

DeKalb County School District

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



**Kenneth Bradshaw, Ed. D.
Area 3 Assistant Superintendent
DeKalb County School District**

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: Linda M. Priester	Date: 9/11/2012
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 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 type="checkbox"/> New Title I Schoolwide Plan <input checked="" 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	Required for all DeKalb County Schools

___ Career Technology (Middle and High Schools)	
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Integration of AdvancED (SACS CASI) and Georgia DOE School Keys

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

AdvancED (SACS CASI) Accreditation Standards
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 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.

Note: This plan has been previously approved by the School Council members during the 2011-2012 school year. We are currently in the process of selecting new Council members for the 2012-2013 school year. The plan will be shared with the new council members for approval.

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Linda Priester	On file	8/31/12
2.	Jolene Samuels	Note: A meeting is scheduled for 9/17/2012 to discuss CSIP updates	8/31/12
3.	Georgia Capers		8/31/12
4.	Dixie Pitts		8/31/12
5.	Desra Brown		8/31/12
6.	Carmella Gayle		8/31/12
7.	Kenyatta Hill		8/31/12
8.			
9.			
10.			
11.			
12.			
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15.			
16.			
17.			

School Name: Hambrick

Principal: Dr. Linda Priester: Plan Year: 2012-2013

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 : Note: A meeting is scheduled for 9/17/2012 to discuss CSIP updates

Participant/Role	Printed Name	Signature	Date
School Principal	Linda Priester	<i>On file</i>	8/31/12
CSIP Facilitator	Linda Priester		8/31/12
Parent Representative (can not be a school employee)	Dixie Pitts		8/31/12
Community Representative (can not be a school employee)	Jolene Samuels		8/31/12
Title I Representative	Mieya Moore		8/31/12
School Counselor	Sharon Smith		8/31/12
Special Education Representative	Tanika Lovely		8/31/12
Reading/ELA Chair	Sarah Carmon		8/31/12
Math Chair	Nancy Norris		8/31/12
Science Chair	Desra Brown		8/31/12
Social Studies Chair	Brandon Cummings		8/31/12
Professional Learning Liaison	Christine Butz		8/31/12
Assistant Principal	Craig Merkerson		8/31/12

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:

Saturday School, Renaissance Learning, Star Math, Star Reading, OAS, Mentoring, SST, RTI, and Television Programming for Character Education

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

Parent Involvement Initiatives/Activities

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

Parents' work schedules and Title I Funding

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:

- To meet or exceed standards in all content areas as noted in the action plans
- To increase rigor in mathematics
- To increase math talk
- To effectively implement the Common Core Standards
- To increase in Science for all grade levels
- To increase Writing across the board for all grade levels
- To effectively implement the new Reading series
- To provide needed professional development
- To utilize Faculty meetings for Professional Development
- To effectively utilize building experts in the areas of reading and mathematics
- To use Title I funds to hire support personnel to work with students who are struggling in the areas of reading and mathematics Title I
- To continue with Tutorial and Saturday school
- To effectively utilize the Pyramids of Intervention /RTI(academic/behavior)
- To effectively utilize Technology to increase student academic achievement

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	Setting the Standard for Educational Excellence	Our image of a successful school for our stakeholders is a school that educates our children in a safe, caring, and creative environment.
<p>Mission How will we make our vision a reality?</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.	Hambrick Elementary is totally committed to providing an academic environment that produces life-long learners through growth.
<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 children can learn ○ Positive role models ○ Hands on experience ○ Positive school climate ○ High expectations ○ Incorporate opportunities for real world experiences

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)

Hambrick Elementary School is a pre-Kindergarten through fifth grade school located in the middle corridor of DeKalb County, Georgia. It is an integral part of a dynamic suburban community which has grown in recent years. Hambrick School continues to be dedicated to achieving academic excellence and to promoting positive self-image for its students. Within recent years our school has increased in its cultural diversity with a wide range of non English speaking residents. Our population benefits from preventive and remedial strategies.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Enrollment	627		636	691	678
Free and Reduced Lunch	87%	90.34%	91.91%	92.93%	
Ethnicity					
Asian	13%	12.6%	12%	11%	
Black	79%	81.5%	82.5%	82%	
Hispanic	4%	4%	4%	5%	
White	1%	.6%	1%	2%	
Multi-Racial	3%	3%	.5%		
Males		52.2%	51.8%		
Females		47.8%	48.2%		
Students With Disabilities	5.9%	5%	5%	6%	
English Language Learners	3.3%	3%	3%	6%	
Economically Disadvantaged	87%	90.34%	91.91%		

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

In June of 2012, the CSIP Committee/Better Seeking Team and stakeholders met at Hambrick Elementary School to review recent student test scores, AYP baselines, and the 2011-2012 CSIP Plan. Input from grade levels was utilized to determine the goals for the August 2012 - May 2013 school years. This task was completed through breakout sessions and whole group discussions.

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	X	OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	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 (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.

The school's overall strengths are: 1) School wide continued growth in reading scores, 2). Emphasis in reading by implementing a core program with fidelity, 3) Increase professional development through professional learning funds. 4). School wide original television programming for character education, 5) increased independent reading through the Accelerated Reading program (AR), 6) participation of student leadership groups, 7) increased parental involvement and, 8) continuation of the school mentoring program of at-risk students.

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 school's challenges are: 1) writing skills, 2) declining CRCT test scores, especially in 3rd and 4th grade math, 3) parental involvement, and 4) attendance and transient population which reduces FAY totals.

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

The school's opportunities for improvement are: 1) continue professional development in teaching writing, 2) increase professional development in teaching math, 3) continue to increase parental involvement, 4) continue to improve math and writing scores school wide (target 3rd and 5th grade), 5) continue to improve student and teacher attendance and, 6) increase reading and math achievement of disaggregated groups (SWD and ELL), 7) ELL training, Project ICE training, additional training in the area of mathematics, and RTI training.

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

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

Administrators are able to access a list of highly qualified teachers and paraprofessionals through the Department of Human Resources via the PATS online system. Due to our Title I status, all teachers at Hambrick are “Highly Qualified” instructors. The master schedule is built to ensure that all teachers are in compliance with NCLB and only teach in the areas in which they are “highly qualified”.

