

**DeKalb County School District**

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



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

**Statement of Quality Assurance**

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

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

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

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

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

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

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

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

**Establishing a CSIP Facilitator, Steering Committee, and Subcommittees**

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

**School Council Approval Form**

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Susan L. Freeman		
2.	Tez Andrews		
3.	Tiffany Lee s		
4.	Salethia James		
5.	Quiana Johnson		
6.	R. C. Pruitt		
7.	Yolanda Young		
8.	Tina Johnson		
9.	Roshonda Fuller		
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

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

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Susan L. Freeman		
CSIP Facilitator	Susan L. Freeman		
Parent Representative <b>(can not be a school employee)</b>	Tanya Ogletree		
Student Representative <b>(required for High School)</b>			
Community Representative <b>(can not be a school employee)</b>	R.C. Pruitt		
School Counselor	Chavonne O’Rear		
Special Education Representative	Tracey A. Lyn		
Reading/ELA Chair	Brenda Coleman		
Academic Coach Math	Adell Miller		
Title One Teacher	Selethia James		
Professional Learning Liaison/Assistant Principal	Mark Bryant		
SFA Facilitator	Cynthia Wise		
Media Specialist	Lillian Patterson		

**Executive Summary of Consolidated School Improvement Plan (CSIP)**

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2012-2013. This includes the Needs Assessment, pertinent supporting data, and a plan of action for the new school year.

**The following programs, initiatives, and/or interventions were successful for 2011-2012:**

These programs provided opportunities for all stakeholders to engage in the academic process at Flat Shoals elementary School.

- **Everybody Wins!** - Engaged volunteers from the community to read to struggling readers during their lunch period.
- **Writing to Win!** - Enabled students to write a variety of responses in all content areas. It is built on the premise that writing and reading are reciprocal activities.
- **Pro Dads** - Focused on providing strategies and activities for fathers to become more engaged in their child's learning.
- **I Moms** – Focused on providing strategies and activities to assist mothers with the academic process
- **SST/RTI processes**

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

One of the initiatives that the staff agreed did not work for our students was the Math Navigator Series which was utilized for thirty minutes, three days a week. Teachers felt the series did not truly address their students' needs. Another concern within the math instruction was the true understanding of what rigor should look like in the classroom. Teachers believed that their needs to be a more concise understanding of what rigor means, and how to best integrate it within their lessons. Additional programs were as follows:

- **Math Connections** - Dr. Luckie, a math consultant, facilitated a series of professional learning sessions on effective math instructional strategies.
- **Hands on Atlanta Discovery** –Provided math tutors for students in grades K-5 twice a month on Saturday

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

- **Math Connections** - Only select teachers participated and observed the implementation of training provided by Gwinnett County Schools as required by the program.
- **Hands on Atlanta Discovery** - There was no consistency in the attendance of the tutors as there were different tutors at each session. Also, the attendance of the students was sporadic.

Additionally, technology was an ongoing issue throughout our school, from computers not working in the lab, to Promethean Boards not working in the classrooms. Many of our diagnostic tools are technology based, and without access to the appropriate equipment our teachers are not able to truly address all of our student's needs.

**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:**

- **Implement the Common Core Georgia Performance Standards (CCGPS) in reading and mathematics and technical reading for science and Social Studies**
- **Implement with fidelity Success For All Reading Program**
- **Ensure that all budgets are aligned to close the academic achievement gaps for student success**
- **Continue to implement programs, initiatives, and /or interventions that were successful for 2010-2011**
- **Change the Master Schedule to reflect additional instructional time in all content**

**School Mission and Vision**

	<b>DeKalb County School System</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p><b>Vision:</b>  Flat Shoals Elementary School is dedicated to creating an environment conducive to learning by ensuring that all students are academically successful and prepared to compete in a global society.</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p><b>Mission:</b>  The mission of Flat Shoals Elementary School is to provide academic and social development for all students through a standards-based curriculum where positive and diverse learning experiences will successfully transition students to middle school.</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self direction</li> <li>• Social and cross cultural interaction</li> </ul>	<p>Flat Shoals Elementary School values and promotes the belief that a quality education is essential and shapes individuals to achieve in a global society. Flat Shoals will:</p> <ul style="list-style-type: none"> <li>• Focus on the commitment to fostering unity with parents and students through communication and collaboration.</li> </ul>

	<ul style="list-style-type: none"><li>• Productivity and accountability</li><li>• Leadership and responsibility</li><li>• Information and technology literacy</li><li>• Critical thinking and problem solving</li><li>• Creativity and innovation</li></ul>	<ul style="list-style-type: none"><li>• Empower all stakeholders to contribute to the common good of our community.</li><li>• Foster learning opportunities to generate and maximize life long learning.</li><li>• Promote high expectations for all.</li></ul>
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**Developing a Comprehensive Needs Assessment**

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

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

Flat Shoals Elementary School is located in the southern part of DeKalb County, Georgia. This school is a part of the suburban community of metropolitan Atlanta, Georgia. Flat Shoals has been a stable influence in this community for over 50 years. Presently, Flat Shoals has an enrollment of 530 students. The racial composition of the student body is 99.4% African-American, .28% Hispanic, and .28% Caucasian. The student enrollment ranges from pre-kindergarten to fifth grade. Flat Shoals' population also consists of 80% economically disadvantaged students, and 1.5% students with disabilities.

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

Flat Shoals Elementary School will continue to strive for academic achievement through a strong implementation of Georgia School Keys and the Georgia Common Core Performance Standards (GCCPS) as indicated by our comprehensive monitoring tool, School Improvement Plan, and improved student data and assessments. Every three weeks we will monitor and review attendance data for students and staff; instructional updates and assessments; professional learning strategies and the seamless implementation of Successful For All. Our goal is to align all initiatives to the GCCPS for improved academic achievement. The Leadership Team (Steering Committee) and other members of the Solution Teams will have a role in this monitoring process.

Based on our 2012 CRCT data, Iowa Test of Basic Skills, GKIDS, and the 2012 Writing Assessment, our school wide academic focus will be in the areas of reading and mathematics for ALL students. These content areas are the basis for Social Studies and Science and improvement in the focus areas will improve the overall achievement in these content areas.

## **Process**

Compiling and analyzing data will be an on-going process at Flat Shoals Elementary School. At the beginning of the 2012-2013 school year, the Leadership Team reviewed the 2012, CRCT, ITBS, Writing Scores, and GKIDS to determine the strengths and weakness of our school and the 2011-2012 Comprehensive School Improvement Plan. This data was disaggregated by grade level, content, teacher and individual student. Flat Shoals will continue to utilize student learning data, demographic data, perception data, and process data to strengthen the instructional program and determine root causes of academic gaps. We will monitor the process as follows:

- Solution teams will meet weekly and during to decide appropriate interventions to meet students' areas of deficit, teacher challenges and provide solutions to the implementation of Success For All.
- During the weekly Leadership Team meetings, the teams reviews current data and makes revisions to students' interventions, review and update the School Improvement Plan as well as use brainstorming as a strategy.
- Awareness walks will be conducted throughout the year. This data will either affirm that the needs and focus of the school are on target or indicate a need for further investigation of a particular need. Therefore, a shift in focus can occur per current data.
- Additional data reviewed include:
  - 2010-2011 Governor's Office of Student Achievement – School Report Cards
  - 2012 AYP Report
  - Parent surveys
  - Student attendance reports
  - Student discipline reports
  - Benchmark Assessments
  - Support Services Reports
  - Formative Assessments
  - Grades

The school will use the Georgia School Keys High Impact Practice (HIP) Rubric to gather data from the Leadership Team and faculty/staff on the effectiveness of the implementation of high impact strategies for the 2012-2013 School Improvement Plan. The HIP will be utilized as a monitoring tool to gage the effectiveness of the Leadership Team performance on school improvement. Flat Shoals Elementary will also utilize the Georgia School Keys to insure that Schoolwide practices are aligned to Georgia DOE school standards.

