

**DeKalb County School District**

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



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

**School Name: Kelley Lake Elementary**

**Principal: Cynthia Husband**

**Plan Year: 2012-2013**

**Statement of Quality Assurance**

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

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

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

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

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

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

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

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

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

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



**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>	<b>Date</b>
School Principal	Cynthia Husband		
CSIP Facilitator	Guantella Simmons		
Parent Representative <b>(can not be a school employee)</b>	Curtis Dallis		
Student Representative <b>(required for High School)</b>			
Community Representative <b>(can not be a school employee)</b>	Dianna Dillard		
School Counselor	Guantella Simmons		
Special Education Representative	Pamela Hall		
Reading/ELA Chair	Karen Myland		
Math Chair	Lesley Glanton		
Science Chair	James Smith		
Social Studies Chair	Janice Adams		
Professional Learning Liaison	Jeanette Grier		
School Climate	Wyvetta Meadows		
Technology Media	Nancy Cullison		

**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:**

Kelley Lake implemented a Tutorial in the fall and spring to support target students and remediate deficient skills in reading and math. Success Maker was introduced for our spring tutorial to allow for varied and dynamic means of adjudicating and monitoring our student's development with identified power standards. Target Time Math instruction was provided through the school year to increase the amount of instruction in Mathematics, an identified area of challenge for Kelley Lake's students. This program is designed to target power standards and build a foundation in mathematical concepts. Kelley Lake also began a structured writing program called "Writing to Win". This program provided professional development for teachers and served also to increase the amount of time students were writing each day.

To sustain and enrich Reading, a noted strength at Kelley Lake, the Reading Initiative was established for parents to provide time at home for their children to read. The Accelerated Reader Program and the 25 Book Campaign are designed to promote and develop essential reading skills. As a result, 82.8% of our students met and exceeded expectations on the spring 2012 CRCT test administration in reading and language arts, which is above the state AMO.

These coupled with yearlong, on-going professional development and coaching in High-Yield Teaching Strategies, Differentiated Instruction, Thinking Maps, Common Core Standards, RTI, and Science Integration underpin the instructional goals and initiatives employed. Monthly and weekly meetings are held with the whole faculty and within and across grade levels to provide additional support and address any needs that teachers may have.

Teacher Support Specialist are veteran teachers located at our school and assigned to help new teachers get adjusted and ready for the first weeks of school. New teachers are paired with veteran teachers who provide classroom support at the beginning and throughout the school year.

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

Target Time did not yield the results we have observed previously. A refined focus has been placed on formative assessment and strategic interventions through Renaissance Learning (STAR Math), Compass Learning, and Success Maker. The fidelity with which the program was implemented has been addressed and amended to ensure expected progress in the coming year.

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

Consistent access to functional, operable technology, untimely data disaggregation to pinpoint and redirect instruction, and adequate support personnel in each classroom were barriers to successful implementation of program initiatives. Additionally, discipline concerns that spiked in the spring exacerbated resources and efforts.

**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:**

A strategic action plan has been implemented that includes: reflection, brainstorming, development, and initiation of new calendars for Target Time, refined School wide Discipline Plans, and a refined effort to triage and serve the needs of targeted students. Staff has been strategically re-aligned on grade levels with assignments to optimize strengths and talents. Coaching, mentoring, and both individual and corporate professional development in identified areas will serve as professional development for our teachers and instructional support staff. Enrichment and supplemental programs are being solicited to broaden and deepen student schema.

**School Mission and Vision**

	<b>DeKalb County School System</b>	<b>School</b>
<b>Vision</b> What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	Our vision is for all students to reach their maximum potential in all subject areas, become lifelong learners, be accepting of diverse cultures, and to become productive members of society.
<b>Mission</b> How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	The mission of Kelley Lake is for the school, parents, and community to work collaboratively to provide rigorous educational and technological opportunities for students that maximize their academic and social potential so they

<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p>The DeKalb Schools 21st Century student will demonstrate:</p> <ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self direction</li> <li>• Social and cross cultural interaction</li> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> <li>• Information and technology literacy</li> <li>• Critical thinking and problem solving</li> <li>• Creativity and innovation</li> </ul>	<p>become life long learners. We believe that:</p> <ul style="list-style-type: none"> <li>• All students can learn and achieve.</li> <li>• All students are unique individuals who learn in different ways.</li> <li>• Teachers, parents, and the community share responsibility for student achievement and success.</li> <li>• High expectations increase student performance.</li> <li>• A student’s positive self-esteem leads to increased achievement.</li> </ul>
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### Developing a Comprehensive Needs Assessment

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

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

Kelley Lake Elementary School, located in southern DeKalb County, was built during the early 1960's and provides a sense of community for this neighborhood. The school has maintained a stable presence in a transitional area of DeKalb County near Candler Road and I-20. The community is a transient area with changes occurring from month to month.

Kelley Lake Elementary School serves six large apartment complexes on Candler Road. The racial composition of the school's population of 380 students is 98.5% African American and 1.5% other. The ethnic composition of the student body has not changed significantly during the past 15 years. There are only 2% of students identified as English Language Learners and approximately 11% of the population consists of students with disabilities. Ninety six percent of the students are eligible for free and reduced lunch and a breakfast program is offered for students each day.

**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**

Kelley Lake Elementary School Counselor, Guantella Simmons was appointed by the principal, Cynthia Husband, as the CSIP Facilitator. They both collaborated to establish the steering committee which would be representative of all stakeholders.

Kelley Lake's Leadership Team members and the Steering Committee began to compile and update data in June 2012 for the 2012-2013 school year. The committee looked at current CRCT data, GAPSS Analysis results and survey results. The committee also established instructional goals for each grade level and in each subject tested on the CRCT. Furthermore, this data was analyzed to determine strengths and weaknesses from the 2011-2012 school year. In addition, the data provided us with evidence needed to provide relevant professional learning activities throughout the school year.

