as needed during faculty meetings.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.

This school year teachers will engage in vertical planning to understand the data from each grade level and standards that need must be taught before the students are promoted to the next grade level. Teachers will also attend weekly instructional grade-level meetings to analyze test data and identify student difficulties. Teachers will receive professional learning on how to read standardized test scores, come up strategies to address the data, and to utilize the information in the lesson planning process. Teachers will receive professional development on the effective procedures for prioritizing, "chunking," effective instruction using DOK and differentiating lessons in order to meet the needs of the students at risk. This professional learning will be on-going, with frequent monitoring in the

form of focused walks. The Building Leadership Team will meet to further discuss the instructional needs of the students in each grade level and analyze data. Feedback in the form of personal interviews and conferences with teachers will be on-going throughout the year.

15) Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

There are four mandated Parent-Teacher conferences. Parent-Teacher conferences are held to communicate in greater detail the student's classroom performance and assessment data. Individual student results will also be communicated to parents through Level One Conferences, Student Support Team Meetings, or Guidance Counsel Meetings. Six mandated parental involvement meetings are held each year. Parental Workshops cover the following topics: Common Core Georgia Performance Standards (CCGPS), CRCT and how it relates to promotion and retention, test taking tips, and interpreting standardized test scores. On Curriculum Nights parents are provided with special methods and activities in reading and math to reinforce concepts taught at school. Literature is made available to parents as it relates to CCGPS and CRCT. The teachers, parents, students, and administrators all sign a compact that states the responsibilities of each party and their dedication to work together for the success of each student.

The Success For All Reading Program includes a Solutions Team which targets parental involvement and strategies to ensure student success. The teams are comprised of various grade level teachers, school counselor, student support specialist and other support staff to fuse the gap between the school and the school and the community. The team will schedule conferences with parents to inform them of their child's reading, attitude towards school or conduct and provide strategies for the parent to assist their child academically.

Title I funds provide the revenue needed to ensure that training and materials are available to assist parents with participating in their children's education. This also allows parents to monitor student's progress. Input from parents is the key for meeting the needs of the students. Parents are involved in planning and implementing school improvement activities through PTSA Executive Board Meetings and the School Council. They are involved in making pertinent decisions pertaining to the overall well-being of the school. Parents should feel that their opinions/ideas are valued. They recognize that their child's education is a collaborative effort between them and the teacher. It is most important at Fairington that parents feel that they have a voice, as we strive to involve all stakeholders. Additional training is provided in academic and effective parenting skills through attendance at local, state, and national conferences.

Plans for Assisting Children during Transitions (ESEA Mandate #6)

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

Fairington's office staff greets new, enrolling students with an understanding of the importance of making the new students and parents feel welcome. The school counselor is in charge of greeting and escorting new students and parents to meet their new classroom teacher and give a formal introduction. The classroom teacher welcomes the student and parent and provides them with any other pertinent information pertaining to the classroom or school. This procedure is in place to help the new student and parent feel comfortable and welcome in their new environment.

Pre-Kindergarten and Kindergarten students are invited to an Open House in the spring to meet the teachers and become familiar with the teachers. There are 20 students involved in the Pre-Kindergarten/Inclusion program at Fairington. Each of these students receives instruction from their teacher, as well as a paraprofessional. The students are provided differentiated instruction that focuses on each student's developmental level. This form of instruction ensures that each student is given the opportunity to grow educationally. The Pre-Kindergarten teachers stay in constant contact with the Kindergarten teachers to provide them with updates on how the Pre-K students are doing and notify them of any students that may not be prepared for Kindergarten. Pre-K also visits Kindergarten classes throughout the school year to acquaint the students with the Kindergarten environment and help the students make a smooth transition to the next level. In the spring, a "Kindergarten Round-Up" is planned. During this event, Pre-K students and their parents can visit the Kindergarten teachers and their classes. The teachers will have a "*Meet and Greet*" with the parents, where they will discuss instruction and answer any parent questions or concerns.

During pre-planning, each grade level teacher is provided with the Common Core Georgia Performance Standards for the grade levels below and above the grade they teach to assist with planning. For example, fourth grade teachers meet with third and fifth grade teachers to receive objectives from these two grades. This type of planning also offers insight into what to expect and what should be taught. Fifth grade teachers also collaborate to bridge academic gaps from elementary to middle school. The objectives are used for remediation and extension throughout the school year. During registration, teachers are available for conferences with students and parents. Parents are encouraged to visit the classrooms to acquire a better understanding of the curriculum. At this time, teachers provide parents with a supply list, classroom rules, guidelines, and procedures for the classroom, school, and county.

At the end of each school year, the teachers for the next grade level will talk to the rising students about expectations. They will have a question and answer session to make the transition easier for the students. The teachers will also give them a summer packet of academic materials, which will introduce coursework for the next grade level.

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

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

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

The department of Student Support Services works to ensure the academic and social needs of students in the school house. Although each person’s role is unique and critical to the success of the school, their goals are best achieved through collaboration. This collaboration occurs with the local school, district office and outside agencies.

School Counselors: The primary purpose of the School Counselor is to promote student success, provide preventive services and respond to identified student needs. This is accomplished through the implementation of a comprehensive School Counseling program that addresses academic, career and personal/social development for all students. Additionally, the School Counselor consults and collaborates effectively with parents/guardians, staff, administrators and other educational/community resources regarding students with identified concerns and needs through the Student Support Team (SST). The Department of Family and Child Services (DFACS) works cooperatively with the School Counselor to support family values and cohesiveness. Furthermore, the School Counselor supports the school climate and culture by utilizing resources offered through the Assistance League for school uniforms.

Psychologists: The primary role of the school psychologist is to improve students’ educational opportunities. The psychologist consults with parents, teachers, administrators, and students to identify learning weaknesses, emotional issues, or other problems that may prevent students from making progress in school. They work with the local school, district office and outside agencies to make school and home a better places for students to learn and grow.

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

Student Support Specialists: The primary purpose of the Student Support Specialist is to facilitate a positive school climate. This is accomplished through diligently working with the district office and outside agencies to secure various resources, funds and programs, supporting our school and students. It is important to note these efforts are driven by the needs of the students and community. Our partnership with the Anti-Defamation League has assisted DeKalb County School System with addressing bullying throughout the county. The implementation of the No Place for Hate program has recognized schools for cultivating a safe learning environment. A second partnership that has been developed over the course of the last year is with the East DeKalb Police Precinct. Their department has assisted with facilitating our Student of the Month program by helping students to develop their character education traits. This agency also is vital in orchestrating Red Ribbon Week events and drug education.

Social Workers: The Social Worker functions as a link between home, school, and community. One of the main responsibilities of the School Social Worker is to ensure daily attendance. This is accomplished through the development of the relationship with the DeKalb Solicitor General’s office to address truancy among students. The Social Worker helps to maintain open lines of communication with the DeKalb Solicitor General’s Office and parents.