## **When**

Data will be collected throughout the year at Flat Shoals Elementary School. Every three weeks, the Leadership Team, grade chairmen will utilize the GADOE Monitoring tool to access the instructional program to determine progress and areas of challenge to determine next steps. Meeting dates, agendas, sign-in sheets, and calendar of meetings can be found in a school portfolio in the Data Room.

**Who**

In determining the needs and focus of the school, all stakeholders will be involved. The Leadership team, which includes the input of the School Council reviews data collected by the administrative team, faculty and Solutions Team to ensure that the focus of the school is data driven. The school will also enlist the help of the Georgia Learning Resources System (GLRS), the Department of Teaching and learning, the Department of Department of Support Services and the Office of Federal Programs to assist with assessing the needs of the school.

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
	CCPRI	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test		Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	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

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

**Leadership and Governance**

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

**Achievement Data**

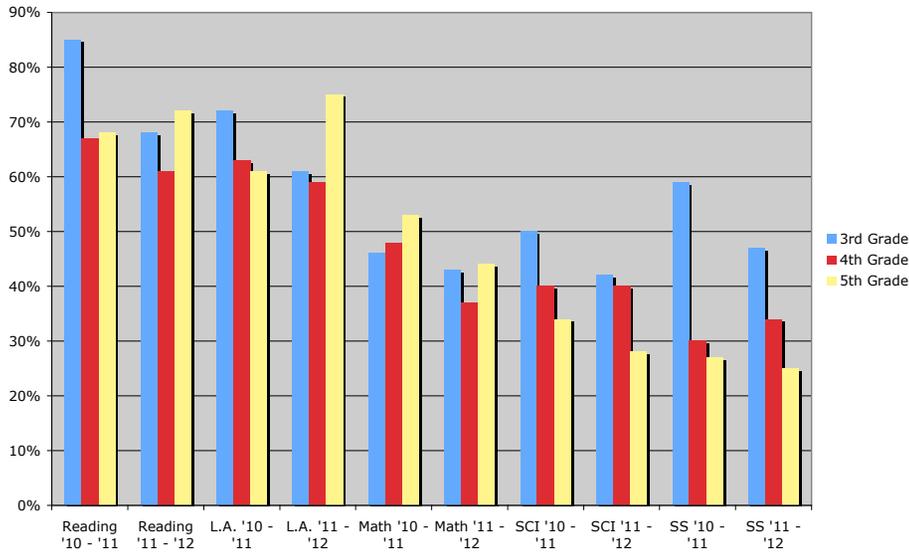
We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. The data from the CRCT reveals that grades third and fourth have significant gaps in all content and the percent of students

meeting and exceeding are decreasing. The data also reflects the same decreasing trends for fifth grade in the content of Science, Social Studies, and Mathematics.

Conversely, on the Iowa Test of Basic Skills the data indicates trends in the positive. However, this same data reflects that with the exception of first grade Reading, all grades are below the 50% percentile when compared to students of the same grade and age.

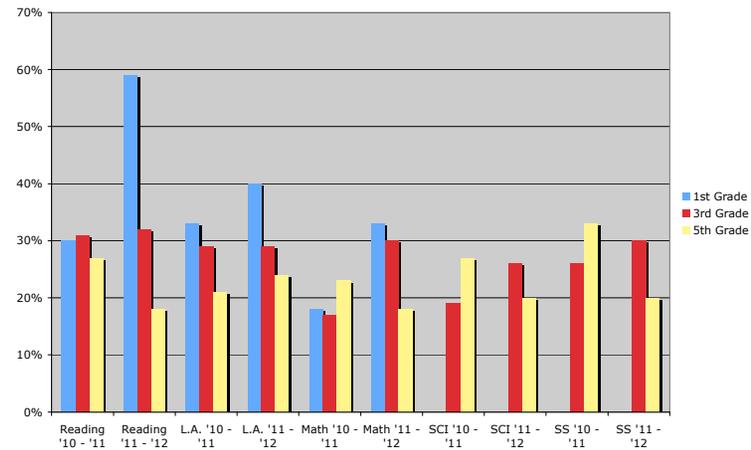
On the Writing Assessment the third and fifth grade students continue to trend in the negative. The charts below validate these findings.

Georgia Criterion Referenced Test (%Meets/Exceeds)

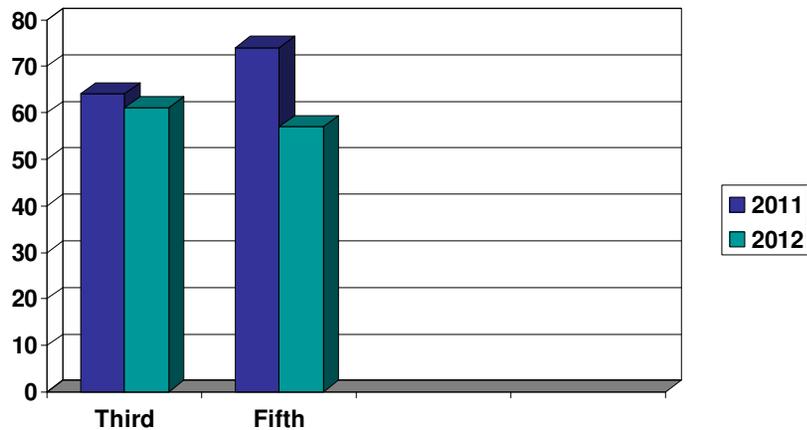


ITBS

Iowa Test of Basic Skills



## Writing Assessment Scores

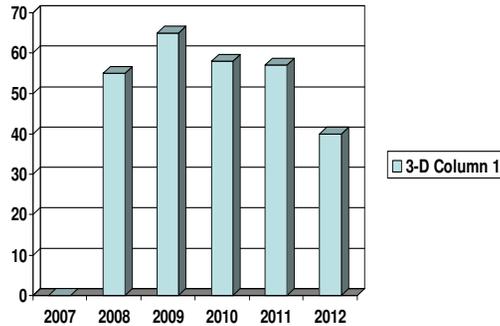


### Writing Assessment

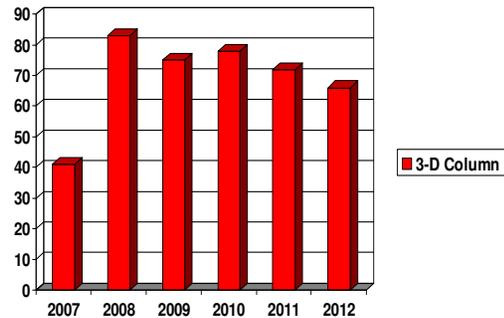
We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- Economically disadvantaged students consist of **80%** of the enrollment
- Students from Major racial and ethnic groups is **99.4%** African American
- Students with disabilities is **1.5 %** of the enrollment
- Students with limited English proficiency is **.022%** of the student population