During the Leadership Conference in June 2012, the School Improvement Team (SIT) began reviewing our beliefs and mission statement, as well as recent educational research findings that impact student learning. The team also reviewed and analyzed the new Common Core Performance Standards and specific school goals and level of priority for improvements in each goal area. Finally, the team determined that our beliefs and mission

were aligned with the DeKalb School District’s Excellence in Education Plan. The SIT established subcommittees based on stakeholder strengths. Each subcommittee was assigned a chairperson. The chairperson was responsible for bringing the group together, writing a section of the CSIP report, meeting deadlines, and reporting back to the Steering Committee. Each group was asked to review and analyze current data, complete designated tasks, and to use research and Georgia School Keys to explain why the data was relevant to our school improvement plan. Once these documents were completed, the SIT analyzed the CSIP to ensure that it was aligned with the School-wide Title I Budget.

**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)	X	GaDOE GAPSS Review
X	CCPRI	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
	Georgia High School Writing Test	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.**

Academically, our school has a definitive strength in reading and language arts. Kelley Lake provides numerous opportunities for students to read and develop their language arts skills. The Reading Initiative was established for parents to provide time at home for their children to read. The Accelerated Reader Program and the 25 Book Campaign are designed to promote and develop essential reading skills. As a result, we consistently produce scores where at least 80% of our students meet or exceed expectations in Reading. The Spring CRCT showed that 82% of our students met and exceeded expectations in reading and language arts.

Kelley Lake is in the third year of implementation of a math initiative called Target Time. This program is designed to target power standards and build a foundation in mathematical concepts. Results from this year's CRCT administration showed a decrease in the number of students meeting and exceeding expectations in math. We had 73% of our students to meet and exceed expectations on the spring 2011 CRCT administration and just 67% met and exceeded expectations on the Spring 2012 administration. These results showed a decline from the previous year and indicated that math is an area in which we need to continue to refocus our efforts. Based on our 2012 CRCT scores, reading and language arts were our overall areas of strength at Kelley Lake.

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

The major needs we discovered were assimilating new students who were zoned to Kelley Lake because of redistricting, staff capacity and buy-in to new CCGPS, RTI professional development and structuring, as well as frequent and common assessments.

Kelley Lake has made improvements in the area of Reading and Language arts; however, our students did not show improvement in the areas of Math, Social Studies and Science based on CRCT test scores among AYP grades. Math Scores in AYP grades decreased from 75.6% in 2011 to 69% in 2012. In Social Studies, we noticed a decrease on the CRCT from 53% in 2010 to 60% in 2011, and we are currently at 57% meeting and exceeding expectations for the 2012 administration. In 2010, 68% of the students met or exceeded expectations in Science on the CRCT among AYP grades. In 2011 66% of students met or exceeded expectations and in 2012 only 63% met or exceeded expectations. While Math has been an area of focus, we realize that a new emphasis needs to also be placed on Science and Social Studies for the students, as well as professional development for the teachers to increase scores in these areas.

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

Professional learning opportunities are needed in the area of Math, Science and Social Studies. Teachers have indicated a need for professional development using interactive maps in Social Studies, and additional training with the use of Discovery Education web-based curriculum. These opportunities will enhance ways for teachers to be creative during the implementation of both subjects.

We will also need professional opportunities in the following areas to address the challenges summarized above:

- Common Core Standards
- RTI
- Differentiated Instruction
- Thinking Maps
- Renaissance Learning Suite
- Success Maker
- Science Integration
- High Yield Strategies
- Writing to Win

**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:**

X	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	X	Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists		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: The school counselor brings in school-wide and grade level assemblies to address areas of concern and character education development, implements classroom guidance activities which support the CSIP and character education initiatives, offers strategies for parent conferences to staff members, consults with teachers and community agencies, assigns mentors to students, provides individual and small group counseling, provides career awareness and coordinates activities with business and community leaders, and chairs the SST referral process.

Psychologists: The School Psychologist (SP) provides mental health services as well as educational consultative services. The SP conducts psycho educational evaluations to determine the cognitive, academic, processing, and social/emotional/behavioral strengths and weaknesses of students. Psycho educational evaluations are used at Tiers III and IV of Georgia’s Pyramid of Interventions to make educational decisions and/or to determine eligibility for special education services.

The SP collaborates and consults with other support personnel and parents in the development of educational plans, medical accommodations, academic and behavioral interventions, and data collection techniques for students receiving 504 accommodations, special education services, and/or those students receiving interventions through the Student Support Team (SST) process, or Tier III of Georgia’s Pyramid of Interventions.

The SP also provides consultative services to students and parents to provide support at all levels of the Pyramid of Interventions. The SP works with teachers and administrators on issues of classroom management and interventions for struggling students.

In addition, the SP helps to conduct Suicide Threat Assessments and develop Suicide Intervention Plans and Student Safety Contracts for students. The SP serves on the system-wide Crisis Intervention Team, which provides counseling and support services to schools, students, and staff experiencing emotional crisis. The SP also serves on the Student Evidentiary Hearing Committee, which acts as a system-wide judiciary panel for students who have violated DeKalb County’s Code of Student Conduct.

Student Support Specialists: Student Support Specialists are not assigned to our school.

Social Workers: The social worker consults with staff and parents, supports contracts written for attendance, and supports parents’ and students’ needs concerning housing, food, and school readiness. The social worker presents information to staff, serves on student evidentiary hearings, and supports referrals to external agencies.

School Nurses: The school nurse is a health care provider who monitors the distribution of medicines and minor health issues. The nurse consults with community agencies, presents current health issues to the staff, and provides referrals to external agencies.

