

DeKalb County School District

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



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

Statement of Quality Assurance

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

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

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

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

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Mr. Robert G. Moseley II		
2.	Mrs. Monica George-Komi		
3.	Mr. Kirk Johnson		
4.	Mr. Silas Frazier		
5.	Mr. Roger Reaves		
6.	Ms. Macy Bell		
7.	Ms. Vivian Mills		
8.	Mrs. Tressa Bailey		
9.	Mr. Herbert Nembhard		
10.	Ms. Sylvia Taylor		
11.	Mrs. Tina Guyden		
12.			
13.			
14.			
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	Mr. Robert G. Moseley II		
CSIP Co-Facilitators	Dr. Tamara Goodridge Mrs. La’Nette Montgomery		
Parent Representative	Mrs. Fozia Hussien		
Community Representative	Mr. Silas Frazier Mrs. Arnetta Richardson		
School Counselor	Dr. Kathleen Manigo		
Special Education Representative	Mrs. Andrea Richardson		
Reading/ELA Chair	Dr. Zenobia Story		
Math Chair	Mr. Kenneth Graffree		
Science Chair	Ms. Andrea Woodard		
Social Studies Chair	Mr. Raymond Jones		
Professional Learning Liaison	Mrs. Cecelia Jennings		
Assistant Principal	Mrs. Judy Rosemond		
Media Specialist	Ms. Jacqueline Keeton		

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:

1. After school tutorial for 3rd, 4th and 5th grade Level I students in reading and math;
2. ESOL Tutorial in 3rd-5th Grades;
3. Principal's "Buck of the Day" and Principal's "Buck of the Month for Attendance;
4. Focus Walks/Observations and Feedback;
5. Teacher buy-in and willingness to teach students.

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

1. EIP (Early Intervention Program) instruction in reading and math.
2. ESOL instruction for ELL students before, during and after school.
3. Daily "Mad Minute Math" Activities.
4. Parent Involvement Initiatives and Training Sessions- more parent participation is needed.

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

1. English Language Learners or ELL students' inability to speak and understand English;
2. Students' difficulty learning to speak and read English.
3. Insufficient amount of teachers trained to teach ESOL/ELL students
4. Lack of parent support

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:

Academic Plans include

- After-School Tutorial
- Success for All small group tutorials for our lowest achieving readers in grades 1-3.
- Response to Intervention (RTI) and Student Support Team (SST)

Non Academic Plans include the following:

- RTI
- SST

School Name: Jolly Elementary

Principal: Mr. Robert G. Moseley II

Plan Year: 2012-2013

- Small Group/ Individual Counseling
- Referrals to outside agencies by School Counselor
- Classroom Guidance provided by School Counselor
- Mentoring Program

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>Achieving academic excellence by raising the standard of student performance.</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>Embracing our diversity, Jolly’s mission is to establish a cohesive family-school partnership designed to develop students socially, emotionally, and academically, preparing them to compete in a global society.</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"> ▪ Student learning is the chief priority of the school. ▪ All students can learn. • Students learn in different ways and should be provided with a variety of instructional approaches to support their learning. • Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles. • Exceptional students (e.g., special education, limited English proficiency, talented and gifted, etc.) require special services and resources. • Cultural diversity can increase students’ understanding of different

		people and their cultures.
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Developing a Comprehensive Needs Assessment

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

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

Jolly Elementary School, which opened in 1968, is a neighborhood school located on the outskirts of the city of Clarkston, Georgia. There are approximately 800 students matriculating at Jolly. The student population represents more than thirty-five different cultures and nationalities. Many of our diverse families are refugees with little or no English language proficiency. The Jolly faculty and staff are committed to providing an exemplary learning environment that addresses the specific needs of diverse learners. Certified teachers are highly qualified with the requisite pedagogical skills to ensure the academic success of every student. Jolly had a subgroup of English Language Learners (ELL) which adversely impacted Jolly’s AYP status.

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**

Last school year was a very introspective and reflective year at Jolly. The CSIP Steering Committee (Leadership Team), in conjunction with District Level Administrators, conducted an in-depth GAPSS Study which included surveys completed by students, parents, other community members, and

teachers. The CSIP Committee members then conducted Focus Walks to observe classroom instruction to determine the teaching and learning needs of the school. The members met and identified the instructional, organizational and school climate needs. All stakeholders met periodically during the school year (February and March, 2012) to plan and organize the assessment process and to analyze the results to drive instruction at Jolly for all students. These preliminary needs emerged from the data collections and were then coupled with the results of our Criterion Reference Competency Tests (CRCT) and Iowa Test of Basic Skills or ITBS.

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	X	OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
	SAT, ACT, and AP Exams			X	Parent/Community Surveys

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

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.

Jolly Elementary is a school with a diverse student population and community. A school’s strength, as identified by the **GAPSS Self-Assessment Survey**, is the instructional program and its exemplary status in promoting student academic achievement. The survey indicated that 79% of those conducting class observations believed that instructional tasks reinforce students understanding of the purpose of what they are learning. There is still room for growth in this area. The following are instructional strands from the **GAPSS** that were utilized as a basis for the observations along with the percentages of evidence found to support the school’s instructional component. Based on the GAPSS, 71% of the learning goals are aligned to the GPS/QCC and are communicated by the instructor; 75% of the students apply learning goals in performance tasks aligned to the standards.

Jolly’s instructional component provides a challenging, comprehensive curriculum with high, but achievable expectations, since its inception in 1968. It features an interdisciplinary, diverse educational program that is designed to meet the individual learning needs of every matriculating student. The instructional practices and organizational structure are consistent with the state of Georgia and the DeKalb County School System. We have consistently strived to improve standardized test scores, state and national, as well as increase opportunities for students to strive for academic excellence by engaging in interactive, meaningful learning experiences. Our professional staff has demonstrated a wealth of knowledge in teaching by becoming ESOL endorsed to effectively teach our EL students. They continuously participate in professional learning activities and training to enhance their pedagogical skills and abilities to impart knowledge to every student. Our quest is to become a “Rewards School” where all students experience success.”

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

Jolly has instructional challenges that adversely impact the success of student academic achievement, as identified by the **GAPSS**, in an instructional vain, only **55%** of the classes displayed differentiated instructional activities during the GAPSS observations. Differentiated instruction still poses a challenge; however, numerous professional learning opportunities to support teachers are making the difference in students’ academic achievement. Similarly, technology education was also not observed on a large scale in classroom instruction with **64%** of classrooms demonstrated this teaching strategy.

Jolly continues to experience challenges in soliciting parent involvement to support student education as identified in the **GAPSS** survey review and the **Title I Parent Involvement Survey**. According to the latter survey, **65%** of the parents surveyed stated that they wanted to assist in their child’s classroom. However, when training sessions occur, only a small percentage of parents participate because they do not understand the English language. One resolve for this problem is to hire translators to attend parent meetings to translate in the language of the various cultures to facilitate non-English speaking parents’ understanding of our school’s needs.

As indicated by the **2011-2012 Criterion-Referenced Competency Test** reports or **CRCT** state mandated assessment, Jolly’s students in grades 3-5 need to improve in the following areas: Math proficiency – Our testing data reveals that our students’ math achievement and academic performance are challenges with only **69%** of students in 3rd – 5th grades meeting the AMO on this assessment. This is a 3.5% loss from last year scores. Jolly’s “Black” subgroup met the AMO in ELA/Reading by “confidence Interval” with 78% of students passing. Jolly serves a large ‘emergent’ EL population. For the third year, Jolly had an EL subgroup (80 FAY students in grades 3-5) whose CRCT scores adversely impacted our AYP status. Our English Language Learners (EL) did not make the required AMO (**73.7%**) in the area of ELA/Reading (**44%**) or Math (**54%**) on the **CRCT**. Therefore, more instructional initiatives are needed to provide support to these and all students in this area. However, Jolly has developed action plans to ensure that different math strategies will be utilized to support student learning in this area. Our EL students are also served in the classroom by ESOL endorsed classroom teachers. However, many more ESOL teachers are needed. The International Center also provides intensive services for many of our EL students. In addition to the academic development of these learners, it is also a challenge to build the cultural experiential background that will familiarize them with the norms, values, and practices in DeKalb’s educational system.