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

Hambrick’s Teacher Support Team (TSS), along with other staff members, schedules a new teacher orientation before preplanning to familiarize teachers with our school’s process, procedures and building layout. Each teacher is visited by a teacher support specialist throughout the year for classroom assistance. Hambrick administrators participate in county-sponsored job fairs and the online job application system to recruit the most qualified candidates. A sound program of instruction is offered to students where teachers are encouraged to explore ideas and develop programs that will enhance student learning. Allowing teachers professional freedom, engaging teachers in meaningful professional development and creating an atmosphere where opinions and leadership are valued will ensure that highly-qualified teachers will continue to consider Hambrick for future employment.

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

Monthly meetings of the Teacher Support Team (TSS) are conducted covering timely and pertinent topics related to student academic performance.

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.

Data from academic assessments are used to inform and revise daily instruction by:

- Teachers review data with administrators in grade level meetings
- Teachers utilize item analysis to develop and recognize differentiated levels
- Develop weekly lesson plans for accelerated, grade level and below level instruction
- Teachers develop and use Level I plans for remediation and grouping for instruction in reading and math
- Benchmark assessments are used to measure progress and to assist with remediation or acceleration
- Accelerated students have access to the High Achievers' Program
- Flexible groups participate in centers to reinforce classroom learning

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

- Teachers make decisions for instruction based on analysis of assessments, such as benchmarks and in weekly grade level meetings
- Leadership Team, composed of teachers, will bring suggestions and areas of need from grade level meetings
- Professional Learning workshops

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.

They are identified by CRCT test scores from the previous year, teacher observation, Student Support Team, Individual Evaluation Plans, and ongoing assessments in the fall. At-risk students are re-evaluated to determine eligibility for Saturday School and other tutorial opportunities.

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

Lesson plans are posted weekly and monitored by administrators and the Teaching and Learning division of DCSS via First Class. The gifted program is monitored by the county's gifted office. Teachers are observed daily by school administrators. Teacher meetings are held regularly with the administration to discuss individual student progress. Benchmark assessment is reviewed every three weeks.

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

Teachers are given information each year regarding the information of level one students and work together with the building instructional leader to address the academic needs of the learner. Staff members participate in grade-level meetings regarding the interpretation of data. District, local and site-based professional developments also address the needs of students. Student Support Team and Teacher Support Specialists assist in identifying student needs.

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.

Evening parent-teacher conferences are scheduled twice each semester. Hambrick offers parent's opportunities to become involved in workshops that are school based as well as county sponsored. Title I information is shared at each PTA meeting to inform parents about what is available at the school and at the Parent Center.

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.).

- Pre-K orientation each spring
- Kindergarten round-up
- Visitations and orientations to middle school
- School counselors provide classroom guidance lessons to students to help prepare them for the elementary to middle school transition
- International Center
- IEP Meetings
- Translation Services (for conferences, meetings, written communication); Language Line
- Site-based Interpreter: The Spanish teacher serves as an interpreter.
- High Achievers and Gifted Program orientation
- Teachers send home welcome letter and syllabus to promote positive and successful school year and describe learning goals.
- New students are escorted to class for initial parent/teacher/student meeting.
- New students are given an overview of school rules and disciplinary expectations by the teacher.
- School-wide and grade level assemblies at the beginning of the school year to ease transition to new grade level
- School counselors meet with newly enrolled students to give them a tour of the school and an overview of school rules and expectations.
- School counselors work with students who may need extra support in making a successful transition to the school.
- Teachers meet at the end of each year to create classes for the upcoming year. They work to create heterogeneous groups of students who have the potential to form cohesive classes.
- During the first week of each school year, teachers emphasize expectations for the new grade level.
- At the beginning of the year, counselors meet with students to encourage student/counselor relationships and to make aware the various ways counselors are available to support students' academic personal and social/emotional growth.
- Summer school, after-school tutorial and Saturday School are utilized to reinforce skills that students may have missed during the regular school year.
- New ELL students meet with the ELL specialist upon registration. The ELL specialist works with the student, family and receiving teacher in helping them transition successfully into the school routine.
Special needs students receive transitional support from support services teachers and paraprofessionals

Support Services for Student Learning

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:

X	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

The mission of Hambrick School counselors is to support the development of student competencies in the academic, personal/social and career domains (learning to learn, learning to live, learning to work), ensuring that students achieve success and are prepared to be productive members of society. Professional school counselors provide services to students, parents, school staff and the community in the following areas:

- School Guidance Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classrooms and group activities.
- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- Responsive Services – Responsive services are preventative and/or intervention activities meeting students' immediate and future needs. Professional school counselors develop confidential relationships with students to help them resolve or cope with problems and developmental concerns. School counselors on every level are equipped to provide academic advisement for students. This advisement helps to ensure that students are successful. Parents and teachers are included in the academic advisement process. School counselors are the facilitators of the Student Support Team (SST) process. School counselors, faculty and staff members also are able to provide support for students through the Faculty/Staff Mentoring program. School counselors also coordinate tutoring services for students with area Partners-In-Education.

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

School Counselors: provide school-wide and grade level assemblies to address areas of concern; classroom guidance activities; school wide incentive programs; character education initiative; parent conferences; consultation with teachers and community agencies; assigning mentors to students; individual counseling; participation in and/ or chairing SST referral process; drug education; social-emotional learning classroom activities. School counselors provide outside agency resource information to parents. They also refer students and parents to the school social worker. School counselors are trained at the district level in providing crisis intervention and bullying-prevention/intervention strategies to faculty members and students. School counselors are also trained at the district level regarding Student Support Team, 504, and mentoring policies and procedures. Psychologists provide consultations with staff and parents, presentations to staff, consultation at 504 meetings and serve on evidentiary hearings. The school social worker provides consultations with staff and parents, presentations to staff, interpretation services at school sponsored meetings, serve on evidentiary hearings, and make referrals to external agencies. School nurse consultation with community agencies, presentations to staff, and provides referrals to external agencies.