School Nurses: The school nurse provides first-aid, appropriate medication intervention and proper healthcare in emergency situations for all students. The nurse collaborates with the DeKalb Board of Health to promote wellness, healthy living and decision-making. The school nurse creates an environment to healthy school living and complies with health regulations.

Strategies to Increase Parental Involvement (ESEA Mandate #5)

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

	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	X	Title I Parental Involvement Conferences
X	Parental Involvement Survey/Summary	X	Others (list here) SFA Solutions Team

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

Title I Parental involvement meetings are held regularly with incentives to increase parental attendance. Parental workshops cover the following topics: Common Core Georgia Performance Standards (CCGPS), CRCT , and how it relates to promotion and retention, test taking tips, interpreting standardized test scores, creating “Make and Take” to assist parents with homework, etc. Literature is made available to parents as it relates to CCGPS and CRCT. The teachers, parents, students, and administrators all sign a compact that states the responsibilities of each party and their dedication to work together for the success of each student.

Title I funds provide the revenue needed to ensure that training and materials are available to assist parents with participating in their children’s education. This also allows parents to monitor student’s progress. Input from parents, are key in meeting the needs of the students. Parents are involved in planning and implementing school improvement activities through PTSA Executive Board Meetings and the School Council. They are involved in making pertinent decisions pertaining to the overall well-being of the school. Parents should feel that their opinions/ideas are valued and made to understand that their child’s education is a collaborative effort between them and the teacher. It is most important at Fairington that parents feel that they have a voice as we strive to involve all stakeholders.

Success For All Solutions Parent and Family Involvement Team and Community Connections Team have been implemented to improve parental involvement. The teams coordinate a program of extensive outreach, opportunities, and workshops designed to invite families to be engaged in the school community and partners in their child's learning in ways that are beneficial to the student and manageable to the family. The teams meet monthly to plan strategies and to review school data from events.

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

X	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website	X	Calling Post
X	DCSD Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter (ESEA Mandate)	X	AYP Status Letter (ESEA Mandate)
X	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
X	DCSD and School Parental Involvement Policy (Title I Mandate)		
X	Success for All Communication Parent Letters		

22) Describe how parents and community members are involved in the school decision-making process and the development of the Consolidated School Improvement Plan (CSIP).

Throughout the school year, opportunities are provided to parents and community members to be involved in the decision-making process of the school. At the start of each school year, a Local School Council is established to better meet the needs of the community and parents. These council meetings are held throughout the school year, to provide a forum for stakeholders to become better informed about the business of the school. Additionally, parents serve on the CSIP committee, which provides an opportunity for them to ask questions and provide suggestions to improve the school. Minutes and agendas are maintained to help ensure accurate records of these meetings.

23) Describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).

At the end of the school year parents and students are given a survey that determines their needs. The Principal's Roundtable provides a forum for parental and community feedback. The Restructuring Committee reviews the survey data and feedback before developing Title I compacts and parental involvement policies. Parents are notified of revised policies and compact via courier and PTSA. A copy of both documents is placed in the Parent Center for review. Parents are given a notice to attend a parent/teacher conference in order to discuss and implement the compact.

Stakeholder Communication (ESEA Mandate #10)

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

Individual student assessment results are provided to parents from the CRCT, ITBS, COGAT, SLO, SFA Assessments, DCSD Benchmark results and teacher-made tests. Parents are notified through newsletters, marquee headers and the calling posts that test results are ready. Parents are asked to come by the school to pick up and sign for a copy of standardized test result profile sheets. For those parents who do not pick them up they receive a phone call from the teacher and they are sent home in an envelope. Parents are invited to the school for a conference to discuss and interpret the results. Level I conferences are also available for parents of students that are performing below grade level.

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

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

At Fairington Elementary School, we will communicate school-wide performance on standardized tests to parents through PTSA Meetings, School Council Meetings, and PTSA Executive Board Meetings. Disaggregated data will be represented through charts, graphs and profiles. Also, this information will be posted on the Fairington Elementary School website.

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

In order to communicate with all stakeholders, Fairington Elementary School’s Continuous School Improvement Plan, we will place a copy of the plan on file in the Parent Center as well as the school’s Media Center. It will be presented to parents through the PTSA Meetings, and School Council. We will post a copy of the plan on the school website.

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.

Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students’ reading and math levels, their students’ learning styles as reflected in the knowledge-base of multiple intelligences, and their students’ individual aspirations for achievement in school.

1. Diagnose the needs of students and create an appropriate Classroom Profile Summary.

- Formative Assessment Strategies
- SFA Assessments
- Instructional Strategies

2. Create and maintain classroom and student portfolios to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano’s High Yield Strategies, and instructional assessment strategies within the context of Webb’s Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.

3. Plan engaging lessons:

- Three-part lesson (opening, work period, and summary)
- Essential question(s)
- Engaging instructional activities based upon the identified Common Core Standards and depth of knowledge.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

4. Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

5. Utilize formative assessment strategies daily to determine if standards taught are understood and mastered. Teachers will continuously update and analyze classroom data to make effective decisions to instruct students.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards.

6. Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

7. Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 and follow the process until all standards have been taught and mastered by all students.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

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 Common Core Georgia Performance Standards 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.

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

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.

Identified Need	Action Plan and Page #	Citation and Abstract
Reading	Reading- 29-34	Pressley, M. (2002). Metacognition and self-regulated comprehension. In A.E. Farstrup & S.J. Samuels (Eds.), What research has to say about reading instruction (3rd ed., pp. 291–309). Newark, DE: International Reading Association. Pressley, M., Rankin, J., & Yokoi, L. (1996). A survey of instructional practices of primary teachers nominated as effective in promoting literacy. The Elementary School Journal, 96, 363–384.
Math	Math – 35-39	National Council of Teachers of Mathematics. Curriculum and Evaluation Standards for School Mathematics. Reston, VA: National Council of Teachers of Mathematics, 1999. Cazden, C., Conner, S., Davis, R., Delpit, L., Edwards, E., Irvine, J., et al. (1995). The Algebra Project in Mississippi: An evaluation report. Cambridge, MA: Program Evaluation & Research Group, Lesley College.
Technology	Reading/ELA – 34 Math –39 Science – 43 Social Studies – 47	National Council of Teacher of Mathematics. Principles and Standards for School Mathematics. Reston, VA: National Council of Teachers of Mathematics, 2000.
Science	Science- 40-43	Weiss, I.R. Banilower, E.R. McMahon, K.C., and Smith, P.S. Report of the 2000 National Survey of Science and Mathematics Education. Chapel Hill, NC:Horizon Research, Inc., 2001.
Social Studies	Social Studies – 44-47	Barton, Keith, Alan McCully and Melissa Marks. "Reflecting on Elementary Children’s Understanding of History and Social Studies: An Inquiry Project with Beginning Teachers in Northern Ireland and the United States." Journal of Teacher Education 55.1 (2004): 70-90.
Attendance	48-50	Rosas, T., Smith, D. & Radigan, J. (2002). Laptops in the Classroom: Mediating Power Between Students and Their Teacher. In C. Crawford et al.