**Strategies to Increase Parental Involvement**

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

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

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

Parent involvement activities are a key component to the success of our students. The Title I Parent Involvement Policy is developed and communicated orally and in writing to the parents periodically throughout the year. The policy outlines specific dates and times of parent workshops that will be held during the year. We have a site-based parent center which houses computers for parent use and information stations with family resources. Parents are also asked to complete a yearly parent survey which provides feedback for improvement. At each general PTA meeting, parents are encouraged to attend the Title I Parent resource center located at Kelley Lake Elementary school for checking out materials to help their children.

A monthly newsletter, the Kelleygram, is sent home to inform and remind parents of upcoming events and meetings. Parents are encouraged to participate in the parent workshops and parent meetings. PTA signs are placed on the front lawn the day of the PTA meetings. The marquee located in front of the school, is used to inform parents of events. The school website provides a calendar of events. Finally, Kelley Lake uses a calling post system to call parents in our data base, notifying them of upcoming activities.

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

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

**Stakeholder Communication**

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

Individual student assessments will be shared with parents by providing them with a copy of CRCT scores, sharing results during parent teacher conferences and weekly reports. Some assessment results can also be viewed by parents who have access to the Parent Portal for grading. Kelley Lake has fewer than 10 ELL students, however this information will be provided in a letter of their native language as needed.

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

Kelley Lake communicates the results of disaggregated data to all stakeholders via PTA meetings, school newsletters, school websites and other media venues. Disaggregated data is also available at:

[www.dekalb.k12.ga.us](http://www.dekalb.k12.ga.us)

[www.doe.k12.ga.us](http://www.doe.k12.ga.us)

[www.gaosa.org](http://www.gaosa.org)

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

The CSIP will be made available to all stakeholders via the school website and a hard copy will be made available in the media center. This information will also be communicated in PTA meetings, Open House, Title I Parent meetings, School Council meetings, etc. The CSIP facilitator and staff administrators are also available to serve as contact for those who need additional information or explanation of the CSIP.

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

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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	Kelley Lake uses Title I funds to update technology in order to improve instructional delivery, and for the purchase of reading and math materials to supplement the curriculum. Title I funds will also be used to hire two full-time Title 1 teachers and one part-time teacher. Finally, we use Title I funds to enhance parent involvement, provide professional learning opportunities and provide sight based after-school tutorial.
State Funds	FTE funds are used to purchase classroom supplies such as paper, pens, pencils, posters, index cards, pencil sharpeners, and markers, educational equipment and instructional supplies.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	These funds are used for staff members to participate in PL learning activities which improve and enhance classroom teaching strategies and best practices. Substitute teachers are paid to provide instruction when teachers are absent due to professional learning activities.
Grants (list)	
PTSA	The PTSA funds are used to purchase student awards trophies during honors day, teacher incentives for outstanding work, and other activities that promote learning. These funds also enable us to purchase items needed to improve building appearance and safety.
Partners in Education	Donations are solicited from Kroger Co. for Thanksgiving baskets, 5 <sup>th</sup> grade celebration, and Career Day. School supplies and other donations are also made by the Kelley Lake COGIC.
Other (list)	Funds are donated by Beth Heidler’s family, which provides additional books and incentives for student reading programs.

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**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.**

<b>Reading/English/Language Arts Action Plan</b>				
<b>Annual Measurable Objective:</b> To increase the number of students meeting or exceeding expectations in Reading/Language Arts from 81.3% to 84.3 % on the Spring 2013 CRCT.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Instruction Standard 1.2/ PA 2</u></b>            Teachers will collaboratively select work that meets the standard.</p> <ul style="list-style-type: none"> <li>• Provide students with specific commentary on student work</li> <li>• Connect the comments to the elements within the standard.</li> </ul>	None	Aug. 2012 May 2013 Principal, API, Teachers	Lesson plans, work samples, Focus Walks Meeting Minutes Standards ITBS CRCT Writing Test	Throughout the school, instruction is designed and delivered based upon the selected framework. Teachers can show where the state standards are embedded in unit plans, lesson plans, etc.
<p><b><u>Instruction Standard 2.3 / PA 3</u></b>            Make appropriate use of differentiation, including adjusting content, and learning environment based upon diagnosis of students' readiness levels:</p> <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Cooperative learning</li> <li>• Collaborative teaching</li> <li>• Higher Order thinking Skills</li> <li>• Critical Thinking Skills (CCGPS)</li> <li>• Independent reading</li> </ul>	\$3000 Title I Funds	Aug. 2012 May 2013 Principal, API, Teachers	Lesson plans, Level 1 plans, Classroom observations, Classroom Profile Document, Student work, Pre/Post Benchmark Test, Storytown Placement	Teachers can describe different ways to scaffold learning (read aloud/think aloud, collaborative pairs, etc.). Teachers can explain how different performance tasks require different skills.  All students articulate the same expectations of the lesson although the tasks, grouping, etc. may vary.

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<ul style="list-style-type: none"> <li>• Guided Reading / StoryTown Leveled Readers</li> <li>• Tutorial</li> <li>• Weekly Read Alouds</li> <li>• Book of the Month</li> <li>• Literary Focused lessons (Media Specialist)</li> </ul>			Test, Focus Walks, CRCT, ITBS, STAR Reading, Bench Marks	
<p><b><u>Instruction Standard 2.2 / PA 1</u></b>            All teachers will emphasize and encourage all learners to use higher-order thinking skills and develop high-level questions for assessments as well as performance tasks that require critical thinking:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Conferencing</li> <li>• Written Reflections</li> <li>• Rubrics</li> <li>• Observations</li> <li>• Graphic Organizers</li> </ul>	None	Aug. 2012- May 2013 Principal, API, Teachers	Conference logs, Anecdotal notes, Written reflections, Lesson plans, Observations CRCT, ITBS, Benchmarks, Writing Test, Sample Writings	Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking.
<p><b><u>Assessment Standard 3.1 / Performance Action 4</u></b>            Place students who are not meeting standards according to assessment results in after school tutorial as a safety net for additional instructional needs.</p>	Title 1 Funds \$6500	Aug. 2012 May 2013 Principal, API, Teachers	Tutoring Assessments Attendance Logs Benchmarks CRCT, ITBS, STAR Reading	Teachers can explain the data that supports student participation in particular interventions. Teachers and administrators can outline the process utilized to target and schedule students who need additional assistance.
<p><b><u>Students with Disabilities Performance /Action 8</u></b>            Provide “ fill the gap fluency/automaticity” instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas:</p>	None	Aug. 2012- May 2013 Special education, counselor, teachers,	Lesson plans, Classroom observations Documents, Focus walk documents,	Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities. Students are able to articulate how this allows them to