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:

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

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

In August, the administrative team, along with various staff members and parents, develops a plan according to Title I guidelines to improve parent involvement. Our goal is for parent involvement to increase each year along with the development of a school/parent partnership to assist in improving student achievement. Hambrick offers parents opportunities to become involved in workshops that are school based as well as county sponsored. Title I information is shared at each PTA meeting to inform parents about what is

available at the school and at the Parent Center. Information is disseminated to parents via the school and DCSS Website/Community.Net, parent mailings, newsletters, Parent Portal, school council meetings, and parent conferences.

Activities include:

- Parental Involvement Workshop
- Curriculum Nights
- Parental Involvement Survey/Summary
- Title I Parent Resource Centers and Facilitators
- Pre-K Family Resource Specialists
- Title I Parental Involvement Conferences
- Open House
- Math and Reading Nights
- PTA Meetings
- School website and teacher websites used to post information
- School newsletter (one per semester)
- Parent Conferences (Fall and Spring)
- Weekly VIP (Very Important Papers) student packets go home on Thursdays.
- Partners in Education Programs
- Parent Resource Center at Clarkston High School

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	DCSS 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	DCSS and School Parental Involvement Policy (Title I Mandate)		

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).

The school solicits the involvement of parents and community members through various venues: conferences, newsletters, PTA meetings and surveys to assist in the development of the CSIP. One parent served on the CSIP Steering Committee and was actively involved in the committee meetings. School Council offered a tremendous level of involvement with questions, feedback and recommendations on all components of the plan. Approval of the CSIP by the School Council is listed on their agenda at their first meeting in September.

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

Parents, administrators, and teachers review and revise the annual Title I Compact and Parent Involvement policy during the first PTA meeting. In the compact, the teacher agrees to provide rigorous instruction, the parent agrees to hold high expectations for their child, and the child agrees to do their best every day. Students and parents are provided the information at the first of the school year. One copy is housed in the District Title I office.

Stakeholder Communication (ESEA Mandate #10)

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

Teachers and administrators interpret and effectively articulate assessment results to stakeholders utilizing a variety of opportunities. School Administration summarizes school-wide scores of disaggregated data by displaying results in charts and graphs for the Hambrick School Council, PTA and School Improvement Team. All three groups have a cross section of members from the school staff, parents and community. Each team is a vital information source. Students are continually informed of assessment results. Parents receive a hard copy of the test results and the Department of Education provides explanations of the results (interpretation guides). Information about individual students is also provided and discussed in parent conferences as requested.

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

Hambrick Elementary will use a number of ways to report disaggregated data to our stakeholders:

- a. Faculty and staff will be given information at faculty meetings and through email.

- b. Information and disaggregated data are shared at PTA meetings and newsletters to inform parents and guardians how students are performing.
- c. Disaggregated data will also be available in the office and media center for parents, partners, or other interested community members.
- d. Information will also be translated into the different languages at Hambrick as requested.
- e. Public dissemination of the School Improvement Plan is provided to all stakeholders through the websites of Hambrick Elementary, DCSS, DOE, and the Governor's Office of Student Achievement.

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

Newsletters are sent home to parents each semester which include information about Hambrick's CSIP and hard copies are available in the school library.

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

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

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

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.
 - Power Standards
 - Multiple Intelligences
 - Formative Assessment Strategies
 - Instructional Strategies

2. Create and maintain classroom profiles 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 power 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 were mastered. Update the classroom profile daily.

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* are the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (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.

School Name: Hambrick

Principal: Dr. Linda Priester: 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.

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.

<u>Identified Need</u>	<u>Action Plan and Page #</u>	<u>Citation and Abstract</u>
All interventions or initiatives provided by the Georgia Department of Education or DeKalb County School System are predicated on scientifically-based research and do not require citations.		

***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	Funds support reading and math materials and program supplies; Reading and Math Specialist, technology, software and other equipment to deliver instruction; student tutorial program (Tuesday/Thursday); intensive intervention materials; professional learning; professional conferences
State Funds	Per pupil funds are used to support the instructional program in all core content areas
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Programs to support improved differentiated teaching strategies in reading, language arts, math, writing, science and social studies
Grants (list)	
PTSA	Supports educational field trips and funds for Awards Day to celebrate academic achievement.
Partners in Education	Accelerated Reading incentives
Other (list)	

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
<p>Annual Measurable Objective: Increase the percentage of students in third through fifth grade who meet and exceed standards in Reading/ELA from <u>80%</u> in 2012 to <u>85%</u> in 2013 on the spring CRCT with a minimum of 95% participation. Increase the number of students in grades 3 and 5 who meet and exceed standards on the 2013 writing assessment. Decrease the number of scores in the lowest level of the writing assessments. Increase the number of students reading 25 books per year.</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Increase the implementation of flexible grouping and multiple intelligences by participating in professional learning activities and book study on Differentiated Instruction.</p> <p>Planning and Organization Standard 3: 3.1 Performance/Action 2 Utilize the available financial resources to obtain personnel in a manner that enhances student learning and maintains a focus on student achievement in ELA</p> <ul style="list-style-type: none"> • Teacher • Instructional materials • Professional learning <p>Leadership Retreat: Provide an opportunity for teacher leaders to outline yearly goals</p> <p>Fund opportunities for teachers to attend regional and national</p>	<p>Title I Funds \$4,000.00 for professional learning</p> <p>Title I funds for 2-Full time teachers & 3 Part-time teachers \$214,757.70</p>	<p>School year August 2012 - May 2013</p> <p>Principal API PL Liaison Title I Instructional Coach and Reading Specialist Teachers</p>	<p>School budget Personnel assignments</p>	<p>Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p>

<p>conferences.</p>				
<p><u>Tutorial/Safety Nets/ELT</u> Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into groups according to assessment results and provide additional instruction which occurs after school or Saturdays. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <p>Implement after-school/Saturday tutorial, including bus transportation, to support students not meeting grade level standards.</p>	<p>Star Reading, AR Tests, and electronic resources: \$9,500 (renewal)</p> <p>Title I Funds \$21,000</p>	<p>School year August 2012 - May 2013 Principal API Tutorial Coordinator</p>	<p>Safety net rosters Student data Other program rosters with assessment results Formative assessment Summative assessments</p>	<p>Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results</p>
<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2 Select supplemental materials, such as teacher anthologies and reading materials connected to the Story Town reading series, TIME for Kids and Weekly Reader, based upon school and student data collected and analyzed, to address the identified needs in ELA</p>	<p>Title I funding, instructional materials \$4,500.00</p>	<p>August 2012 - May 2013 Principal API CTSS Title I Instructional Coach, Media</p>	<p>School budget Media Committee Recommendations Fund-raising records</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership and can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p>