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

		(Eds.), Proceedings of Society for Information Technology and Teacher Education International Conference 2002 (pp. 1742-1743). Chesapeake, VA: AACE.
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Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*, then a citation and abstract of the pertinent research is required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

*If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.

Coordination and Integration of Federal, State, and Local Services and Program Funds (ESEA Mandate # 8 – must be updated annually)

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	Professional Learning and technology upgrades will be supported through Title 1 Allocation
State Funds	Instructional material to support academic achievement in the areas of reading science social studies and math.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	Instructional materials for use in the class to support interdisciplinary instruction and the implementation of SFA. Purchase instructional technology to support students in the development of writing, reading comprehension, and math.
Federal School Improvement Grants	
Local Professional Learning Funds	The Building Leadership Team quarterly workshops for data review in order to revise instruction.

Grants (list)	
PTSA	Parent Curriculum Nights to support all content areas.
Partners in Education	Student Recognition for content area achievement
Other (list)	These funds are used to enhance the school's educational goals and to increase parental involvement.

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/ ELA Action Plan :

2013 Performance Targets: To increase the percentage of students meeting and exceeding standards in English Language Arts by 36% on the Spring 2013 CRCT in the domains of writing, literary comprehension, reading for information and vocabulary acquisition.

The most recent LRE data indicates that 47.4% of our students are educated in the general education classroom. We will continue to implement the co-teaching model and the I.C.E Roadmap in the general education classrooms. IEP’s will be reviewed to determine if more students with disabilities can be served in the general education classroom.

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Curriculum Standard 2: Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s). <u>Planning Standards</u> -Develop a school process for collaborative Planning. School schedule provides time for collaborative. Ensure that teachers use common assessments.</p> <p>Assessment of Learning Standard 3:</p> <p>Interventions: Success for All Reading Morning Enrichment Academy for Level II and III students in Math and Science. EIP targeting level I students</p>	None	Academic School Year 2012-2013	Portfolios Collaborative Planning Minutes	Teachers are able to articulate or demonstrate instructional strategies from professional development. Students are able to show in a portfolio standards taught. Teachers are able to articulate and show collaborative Produce student work connected to the standards. Pre/Post data form common assessments.

<p>in the areas of ELA and Math. Star Reader/ Star Early Literacy Accelerated Reader Study Island</p>				
<p><u>Instruction Standard: 2.1</u> All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.</p> <ul style="list-style-type: none"> • Star Reader/ Star Early Literacy • Accelerated Reader <p><u>Performance Action: 2</u> Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Use small group, whole group, safety net tutorial, and one-on-one instruction to teach reading comprehension, and vocabulary acquisition. Read text(s) at their instructional level for guided reading practice.</p> <ul style="list-style-type: none"> • Leveled Reading Groups • Reading with audio and video 	<p>Practice Books</p> <p>For Reading/ Math</p> <p>For Reading/ Math</p>	<p>Academic School Year 2012-2013</p> <p>Administrative Team</p> <p>Reading Specialist</p> <p>School Based Professional Development Presenters</p> <p>Media Specialist</p>	<p>Reading Logs</p> <p>Pre Benchmark Assessments</p> <p>Item Analysis</p> <p>Classroom Arrangement</p> <p>Data Coach</p> <p>SFA Facilitator</p>	<p>CRCT</p> <p>ITBS</p> <p>GKIDS</p> <p>SLO Assessments</p> <p>Post Benchmark Assessments</p> <p>Performance Task</p>

<p><u>Instruction Standard: 3.2</u> All teachers and students work collaboratively on a regular basis to establish and achieve clear, challenging learning goals aligned to GPS and designed to ensure conceptual understanding and eventual independent application.</p> <ul style="list-style-type: none"> • Small Groups • Cooperative Learning • Think/Pair/ Share • Differentiated Instruction <p><u>Performance Action: 2</u> A school-wide reading plan developed by the leadership team or a committee detailing the guidelines for meeting the 25-books standard.</p> <ul style="list-style-type: none"> • Participate in the Principal’s Book of the Month • Participate in the 25 Book Campaign • Accelerated Reader • Star Reader/ Star Early Literacy 			Academic School Year 2012-2013 Administrative Team Reading Specialist School Based Professional Development Presenters Media Specialist Data Coach SFA Facilitator	Up to date 25 Book Campaign Logs Grade Level Reading List Classroom Library Leveled Text
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<p><u>Assessment Standard: 2.2</u> All teachers use a variety of formative assessment tasks and tools to monitor student progress over the course of units and to adjust instruction to maximize student achievement relative to CCGPS.</p> <ul style="list-style-type: none"> • SFA Assessments • Weekly Assessments • Common Assessments <p><u>Performance Action: 2</u> Informal, formative assessments are embedded in teaching and learning activities, are explicitly aligned to the standards, and used to revise instruction.</p> <ul style="list-style-type: none"> • SFA Assessments • Weekly Assessments • Common Assessments <p><u>Performance Action: 3</u> Teachers allow students to demonstrate improved performance. Students are provided multiple opportunities and additional time for meeting standards. Use the School-Wide Writing Assessment Plan to teach writing in a variety of genres.</p> <ul style="list-style-type: none"> • School Writing Plan for narrative, persuasive, informational, response to literature. • Progress monitoring through STARR Reading and SFA • 25 Books Campaign • Participation in the Helen Ruffin Reading Bowl 	<p>None</p>	<p>Academic School Year 2012-2013</p> <p>Administrative Team Reading Specialist School Based Professional Development Presenters</p> <p>SFA Facilitator</p> <p>Media Specialist</p>	<p>Writing Portfolios</p> <p>Writing Journals</p> <p>School-Wide Writing Assessments</p> <p>Writing Rubrics</p> <p>Teacher Commentary</p>	<p>3rd and 5th Grade State Mandated Writing Assessment</p>
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<p><u>Students with Disabilities</u></p> <p><u>Instructional Standard: 3.1</u> High and clear expectations are established by all students and all teachers working in partnership.</p> <ul style="list-style-type: none"> • Effective implementation of the three part lesson plans across the curriculum. • Use of Essential Questions <p><u>Performance Action: 1</u></p> <p>To reach consensus on high and clear expectations, an adequate number of collaborative teacher work sessions are held for each subject. When co-teaching maximize personnel and instruction by:</p>		<p>Academic Year 2012-2013 Administrative Team Instructional Coach Instructor After-School Tutorial Staff Exceptional Education Department LTSE I.C.E. Teachers</p>	<p>Collaborative planning Lesson plans Grade level meetings Classroom observations Focus walks I.E.P. goals</p>	<p>Teacher utilizing preferred I.C.E. models I.E.P. portfolios Teacher made assessments Focus Walk Results</p>