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<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Reading comprehension</li> <li>• Written expression</li> </ul>		LTSE, Principal, API	25 book campaign, New-2-you newspaper, tutorial, STAR Reading	apply, analyze, synthesize, and evaluate concepts.
<p><u>Technology Integration</u></p> <p><b><u>Instruction Standard 2.7 PA 1</u></b> Effectively integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application to the core curriculum:</p> <ul style="list-style-type: none"> <li>• Compass learning</li> <li>• Brainpop</li> <li>• Tumblebook</li> <li>• Active-board</li> <li>• Laptop Cart</li> <li>• Thinkcentral</li> <li>• United Streaming</li> <li>• Accelerated Reader</li> <li>• Star Reader</li> <li>• Starfall</li> <li>• Internet4classrooms</li> </ul>	\$5000	Aug. 2012 May 2013 Principal, API, Teachers	Computer lab schedule, Lesson plans, Focus Walks	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

**Mathematics Action Plan**

**Annual Measurable Objective:** Improve the performance of students (grades 3-5) on the CRCT from 67.3% meeting and exceeding standards to 76.7% for the 2012-2013 School Year.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>Instruction Standard 1.1, 1.2</u></b>  <b><u>Performance Actions 1&amp;2</u></b>                      Implement Common Core Georgia Performance Math Standards (CCGPS) for all teaching and learning instruction using specific frameworks, units, lessons, and common assessments.                      - CRCT Coach Books</p>	<p>\$2000                      Title I funds</p>	<p>August 2012-                      May 2013                      Classroom teachers,                      Administrators</p>	<p>Observations,                      Unit Tests and quizzes, focus walks, standards posted, data analysis sheet.                      CRCT</p>	<p>Throughout the school, instruction is designed and delivered based upon the selected framework. Teachers can show where the state standards are embedded in unit plans, lesson plans, etc.</p>
<p><b><u>Assessment Standard 3.1 /</u></b>  <b><u>Performance Action 4</u></b>                      Place students who are not meeting standards according to assessment results in after school tutorial as a safety net for additional instructional needs.</p>	<p>Federal Funds                      \$6,000                      Title 1</p>	<p>February 2013-                      March 2013                      Administrators,                      classroom teachers</p>	<p>Classroom observations,                      Tutoring Assessments                      Pre/Post Test Math Benchmarks</p>	<p>Teachers can explain the data that supports student participation in particular interventions. Teachers and administrators can outline the process utilized to target and schedule students who need additional assistance.</p>
<p><b><u>Instruction Standard 2.7 / PA 1</u></b>                      Teachers work collaboratively to utilize Promethean Active Boards, ipads, and laptops located in the computer lab and in the classroom as a means to motivate and support students' conceptual understanding of the core curriculum.</p>	<p>\$6,400                      Title 1</p>	<p>August 2012-                      May 2013                      Teachers,                      Administrator</p>	<p>Lesson plans,                      Classroom observations                      CRCT Math Benchmarks                      Grades ITBS</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

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<p><b><u>Instruction Standard 2.3, 2.4 / PA 2</u></b>  <b><u>Assessment Standard 2.1 / PA 1</u></b>          Using diagnostic and formative assessments, teachers group their students in a variety of ways to provide daily direct instruction for Provide additional daily math instruction in grades 1-5 targeting the GPS domain of number and operations. The groups are interchangeable as student achievement progresses.</p>	<p>\$15,000          (Part-time Reading and Math Teacher)          Title 1 Funding</p>	<p>August 2012-May 2013          Classroom teachers, Administrators</p>	<p>Diagnostic test results, Formative assessments Math Benchmarks Grouping assignments Lesson Plans</p>	<p>Students can interpret new learning in different applications. Students can articulate their learning goal based on assessment results and current units of study.</p>
<p><b><u>Assessment Standard 2.2/ PA 3</u></b>          Allow students to demonstrate improved performance in mental math of multiplication and division facts 1-12 for students in grades 3-5 in the computer program, <b>Math Flash Facts</b>. Students are provided multiple opportunities and additional time for meeting standards.</p>	<p>NONE</p>	<p>September 2012-May 2013          Classroom teachers, Administrators</p>	<p>Teacher reports and classroom observations</p>	<p>Students can interpret new learning in different applications. Students can articulate their learning goal based on assessment results and current units of study.</p>
<p><b><u>Instruction Standard 2.2, PA 1</u></b>          Emphasize and encourage all learners to use higher-order thinking skills, processes, and mental habits of the mind.</p> <ul style="list-style-type: none"> <li>• Daily Math Challenge</li> </ul> <p>Students will complete a problem of the day that is read aloud during morning announcements.</p>	<p>\$250 Federal Funds</p>	<p>Sept. 2012-May 2013          teachers, Administrators, Counselor</p>	<p>Student Responses</p>	<p>Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking.</p>
<p><b><u>Students with Disabilities</u></b>  <b><u>Performance /Action 9</u></b>  <b>Provide effective instruction in mathematics for students with disabilities:</b></p> <ul style="list-style-type: none"> <li>• Reinforce effort rather than</li> </ul>	<p>None</p>	<p>Aug. 2012-May 2013          Special education teachers</p>	<p>classroom observations documents Lesson plans Posted work</p>	<p>Classroom walkthrough data indicate that students are provided explicit instruction in mathematics including ways to approach word problems. Teachers and students can explain how targeted feedback</p>

