

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 type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input 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
1.	Mary Linton		
2.	Latonia Walker		
3.	Rachel Woodruff		
4.	Frederick Woodruff		
5.	Ben Branche		
6.	Talitha Mazyck		
7.	Frances Hunter		
8.	J. Russell Hearn, Jr.		
9.			
10.			
11.			
12.			
13.			
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15.			
16.			
17.			
18.			
19.			
20.			

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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	J. Russell Hearn, Jr.		
CSIP Facilitator	Gail Browning		
Parent Representative (can not be a school employee)	Latonia Walker		
Student Representative (required for High School)	N/A		
Community Representative (can not be a school employee)	Mary Linton		
School Counselor	Twyla Wright		
Special Education Representative	JoAnne Harvey		
Reading/ELA Chair	Carol Toriani		
Math Chair	Stephani Adkins		
Science Chair	Deniese Graver		
Social Studies Chair	Tamara Jury		
Professional Learning Liaison	Airen Levins		
SFA Facilitator	Kia Billingsley		
SFA Data Coach	Allison Smith		

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:

The following programs, initiatives, and/or interventions were found to be successful for the 2011-2012 school year: ESOL Tutorial program that took place over a six week period during the second semester; After-School Tutorial Program for Level 1 students recommended by their teachers; Headsprout reading software; SuccessMaker online educational program; small group remedial instruction for struggling students in the computer lab; and a peer tutoring program for kindergarten students needing reinforcement of basic skills.

Georgia Criterion Referenced Test (%Meets/Exceeds)

	Reading		Language Arts		Math		Science		Social Studies	
	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011
3 rd Grade	68%	72%	71%	67%	61%	52%	50%	50%	55%	51%
4 th grade	75%	75%	69%	72%	55%	57%	55%	63%	54%	60%
5 th Grade	73%	83%	78%	82%	65%	68%	42%	43%	43%	50%

Iowa Test of Basic Skills (avg. NPR)

	Reading		Language Arts		Math		Science		Social Studies	
	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011	2011 - 2012	2010 - 2011
1 st Grade	73%	68%	42%	49%	38%	44%				
3rd grade	40%	35%	45%	36%	51%	42%	46%	35%	49%	37%
5 th Grade	37%	36%	38%	36%	40%	41%	38%	39%	43%	47%

Writing Assessment

	% Students Meets/Exceeds	
	2011 - 2012	2010 – 2011
3 rd Grade	64%	66%
5 th Grade	65%	58%

We showed increases on the CRCT in the percentage of students meeting/exceeding the standard in math, ela, reading, social studies and science as indicated by the highlights.

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

Accelerated Reader has a vast collection reading assessments activities that can be used as learning resources. Each assessment is correlated to a story and includes a diagnostic tool that assesses student understanding, as well as, comprehension of the story. Unfortunately, the Accelerated Reader program does not set up a customized program or individualized learning path for each student. The student randomly selects books according to their reading level. The value of such a random selection of literature for English Language Learners and special education students is not clear.

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

Currently, we can only serve grades three through five that are below level two on the CRCT or Benchmarks Assessments and who are in danger of being retained. The tutorial programs are geared toward the students taking the CRCT. There is also an insufficient number of student computers available to implement computer-based programs.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2012-2013:

Provide SIOP based instruction for the English Language Learners. Provide additional training for the ESOL staff members. Employ a longer tutorial program for students in grades 3 – 5 in the content areas of Reading and Math. Employ the SFA Reading program for students in pre=k through 5th grade to enhance reading instruction. Utilize Accelerated Reader (including Star Reading an Math) to monitor students’ progression in math and reading.

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.</p>	<p>Idlewood School - where all students are provided a safe and secure learning environment, and where parents, community, teachers and staff are working together to give all students a positive learning experience.</p>
<p>Mission How will we make our vision a reality?</p>	<p>Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.</p>	<p>Our mission at Idlewood Elementary School is to promote student learning by setting high academic standards and expectations.</p>
<p>Values What beliefs and standards guide our mission?</p>	<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 • Creativity and innovation 	<ul style="list-style-type: none"> * All children can learn. * Students need a safe, nurturing, and structured environment in order to meet high academic standards and expectations. * All children should have qualified and committed teachers. * Self-discipline, high expectations and goal setting should be emphasized. * Families, educators, and students must work as a team

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)

Idlewood Elementary School opened in the Tucker community in 1967. Idlewood Elementary is located at 1484 Idlewood Road in Tucker, Georgia. Our current enrollment is approximately 920 students with students from over 30 countries who speak many diverse languages. Idlewood Elementary has a culturally diverse population, with students from many different backgrounds. This provides a unique opportunity for the teaching and learning and practicing of respect for cultural, racial, and academic differences. We serve 42 students with disabilities, and over 225 English Language Learners, currently served in our ESOL program. Over 93% of our students population qualifies for free or reduced lunch.

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**
- CSIP Steering Committee Members meet during grade level meetings, as well as, faculty meetings for deliberation on current practices identified in the action plans. The committee members decided the appropriate areas of focus as indicated by formative assessments. The 2011 CSIP was provided to the steering committee members for 2012 -2013 CSIP input and revisions. The leadership team met during the summer of 2012 to analyze the CRCT results and draft school wide academic goals in relation to the student achievement goals. Idlewood subgroups for which assessment results were disaggregated include: ELL, Asian, Black, and Economically Disadvantaged.

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		School Self Assessment
	Georgia High School Writing Test	x	Discipline Data	x	Benchmark Scores
x	Georgia Writing Assessment	x	Attendance		Focus Walk Results
	End of Course Tests		Graduation Rate		Staff Surveys
x	Iowa Test of Basic Skills	x	Gifted Education		Student Surveys
	SAT, ACT, and AP Exams				Parent/Community Surveys

Georgia Criterion Referenced Test (%Meets/Exceeds)

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Writing Assessment

	% Students Meets/Exceeds	
	2011 - 2012	2010 – 2011
3 rd Grade	64%	66%
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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.

Idlewood Elementary uses data from the CRCT, District Benchmarks, ITBS, and CogAT to identify the school’s strengths in order to enhance the overall instructional program. Committees are formed to analyze each aspect of the school’s overall performance to uncover both high and low performing areas in order to effectively implement GPS. The following areas have been identified as strengths:

- Data-driven instruction
- Standards-based classrooms
- Diverse student population
- Diverse teachers
- Professional development specific to the needs of the school
- School-wide initiatives (ELL Lab, Active Boards)

*Highly Qualified Teachers

We continue to score below the AMO established by the state; however, we have seen increasing in performances from year to year within our subgroups and as a whole student body in Math (as indicated by the highlighted areas).

