

DeKalb County School District

Consolidated School Improvement Plan 2012-2013



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

Statement of Quality Assurance

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

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

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

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

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

Printed Names of Council Members	Signatures of Council Members	Date Signed
Angela C. Leissa, Ph.D.		
Leslie Freymann		
Van Pappas		
Shelly Guerrero, Ph.D.		
Amy Holmes-Chavez		
Karen Ferrero		
Nicole Albuck		

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Angela C. Leissa, Ph.D.		
Assistant Principal	Jamela Henry		
CSIP Facilitator	Nicole Albuck		
Parent Representative (can not be a school employee)	Bill Armstrong		
Community Representative (can not be a school employee)	Kelli Fields		
School Counselor	Tracey Grayson		
Special Education Representative	Marlane Underwood, Ph.D.		
Reading/ELA Chairs	Lisa Seiler		
	Candace Branch		
Math Chair	Suzette Powell		
Science Chair	Vanshelle Turner		
Social Studies Chair	Allison Hutchinson		
Professional Learning Liaison	LeeAnn Barts		
Library-Media Chair	Dian Kuutti		
Title I Chair	Nancy McGee		

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:

Based on the data from the 5th Grade Writing scores (increases in Meet/Exceeds from 63% to 84%), we were most successful with the inclusion of a part-time writing teacher funded by Title I. Unfortunately, due to budgetary constraints, we are unable to fund that position for 2012-2013. Our Accelerated Math and Reading programs have also been deemed successful based on data collected from both programs and the CRCT scores from 3rd and 4th Grades. Math and Reading Stars are now identified based on data collected from Math Facts in a Flash, Accelerated Math, Accelerated Reading, etc. Students proudly wear their sashes at school in recognition of their hard work and increases in their math and/or reading performance. The Tiger House student incentive program continues to be popular and successful among the student, their families, and staff members. This program has been successfully used to engage parents in attending school events, the successful implementation of the school uniforms, and improved student behavior. The late hiring of a Student Support Specialist was instrumental in the school being recognized as the 2011-2012 DeKalb County School System “No Place for Hate” recipient. Again, budgetary reductions have eliminated this intervention for 2012-2013.

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

Again, we struggled with the implementation of Parent University. A decision has been made to weave mathematics education into regular Title I/PTA events rather than hosting a separate event, Parent University, which historically has not been well attended. Our PAWsitive parent incentive program was not as successful as planned either. It is believed this has not been embraced because of the logistics of parent presenting cards when they attend events or teachers forgetting to ask for the cards when the parent attended selected events.

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

As mentioned above funding issues or logistics have served as barriers for successful implementation of planned interventions.

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:

As Common Core Curriculum is now the foundation for instruction, collaboration among staff is critical for student achievement. The action plans outlined in this document specify how teachers will provide differentiated learning based on data derived from formative and

summative assessment measures. Special programs (Accelerated Math, Accelerated Reader, etc.) will aid in the current collection of data to support instructional decisions. Although teachers note increases in individual and class mathematics instruction, CRCT scores indicate a special focus must continue on mathematics as well as science. Departmentalization for subjects has now been included in the master schedule to promote specialization of instruction for the upper grades.

School Mission and Vision

	DeKalb County School System	Huntley Hills Elementary School
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	Huntley Hills School envisions a safe, nurturing, and unified community where children take responsibility for their learning.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	The mission of Huntley Hills School is to empower students to become independent, responsible, and productive members of society.
Values What beliefs and standards guide our mission?	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving 	<ol style="list-style-type: none"> 1. Students will be actively engaged in the learning process to achieve their highest potential. 2. A collaborative partnership among the student, family, and community is essential for optimum student growth and development including social responsibility. 3. The school community will provide an academically diverse program that is both challenging and individualized to promote a lifelong desire to learn. 4. The school community will embrace and model cultural diversity, mutual caring, and respect. 5. Each student will be accepted as a valued person with unique physical, social, emotional, and intellectual abilities and will be provided appropriate educational opportunities within an inclusive environment. 6. Student strengths and accomplishments within the school and community will be recognized. 7. The school community will provide a structured

	<ul style="list-style-type: none"> • Creativity and innovation 	<p>environment to promote student learning.</p> <p>8. Educators should have the best possible educational materials, training, and support in order to provide appropriate, effective learning opportunities for students.</p> <p>9. Education will be focused on student growth, achievement, and character development.</p> <p>10. Problem-solving, critical thinking skills, and creativity will be encouraged and developed.</p>
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Developing a Comprehensive Needs Assessment

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

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

Huntley Hills is a small, suburban elementary school nestled in a residential area of NW DeKalb County, Georgia. The neighborhoods that surround the school are a mix of single-family dwellings, most built in the 1960s, and apartments which were constructed later. In addition to a public Montessori program, the school serves prekindergarten through fifth graders through traditional and special education programs. The three different educational programs housed under one roof make Huntley Hills a unique public education facility.

The student population at Huntley Hills has grown over the last few years, which is largely attributed to the recent consolidation of Nancy Creek School with Huntley Hills and Montgomery Schools. The total school enrollment for 2012-2013 is 490 students, including prekindergarten. Of these students, 235 (47.96%) are female and 255 (52.04%) are male. Approximately 330 students (67.35%) of students qualify for free or reduced lunch, which again qualifies our school for Title I funding.

The ethnicity of the school and its community is diverse, which is considered a strength among its stakeholders. The approximate student populations in the year 2012-2013 are 34.69% Hispanic, 27.35% African-American, 19.80% White, 16.12% Asian, 1.43% Multi-racial, and 0.41% American Indian. Since 2003-2004, the English Language Learner (ELL) population has increased from 21

students to 137 students (27.96% of the school population). There are 52 students (10.61%) of students categorized as Students with Disabilities (SWD).

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

Include the following information:

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

The comprehensive needs assessment is an ongoing process of collecting and analyzing data in a variety of areas. It includes test data, AYP data, GAPSS results, and survey data. This process is in constant motion.