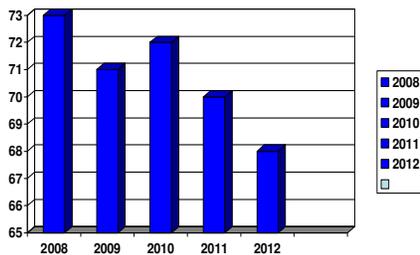
Flat Shoals Elementary School CRCT % of  
M&E Math Scores  
Over Time



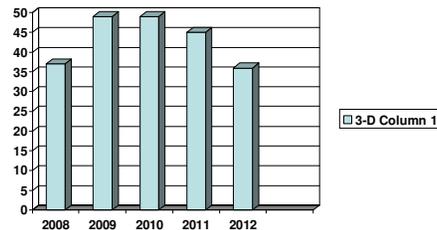
Flat Shoals Elementary School  
CRCT % of M&E  
Reading Scores over Time



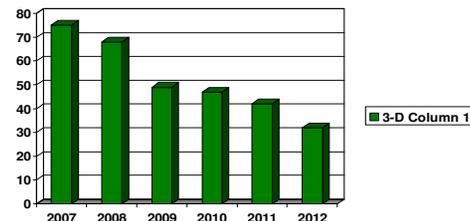
Flat Shoals Elementary School CRCT % of  
M&E ELA Scores  
Over Time



Flat Shoals Elementary School CRCT % of  
M&E Science Over Time



Flat Shoals Elementary School CRCT % of  
M&E Social Studies Over Time



Based on the data presented in comprehensive needs assessment, and qualitative data collected from the Leadership Team, Flat Shoals Elementary School will focus on reading comprehension, phonemic awareness and vocabulary development by implementing with fidelity the Success For All Program. Utilizing the technical reading strategies of the CCGPS will strengthen the content areas of science and social studies. We will also focus on mathematics numbers and operations, computation, and conceptual understand and problem solving by utilizing the best teaching strategies through the CCGPS.

Our goal is to align all initiatives to the GCCPS for improved academic achievement. The Leadership Team (Steering Committee) and other members of the Solution Teams will have a role in this monitoring process.

The data has helped us reach conclusions regarding achievement or other related data. Flat Shoals Elementary School will continue to strive for academic achievement through a strong implementation of Georgia School Keys and the Common Core Georgia Performance Standards (CCGPS) as indicated by our comprehensive monitoring tool, School Improvement Plan, and improved student data and assessments. A monthly review of data through planned Awareness Walks, job embedded professional learning, and formative and summative assessments will provide us with benchmark data of the overall instructional program in reading and mathematics. The Leadership Team (Steering Committee) and other members of the Solution Teams will have a role in this monitoring process.

- **The major strengths** we found in our program were 5<sup>th</sup> Grade Reading Comprehension and fluency; Language Arts -grammar usage, and the writing process as indicated based on the CRCT and Writing Assessment.

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

The major needs we discovered were in Reading/English Language Arts decoding and word recognition, vocabulary development, fluency and comprehension. In mathematics the domains of numbers and operations, computation, conceptual understandings and problem solving are the areas of challenge. These needs will be addressed by changing the master schedule to allow for 90 minutes of Success For All daily at the same time school wide; utilizing the Georgia School Keys, Teacher Keys and Leader Keys to improve the overall instructional program and affective components of our school; implement weekly on site job embedded professional learning opportunities weekly to address areas of challenge; utilize school data and analysis to improve student learning data, demographic data, process data, and perception data and to ensure a seamless alignment of all initiatives and CCGPS. Our largest subgroup is Economically Disadvantaged and Black Students which would 99% of the student body.

Flat Shoals Elementary School has disaggregated data from the CRCT School Reports, 2010-2011 Georgia School Report Card, teacher/student attendance, discipline data and formative and summative data. As we begin to look at the root causes to challenges, it is noted that in the 2011-2012 school year, Flat Shoals Elementary experienced some major transitions. The **Root Causes** are as listed:

- New Administration (Principal) with limited experience in Curriculum and Instruction as indicated by the school wide rituals and routines, implementation of Georgia School Keys, limited Awareness Walks, observations/feedback, and chosen Professional Learning Model did not yield job embedded practices
- Transition of new students from the closure of schools

- School wide Discipline Plan was not implemented with fidelity
- Student Support Team met infrequently
- Data Analysis was not a best practice
- Master Schedule did not allow for adequate meeting time for science and social studies

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

Flat Shoals Elementary School’s professional learning will be job-embedded and provide in-depth training and support in curriculum and planning, standards-based instruction, assessment of student learning, technology, and intervention strategies. Processes and practices are researched-based, data-driven, and directly aligned to the Georgia Department of Education School Keys. Stakeholders will come together to form a collaborative community to learn and apply strategies that directly impact student achievement. The content and degree of teacher support will be differentiated to meet the professional development needs of each teacher. In order to address the academic needs of our students as reflected in the 2011-2012 data, the faculty will participate in professional learning communities which will focus on effective instructional strategies, interventions, and formative assessment techniques to bridge the gaps in the following areas:

Reading/English Language Arts

- Decoding and Word Recognition
- Vocabulary Development
- Fluency
- Comprehension

Mathematics

- Numbers and Operations
- Computation
- Conceptual Understandings and Problem Solving

We have aligned professional development with the State’s academic content and student academic achievement standards to address Georgia Performance Standards, School Keys, Teacher Keys, Leader Keys, Common Core Performance Standards and the College and Career Readiness Performance Index.

**Flat Shoals staff will be provided with weekly professional learning sessions and coaching in:**

- Teaching the Common Core Georgia Performance Standards by using best teaching practices and strategic instruction;
- Implementing the Success for All Reading Program with fidelity;
- Implementing Marzano’s High Yield Strategies including the following: summarizing and note taking; nonlinguistic representations using graphic organizers and mnemonics; setting objectives and providing feedback based on formative and summative test data outlined in section;

homework and practice, cooperative learning; identifying similarities and differences; reinforcing effort and providing feedback, and questioning;

- Planning using the Backward Design lesson plan and the Common Core Georgia Performance Standards
- Analyzing and implementing Teacher Keys: Curriculum, Assessments, Instruction, Planning and Organization, and School Culture.

In addition, the leadership team will meet weekly and consist of administrators, academic coaches, media specialist, teachers, and counselors to study, implement, and assess components of Georgia School Keys, Teacher Keys and Leadership Keys as well as the College and Career Readiness Performance Index.