Performance on the CRCT – Taken from SLDS (Percent Meeting/Exceeding)

	Reading/ELA			Math		
	Actual Performance		AMO	Actual Performance		AMO
	2012	2011		2012	2011	
Idlewood	72.00%	74%	86.7%	61.61%	58%	83.8%
Dekalb	86.81%		86.7%	74.03%		83.8%
Region II	90.77%		86.7%	80.51%		83.8%
State	93&		86.7%	82%		83.8%

Idlewood’s Subgroup Performances on the CRCT (Percent Meeting/Exceeding)

Subgroups	Reading		ELA		Math	
	2012	2011	2012	2011	2012	2011
Asian	40.4	61.3	40.3	57.1	36.5	37.5
Black	76.7	76.3	77.5	75.3	64.4	61.4
White	81.8	100	90.9	100	91.7	75
ELL	37.0	64	38.5	58.3	37.6	51.2
Economically Disadvantaged	60.3	73.1	71.2	71.5	59.2	58

Our increased efforts in math yielded slight improvements, and we noticed a slight dip in our overall reading performance from 2011 testing. Our subgroups however, managed to stay with in the appropriate range of the State’s scores to keep us in compliance and considered progressing, with the exception of our Asian subgroup (discussed in Question 5 – our callenges).

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 ESOL population, a subgroup, has more than doubled over the past two years (currently 225 students). The Asian students from this subgroup fell 3 standard deviations below the norm set by Asian students in the state, which makes our school an Alert school. Consider; these same students are exempt from grades in Reading/English Language Arts for the first two years.

Performance on the CRCT – Taken from SLDS (Percent Meeting/Exceeding)

	Reading/ELA			Math		
	Actual Performance		AMO	Actual Performance		AMO
	2012	2011		2012	2011	
Idlewood	72.00%	74%	86.7%	61.61%	58%	83.8%
Dekalb	86.81%		86.7%	74.03%		83.8%
Region II	90.77%		86.7%	80.51%		83.8%
State	93&		86.7%	82%		83.8%

Idlewood’s Subgroup Performances on the CRCT (Percent Meeting/Exceeding)

Subgroups	Reading		ELA		Math	
	2012	2011	2012	2011	2012	2011
Asian	40.4	61.3	40.3	57.1	36.5	37.5
Black	76.7	76.3	77.5	75.3	64.4	61.4
White	81.8	100	90.9	100	91.7	75
ELL	37.0	64	38.5	58.3	37.6	51.2
Economically Disadvantaged	60.3	73.1	71.2	71.5	59.2	58

The Date here also assisted us in identifying our challenges. Our school is identified as al Alert School by the State, which means our Asian population falls more than 3 standard deviations below the average performance rates of the Statewide Asian population. As you can see here, our school’s Asian population has an average of 40% of the students meeting and/or exceeding the mark on the CRCT. However, the State’s Asian population is averaging about 93% of the students meeting and/or exceeding the mark on the CRCT. The standard deviation in this case was 13%; therefore we cannot fall more than 39% percentage points below the State’s Asian students. Thus, we need an increase of at least 5% of our students meeting and/or exceeding the mark on the CRCT to avoid being identified again as an Alert School.

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

In an effort to increase students’ rate of acquiring the language and applying the knowledge to the core curriculum, the following Professional Development opportunities and activities are planned:

SIOP training for all classroom teachers

CCGPS training and “unpacking” standards

Improving Mathematics Instruction For All: Vertical Acceleration provided by Focus on Successful Solutions, LLC

Various county provided math trainings to increase math performance

SFA Training

Data analysis workshops

Renaissance Learning training

Special Education Training

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		Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists		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: Counselors facilitate SST and RTI meetings, helping to provide strategies specifically designed to assist students who continue to fall below grade level and those with behavioral problems. Meetings are held regularly to monitor the effectiveness of these strategies and to develop additional strategies as needed. Classroom visitations to discuss particular topics, such as bullying, can be arranged with the school counselors. Each month, one student per classroom is selected as the “Citizen of the Month”. This student is chosen based on the qualities he/she has shown which portray the counselors’ character attribute for that particular month. Each year we access a dental mobile to screen our students. Counselors investigate and secure resources and services for students in need.

Counselors are also available to connect students with outside resources such as counseling/therapy centers, the Department of Children and Family Services, and the Prevention Intervention Department. In addition, since the school also houses a sizable international population, students are facilitated with assistance from Refugee Family Services and the International Center. Provide daily counseling and manage attendance, ensuring students are in school. Provide small group and one-on-one counseling to students to provide support in the school for all students.

Psychologists: A fulltime counselor, together with the school social worker and school psychologist, are available to connect students with outside resources such as counseling/therapy centers, the Department of Children and Family Services, and the Prevention Intervention Department. Provide testing for students needing additional support. The psychologist also works diligently to provide results for proper placement of students in the appropriate program of study.

Student Support Specialists: The annual Red Ribbon Week is a tool used to educate our students regarding the dangers of alcohol, tobacco, and drugs and to prevent their use. In doing so, we create a safe, disciplined, drug-free learning environment. A school-wide initiative towards acceptance, “No Place for Hate”, teaches children about how to protect themselves against bullying and encourages acceptance of other cultures. Provides support for struggling/at-risk students. Manages meetings aimed at providing strategies to help at-risk students gain success.

Social Workers: An assigned district social worker, together with the school counselors and school psychologist, are available to connect students with outside resources such as such as counseling/therapy centers, the Department of Children and Family Services, and the Prevention Intervention Department. Ensures students’ home life is intact. Provides home checks, and necessities to families in need.

School Nurses: Annual vision and hearing screenings are conducted for all students. Notifications are given to the parents of students Provides health care to all students. Works to ensure students are safe and their needs are met daily.

Strategies to Increase Parental Involvement

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

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

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

Parental Involvement funds are used to fund the programs and projects mentioned below. Programs are designed to provide parents with increased knowledge and strategies to assist their child/children at home. The parent works collaboratively with the school for overall student achievement.

Many school events to increase involvement, participation, and support of Idlewood families include:

- ESOL Parent meetings
- Literacy Night
- Math “Make and Take” Night
- Curriculum Night-review of CRCT standards for 3rd and 5th grade parents
- Chick-fil-A Night
- Career Day
- Fall Festival
- Grounds clean up
- Open House
- County-provided Parent Resource Center
- Fernbank Science Center (partner in education)
- Monthly newsletters are sent home to keep parent updated on events
- CRCT Parent Workshop
- District Parent Involvement Conferences
- Hands On Atlanta – Campus Beautification
- Tucker First Baptist – Campus Beautification, School Supplies, Holiday Food

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

<input checked="" type="checkbox"/>	Parental Involvement Handbook for Parents	<input checked="" type="checkbox"/>	Newsletters
<input checked="" type="checkbox"/>	School Website	<input checked="" type="checkbox"/>	Calling Post
<input checked="" type="checkbox"/>	DCSS Website/Community.Net	<input checked="" type="checkbox"/>	Parent Portal
<input checked="" type="checkbox"/>	Parent Right to Know Letter	<input checked="" type="checkbox"/>	Other (Specify)

Stakeholder Communication

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

Teachers are trained in data analysis at the weekly teacher meetings, staff meetings, and professional learning meetings. CRCT scores from the previous year are distributed to the parents at the beginning of the new school year. Parents are invited to come to school to personally review the results, or they may opt to have the results sent home. In that event, students sign a log showing that the results have been sent home, and explanatory information is included to help the parent interpret the results.