The School Improvement Team (SIT) met for two days in the summer of 2012 to review data. Areas of strengths and weaknesses were identified. The SIT used this information to plan for the 2012-2013 school year. The SIT presented 2012 CRCT data to the faculty during preplanning. The teachers have participated in an exercise to develop their own analysis of the CRCT data. Small groups examined test results that were disaggregated by grade level and subgroups. The group reflected on the exercise and discussed areas of strength and areas of need throughout the school. Following the meeting the group analysis charts were placed in the data room.

As part of planning for Title I, parents are surveyed every August using the Title I Parent Involvement Survey. The survey is used to assess perceptions and needs as it relates to Parental Involvement. The SIT uses this data to formulate the parental involvement policy and practices. It is also used to inform the faculty of the types of information parents are seeking during “Back to School” Night and the Title I Orientation/Information Meeting.

Data collection and analysis is an ongoing process at our school. The SIT continually meets to analyze all available data and update the comprehensive needs assessment. The team uses triangulation to analyze multiple sources of data including Dibels, Accelerated Math, STAR Reading, CRCT, ITBS, Writing, and CogAT scores. Based on our data analysis the team identifies and prioritizes needs.

Huntley Hills routinely conducts a GAPSS self-assessment. The most recent self-assessment was conducted in March 2010. Members of the administration and the Office of School Improvement observed classrooms and tallied observations using the GAPSS Classroom Instruction Observation Form. Each observer tallied his or her own observations and presented them to Office of School Improvement Coordinator who tabulated all results. As part of the process, parents, students (grades 3-5), and teachers were surveyed to glean information. To complete the triangulation of data, a local principal interviewed the SIT and administration

and provided a written summary of responses. In conclusion, SIT members met and used all data collected to conduct a self-assessment using the Georgia School Keys. The SIT discussed each standard and reached consensus in marking standards as Not Addressed, Emergent, Operational, or Fully Operational.

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

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

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

Leadership and Governance

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

Before discontinuation, the school achieved A.Y.P. status for nine consecutive years, being identified as a Distinguished A.Y.P. School beginning in 2005-2006 and a Title I Distinguished School beginning in 2009. Reading/ELA consistently emerges as the strongest academic areas as evidenced by CRCT (97%, 96%, and 90% on CRCT Levels 2 and 3), ITBS, and 5th Grade Writing Data, with significant gains in Reading noted in Grades 3 and 4 from 2010-2011 to 2011-2012. Overall, both comprehension and vocabulary acquisition are strong.

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

Opportunities for improvement vary by grade level; however, as a general rule, mathematics continues to be a challenge at Huntley Hills relative to the achievement levels in Reading/ELA. It is important to note that significant strides were made in 2011-2012 in Grade 3 mathematics, while a significant decrease was noted in Grade 5 (94.7 to 77 Levels 2/3). Students in Grade 4 performed at approximately the same level. The areas which need special focus include: Geometry for Grade 4 and Measurement for both Grades 3 and 5.

CRCT scores from 2011 also reveal that improvement is still needed in the area of science and social studies for Grades 3-5. Although increases were made in Grade 3 in both Social Studies and Science, growth is still needed in all grades to match the levels of achievement noted in Reading/ELA. Performance in Earth Science ranks the lowest of the domains for all three grades levels, while Government/Civics is the lowest for Grades 3 and 5 and Economics is the lowest for Grade 4 on the CRCT in Social Studies. We are cognizant, however, that test takers in Grades 3 and 5 demonstrated growth in both areas of Social Studies and Science.

The GAPSS analysis last done in March 2010 pointed out that the teachers at Huntley Hills spend time collaborating with their counterparts; however, discussion needs to focus on the implementation of a more balanced or complete range of assessment tasks and tools. Currently, a majority of the teachers emphasize tests and quizzes as their primary diagnostic, formative, and summative assessment measures. Teachers were more likely to use summative and formative types of assessment using one answer questions based on the GPS, as opposed to open-ended types of assessments that produce student projects involving creativity, higher order thinking skills, grammatically correct written commentary, and "evidence" of an understanding of the six learning levels of Bloom's Taxonomy. A variety of assessment tools including reflective assessments (journals, logs, peer response groups, interviews, and conferences), prompts, performance tasks (projects), and portfolio assessment need to be implemented in a systematic fashion. Although progress has been made with teachers using rubrics, students need to be actively involved in self-monitoring and self-evaluating using rubrics and scoring keys. These student-focused assessments can be made part of work folders and portfolio assessment processes. Multiple opportunities need to exist for students to demonstrate learning.

Finally, the lack of instruction involving teaching methods that promote higher order thinking skills and processes emerged from the data collected. In addition, a concerted effort must be evidenced in providing closure to the three part lesson. CRCT, described above and included in the appendix, data indicate more work to be done in mathematics, social studies, and science.

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

To address the specific needs identified for the school, the master schedule was created to provide collaborative planning time to allow teachers to plan for new common core curriculum, analyze student data, discuss RTI procedures, etc. Substitutes will be provided using Title I funds to provide release time for these opportunities to occur. Moreover, stipends will be paid to SIT members for planning during the Summer of 2012 to ensure continuity with roll-over professional development.

During collaborative planning sessions, teachers will analyze all available data sources (ie. benchmarks, standardized testing, formative and summative assessments). The school administration will conduct grade level meetings to offer guidance and make suggestions regarding instruction centered on data analysis. Substitutes will be scheduled to insure that adequate time is allowed for intense scrutiny of student progress.

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

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

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

School Counselors: School-wide and grade level assemblies to address areas of concern; classroom guidance activities (i.e., bullying, manners, etc); school wide incentive programs (Tiger Houses); character education initiative; parent conferences (attendance, etc); consultation with teachers and community agencies (charity organizations, homeless); assigning mentors to students; individual counseling; chairing SST referral process

Psychologists: Consultation with staff and parents; professional learning activities; presentations to staff; consultation at 504 meetings, serve on evidentiary hearings; psychological testing for students in special education program (reevaluations) and those in SST

Student Support Specialists: Drug education, social-emotional learning classroom activities, facilitation of Second Step, Coping with Life (suicide prevention), Parenting for Prevention classes; referrals to community agencies

Strategies to Increase Parental Involvement

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

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

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

In addition to the activities marked above, Huntley Hills encourages and promotes parental involvement in a multitude of ways. The school council and PTA provide opportunities for the parents and school personnel to come together to enhance the educational experience of our students.