**Off Site professional development** will include the Success For All Leadership Conference, ASCD National Conference, GADOE Summer Leadership Conference and other DCSD initiatives.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Listed below are the resources needed to support our professional development activities.

- Academic Coaches to assist with the coaching cycle and facilitation of schoolwide Professional Learning Communities in reading and mathematics.
- Substitute teachers for PLC (Data Day, national conferences)
- SFA Facilitator to ensure that SFA is implemented with fidelity
- Data Clerk to collect and input data from assessments
- Purchase technology for student use – teachers will need training on how to infuse technology in the classroom (iPads and smart boards)
- Parental involvement (STEP classes).

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students by using data to drive instruction at Flat Shoals Elementary School. Through professional learning sessions, teachers will learn about the administration and interpretation of formative and summative assessments. They will collaborate in professional learning communities to analyze student data at the grade level, classroom level, and student level in order to differentiate, remediate, and accelerate instruction. In addition to a variety of formative assessments and summative assessments, teachers will be trained to implement and analyze assessments provided by the Success for All Reading Program. Teachers will work collaboratively in professional learning sessions to make decisions about grouping, differentiating instruction, remediating, and accelerating students.

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

	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	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

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

Through the Student Support Team and Response to Intervention process, the school counselor, school psychologist, social worker, and teachers are able to work collaboratively to meet the academic, behavioral, social, emotional, and psychological needs of students. The school counselor will set up a mentoring program amongst faculty members, so that identified students will have access to a mentor at school. Using referrals, the school counselor will be apart of parent/teacher and/or parent/administrator conferences so that families and school staff members feel supported, as they work in the best interest of their students. Community agencies will be utilized to connect community members to students, so that Flat Shoals Elementary becomes rich with resources and community partners.

School Counselor: The school counselor works with the district office to ensure that professional development opportunities are seized when available. The school counselor is a member of professional counseling organizations to ensure continual learning and awareness of the progressive nature of developmental counseling. The school relies heavily upon the School Counselor to coordinate the Student Support Specialists.

Psychologists: Through psychological evaluations, the school psychologist is able to identify the academic, emotional, and behavior needs of the students who demonstrate difficulties in the classroom.

Social Workers: Our social worker acts as the liaison between Flat Shoals Elementary, DCSS and outside agencies needed in response to specific student needs and referrals.

School Nurses: The School Nurse at Flat Shoals serves as an advocate and provides resources that impact the total health and physical well-being of our students. She is available each day to provide general health services to students and appropriate care in emergency situations. The school nurse maintains a medication treatment plan in order to dispense medication as needed.

Psychologist, Lead Teachers for Special Education (LTSE), Speech/Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT):

These specialists provide mandated student support through participation in the SST referral process, presentations to the staff and consultations at 504 meetings to comply with county, state, and federal guidelines. All of these collaborative efforts seek to successfully address not only the academic needs, but health, social, and overall “well-being” of our students. This collaboration allows our school to help eliminate or manage the barriers that may affect the student’s ability and/or readiness to learn.

**Strategies to Increase Parental Involvement**

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

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

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

Flat Shoals Elementary School will continue to involve parents in the planning, review, and improvement of the school wide program plan by providing opportunities for all stakeholders to collaborate. Parent and community members will have various opportunities to be involved in the decision- making process at Flat Shoals Elementary School. The PTA and School Council are both actively involved in the academic and affective programs. Our PTSA will meet monthly to discuss school finances, fundraising and school improvement. During these meetings the CSIP and relevant topics will be discussed and feedback will be given. PTSA committees (fundraising, instructional, parental involvement) meet monthly and provide assistance and recommendations to the school leadership team.

Our school council meets twice a semester and focuses on student attendance, achievement and school improvement. The council makes recommendations for school improvement by utilizing data from recent test scores, student attendance and discipline, as well as, information in the SIP and school goals.

Parents and community members attend evening meetings where the CSIP is explained in detail, including the decision-making process, leadership team responsibilities, instructional support and training, stakeholder outreach initiatives, etc., and parents provide input on the effectiveness of the plan. Parents and community members participated in the writing of the CSIP Parent and Community Member survey. The results of this survey will guide the steering committee in the revision of the action plans. Additionally, the SIP is reviewed at PTSA and Parent Involvement meetings where there are opportunities for discussion and give feedback.

Parent-teacher conferences will be held four times this school year. During this time teachers will discuss the academic progress of their children. Teachers may offer suggestions to reinforce or enrich the skills that have been taught. Additionally, level one meetings will be held with students who scored below 800 in reading and/or mathematics on the CRCT and students who are challenged with formative assessments.

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

<b>X</b>	Parental Involvement Handbook for Parents	<b>X</b>	Newsletters
<b>X</b>	School Website	<b>X</b>	Calling Post
<b>X</b>	DCSS Website/Community.Net	<b>X</b>	Parent Portal
<b>X</b>	Parent Right to Know Letter		Other (Specify)

**Stakeholder Communication**

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

The staff at Flat Shoals Elementary School receives training in both the administration and interpretation of all standardized test results by the trained Test Coordinator (Assistant Principal) and Principal throughout the year in professional learning communities. Training is provided from support staff including the Academic Coaches and SFA Facilitator. Test results will be re released within one week of being received. Scores will then be sent home to the parents, posted on the school web-site, placed in the student’s permanent folder, and placed in a data notebook (all grade levels have one

for their students). Parents will receive a test interpretation guide along with the scores and are invited to attend an evening workshop geared toward understanding their child's test scores. All teachers have been trained to interpret test results for parents and students. Test results are reviewed with parents and students during student meetings, SST meetings, Parent CRCT Meeting, Curriculum Nights, Instructional Open House, PTSA, and Parent conferences. Test results are shared and analyzed with students throughout the year in all grade levels (results are used in the teacher's instructional design).

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

Flat Shoals Elementary School will communicate the results of our disaggregated data to all stakeholders. Information on the school's College and Career Readiness Performance Index results are shared in parent meetings, placed in the PTSA newsletter, and discussed at Parent Involvement meetings throughout the year. Our School Report Card is posted on the School web-site along with our school profile and CSIP. In addition, the CSIP action plans are reviewed in our PTSA meetings and Parent Involvement meetings. Our parents are encouraged to participate in the district-wide, Title I funded, Parent Information Meetings where school wide results are shared. Members of the Local School Council receive data relating to the academic performance of students in order to assist with their planning.

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

Flat Shoals Elementary School will post the completed Consolidated School Improvement Plan (CSIP) on its website for public viewing. The CSIP plan is reviewed by the School Council during the scheduled School Council meetings; school administration, faculty and staff review during faculty meetings, cluster meetings, and student meetings. During Parent Involvement meetings, the CSIP is discussed and reviewed by the parents and Leadership Team. Hard copies of the plan are kept in the Media Center, and Counseling Office and are available upon request for all stakeholders to review.