		Specialist Reading Specialist		
<p>Curriculum 3.1 PA 4 Performance/Action 4 Content area teachers across teams and/or grade levels review curriculum maps, discuss how students can make connections from subject to subject and plan integrated units of study. Incorporate the writing process in regular classroom instruction focusing on the integration of science and social studies content.</p>	None needed	August 2012 - May 2013 Principal API CTSS Title I Instructional Coach, Media Specialist	Student writing, journals, writing portfolios, writing conferences, lesson plans	Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas.
<p>Curriculum Standard 1:2 Performance/Action 4 Content area teachers across teams and/or grade levels review curriculum maps, discuss how students can make connections from subject to subject, and plan integrated units of study. Teachers across teams and/or grade levels review curriculum maps, discuss how Students will integrate writing skills into other content areas through read-alouds and writing prompts/activities. Incorporate the writing process in regular classroom instruction focusing on the integration of science and social studies content</p>		2012-2013 Principal API Re-delivery trainer/ teachers	Integrated units, tasks, projects Integrated projects Curriculum maps by subject Integrated units Planning minutes Student work samples	Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas.
Students with Disabilities	Training	August 2012 -	Lesson plans with	Lesson plans and observations

<p>Instruction Standard 3: 3.2 Performance/Action 1 PROJECT ICE Collaboratively develop lessons with the Special Education teachers that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p>	<p>provided by the Special Education Department</p>	<p>May 2013 Principal, Assistant Principal, LTSE Department Chairs, Instructional Coaches All Teachers</p>	<p>modifications Observation Focus Walks IEP Implementation Real-world project evaluations progress reports</p>	<p>indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>
<p><u>English Language Learners</u> Performance/Action 2 Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	<p>No funding needed</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, ELL teachers Grade Level Chairs, Instructional Coaches All Teachers</p>	<p>Posted standards Lesson plans Student created activities and projects</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GAPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.</p>
<p><u>Technology Integration:</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use electronic resources to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology</p>	<p>Funding provided by the board of education and Title I Star Reading AR Tests, and</p>	<p>August 2012 - May 2013 Principal API CTSS Title I Instructional Coach Media</p>	<p>Student work samples, sign-in sheets, classroom observations, lesson plans, computer lab schedule, AR Testing, Star</p>	<p>Students can articulate how technology supports their learning. Students can provide samples of student work that have been enhanced by technology. Students demonstrate true ownership</p>

<p>activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Integrate the computer lab, Star Reading, Compass Learning, Study Island, AR, classroom computers, Interactive Whiteboards, mobile laptop labs, individual student response systems, Microsoft Office software to develop graphic organizers, summaries, and presentations.</p>	<p>electronic resources: \$7,000 Study Island (renewal)</p>	<p>Specialist Teachers</p>	<p>Reading, Interactive Whiteboards, and individual student response systems check-out</p>	<p>of technology as a set of tools and resources to complement the learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the utilization of a comprehensive technology plan that is used to enhance student learning</p>
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*Must be completed for schools with ten or more ELL students

Mathematics Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: Increase the percentage of students in third through fifth grade who meet and exceed standards in Math from <u>63.8%</u> in 2012 to <u>70.0%</u> in 2013 on the spring CRCT with a minimum 95% participation rate.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Use the standards as the expectation for learning. Assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction using differentiated instruction.</p> <p>Increase the utilization of manipulatives and flexible grouping to introduce and enrich math concepts through the use of Differentiated Instruction (DI) Utilize Dynamath in High Achievers classes for 3rd, 4th and 5th grades.</p>	Title I funds \$4500.00 for instructional materials	August 2012 - May 2013 Principal API Title I Instructional Coach and Math Specialist, Teachers	Benchmark tests, classroom observations, lesson plans, rubrics, student work, CRCT Coach books, Measuring Up Standards-based workbooks (3-5), mock CRCT	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, math manipulatives, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.
<p>School Culture Standard 1: Performance/Action 1 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>	Title I funds \$2,000 for subs for release time for teachers and training	August 2012 - May 2013 Principal API Title I Instructional Coach and	Agendas and minutes Analyzed student work Lesson and/or unit plans Research,	Teachers demonstrate a shared understanding of the standards and student work as evidenced by common assessment, unit/lesson plans, and analysis of student work. Students articulate that teachers model shared expectations and

<p>A variety of professional learning opportunities are implemented... Teacher Meetings: Teacher leaders and coaches facilitate teacher meetings to analyze student work, develop a shared understanding of the standards, provide professional learning based on student data. Leadership Retreat: Provide an opportunity for teacher leaders to outline yearly goals. Continued implementation of math GPS using the county curriculum pacing chart through collaborative planning with emphasis on numbers and operations and measurement Fund opportunities for teachers to attend regional and national conferences</p>		<p>Math Specialist, Teachers</p>	<p>mock CRCT</p>	<p>analysis of student work. Teachers can explain the varied professional learning opportunities available and the impact they have had on student achievement.</p>
<p><u>Tutorial/Safety Nets/ELT</u> Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into groups according to assessment results and assign them to safety net instruction which occurs after school and Saturday school. Programs such as, Saturday school are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis. Implement after-school/Saturday tutorial, including bus transportation, to support students not meeting grade level standards.</p>	<p>Title I Funds \$21,000</p>	<p>Nov. 2012 - March 2013 Principal API Tutorial Coordinator</p>	<p>Safety net rosters Student data Other program rosters with assessment results Formative assessment Summative assessments DOM test mock CRCT</p>	<p>Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results</p>