The Huntley Hills PTA hosts monthly general meetings to keep the parents and community apprised of school activities. The administration uses the PTA meetings as a conduit for information, including information about testing and curriculum. These regular meetings are paired with events that highlight students’ achievement and curriculum. Among annual events are Back to School Night, Literacy Night, Holiday Program, Black History Celebration and Program, Panoply of the Arts, Day of the Children Festival, and Math Bingo Night. The PTA is also the sponsor of the Fall Festival, which raises a large part of the annual PTA budget.

The administration also uses PTA meetings to keep parents informed of changes in the statewide curriculum and testing requirements, specifically the GPS standards and CRCT requirements for third and fifth graders. In addition, Huntley Hills School fosters parental involvement in accordance with the county’s regulations. Four parent conference nights are held each year. Teachers are encouraged to put priority on holding conferences with the parents of Level 1 students and are required to review the student’s Level 1 Plan at each conference. Parents are encouraged to help formulate the plan and revise it as appropriate. Conferences are also made available throughout the year for parents wishing to meet more frequently. Parents are also notified of upcoming SST meetings regarding their child’s progress and are encouraged to attend and give input.

As part of planning for Title I, parents are surveyed each August using a Title I Parent Involvement Survey. The survey is used to assess perceptions and needs as it related to Parental Involvement. The Title I committee uses this information to plan parent education workshops. We have offered a variety of trainings, including: Passport classes, English classes for Spanish speaking parents, and Mathematics University. In addition to structured parent workshops, we have partnered with the Sequoyah Parent Resource Center offering a field trip to the center, as well as having personnel from the center visit our school to educate parents on available resources.

During the 2010-2011 school year Huntley Hills started a parental involvement incentive program, “PAWSitive Parents”. Each family was provided with an incentive card to track their involvement. When a parent volunteers or attends a school event: PTA, parent-teacher conference, parent education meeting, campus work-day, etc. they receive a “punch” to their card. If a family receives eight “punches” in a semester, at the end of the semester they are invited to a special celebratory event.

Huntley Hills has a number of other practices designed to foster parent participation in the school, including asking for parents to share their special talents, interests, and careers with the student body. Each school year, the teachers meet parents during Open House, send home an introductory letter, make a start-of-year welcome phone call, and invite parent to the PTA Back to School Night. The teachers share a variety of ways in which parents and family members may be brought into the instructional program such as reading to students, helping students with homework, and copying and organizing materials for teachers. The school makes pertinent information available through the library’s parent Resource Center and refers parents to the DeKalb County Parent Center. Additionally, Huntley Hills sends home a weekly courier, with most notices translated in Spanish as well as English. At the request of parents, an electronic courier is being developed to reduce paper usage. Parent volunteers generate a PTA newsletter to share more information. The school holds two annual holiday luncheons, one in November and one in December, in addition to the annual Grandparent’s luncheon in September. Parents sponsor and participate in two annual gardening workdays that occur in fall and spring. Parents and teachers maintain the certified Wildlife Habitat, the school grounds, and the Piney Woods Outdoor Classroom.

As outlined above, Huntley Hills School has a number of established means for involving community members. Perhaps most importantly, the faculty and administration are continually seeking to develop new ways of enhancing the relationship between family and school. In an attempt to thank these involved parents and community members and maintain these established relationships, the school administration, faculty, and staff sponsor a Volunteer Tea at the end of the school year to thank those who have given so much to our school.

11) 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		Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter		Other (Specify)

Stakeholder Communication

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

The Assistant Principal for Instruction (API) and the SIT lead the way in providing training, interpretation, and articulation of test results. This process begins in the summer preceding each school year. The SIT presents the information to the faculty and staff as they return to school. From there, school administrators, faculty, and staff members meet regularly to analyze and interpret various types of assessment data. This training occurs with the SIT, , and during teacher conferences, and grade level planning sessions. From these trainings, school personnel gain a broad perspective about the meaning of assessment results which enables them to create methods and strategies that insure academic improvement and success among all students. This information also allows teachers and educators to more fully explain the various implications of assessment data to stakeholders, as test data changes from year to year and assessment to assessment. Along with test scores, parents receive a letter from the administration outlining the purpose of the test and important indicators to look for as test scores are reviewed. There are four formal conference nights each year and in addition, homeroom teachers schedule conferences with students and parents to review assessment scores, specifically for the CRCT, and goals for student progress are established in a collaborative manner. The school principal presents assessment results to the School Council at its first meeting in the fall for the CRCT and AYP results. Finally, large, colorful posters are on display in the school’s front hall highlighting testing data for four years.

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

Huntley Hills’ teachers and administrators provide parents the results of student testing primarily through parent-teacher conferences, letters, the school website, and poster hanging in the hallway. General information about assessment results in school newsletters, PTA, and school council meetings. A concerted effort has been made to provide translation services to non-English speakers. In addition, disaggregated assessment results are readily accessible to stakeholders on the Georgia Department of Education and DeKalb County School websites and various media publications such as the *Atlanta Journal Constitution*.
qualified status are sent home via student courier each fall.

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

Ongoing staff meetings are held during the writing of the CSIP to discuss and approve all committee work. After completion of the CSIP, all certified personnel will receive a complete copy of the CSIP as a reference for planning throughout the year. As the staff begins to work on various aspects of the CSIP, parents are invited to serve on committees as stakeholder representatives. Upon completion, the CSIP is posted on Huntley Hills's website under the link "School Improvement Plan" for all stakeholders to view, and hard copies are kept in the Huntley Hill's library. The CSIP is also approved at School Council meetings, as documented by school council minutes. The SIT chair is the local contact regarding the school improvement plan.

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.