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

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

**Selecting Appropriate Interventions Using Scientifically Based Research**

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

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

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

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

**School Name:**

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

<b>Funding Sources</b>	<b>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.</b>
Federal Funds	Federal Funds are used to provide financial support for instructional materials and supplies, professional learning, parental involvement, support services , SFA Facilitator, Academic Data Coach, Data Clerk and math teacher.
State Funds	Per pupil funds are utilized to support direct instruction of all content areas.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	These funds are used to support the school improvement process in the areas of math, reading, ELA , science, and Social Studies. Additionally, funding of Instruction, Professional Learning, Assessment, Standards-based, Curriculum.
Federal School Improvement Grants	Funds are used to support the Success For All district initiative, instructional program and parental and community involvement.
Local Professional Learning Funds	Professional Learning funds are to support reading across the curriculum and local school book studies.
Grants (list)	
PTSA	The PTSA supports the school with celebratory activities for students and staff.
Partners in Education	The East lake YMCA provides human resources and their facility to promote wellness for the staff. Also, they allow us to utilize their facility for PLC activities.
Other (list)	

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

**School Name:**

**Principal:**

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<b>Reading/English/Language Arts Action Plan</b>				
<b>Annual Measurable Objective: Flat Shoals Elementary School will decrease the number of level one students in reading by 10% as indicated by the Spring administration of the 2013 CRCT.</b>				
<b>Performance Action or Initiative Intervention</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<b>Curriculum Standard 1: The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Common Core Georgia Performance Standards</b>				
<p><b>Performance/Action 2</b>            Teach the Georgia Performance Standards by using a variety of formative and summative, assessments, analyzing data, and differentiating instruction based on student needs</p> <p>Plan using the Backward Design planning process            Differentiate instruction (process, content, product) based on students’ reading levels, skill needs, and learning styles in the 25-Book Campaign</p> <p>Deliver instruction using Marzano’ High-Yield strategies (note taking and summarizing, feedback/goal setting, and non-linguistic representations), and the 7 Habits</p>	<p>School Improvement             Title One Budget</p>	<p>On-site PL during planning time            Aug. 2012 – May 2013</p> <p><b>Persons Responsible</b>            Principal and Assistant Principals            Leadership Team            SFA            Facilitator            Academic Coach</p>	<ul style="list-style-type: none"> <li>▫ Lesson plans</li> <li>▫ Observation of an established delivery model</li> <li>▫ Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson, etc.</li> <li>▫ Varying activities for opening, work time, closings, inquiry, etc.</li> </ul>	<p>Teachers post lesson plans with standards-based units.</p> <p>Teachers are able to articulate and demonstrate their understanding of specific feedback and written commentary.</p> <p>Teachers post students’ analyzed work with feedback.</p> <p>Teachers use data from benchmarks and other data sources to drive decision-making and lesson planning.</p> <p>Students can identify and explain purpose of the three part lesson plan.</p>

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<p>of Good Readers (visualizing, applying fix-up strategies, questioning, making connections, analyzing similarities and differences, inferring, and summarizing)</p> <p>Incorporate HOTS (Webb’s DOK), LOTS, and technology with more consistency.</p> <p>Develop activities and implement researched-based reading Strategies that increase reading comprehension, fluency, and vocabulary acquisition</p>				
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<p><u>Students with Disabilities</u></p> <p><b><u>Performance/Action 6</u></b></p> <p>Provide explicit instruction to promote language/vocabulary development for students with and without disabilities:</p> <ul style="list-style-type: none"><li>▫ Provide language rich environments.</li><li>▫ Explicitly teach “world words” (words that have a wide variety of uses).</li></ul> <p><b><u>Performance/Action 8</u></b></p> <p>Provide “fill the gap fluency/automaticity” instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas:</p> <ul style="list-style-type: none"><li>▫ Reading fluency</li><li>▫ Reading comprehension</li><li>▫ Project Ice Strategies</li></ul>			<ul style="list-style-type: none"><li>▫ Lesson plans</li><li>▫ Vocabulary lists</li><li>▫ Student created activities and projects</li><li>▫ Classroom observation documents</li><li>▫ Focus walk documents</li><li>▫ Posted work</li> <li>▫ Meeting Agendas</li></ul>	<p>Teachers can explain how vocabulary development is planned for and implemented. Teachers and students can articulate how vocabulary is explicitly and implicitly taught in the classroom. Lesson plans exist and are utilized to teach content based and cross-curricular vocabulary.</p> <p>Walk through data indicate that teachers are using effective strategies to teach vocabulary and expand student’s receptive and expressive language skills.</p> <p>Teachers and students can explain how classroom instruction emphasized mastery of the basic</p>
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				<p>skills needed for critical thinking activities.</p> <p>Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts.</p> <p>Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with written expression, reading fluency, reading comprehension, and math calculation skills.</p>
<p><u>Technology Integration</u>  <b>Instruction Standard 2: Research-based instruction is standard practice.</b>  <b>2.7 Use of Technology – Performance/ Action 2</b>  Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning.  <b>For Real world application &amp; differentiation:</b>  Interactive Board lessons  Lessons utilizing LCD Projectors, document cameras, and/or graphing Calculators  Small group instruction utilizing mobile computer labs and/or computers in the classroom  <b>To enhance student research skills</b>  Small group instruction utilizing mobile computer labs and/or computers in the classroom</p>			<ul style="list-style-type: none"> <li>▫ Lesson or unit plans identifying use of technology</li> <li>▫ Focus walk data on the use of technology</li> <li>▫ Samples of Student work enhanced</li> <li>▫ Technology</li> <li>▫ Samples of Performance tasks Incorporating technology</li> <li>▫ Research projects, etc</li> </ul>	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

School Name:

Principal:

Plan Year:

<b>Mathematics Action Plan</b>				
<b>Annual Measurable Objective: Flat Shoals Elementary School will decrease the number of level one students in mathematics by 10% as indicated by the Spring administration of the 2013 CRCT.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Curriculum 1.1:</u></b> <b><u>Performance/Action 1:</u></b></p> <p>Grade level teachers and instructional leaders study the CCGPS in collaborative groups in order to:</p> <ul style="list-style-type: none"> <li>• know the standards for mathematical practice</li> <li>• become familiar with vertical standards and domains and clusters</li> <li>• understand the rigor and performance required through the language of the standards</li> <li>• reach consensus on mastery of the standards and analyze benchmarks and assessments to remediate and accelerate instruction</li> <li>• predict challenging concepts, skills and performance requirements for students in order to select appropriate resources and strategies</li> <li>• provide professional learning opportunities that will model topics to strengthen standards</li> </ul>	<p>Title I – School Improvement</p>	<p>August, 2012 - 2013 Principal and Assistant Principals Leadership Team Grade Chairpersons Dept. Chair Math teachers Academic Coach</p>	<p>Professional learning plans Teacher meeting agendas/minutes</p>	<p>Teachers can explain the language used in the standards and the performance actions that will be required by students. Teachers can discuss vertical differences in standards within the math content.</p> <p>Students are able to articulate their areas of strength and their areas of need on the CRCT.</p> <p>Teachers are able to explain how Math Interventions add rigor to classroom instruction.</p>