<p><u>Students with Disabilities</u> Instruction Standard 3: 3.2 Performance/Action 1 PROJECT ICE Collaboratively develop lessons with the Special Education teachers that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p>	<p>Training provided by the Special Education Department</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE Department Chairs, Instructional Coaches All Teachers</p>	<p>Lesson plans with modifications Observation Focus Walks IEP Implementation Real-world project evaluations progress reports</p>	<p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>
<p><u>English Language Learners</u> Performance/Action 2 Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	<p>No funding needed</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, ELL teachers Grade Level Chairs, Instructional Coaches All Teachers</p>	<p>Posted standards Lesson plans Student created activities and projects mock CRCT</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GAPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.</p>
<p><u>Technology Integration:</u> Instruction Standard 2: 2.7 Performance/Action 2 Effectively use electronic resources to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote</p>	<p>Funding provided by the board of education and Title I Star Math Tests, and Study Island:</p>	<p>August 2012 - May 2013 Principal API CTSS Title I Instructional Coach</p>	<p>Student work samples, sign-in sheets, classroom observations, lesson plans, computer lab schedule, Star</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their</p>

<p>differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> <p>Integrate the computer lab, Star Math, Compass Learning, Study Island, classroom computers, Interactive Whiteboards, Promethean Boards, individual student response systems, Microsoft Office software to develop graphic organizers, summaries, and presentations.</p> <p>Increase the integration of technology resources supplied by the adopted series.</p> <p>Emphasize the importance of math skills through the use of grade level weekly math problems presented as a student participation contest on the in-house television network news.</p>	<p>\$7,000</p> <p>Television equipment: \$3200</p>	<p>Media Specialist Teachers</p>	<p>Math, Interactive Whiteboards, and individual student response systems check-out</p>	<p>learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning</p>
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*Must be completed for schools with ten or more ELL students

Science Action Plan				
Annual Measurable Objective: Increase the percentage of third grade students meeting and exceeding standards on the spring CRCT from <u>55.1%</u> in 2012 to <u>58.0 %</u> in 2013, Increase the number of fourth grade students meeting and exceeding standards on the spring CRCT from <u>56.8%</u> in 2012 to <u>60.0 %</u> in 2013, and increase the number of students in fifth grade meeting and exceeding standards on the spring CRCT from <u>56.5%</u> in 2012 to <u>60.0 %</u> in 2013 with a minimum of 95% participation.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, comprehension strategies, and interests in order to pace and present classroom instruction in science using differentiated instruction.</p> <p>Implement inquiry based science on experiences and collaborative grouping through the use of differentiated instruction</p>	<p>Provided by the Board of Education</p>	<p>August 2012 - May 2013 Principal API Re-delivery trainer/ teachers</p>	<p>lesson plans, classroom observations, student work samples</p>	<p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, math manipulatives, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.</p>
<p><u>GSS Instruction Standard 2.1 Performance Action 3</u> Teachers and other instructional leaders meet collaboratively to determine and agree upon school-wide expectations for an</p>	<p>Provided by the Board of Education</p>	<p>August 2012 - May 2013 Principal API Re-delivery</p>	<p>Training agenda, sign in sheets, lesson plans, classroom</p>	<p>Students can articulate and demonstrate classroom practices and procedures that minimize interruption or disturbance. These include the process of obtaining</p>

<p>organized classroom environment and classroom procedures.</p> <p>Continue to develop and implement school wide expectations in the delivery and routines of lessons.</p> <p>Continue implementation of the new GPS in the science content area</p>		<p>trainer/ teachers</p>	<p>observations, work samples</p>	<p>and returning instructional materials, as well as making brief and smooth transitions between activities.</p>
<p>Curriculum Standard 1:2 Performance/Action 4 Content area teachers across teams and/or grade levels review curriculum maps, discuss how students can make connections from subject to subject, and plan integrated units of study.</p> <p>Science teachers across teams and/or grade levels review curriculum maps, discuss how Students will integrate science concepts into other content areas through read alouds and writing prompts/activities.</p>	<p>Utilize \$1,500 of other funding to replenish science experiment materials</p>	<p>2012-2013 Principal API Re-delivery trainer/ teachers</p>	<p>Integrated units, tasks, projects Integrated projects Curriculum maps by subject Integrated units Planning minutes Student work samples</p>	<p>Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas.</p>
<p><u>Students with Disabilities</u> Instruction Standard 3: 3.2 Performance/Action 1 PROJECT ICE Collaboratively develop lessons with the Special Education teachers that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and</p>	<p>Training provided by the Special Education Department</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, LTSE Department Chairs, Instructional Coaches All Teachers</p>	<p>Lesson plans with modifications Observation Focus Walks IEP Implementation Real-world project evaluations progress</p>	<p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>

<p>application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p>			<p>reports</p>	
<p><u>English Language Learners Performance/Action 2</u> Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	<p>No funding needed</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, ELL teachers Grade Level Chairs, Instructional Coaches All Teachers</p>	<p>Posted standards Lesson plans Student created activities and projects</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GAPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.</p>
<p><u>Technology Integration: Instruction Standard 2: 2.7 Performance/Action 2</u> Effectively use electronic resources to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Implement and integrate the online resources provided by the adopted science series. Incorporate Promethean Boards, microscopes, and visual presenters to develop interactive lessons.</p>	<p>Funding provided by the board of education and Title I</p>	<p>August 2012 - May 2013 Principal API CTSS Title I Instructional Coach Media Specialist Teachers</p>	<p>Student work samples, sign-in sheets, classroom observations, lesson plans, computer lab schedule, AR Testing, Star Reading, Interactive Whiteboards, and individual student response systems check-out</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning</p>

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

Social Studies Action Plan				
<p>Annual Measurable Objective: Increase the number of third grade students meeting and exceeding standards on the spring CRCT from <u>61.7%</u> in 2012 to <u>65.0 %</u> in 2013. Increase the number of fourth grade students meeting and exceeding standards on the spring CRCT from <u>57.9%</u> in 2012 to <u>61.0%</u> in 2013, and increase the number of students in fifth grade meeting and exceeding standards on the spring CRCT from <u>69.4%</u> in 2012 to <u>72.4%</u> in 2013 with a minimum of 95% participation</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>GSS Instruction Standard 2.1</u> <u>Performance Action 3</u> Teachers and other instructional leaders meet collaboratively to determine and agree upon school-wide expectations for an organized classroom environment and classroom procedures.</p> <p>Continue to develop and implement school wide expectations in the delivery and routines of lessons.</p> <p>Continue implementation of the new GPS in the science content area</p>	<p>Provided by the Board of Education</p>	<p>August 2012 - May 2013 Principal API Re-delivery trainer/ teachers</p>	<p>Training agenda, sign in sheets, lesson plans, classroom observations, work samples</p>	<p>Students can articulate and demonstrate classroom practices and procedures that minimize interruption or disturbance. These include the process of obtaining and returning instructional materials, as well as making brief and smooth transitions between activities.</p>
<p><u>Instruction 2: 2.2</u> <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. Teachers develop high-level questions for assessments as well as</p>	<p>None</p>	<p>August 2012 - May 2013 Principal API PL Liaison Teachers</p>	<p>Lesson Plans Work Samples, Benchmarks Open-ended questions on assessments Performance tasks</p>	<p>Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking.</p>