Parents are also invited to come in to discuss data from other summative tests, such as the ITBS, when results become available. Generally, summative test results are given to the homeroom teacher for dissemination. If the child is being serviced by other teachers, they are invited to attend the conference. Idlewood conducts a Test Taking Night, at which time the teachers explain what to expect on the CRCT, and demonstrate how to interpret results. Also, conference nights are held each semester which provide an avenue for sharing testing data and students' progress toward meeting state standards.

Deficiency reports are issued as needed to inform parents of students' progress and describe recovery methods to support students as they move toward meeting state standards. Progress reports and report cards are sent home with the students, and parents are encouraged to schedule a conference to discuss results. The dates of progress reports and report cards are listed on the Idlewood Courier signature sheet, as well as in the Idlewood Daily Agenda. Students and parents are informed of testing results through review

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

Data will be shared with faculty, parents, and the entire school community in a variety of ways:

- Faculty will distribute results at grade level meetings.
- Information will be distributed to parents through courier information, parent teacher conferences, school news letters, PTA meetings, PTA Board meetings, curriculum nights, Calling Post, School's webpage and at School Council meetings.
- School wide data, such as the school report card, will be made available through a link on the Idlewood website. A copy of the current CSIP report will be available in the school library.
- AYP results will be announced through the school newsletter, on the school website, at PTA meetings, at School Council meetings, and at PTA planning meetings.

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

Methods of communication regarding Idlewood’s CSIP will be communicated in the following ways:

- Faculty members will receive information at staff meetings.
- Parents and other stakeholders will receive information at Open House, PTA meetings, PTA Board Meetings, School Newsletters, Conference Nights, and through the school website.
- 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.

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** 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.

Identified Need	Action Plan and Page #	Citation and Abstract
<p>School Reform and Standards-Based Education: SIOP - A Model for English-Language Learners</p>	<p>Language Arts P. 25</p>	<p>This article describes a study examining the effects of Sheltered Instruction Observation Protocol (SIOP) model instruction on the academic language performance of English language learners. The SIOP model is an approach for teaching content curriculum to students learning through a new language. Teachers employ techniques that make the content concepts accessible and also develop students' skills in the new language. Using a quasi-experimental design, the research was conducted in content area and English as a second language classes in two districts in northern New Jersey over 2 years. The analysis presents student achievement data from state-mandated language proficiency tests in the final year of the intervention, after most of the treatment teachers had completed their professional development in the SIOP model. There were statistically significant differences in the average mean scores in favor of the treatment student group on Writing, Oral Language, and Total English scores of the IDEA Language Proficiency Tests with small to medium effect sizes. The results from this study show that the SIOP model offers a promising approach to professional development that can improve the quality of instruction to English language learners and increase their English language achievement.</p> <p>Short, D., Fidelman, C., & Louguit, M. (2012). Developing Academic Language in English Language Learners Through Sheltered Instruction. <i>TESOL Quarterly</i>, 46(2), 334-361.</p>
<p>After-School reading Tutorial program for at-risk students</p>	<p>Reading P. 26</p>	<p>This article examines the effect of an after school program designed to increase the reading skills of second and third graders identified as below grade level in reading. The program utilized college level work-study students who are funded by federal work-study dollars. Results indicate that 81% of the students made progress in reading. Six percent of the students progressed</p>

		<p>three grade levels, 38% progressed two grade levels, 56% progressed one level. According to the results of the reading recovery testing, 6% remain below grade level, 75% are on grade level, and 19% are above grade level. However further analysis of data regarding teacher observation and parent perception indicate that the students' overall reading ability was still below grade level in comprehension. Teacher and parent satisfaction with the program as well as program improvement are also discussed.</p>
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<p>Differentiated Instruction in Literacy, Math, & Science.</p>	<p>Math Plan P. 28</p>	<p>This book guides teachers in making differentiated learning connections throughout language arts, math, and science subject areas. It includes strategies for reading, student ownership of work, and leveled writing instruction and provides examples for teachers to motivate low- or high-achieving students or those who just need momentary intervention.</p> <p>Differentiated Instruction in Literacy, Math, & Science uses variations of materials, methods, and content to connect all big picture areas of science. Each chapter offers wisdom to help teachers weave a common thread throughout the curriculum so that subject lines blur and student learning increases.</p> <p>Cosentino, T. (2012). Differentiated Instruction in Literacy, Math, & Science. <i>Science Teacher</i>, 79(3), 90-94.</p>
<p>Thinking maps: seeing is understanding.</p>	<p>Science Plan P. 36</p>	<p>Eight thinking maps that can be used by students in grades K–12 to generate and organize their thoughts and ideas and to construct mental models are described. These maps are the circle map, which helps to define words or things in context and to present points of view; the bubble map, which describes emotional, sensory, and logical qualities; the double bubble map, which compares and contrasts qualities; the tree map, which shows relationships between main ideas and supporting details; the flow map, which shows events as a sequence; the multi-flow map, which shows causes and effects and helps to predict outcomes; the brace map, which shows physical structures and part-whole relationships; and the bridge map, which helps to transfer or form analogies and metaphors. Illustrations of these thinking maps and</p>

		<p>examples of a bubble map and a flow map in action are provided.</p> <p>Hyerle, D. (1995). Thinking maps: seeing is understanding. <i>Educational Leadership</i>, 5385-89.</p>
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<p>Self-Regulated Learning and Reading in Social Studies</p>	<p>Social Studies Plan P. 40</p>	<p>Self-regulatory processes promote achievement in the basic skills of reading in social studies content. Research has found that self-regulatory behaviors in reading include clarifying one's purpose, understanding meanings, drawing inferences, looking for relationships, and reformatting text in one's own terms (Zimmerman & Campillo, 2003). The concept of self-regulation has been correlated with academic achievement in learners and has become increasingly recognized as a major concept for cognitive psychologists in the field of education. It is significant for educators to be aware of how selfregulated learning contributes to reading in social studies instruction. Very little research has examined how the various components of self-regulated learning have been applied to reading in the social studies classroom. This paper seeks to address this gap in the literature by examining components of motivation and cognition across reading in social studies instruction. This paper will describe the importance of self regulated learning, how self-regulation has been applied to reading in social studies content, and how students become self-regulated learners.</p> <p>Kumi-Yeboah, A. (2012). Self-Regulated Learning and Reading in Social Studies -- K-12 Level. <i>International Forum Of Teaching & Studies</i>, 8(2), 25-31.</p>
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School Name:

Principal:

Plan Year:

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	Funds are used to assist in providing quality instruction utilizing GPS in Reading, ELA and Math. Additionally, funds are used to purchase Promethean Boards, Academic materials and supplies, professional learning, web-based technology programs. In addition, funds are used to provide after school tutorial.
State Funds	FTE funds are utilized for the purpose of purchasing student supplies and curriculum materials.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	Idlewood will receive funds from the state due to NI status.
Federal School Improvement Grants	N/A
Local Professional Learning Funds	Professional Learning will be used to support our weaknesses in Reading and Mathematics.
Grants (list)	N/A
PTSA	Our PTA supports our instructional program by donating needed funds to purchase non-instructional items and equipment needed by the school.
Partners in Education	Our Partners in Education volunteer their time and resources to the school to further enrich the lives of all of our students.
Other (list)	N/A

School Name:

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Plan Year:

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

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: The number of students in grades 3- 5 meeting/exceeding the standard will increase from to 74 % to 94.4% (2013 Performance Target) on the Reading sections of the CRCT in Spring 2013.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction 2.1 PA 1 (DCSS Instructional Framework #3) Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework). An example of an instructional framework is: Opening - The beginning of the lesson clearly establishes the expected learning outcomes. Work Session - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications. Closing - Students are given time at the end of each lesson to give and receive feedback,</p>	<p>State (PL) Funds \$56,607</p> <p>Title 1 funded Teachers \$262,715</p>	<p>Aug 2012 – May 2013</p> <p>Classroom Teacher</p> <p>API</p> <p>Principal</p>	<p>Lesson Plans</p> <p>Observation of an established delivery model (workshop model)</p> <p>student work</p> <p>Observation of various instructional roles of teacher as facilitator, presenter</p>	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>

School Name:		Principal:		Plan Year:
<p>clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standards and elements</p> <p>English Language Learners* Assessment Standard 3:</p> <p>Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.</p> <p>Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning</p> <p>Instruction Standard 2: Research-based instruction is standard practice.</p> <p>Title 1 and Saturday Tutorial SIOP Training WIDA Standards Training Can Do Descriptors Training Make It-TakeIt Night for Math ESOL Night</p>	<p>SIOP Training \$30,000 Title I Funds</p>	<p>SFA Facilitator</p> <p>SFA Data Coach</p> <p>API</p> <p>Principal</p> <p>Teachers</p>	<p>Lesson Plans</p> <p>Observation of an established delivery model (workshop model) student work</p> <p>Observation of various instructional roles of teacher as facilitator, presenter</p> <p>Parental Involvement Logs</p>	<ul style="list-style-type: none"> • Benchmarks • CRCT (ELA/R/Math) • Observations • Lesson Plans • SFA • SLOs • Star Reading • Star Math • Early Literacy • ITBS • CogAT <p>Teacher and student articulation of results.</p> <p>Parents able to articulate the school's goals and have an understanding of the standards the students are working on.</p>
Assessment 3.1 PA 4	\$21,000 /Title I	<u>October 2012-</u> March 2013	Teacher Observation	CRCT Teacher

School Name:		Principal:		Plan Year:
<p>(DCSS Instructional Framework Step #6) Provide grades 3 - 5 tutorial students with CRCT Practice Workbooks during After-School tutorial sessions with certified teachers to adhere to the Tier II Intervention Strategies</p>	<p>After-School Tutorial ELL Saturday School \$2000/PBOM Title I Books & periodicals \$10,000/ Professional Learning Conferences Title I \$10,000/ Professional Learning Title I \$3,000/Title 1 \$1,000/Title</p>	<p>Classroom Teacher API Principal Afterschool staff (teachers and API)</p>	<p>and Assessment Ladders to Success</p>	<p>Observation</p> <ul style="list-style-type: none"> • CRCT (ELA/R/Math) • Observations • Lesson Plans • SFA • SLOs • Star Reading • Star Math • Early Literacy • ITBS • CogAT <p>Increased student performances on the identified standards.</p>
<p>Performance/ Action 2 Instructional Strand 2 Teachers effectively utilize technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and</p>	<p>Renaissance Learning Funds \$20,000 Audio Visual Equipment \$14,400 Title I Funds</p>	<p>August 2012- May 2013 Classroom Teacher API Principal SFA Facilitator</p>	<p>Running Records, Teacher Observations And Weekly Lesson Assessments,</p>	<p>CRCT, AR Test, STAR Reading Students can articulate how technology supports their learning. Students can provide examples of student (via Discovery Learning) work</p>

School Name:		Principal:		Plan Year:
<p>require the conceptual application of the standards. Increase student language, vocabulary, and grammar skills through the use of Daily Oral Language, Success Maker and Harcourt (Storytown) Publishing.</p>	<p>Activ-Boards Accessories \$6,000 Title I Fubds</p> <p>Student Computers for each classroom \$36,599 Title I Funds</p>	<p>SFA Data Coach</p>	<p>Student computers in classrooms for benchmarks, STAR assessments, Research, and greater technology use</p>	<p>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>
<p>Instruction Standard 2 Performance / Action 1 Teachers and other instructional leaders examine 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 performance tasks that require critical thinking, application, etc. Teachers also ask high level questions needed to assess students' understanding of concepts during instruction. Implement scaffolding techniques to encourage students to use cognitive strategies that provide support during stages of literacy comprehension, reading for information, and vocabulary acquisition require critical thinking,</p>		<p>August 2011- May 2013 Classroom and EIP teachers, and SFA facilitator</p>	<p>Teacher open ended questions and assessments Graphic Organizers Project Based Artifacts using Rubrics</p>	<p>CRCT, AR Test, STAR Reading & Success Maker</p>

School Name:		Principal:		Plan Year:
<p>application, etc.</p> <p>Teachers also ask high level questions needed to assess students' understanding of concepts during instruction. Implement scaffolding techniques to encourage students to use cognitive strategies that provide support during stages of literacy comprehension, reading for information, and vocabulary acquisition</p>				
<p>Instruction Standard 3.2 Performance / Action 2</p> <p>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 will include:</p> <ul style="list-style-type: none"> • expectations for meeting the standard, • options for monitoring students' progress toward meeting the 25-books standard, • classroom routines for book discussions, and • celebrations for reading accomplishments. <p>Enhance student appreciation for literature and book genres through a school-wide Principal's Book of the Month Program, 25 Book Campaign, Jump into Reading, Read Across America, Author's Study</p>	<p>Title I – Manipulatives/ Visual Aides \$10,000</p> <p>PBOM \$23,500 Title I Funds</p> <p>\$5,000 AR Books/Tests Title I Funds</p>	<p>August 2012- May 2013 Classroom and EIP teachers</p>	<p>Teacher Observations and Assessments, School-wide reading plan to achieve the 25-books standard Student goal sheets Weekly AR Logs Grade level reading lists, Classroom libraries, Leveled text, etc.</p>	<p>CRCT, AR Test, STAR Reading 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.</p>

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

School Name:

Principal:

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Mathematics Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: The number of students in grades 3- 5 meeting/exceeding the standard will increase from to 60 % to 87% (Performance Target) on the Math section of the CRCT in Spring 2013.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction 2.1 PA 1 (DCSS Instructional Framework #3) Teachers and other instructional leaders meet to determine and agree upon school wide expectations in the delivery or routines of lessons (i.e. instructional framework). An example of an instructional framework is: Opening - The beginning of the lesson clearly establishes the expected learning outcomes. Work Session - During the work session, students are given ample time to practice standards and demonstrate relevant real world applications. Closing - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements.</p>	<p>Title 1 funded Teachers \$262,715</p> <p>SIOP Training \$30,000 Title I Funds</p>	<p>Classroom Teacher</p> <p>API</p> <p>Principal</p>	<p>Lesson plans</p> <p>Observation of an established delivery model such as the workshop model, open-work close, etc.</p> <p>Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson, etc.</p> <p>Varying activities for opening, work time, closings, inquiry, etc. etc.</p>	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>
<p>Curriculum 3.1 PA 2 (DCSS Instructional Framework Steps #1, 2, 5, 7)</p>	<p>\$21,000 /Title I After-School</p>	<p>API</p> <p>Principal</p>	<p>Analyze formative assessment</p>	<p>Principals and other school leaders are aware of the students who are struggling to meet</p>