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

The professional learning/training sessions needed to provide support to Jolly’s teachers to further develop their pedagogical skills in imparting information to students in reading and math are listed below:

- Professional Learning as a part of implementing Success for All, a school reform initiative in reading.
- Professional Learning as needed to implement Teacher Keys Effectiveness System and Leader Keys
- Professional Learning needed to implement College and Career Readiness Performance Index
- Analyzing Data to Guide Instruction – The Data Coach will assist with staff development, data analysis, and developing staff skills in interpreting and using data to increase student achievement and differentiated instruction. Teachers will practice analyzing test data to drive personalized instruction for students; this data will be displayed in the school’s Data Room where grade level and leadership meetings will take place to be abreast of current data. They will create Classroom profiles and Data Item Analysis Sheets to ensure that instructional strategies are appropriate for students’ learning needs.
- Differentiating Instruction in Reading and Math - Staff professional learning sessions will be conducted at Jolly and select teachers will attend professional conferences and seminars to gain knowledge and information to share with their colleagues on how to effectively meet each child’s learning needs by ensuring that instruction is differentiated for all students with special learning needs .
- DeKalb’s Teaching and Learning Instructional Strategies – All teachers will be trained on Curriculum Instruction Assessments Professional Learning as prescribed by DeKalb County School District.
- Marzano’s High Yield Strategies That Affect Student Achievement – Professional training will be updated by the SFA Facilitator, and the Data Coach.
- Using Technology in Instruction - Teachers will improve their pedagogical skills in integrating technology across curricular by attending technology training sessions on campus conducted by MIS personnel in DeKalb. More software programs will be purchased with Title I funds to teach and assist students in learning from computer assisted instruction.
- Training for use of Integrated Data Management System will ongoing throughout this school year.

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

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

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

School Counselors: Provide guidance counseling sessions to classes, small groups, and individual students and teachers; schedules, plans and executes SST meetings to support students in improving academic and behavioral needs; provides RTI training to staff; works closely with social worker in identifying community resources to meet students' family needs; conducts test taking strategy sessions with students to improve testing skills and serves on the administrative team to identify students needs and strategies to satisfy those needs, prioritize needs and develop outcome based objectives and activities that are related to pro-social skills development, drug prevention/school safety, and academic achievement ; works in collaboration with the SSS in providing classroom guidance, support groups, crisis intervention strategies, careers, program oversight, and technical assistance, as needed; monitors the completion and submission of all program reports by the due date.

Psychologists: Provides psychological testing to identified students; collaborates with school counselor and administration to support students' social, emotional, and academic needs. Works very closely with and serves as liaison between the District and school to ensure student eligibility in the SST process.

Student Support Specialists: Review archival and current data related to school climate, school safety, failing students, attendance, discipline, and test scores. Identify data sources. Review and prioritize student and family needs. Determine and describe implications for the school and individual stakeholders. Collaborate with existing school council, committee, or leadership team in order to prioritize needs and develop outcome based objectives and activities that are related to pro-social skills development, drug prevention/school safety, and academic achievement .

Social Workers: Social work is a professional and academic discipline committed to the pursuit of social welfare and social change. Jolly's social worker seeks and works with outside community social agencies to provide support to improve the quality of life for families Jolly serves. She performs interventions based on students, families, and community needs, such as child abuse – sexual, physical, emotional and neglect. She is committed to human development, involving, education, and sociology, physiology and overall students' welfare and needs. She is clothed with the responsibility identifying community resources to aid families in need.

School Nurses: Jolly's school nurse provides medical assistance to students, staff and community by educating all stakeholders on preventive strategies to maintain a safe and disease-free school and community environment. She seeks medical community resources such as dental, medical, etc. to satisfy identified needs of students. She administers medicine and promotes sanitary practices to ensure a medically sound and safe school environment.

Strategies to Increase Parental Involvement

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

	Site-based Parent Centers/Information Stations		
	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		
X	Parental Involvement Survey/Summary	X	Parent/Teachers Association

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

We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by . . .

Parents and community members serve as members of the PTA Executive Board and the Local School Council. Both committees are instrumental in making decisions related to budgets, PTA activities and fundraisers. Parents are also members of a CSIP committee(s). The School Council meets regularly to discuss ways to improve student achievement and resources available needed to improve student learning. The council members collaborate and discuss ways to increase parental involvement, PTA membership, and review the school improvement plan. Parents and community members sit on panel interviews for principal’s selection process. Suggestions and recommendations are made.

We have developed a parent involvement policy included that:

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- Compacts
- Parent Involvement checklist

Parent Teacher Association – Works in close association with school personnel to enhance and support the overall school program. PTA meetings are valuable in assisting us with keeping our parents informed about the progress of our academic performance and are a springboard for sharing pertinent upcoming events that will take place.

Parental Involvement Workshops – Are planned to assist parents in understanding assessment data, the curriculum and strategies they can use to help their children learn. The school will partner with the county level professional learning personnel to plan and implement parent training sessions for parents to support them in assisting their children at home with homework. The **TIPS** program or **Teachers Involve Parents in Student** work will be purchased with Title I funds to teach parents how to work with their children at home.

Parental Involvement Survey/Summary – Are used to assist us in improving the school program for our students and to discern ways to better serve our parents and community.

School Website and Newsletters – Are utilized to convey information about the school academic and non-academic programs as well as upcoming events. They are also used to familiarize the parents and community at large with our school family, its celebrations and ways to help our school. They will find an electronic copy of our School Improvement Plan, Title 1 Budget, and Parental Involvement Policy. Hardcopies of these documents are also located in our Media Center.

Calling Post – Used to remind parents of important events, such as conferences, and PTA meetings, etc.

DCSS Website/Community.Net – Parents have access to a soft copy of our School Improvement Plan. Parents may also access the Parent Portal to keep abreast of their student’s academic progress. Parents may also communicate with their child’s teacher using the messaging center on the Portal.

Title 1 Parent, Student, Teacher, Conferences – Used to keep parents informed about their student’s academic and affective progress.

Site-Based Parental Involvement Policy – Utilized to keep parents informed about our commitment to them and the community we serve. It also informs them of planned Parental Involvement activities. This is also located in our Media Center.

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

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

Stakeholder Communication

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

The CRCT data is analyzed during the summer months by the administrators and leadership team. The team identifies areas of weakness on each grade level, individual classes and school wide. Patterns and trends are identified and discussed. Suggested interventions are discussed to target identified areas of weakness. The data is shared with the staff during preplanning. Teachers in grades 3rd – 5th meet at the beginning of the school year to discuss the data and develop strategies to meet address the areas of weakness. At the beginning of the school year, CRCT test results are given to any parent that did not receive scores during the summer through mail or from parent pick up. The test results are interpreted for parents during PTA /parent teacher conferences. The District provides an interpretation letter that is given to parents along with the students' individual scores. Teachers discuss with parents strategies and interventions to target identified areas of weaknesses. CRCT results are shared with students at the beginning of the school year by their teachers in individual conferences.