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

<ul style="list-style-type: none">• Ensuring that both adults are actively teaching the entire instructional segment.• Curriculum Maps to ensure all CCGPS are taught.• Utilizing flexible, small group instruction by implementing I.C.E. model.				
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School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

<p><u>Technology Integration</u> <u>Instructional Standard: 2.7</u></p> <p>All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery</p> <p><u>Performance Action: 2</u></p> <p>Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Improve the utilization of Study Island • Utilize Star Reading to obtain prescriptive solutions for reading comprehension and fluency. • Purchase updated technology (IPAD's) to improve student performance in all content areas. <p>Utilize Promethean Boards (21), laptops (40), Activ System, digital document cameras (5) and LCD projectors (5) to provide interactive instruction across the curriculum.</p>	<p><u>\$30,000.00</u></p>	<p>Academic Year 2012-2013</p> <p>Technology Teacher Classroom Teachers EIP</p> <p>Exceptional Ed Teachers Administrators Instructional Coach</p>	<p>On-line Practice Tests CRCT Practice Assessments Teacher Observation</p>	<p>CRCT ITBS</p> <p>DSCD Benchmarks</p> <p>SLO Assessment</p>
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Mathematics Action Plan (ESEA Mandate #2)

Annual Measurable Objective: To increase the percentage of students meeting and exceeding standards in Mathematics by 36% on the Spring 2013 CRCT in the specific academic areas of measurement, geometry, numbers and operations, and problem-solving.

The most recent LRE data indicates that 47.4% of our students are educated in the general education classroom. We will continue to implement the co-teaching model and the I.C.E Roadmap in the general education classrooms. IEP’s will be reviewed to determine if more students with disabilities can be served in the general education classroom.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard: 2.2</u> All teachers emphasize and encourage all learners to use higher-order thinking skills.</p> <ul style="list-style-type: none"> • Thinking Maps • Depth of Knowledge • PD 360 <p><u>Performance Action: 1</u> Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> • Depth of Knowledge • PD 360 		<p>Academic Year 2012-2013 School-based Professional development Presenters Administrative Team Instructional Coach EIP Math Instructor After-School Tutorial Staff</p>	<p>Focus Walks Rubrics Portfolios Benchmarks Classroom Assessments Lesson Plans Morning Math Academy</p>	<p>Benchmark Results Progress/Grade Reports CRCT Grades 3-5 STAR Math Data SLO Results</p>

<p><u>Planning and Organization Standard: 2.2</u> All strategies selected by staff to address gaps and needs identified in their data-driven school improvement plan are consistently research-based and highly appropriate to ensure the achievement of designated short- and long-range goals.</p> <ul style="list-style-type: none"> • Marazano’s Research-Based Strategies for Increasing Student Achievement <p><u>Performance Action: 1</u> After the staff has collected and analyzed school data, trends in strengths and weaknesses are noted.</p> <ul style="list-style-type: none"> • Data Notebook • Benchmark Assessment Data • IDMS • Student Profile Forms 		<p>Academic Year 2012-2013 Administrative Team Instructional Coach EIP Math Instructor After-School Tutorial Staff Exceptional Education Department</p>	<p>Morning Math Academy Data Analysis I.E.P. Subgroup Data Standards Lesson Plans</p>	<p>Data Analysis Results CRCT Grades 3-5 Benchmark Results</p>
<p><u>Assessment Standard: 3.1</u> A comprehensive feedback-adjustment process is fully operational in all aspects of the school to ensure continuous improvement for the individual learner, subgroups of students, and the school as a learning community.</p> <ul style="list-style-type: none"> • Use of Professional Learning Communities to monitor and analyze student data. • Data Wise Faculty Study Group • Conferences with students and parents • Curriculum Night • Parent Night 		<p>Academic Year 2012-2013 Administrative Team Instructional Coach EIP Math Instructor After-School Tutorial Staff Exceptional Education Department LTSE</p>	<p>Portfolios Benchmarks Student data Safety-Net roster Formative Assessments</p>	<p>Benchmark Results Progress/Grade Reports CRCT Grades 3-5 SLO Results Performance Task Results STAR Assessment Results</p>

<ul style="list-style-type: none"> Vertical Planning <p>Performance Action: 4 Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school.</p> <ul style="list-style-type: none"> SFA Tutorial Sessions Morning Safety Net Enrichment 		I.C.E. Teachers		
<p><u>Instructional Standard: 2.3</u> All teachers make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students' readiness levels, learning styles, interests and personal goals.</p> <ul style="list-style-type: none"> Classroom profiles Level One Plans Assessment Data <p><u>Performance Action: 1</u> Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planned quarterly by the leadership team and in collaborative teacher meetings.</p> <ul style="list-style-type: none"> Professional Learning Communities Professional Development Vertical Planning Meetings SFA Solutions Team Meetings <p><u>Performance Action: 3</u> Teachers use the standards as the expectation for</p>		<p>Academic Year 2012-2013 School-based Professional development Presenters Administrative Team Instructional Coach EIP Math Instructor</p>	<p>Performance Tasks Classroom Assessments Flexible groups Charts Math Assessments Manipulatives Models</p>	<p>CRCT Grades 3-5 Performance Task Results Benchmark Test Results EOS Benchmarks</p>

<p>learning, but assess the needs of their students prior to instruction.</p> <ul style="list-style-type: none"> • Provide additional flexible group support for Level 1 students. • Provide hands-on Math and differentiated instruction for all mathematical skills. • Participate in daily Morning Enrichment Academy. 				
<p><u>Students with Disabilities</u></p> <p><u>Instructional Standard: 3.1</u> High and clear expectations are established by all students and all teachers working in partnership.</p> <ul style="list-style-type: none"> • Student and Teacher Conferences • Mentoring Programs • Girl’s Group <p><u>Performance Action: 1</u> To reach consensus on high and clear expectations, an adequate number of collaborative teacher work sessions are held for each subject. When co-teaching maximize personnel and instruction by:</p> <ul style="list-style-type: none"> • Ensuring that both adults are actively teaching the entire instructional segment. • Utilizing flexible, small group instruction by implementing I.C.E. model. 		<p>Academic Year 2012-2013 Administrative Team Instructional Coach EIP Math Instructor After-School Tutorial Staff Exceptional Education Department LTSE I.C.E. Teachers</p>	<p>Collaborative planning Lesson plans Grade level meetings Classroom observations Focus walks I.E.P. goals</p>	<p>Teacher utilizing preferred I.C.E. models I.E.P. portfolios Teacher made assessments Focus Walk Results</p>