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<p>perceived innate ability</p> <ul style="list-style-type: none"><li>• Provide a sequenced educational software program, Symphony Math, designed to help students who have not mastered foundational math concepts.</li></ul> <p>Provide explicit instruction that includes modeling, guided practice and individual practice with feedback.</p>				is provided to students.
<p><u>Technology Integration</u> <b><u>Instruction Standard 2.7 PA 1</u></b> Effectively integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application to the core curriculum: <a href="http://www.eduplace.com">www.eduplace.com</a>, <a href="http://www.aaamath.com">www.aaamath.com</a>, <a href="http://www.nettrekker.com">www.nettrekker.com</a>, <a href="http://www.georgiaoas.org">www.georgiaoas.org</a>; Star Math Success Maker</p>	\$5,000 Title I Funds	August 2012-May 2013 teachers, Media specialist, Administrators	Weekly computer lab schedule, analysis reports, Pre/Post Tests Lessons plans	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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

<b>Science Action Plan</b>				
<b>Annual Measurable Objective:</b> To increase the number of students in grades 3-5 who meet or exceed standards from 61% to 66%. Increase SWD in grades 3-5 by 5%				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Instruction Standard 2.2 / PA 1</u></b>                      Determine the higher order thinking skills needed to understand and apply the standards. Develop high-level questions for assessments as well as performance tasks that require critical thinking and application:</p> <ul style="list-style-type: none"> <li>• Open-ended questions</li> <li>• Performance tasks</li> <li>• Rubrics</li> <li>• Graphic organizers</li> </ul>	None	August 2012- May 2013 Principal, API, Teachers, District Personnel	Science notebooks , experiments, observations, questioning, lesson plans, unit tests, projects CRCT, ITBS	Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking.
<p><b><u>Instruction Standard 1.3 and 2.4/ P/A 3</u></b>                      Host a science fair in which a systematic process is developed school-wide for students in 4<sup>th</sup> and 5<sup>th</sup> grades to use their portfolios and other student work to monitor targets and goals for improvement.</p>	None	May 2013 Principal, API, Science Teacher	Science notebooks, experiments, observations, questioning, projects	Students can show their work and can verbalize the targets and goals they have established as well as the progress made toward meeting those goals and targets.
<p><b><u>Instruction Standard 2.6 / PA 2</u></b>                      All students benefit from timely as well as systematic and data-driven interventions that address learning weaknesses and support them to accelerate learning where appropriate.</p>	None	Aug. 2012- May 2013 Principal, API, Science Teacher	experiments, observations, lesson plans, unit tests, projects CRCT, ITBS	Safety net teachers can explain how the curriculum and instruction match the identified needs of the students.

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<ul style="list-style-type: none"> <li>• Use AIMS books and Georgia consumable materials for hands on activities in all domains.</li> <li>• Science support readers</li> <li>• Vocabulary Cards</li> <li>• Pyramid of intervention safety net</li> <li>• Student Learning goals</li> </ul>	None	Aug. 2012 - May 2013 Principal, API, Science Teacher	Science notebooks , experiments, observations, questioning, projects CRCT, ITBS	
<p><b><u>Instruction Standard 1.3 / PA 1</u></b> A majority of students know the learning goals for which they are responsible and are able to self-evaluate and contribute to peer review conferences based on required learning goals and standards.</p> <ul style="list-style-type: none"> <li>• School-wide grade level science fair</li> </ul>	None	May 2013 Principal, API, Homeroom Teachers	Posted essential questions, lesson plans with learning goals, common performance tasks	Teaching, learning, and assessment tasks to reflect the rigor of standards and elements consistently in like grade level and or content area classrooms.
<p><b><u>Instruction Standard 2.1 / PA 1</u></b> All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.</p> <ul style="list-style-type: none"> <li>• Science centers</li> <li>• Science labs</li> <li>• High Touch / High Tech</li> </ul>	\$5000	August 2012- May 2013  Principal, API, Teachers	Lesson plans, focus walks, Teacher as facilitator during lessons	Teacher and student can explain different instructional phases of a lesson.
<p><b><u>Students with Disabilities Performance /Action 3</u></b> <b>When co-teaching, maximize personnel and instruction by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that both adults are actively teaching the entire instructional segment</li> <li>• Utilizing flexible, small group</li> </ul>	None	Aug. 2012- May 2013 Special ed. teachers, General education teachers, LTSE,	Collaborative planning, meeting dates, Lesson plans, Classroom observations data, Focus walk	Lesson plans and observations indicate that teachers are utilizing preferred models of co teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models.

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<p>instruction most of the time by implementing the preferred models of co-teaching</p> <ol style="list-style-type: none"> <li>1. station teaching</li> <li>2. parallel Teaching</li> <li>3. Alternative Teaching</li> </ol>		Principal, API	data, CRCT, ITBS	
<p><u>Technology Integration</u>  <b>Instruction Standard 2.7 / PA 1</b>          Effectively integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application to the core curriculum:</p> <ul style="list-style-type: none"> <li>• Visit <a href="http://www.eduplace.com">www.eduplace.com</a> for online activity to support key concepts in all domains.</li> <li>• <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• Compass Learning</li> <li>• Visit <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></li> </ul>	None	May 2013 Principal, API, Science	Lesson plans, Classroom observations data, Focus walk data	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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**Social Studies Action Plan**