<p>performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction.</p> <p>Utilize graphic organizers on a weekly basis to enhance and extend understanding of content area concepts.</p>			<p>Rubrics Graphic organizers Classroom assessments Posted essential questions, Standards</p>	
<p>Curriculum Standard 1:2 Performance/Action 4 Content area teachers across teams and/or grade levels review curriculum maps, discuss how students can make connections from subject to subject, and plan integrated units of study.</p> <p>Social Studies teachers across teams and/or grade levels review curriculum maps, discuss how students will incorporate reading skills in the social studies content by utilizing Weekly Reader, maps and globes in classroom instruction to reinforce the social studies concepts.</p> <p>Incorporate reading skills in the social studies content by utilizing Time for Kids, Weekly Reader, maps and globes in classroom instruction to reinforce the social studies concepts.</p> <p>Integrate the fine arts into the social studies content by implementing Arts/Social Studies Grant: Picturing</p>	<p>\$800 Title I</p>	<p>2012-2013 Principal API Re-delivery trainer/ teachers</p>	<p>Integrated units, tasks, projects Integrated projects Curriculum maps by subject Integrated units Planning minutes Student work samples</p>	<p>Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas.</p>

<p><u>America</u> Art prints along with historical descriptions will be featured daily on the school in-house television station.</p>				
<p><u>Students with Disabilities</u> Instruction Standard 3: 3.2 Performance/Action 1 PROJECT ICE Collaboratively develop lessons with the Special Education teachers that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.</p>	<p>Training provided by the Special Education Department</p>	<p>August 2012- May 2013 Principal, API, TSS Instructional Coach Teacher LTSE ICE Coach</p>	<p>Lesson plans with modifications Observation Focus Walks IEP Implementation Real-world project evaluations progress reports</p>	<p>Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.</p>
<p><u>English Language Learners</u> Performance/Action 2 Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	<p>No funding needed</p>	<p>August 2012 - May 2013 Principal, Assistant Principal, ELL teachers Grade Level Chairs, Instructional Coaches All Teachers</p>	<p>Posted standards Lesson plans Student created activities and projects</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GAPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.</p>
<p>Technology Integration Instruction Standard 2: 2.7 Performance/Action 2</p>	<p>Title I funds- \$2,220.00 FTE, per pupil funds</p>	<p>August 2012 - May 2013 Teachers,</p>	<p>Computers Lesson and unit plans LCD projectors</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been</p>

<p>Use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. Use technology to promote differentiation and instruction aligned to individual student needs.</p> <p>Employ technology by teachers and students to promote content research as required by the conceptual application of the standards.</p> <p>Utilize web-based resources from the teacher's manuals and student workbooks; integrate LCD projectors and cooperative web-site building projects centered on the science curriculum thematic units.</p>		<p>parents, API, and Principal, teacher-librarian, technology instructor</p>	<p>and other technological equipment Comprehensive plan to integrate technology Collaborative teacher meeting minutes and agendas.</p>	<p>enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>
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*Must be completed for schools with ten or more ELL students

Second Indicator: Attendance Action Plan				
Annual Measurable Objective: Decrease the number of all students absent more than 15 days from <u>3.5 %</u> in 2012 to <u>3.0</u> as monitored by the AYP Report.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>DCSS IR: Attendance Rate Performance Action 1</u> A site-based team will be established and will meet monthly to concentrate on three critical elements: attendance, tardies, and academics.</p>	Incentives provided by the PTSA	August 2012 - May 2013 Teachers Counselors Social Workers Attendance Secretary Parents	Meeting dates Sign-in sheets Agendas Minutes	Team meets regularly to discuss trends and best practice to address student attendance, academic performance and discipline issues. Implement effective strategies to ensure the academic, social, and psychological success of students.
<p><u>DCSS IR: Attendance Rate Performance/Action 2</u> The Attendance team will conduct an assessment to create a profile of students within the school, identify students with multiple risk factors, and identify possible barriers to student success. Implement established school procedures for monitoring student absenteeism: (1) Monitor Smart Web attendance daily; (2) Contact parents after two consecutive</p>	None needed	August 2012 - May 2013 Teachers Counselors Social Workers Attendance Secretary Parents	Attendance reports Calling Post Logs Counselor Logs Social Worker Logs Teacher Referrals	The Attendance team exists and meets regularly to discuss trends and best practice to address student attendance, academic performance and discipline issues. The team will describe the process and timelines for completion of student needs assessment and student demographics. Written copies of results exist and are utilized in planning for improvement.

<p>absences; (3) Enlist assistance from counselors and social worker as needed. Ensure the Student Code of Conduct (Attendance Policy) is understood</p>				
<p><u>DCSS IR Attendance: Performance Action 7</u></p> <p>Implement established school procedures for monitoring student absenteeism: (1) ESIS attendance daily; (2) Contact parents after two consecutive absences; (3) Enlist assistance from counselors and social worker as needed. Ensure the Student Code of Conduct (Attendance Policy) is understood (4) Contact parents via calling post after three unexcused absences.</p>	<p>No funding needed</p>	<p>August 2012- May 2013 Teachers Counselors Social Workers Attendance Secretary Parents</p>	<p>Attendance reports Calling Post Logs Counselor Logs Social Worker Logs Teacher Referrals</p>	<p>Support personnel and school administrators can describe levels of interventions used and how interventions are connected to data. All personnel can articulate policies, procedures and procedures regarding early warning indicators, preventive strategies, and intervention strategies. All personnel can provide support for students.</p>
<p><u>DCSS School Climate Performance/Action 14</u></p> <p>Students are given opportunities to be recognized for positive contributions to themselves and others. Implement established school procedures to acknowledge, reward, and encourage outstanding attendance: (1) include attendance in criteria for selecting the Student of the Month; (2) Spotlight classes with perfect attendance for the week and month on HBTV; (3) Honor outstanding attendance at Awards Day Programs; (4) Hambrick Motor Speedway (HMS) racing 180 highlighting grade</p>	<p>Local School Funds and PTA \$1,600.00</p>	<p>August 2012 - May 2013 Administrators Teachers Counselors</p>	<p>Program agendas Documentation of classroom recognition Awards/certificates Positive letters to parents Positive e-mail communication to parents Positive phone call log Recognition on PA system or class/school</p>	<p>Teachers and students develop “standards for success”, or ways that students can demonstrate personal efficacy and citizenship.</p> <p>Students are consistently recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals.</p>