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

• Supportive Instruction				
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<p><u>Technology Integration</u> <u>Instructional Standard: 2.7</u></p> <p>All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery.</p> <ul style="list-style-type: none"> • Activ Board Activities • Laptops/ IPAD's • Student Computers • Computer Lab <p><u>Performance Action: 2</u></p> <p>Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Improve mathematical skills in the classroom and the computer lab during scheduled rotation by utilizing interactive math related websites to enhance number operations, geometry, measurement, Algebra, and problem-solving • Utilize STAR Math and county benchmarks to obtain prescriptive solutions for math computation and reasoning. • Utilize PROMETHEAN boards, laptops, digital document cameras, Activ System, IPAD's and LCD projectors to provide interactive instruction across the curriculum. 	<p>\$30,000.00</p>	<p>Academic School Year 2012-2013 Administrative Team Grade Level Chairs Academic Math Specialist CTSS personnel Media Specialist</p>	<p>Benchmark Test Portfolios Quizzes CRCT Practice Teacher-made assessments OAS</p>	<p>CRCT Grades 3-5 Benchmark Results</p>
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Science Action Plan :				
<p>Annual Measurable Objective: To increase the percentage of students meeting and exceeding standards in Science by 25% on the Spring 2013 CRCT in the domains of Earth Science, Life Science and Physical Science.</p> <p>The most recent LRE data indicates that 47.4% of our students are educated in the general education classroom. We will continue to implement the co-teaching model and the I.C.E Roadmap in the general education classrooms. IEP's will be reviewed to determine if more students with disabilities can be served in the general education classroom.</p>				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard: 2.2</u> All teachers emphasize and encourage all learners to use higher-order thinking skills.</p> <p><u>Performance Action:1</u> Teachers and other instructional leaders study the standards and elements to determine the Higher-order thinking skills needed to understand and apply the standards.</p> <p>Develop and apply standards and elements to determine the higher order thinking skills needed to understand the standards.</p>		Academic School Year 2012-2013 Administrative Team Science Teachers	Rubrics Portfolios Benchmark Results Progress Reports Classroom Assessments Focus Walk(s) Lesson Plans	CRCT Grades 3-5 Robotics Institute (Grades 3-5)

<p><u>Planning and Organization Standards:2</u> A data-driven and consensus-oriented process for continuous improvement guides and informs the development and implementation of a current, well-articulated school improvement plan.</p> <p><u>Planning and Organization Standards:3.1</u> There is extensive evidence of collaborative planning involving the district and the school in all aspects of fiscal management and resource distribution.</p> <p><u>Performance Actions: 1</u> The principal actively seeks on-going support and guidance from the district regarding technology and other material resources.</p> <p><u>Performance Actions: 2</u> The principal works collaboratively with system to skillfully allocate the budgeted resources (financial, materials and personnel) to manage the facility with a constant focus on student learning.</p> <ul style="list-style-type: none"> • Use materials and teaching strategies to identify/address the needs of the economically disadvantaged and students with disabilities. 		Academic School Year 2012-2013 Administrative Team Science Teachers	Science Schedule Rubrics Portfolios Benchmark Results Classroom Assessments Focus Walk(s) Lesson Plans	CRCT Grades 3-5 Robotics Institute (Grades 3-5)
<p><u>Instruction Standard: 2.4</u> Student work consistently reflects students' achievement of GPS and related learning goals, including demonstration of understanding and an</p>		Academic School Year 2012-2013	Science Journals Rubrics Portfolios	CRCT (Grades 3-5) Performance Task Science Fair (Grades 3-5)

<p>ability to apply knowledge and skills with a level of independent application and conceptual understanding.</p> <p><u>Performance Action:2</u> Time is scheduled periodically in class to establish individual learning goals based on assessment results and standards in units of study. Use hands-on activities to demonstrate understanding of the scientific process in a laboratory setting.</p> <p>Utilize hands-on activities to learn and understand the research process through inquiry-based instruction.</p>		<p>Science Teachers Science Lab Teacher</p>	<p>Projects Experiments Rubrics</p>	<p>Teacher-made Test</p>
<p><u>Students with Disabilities</u> <u>Instruction Standard: 2</u> All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners. Provide hands-on science and differentiated instruction for ICE Students through co-teaching instruction.</p> <p><u>Instructional Standard: 3.1</u> High and clear expectations are established by all students and all teachers working in partnership.</p> <p><u>Performance Action: 1</u> To reach consensus on high and clear expectations, an adequate number of collaborative teacher work sessions are held for each subject.</p>		<p>Academic School Year 2012-2013</p> <p>Science Lab Teacher Exceptional Ed. Dept. LTSE Science Teachers</p>	<p>Lesson Plans Projects Experiments Rubrics Collaborative planning Lesson plans Grade level meetings Classroom observations Focus walks I.E.P. goals</p>	<p>CRCT (Grades 3-5) Performance Task Teacher-made Test Teacher utilizing preferred I.C.E. models I.E.P. portfolios Teacher made assessments Focus Walk Results</p>

<p>When co-teaching maximize personnel and instruction by:</p> <ul style="list-style-type: none"> • Ensuring that both adults are actively teaching the entire instructional segment. • Utilizing flexible, small group instruction by implementing I.C.E. model. 				
<p><u>Instruction Standard: 2.1</u> All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.</p> <p><u>Performance Action: 1</u> Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons</p> <ul style="list-style-type: none"> • Participate in activities and presentations at Fernbank. 		Academic School Year 2012-2013	Fernbank Schedule Portfolios	CRCT (Grades 3-5) Performance Task Teacher-made Test

<p><u>Technology Integration</u> <u>Instructional Standard: 2.7</u></p> <p>All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery</p> <p><u>Performance Action: 2</u></p> <p>Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Conduct research projects using the internet and United Streaming to enhance science skills and data inquiry. • Utilize Promethean Boards, laptops, digital cameras, to provide interactive instruction across the curriculum. 		<p>Academic School Year 2012-2013</p>	<p>Media Specialists Science Teachers Rubrics Projects</p>	<p>CRCT (Grades 3-5) Performance Task Teacher-made</p>
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Social Studies Action Plan

Annual Measurable Objective: To increase the percentage of students meeting and exceeding standards by 25% in Social Studies in the domains of History, Geography, Governance, and Economics.

The most recent LRE data indicates that 47.4% of our students are educated in the general education classroom. We will continue to implement the co-teaching model and the I.C.E Roadmap in the general education classrooms. IEP’s will be reviewed to determine if more students with disabilities can be served in the general education classroom.

Formative Indicators of Success: First and second semester grades will be used as benchmarks. Portfolios, teacher- made tests, projects, rubrics, and teacher observations will be used as on-going authentic assessments. Specific academic areas to be targeted are branches of government, state history, world history social, political, and economic structures of our country.