**Annual Measurable Objective:** To increase the number of students in grades 3-5 meeting or exceeding the standards in Social Studies from 54% to 64%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>Instruction Standard 1.3/ PA 1</u></b> Align learning goals with GPS and work collaboratively to explain the goals and vocabulary of the standard/element appropriate for the lesson.</p> <ul style="list-style-type: none"> <li>• Post essential questions</li> <li>• Create common performance tasks</li> <li>• Enduring understanding</li> </ul>	None	<p>August 2012/May 2013</p> <p>Administrators and Teachers</p>	<p>Lesson Plans, Classroom observations, Unit Tests, Focus Walks, Performance tasks, Standards boards</p>	<p>Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently in like grade level and/or content area classrooms.</p> <p>Teachers articulate a common understanding of the rigor expected from the standards.</p>
<p><b><u>Instruction Standard 2.1 / PA 2</u></b> Present content in a logical and sequential process using a variety of delivery methods to enable students to develop understanding:</p> <ul style="list-style-type: none"> <li>• Small groups, pairs</li> <li>• Co-teaching</li> <li>• Flexible grouping</li> <li>• Field Trips</li> <li>• Career development</li> <li>• Post Timeline of Events</li> </ul>	\$10 - \$20 per student provided through parent funding	<p>August 2012/ - May 2013</p> <p>Administrators Teachers</p>	<p>Lesson Plans, Field Trip requests, Reflections, Writing Samples, CRCT, ITBS</p>	<p>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.</p>
<p><b><u>Curriculum Standard 1.3/ PA 3</u></b> Provide a curriculum that requires depth of understanding and rigor. Teachers develop performance task to include explanation, interpretation, application, analysis of perspectives and self-knowledge:</p>	None	<p>September – November 2012</p>	<p>Lesson Plans, Student projects, Performance tasks, Rubrics</p>	<p>Teachers can articulate how the framework was selected and how it consistently guides a shared understanding of what students should and be able to do.</p>

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<ul style="list-style-type: none"> <li>• Social Studies Fair</li> <li>• Classroom Social Studies Projects</li> </ul>				
<p><b><u>Instruction Standard 2.3 / PA 1</u></b>          Make appropriate use of differentiation, including adjusting content, and learning environment based on learning styles, interests, and goals:</p> <ul style="list-style-type: none"> <li>• Use of visual aids</li> <li>• Flex groupings</li> <li>• Contrast tables             <ol style="list-style-type: none"> <li>a. Small groups</li> <li>b. Rubrics</li> </ol> </li> </ul>	None	August 2012/May 2013  Administrators and Teachers	Lesson Plans, Classroom observations, Unit Tests, Classroom Arrangements, Group charts, Assignments, Anchor charts	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.
<p><u>Students with Disabilities</u>  <b><u>Performance /Action 3</u></b>  <b>When co-teaching, maximize personnel and instruction by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that both adults are actively teaching the entire instructional segment</li> <li>• Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching             <ol style="list-style-type: none"> <li>1. Station teaching</li> <li>2. Parallel Teaching</li> <li>3. Alternative Teaching</li> </ol> </li> </ul>	None	Sept. 2012-May 2013 Special ed. teachers, General education teachers, LTSE, Principal, API	Collaborative planning meeting dates, Lesson plans, Classroom observations data, Focus walk data	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.
<p><u>Technology Integration</u>  <b><u>Instruction Standard 2.7 / PA 1</u></b>          Effectively integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application to the core curriculum:</p>	None	August 2012/May 2013  Administrators and Teachers	Lesson Plans, Classroom observations, Unit Tests, library lessons	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

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<ul style="list-style-type: none"><li>• “United Streaming”</li><li>• “Social Studies for Kids” website for Projection technology (Promethean Boards)</li><li>• Brain Pop</li><li>• Virtual Field Trips</li><li>• Brainpop</li><li>• Edu Place</li></ul>				
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\*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

**Attendance/Graduation Rate Action Plan**

**Annual Measurable Objective:** Reduce or maintain the number of students absent 15 or more days from 6.7%.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>Performance / Action 2</u></b>                      The attendance team will conduct an assessment to create a profile of students within the school, identify students with multiple risk factors, and identify possible barriers to success.</p>	None	Aug. 2012 – May 2013  Principal Asst. Principal Counselor Social Worker	Assessment guidelines, Attendance data, Progress reports, Discipline reports, Test Results	The team will describe the process and timelines for completion of student needs assessment and student demographics. Written copies of results exist and are utilized in planning for improvement.
<p><b><u>Performance / Action 5</u></b>                      The team has included goals / objectives in the CSIP that represent alignment of the best practices/ and most effective strategies for student retention and high academic standards for all students.</p>	None	Aug. 2012- May 2013  Principal Asst. Principal Counselor Social Worker	CSIP document, CSIP action plans, CSIP posting, CSIP addendums and appendixes	The CSIP includes research-based interventions from the Georgia School Keys implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.
<p><b><u>Performance / Action 7</u></b>                      The attendance team will design and implement support programs that:</p> <ul style="list-style-type: none"> <li>• Provide intensive attention for students in need of one-on-one support to succeed, e.g., individual counseling, tutoring, involvement with social workers or psychologist</li> <li>• Provide mentors and student advocates to offer social emotional</li> </ul>	None	Sept. 2012- May 2013  Principal Asst. Principal Counselor Social Worker	List of targeted students and suggested level of interventions, mentoring guidelines, mentor assignment	Support personnel and school administrators can describe level of interventions used and how interventions are connected to data. All personnel can articulate policies and procedures regarding early warning indicators, preventive strategies, and intervention strategies.