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

The results of disaggregated school data is shared with all school stakeholders through various forums. Jolly Elementary's staff is informed of CRCT results as soon as they are released in grade level team meetings to discuss data as reported. Students receive copies of their test results during the summer via certified mail. Information regarding school data is presented at the first PTA to inform parents of Jolly's strengths and weaknesses, identified from analyzing the data. Jolly's strengths are also shared. The disaggregated data is also made available to parents through Jolly Elementary's website. The data reflects current CRCT data and Jolly's Annual Yearly Progress (AYP) status which is posted on the school's website as a means of communicating this information with the community/public

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

The SWP will be available to all stakeholders via the Jolly School website. There will also be a copy on file in the media center for any member of the public to look through. The SWP will be presented to the School Council in order for the council to be aware and actively involved in the plan. It will also be referred to and explained to all stakeholders at the PTA meetings throughout the school year and at a Title I parent meeting. The designee who will serve as the contact for those who need additional information regarding the SWP will be La'Nette Montgomery and Tamara Goodridge.

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

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

Selecting Appropriate Interventions Using Scientifically Based Research

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

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

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

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

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title I Federal Funds will be utilized to purchase the services of additional personnel needed to effectively develop students’ academic achievement in reading and math. Two teachers will be hired to supplement instruction in grades 3-5; a Success for All facilitator will be utilized as an integral part of our reform plan to improve reading instruction for all students, and a Data Coach to improve instruction by training teachers to utilize assessment data effectively and efficiently to increase student performance. In addition, Title I Federal Funds will be used to provide additional instruction (After-school Tutorial) to Level 1 students in order to improve their academic progress throughout the year. Planned Parental Involvement activities throughout the school year, Professional learning for our teachers in the areas of CCGPS Standards, TKES, instructional strategies, etc. will also be funded through our Title I funds.
State Funds	Will be utilized to purchase instructional materials and equipment needed such as learning aids, materials and equipment - chart paper and racks and numerous teaching supplies to support instruction and student academic achievement.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	Since Jolly Elementary is now a Sub-Group Alert School, the GA DOE School Improvement Grant Funds will be utilized to improve the instructional program to effectively meet the learning needs of all students through the Success Maker Program. A portion will be used to develop the parent involvement program by planning and executing parent training activities, materials and equipment.
Federal School Improvement Grants	
Local Professional Learning Funds	Will be allocated to provide Professional Learning books for teachers to conduct a “Book Study” to support teachers in learning strategies in differentiating instruction in reading and math, integrating technology in classroom instruction, Marzano’s High Yield Strategies, etc.
Grants (list)	
PTSA	Will be used to purchase honors and awards for students’ recognition and other instructional aids to improve reading and math instruction.
Partners in Education	Funds provided by Silas Realty (partner in education) will be utilized to increase student and teacher attendance.

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

Annual Measurable Objective: Increase the number of 3rd – 5th Grade students meeting or exceeding the standard in Reading and English Language Arts from 74% to 93.3% in 2013 as measured by the CRCT.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 1.3 PA1 Explain the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson. Direct Vocabulary Instruction</p> <ul style="list-style-type: none"> • Implement School-wide Instructional Vocabulary Framework • Create Visual Word-Walls in classroom with pictures • Utilize school-wide “Word of the Day” to develop vocabulary skills and classroom word wall. • Utilize vocabulary journals to develop student vocabulary skills • Principal Book of the Month 	<p>Local</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • SFA Facilitator • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Student Work • Writing Journals • Teacher made Assessments • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • Semester Benchmarks • SFA Assessments 	<ul style="list-style-type: none"> • Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently. • Teachers and students can articulate a common understanding of the rigor expected from the standards. • Benchmark Results • SFA Reports • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5)
<p>Instruction Standard 1.3 PA 3</p> <ul style="list-style-type: none"> • Establish goals for reading improvement. These will be developed by teachers in collaboration with 		<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers 	<ul style="list-style-type: none"> • Book Logs • Student/Teacher Conferencing • AR and SFA Assessments 	<ul style="list-style-type: none"> • Students and teachers can articulate reading strength and weaknesses. They can

<p>students.</p> <ul style="list-style-type: none"> • Implement 100 Book Campaign • Utilize SuccessMaker to chart and ensure students’ progress in reading 		<ul style="list-style-type: none"> • Para-Professionals • ESOL Teachers • Special Education Teachers • Teacher-Librarian 		<p>also tell how goals are set.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • SFA Reports
<p>Instruction Standard 2.3 PA 1-3 Differentiated Instruction Utilize differentiation strategies to pace and present instruction that will meet the needs of diverse learners.</p> <ul style="list-style-type: none"> • Depth of knowledge • Multiple Intelligence Data • Cultural Awareness • Utilize effective differentiated instruction using SFA, STAR Reading, Early Literacy, Accelerated Reader, Successmaker, District-wide Benchmarks, and Multiple Intelligences to determine baseline reading data. • Flexible groups • Pairs • Independent study • Re-teach • Use instructional aids to support differentiation activities • Utilize ACCESS and TieNet data to determine areas of weakness for ELL and Special Education students. • Employ WIDA Can Do Descriptors to differentiate instruction for ELL students • Demonstrate achievement of stated learning goals (performance standards) 	<p>Title I \$30, 000</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers • Teacher-Librarian 	<ul style="list-style-type: none"> • Semester Benchmarks • Writing Journals • Teacher made Assessments • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • AR, SFA, and STAR Reports • Student work 	<ul style="list-style-type: none"> • Observations indicate students are working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. • Teachers can explain how data supports the differentiated instruction. • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5)

through student work				
<p>Instruction Standard 2.1 PA 1-3 Create learning environments and classroom instruction consistently utilizing research-based learning strategies and processes, ensuring the achievement of all learners.</p> <ul style="list-style-type: none"> • Implement Marzano’s Nine High Yield Strategies • Collaborative planning as a grade level team • Differentiate instruction • Develop ALL classroom libraries • Provide additional teachers to support instruction and student academic achievement. • Provide additional teachers to reduce pupil teacher ratio • Provide a Data Coach and SFA Facilitator to support teachers in documenting and analyzing data, and identifying students eligible for SST. 	<p>Title 1 \$99, 140</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • RTI Coach & Counselors • Data Coach & SFA Facilitator • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Charts for classroom practices and procedures • Independent work • Classroom arrangement conducive to student learning style • Flexible and cooperative grouping observed •SFA Program 	<ul style="list-style-type: none"> • Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students’ need. • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5)
<p>Assessment 3.1 PA 4 Place students who are not meeting standard(s) into flexible groups according to assessment results and assign them to safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis</p> <ul style="list-style-type: none"> • After-School Tutorial • EIP instruction • Re-teach or provide additional support to students who have 	<p>Title 1 \$25, 000</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Safety net rosters • Student data • Formative assessments • Summative assessments • RTI Data 	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Benchmark Results</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5)