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title I Funds: <ul style="list-style-type: none"> • Personnel- \$134,000 (2 full time teachers and 1 part-time community outreach liaison (shared)) • Tutorial- \$11,000 (afterschool tutorial; Grades 3-5 twice a week October-March, including bus transportation) • Substitutes- \$5650 (68 subs for collaborative planning/observation) • Instructional Software- \$6850 (Renaissance Learning- Accelerated Reader, Accelerated Math, Math Facts in a Flash, Star Reading, Star Math, and Star Early Literacy) • Stipends- \$1600 (Stipends for off-contract time for SIT meeting/retreat @\$10.00 hour for 10 hours) • Equipment- \$3000 (Purchase of 20 Neos to support differentiated instruction) • Supplies-\$2100 (toner for printers to support Accelerated Reader/Math, paper, etc.) • Parental Involvement- \$3822.85 (supplies for \$3000.00- envelopes, markers, etc. for parental education events; 822.85 for postage).
State Funds	Funds are used to provide general supplies for instruction.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Funds have been earmarked for collaboration and peer observations for certified staff, including Title II Part A funds.
Grants (list)	N/A
PTA	A school improvement team budget has been established to support interventions with the CSIP. It also provides funds to assist with student incentives and rewards, AR, and enrichment materials for students and staff.
Partners in Education	Partners-in-Education donate various items for students and instruction.
Other (list)	

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: By April 2013, increase the percent of students meeting or exceeding standards on the CRCT in Reading and English Language Arts as follows:				
Reading		English Language Arts		
Grade 3	97.4% to 99% meeting or exceeding	Grade 3	96.2% to 97% meeting or exceeding	
Grade 4	95.8% to 97% meeting or exceeding	Grade 4	88.9% to 92% meeting or exceeding	
Grade 5	90.2% to 93% meeting or exceeding	Grade 5	88.5% to 91% meeting or exceeding	
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Develop units, lessons, and common assessments in a collaborative fashion. (Instruction Standard 1.1: PA 2)	\$1,700 Title I	September 2012 API Grade Chairs	Lesson plans Collaborative Team Meeting (CTM) minutes	Teachers can show where the state standards are embedded in unit plans, lesson plans, etc. A process or checklist has been applied to ensure that all standards and elements are included in the frameworks.
Review standards, elements, and benchmarks with students and collect exemplary student work to clarify mastery of standards of specific elements. Analyze student work samples to plan and revise units or lessons, develop specific studies around common topics. (Instruction Standard 1.2: PA 2)	\$1,700 Title I	October 2012 Grade Chairs	Benchmark tests Lesson plans Student work samples	Units, lessons, performance tasks, and assessments reflect the rigor of the standards. Teachers can articulate what they expect students to know, understand, and be able to do.
Develop and revise units, lessons, and/or strategies from analyzed formative and summative assessments. (Instruction Standard 1.2 PA 3)	\$1,700 Title I	October 2012 Grade Chairs	Formative assessments Summative assessments Lesson/Unit Plans	Teachers can articulate how units and lessons are developed and revised based on formative and summative assessments.

<p>Emphasize and encourage all learners to use higher-order thinking skills (e.g., compare, contrast, classify); processes (e.g., problem-solving, decision-making); and mental habits of the mind (e.g., critical thinking, creative thinking, and self-regulation) Utilize Marzano’s Nine High-Yield Strategies. (Instruction Standard 2.2: PA 1)</p>	<p>None</p>	<p>August 2012 Principal API</p>	<p>Open-ended questions on assessments Performance tasks Rubrics Graphic organizers</p>	<p>Teachers can explain how assessments, performance tasks etc. emphasize higher-order thinking.</p>
<p>Monitor safety net interventions which are planned by the leadership team, a pyramid of intervention committee (SST committee), and/or the regular education and special area teachers (Instruction Standard 2.6: PA 2)</p>	<p>None</p>	<p>September 2012 API Counselor SST</p>	<p>Observation records SST minutes Student portfolios RTI Data Conference logs</p>	<p>Safety net teachers (i.e. Title I, ELT, and tutorial teaches) can explain how the curriculum and instruction match the identified needs of the students</p>
<p>Establish opportunities for parents to support student learning. Offer sessions for parents to participate with their children in a variety of educational activities as well as parent workshops designed to enrich student learning and help parents develop awareness of best practices (i.e., Instructional Technology Night, ESL Classes for Parents) (Student, Family, and Community Involvement Standard 1.4: PA 2)</p>	<p>\$3,600 Title I</p>	<p>September 2012 Principal Title I Committee</p>	<p>Parent Surveys Parent meeting agendas</p>	<p>Parents can explain how they support their child/children with progressing toward standards.</p>
<p><u>Students with Disabilities Subgroup</u> Co-taught classes use one of the preferred instructional models of co-teaching to best support students’ mastery of standards: station teaching, parallel teaching, or alternative teaching. Utilize Project ICE instructional strategies including: proactive and reactive strategies to promote</p>	<p>None</p>	<p>August 2012 API LTSE Special Ed Teachers</p>	<p>Lesson Plans Teacher Observations IEP Goals</p>	<p>Lesson plans and observations indicate that teachers are using preferred models of co-teaching and Project ICE instructional strategies.</p>

responsible behavior, explicit instruction to promote language/vocabulary development, increase the number of “practice turns” and provide targeted feedback, provide “fill-the-gap fluency/automaticity” instruction. (Instruction Standard 2.1: PA 2)				
Differentiate instruction based upon diagnosis of students’ readiness levels, learning styles, interests and personal goals by adjusting content, process, product, and learning environment. (Instruction Standard 2.3)	None	September 2012 Principal LTSE Special Ed Teachers	Co-teaching observations IEP goals correlated with GPS	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
<u>English Language Learners</u> Provide constant monitoring of student progress and ongoing assessment to check understanding. (Instruction Standard 1: PA 8)	None	September 2012 Principal API Teachers	Classroom observations Focus walks Lesson plans Formative assessment data	Teachers and students can explain how student understanding is assessed and how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of monitoring for understanding. Lesson plans show evidence of monitoring and assessment data being used to inform and revise instruction.
Provide comprehensible input to English Language Learners: <ul style="list-style-type: none"> ▫ Slower speech used to ensure comprehension ▫ Clear directions ▫ Simple sentence structure ▫ Visual cues (Instruction Standard 1 PA 10)	None	September 2012 Principal API Teachers	Classroom observations Focus walks	Teachers and students can describe how directions and instructional delivery are provided to students. Classroom observations and instructional focus walks show evidence of comprehensible delivery.
Teachers effectively use technology to provide real world application, and	None	October 2012 Teachers	Observations Focus Walks	Students can articulate how technology supports their learning.