<p>level with best attendance; (5) Be there or be Square quarterly social in cafeteria, music prizes, etc, honoring parents; (6) Student celebrations for Never Found Late (NFL) and Never Been Absent (NBA)</p>			<p>website</p>	
<p><u>DCSS IR:</u> <u>Performance/Action 7</u></p> <p>The Attendance team will design and implement support programs that:</p> <p>Use book sets and educational media tools that focus on character development to reinforce the importance of attendance and punctuality with all classes.</p> <p>Implementation of parenting seminars that focusing on character development, including the importance of good attendance and punctuality, with reward incentives for parents who attend.</p> <p>Provide individual, small group and classroom support to improve student achievement and attendance</p>	<p>Title 1 \$1500.00</p> <p>Title 1 \$1000.00</p> <p>Local school funds and PTA \$900.00</p>	<p>August 2012 - May 2013 Teachers Counselors Social Worker</p>	<p>Review attendance reports Progress monitoring of targeted students with attendance concerns</p> <p>Review of progress reports and report cards Review of attendance reports</p>	<p>Support personnel and school administrators can describe levels of interventions used and how interventions are connected to data.</p>

Library-Media Action Plan				
<p>Annual Measurable Objective: Increase the percentage of students in third through fifth grade who meet and exceed standards in Reading/ELA from <u>80%</u> in 2012 to <u>85%</u> in 2013 on the spring CRCT with a minimum of 95% participation. Increase the number of students in grades 3 and 5 who meet and exceed standards on the 2013 writing assessment. Decrease the number of scores in the lowest level of the writing assessments. Increase the number of students reading 25 books per year.</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 1:1.3 Performance/Action 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.</p>	Media Funds Title I Funds	August 2012 – May 2013 Principal APs Department Chairs CTSS Title I Instructional Coaches, Teacher Librarian Teachers	Disaggregated Lexile reports and /or local reading reports 25-Books Standard committee guidelines Resource alignment to units Media circulation records, etc.	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>Instruction Standard 3:3.2 Performance/Action 2 A school-wide reading plan developed by the leadership team or a committee detailing the guidelines for meeting the 25-books standard. The school-wide reading plan may include: • expectations for meeting the standard,</p>	Media Funds and Title I funds	August 2012 – May 2013 Principal APs Department Chairs CTSS Title I	School-wide reading plan to achieve the 25- books standard Student goal sheets Up-to-date independent	Students can explain the expectations of the school-wide reading plan. Students have established their reading goals and can articulate their progress toward meeting their goals.

<ul style="list-style-type: none"> options for monitoring students' progress toward meeting the 25-books standard, celebrations of reading accomplishments <p>Implement reading incentive programs: Star Reading, Accelerated Reader, 6-hour Six Flags Reading Program, Read Across America/Dr. Seuss' Birthday, African American Read-In, and Reading Club along with guests and teachers reading aloud to students.</p>		<p>Instructional Coaches, Teacher Librarian Teachers</p>	<p>reading logs Grade level reading lists Classroom libraries Leveled text, etc.</p>	
<p>Instruction Standard 1.2 Performance Action 4</p> <p>The teacher-librarian collaborates with instructional staff to formulate and teach common units, lessons, and assessments aligned with grade level GPS standards.</p> <p>Collaboratively plan learning experiences that will engage all students in age appropriate activities which promote complex thinking, information literacy, vocabulary, comprehension, reading for information, research and functional media literacy</p>	<p>\$9,254 Educational Media Allotment. Title 1 fund.</p>	<p>August 2012 – May 2013 Principal APs Department Chairs CTSS Title I Instructional Coaches, Teacher Librarian Teachers</p>	<p>Disaggregated Lexile reports and /or local reading reports Standard committee guidelines Resource alignment to units Media circulation records,</p>	<p>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>
<p>Technology Integration Instruction Standard 2: 2.7 Performance/ Action 2</p> <p>Use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. Use technology</p>	<p>Title I funds- \$2,220.00 FTE, per pupil funds</p>	<p>August 2012 - May 2013 Teachers, parents, API, and Principal, teacher-</p>	<p>Computers Lesson and unit plans LCD projectors and other technological equipment Comprehensive</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their</p>

<p>to promote differentiation and instruction aligned to individual student needs.</p> <p>Employ technology by teachers and students to promote content research as required by the conceptual application of the standards.</p> <p>Utilize web-based resources from the teacher's manuals and student workbooks; integrate LCD projectors and cooperative web-site building projects centered on the science curriculum thematic units.</p>		<p>librarian, technology instructor</p>	<p>plan to integrate technology Collaborative teacher meeting minutes and agendas.</p>	<p>learning process, as well as reinforce their ability to investigate and analyze information. Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</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 served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Teachers will develop strategies to increase student achievement in ELA, Math, Science, Social Studies and Writing. Develop strategies to differentiate instruction across the curriculum.	GPS Module Training Differentiated Instruction Workshop Writing Workshop Response To Intervention Common Core Standards Training	August 2012 – May 2013	Dibels, district assessment, core assessment, writing prompts, portfolios	ITBS CRCT Georgia Writing Assessment
Federal	Develop new strategies, techniques, and teaching styles to improve student achievement.	Educational Conferences List some conferences...International Reading, NCTM, ASCD, Staff Development for Educators, MRESA and Hope Foundation, NAESP	August 2012 – May 2013	Redeliveries Informal and formal assessment	ITBS CRCT
Grants	K-5 Teachers will develop strategies to increase student achievement in ELA.	Block Planning Collaborative Planning Study Group	August 2012 – May 2013	Redeliveries Informal and formal assessment	ITBS CRCT
Local	K-5 Teachers will develop strategies to increase student achievement in ELA.	Collaborative planning Study Group	August 2012 – May 2013	Redeliveries Informal and formal assessment	ITBS CRCT