<p>not mastered the standard(s). <ul style="list-style-type: none"> • Document RTI when students are not mastering content. </p>				
<p><u>Students with Disabilities</u> Instruction Standard 2.3 PA 1 Differentiation Utilize differentiation strategies to pace and present instruction and assessments that will meet the needs of diverse learners. <ul style="list-style-type: none"> • Provide SWD additional targeted instruction in Math and ELA through extended assessment with accommodations and modifications listed in the IEP’s. PA 3 Maximize personnel and instruction by ensuring that both adults are actively teaching when using Co-teaching models: <ul style="list-style-type: none"> • Station Teaching • Parallel Teaching • Alternative Teaching Instruction Standard 2.1 & 2.2 <ul style="list-style-type: none"> • Mainstream SWD into Regular Ed. classrooms co-taught with Special Ed. teachers using the ICE project model </p>	<p>State Funding/Per pupil</p>	<p>8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers </p>	<ul style="list-style-type: none"> • Semester Benchmarks • Writing Journals • Teacher made Assessments • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • IEP Progress Monitoring 	<ul style="list-style-type: none"> • Observations indicate students are working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. • Teachers can explain how data supports the differentiated instruction. • Teachers can describe different ways to scaffold learning. • SFA Reports • Benchmark Results • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5)
<p>English Language Learners* Professional Learning 1.1 PA 4 ELL PA 2 Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation</p>	<p>Per Pupil Funds Title III</p>	<p>8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API • Instructional Coordinator • Classroom Teachers • Para-Professionals • ESOL Teachers </p>	<p>Lesson plans <ul style="list-style-type: none"> • Classroom observation documents • Focus walk documents • Student Work </p>	<p>Teachers and administrators can articulate their progress on implementing expected practices in their classrooms, and can articulate the next steps they will take for</p>

<p>Protocol (SIOP).</p> <ul style="list-style-type: none"> • Provide classroom teachers with opportunities to observe classrooms where WIDA standards and the SIOP model are effectively used. • Require teachers to implement and use WIDA standards and elements of the SIOP model. <p>Instruction 1.3 PA 1 ELL PA 5: Provide meaningful activities and ample opportunities for student use of the four language domains: Speaking, Writing, Reading, and Listening (SWRL).</p> <ul style="list-style-type: none"> • Post SWRL in the classrooms near teachers posted objectives (as a reminder). • Make students aware of the four domains and how they are/were covered daily. • Utilize SWRL activities that are observed and documented for feedback. • Record and analyze students’ progress from participating in SWRL activities to drive further instruction. 	<p>Title III</p>	<ul style="list-style-type: none"> • Special Education Teachers <p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Data Coach • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Lesson plans • Classroom observation documents • Focus walk documents • Student Work 	<p>continuous improvement with evidence of student learning impact.</p> <ul style="list-style-type: none"> • Benchmark Results • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results 2013 <p>• Teachers and students can articulate how the four language domains are incorporated into daily lessons.</p> <p>• Classroom observation and instructional focus walk documentation provides evidence of implementation on a consistent basis.</p> <ul style="list-style-type: none"> • Benchmark Results • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results 2013
<p>Technology Integration Instruction Standard 2.7 PA 1-2 Work collaboratively to use technology</p>	<p>Title I \$28,000</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API 	<ul style="list-style-type: none"> • Lesson Plans • Observations • Students’ work 	<p>Teachers and students can articulate the use of a comprehensive technology</p>

<p>to reinforce achievement of standards mastery; to support students’ conceptual understanding and independent application of core content; and to differentiate the teaching-learning process to accommodate students’ readiness needs, interests, and learning profiles.</p> <ul style="list-style-type: none"> • Utilize interactive Reading/ELA websites to provide real world application to: <ul style="list-style-type: none"> • Enhance students’ research skills • Differentiate instruction • Maximize student learning. • Promote Higher Thinking skills • Utilize ActivBoard to integrate technology into the curriculum to support and motivate student learning. • Utilize STAR Reading, Early Literacy, Accelerated Reading, and Successmaker. • Utilize WJES school broadcast system to reinforce vocabulary and reading skills • Purchase iPads and laptop computers to allow more student access to classroom practice <p>Instruction 2.7 PA 2 ELL PA 9: Integrate technology such as Rosetta Stone to support language development:</p> <ul style="list-style-type: none"> • Student use • Teacher use • Install Rosetta Stone on each student computer and include headphones with microphones. 		<ul style="list-style-type: none"> • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Ed Teachers 	<ul style="list-style-type: none"> • CRCT online • Conferencing • STAR and AR Reports • Successmaker Results • Activ Boards Use • Computers/equipment • Media Center/lab use schedule • Student work • Performance tasks • Research projects, etc. 	<p>plan to enhance student learning.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results 2013 <p>Teachers can provide examples of student work that have been enhanced by technology.</p> <ul style="list-style-type: none"> • 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.
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<ul style="list-style-type: none">• Provide ESOL classes with time in the computer lab (on the master schedule) for research and practice.• Monitor student progress with the program(s).				
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Mathematics Action Plan				
Annual Measurable Objective: Increase the number of 3rd-5th Grade students meeting or exceeding the standard in Mathematics from 68% to 91.9 % in 2013 as measured by the CRCT.				
Performance Action or Initiative (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 1.3 PA1 Explain the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson.</p> <p>Direct Vocabulary Instruction</p> <ul style="list-style-type: none"> • Create Visual Math Word Walls with pictures or representations • Utilize Vocabulary from State Performance Standards • Implement School-wide instructional vocabulary framework • Utilize vocabulary instructional aids to support development of vocabulary skills • Provide opportunities for students to use Math Talk to reinforce math vocabulary concepts. <p>Instruction Standard 2.3 PA 1-3</p> <p>Differentiated Instruction Utilize differentiation strategies to pace, plan, and present instruction that will meet the needs of diverse learners</p> <ul style="list-style-type: none"> • Depth of knowledge • Multiple Intelligence data • Cultural awareness • Utilize effective differentiate instruction using Star Math and 	Per Pupil	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Data Coach • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Semester Benchmarks • Writing Journals • Teacher made Assessments • Lesson Plans • Conferencing • Teacher Commentary 	<ul style="list-style-type: none"> • Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently. • Teachers and students can articulate a common understanding of the rigor expected from the standards. • Benchmark Results • Accelerated Math Reports • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5)
		<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para- Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Student Work • Charts for classroom practices and procedures • Independent work • Classroom arrangement conducive to student learning style • Flexible and cooperative grouping observed 	<ul style="list-style-type: none"> • Observations indicate students are working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. • Teachers can explain how

<p>SuccessMaker</p> <ul style="list-style-type: none"> • Flexible groups • Pairs • Independent study • Use instructional aids to support differentiation activities • Utilize ACCESS and TieNet data to determine areas of weakness for ELL students. • Employ WIDA Can Do Descriptors to differentiate instruction for ELL students • Demonstrate achievement of stated learning goals (performance standards) through student work 				<p>data supports the differentiated instruction.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p>Instruction Standard 2.1 PA 1-3 Create learning environments and classroom instruction consistently utilizing research-based learning strategies and processes, ensuring the math achievement of all learners.</p> <ul style="list-style-type: none"> • Implement Marzano’s Nine High Yield Strategies • Collaborative planning as a grade level team • Differentiate instruction • Provide additional teachers to support instruction and student academic achievement. • Provide an Data Coach to support teachers in documenting and analyzing data, and identifying students eligible for SST. 	<p>See Reading Action Plan</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Student Work • Charts for classroom practices and procedures • Independent work • Classroom arrangement conducive to student learning style • Flexible and cooperative grouping observed 	<ul style="list-style-type: none"> • Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. • The delivery modes observed support the learning goals of the lesson and students’ need. • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p>Assessment 3.1 PA 4 Place students who are not meeting standard(s) into groups according to assessment results and assign them to</p>	<p>See Reading Action Plan</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Data Coach 	<ul style="list-style-type: none"> • Safety net rosters • Student data • Formative assessments • Summative assessments 	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets.</p>

