

DeKalb County School District

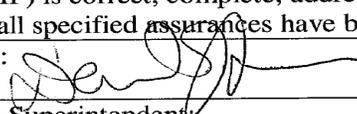
***Consolidated School Improvement Plan
2012-2013***



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: 9/27/12
Regional Superintendent:	Date:

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

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

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

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

AdvancED (SACS CASI) Accreditation Standards
<p>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.</p>
<p>Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.</p>
<p>Standard 3: Teaching and Assessing for Learning The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</p>
<p>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.</p>
<p>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.</p>

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.

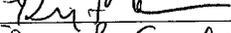
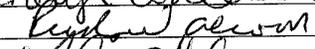
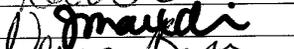
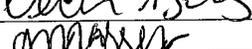
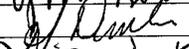
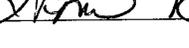
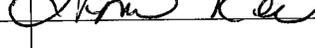
Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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 to 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.	Daniel McGuire		10/2/12
2.	Kristi Cross		10/2/12
3.	Cheryl Anderson	Cheryl Anderson	10/2/12
4.	Rudyard Alcocer		10-2-12
5.	Gretchen McCandless		10/2/12
6.	Denise Robinson		10/2/12
7.	Jolie Mauldin	Jolie Mauldin	10/2/12
8.	Veronica Barnes		10/2/12
9.	Greta Massetti		10/2/12
10.	Angela Dunbar		10/2/12
11.	Lynn Kerr		10/2/12
12.			
13.			
14.			
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A copy of this document must be maintained at the school.

School Name: Evansdale Elementary

Principal: Dan McGuire

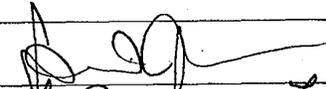
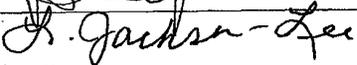
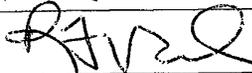
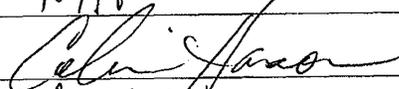
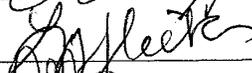
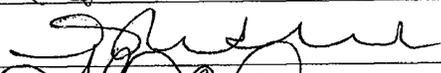
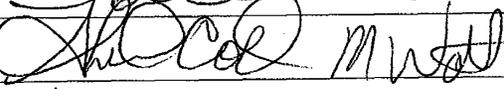
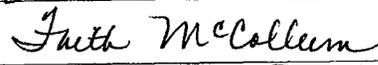
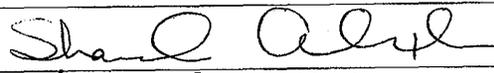
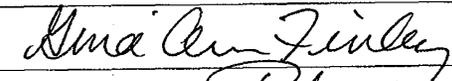
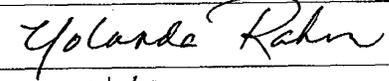
Plan Year: 2012-2013

School Name: Evansdale Elementary

Principal: Dan McGuire

Plan Year: 2012-2013

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Daniel McGuire		9/26/12
CSIP Facilitator	Laurie Jackson-Lee and Shawanda Alexander		9/26/12
Parent Representative (can not be a school employee)	Rachel Van Valkenburg		9/21/12
Student Representative (required for High School)	N/A	N/A	N/A
Community Representative (can not be a school employee)	Colicia Hanson		9/26/12
School Counselor	Lindsey Hicks		9/26/12
Special Education Representative	Deborah Joseph		9/26/12
Reading/ELA Chair	Anne Craddock		9/26/12
Math Chair	Sherea Cook and Marla Watt		9/28/12
Science Chair	Faith McCollum		9/26/12
Social Studies Chair	Shawanda Alexander		9/26/12
Professional Learning Liaison	Gina Finley		9-26-12
Other (specify)	Yolanda Rahme		9/26/12
Other (specify)	N/A	N/A	N/A

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:

- MathFacts in a Flash
- Write Score (mock writing test)
- After-School Tutorial
- Accelerated Math
- Universal Screeners (STAR Reading, STAR Math, STAR Early Literacy, and Write Score)
- Principal's Book of the Month
- Specials block (common planning for grade level teachers)
- Guided Math
- Daily 5
- Professional learning opportunities
- Writing Workshop
- Eagle Bucks and other student incentives