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<p><b><u>Curriculum Standard 1.1</u></b> <b><u>Performance/Action 2:</u></b></p> <p>Teachers and other instructional leaders align the state curriculum (CCGPS) with local assessments (formative and summative) and state assessments. Teachers use the online CRCT and EOCT databanks, etc. to create benchmark assessments aligned to the state standards. These benchmark/formative assessments are used to guide instruction and provide students with additional support. The GADOE Data Utilization Guide may be used to guide this process. (The link to the Data Utilization Guide is located on the School Improvement Web Site.)</p>	<p>“</p>	<p>August, 2012 - 2013</p> <p>Principal and Assistant Principals Leadership Team Grade Level Chair Math teachers Academic Coach</p>	<p>Aligned benchmark assessments Aligned formative assessments Data utilization guide Assessments created from online data banks, etc. Thinking Maps Awareness Walk documents, Class Profile Sheets</p>	<p>Aligned instruction is validated through administering the assessments created from the databanks. Students can explain the importance of these assessments, can articulate their strengths and weaknesses and know where to get additional help.</p> <p>Students are able to articulate their areas of strength and their areas of need on the CRCT.</p> <p>Teachers are able to explain how Math Interventions add rigor to classroom instruction.</p>
<p><u>Students with Disabilities</u></p> <p>1. <b>Develop and implement a system of support for ED and SWD.</b></p> <ul style="list-style-type: none"><li>○ Monitor the use of the preferred models of co-teaching (station, parallel, and alternative) through the use of the Department of Teaching and Learning Observation Instrument</li><li>○ Implement “supportive instruction” in which paraprofessionals provide services to SWD with general education teachers</li></ul>	<p><b>S Title I School Improvement</b></p>	<p>August 2012-2013</p> <p>Continuous monitoring and revision based on new data from</p> <p>Principal and Assistant Principals Leadership Team, Lead Teacher for Special Education,</p>	<p>PL logs, class lists Master schedule attendance logs assessment logs Focus Walk logs</p>	<p>Teachers are able to identify bubble students and other targeted groups in their classes.</p> <p>Teachers are able to demonstrate proficiency in co-teaching, planning, and instructional delivery.</p> <p>Benchmarks are used to identify, plan and implement needed interventions for students.</p> <p>Documentation from RTI process</p> <p>Students can identify CCGPS worked on in tutorials.</p>

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		Special Education Teachers, General Education co-teachers		Teachers can produce lesson plans that indicate reinforcement of skills per domain.  Students will be able to demonstrate increase in positive behaviors as indicated by data in esis and local school Discipline Data Base.  Student attendance data will demonstrate an increase in student attendance from last year and from week to week
<p><u>Technology Integration</u> <b><u>Curriculum Standard 2.1</u></b> <b><u>Performance/Action 3</u></b></p> <p>Teachers continually revisit available assessment data to make revisions to the aligned curriculum by adding or changing resources such as, technology, leveled texts, textbooks, etc.</p>	<p><b>School Improvement Funds</b></p>	Principal and Assistant Principals Leadership Team, Lead Teacher for Special Education, Special Education Teachers,	Meeting agendas/minutes Changes marked in the alignment document Class Profile Sheets, Thinking Maps	Teachers can articulate how assessment results indicate the need for changes in the alignment and what those changes are. Changes could include the addition and changing of resources such as time, technology, leveled texts, textbooks, etc. Students are able to articulate their areas of strength and their areas of need on the CRCT. Teachers are able to explain how Math Interventions add rigor to classroom instruction.

**School Name:**

**Principal:**

**Plan Year:**

**Science Action Plan**

**Annual Measurable Objective: To increase the number of students who meet or exceed on the 2013 Spring administration of the CRCT in the area of Science by 10%.**

<b>Performance Action or Initiative</b> <b><u>Curriculum 1.1:</u></b> <b><u>Performance/Action 1:</u></b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p>Grade level teachers and science teachers will implement the following specific interventions for science:</p> <ul style="list-style-type: none"> <li>○ Support and provide professional learning to grade level/ science teachers to increase their content knowledge</li> <li>○ Establish an intervention plan for first year teachers that will assist with Georgia Performance Standards and the implementation of standards-based instruction</li> <li>○ Identify students at risk of not passing science using IDMS and CRCT data</li> <li>○ Utilize hands-on science activities and/or lab experiments at least twice per unit to teach a variety of strategies that will reinforce science skills and encourage the use of science power standards</li> </ul>	<b>Title One School Improvement</b>	<p>Academic Coach Grade level Teachers Assistant Principal Leadership Team</p>	<p>PL sign in sheets and minutes Focus walk logs Observations Class list of small groups Master Schedule Lesson plans Interactive notebooks</p>	<p>Teachers are able to demonstrate effective implementation of GPS.</p> <p>Teachers are able to discuss individual needs of students and plan interventions to meet those needs.</p> <p>Teachers are engaging students in laboratory activities at least twice during the implementation of each six week unit.</p> <p>Students are able to articulate their areas of strength and their areas of need on the CRCT.</p> <p>Teachers are able to explain how Science Interventions add rigor to classroom instruction.</p> <p>Improved science achievement on benchmarks and other assessments</p> <p>Observed strategies utilized from</p>

<b>School Name:</b>		<b>Principal:</b>		<b>Plan Year:</b>
<ul style="list-style-type: none"> <li>○ Have parents to assist with focus homework to reinforce and practice learning in specific domains</li> </ul>				<p>monthly science plan of PL.</p> <p>Students should be able to utilize Characteristics of Science Standards (Depth)</p> <p>Students should be able to use Science “Accountable Talk”</p>
<p><u>Students with Disabilities</u></p> <p><b>Performance/Action 6</b> Provide explicit instruction to promote language/vocabulary development for students with and without disabilities:</p> <ul style="list-style-type: none"> <li>▫ Provide language rich environments.</li> <li>▫ Explicitly teach “science words”(CCGPS Technical )</li> <li>▫ Utilize hands-on science activities and/or lab experiments at least twice per unit to teach a variety of strategies that will reinforce science skills</li> </ul>	<p>S Title I – School Improvement</p>	<p>August 2012-2013</p> <p>Continuous monitoring and revision based on new data from</p> <p>Principal and Assistant Principals Leadership Team, Lead Teacher for Special Education, Special Education Teachers, General Education co-teachers</p>	<p>PL sign in sheets and minutes</p> <p>Focus walk logs</p> <p>Observations</p> <p>Class list of small groups</p> <p>Master Schedule</p> <p>Lesson plans</p> <p>Interactive notebooks</p>	<p>Teachers are able to demonstrate proficiency in co-teaching, planning, and instructional delivery.</p> <p>Benchmarks are used to identify, plan and implement needed interventions for students.</p> <p>Documentation from RTI process</p> <p>Teachers can produce lesson plans that indicate reinforcement of skills in science.</p> <p>Improved science achievement on benchmarks and other assessments</p>