<p>differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. Rosetta Stone will be used with selected ELL students in grades 2-5 to improve their English skills. (Instruction Standard 2.7: PA 2)</p>			<p>Rosetta Stone Reports</p>	<p>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process.</p>
<p><u>Technology Integration</u> Use technology to reinforce achievement of standards mastery, to support students' conceptual understanding and independent application of core content, differentiate the teaching-learning process to accommodate students' readiness needs, interests, and learning profiles. (Instruction Standard 2.7: PA 1)</p>	<p>\$13,000 Title I</p>	<p>August 2012 Principal API SIT</p>	<p>Lesson Plans Computers Promethean Active Boards Other technology equipment</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

Mathematics Action Plan (ESEA Mandate #2)				
<p>Annual Measurable Objective: By April 2013, increase the percent of students meeting or exceeding standards on the CRCT in Mathematics as follows:</p> <p>Grade 3 from 83.3% to 86% meeting or exceeding Grade 4 from 79.5% to 83% meeting or exceeding Grade 5 from 77% to 81% meeting or exceeding</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject. To prepare for a vertical alignment, teachers (in grade-level and cross-grade-level teams) review standards in the previous grade level to understand what students have been taught the year before. They also review the standards of the next grade level to understand what is expected the following year. (Curriculum Standard 1.2: PA 1)	\$1,700 Title I	September 2012 API SIT Grade Chairs	Aligned curriculum documents CTM Minutes Student benchmark work or portfolios	Teachers show a correlation of the state and local standards to the local curriculum documents. Teachers can show where standards and elements are introduced and reviewed within the curriculum maps/units. They also can explain how the previous content provides the foundation for what is taught at the current grade level. Finally, they are able to explain how they will prepare current students for the next grade or course.
Engage teachers in a variety of professional learning designs to enhance their content knowledge related to the Georgia Performance Standards to more effectively design and implement quality instruction and student performances. (Professional Learning Standard 2.5: PA 8)	\$5,000 Title I	August 2012 Principal API	Workshop agendas Performance tasks Lesson/Unit Plans	Teachers articulate and demonstrate their understanding of content through lessons they design and implement with rigorous student performances accomplished.

<p>Determine the expected understanding of units and lessons collaboratively in grade-level teams based on the standards for the grade level. Essential questions, enduring understandings, or lesson goals use the language of the standards/elements appropriate for the lesson. The teacher explains the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson. (Instruction Standard 1.3: PA 1)</p>	<p>\$1,700 Title I</p>	<p>September 2012 API Grade Chairs</p>	<p>Posted GPS Lesson/Unit Plans Performance tasks</p>	<p>Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently in like grade-level and/or content area classrooms. Teachers articulate a common understanding of the rigor expected from the standards.</p>
<p>Group students who do not meet standards according to assessment results and assign them to safety net instruction during and/or after school. Monitor all extended learning sessions for effectiveness by analyzing data from formative and summative assessments on a regular basis. (Assessment Standard 3.1: PA 4)</p>	<p>\$12,000 Title I</p>	<p>September 2012 Math teachers</p>	<p>Lesson plans Small group and tutorial rosters Student data Formative assessment Summative assessments</p>	<p>Students who need additional assistance in meeting the standards are taught in small remedial groups or enrolled in after-school tutorial. Student progress is continually monitored. Teachers and administrators can explain how small group instruction or the tutorial program are enhanced, changed, or eliminated based on assessment results.</p>
<p>Establish opportunities for parents to support student learning. Offer sessions for parents to participate with their children in a variety of educational activities as well as parent workshops designed to enrich student learning and help parents develop awareness of best practices (Family Math Night). (Student, Family, and Community Involvement Standard 1.4: PA 2)</p>	<p>\$4,400 Title I</p>	<p>September 2012 Principal Title I Committee</p>	<p>Parent Surveys Parent meeting agendas</p>	<p>Parents can explain how they support their child/children with progressing toward standards.</p>
<p>Students with Disabilities Subgroup</p>	<p>None</p>	<p>August 2012</p>	<p>Lesson Plans</p>	<p>Lesson plans and observations</p>

<p>Co-taught classes use one of the preferred instructional models of co-teaching to best support students’ mastery of standards: station teaching, parallel teaching, or alternative teaching. Utilize Project ICE instructional strategies including: proactive and reactive strategies to promote responsible behavior, Guided Math, explicit instruction to promote language/vocabulary development, increase the number of “practice turns” and provide targeted feedback, provide “fill-the-gap fluency/automaticity” instruction. (Instruction Standard 2.1: PA 2)</p>		<p>API LTSE Special Ed Teachers Regular Ed Co-Teachers</p>	<p>Teacher Observations IEP Goals</p>	<p>indicate that teachers are using preferred models of co-teaching and Project ICE instructional strategies.</p>
<p>Use standards as the expectation for learning, but assess the needs of students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding. (Instruction Standard 2.3:PA 3)</p>	<p>None</p>	<p>August 2012 API LTSE Special Ed Teachers</p>	<p>Lesson Plans Teacher Observations</p>	<p>Teachers can describe different ways to scaffold learning. Teachers can explain how different performance tasks require different skills. All students have the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary.</p>
<p><u>English Language Learners</u> Ensure that content and language objectives for lessons are standards-based, posted, and stated. (Instruction Standard 1: PA 3)</p>	<p>None</p>	<p>August 2012 Principal API Teachers</p>	<p>Posted objectives Lesson plans</p>	<p>Teachers and students are aware of posted objectives and can articulate how they relate to the lesson. Classroom observation and instructional focus walk documentation provides evidence of standards based objectives implementation on a consistent basis.</p>
<p>Utilize flexible grouping with ample opportunities for student interaction: student-to-student and teacher-to-student.</p>	<p>None</p>	<p>September 2012 Principal</p>	<p>Grouping assignments Lesson plans</p>	<p>Teachers can show examples of diagnostic and formative assessments that have been used to</p>