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support. <ul style="list-style-type: none"><li>• Provide connections between school and community agencies.</li><li>• Establish connections between school and home.</li></ul>			list, calendar of mentor-mentee activities,	
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<b>Library-Media Action Plan</b>				
<b>Annual Measurable Objective:</b>				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>
<p><b><u>Planning and Organization Standard 3.2/Performance Action 2</u></b>                      Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners. The principal actively seeks on-going support and guidance from the system and other external assistance providers regarding technology and other material resources.                      This plan includes working along with the media specialist to supplement resources such as:</p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Software</li> <li>• Training</li> <li>• Materials for classroom projects</li> <li>• Hardware</li> </ul>	Title I Funds \$6,000.00	Sept. 2012- May 2013  Principal, API, and Media Specialist	Meeting logs, purchase orders, actual resources, student produced artifacts	CRCT Renaissance Learning Data Benchmarks SLO's
<p><b><u>Instruction Standard 1.2/Performance Action 4</u></b>                      Teachers plan together using a consensus-driven framework in designing, monitoring, and revising instruction to ensure that</p>	None	Sept. 2012- May 2013  Principal , API, and	Renaissance and, Destiny reports	CRCT results

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<p>students are progressing toward meeting the standards.</p> <p>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. Utilizing data from:</p> <ul style="list-style-type: none"><li>• IDMS</li><li>• Renaissance Learning</li><li>• Benchmark Assessments</li></ul>		<p>Sept. 2012- May 2013</p> <p>Media Specialist</p>		
<p><u>Technology Integration</u> <b><u>Instruction Standard 2.7 Performance Action 1</u></b></p> <p>Media Specialist works collaboratively with teachers and students to use technology to reinforce achievement, and support conceptual understanding and application in core subject areas. This will be accomplished through:</p> <ul style="list-style-type: none"><li>• onsite training</li><li>• workshops</li><li>• professional conventions</li><li>• technology integration</li></ul>	<p>Title I Funds \$ 6,000</p>	<p>Sept. 2012- May 2013</p> <p>Principal, API, Media Specialist, and Teachers</p>	<p>Assessments, technology usage logs, media center signup ledgers, and receipts of hardware and software purchases.</p>	<p>Teachers can articulate the use of a comprehensive technology plan to enhance student learning.</p>

**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)	<p><b><u>Professional Learning Standard 1.1/ PA 1</u></b>                      Teacher teams meet regularly to develop and plan instruction to ensure rigor and alignment to the CCGPS.</p>	<p>Teachers will plan instruction within their grade level meetings to effectively implement the CCGPS in Math. Teachers will receive training on how to effectively utilize the Georgia state framework performance and learning tasks to prepare students in meeting and exceeding standards. Teachers will receive Elluminate Live training on how to effectively use the Math Curriculum Center. Teachers will also receive training to incorporate Marzano’s High yield strategies when planning and instructing. Additionally, teachers will effectively use educational software, tools, and websites to enhance performance tasks and receive training</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction Conference ASCD</li> <li>• Common Core Standards</li> <li>• Response to Intervention</li> <li>• Thinking Maps</li> <li>• Renaissance Learning Suite</li> <li>• Technology workshop</li> <li>• Success Maker</li> <li>• Science Integration</li> <li>• Writing to Win</li> </ul>	Aug.2012-May 2013	Evaluations, 3 part Lesson Plans, Data Notebooks, Grade Level Minutes, Target Time, Daily Math Challenge, pre/post test data SLO’s Student portfolios	Star Math test results, Math Benchmark pre/post test scores, Classroom Profiles, Work samples, CRCT results, Teacher made assessments, Performance tasks

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		The attendees will redeliver information, as well as collaborate with staff members to discuss and model best practices that will help students demonstrate personal efficacy and responsibility.			
<b>Federal</b>	<b><u>Professional Learning Standard 1.1/ PA 1</u></b> Teacher teams meet regularly to develop and plan instruction to ensure rigor and alignment to the CCGPS.	Teachers will receive additional support through Professional Development training on incorporating S.S. across the curricula through CCGPS. Professional Learning will provide teachers with technology training for use of laptops and Promethean boards.	Aug. 2012 May 2013	Projects, Data collection, Lesson Plans, Field trip experiences,	Social Studies Benchmark Pre/post test scores, CRCT results, ITBS results, Unit Assessments
	<b><u>Professional Learning Standard 1.1/PA1</u></b>  Teacher teams meet regularly to develop and plan instruction to ensure rigor and alignment to the CCGPS.	Teachers will analyze and interpret student data to effectively plan instruction by targeting students’ strengths and weaknesses in the area of Science indicated by the Spring 2012. CRCT. Teachers will also receive training on the implementation of the Georgia Performance Standards or Common Core Georgia Performance Standards.	Aug. 2012 May 2013	Data Room, Science notebooks, Informal assessments, Experiments, Data collection, Field Trip experiences	Science Benchmark pre/post tests, CRCT results, ITBS results, Unit Assessments
<b>Local</b>	<b><u>Professional Learning Standard 1.1</u></b> <b><u>Performance Action 1</u></b>  Teacher teams meet regularly to develop and plan instruction to ensure rigor and alignment to the CCGPS.	Teachers will participate in professional development in-services that will increase their knowledge on how to implement best practices, through research based strategies, which will aid students with various learning disabilities and increase rigor. Teachers will achieve this goal by collaborating to effectively “Create Quality Assignments” and using rubrics to assess student work. Staff members will receive training in DeKalb	Aug. 2012 May 2013	Parent Contact Logs, Grade Level meetings, 3 Part Lesson Plans, Informal observations, Assessments, Rubrics, Instructional	Classroom Profiles, CRCT results, Renaissance Learning assessments, End of the Unit ELA Benchmarks GKIDS

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		<p>ELA unit plans. Teachers will also use various avenues to increase parent communication and involvement. Additionally, teachers will receive further training on the Co-Teaching model. Teachers will use the co-teaching model to increase performance of all students in the special educational program.</p> <p>Teachers will utilize IDMS to access professional learning opportunities for Teacher Keys and CIAPL and CCGPS.</p>		<p>Focus Walks, Reading Logs, STAR Reading</p>	
<b>Grants</b>					