**School Name:**

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<p><u>Technology Integration</u></p> <p><b><u>Curriculum Standard 2.1</u></b> <b><u>Performance/Action 3</u></b></p> <p>Teachers continually revisit available assessment data to make revisions to the aligned curriculum by adding or changing resources such as, technology, leveled texts, textbooks, etc.</p>	<p><b>School Improvement Funds</b></p>	<p>Principal and Assistant Principals Leadership Team, Lead Teacher for Special Education, Special Education Teachers,</p>	<p>Meeting agendas/minutes Changes marked in the alignment document Class Profile Sheets</p>	<p>Teachers can articulate how assessment results indicate the need for changes in the alignment and what those changes are. Changes could include the addition and changing of resources such as time, technology, leveled texts, textbooks, etc. Students are able to articulate their areas of strength and their areas of need on the CRCT. Teachers are able to explain how science interventions add rigor to classroom instruction.</p>
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**School Name:**

**Principal:**

**Plan Year:**

<b>Social Studies Action Plan</b>				
<b>Annual Measurable Objective: : To increase the number of students who meet or exceed on the 2013 Spring administration of the CRCT in the area of Social Studies by 10%.</b>				
<b>Performance Action or Initiative</b> <b><u>Curriculum 1.1:</u></b> <b><u>Performance/Action 1:</u></b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b>Performance/Action 2</b></p> <p>Teach the Georgia Performance Standards by using a variety of formative and summative, assessments, analyzing data, and differentiating instruction based on student needs</p> <p>Plan using the Backward Design planning process Differentiate instruction (process, content, product) based on students' reading levels and technical reading in Social Studies CCGPS</p> <p>Deliver instruction using Marzano' High-Yield strategies (note taking and summarizing, feedback/goal setting, and non-linguistic representations)</p>	<p><b>School Improvement</b></p> <p><b>Title One Budget</b></p>	<p>On-site PL during planning time Aug. 2012 – May 2013</p> <p><b>Persons Responsible</b> Principal and Assistant Principals Leadership Team SFA Facilitator Academic Coach</p>	<ul style="list-style-type: none"> <li>▫ Lesson plans</li> <li>▫ Observation of an established delivery model</li> <li>▫ Varying activities for opening, work time, closings, inquiry, etc</li> <li>▫ Student work samples.</li> </ul>	<p>Teachers post lesson plans with standards-based units.</p> <p>Teachers are able to articulate and demonstrate their understanding of specific feedback and written commentary.</p> <p>Teachers post students' analyzed work with feedback.</p> <p>Teachers use data from benchmarks and other data sources to drive decision-making and lesson planning.</p> <p>Students can identify and explain purpose of the three part lesson plan.</p>
<p><b>Students with Disabilities</b> <b><u>Performance/Action 6</u></b> Provide explicit instruction to promote</p>	<p><b>S Title I – School Improvement</b></p>	<p>August 2012-2013</p>	<p>PL sign in sheets and minutes</p>	<p>Teachers are able to demonstrate proficiency in co-teaching, planning, and instructional delivery.</p>

<b>School Name:</b>		<b>Principal:</b>		<b>Plan Year:</b>
<p>language/vocabulary development for students with and without disabilities:</p> <ul style="list-style-type: none"> <li>▫ Provide language rich environments.</li> <li>▫ Explicitly teach “science words”(CCGPS Technical )</li> <li>▫ Utilize hands-on science activities and/or lab experiments at least twice per unit to teach a variety of strategies that will reinforce science skills</li> </ul>		<p>Continuous monitoring and revision based on new data from</p> <p>Principal and Assistant Principals Leadership Team, Lead Teacher for Special Education, Special Education Teachers, General Education co-teachers</p>	<p>Focus walk logs Observations Class list of small groups Master Schedule Lesson plans Interactive notebooks</p>	<p>Benchmarks are used to identify, plan and implement needed interventions for students.</p> <p>Documentation from RTI process</p> <p>Teachers can produce lesson plans that indicate reinforcement of skills in science.</p> <p>Improved Social Studies achievement on benchmarks and other assessments</p>
<p><u>Technology Integration</u></p> <p><b><u>Curriculum Standard 2.1</u></b> <b><u>Performance/Action 3</u></b></p> <p>Teachers continually revisit available assessment data to make revisions to the aligned curriculum by adding or changing resources such as, technology, leveled texts, textbooks, etc.</p>	<p><b>School Improvement Funds</b></p>	<p>Principal and Assistant Principals Leadership Team, Lead Teacher for Special Education, Special Education Teachers,</p>	<p>Meeting agendas/minutes Changes marked in the alignment document Class Profile Sheets</p>	<p>Teachers can articulate how assessment results indicate the need for changes in the alignment and what those changes are. Changes could include the addition and changing of resources such as time, technology, leveled texts, textbooks, etc. Students are able to articulate their areas of strength and their areas of need on the CRCT. Teachers are able to explain how Social Studies interventions add rigor to classroom instruction.</p>

**School Name:**

**Principal:**

**Plan Year:**

<b>Attendance/Graduation Rate Action Plan</b>				
<b>Annual Measurable Objective: To decrease the number of students absent more than 15% in the primary grades by 10% in the 2012 -2013 school year as indicated by DeKalb County School District reporting documents.</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b>Professionalism Teacher Standard 2:</b> The teacher promotes the active and sustained involvement of students, families and the community in order to reinforce the continuous improvement of all students.</p> <p><b>School Culture Standard 1:</b> The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.</p>	<p><b>Title One</b></p> <p><b>School improvement</b></p>	<p><b>Leadership Team</b></p> <p><b>Student Support Specialist</b></p> <p><b>Counselor</b></p> <p><b>Administrative Team</b></p> <p><b>Social Worker</b></p>	<p>Copy of the Parental Involvement Plan</p> <p>Newsletters, Telephone log</p> <p>Conference log</p> <p>Minutes from meeting with Community Coach</p> <p>Parent Center log of MMS parents' attendance</p> <p>Parental Training logs</p> <p>Parent needs survey</p>	<p>Increased parental participation.</p> <p>Decrease in complaints documented by the school.</p> <p>Parents are able to verbalize the school goals.</p> <p>Parents indicated that they have participated in the development of the CSIP.</p> <p>Attendance logs reflect increase of students missing more than 15% of school in the primary grades.</p>

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<b>Library-Media Action Plan</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<u>Instruction 1.2:PA4</u> The teacher-librarian collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.				
<ul style="list-style-type: none"><li>• Teacher-Librarian plans collaboratively with staff and serves on Leadership Team</li><li>• Teacher-Librarian solicits via email suggestions for collection development that are curriculum - related</li><li>• Orientation is provided for all incoming students that includes instruction on searching using lexile scores</li><li>• Teacher-Librarian supports that 25 Books Campaign through monthly reporting of student circulation statistics.</li></ul>	<u>N/A</u>	8/2012-5/2013	Circulation records from Destiny  LAB sign-in sheets  Media Center calendar of class visitations  Orientation schedule	Library Media Center resources are correlated to middle school curriculum and grade level units of study. The teacher-librarian can articulate services which have been coordinated to support instruction .