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instructional Standard: 2.2</u></p> <p>All teachers emphasize and encourage all learners to use higher-order thinking skills and mental habits of the mind.</p> <p><u>Performance Action: 1</u></p> <p>Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> Students will develop and apply higher order thinking skills needed to comprehend the standards and elements. 		<p>Academic Year 2012-2013</p> <p>Administrative Team</p> <p>Social Studies Teachers</p>	<p>Focus Walks</p> <p>Rubrics</p> <p>Portfolios</p> <p>Classroom Assessments</p> <p>Lesson Plans</p>	<p>Progress/Grade Reports</p> <p>CRCT Grades 3-5</p>

<p>Planning and Organization Standard: 2.2</p> <p>All strategies selected by staff to address gaps and needs identified in their data-driven school Improvement plan are consistently research-based and highly appropriate to ensure the achievement of designated short- and long-range goals.</p> <p><u>Performance Action: 1</u></p> <p>After the staff has collected and analyzed school data, trends in strengths and weaknesses are noted.</p> <p><u>Performance Action: 2</u></p> <p>The staff uses the data analysis results in Performance/Action Step 1 as they review the current curriculum to discover gaps in the identified areas of need.</p> <ul style="list-style-type: none"> • Teachers will use materials and teaching strategies to identify/address the needs of economically disadvantaged students and students with disabilities. • Students will use materials and implement instructional strategies daily. 		<p>Academic Year 2012-2013</p> <p>Administrative Team</p> <p>Social Studies Teacher</p> <p>Exceptional Education Department</p> <p>LTSE</p> <p>I.C.E. Teachers</p>	<p>I.E.P.</p> <p>Subgroup Data</p> <p>Standards</p> <p>Lesson Plans</p>	<p>CRCT Grades 3-5</p> <p>Benchmark Results</p>
<p><u>Instruction Standard: 2.4</u></p> <p>Student work consistently reflects students' achievement of GPS and related learning goals, including demonstration of understanding and an ability to apply knowledge and skills with a level of independent application and conceptual</p>		<p>Academic Year 2012-2013</p> <p>Administrative Team</p> <p>Social Studies</p>	<p>Focus Walks</p> <p>Rubrics</p> <p>Portfolios</p> <p>Classroom</p>	<p>Progress/Grade Reports</p> <p>CRCT Grades 3-5</p>

<p>understanding.</p> <p><u>Performance Action: 2</u></p> <p>Time is scheduled periodically in class to establish individual learning goals based on assessment results and standards in units of study.</p> <ul style="list-style-type: none"> • Students will utilize and participate in hands-on activities to demonstrate an understanding of the Research Process in the social sciences through inquiry-based instruction. • Students will complete semester social studies projects to demonstrate knowledge of social, political, cultural, and economic structures of our country and other nations. • Teachers will provide experiences for students to explore local, state, and world history. 		<p>Teachers</p>	<p>Assessments</p> <p>Lesson Plans</p>	
<p><u>Students with Disabilities</u></p> <p><u>Instructional Standard: 3.1</u></p> <p>High and clear expectations are established by all students and all teachers working in partnership.</p> <p><u>Performance Action: 1</u></p> <p>To reach consensus on high and clear</p>		<p>Academic Year 2012-2013</p> <p>Administrative Team</p> <p>Exceptional Education Department</p>	<p>Collaborative planning</p> <p>Lesson plans</p> <p>Grade level meetings</p> <p>Classroom</p>	<p>Teacher utilizing preferred I.C.E. models</p> <p>I.E.P. portfolios</p> <p>Teacher made assessments</p> <p>Focus Walk Results</p>

<p>expectations, an adequate number of collaborative teacher work sessions are held for each subject. When co-teaching maximize personnel and instruction by:</p> <ul style="list-style-type: none"> • Ensuring that both adults are actively teaching the entire instructional segment. • Utilizing flexible, small group instruction by implementing I.C.E. model. 		<p>LTSE I.C.E. Teachers</p>	<p>observations Focus walks I.E.P. goals</p>	
<p><u>Technology Integration</u></p> <p><u>Instructional Standard: 2.7</u></p> <p>All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery</p> <p><u>Performance Action: 2</u></p> <p>Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. Teachers will utilize United Streaming, Brain Pop, AR to enhance students' knowledge on world events and to assist with completing class projects.</p>		<p>Academic Year 2012-2013</p> <p>Administrative Team</p> <p>CTSS Personnel</p> <p>Classroom Teachers</p> <p>Media Specialist</p>	<p>Projects</p> <p>Chapter tests</p> <p>Quizzes</p> <p>Reports</p> <p>Presentations</p>	<p>Progress/Grade Reports</p> <p>CRCT Grades 3-5</p>

Second Indicator: Attendance/Graduation Rate Action Plan

Annual Measurable Objective: To decrease the number of students with 15 days absent by 2%.

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
				Utilize the SFA Attendance Team to ensure that students attend school every day on time. Members of the attendance component oversee a structured process that ensures daily monitoring, daily intervention, school wide initiatives & incentives, and extensive prevention efforts for both tardiness and absences.
Contact the parents of students after a child has received 3 unexcused absences.	None	Teacher Ongoing SFA Attendance Team	Teacher Contact Logs EIS	eSIS AYP
Send a referral for student with 5+ unexcused absences.	None	Teacher Counselor Ongoing SFA Attendance Team	Teacher Contact Logs Referral	eSIS AYP

Send home a letter and attendance contract to the parent to inform them of their child's attendance record and school attendance policy.	None	Counselor Ongoing	Letters Contracts	eSIS AYP
Send home a 6 day letter from ESIS indicating the number of absences acquired by the student.	None	Registrar Ongoing	Letter ESIS	eSIS AYP
Complete the Attendance Protocol Manager packet, and refer to the Social Worker	None	Student Support Specialist Social Worker Ongoing	Solicitor General Packet	eSIS AYP
Contact the parent when a child has acquired an excessive amount of absences.	None	Social Worker Ongoing	Social Work Referral Contact Log	TENET eSIS AYP
Refer the parent to the Solicitor General's Office when they acquire 10+ unexcused absences.	None	Social Worker Ongoing	Referral	eSIS AYP
The tardy log will be maintained to document chronically late students.	None	Student Support Specialist Secretary Ongoing	Tardy Log	eSIS AYP
Maintain accurate documentation and attendance files regarding student absenteeism.	None	Registrar Secretary	File of Notes	eSIS AYP
The school will recognize students with perfect		Teachers	Honor's Day	eSIS

attendance at Honor’s Day.	None	Student Support Team Ongoing	List	AYP
The Local School Council will be debriefed during our meeting regarding our attendance status and data is reviewed.	None	Members of the Council Ongoing	Minutes Agenda	eSIS AYP

Library-Media Action Plan				
Annual Measurable Objective: Students will develop reading comprehension, vocabulary, and research skills that will enable the students to do well on the CRCT. The percentage of students meeting and exceeding standards will increase in Reading/English Language Arts to 84.1%, in Social Studies from 58% to 60%, and in Science from 57.5% to 60%.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction Standard: 2.1</u></p> <p>All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.</p> <p><u>Performance Action: 2</u></p> <p>Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding.</p> <p>Students will receive instruction on research and</p>	Technology funded by Ed. Media	Academic School Year August 2012-May 2013 Media Specialist Teachers	Media Specialist will collaborate with teachers to plan and develop activities focusing on library and research skills by utilizing the media center’s	Teachers and Media Specialist will use rubrics to evaluate students’ performance on each focus skill. 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.