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

- Educating parents on Renaissance Learning products
- Students memorizing MathFacts in a Flash
- More professional learning needed to fully implement Accelerated Math
- More training TKES (Teacher Keys Effectiveness System)
- Struggles with the special education resource room
- ESOL and EIP scheduling concerns
- Tier 2 and 3 processes
- Hispanic sub-group achievement gap
- Unused instructional time between 7:00-7:45

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

- Resources being pulled throughout the school year (example, gifted teachers canceling classes for step two testing)
- Training
- Student demographic changes
- Lack of personnel resources

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:

- Retain 2011-2012 initiatives and programs
- Implement a morning tutorial program
- Research different reading interventions
- Professional learning (Daily 5, Writing Workshop, Guided Math, TKES, and CCGPS)
- Staff Morale

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>Our vision is to develop and utilize teaching strategies that motivate and prepare all students to reach their academic potential, become contributing members of society, and become lifelong learners.</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>The mission of Evansdale Elementary School is to maintain a safe learning environment where human diversity is honored, and individual capabilities are promoted through a comprehensive program built on high expectations for student performance.</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 	<ul style="list-style-type: none"> ▪ Each individual has unique capabilities to learn ▪ All people have a right to learn in a safe and orderly environment ▪ Honoring human diversity while recognizing commonality promotes respect ▪ Higher individual expectations yield increased performance ▪ Providing timely, respectful communication honors the needs of the Evansdale School Community

	<ul style="list-style-type: none">• Information and technology literacy• Critical thinking and problem solving• Creativity and innovation	<ul style="list-style-type: none">▪ PTA and community involvement enriches and supports education of all students
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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** We are located in Atlanta, at 2914 Evans Woods Road.
- **Enrollment** 652 as of 9/5/12
- **Subgroups (regardless of whether or not they affect AYP): (Reading and Math CRCT Subgroups included as Appendix 1)**

We are required to identify and assess results for a variety of subgroups to determine if we have met Adequate Yearly Progress (AYP). Faculty and staff are provided with the disaggregated data from the Criterion Referenced Competency Test at the beginning of each school year. This data is also shared with stakeholders through our School Council, school web site, and PTA newsletter. Assessment results are disaggregated for the following subgroups: All Students, Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan, White, Multi-Racial, Students with Disabilities, Limited English Proficient, and Economically Disadvantaged. Disaggregated data is used to meet individual student needs and to assist teachers plan instruction.

- Ethnicity
 - Asian/Pacific Islander 54 (8%)
 - Black 162 (25%)
 - Hispanic 190 (29%)
 - White 219 (36%)
 - Multi-racial 21 (3%)
- Student with Disabilities (SWD)
 - 36 students (6%)
- Economically Disadvantaged
 - 300 students (46%)
- English Language Learners (ELL)
 - 115 students (18%)

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

Our school utilizes several sources of data when developing its comprehensive needs assessment. The process began during the summer, prior to school starting in August, when the principal and assistant principal analyzed the data it received from the school system. Individual, class, and school wide data was provided for the Iowa Tests of Basic Skills (ITBS), Criterion-Referenced Competency Test (CRCT), the GKIDS assessment, GAPSS Self-Assessment Review, the third and fifth grade Writing Tests, and universal screeners (Star Reading/Math/Early Literacy and Write Score). This data was presented to the entire faculty and staff during preplanning in early August. It was also presented to students and their parents. CRCT results were sent by mail during the summer to all students in grades 1-5. The principal shared all pertinent testing data with the local School Council. This data was also shared with parents and stakeholders through the PTA's monthly newsletter and on the school's Web page. This data was also used to

create the school’s Data Room. Throughout the school year, the teachers use progress monitoring tools to capture student progress. Teachers record student progress on classroom profiles. These profiles are reviewed each month during Tier 2 meetings. All employees met with the principal during the year and at the end of the year to discuss the effectiveness of their teaching strategies and their efforts to bring about improvements in student achievement. Currently, the school community is creating S.M.A.R.T goals based on our universal screener data. This information has been shared with stakeholders and is being used to help increase student achievement.