<p>safety net instruction which occurs before, during, and after school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p> <ul style="list-style-type: none"> • After-School Tutorial • EIP instruction • Re-teach or provide additional support to students who have not mastered the standard(s). • Document RTI when students are not mastering content 		<ul style="list-style-type: none"> • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • RTI Data • Star Math Reports • SuccessMaker Data • Accelerated Math Data 	<ul style="list-style-type: none"> • Benchmark Results • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 • ACCESS Results of 2013
<p><u>Students with Disabilities</u> Instruction Standard 2.3 PA1-3 Differentiation</p> <ul style="list-style-type: none"> • Provide SWD additional targeted instruction in Math and ELA through extended assessment with accommodations and modifications listed in the IEP's. <p>PA 3</p> <ul style="list-style-type: none"> • Maximize personnel and instruction by ensuring that both adults are actively teaching when using Co-teaching models: • Station teaching • Parallel Teaching • Alternative Teaching <p>Instruction Standard 2.1 & 2.2</p> <ul style="list-style-type: none"> • Mainstream SWD into Regular Ed. classrooms co-taught with Special Ed. teachers using the ICE project model 	<p>State Funding/Per pupil</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Data Coach • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Semester Benchmarks • Writing Journals • Teacher made Assessments • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • IEP Progress Monitoring • Star Math Reports • SuccessMaker Data • Accelerated Math Data 	<ul style="list-style-type: none"> • Observations indicate students are working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. • Teachers can explain how data supports the differentiated instruction. • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p><u>English Language Learners*</u> Professional Learning 1.1 PA 4 ELL PA 2 Provide professional learning</p>	<p>Per Pupil Funds Title III</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Data Coach 	<ul style="list-style-type: none"> • Lesson Plans • Portfolio • Conferencing • Teacher Commentary 	<p>Teachers and administrators can articulate their progress on implementing expected practices in their classrooms,</p>

<p>instruction</p> <ul style="list-style-type: none"> • Provide additional personnel to reduce class sizes to accommodate student learning. 				
<p><u>Technology Integration</u></p> <p>Technology Integration</p> <p>Instruction Standard 2.7: PA 1-2</p> <p>Work collaboratively to use technology to reinforce achievement of standards mastery; to support students’ conceptual understanding and independent application of core content; and to differentiate the teaching-learning process to accommodate students’ readiness needs, interests, and learning profiles.</p> <ul style="list-style-type: none"> • Utilize interactive math websites • Utilize ActivBoards to integrate technology into the curriculum • Use Star Math & Successmaker Online Assessment and Prescriptive Strategies • Purchase iPads and laptop computers to allow more student access to classroom practice. • Utilize Accelerated Math to increase student performance. • Utilize WJES school broadcast system to demonstrate, develop, and reinforce math concepts and skills. <p>Instruction 2.7 PA 2</p> <p>ELL PA 9:</p> <p>Integrate technology such as Rosetta Stone to support language development:</p>	<p>See Reading Action Plan</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Math Specialist • Para-Professionals • ESOL Teachers • Special Education Teachers • Teacher/Librarian 	<ul style="list-style-type: none"> • Observations • Students’ work • CRCT online • Conferencing • Computers/equipment use documented in lesson plans • Media Center/lab use schedule • Student work • Performance tasks • Research projects, etc. <ul style="list-style-type: none"> • WJES archives <ul style="list-style-type: none"> • Computers/equipment use documented in lesson plans 	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013 <p>Students can provide examples of student work that have been enhanced</p>

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<ul style="list-style-type: none">• Student use• Teacher use• Install Rosetta Stone on each student computer and include headphones with microphones.• Provide ESOL classes with time in the computer lab (on the master schedule) for research and practice.• Monitor student progress with the program(s).			<ul style="list-style-type: none">• Media Center/lab use schedule• Student work• Performance tasks• Research projects, etc.	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.
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan				
Annual Measurable Objective: Increase the number of 3 rd Grade students meeting or exceeding the standard in Science from 50% in 2012 to 55% in 2013. Increase the number of 4 th Grade students meeting or exceeding the standard in Science from 50% in 2012 to 55% in 2013. Increase the number of 5 th Grade students meeting or exceeding the standard in Science from 41% in 2012 to 45% in 2013.				
Performance Action or Initiative (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Instruction Standard 2.1 PA 1-3 Create learning environments and classroom instruction consistently utilizing research-based learning strategies and processes, ensuring the achievement of all learners. <ul style="list-style-type: none"> • Implement Marzano’s Nine High Yield Strategies • Deliver instruction using the Three Part Lesson framework • Integrate the use of technology by using Promethean Boards • Collaborative planning as a grade level team • Utilize peer tutoring • Conferencing with students • Incorporate Flexible and Cooperative Grouping • Plan vertical alignment meeting with other grade level teams • Differentiate instruction 	<u>None</u>	8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Charts for classroom practices and procedures • Independent work • Classroom arrangement conducive to student learning style • Flexible and cooperative grouping observed 	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson. Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students’ need. <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
Instruction Standard 2.2 PA 1 Study the standards, elements, and essential questions to determine the		8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API 	<ul style="list-style-type: none"> • Open-ended questions on assessments • Performance tasks 	Observations indicate students working toward the same standard but in varying

<p>higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> • Use of performance tasks to develop high order thinking skills • Assess students understanding during instruction utilizing Depth of Knowledge (DOK). • Provide opportunities for hands-on labs and experiments • Provide opportunities for project construction requiring critical thinking skills 		<ul style="list-style-type: none"> • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Rubrics • Graphic organizers • Classroom assessments • Posted essential questions and standards 	<p>ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction Teachers can demonstrate a method used to determine the reading level of their textbooks or other reading material.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p>Instruction Standard 2.3 PA 1-3</p> <ul style="list-style-type: none"> • Utilize ACCESS and TieNet data to determine areas of weakness for ELL students • Employ WIDA CAN DO descriptors to differentiate instruction for ELL students • Utilize multiple intelligences when forming assessments 		<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Leveled readers aligned to Science standards • Illustrated Science Vocabulary Word Wall 	<ul style="list-style-type: none"> • Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction • Teachers can demonstrate a method used to determine the reading level of their textbooks or other reading material. • CRCT Results of 2013 (Grades 3-5)

				<ul style="list-style-type: none"> • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p><u>Students with Disabilities</u> Students with Disabilities Instruction Standard 2.3 PA 1-3 Differentiation</p> <ul style="list-style-type: none"> • Provide SWD additional targeted instruction in Math and ELA through extended assessment with accommodations and modifications listed in the IEP's. <p>PA 3</p> <ul style="list-style-type: none"> • Maximize personnel and instruction by ensuring that both adults are actively teaching when using Co-teaching models: • Station teaching • Parallel Teaching • Alternative Teaching <p>Instruction Standard 2.1 & 2.2</p> <ul style="list-style-type: none"> • Mainstream SWD into Regular Ed. classrooms co-taught with Special Ed. teachers using the ICE project model 	\$500 Per Pupil	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • 6 week benchmark tests • Writing Journals • Teacher made Assessments • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • IEP Progress Monitoring 	<ul style="list-style-type: none"> • Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction • Teachers can describe different ways to scaffold learning. • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p><u>English Language Learners*</u> Professional Learning 1.1 PA 4 ELL PA 2</p> <p>Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation Protocol (SIOP).</p> <ul style="list-style-type: none"> • ESOL teachers to conduct trainings 		<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • Sign-in sheets • Training Dates • Agendas 	<p>Teachers and administrators can articulate their progress on implementing expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.</p> <ul style="list-style-type: none"> • CRCT Results of 2013