<p>library skills that are presented in the Georgia Performance standards.</p>			<p>technology. Artifacts include: Media Circulation Records, media center usage schedule, and resource alignments to units</p>	
<p><u>Curriculum Standard: 3.2</u> As a result of a highly effective curriculum monitoring system, administrators and teacher leaders use performance data and the review of student work to revise curriculum implementation and alignment of resources. <u>Performance Action 2:</u> System level personnel and school level administrators work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation using personal, time, technology, and resource materials. Students will check out books by utilizing Destiny in the school media center to help complete their 25 Book campaign.</p>	<p>Technology funded by Ed. Media</p>	<p>Academic School Year August 2012-May 2013 Media Specialist Teachers</p>	<p>Media Specialist will assist teachers and students with locating books after utilizing Destiny Artifacts include: Media Circulation Records, 25 Books Standard Committee guidelines.</p>	<p>Media Specialist will use Destiny to calculate the circulation statistics of the students.</p>

<p><u>Instruction Standard: 2.4</u></p> <p>Student work consistently reflects students' achievement of GPS and related learning goals, including demonstration of understanding and an ability to apply knowledge and skills with a level of independent application and conceptual understanding.</p> <p><u>Performance Action 2:</u></p> <p>Time is scheduled periodically in class to establish individual learning goals based on assessment result and standards in units of study.</p> <p>Fifth grade students will participate in the Helen Ruffin Reading Bowl.</p>	<p>Technology funded by Ed. Media</p>	<p>Academic School Year August 2012- May 2013 Media Specialist</p>	<p>Media Specialist will sponsor the Helen Ruffin Reading Bowl Club</p>	<p>Students' performance at the Helen Ruffin Reading bowling will be determined by how well students comprehended the plots of the novels.</p>
<p><u>Instruction Standard: 2.1</u></p> <p>All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.</p> <p><u>Performance Action 2</u></p> <p>Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Students will use Destiny to assist them with collecting data for research projects.</p>	<p>Technology funded by Ed. Media</p>	<p>Academic School Year August 2012- May 2013 Media Specialist Teachers</p>	<p>Media Specialist will collaborate with teachers and students to assist with research projects and papers</p> <p>Artifacts include: Media Center usage schedule, projects.</p>	<p>Students will complete classroom assignments and project utilizing Destiny</p>

<p><u>Instruction Standard: 2.1</u></p> <p>All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.</p> <p><u>Performance Action 2</u></p> <p>Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Students will use Destiny to assist them with selecting appropriately leveled books to reach Accelerated Reader goals.</p>	<p>Technology funded by Ed. Media</p>	<p>Academic School Year August 2012-May 2013</p> <p>Media Specialist</p> <p>Teachers</p>	<p>Media Specialist will assist students with locating books after utilizing Destiny. Artifacts include: AR renewal, circulation statistics</p>	<p>Media Specialist will use Destiny to calculate the AR circulation statistics of the students.</p>
<p><u>Instruction Standard: 2.1</u></p> <p>All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.</p> <p><u>Performance Action 2</u></p> <p>Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding.</p> <p><u>Technology Integration</u></p> <p><u>Instructional Standard: 2.7</u></p> <p>All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery</p> <p><u>Performance Action: 2</u></p>	<p>Technology funded by Ed. Media</p>	<p>Academic School Year August 2012-May 2013</p> <p>Media Specialist</p> <p>Teachers</p> <p>Students</p>	<p>Media Specialist will collaborate with teachers and students to assist with research projects and papers</p> <p>Artifacts include: Computers and equipment, Media center usage records, projects.</p>	<p>Students will show improvement in research and library skills, reading comprehension, and vocabulary acquisition. They will be able to articulate how technology supports their learning.</p>

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

<p>Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <p>Students will utilize computers, laptops, and Destiny to locate literature for personal use and to complete classroom projects.</p> <p>Accelerated Reader</p> <p>Star Reading and early Literacy</p>				
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Professional Learning Plan (ESEA Mandate #4)

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 serve 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.

Performance/Action 8

Teachers participate in a variety of professional learning designs to enhance their content knowledge related to the Georgia Performance Standards to more effectively design and implement quality instruction and student performances. These designs include specific content related workshops and all of the Performance/Actions in 1-6.

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)		\$500.00	2012-2013	IDMS	SLO

		Teachers will attend Professional development geared to DOK, CCGPS and collaborative planning based on research.			Benchmark Assessments
Federal					
Grants					
Local	Teachers will implement best practices and teaching strategies to increase student performance across the curriculum. DOK/ CCGPS Training Marazano’s HYS		2012-2013 Academic Year *Ongoing	<ul style="list-style-type: none"> • Lesson Plans • Rubrics • TKES/ Portfolios • Student Portfolios • Formal/Informal Classroom Observations • Benchmark Assessments • IDMS 	<ul style="list-style-type: none"> • Benchmark Assessments • ITBS • CRCT • SLO • IDMS
Local	Increase the number of students scoring at level 1 by 20%, levels 2 by 5.5% and level 3 by 5% on the Math	Differentiated Instruction (Math) - Training will be provided to assist teachers with using effective researched based strategies in the areas of reading and language arts to positively	2012-2013 Academic Year *Ongoing	<ul style="list-style-type: none"> • Lesson Plans • Rubrics • Portfolios 	<ul style="list-style-type: none"> • Benchmark Assessments • ITBS

	2013.	<p>impact student learning. In addition, time will be spent working together, using analyzed data to differentiate instruction. Each grade level will be asked to share ways they differentiate instruction to meet the individual needs of students in math (problem solving, computation, geometry, vocabulary, and measurement).</p> <p>Math Station Training to improve leveled group instruction.</p>		<ul style="list-style-type: none"> • Formal/Informal Classroom Observations • Benchmark Assessments • TKES 	<ul style="list-style-type: none"> • CRCT • Renaissance Learning Data • SFA Data
Local	Increase the number of students scoring at level 1 by 10%, levels 2 and level 3 by 2% on the Reading/ELA 2013.	<p>On-going professional learning on the implementation of STARR Reading.</p> <p>The staff will attend 8 sessions about the effective uses of “Thinking Maps,” to improve comprehension and writing skills.</p> <p>Writing PD will be provided to improve strategies for writing.</p>	<p>2012-2013 Academic Year</p> <p>*Ongoing</p>	<ul style="list-style-type: none"> • Lesson Plans • Rubrics • Portfolios • Formal/Informal Classroom Observations • Benchmark Assessments • Writing Portfolios 	<ul style="list-style-type: none"> • Benchmark Assessments • ITBS • CRCT • Renaissance Learning Data
Local	Increase the number of	School-based professional	2012-2013	<ul style="list-style-type: none"> • Lesson Plans 	<ul style="list-style-type: none"> • CRCT