School Climate Action Plan				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Planning and Organization</u> <u>Fully Operational Standard 4</u> <u>Performance Action 1:</u> 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"> • Knows best practices in violence prevention and school culture. • Actively shares with the faculty research-based safe schools. • Collects and analyzes local, state, and national data on violence and school climate on a yearly basis. 	No Funds Needed	August 2012- May 2013 Principal Assistant-Principals Counselors Student Support Specialists Teachers Nurse Social Worker Parents Students Community Members	Member list Meeting dates Sign-in sheets Agendas Minutes	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.

<p><u>Planning and Organization</u> <u>Fully Operational Standard 4</u> <u>Performance Action 3:</u> The Safe Schools Committee develops a Positive School Discipline Plan to prevent OSS Referrals. This plan should be based on a pyramid of interventions.</p>	<p>No Funding Needed</p>	<p>August 2012- May 2013 Principal Assistant-Principals Counselors Student Support Specialists Teachers Nurse Social Worker Parents Students Community Members</p>	<p>Pyramid of interventions Written school discipline plan List of persons responsible Time line of implementation</p>	<p>Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment. An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom. All students are aware classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies. A series of early interventions for students in need are available to teachers, students, parents, and administrators. Students with chronic behavioral problems are provided with increasingly structured interventions.</p>
<p><u>Professional Learning</u> <u>Fully Operational Standard 4</u> <u>Performance Action 2:</u> School leadership regularly presents data-driven school “hot spots” and solutions during faculty meetings.</p>	<p>No Funding Needed</p>	<p>August 2012- May 2013 Principal Assistant-Principals Counselors Teachers</p>	<p>Sign-in sheets Agendas Short-term action plans</p>	<p>Teachers and administrators can articulate current school needs based on data. Research-based strategies and plans of action for addressing these needs are available in written form.</p>

<p><u>Fully Operational Standard 4</u> <u>Performance Action 1:</u> Classroom teachers teach the School Safety Student Module concerning the common definition of violence, school wide rules, and classroom expectations.</p>	<p>No Funding Needed</p>	<p>August 2012- May 2013 Teachers</p>	<p>Lesson plans Student signatures Posted rules Posted standards for success Walkthrough checklist</p>	<p>Teachers set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.</p>
<p><u>Fully Operational Standard 4</u> <u>Performance Action 3:</u> Students are given opportunities to be recognized for positive contributions to themselves and others.</p>	<p>PTA Funds</p>	<p>August 2012- May 2013 Principal Assistant-Principals Counselors Teachers</p>	<p>Program agendas Documentation of classroom recognition Awards/certificates Positive letters to parents Positive e-mail communication to parents Positive phone call log Recognition on PA system or class/school website</p>	<p>Teachers and students develop “standards for success”, or ways that students can demonstrate personal efficacy and citizenship. Students are consistently recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals.</p>

Teacher Retention Action Plan				
Intervention Strand: Leadership Standard: Fully Operational 2.2	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Teacher Retention Implementation Performance Action 2:</u> The school will adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:</p> <ul style="list-style-type: none"> • Assign TSS to new teachers (0-2 years previous experience) • Schedule a formal time for mentors and mentees to meet at least once per month • Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles • Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results 	County-provided substitutes	August 2012-May 2013 TSS Team Members	TSS guidelines TSS assignment list Scheduled TSS meeting times Calendar of TSS activities TSS activity agendas TSS activity sign-in sheets	New teachers can articulate how the TSS program provides support. New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of increased skills.
<p><u>Teacher Retention Implementation Performance Action 3:</u> 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"> • Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once 	Title I Funds Substitutes	Fall Semester 2012 and Spring Semester 2013 Principal Asst. Principal	Master schedule Calendar of collaborative planning events Collaborative planning meeting minutes Lesson plans Classroom	Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit

<p>per semester</p> <ul style="list-style-type: none"> • Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis • Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes • Monitor lesson plans and classroom activities for evidence of collaborative planning • Train faculty members on how to develop and implement effective collaborative planning protocols 			<p>observations</p>	<p>plans.</p>
<p><u>Teacher Retention Implementation Performance Action 11:</u> The school leaders show concern and interest for the well-being of faculty and staff members. School leadership, parents, and community members will promote a proactive and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation.</p>	<p>Discretionary Funds</p> <p>Love Fund (donations)</p>	<p>August 2012-May 2013</p> <p>Principal</p> <p>Assistant. Principal</p> <p>Counselors</p>	<p>Calendar reflects record keeping of staff birthdays</p> <p>Recognition of achievements, etc.</p> <p>Love Fund Records</p> <p>Secret Pals Selection</p>	<p>The school leaders describe how he/she recognizes faculty/staff birthdays, anniversaries and/or achievements such as earning advanced educational degrees, etc.</p>
<p><u>Teacher Retention Implementation Performance Action 8:</u> The school will enhance teacher retention by promoting a positive and safe school climate for staff and students. Performance Actions found in the School</p>	<p>School Climate Budget</p>	<p>August 2012-May 2013</p> <p>Principal</p> <p>Asst. Principal</p> <p>Counselors</p>	<p>CSIP action plans</p> <p>Calendar of school climate activities</p>	<p>Staff members can articulate how a safe and positive school climate is conducive to learning and enhances job satisfaction.</p>

Climate strand of the DCSS Implementation Resource Supplement will be utilized.				
<p><u>Teacher Retention Implementation Performance Action 9:</u> The school will enhance teacher retention by promoting a healthy school climate for staff and students. Performance Actions found in the Health and Wellness strand of the DCSS Implementation Resource Supplement will be utilized.</p>	None Needed	August 2012-May 2013 Principal Coaches Counselors School Nurse HBTV	CSIP action plans Calendar of health and wellness activities	Staff members can articulate how a healthy school climate is conducive to learning and enhances job satisfaction.