**School Climate Action Plan**

**Objective:** Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>Performance/Action 2</u></b>                      The Safe School Committee establishes and implements a routine and systematic process for analyzing school data based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Grade Level</li> <li>• Gender</li> <li>• Location / time of infraction</li> <li>• Repeat Offenders</li> </ul>	\$0	Aug. 2012 to May 2013  Principal, AP, Counselor, Teachers, Parents and students	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Sign-In Sheets</li> <li>• Agendas</li> <li>• Spreadsheets</li> <li>• Reports</li> <li>• Discuss with Teachers/ and Staff</li> <li>• Teacher Keys</li> </ul>	Periodic review of all discipline referrals to determine patterns and trends of classroom management and school-wide behavior.  Develop action plans based on data to decrease behavior.
<p><b><u>Performance/Action 3</u></b>                      The school CSIP goals are representative of the partnership of best practices in social and emotional learning and academic high standards.                       The CSIP includes integration of a Positive School Discipline plan with the academic curriculum.</p>	\$0	Aug. 2012 to May 2013  Principal, AP, Counselor, Teachers, Parents and students	<ul style="list-style-type: none"> <li>• CSIP Document</li> <li>• CSIP Action Plans</li> </ul>	Interventions selected for the CSIP will include DCSS School actions. This will be evident as integration into the CSIP action plans, depending on the two-year planning cycle.  The CSIP includes research-based interventions from the Georgia School Keys Implementation Resource, the DCSS Implementation Resource Supplement, and other relevant publications.

**Teacher Retention Action Plan**

**Objective:** Increase teacher retention through best practices in school policy, professional learning, and teacher support.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><b><u>Performance/Action 6</u></b>                      The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:</p> <ul style="list-style-type: none"> <li>• Assign mentors to teachers new to the profession</li> <li>• Assign mentors to teachers new to the building</li> <li>• Provide mentors to veteran teachers upon request</li> <li>• Schedule a formal time for mentors and mentees to meet</li> <li>• Provide guidelines to mentors regarding how to effectively serve in their roles.</li> </ul>	None	Aug. 2012-May/2013	<ul style="list-style-type: none"> <li>• Mentor assignment list</li> <li>• Scheduled mentoring meeting times</li> <li>• Calendar of mentor-mentee activities</li> <li>• Training agendas</li> <li>• Training sign-in sheets</li> </ul>	Mentors and mentees can articulate policies, procedures, and protocols regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of an effective implementation of best mentoring practices.
<p><b><u>Performance /Action 7</u></b>                      The school will adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:</p> <ul style="list-style-type: none"> <li>• Assign TSS to new teachers (0-2 years previous experience)</li> <li>• Schedule a formal time for mentors and mentees to meet at least once per month</li> <li>• Ensure that all TSS have received</li> </ul>	None	Aug. 2012-May /2013 TSS, Principal, Teacher-Mentors	<ul style="list-style-type: none"> <li>• TSS guidelines</li> <li>• TSS assignment list</li> <li>• Scheduled TSS meeting times</li> <li>• Calendar of TSS activities</li> </ul>	New teachers can articulate how the TSS program provides support.  New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction.  Instruction and discipline data supports teacher perception of increased skills.

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<p>training from the Department of Professional Learning regarding how to effectively serve in their roles</p> <ul style="list-style-type: none"> <li>• Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results</li> </ul>			<ul style="list-style-type: none"> <li>• TSS activity agendas</li> <li>• TSS activity sign-in sheets</li> </ul>	
<p><b><u>Performance/Action 8</u></b>          The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> <li>• Utilize available funds to provide release time/substitutes so that teachers can participate in a long term collaborative planning session once per semester</li> <li>• Develop and maintain a master schedule that allows collaborative planning time on a weekly or bi-weekly basis</li> <li>• Protect collaborative planning time and refrain from using it for professional learning, department/grade level meetings, or clerical purposes</li> <li>• Monitor lesson plans and classroom activities for evidence of collaborative planning</li> <li>• Train faculty members on how to develop and implement effective collaborative planning protocols</li> </ul>	<p>\$2480          Title I          Funding</p>	<p>Aug. 2012-          May 2013</p>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Calendar of collaborative planning events</li> <li>• Collaborative planning meeting minutes</li> <li>• Lesson plans</li> <li>• Classroom observations</li> </ul>	<p>Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.</p>

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<p><b><u>Performance/ Action 11</u></b> School administrators will conduct two formative observations four walk throughs as required by Teacher Keys. Utilize i-pads to record results and provide timely feedback.</p>	<p>\$1500</p>	<p>August 2012 May 2013</p>	<p>Notes, Feedback forms, Observation Calendar</p>	<p>School leaders can articulate what they look for in an observation. They can discuss instructional delivery and student work as it relates to the GPS elements and standards</p>
<p><b><u>Performance/Action 16</u></b> The school leaders show concern and interest for the well-being of faculty and staff members. School leadership, parents, and community members will promote a proactive and supportive climate for staff by providing a variety of activities that develop team-building and demonstrate staff appreciation.</p>	<p>\$800</p>	<p>Aug. 2012- May 2013 Human Relations committee members Administrators</p>	<ul style="list-style-type: none"><li>• Calendar reflects record keeping of staff birthdays</li><li>• Recognition of staff achievements</li></ul>	<p>The school leaders describe how faculty/staff members are recognized for birthdays, anniversaries and/or achievements such as earning advanced educational degrees, etc.</p>

<b>Career Technology Action Plan (for high schools and middle schools only)</b>				
<b>Objective:</b> Increase instructional effectiveness through best practices in career technology instruction.				
<b>Performance Action or Initiative</b>	<b>Estimated Cost/Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
			<b>Artifacts</b>	<b>Evidence</b>