	students scoring at, levels 2 by and level 3 by 5% on the 2013 CRCT in Science.	development will assist teachers with identifying academic weakness. Implementation of effective instructional strategies will aid in the increase of the teachers' instructional and content knowledge of science, resulting in higher student achievement. In addition, grade levels will collaborate on differentiated instructional strategies that are aimed to meet the needs of all learners and curriculum approaches to teaching science across the curriculum.	Academic Year *Ongoing	<ul style="list-style-type: none"> • Rubrics • Portfolios • Formal/Informal Classroom Observations • Benchmark Assessments • Sign-in sheets • IDMS 	
Local	Increase the number of students scoring at level 2 and 3 by 5% on the 2013 CRCT in Social Studies.	Teachers articulate and demonstrate their understanding of content through lessons they design and implement with rigorous student performances accomplished.	2012-2013 Academic Year *Ongoing	<ul style="list-style-type: none"> • Lesson Plans • Rubrics • Portfolios • Formal/Informal Classroom Observations • Benchmark Assessments • Sign-in sheets 	<ul style="list-style-type: none"> • Benchmark Assessments • End of Unit Assessments • CRCT • Renaissance Learning Data

				<ul style="list-style-type: none"> • IDMS 	
	<p><u>Reading</u></p> <p><u>Math</u></p> <p>Beginning August 2012, all teachers will be able to use a variety of assessment tools to guide classroom instruction.</p>	<p>On-going professional learning on the implementation of STARR Reading and STARR Math for grades K-5.</p> <p>The Teacher will engage in Tuesday PLC's to analyze data, and to provide instructional strategies across grade levels.</p>	<p>2012-2013 Academic Year</p> <p>*Ongoing</p>	<ul style="list-style-type: none"> • Star Reading Reports • Star Math Reports • Level I Plans • Lesson Plans • Reading Placements • SFA Results • Rubrics • Portfolios • Formal/Informal Classroom Observations • Benchmark Assessments • Sign-in sheets/IDMS 	<ul style="list-style-type: none"> • ITBS • CRCT • IEP • Renaissance Learning 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>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>School Climate/ Planning and Organization</u></p> <p><u>Standard: 4.1</u></p> <p>Rules, policies, and procedures are consistently and effectively articulated, communicated, and implemented in all facets of school operations.</p> <p><u>Performance Action: 1</u></p> <p>The school administration and school leadership team collaboratively develop student and teacher handbooks that include rules, policies, and procedures.</p> <p>Establish a standing subcommittee for discipline</p> <p>The SFA Cooperative Culture Team will meet monthly to review school safety/discipline data and to discuss the best practices to develop and ensure a positive school culture.</p>	N/A	<p>Counselor</p> <p>Administration</p> <p>Student Support Specialist</p> <p>Building Leadership Team</p> <p>SFA Cooperative Culture Team</p> <p>SFA Facilitator</p>	<p>Member List</p> <p>Meeting Dates Sept. 17th Oct. 15th Dec. 17th March 18th April 15th May 20th</p> <p>Sign-in Sheets Agendas</p>	<p>Meeting Notes</p> <p>Sign-In Logs</p> <p>SFA Peace Path</p>
<p><u>School Climate/ Planning and Organization</u></p> <p><u>Standard: 4.1</u></p> <p>Rules, policies, and procedures are consistently</p>	N/A	<p>Administration</p> <p>Counselor</p> <p>Building</p>	<p>Written school Discipline plan</p> <p>Timeline of</p>	<p>Classroom Discipline Plan</p> <p>Classroom meetings</p> <p>Teaching and supporting the youth of</p>

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

<p>and effectively articulated, communicated, and implemented in all facets of school operations.</p> <p><u>Performance Action: 3</u></p> <p>The school leaders monitor implementation of the school-wide discipline plan.</p> <p>Provide a positive School Discipline Plan to decrease or prevent the number of ISS and OSS referrals.</p>		<p>Leadership Team</p> <p>Student Support Team</p> <p>SFA Facilitator</p>	<p>implementation</p> <p>Pyramid of Intervention</p>	<p>pro-social skills such as empathy, anger management, and social problem solving.</p> <p>Student Referrals</p> <p>SST</p> <p>SFA Peace Path</p>
<p><u>School Climate/ Professional Learning Best Practices Standard: 4</u></p> <p>Rules, policies, and procedures are consistently and effectively articulated, communicated, and implemented in all facets of school operations.</p> <p><u>Performance Action:3</u></p> <p>The school leaders monitor implementation of the school-wide discipline plan.</p> <p>Provide professional learning to implement Character Education</p>	<p>N/A</p>	<p>Counselor</p> <p>Building Leadership Team</p> <p>Student Support Team</p> <p>SFA Facilitator</p>	<p>Discipline Data</p> <p>Character Education</p>	<p>Morning announcements</p> <p>Character Education Classroom</p> <p>Guidance Lessons</p> <p>Student of the Month</p> <p>Career Day</p> <p>Red Ribbon</p> <p>Service Learning</p> <p>No Place for Hate Campaign</p>

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>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Performance/Action 9 Teachers participate in collegial exchange facilitated through technology (e.g., participates in online subject areas networks, takes online courses, participates in action research studies or shares lessons and results with other teachers).</p> <p>Fairington Elementary School’s Teacher Support Specialist (TSS) will continue to provide collegial support.</p>	Title I and Local Funds	Grade Level Teams Ongoing Local PL Development Committee	Sign In Forms IDMS PLC’s PD 360	Teachers will provide evidence during their instruction with the implementation of researched based strategies.

School Name: Fairington Elementary School

Principal: Mr. Jeffery Jenkins

Plan Year: 2012-2013

<p>Teachers will have the opportunity to attend In-School and off site Professional Development Conference.</p> <p>Teachers will have the opportunity to shadow other staff members and visit teachers at other schools for instructional guidance.</p>	Title I Budget	Principal Professional Learning Liaison Bookkeeper	Sign In Forms Brochures IDMS E-Platform TKES Portfolio	Teachers will provide evidence during their instruction with the implementation of researched based strategies.
<p>Teachers will prepare professional and instructional documentation according to the guidelines of the Teacher Keys Evaluation System (TKES).</p>	Title I Professional Learning	Sept-Feb. Principal Assistant Principal Professional Learning Liaison	Sign-In Forms Journals Lesson Plans E-Platform TKES Portfolio Evaluations PD 360	Teachers will provide evidence during their instruction with the implementation of researched based strategies.

School Name: Fairington Elementary School

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Plan Year: 2012-2013