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<p><u>Technology Integration</u> <b><u>Curriculum Standard 2.1</u></b> <b><u>Performance/Action 3</u></b></p>	<p><b>School Improvement Funds</b></p>	<p>Principal and Assistant Principals Leadership Team, Lead Teacher for Special Education, Special Education Teachers,</p>	<p>Meeting agendas/minutes Changes marked in the alignment document Class Profile Sheets, Thinking Maps</p>	<p>Teachers can articulate how assessment results indicate the need for changes in the alignment and what those changes are.</p> <p>Changes could include the addition and changing of resources such as time, technology, leveled texts, textbooks, etc.</p> <p>Students are able to articulate their areas of strength and their areas of need on the CRCT.</p> <p>Teachers are able to explain how Math Interventions add rigor to classroom instruction.</p>

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**Professional Learning Plan**

The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to 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.

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	<p>Teacher teams meet regularly to develop unit/lesson plans and analyze teacher performance tasks to ensure rigor and alignment to the CCGPS.</p> <p>Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments</p> <p>Facilitate implementation of SFA program and data analysis</p>	<ul style="list-style-type: none"> <li>○ Attend mandatory in-house professional learning communities on standards-based classroom and CCGPS</li> <li>○ Incorporate reading and ELA instructional strategies and content in social studies and math instructional strategies and content in science</li> <li>○ Provide in-depth instruction in the multiple genres of writing, vocabulary development, reading comprehension, math strategies, HOTS, differentiation of instruction, flexible grouping, Webb’s Depth of Knowledge</li> <li>○ Monitor and foster student participation in the 25-Book Campaign</li> </ul> <ol style="list-style-type: none"> <li>1. Continue to model instruction and increase the number of standards-based model classrooms</li> <li>2. Utilize SFA Facilitator and Academic Coach to provide professional</li> </ol>	On-site PL during planning time 8/2012-5/2013	Lesson plans, Focus walks, Sign-In sheets, Agendas, Displayed student work with commentary, Benchmark work Student conferring logs, list of model classrooms, List of professional learning and conferences	<p>Leadership team is able to provide/discuss schedules for monitoring PL,</p> <p>Plan and the implementation of the SFA</p> <p>Leadership team can appropriately answer questions about the IC.</p>

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		learning, and work with teacher to improve instruction			
<b>Federal</b>	<p>Teacher teams meet regularly to monitor the implementation of the strategies/interventions of the school improvement plan. This includes the RTI process which will address challenges of students who are not successful in mastering the agreed upon knowledge, skills, and understandings in the performance tasks.</p> <p><b>Artifacts: Evidence:</b> School Improvement Plan Next steps action plans Information gathered from awareness walks Unit</p>	<ul style="list-style-type: none"><li>○ Incorporate reading and ELA instructional strategies and content in social studies and math instructional strategies and content in science</li><li>○ Provide in-depth instruction in the multiple genres of writing, vocabulary development, reading comprehension, math strategies, HOTS, differentiation of instruction, flexible grouping, Webb’s Depth of Knowledge</li><li>○ Monitor and foster student participation in the 25-Book Campaign</li></ul> <p>3. Continue to model instruction and increase the number of standards-based model classrooms</p>	<p>August 2012-2013</p> <p>Continuous monitoring and revision based on new data</p>	<p>Copy of monitoring plan</p> <p>Copies of completed focus walk logs</p> <p>Completed Next Step Form</p> <p>Diagnostic Assessment Tool (DAT</p>	<p>Teachers are able to identify bubble students and other targeted groups in their classes.</p> <p>Teachers are able to demonstrate proficiency in co-teaching, planning, and instructional delivery.</p> <p>Benchmarks are used to identify, plan and implement needed interventions for students.</p> <p>Documentation of the RTI process</p>

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<b>School Climate Action Plan</b>				
<b>Objective:</b> Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Performance/Action 1</u></b></p> <p>A Safe School Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that</p> <ul style="list-style-type: none"> <li>▫ Knows best practices in violence prevention and school culture.</li> <li>▫ Actively shares with the faculty research-based safe schools.</li> <li>▫ Collects and analyzes local, state, and national data on violence and school climate on a yearly basis.</li> </ul>	<p><b>School Improvement funds</b></p>	<p><b>2012 -2013</b></p> <p><b>Assistant Principals Counselor, Social Worker Selected Teachers</b></p>	<ul style="list-style-type: none"> <li>▫ Member list</li> <li>▫ Meeting dates</li> <li>▫ Sign-in sheets</li> <li>▫ Agendas</li> <li>▫ Minutes</li> </ul>	<p>A Safe School Committee exists and meets monthly to review school safety data and to discuss the best practices on violence prevention and the development of a positive school culture. Committee members include school administrators, teachers, and support staff (counselor, social worker, student support specialist, nurse, etc.). Parents and students serves as committee advisors.</p>
<p><b><u>Performance/Action 2</u></b></p> <p>The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion:</p> <ul style="list-style-type: none"> <li>▫ Grade level</li> <li>▫ Location and time of infraction</li> <li>▫ Teacher referral</li> <li>▫ Repeat offenders</li> </ul>	<p><b>School Improvement funds --TBD</b></p>	<p><b>2012 -2013</b></p> <p><b>Assistant Principals Counselors, Social Worker Selected Teachers</b></p>	<ul style="list-style-type: none"> <li>▫ Meeting dates</li> <li>▫ Sign-in sheets</li> <li>▫ Agendas</li> <li>▫ Minutes</li> <li>▫ Spreadsheets</li> <li>▫ Reports</li> </ul>	<p>Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.</p>

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<b>Teacher Retention Action Plan</b>				
<b>Objective:</b> Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Performance/Action 8</u></b></p> <p>The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> <li>▫ Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once per semester</li> <li>▫ Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis</li> <li>▫ Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes</li> <li>▫ Monitor lesson plans and classroom activities for evidence of collaborative planning</li> </ul> <p>Train faculty members on how to develop and implement effective collaborative planning protocols</p>	<p><b>Title One Funds</b></p>	<p><b>2012 -2013 Principal Academic Coach SFA Facilitator Teacher Support Specialist</b></p>	<ul style="list-style-type: none"> <li>▫ Master schedule</li> <li>▫ Calendar of collaborative planning events</li> <li>▫ Collaborative planning meeting minutes</li> <li>▫ Lesson plans</li> <li>▫ Classroom observations</li> </ul>	<p>Grade level teachers know what to teach, when to teach it, and can articulate progress made in student learning.</p> <p>Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.</p>
<p><b><u>Performance/Action 9</u></b></p> <p>New teachers will participate in mid-year and end of the year professional learning days that provide opportunities to do the</p>		<p><b>2012 -2013 Principal Academic Coach</b></p>	<ul style="list-style-type: none"> <li>▫ Sign-in sheet</li> <li>▫ Agenda</li> <li>▫ Minutes</li> <li>▫ PowerPoint Presentation(</li> </ul>	<p>Teachers and/or administrators can articulate why specific areas were targeted for development, their findings, and how the data collected demonstrates change in teacher</p>

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following: <ul style="list-style-type: none"><li>▫ Reflect on practices and actions from the previous school year</li><li>▫ Analyze personal classroom observation and teacher evaluation data</li><li>▫ Develop professional goals and action plans for future growth</li><li>▫ Review available resources for support</li></ul>		<b>SFA Facilitator Teacher Support Specialist</b>	s)	practice and impact on student learning.
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