<p>(Instruction Standard 1: PA 7)</p>		<p>API Teachers</p>	<p>Diagnostic Assessments Formative Assessments</p>	<p>determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.</p>
<p><u>Technology Integration:</u> Work collaboratively in grade-level teams to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum. Teachers and students will utilize interactive boards. Students will make use of a variety of computer programs, such as Symphony Math, Math Facts in a Flash, Accelerated Math, to enhance their math instruction. (Instruction Standard 2.7: PA 1)</p>	<p>\$13,000 Title I</p>	<p>August 2012 Principal SIT Grade Chairs</p>	<p>Lesson plans Focus walks Student portfolios Collaborative team meetings minutes</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

Science Action Plan				
<p>Annual Measurable Objective: By April 2013, increase the percent of students meeting or exceeding standards on the CRCT in Science as follows:</p> <p>Grade 3 from 84.8% to 87% meeting or exceeding Grade 4 from 74.3% to 76% meeting or exceeding Grade 5 from 64.5% to 68% meeting or exceeding</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Develop and align curriculum maps providing the sequence of concepts, standards, and skills, and the time periods for teaching the content while supporting the GPS with horizontal elements and vertical elements that prepare students for growing levels of standards mastery. (Curriculum Standard 1.1 and 1.2: PA 2 and 3)	None	October 2012 SIT Grade Chairs	Lesson plans Curriculum maps/units CTM Minutes	Teachers show a correlation of the state and local standards to the local curriculum documents. Teachers can show where standards and elements are introduced and reviewed within the curriculum maps/units. They also can explain how the previous year's content provides the foundation for what is taught at the current grade level or in the course they are teaching. Finally, they are able to explain how they will prepare current students for the next grade or course.
Align the GPS with local and state assessments (formative and summative) using the online CRCT databanks to create benchmark assessments that guide instruction and provide students with support. (Curriculum Standard 1.2: PA 2)	None	August 2012 Principal Science Teachers	Lesson plans Summative Assessments Formative assessments	Aligned instruction is validated through administering the assessments created from the databanks. Students can explain the importance of these assessments, can articulate their

				strengths and weaknesses, and know where to get additional help.
Consistently determine and agree upon school-wide expectations in the delivery or routines of lessons that include an opening, a work session, and a closing. (Instruction Standard 2.1: PA 1)	None	September 2012 API SIT	Lesson plans Observations	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.
Meet in grade level teams to analyze, develop, and revise units, lessons, and strategies as current assessment data is collected to ascertain if students work meets, exceeds, or does not meet standards. (Instruction Standard 1.2: PA 3)	None	November 2012 Grade Chairs	Lesson plans Class profile Student work with commentary CTM Minutes	Teachers can discuss how units and/or lessons are revised based on formative and summative assessments (e.g. one-on-one conferencing, class profiles, portfolios, end of unit tests, culminating performance tasks, etc.).
Emphasize and encourage all learners to use higher-order thinking skills (e.g., compare, contrast, classify); processes (e.g., problem-solving, decision-making); and mental habits of the mind (e.g., critical thinking, creative thinking, and self-monitoring). (Instruction Standard 2.2: PA 1)	None	August 2012 Principal Grade Chairs	Lesson plans Performance Tasks Rubrics Graphic Organizers	Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking.
Demonstrate students' achievement of GPS and related learning goals, including demonstration of understanding (e.g., explanation, interpretation, application, self-knowledge) and an ability to apply knowledge and skills with a level of independent application and conceptual understanding in consistent student work samples. (Instruction Standard 2.4: PA 1)	None	October 2012 Principal Science teachers	Performance tasks Common assessments CTM minutes Standard/test item correlation for teacher-made tests	The assignments and performance tasks are directly aligned with appropriate standards and elements. Teachers can articulate the process used to come to consensus regarding the rigor that is expected by the standards. They can describe revisions that have been made to performance tasks as a result of this process.
<u>Students with Disabilities Subgroup</u>	None	August 2012	Lesson Plans	Lesson plans and observations

<p>Co-taught classes use one of the preferred instructional models of co-teaching to best support students’ mastery of standards: station teaching, parallel teaching, or alternative teaching. (Instruction Standard 2.1: PA 2)</p>		<p>API LTSE Special Ed Teachers</p>	<p>Teacher Observations IEP Goals</p>	<p>indicate that teachers are using preferred models of co-teaching.</p>
<p>Differentiate instruction based upon diagnosis of students’ readiness levels, learning styles, interests and personal goals by adjusting content, process, product, and learning environment. (Instruction Standard 2.3)</p>	<p>None</p>	<p>September 2012 Principal LTSE Special Ed Teachers</p>	<p>Co-teaching observations IEP goals correlated with GPS</p>	<p>Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.</p>
<p><u>English Language Learners</u> Provide meaningful activities and ample opportunities for student use of the four language domains: <ul style="list-style-type: none"> ▫ Listening ▫ Speaking ▫ Reading ▫ Writing (Instruction Standard 1: PA 5)</p>	<p>None</p>	<p>August 2012 Principal API Teachers</p>	<p>Lesson plans Classroom observation documents Focus walk documents</p>	<p>Teachers and students can articulate how the four language domains are incorporated into daily lessons. Classroom observation and instructional focus walk documentation provides evidence of implementation on a consistent basis.</p>
<p><u>Technology Integration:</u> Effectively use technology, such as the Active Board, to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. (Instruction Standard 2.7: PA 2)</p>	<p>None</p>	<p>August 2012 Principal SIT</p>	<p>Lesson plans Lesson/Unit plans Media center/lab use schedule Student work enhanced by technology Performance tasks incorporating</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</p>

School Name: Huntley Hills

Principal: Angela C. Leissa, Ph.D.