School Name:	Principal:		Plan Year:	Plan Year:
<p>Formative and summative assessment data are routinely analyzed to adjust implementation of the curriculum and improve instruction.</p> <p>Diagnose the needs of students and create an appropriate Classroom Profile Summary to include:</p> <p>Formative Assessment Strategies</p> <p>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.</p> <p>Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile weekly.</p> <p>Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record.</p>	<p>Tutorial ELL Saturday School</p> <p>\$2000/PBOM Title I Books & periodicals</p> <p>\$10,000/ Professional Learning Conferences Title I</p> <p>\$10,000/ Professional Learning Title I</p> <p>\$3,000/Title 1</p> <p>\$1,000/Title</p>	<p>Teachers</p> <p>ESOL Teachers</p> <p>EIP Teachers</p>	<p>results analyze summative assessment results Analyze teacher made assessment results Rubrics Math inventories or journals, etc. Class profile forms Teacher/student Conferencing Benchmarks Star Math</p>	<p>standards, as well as those who exceed the standard and monitor their progress during classroom visits.</p> <p>Teachers can articulate how instruction is revised as a result of analyze data.</p>
<p>Teach problem solving strategies that relate to real life experiences through projects and presentations based on best practices research provided in Professional Conferences and Development for Math. (Teachers will come back and redeliver information obtained from</p>		<p>August 2012- May 2013 Math Teachers, EIP Teachers ESOL Special Ed Co-Teaching</p>	<p>Rubrics &informal Assessment Standards Based Displays Student Achievement Goals</p>	<p>CRCT /ITBS</p> <p>Students compare their work to assessment strategies, rubrics, etc. and can explain how their work is progressing towards meeting the standard(s) and develop goals.</p>

School Name:		Principal:		Plan Year:
<p>Professional Conferences.)</p> <p>Instruction Standard 3:3.1 Performance / Action 1 Differentiate instruction to meet the diverse needs of students by providing strategies to interact with real world situations through hands-on investigations. After school tutorials, enrichment, and the summer school program are used to re-teach or provide additional support to students who have not mastered the standard(s). Documentation for RTI is collected when students are not mastering content.</p>		<p>August 2012-May 2013 Math Teachers, EIP Teachers Special Ed Teachers ELL Teachers</p>	<p>Analyzed Student Work with Standards-Based Commentary Math Journals Focus Walks</p> <p>Rubrics & Informal assessment, classroom assessments Student Achievement Goals Analyzed Student Work with Standards-Based Commentary Math Journals</p>	<p>CRCT /ITBS</p> <p>Students compare their work to assessment strategies, rubrics, etc. and can explain how their work is progressing towards meeting the standard(s) and develop goals.</p>
<p>Assessments 3.1PA4 Provide students with CRCT Practice Workbooks during After-School tutorial sessions with certified teachers to adhere to the Tier II Intervention Strategies mandated by the State of Georgia. Place students who are not meeting standard(s) into groups according to assessment results, and assign them to safety net instruction which occurs during and after school. All extended learning sessions are monitored for effectiveness by analyzing data from</p>		<p>Certified Teachers</p>	<p>Safety Nets Level 1 Plans Student data Formative assessment Summative assessments</p>	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets. 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>

School Name:

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assessments on a regular basis.				
Support Standard 1:1.3 Performance / Action 3 Provide parents with opportunities to make and explore activities to use at home to increase their child’s knowledge and awareness of mathematical concepts. Student, Family, and Community Involvement.		August 2012 – May 2013 Math Certified teachers and school Counselors	Rubrics informal assessment, classroom Assessments Weekly Fact Drills	ITBS CRCT Benchmark Tests Weekly Fact Drill Graphs
Support Standard 1:1.5 Performance/Action 1 Instruction Standard 2:2.1 Performance / Action 1 Increasing student’s autonomy, by emphasizing “learning how to learn” through lesson study pedagogy. Use lesson study in building a professional knowledge for teaching power standards, a relatively new math curriculum advocated in DeKalb County. Instruction Standard 2:2.7 Performance / Action 1		August 2012- May 2013 Math Teachers	Rubrics & informal assessment, Culminating Assessments	CRCT / ITBS Benchmark Tests

School Name:		Principal:		Plan Year:
<p>English Language Learners*</p> <p>Performance/Action 4 Highlight and post key vocabulary terms on word walls.</p> <p>Performance/Action 5 Provide meaningful activities and ample opportunities for student use of the four language domains: _ Listening _ Speaking _ Reading _ Writing</p>		<p>August 2012 – May, 2013</p>	<p>Posted terms Word walls Lesson plans Classroom observation documents Focus walk documents</p>	<p>Students can locate posted terms and articulate how they are incorporated into daily lessons to reinforce vocabulary development. 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>Technology Integration: Make use of promethean boards, CD-Rom equipped with lesson planner, unit assessments, intervention strategies, and jump drive with transparencies, and ELL resources to strengthen student performance. Operate a presentation unit for mathematical concepts and operations.</p> <p>Performance/ Action 2 Teachers effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. OAS, Computer Lab,(Multiple Active Boards). Utilize Star Math, Math Facts</p>	<p>Renaissance Learning Funds \$20,000</p> <p>Audio Visual Equipment \$14,400</p> <p>Activ-Boards Accessories \$6,000 Title I Funds</p> <p>Student Computers \$36,599 Title I Funds</p>	<p>August 2012-May 2013 certified tutorial staff, EIP, ELL, Special Ed. and classroom teachers</p> <p>August 2012-2013, Staff Committee Members</p>	<p>Teacher observations and assessments, agendas, parent attendance sheets for events, student homework, teacher observations & assessments, computers, lesson, and unit plan LCD projectors and promethean board</p>	<p>CRCT, ITBS Pre/Post Assessments Evidence of student’s engagement, perseverance, and the quality of discussion within smaller groups. Teacher Feedback Computers Lesson and Unit Plans, LCD Projectors and other Technological Equipment Collaborative Teacher Meeting and agendas. Benchmark Tests Portfolios Math Journals CRCT</p>

School Name:**Principal:****Plan Year:**

<p>Flash, and Success Maker. Technology Integration</p> <p>Performance/ Action 2 Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.</p>		<p>Math Teachers & Title I Facilitator</p>	<p>equipment Comprehensive plan to integrate technology Collaborative teacher meeting minutes and agendas, etc.</p>	<p>Mastery of Standard-Based Skills using flipchart activities 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. Delete row if not applicable

School Name:

Principal:

Plan Year:

Science Action Plan				
Annual Measurable Objective: The number of students in grades 3- 5 meeting/exceeding the standard will increase from to 49 % to 80.1% (Performance Target) on the Science section of the CRCT in Spring 2013.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction 2.2 PA 1 (DCSS Instructional Framework Steps #3, 4) Teacher employ higher-order questioning to develop higher-order thinking skills. Teachers use hands-on activities to develop deeper understanding of concepts</p> <p>Teach the standards using standards based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.</p> <p>Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc.</p> <p>Ask high-level questions needed to assess students’ understanding of concepts during instruction.</p> <p>Utilize Thinking Maps to organize concepts for understanding</p> <p>Implement Marzano’s nine high yield Strategies</p>	<p>Title 1 funded Teachers \$262,715</p> <p>SIOP Training \$30,000 Title I Funds</p>	<p>August 2012 – May, 2013</p>	<p>Open-ended questions on assessments Performance tasks Rubrics Graphic organizers Classroom assessments Posted essential questions, standards, etc.</p> <p>Collaborative team meetings agendas and minutes</p> <p>Sign-in sheets Study group logs, etc.</p> <p>Thinking Maps</p>	<p>Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking and promote depth of knowledge.</p> <ul style="list-style-type: none"> • Student Work • Teacher Commentary • Projects • Portfolios
		<p>August 2012-2013</p>	<p>Student work Unit plans</p>	<p>Teachers can describe different ways to scaffold learning (read</p>

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<p>Instruction 2.3 Performance/Action 3 Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students' levels of understanding. KWL charts for introducing units</p> <p>Flexible grouping scaffolding</p>		<p>Principal Assistant Principal classroom teachers</p>	<p>End of unit products Various leveled texts on topics aligned to the standards, etc</p>	<p>aloud /think aloud, collaborative pairs, shared reading, math manipulatives, etc.). Teachers can explain how different performance tasks require different skills. Students are working to meet the same standards</p>
<p>Instruction Standard 2.4 Performance/Action 2 Time is scheduled periodically in class to establish individual learning goals based on assessment results and standards in units of study. Scoring rubrics, samples of benchmark work and end of unit expectations or projects are discussed to clarify rigor and relevance of study. Implemented by Student conferences Student portfolios Science journal</p>		<p>Principal Assistant Principal classroom teachers</p>	<p>Common assessments; end of unit projects Student learning goals Rubrics Samples of student work;</p>	<p>Students can articulate their learning goals based on rubrics and current units of study Students can explain or interpret new learning in different Applications</p> <ul style="list-style-type: none">• Student goals notebook• Goals shared at Parent/Teacher conferences
<p><u>Students with Disabilities</u> Instructional Strand 2 Performance /Action 3 When co-teaching, maximize personnel and instruction by: ensuring that both adults are actively teaching the entire instructional</p>		<p>DCSS Staff Services Dept.</p>	<p>August 2011 – May, 2012 LTSE, Highly Qualified Special Ed.</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</p>

School Name:		Principal:		Plan Year:
<p>segment and utilizing flexible, small group instruction most of the time by implementing the preferred models of coteaching: Station Teaching, Parallel Teaching and Alternative Teaching.</p>			<p>Teachers, Regular Ed. Teachers, Literacy</p>	<p>preferred models of co-teaching.</p>
<p><u>English Language Learners*</u> Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities. Ensure that content and language objectives for lessons are standards-based, posted, and stated.</p>		<p>August 2012 – May, 2013</p>	<p>August 2010- May 2012 ESOL and classroom teachers Sign-in sheets Training Dates Agendas Lesson plans</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 on a consistent basis.</p>
<p><u>Technology Integration</u> Instruction 2.7 Performance/ Action 2 Teachers effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Implementation of technology through the use of: United streaming</p>	<p>Renaissance Learning Funds \$20,000 Audio Visual Equipment \$14,400</p>	<p>August 2012- May 2013 Principal Assistant Principal classroom teachers</p>	<p>Computers 1 Lesson or unit plans 1 LCD projectors and other technological equipment 1 Media center/lab use schedule Research projects, etc</p>	<p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

School Name:

Principal:

Plan Year:

<ul style="list-style-type: none"> • BrainPop • Compass Learning • HM textbook website • Computer Lab Classroom Computer				
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Social Studies Action Plan				
Annual Measurable Objective: The number of students in grades 3- 5 meeting/exceeding the standard will increase from to 51 % to 79% (Performance Target) on the Social Studies section of the CRCT in Spring 2013				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Students with Disabilities Performance/Action 8</u></p> <ul style="list-style-type: none"> • Provide “fill the gap fluency/automaticity” instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas: <p>Self-Regulated Reading</p> <ul style="list-style-type: none"> • Students examine their work and to evaluate its level of completion (meeting the standard) • Students learn how to manage time and completion of assignments. 	<p>Title 1 funded Teachers \$262,715</p> <p>SIOP Training \$30,000</p> <p>Title I Funds</p>	<ul style="list-style-type: none"> • Administrative Team • LTSE • Special Education Teachers • Special Education Paras • General Education Teachers 	<ul style="list-style-type: none"> • Lesson plans • Classroom observation documents • Focus walk documents • Symphony Math Reports 	<p>Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities. Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts. Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with math calculation skills.</p>

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<p>English Language Learners*</p> <p>Assessment Standard 3: Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.</p> <p>Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning</p> <p>Instruction Standard 2: Research-based instruction is standard practice.</p> <p>Title 1 and Saturday Tutorial SIOP Training WIDA Standards Training Can Do Descriptors Training ESOL Night Geography Bee Participation</p>	<p>\$21,000 /Title I After-School Tutorial ELL Saturday School</p> <p>\$2000/PBOM Title I Books & periodicals</p> <p>\$10,000/ Professional Learning Conferences Title I</p> <p>\$10,000/ Professional Learning Title I</p> <p>\$3,000/Title 1</p> <p>\$1,000/Title</p>	<ul style="list-style-type: none"> • Instructional Coach • ESOL Teachers • ESOL Instructional Coaches • Classroom Teachers 	<ul style="list-style-type: none"> • Curriculum maps • Units for each content area • Lesson plan templates • Learning team minutes • Research • Revised units, lessons, or strategies • Completed class profile sheets • Content assessment reports or data charts • Student work with commentary • Sign-in sheets • Agendas and minutes, etc 	<p>ACCESS Scores CRCT Scores ITBS Scores Classroom performance Differentiated Instruction Flexible Grouping Focus Walks</p>
<p>Technology Integration Instructional Standard 3.2 Performance/Action 2</p> <p>Incorporate the use of Destiny-online library resources, GALILEO,</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • API • Teachers • Teacher-Librarian • Technology 	<ul style="list-style-type: none"> • Student work samples • Equipment Check-out log 	<p>Improved CRCT Scores</p>

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Discovery Education, and other technology applications to maximize student learning.		Teacher		
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: To decrease the number of students with 8 or more unexcused absences by 5%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Individual Counseling: students with poor attendance must meet one-on-one with the counselor. Parents are also called so they are aware of the consequences of excessive unexcused absences. Students are also counseled on school and home related problems. <i>Performance/Action 7</i>	\$1,000 FTE Funds	August 2012- May 2013	Policies/procedures for identifying interventions, list of targeted students and suggested level of interventions, mentoring guidelines, mentor assignment list, scheduled mentoring meeting time.	Support personnel, i.e., graduation coaches, community in schools coordinators, 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.
Small Group Counseling: students can get extra attention for help with academic, behavior, or social needs. <i>Performance/Action 7</i>		August 2012- May 2013	Policies/procedures for identifying interventions, list of targeted students and suggested level of interventions, mentoring guidelines, mentor	Support personnel, i.e., graduation coaches, community in schools coordinators, and school administrators can describe levels of interventions used and how interventions are connected to data. All personnel can articulate policies,