<p>during staff meetings and/or planning time.</p> <ul style="list-style-type: none"> • Provide classroom teachers with opportunities to observe classrooms where WIDA standards and the SIOP model are effectively used. • Provide classroom teachers with feedback on their implementation and use of WIDA standards and elements of the SIOP model. 				<p>(Grades 3-5)</p> <ul style="list-style-type: none"> • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p><u>Technology Integration</u> Instruction Standard 2.7 PA 1-2 Work collaboratively to use technology to reinforce achievement of standards mastery; to support students’ conceptual understanding and independent application of core content; and to differentiate the teaching-learning process to accommodate students’ readiness needs, interests, and learning profiles.</p> <ul style="list-style-type: none"> • Utilize Media Specialist • Technology based student projects • Use of United Streaming • Utilize computers in units and lesson plans • Mobile computer laptops • Utilize iPads in units and lesson plans 		<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers • Teacher-Librarian 	<ul style="list-style-type: none"> • Lesson Plans • Observations • Students’ work • CRCT online • Conferencing 	<ul style="list-style-type: none"> • Teachers can articulate the use of a comprehensive technology plan to enhance student learning. • Students can provide examples of student work that have 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. • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013

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

Social Studies Action Plan				
Annual Measurable Objective: Increase the number of 3 rd grade students meeting or exceeding the standard in Social Studies from 57% meets and exceeds to 63%. Increase the number of 4 th grade students meeting or exceeding the standard in Social Studies from 40% meets and exceeds to 45%. Increase the number of 5 th grade students meeting or exceeding the standard in Social Studies from 47% meets and exceeds to 52%.				
Performance Action or Initiative (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Differentiation As a result of curriculum planning, all students participate in a curriculum that requires depth of understanding and rigor. <ul style="list-style-type: none"> • Students demonstrate key Social Studies themes through role-playing and/or performances. • Students will demonstrate depth of understanding through projects and exhibits. • Students articulate how the work in a portfolio meets the standard. 	State Funds	8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Performance Tasks • Classroom assessments • Rubrics • Student work samples • Units • Classroom observation results 	Teachers use the portfolio to determine if students are meeting the standards, if there is evidence of instruction in the student work, and the implications that the work might have on future instruction. <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
Instruction Standard 3.1 Higher Ordered Thinking A comprehensive feedback-adjustment process is fully operational in all aspects of the school to ensure continuous improvement for the individual learner, subgroups of students, and the school as a learning community. Students will:	\$0	8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Student work folders • Portfolios • Sourcebooks 	Evidences of higher order thinking are reflected in assigned performance tasks. Teachers ask appropriate questions to assess higher order thinking and problem solving ability. Students are asked to explain and support their answers as

<ul style="list-style-type: none"> • Provide a reflection on their work stating areas where improvement can be made. • Use language of the Standard to reflect his/her understanding of the Enduring Concepts associated with the Social Studies theme. 				<p>well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to retell and summarize what they have read or learned.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p>Instruction Standard 2.1 PA 1-3 Create learning environments and classroom instruction consistently utilizing research-based learning strategies and processes, ensuring the achievement of all learners.</p> <ul style="list-style-type: none"> • Implement Marzano’s Nine High Yield Strategies • Deliver instruction using the Three Part Lesson framework • Integrate the use of technology by using Promethean Boards • Collaborative planning as a grade level team • Utilize peer tutoring • Conferencing with students • Incorporate Flexible and Cooperative Grouping • Plan vertical alignment meeting with other grade level teams • Differentiate instruction 	<p>Local and State Funds</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Charts for classroom practices and procedures • Independent work • Classroom arrangement conducive to student learning style • Flexible and cooperative grouping observed 	<ul style="list-style-type: none"> • Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson. • Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students’ need. • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p><u>Students with Disabilities</u></p>	<p><u>Per Pupil</u></p>	<p>8/2012–5/2013</p>	<ul style="list-style-type: none"> • 6 week 	<ul style="list-style-type: none"> • CRCT Results of 2013

<p>Instruction Standard 2.3 PA 1-3 Differentiation</p> <ul style="list-style-type: none"> • Provide SWD additional targeted instruction in Math and ELA through extended assessment with accommodations and modifications <p>Performance/Action 3</p> <ul style="list-style-type: none"> • Maximize personnel and instruction by ensuring that both adults are actively teaching when using Co-teaching models: • Station teaching • Parallel Teaching • Alternative Teaching <p>Instruction Standard 2.1 & 2.2</p> <ul style="list-style-type: none"> • Mainstream SWD into Regular Ed. classrooms co-taught with Special Ed. teachers using the ICE project model 		<ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<p>benchmark tests</p> <ul style="list-style-type: none"> • Writing Journals • Teacher made Assessments • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • IEP Progress Monitoring 	<p>(Grades 3-5)</p> <ul style="list-style-type: none"> • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013
<p><u>English Language Learners*</u></p> <p>Professional Learning 1.1 PA 4 ELL PA 2</p> <p>Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation Protocol (SIOP).</p> <ul style="list-style-type: none"> • ESOL teachers to conduct trainings during staff meetings and/or planning time. • Provide classroom teachers with opportunities to observe classrooms where WIDA standards and the SIOP model are effectively used. • Provide classroom teachers with feedback on their implementation and use of WIDA 	<p>\$500 Per Pupil</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • Sign-in sheets • Training Dates • Agendas 	<p>Teachers and administrators can articulate their progress on implementing expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013

<p>standards and elements of the SIOP model. Instruction 1.3 PA 1 ELL PA 5: Provide meaningful activities and ample opportunities for student use of the four language domains: Speaking, Writing, Reading, and Listening (SWRL) <ul style="list-style-type: none"> • Post SWRL in the classrooms near teachers posted objectives (as a reminder). • Make students aware of the four domains and how they are/were covered daily. • Utilize SWRL activities that are observed and documented for feedback. </p>	<p>State Funds</p>	<p>8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers </p>	<ul style="list-style-type: none"> • Lesson plans • Classroom observation documents • Focus walk documents 	<p>Teachers and students can articulate how the four language domains are incorporated into daily lessons. Classroom observation and instructional focus walk documentation provides evidence of implementation on a consistent basis.</p>
<p><u>Technology Integration</u> Instruction Standard 2.7 All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery; to support students’ conceptual understanding and independent application of core content; and to differentiate the teaching-learning process to accommodate</p>		<p>8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers </p>	<ul style="list-style-type: none"> • Computers • Lesson and unit plans • LCD projectors and other technology equipment 	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results of 2013

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

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Increase the attendance rate from 96% in 2012 to 97% in 2013				
Performance Action or Initiative (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Planning and Organization Standard 2: PA 2</p> <p>Communicate and display attendance data, discipline data, and other pertinent communications to facilitate the focus of the Attendance Team to ensure that student achievement is core to its work. Participate in an incentive program to increase attendance (students)</p> <ul style="list-style-type: none"> • Principal’s Buck of the Day • Principal’s Buck of the Month • Never Been Absent (NBA) Program • Incentives from Local Business Partners (Publix, Chick –fil-A) 	<p>State funds Local funds Per pupil funds</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Counselor • Social Worker • Student Support Specialist 	<ul style="list-style-type: none"> • Daily attendance report from eSIS • 3-Day Letter to Parents • 6-Day letter to Parents • Attendance letter to parents • Parent/Student Attendance Contracts • Submission of Monthly attendance report to Principal 	<ul style="list-style-type: none"> • Attendance increases • Academic and social improvement • Increased performance on benchmark assessments