Plan Year: 2012-2013

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Social Studies Action Plan				
<p>Annual Measurable Objective: By April 2013, increase the percent of students meeting or exceeding standards on the CRCT in Social Studies as follows:</p> <p>Grade 3 from 83.5% to 86% meeting or exceeding Grade 4 from 78.4% to 82% meeting or exceeding Grade 5 from 67.7% to 70% meeting or exceeding</p>				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Use the standards as the expectation for learning and assess the needs of students prior to instruction. (Instruction Standard 2.3: PA 3)	None	August 2012 Principal API Teachers	Analysis of formative assessments Student work	Students show the standard and elements they are working on in their work. Students are working to meet the same standards. Teachers scaffold learning (non-fiction read aloud, think aloud, collaborative pairs, shared reading, informational book reports, etc.).
Use diagnostic and formative assessments to allow for flexible grouping as student achievement progresses. (Instruction Standard 2.5: PA 2)	None	September 2012 Teachers	Unit/Lesson Plans Grouping assignments Diagnostic Assessments Formative Assessments	Flexible heterogeneous groups for projects, book clubs, Reader's Theater and state frameworks will be formed. Post Benchmark testing (third-fifth), redelivery will occur to those not meeting expectations.
Determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop and ask high-level questions for assessments as well as performance tasks that require critical	None	August 2012 API Teachers	Open-ended questions on assessments Performance tasks	Teacher-led discussions will encourage higher-order thinking. Teachers will read non-fiction books and query using higher-order questions. Computer based

thinking and application during instruction. (Instruction Standard 2.2: PA 1)			Rubrics Graphic organizers Posted essential questions	assessments (OAS, Brain Pop), performance tasks, projects etc. will emphasize higher order thinking skills.
Establish individual learning goals based on assessment results and standards in units of study. Scoring rubrics and end of unit expectations or projects are discussed to clarify rigor and relevance of study. (Instruction Standard 2.4: PA 2)	None	September 2012 Teacher API	Common assessments Unit projects Rubrics Student work with commentary	Students can explain or interpret new learning in different applications. Social Studies instruction will be reinforced through projects, cooperative learning, rubrics, etc. Students will share what they have learned and any misconceptions that have been cleared up. Students will participate in Benchmark Tests.
<u>Students with Disabilities Subgroup</u> Co-taught classes use one of the preferred instructional models of co-teaching to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching. (Instruction Standard 2.1: PA 2)	None	August 2012 API LTSE Special Ed Teachers	Lesson Plans Teacher Observations IEP Goals	Lesson plans and observations indicate that teachers are using preferred models of co-teaching.
Differentiate instruction based upon diagnosis of students' readiness levels, learning styles, interests and personal goals by adjusting content, process, product, and learning environment. (Instruction Standard 2.3)	None	September 2012 Principal LTSE Special Ed Teachers	Co-teaching observations IEP goals correlated with GPS	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
<u>English Language Learners</u> Highlight and post key vocabulary terms on effective living and visual word walls in classrooms.	None	August 2012 Principal API	Word walls	Students can locate posted terms and articulate how they are incorporated into daily lessons to reinforce vocabulary development.

(Instruction Standard 1: PA 4)		Teachers		
Differentiate instruction and utilize effective scaffolding techniques to meet student needs. (Instruction Standard 1: PA 6)	None	September 2012 Principal API Teachers	Lesson plans Student Portfolios Flexible group lists Observations Focus walks	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.
<u>Technology Integration:</u> Promote differentiation and instruction aligned to individual student needs through the use of technology. Teachers will use interactive internet sites and CD's/ MP3 discs that accompanied the new textbook adoption to support/enhance instruction. (Instruction Standard 2.7: PA 2)	None	October 2012 Principal API SIT	Performance tasks incorporating technology Research projects with a clear use of technology	Students can provide examples of student work that has been enhanced by technology.

Second Indicator: Attendance Action Plan				
Annual Measurable Objective: By September, 2013, the average of the daily attendance rate will increase from 96.89 to 97.89.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Establish connections between home and school regarding attendance via automated calling system, PTA meetings, and newsletters. (Student, Family, and Community Involvement Standard 1.1: PA 5)	None	August 2012 Counselor Principal	PTA Agenda's Minutes Copies of Newsletters	Written copies of PTA meeting agendas and newsletters exist to ensure this intervention is embedded in the school-wide improvement plan.
Provide intensive attention with the school social worker for students with 8 or more unexcused absences. (Planning and Organization Standard 4.2: PA 2)	None	August 2012 Counselor Principal	Attendance Records	Written copies of monthly attendance logs are submitted to county level personnel indicating which students have accumulated 8 or more unexcused absences and need social worker assistance.
Decrease absenteeism by increasing school engagement via Tiger House Program and Bicycle Incentive. (Student, Family, and Community Involvement and Support Standard 3.2: PA 2)	\$200 PTA	September 2012 Principal School Council	Attendance Records	Monitor daily, weekly, monthly attendance records.
Provide mentors to students to offer psycho-social emotional support to students with attendance issues. (School Culture Standard 1.4: PA 1)	None	September 2012 Counselor Mentors	Mentor assignments Mentoring log	Mentors and students can describe the impact of the mentoring program. Students can explain where they can go if they need help. Monthly mentoring logs monitor student progress.

Library-Media Action Plan				
Annual Measurable Objective: By April 2013, increase the percent of students meeting or exceeding standards on the CRCT in Reading and English Language Arts as follows:				
Reading		English Language Arts		
Grade 3	97.4% to 99% meeting or exceeding	Grade 3	96.2% to 97% meeting or exceeding	
Grade 4	95.8% to 97% meeting or exceeding	Grade 4	88.9% to 92% meeting or exceeding	
Grade 5	90.2% to 93% meeting or exceeding	Grade 5	88.5% to 91% meeting or exceeding	
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Collaborate with teachers to utilize curriculum maps and units to provide the sequence of concepts, standards, and skills, as well as the time periods for collaborative teaching of content while supporting the GPS with horizontal elements and vertical elements that prepare students for growing levels of standards mastery. (Instruction Standard 1.1, 1.2 PA 2,3)	None	September 2012 API Grade chairs Teacher-Librarian	Lesson plans Curriculum maps Team minutes Library schedule	Common units, lessons, performance tasks, and assessments that reflect the rigor of the standards used by the teachers. Through the use of the collaboratively developed documents, teachers can articulate what they expect students to know, understand, and be able to do.
Collaborate with instructional staff to determine media center support needed to increase resources to enhance school-wide content in subject areas. Correlate resources to grade level units of study. Communicate with teachers regarding student reading levels and literature support on or above individual reading levels, and add resources to enhance school-wide literature/content. (Instruction Standard 1.2: PA 4)	\$1,700+ State Media Allotment	November 2012 Principal Grade Chair Teacher-Librarian	Destiny reports Collection analysis AR and STAR reports Team minutes Faculty survey Reading logs, Student	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. Expanded use of Renaissance Place Learning, utilizing STAR Enterprise & AR reports.