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<p>Counselors will facilitate classroom guidance lessons on the academic and social transitions from elementary to middle school to all 5th grade classes. The 6th grade guidance counselor will also be invited to speak with the students.</p> <p><i>Performance/Action 3</i></p>		<p>August 2011- May 2013</p>	<p>assignment list, scheduled mentoring meeting times.</p> <p>Orientation Programs and list of activities for incoming students/parents, classroom observation data.</p>	<p>procedures and procedures regarding early warning indicators, preventive strategies, and intervention strategies. All personnel can provide support for students</p> <p>Early-warning indicators have been distributed throughout the school and among the staff. Graduation/Attendance team can articulate the graduation rate/student retention needs of the school and the objectives that will address students at-risk of dropping out of school. A written copy of the objectives exists and is embedded in the school-wide improvement plan.</p>
<p>Small Group Counseling: students can get extra attention for help with academic, behavior, or social needs.</p> <p><i>Performance/Action 7</i></p>		<p>August 2012- May 2013</p>	<p>Policies/procedures for identifying interventions, list of targeted students and suggested level of interventions, mentoring guidelines, mentor assignment list, scheduled mentoring meeting times.</p>	<p>Support personnel, i.e., graduation coaches, community in schools coordinators, 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>S.M.A.R.T. Girls: a group for 3rd, 4th, and 5th grade girls who are interested in improving themselves as a student and a person. The group meets twice per month</p>		<p>October 2012- May 2013</p>	<p>Policies/procedures for identifying interventions, list of targeted students</p>	<p>Support personnel, i.e., graduation coaches, community in schools coordinators, and school administrators can describe levels</p>

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<p>and does school-wide activities to make Idlewood a better school. <i>Performance/Action 7</i></p>			<p>and suggested level of interventions, mentoring guidelines, mentor assignment list, scheduled mentoring meeting time.</p>	<p>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>Red Ribbon Week: school-wide health and fitness promotion with a daily theme for the week. <i>Performance/Action 7</i></p>	<p>\$100-\$200 PTA Funds</p>	<p>October 2012</p>	<p>Orientation Programs and list of activities for incoming students/parents, classroom observation data</p>	<p>Support personnel, i.e., graduation coaches, community in schools coordinators, 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>No Place for Hate Week: school-wide Bullying/diversity awareness through a week of fun activities. Reports of bullying will be recorded and documented for school principal. <i>Performance/Action 7</i></p>		<p>September 2012</p>	<p>Orientation Programs and list of activities for incoming students/parents, classroom observation data</p>	<p>Support personnel, i.e., graduation coaches, community in schools coordinators, 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>

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<p>Good Character Incentive: coupons are given to students for making good choices. The coupons are put into a box for a monthly drawing in which students can win a prize. <i>Performance/Action 7</i></p>		<p>August 2012- May 2013</p>	<p>Policies/procedures for identifying interventions, list of targeted students and suggested level of interventions, mentoring guidelines, mentor assignment list, scheduled mentoring meeting time.</p>	<p>Support personnel, i.e., graduation coaches, community in schools coordinators, 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>
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Library-Media Action Plan				
Annual Measurable Objective:				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 3.2 Performance Action 2.</p> <p>Conduct a collection analysis to determine gaps in available non-fiction resources to support the Georgia Performance Standards as it relates to books and materials regarding problem solving skills and critical thinking strategies”.</p>	<ul style="list-style-type: none"> • \$250/Title • \$2,950/ Title I funds • \$5000/ • Title I funds 	<p>08/12 through 05/13</p> <ul style="list-style-type: none"> • Principal, API, Classroom Teachers, • Media Specialist, Instructional Coach, and • EIP Teachers 	<ul style="list-style-type: none"> • Data room • Classroom profiles • Meeting agendas and minutes • Teacher action plans • Professional learning • opportunities based on teacher needs 	<p>Improved scores on the CRCT</p> <p>ITBS Results</p> <p>DRA</p> <p>Benchmark and Unit tests</p>

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			<ul style="list-style-type: none">• Observation records• (awareness walks, etc.)• Instructional resources, etc. written research projects	
Instruction Standard 3.2 Performance Action 2. Provide strategies to improve comprehension and critical thinking skills by promoting the Accelerated Reader and the 25 Book Campaign initiative	None	08/12 through 05/13 <ul style="list-style-type: none">• Principal• API• Classroom	<ul style="list-style-type: none">• Diagnostic assessments• Student results• Instructional plans that address results, etc.	Improved scores on the CRCT ITBS Results DRA
Accelerated Reader and the 25 Book Campaign initiative		08/12 through 05/13 <ul style="list-style-type: none">• Teachers,• Librarian		Benchmark and Unit tests
<u>Technology Integration</u> Teachers work collaboratively with Media Specialist to integrate technology into the curriculum.	Computers already in place	08/12 through 05/13 <ul style="list-style-type: none">• Teachers,• Librarian	<ul style="list-style-type: none">• computers• media cart• lesson plans	Teachers can articulate the use of technology plan to enhance student learning

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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)	<p>Professional Learning 1.1 Performance Action 4 Focus whole faculty meetings on ways to improve teaching and learning in the school.</p> <p>Ensure state-wide GPS implementation in Math, Science, ELA, and Social Studies Create a professional learning committee of teachers from Indian Creek to facilitate on-site professional development</p>	<p>GPS in all areas Book Studies: Making Content Comprehensible for English Learners (Focus during SIOP training) (Jane Echevarria, Mary Ellen Vogt and Deborah Short)</p> <p>Fifty Strategies for Teaching English Language Learners (AdrienneL. Herrell)</p> <p>Classroom Instruction That Works With English Language Learners (Jane D. Hill)</p> <p>BER Video Training Series To assist teachers in identified areas of weakness</p> <p>\$3960 Summer Planning Retreat</p>	<p>Ongoing August 2012-May 2013</p> <p>SIOP Presenters</p> <p>API</p> <p>Principal</p> <p>Leadership Team</p>	<ul style="list-style-type: none"> • Sign-in sheet • Focused Walks • Grade level meetings • Administrative Observations • Lesson Plans • Student Work 	<p>Teachers can articulate “best practices” related to instructing ELL students</p> <p>Teachers will be able to articulate student data and identify students’ weaknesses and strengths</p>