Library-Media Action Plan				
Annual Measurable Objective: Increase the number of 3rd – 5th Grade students meeting or exceeding the standard in Reading and English Language Arts from 74% to 93.3% in 2013 as measured by the CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Performance/Action 4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.</p> <ul style="list-style-type: none"> • The Teacher-Librarian collaboratively selects print and interactive books for the library collection • The Teacher-Librarian collaboratively facilitates Renaissance Place Learning e.g. STAR Reading and Accelerated Reader • The Teacher-Librarian collaborates to with instructional staff to assist students with achieving the goals of the 100-Books Campaign 	<p>Title I Interactive Books \$2,000</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • SFA Facilitator • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers • Teacher-Librarian 	<ul style="list-style-type: none"> • Disaggregated Lexile reports and /or local reading reports • Resource alignment to units • Media circulation records, etc. 	<p>Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.</p>
<p>Instruction 2: 2.2, PA 3 Teachers and other instructional leaders meet collaboratively to determine and agree upon school-wide expectations for an organized classroom environment and classroom procedures.</p>		<ul style="list-style-type: none"> •8/2012–5/2013 • Principal • API • Classroom Teachers 	<p>Materials or resources and technology are easily accessible</p> <ul style="list-style-type: none"> • Signage for library practices 	<p>Students can articulate and demonstrate classroom practices and procedures that minimize interruption or disturbance. These include the process of obtaining and returning instructional materials, as</p>

<ul style="list-style-type: none"> • The Teacher-Librarian attends grade level meetings. • The Teacher-Librarian collaboratively teaches Information Literacy Skills lessons with teachers to guide students through the process of using the library and researching effectively. 		<ul style="list-style-type: none"> • Para-Professionals • ESOL Teachers • Special Education Teachers • Teacher-Librarian 	<p>and procedures</p> <ul style="list-style-type: none"> • Teacher meeting notes • Student handbooks, etc. 	<p>well as making brief and smooth transitions between activities.</p>
<p>English Language Learners*</p> <p>Professional Learning 1.1 PA 4 ELL PA 2</p> <p>Provide professional learning opportunities to staff members in the World-class Instructional Design and Assessment (WIDA) standards and Sheltered Instruction Observation Protocol (SIOP).</p> <ul style="list-style-type: none"> • Provide classroom teachers with opportunities to observe classrooms where WIDA standards and the SIOP model are effectively used. • Require teachers to implement and use WIDA standards and elements of the SIOP model. <p>Instruction 1.3 PA 1 ELL PA 5:</p> <p>Provide meaningful activities and ample opportunities for student use of the four language domains: Speaking, Writing,</p>	<p>Title I Digital Camcorder \$579</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Instructional Coordinator • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers • Teacher-Librarian <p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Data Coach 	<p>Lesson plans</p> <ul style="list-style-type: none"> • Classroom observation documents • Focus walk documents • Student Work <ul style="list-style-type: none"> • Lesson plans • Classroom observation documents 	<p>Teachers and administrators can articulate their progress on implementing expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.</p> <p>Benchmark Results</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results 2013 <ul style="list-style-type: none"> • 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.

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<p>Reading, and Listening (SWRL).</p> <ul style="list-style-type: none"> • Post SWRL in the classrooms near teachers posted objectives (as a reminder). • Make students aware of the four domains and how they are/were covered daily. • Utilize SWRL activities that are observed and documented for feedback. • Record and analyze students’ progress from participating in SWRL activities to drive further instruction. 		<ul style="list-style-type: none"> • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers 	<ul style="list-style-type: none"> • Focus walk documents • Student Work 	<ul style="list-style-type: none"> • Benchmark Results • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results 2013
<p>Instruction Standard 1.3 PA1 Explain the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson.</p> <p>Direct Vocabulary Instruction</p> <ul style="list-style-type: none"> • Implement School-wide Instructional Vocabulary Framework • Create Visual Word-Walls in classroom with pictures • Utilize school-wide “Word of the Day” to develop vocabulary skills and morning broadcast. • Principal Book of the Month 	<p>Title I Audio Mixer Title I \$5,000</p> <p>Digital Camcorder \$579</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • SFA Facilitator • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Education Teachers • Teacher-Librarian 	<ul style="list-style-type: none"> • Student Work • Writing Journals • Teacher made Assessments • Lesson Plans • Portfolio • Conferencing • Teacher Commentary • Semester Benchmarks • SFA Assessments 	<ul style="list-style-type: none"> • Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently. • Teachers and students can articulate a common understanding of the rigor expected from the standards. • Benchmark Results • SFA Reports • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5)
<p>Instruction Standard 2.1 PA 1-3 Create learning environments and classroom instruction consistently utilizing research-based learning strategies and processes, ensuring the achievement of all learners.</p> <ul style="list-style-type: none"> • Utilize the Seven Steps for Teaching and Learning • Implement Marzano’s Nine High Yield Strategies • Deliver instruction using the Three Part 		<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special 	<ul style="list-style-type: none"> • Charts for classroom practices and procedures • Independent work • Classroom arrangement conducive to student learning style • Flexible and cooperative grouping 	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson. Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals</p>

<p>Lesson framework</p> <ul style="list-style-type: none"> • Integrate the use of technology by using Promethean Boards • Collaborative planning as a grade level team • Utilize peer tutoring • Conferencing with students • Incorporate Flexible and Cooperative Grouping • Plan vertical alignment meeting with other grade level teams • Differentiate instruction 		<p>Education Teachers</p> <ul style="list-style-type: none"> • Teacher-Librarian 	<p>observed</p>	<p>of the lesson and students’ need. CRCT Results of 2013 (Grades 3-5) ITBS Results of 2012</p>
<p>Technology Integration Instruction Standard 2.7 PA 1-2 Work collaboratively to use technology to reinforce achievement of standards mastery; to support students’ conceptual understanding and independent application of core content; and to differentiate the teaching-learning process to accommodate students’ readiness needs, interests, and learning profiles.</p> <ul style="list-style-type: none"> • Utilize interactive Reading/ELA websites to provide real world application to: • Enhance students’ research skills • Differentiate instruction • Maximize student learning. • Promote Higher Thinking skills • Utilize ActivBoard to integrate technology into the curriculum to support and motivate student learning. • Utilize STAR Reading, Early Literacy and Accelerated Reading, and Successmaker. 	<p>Digital Cameras Title I \$2,100</p> <p>Interactive Books \$2,000</p>	<p>8/2012–5/2013</p> <ul style="list-style-type: none"> • Principal • API • Classroom Teachers • Para-Professionals • ESOL Teachers • Special Ed Teachers • Teacher-Librarian 	<ul style="list-style-type: none"> • Lesson Plans • Observations • Students’ work • CRCT online • Conferencing • STAR and AR Reports • Successmaker Results • Activ Boards Use • Computers/equipment • Media Center/lab use schedule • Student work • Performance tasks • Research projects, etc. 	<p>Teachers and students can articulate the use of a comprehensive technology plan to enhance student learning.</p> <ul style="list-style-type: none"> • CRCT Results of 2013 (Grades 3-5) • ITBS Results of 2012 (Grades 1, 3, & 5) • CoGAT Results of 2012 (Grades 1, 3, & 5) • ACCESS Results 2013 • Teachers can provide examples of student work that have 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>Instruction 2.7 PA 2 ELL PA 9: Integrate technology such as Rosetta Stone to support language development:</p> <ul style="list-style-type: none">• Student use• Teacher use• Install Rosetta Stone on each student computer and include headphones with microphones.• Provide ESOL classes with time in the computer lab (on the master schedule) and iPad checkout for research and practice.• Monitor student progress with the program(s).				
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Professional Learning Plan					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to 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)	Differentiating Instruction in Reading and Math to meet the needs of diverse learners	Peer observations in Language Arts, Math, Science, and Social Studies.	August 2012 - ongoing	<ul style="list-style-type: none"> • SFA/ELA Unit plans • Math Unit Plans • Science Unit Plans • PL Sign In Sheets • Technology Training Sign In Sheets • Focus Walk Results 	<ul style="list-style-type: none"> • Informal and formal assessments • Benchmarks Pretest and Post test data • CRCT data
Federal	<p>Improve student achievement in reading and math by utilizing additional personnel</p> <p>Increase student achievement as measured by Career Readiness</p>	<ul style="list-style-type: none"> • Success for All facilitator will be utilized as an integral part of our reform plan to improve reading instruction for all students through training of teachers • Two additional teachers will be utilized to provide additional support to reading and math instruction. • Data Coach to improve instruction by training 	August 2012- ongoing	<ul style="list-style-type: none"> • Classroom Observation • PL Sign in Sheets • Student Discipline 	<ul style="list-style-type: none"> • Informal and Formal Assessments • Benchmarks Pretest and Post test data • CRCT Data