<p>Offer a variety of volunteer opportunities for parents in the media center. (Student, Family, and Community Involvement and Support Standard 2.1 PA 3)</p>	<p>None</p>	<p>August 2012 Principal Teacher- Librarian</p>	<p>surveys Volunteer Sign-In book “Pawsitive Parent” volunteer cards</p>	<p>Parents can explain how the school involves parents through volunteer opportunities and how these volunteer opportunities directly support student learning. Librarian reaches out to parent volunteers through PTA and school communication.</p>
<p><u>Technology Integration</u> Support student learning by integrating technology with performance tasks, such as research projects, book reports, presentations. Utilize Destiny, Discovery Education, PowerPoint, Document Camera, LCD projector, video camera, Promethean board, etc., to help students investigate, analyze, organize and present information. (Instruction Standard 2.7: PA 2)</p>	<p>None</p>	<p>August 2012 Principal API Classroom Teachers Teacher- Librarian</p>	<p>Student work enhanced by technology Destiny reports Media center schedule</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.</p>

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)	Increase teacher collaboration and strategies to implement in the classroom.	<p>Teachers will collaborate with peers and participate in peer observations once during each semester.</p> <p>Teachers will acquire and implement proven research-based effective practices in reading through ongoing review with faculty study groups.</p> <p>Teachers will receive instruction of chunked information in a "just in time" delivery format on use of RTI Strategies which will be used to differentiate student needs.</p>	August 2012- May 2013	Principal Assistant Principal PDL Liaison	Teacher Lesson Plans Teacher Created Authentic Assessments CRCT ITBS
Federal (Title I funds)	Increase professional knowledge in the areas of reading, math, differentiated instruction and higher order thinking (Professional Learning Communities).	<p>Teachers will attend professional conferences and workshops. Professional learning communities will meet monthly to model and expand the teachers' knowledge of research-based instructional strategies.</p> <p>Teachers will increase implementation of Marzano's strategies through continued study and use of observed Best Practices</p>	August 2012- May 2013	Principal Assistant Principal PDL Liaison	Teacher Lesson Plans Teacher Created Authentic Assessments CRCT ITBS

		from peer observations.			
Grants	N/A				
Local					

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Follow a Positive School Discipline Plan to prevent discipline referrals. This plan should be based on a pyramid of interventions. (Planning and Organization Standard 4: PA 3)	None	October 2012 Safe School Committee SIT	Pyramid of interventions Positive School Discipline Plan	Prevention strategies are implemented to create a school culture that promotes pro-social problem solving. Strategies that support a positive learning environment are evident in each classroom. (Tiger House Program) Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies. Early interventions for students in need include consultation with school counselor, parent/teacher conferences, tutoring, mentoring, support groups, etc.
Present the DeKalb County Bullying Awareness Campaign, Positive School Climate, and Character Traits (Planning and Organization Standard 4: PA 12)	None	October 2012 Student Support Specialist (SSS) and Counselor	Classroom Guidance Schedule Posted Rules Anti-Bullying Posters	Teachers continue to teach what was taught in classroom guidance to set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.
Recognize students for positive behavior	\$500	Principal	Tiger Tallies	Students are consistently

<p>through the Tiger House Program and Tiger Pride Incentive Program (Planning and Organization Standard 4: PA 14)</p>	<p>PTA</p>	<p>API Classroom Teachers Specialists SSS Counselor</p>	<p>Student Awards Incentives (sporting event tickets) Company donations</p>	<p>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>Continue to implement a school-wide uniform dress procedure (Planning and Organization Standard 4: PA 4)</p>	<p>None</p>	<p>August 2012 Classroom Teachers Administration Parents Safe School Committee Social Worker Counselor</p>	<p>Observation</p>	<p>Positive reinforcement is provided to students via the announcements and daily adult-student interaction. The counseling and social work office support families in need of school uniforms.</p>

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions: <ul style="list-style-type: none"> ▫ Assign TSS to new teachers (0-2 years previous experience) ▫ Schedule a time for mentors and mentees to meet ▫ Make TSS mentor services available to experienced teachers who are new to the school. ▫ Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles (Leadership Standard 2.2 PA 7) 	None	August 2012 Trained TSS New Teachers	TSS guidelines TSS assignment list 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. Experienced teachers new to the school are more comfortably assimilated into the school community, culture, and environment.
Allow input from staff members to improve the learning environment and make decisions based on that input. (Leadership Standard 2.2 PA 15)	None	August 2012 Principal API SIT	Surveys Questionnaires Meeting agendas and minutes, etc.	The school leaders describe how decisions are made through input from questionnaires, surveys, etc. and through the collaborative work of the staff. The school leaders articulate the results of questionnaires and how decisions were made using that input in addition to their personal beliefs and expectations. Staff members can describe how they are able to

				provide input for decisions.
<p>Promote professional growth by utilizing the Georgia School Keys for the Professional Learning strand. This includes the following best professional learning practices:</p> <ul style="list-style-type: none"> ▫ Tiered professional learning opportunities that reflect different career stages of teachers ▫ Professional learning communities ▫ Coaching and peer coaching ▫ Peer observations within the school and outside the school ▫ Data-driven, differentiated professional learning plans <p>(Leadership Standard 2.2 PA 17)</p>	<p>\$1,700 Title I</p> <p>\$540 County TSS Budget</p>	<p>September 2012</p> <p>Principal API Title I Coach Professional Learning Liaison</p>	<p>Individualized PLPs</p> <p>Professional learning activities calendar Coaching assignments Peer- Observation Records</p>	<p>School leaders and teachers can articulate how professional learning has addressed their specific needs with regards to content area and career stage. Teachers can articulate how professional learning activities have addressed content knowledge needs as well as the use of new curriculum materials, assessment practices, and instructional practices. Teachers can articulate how feedback from the coaching or peer observation process has enhanced classroom instruction and student learning. Administrators can articulate or describe how the peer observations or coaching have enhanced classroom instruction and promoted a focus on student learning.</p>