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Federal	<p>Professional Learning Standard 1: 1.5 Performance/Action 1</p> <p>Students will improve written and verbal communication skills across all content areas by increasing vocabulary and reading comprehension skills.</p> <p>Professional Learning Standard 1: 1.5 Performance/Action 1</p> <p>To effectively integrate technology into the learning process.</p>	<ul style="list-style-type: none"> Accelerated Reader STAR Math STAR Reader SFA Staff will learn how to utilize Renaissance Learning software to assess students' progress. Staff will learn to utilize SLDS and IDMS to collect and analyze student data to drive instruction 	<p>Ongoing August 2012-May 2013</p> <p>Teachers</p> <p>Ongoing August 2012-May 2013</p> <p>API</p> <p>Principal</p>	<ul style="list-style-type: none"> Classroom Observations Focus Walks 	<p>Teachers will be able to analyze and interpret student data and communicate students' needs based on that data.</p>
Local	<p>Professional Learning Standard 2: 2.4 & 2.5A Performance/Action 7</p> <p>Provide support for each content area to meet AMO for reading, math, and language arts. Instructional support to assist with meeting standards in all content areas.</p>	<ul style="list-style-type: none"> Teachers observe classrooms and provide feedback about classroom practices SIOP Conferences / Metro RESA/BER 	<p>Ongoing August 2012-May 2013</p> <p>Teachers</p> <p>API</p> <p>Principal</p>	<ul style="list-style-type: none"> Observation Feedback Forms Lesson Plans Classroom Observations Focus Walks 	<p>Improved ITBS & CRCT Scores</p> <p>Teacher will be able to collaborate and plan lessons effectively to meet the</p>

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					needs of students
Grants	<u>N/A</u>				

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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>DCSD Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Standard 4 Performance/ Action 1: In an effort to focus on data analysis a Safe School Committee is formed and strategies are developed based on prioritized needs in order to create a safe school culture. The school maintains and supports a school safety committee that knows best practices in violence prevention and school culture.	PTA	August 2012- May 2013 Safe School Committee members and counselors	Member list Meeting dates Sign-in sheets Agenda for student assemblies Safe School Plan/staff emergency assignments	No Place for Hate school-wide campaign Counseling group sessions with students Teacher In-services on bullying interventions during school year
Standard 4 Performance/ Action 2: In an effort to deter behavior referrals each teacher will develop a classroom discipline plan	No Cost	August 2012 – May 2013	Written classroom discipline plan	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. Classroom meetings, teaching and supporting the use of pro-social skills such as empathy, teaching and supporting health promotion strategies that support good nutrition and exercise.

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<p>Standard 4 Performance/ Action 2: (Cont.)</p>				<p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom. All students are aware of classroom discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with school counselor, parent/teacher conferences, tutoring, mentoring, etc. Students with chronic behavioral problems are provided with increasingly structured interventions.</p>
<p>Standard 4 Performance/Action 3: In an effort to promote a climate suitable for learning, a school wide conflict resolution unit is taught for 2-3 weeks at the beginning of the year.</p>	No Local Cost	August 2012-May 2013	Activity sheets, themed books, teacher resources, posters	Success For All “Getting Along Together” Conflict Resolution Unit
<p>Standard 4 Performance/ Action: 4: Encouragement of positive behaviors for both classrooms and individuals takes place in a school wide setting throughout the school year.</p>	PTA	August 2012-May 2013	Mustang Bucks Zoo Bucks Citizens of the Month	Mustang Bucks are given to classes that exhibit exemplary behavior in transition, in special area classes, and in the cafeteria. Upon collecting a set of 25 classes receive recognition through announcements and rewards based on funding and availability. Zoo Bucks are given to students

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				that exhibit exemplary behavior on an individual basis. They put their “bucks” in a grade specific box. Counselors draw names at the end of the month for a reward. Teachers select individual student that has shown good character in the classroom to be the Citizen of the Month. Students are then recognized over announcements, their picture is displayed on a bulletin board, and they receive a certificate and additional treat.
Standard 4 Performance/ Action: 5: Planning for yearly outcome-based objectives based on the needs assessed during the data review. This review is done yearly during summer leadership, by the Design Leadership Team.	Title I budget	May 2012 Design Leadership Team		Committee members can articulate the climate needs of the school and the objectives that will address these needs.
Standard 4 Performance Action 6: Integration of the Consolidated School Improvement Plan with the School Discipline Plan to promote academic achievement aligned with the curriculum.	No Cost	August 2012 – August 2014 CSIP Committee	CSIP Action Plans CSIP Appendixes	Interventions selected for the CSIP will include DCSD School Climate performance actions. This will be evident as either an addendum or integration into the CSIP action plans, depending on the two-year planning cycle.
Standard 4 Performance Action 7: The school includes a goal in the Consolidated School Improvement Plan (CSIP) that represents the partnership of best practices in social emotional learning	No Cost	August 2012- August 2014 CSIP Committee	CSIP document CSIP action plans CSIP addendums and	The CSIP includes research-based interventions from the Georgia School Keys Implementation Resource, the DCSD Implementation Resource Supplement, and other relevant

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and high academic standards for all students.			appendixes CSIP posting on DCSD website	publications.
Standard 4 Performance Action 8: The school counselors, other school employees, and individuals from Georgia State University sponsor clubs that promote leadership, positive social behavior, and good citizenship.	Title 1 funds	August 2012- August 2013	Guidelines for membership Student essays and an interview process	For the girls that wish to pursue leadership skills there is the Smart Girls Club BETA Club Safety Patrols

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
Leadership Standard: Teacher Retention Implementation Performance/Action 2 A site-based Teacher Retention Committee is formed to focus on data analysis and strategy development based on prioritized needs in order to create a supportive school culture and utilize teacher retention best practices. The school maintains and supports a teacher retention committee that	\$1000.00 Title I funds	08/12– 05/13 <ul style="list-style-type: none"> • Teacher Support Specialists, • Teachers, • Principal, • Assistant Principal • Counselors, • Instructional 	<ul style="list-style-type: none"> • Member list • Meeting dates • Sign-in sheets • Agendas • Minutes 	<p>New teachers can provide feedback on how the TSS program provides support by completing a New Teacher Survey.</p> <p>New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction.</p>

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<ul style="list-style-type: none"> • Knows best practices in teacher support as it impacts school culture. • Actively shares with the faculty research-based initiatives and interventions for teacher retention. • Analyze teacher retention needs based on individual school concerns. 		Coach		Teacher observations reflect progress in the areas of instruction and classroom management.
<p>Leadership Standard: Teacher Retention Assessment and Planning Performance/Action 2</p> <p>The Teacher Retention Committee will conduct a needs assessment to determine strengths and areas in need of improvement</p>	N/A	<ul style="list-style-type: none"> • Teacher Support Specialists, • Teachers, • Principal, • Assistant Principals, • Counselors, Instructional Coach 	<ul style="list-style-type: none"> • Surveys • Exit questionnaires • Attrition data • Student referral data • GTEP and GTOI results • Professional Development Plans 	Committee members can describe the process and timeline for completion of the teacher retention needs assessment. A written copy of the results exists and is utilized to plan for improvement.
<p>Leadership Standard: Teacher Retention Implementation Performance/Action 5</p> <p>The principal will schedule monthly individual conferences with all new teachers and administrators to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.</p>	N/A	<ul style="list-style-type: none"> • Teacher Support Specialists, • Teachers, • Principal, • Assistant Principals, • Counselors, Instructional Coach 	<ul style="list-style-type: none"> • Surveys • Exit questionnaires • Attrition data • Student referral data • GTEP and GTOI results • Professional Development Plans • List of objectives 	Committee members can articulate the teacher retention needs of the school and the objectives that will address these needs. A written copy of the objectives exists and is embedded in the school-wide improvement plan.

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Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
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
<u>N/A</u>				

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