	<p>Performance indexes by providing data driven instruction and continuous school improvement.</p> <p>Marzano’s High Yield Strategies That Affect Student Achievement</p> <p>Differentiating Instruction in Reading and Math</p> <p>Improving teachers’ pedagogical skills in teaching EL students learning English through research based strategies</p> <p>Using instructional Strategies In</p>	<p>teachers to utilize assessment data effectively and efficiently to increase student performance</p> <ul style="list-style-type: none"> • Professional training will be updated by the SFA Facilitator, and the Data Coach • Staff professional learning sessions will be conducted at Jolly and select teachers will attend professional conferences and seminars to gain knowledge and information to share with their colleagues on how to effectively meet each child’s learning needs by ensuring that instruction is differentiated for all students with special learning needs (i.e. Thinking Maps). • Observe teachers modeling effective classroom strategies (SWRL), speaking, writing, reading and listening through classroom visits and WJES demonstrations • Teacher will participate in 			
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	Math and Reading utilizing CCGPS	training on implementing CCGPS			
Grants	Increase student achievement by providing quality instruction, producing authentic work and assessments by using the Success For All (SFA) reading reform program and Marzano’s High Yield Strategies and Thinking Maps.	<ul style="list-style-type: none">• Training in Authentic Work and Assessment, Foundations of Teaching & Best Practices Math Tiered Training• Observe quality teachers modeling best practices Training in Marzano’s HYS sessions• Training for SFA instruction	August 2012 - ongoing	<ul style="list-style-type: none">• Authentic work samples• Assessment samples• PL Sign In Sheets	<ul style="list-style-type: none">• Informal and Formal Assessments• Content area Pre/Post tests Data• Benchmarks• CRCT Data
Local	Increase student achievement as measured by Career Readiness Performance indexes by providing data driven instruction and continuous school improvement.	<ul style="list-style-type: none">• Training in Data Analysis, Data Driven Instruction• Training/ Conferences/ Book Study & Continuous School Improvement	August 2012 - ongoing	<ul style="list-style-type: none">• Unit Plans	<ul style="list-style-type: none">• Informal and Formal Assessments• Content area Pre/Post tests Data• Benchmarks• CRCT Data

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Performance Action or Initiative (Performance Actions Means of Evaluation should be selected and cited from the DCSS Implementation Resource Supplement)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>School Culture Standard 2.2 PA 1</u> The principal and school staff model acceptance and respect for all and recognize individual efforts and accomplishments. There is a strong emphasis on effort-based learning.</p> <ul style="list-style-type: none"> • Plan and develop a positive school climate at Jolly by: • Utilize Effect Parent Teacher Conference Training for parents • Utilize Team Meetings/SFA program to develop and promote positive student interactions • Design Customer Service sessions for teachers 	Per Pupil	8/2012–5/2013 <ul style="list-style-type: none"> • Principal • API • All Jolly Faculty and Staff • District Cohort Teachers 	<ul style="list-style-type: none"> • Workshop Agendas and Sign In sheets • Jolly Nexus • PTA News • Announcements 	Jolly staff can describe ways in which they model acceptance and respect and how they recognize and celebrate individual efforts and accomplishments. A School Climate that exudes “positivism” and friendly customer service as measured by results of GAPSS surveys (2012) SFA Team meetings
<p><u>School Culture Standard 2.2 PA 2</u> The school establishes opportunities for parents and community to support and celebrate student learning.</p> <ul style="list-style-type: none"> • Plan and execute positive activities to recognize staff and students for quality work performed. • SFA Celebrations and cheers for class participation and teamwork • Honor Days 	Per Pupil Title 1	8/2012–5/2013 <ul style="list-style-type: none"> • Counselor • SSS Personnel • API • Principal • All Jolly Faculty and Staff 	<ul style="list-style-type: none"> • Awards and certificates • Plaques • Award Programs • SFA Team points 	Parents participate with their children in a variety of educational activities designed to enrich student learning and help parents develop awareness of best practices. Student and staff recognition utilizing awards and parental

<ul style="list-style-type: none"> • Highlight student achievement on WJES 				involvement awards
<p><u>School Culture Standard 2.1 PA 3</u> School rules, practices, and procedures reflect an active and sustained ability to confront and alleviate barriers to acceptance of individuals, inviting positive relationships and interactions among all members of the learning community.</p> <ul style="list-style-type: none"> • Plan, develop and implement a school-wide discipline program that all stakeholders know and understand to foster positive behaviors and safe school interactions and prevent negative behaviors that result in referrals 		8/2012–5/2013 <ul style="list-style-type: none"> • Leadership Team • Counselor • API • Principal 	<ul style="list-style-type: none"> • School-wide Discipline Handbooks 	Stakeholders express a feeling of belonging and acceptance. Students work collaboratively with other students and are supportive and accepting to other learning styles. All stakeholders articulate that the school is a welcoming environment that encourages acceptance and tolerance as measured by the GAPSS survey for 2012. Decreased number of referrals Small group sessions Team Building/SFA
<p><u>School Culture Standard 1.3 PA 1</u> The school offers a variety of services that meet student needs.</p> <ul style="list-style-type: none"> • Plan parent involvement/training sessions to promote positive parent– child – teacher interactions • Curriculum Nights held at community apartment complexes • Work with refugee resettlement agencies’ translators to provide services to translate newsletters and other school communications for the dominant language groups. 	Title I	8/2012–5/2013 <ul style="list-style-type: none"> • Title 1 Parental Liaison 	<ul style="list-style-type: none"> • Agendas from Parent Meetings JES 	Parent learning strategies for supporting and interacting positively with their children at home and school.

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Performance Action or Initiative (Performance Actions should Means of Evaluation be selected and cited from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Professional Learning Standard 2.2 PA 1</u> 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:</p> <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. • Determine teacher retention needs based on surveys. • Provide professional learning sessions that address: Classroom Management • Differentiated instructional strategies in reading and math. • Marzano’s Nine High Yield Strategies 	\$500 PL	8/2012–5/2013 • Administrators • Selected Staff • Leadership Team	<ul style="list-style-type: none"> • Member list • Meeting Dates • Sign-in Sheets • Agendas • Minutes 	A teacher retention committee exists and meets regularly to discuss the best practices on teacher retention as it relates to school culture and to develop a positive and proactive plan for teacher support
<p><u>Professional Learning Standard 1.3 PA 2</u> The Teacher Retention Committee will develop and conduct a needs assessment to determine professional learning needs that foster teacher retention.</p>	\$300 PL	8/2012–5/2013 • TSS • Principal • API • Counselor • Leadership	<ul style="list-style-type: none"> • Surveys • Exit Questionnaires • Attrition Data • Student 	<p>Committee members can describe the process and timeline for completion of the teacher retention needs assessment.</p> <p>A written copy of the results</p>

School Name: Jolly Elementary

Principal: Mr. Robert G. Moseley II

Plan Year: 2012 – 2013

		Team	Referral Data • GTEP and Results • Professional Development Plans	exists and is utilized to plan for improvement
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