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

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
x	School Report Card	x	Enrollment (include ethnicity & gender)		GaDOE GAPSS Review
	CCPRI	x	Students with Disabilities		OSI GAPSS Review
x	Georgia Criterion Referenced Test	x	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	x	Free/Reduced Lunch Rate		School Self Assessment
	Georgia High School Writing Test	x	Discipline Data	x	Benchmark Scores
x	Georgia Writing Assessment	x	Attendance	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.

Evansdale students continue to do very well on all standardized tests. Our standardized test scores are among the highest in our county and we attribute this to the fact that we have excellent teachers, highly motivated students, and parents who support our school and our instructional program. Evansdale is a magnet program which specializes in Math, Science and Foreign Language (French). The magnet classes are comprised of resident and non-resident students. Both groups of students do well on all standardized tests. Our Fall 2009 ITBS averages for grades 1, 3 and 5 were at the 80th percentile or above for all grade levels and subjects. The ITBS averages for the previous year, Fall 2006, were at or above the 80th percentile for all grade levels and subjects. The Spring 2010 CRCT results indicate that the vast majority of our students in grades 1-5 are on or above grade level in all

subject areas. We are particularly proud of our second grade students where 99% of our students were on grade level in Reading, English/Language Arts, and Mathematics. The Evansdale Elementary School faculty and staff are truly committed to promoting academic excellence so that every student reaches his/her academic potential. Evansdale Elementary participates in the High Achievers Program that allows teachers to better meet each student's individual academic needs. Approximately 38 percent of the student population in grades K through 5 is in the gifted program. Evansdale is very fortunate to have a strong PTA and parent involvement is very evident on a daily basis. Evansdale takes pride in the diversity of its student population and the performance of all students on standardized tests. Our students benefit from a variety of instructional programs that help ensure that all students are given opportunities to reach their academic potential. We also have a very strong counseling program which helps us meet our students' social and emotional needs.

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

During the 2011-2012, Evansdale had four school goals, and we saw improvements in our writing. We are confident that we will see growth this year in ELA (English Language Art) and Math at Evansdale.

1. We will increase the percentage of all students meeting or exceeding standards to 92% or better on the math CRCT, improving from 89% in 2010-2011 to 90% in 2011-2012 and to 92% in 2012-2013.

Did not meet

2. We will increase the percentage of economically disadvantage students meeting or exceeding standards to 92% or better on the math CRCT, improving from 71% in 2010-2011 to 84% in 2011-2012 and to 92% in 2012-2013.

Did not meet

3. We will increase the percentage of economically disadvantaged students meeting or exceeding standards to 93% or better on the Reading/English Language Arts CRCT, improving from 85% in 2010-2011 to 87% in 2011-2012 and to 93% in 2012-2013.

Did not meet

4. We will increase the percentage of students meeting or exceeding standards to 87% or better on the 5th Grade Writing Assessment, improving from 81% in 2010-2011 to 84% in 2011-2012 and to 87% in 2012-2013.

Met

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

- TKES
- CCGPS
- Daily 5
- Guided Math
- Writing Workshop

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		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 meets with the district office in accordance with their schedule, and follows all procedures according to data collection, record keeping and deadline submission. The school counselor often serves as a link between outside agencies looking to teach students (for example, DeKalb County Fire and Rescue). The school counselor networks and collaborates with counselors across the county in order to best serve and meet Evansdale students’ needs.

Psychologists: The school psychologist works to meet student needs by assessing their capabilities and abilities and providing complete educational evaluations for students when needed. Information gathered from these assessments helps determine students’ educational plans or supports.

Educational evaluations include recommendations for teaching and learning, and therefore are a critical piece in identifying and working to meet student needs.

Student Support Specialists: Not applicable for Evansdale

Social Workers: The social worker serves as a support person for Evansdale students and their families. He connects students with local and federal resources including, charities and Social Security.

School Nurses: According to county guidelines and regulations, the school nurse administers medications to students when needed and treats basic first aid concerns as they arise.

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		
x	Parent Lending Libraries		Pre-K Family Resource Specialists
	Parental Involvement Workshops		
x	Parental Involvement Survey/Summary		Others (list here)

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

Evansdale is very fortunate to have an active PTA and Educational Foundation supporting us. Parents and communities members often recruit each other to support Evansdale. The PTA provides many parent resources and opportunities for involvement via the PTA email blast, and an information table located in the front lobby. Evansdale’s media center has also established a growing collection of parenting resources. Grade level room mothers are provided a workshop on how to best serve the classroom teacher, and students. Evansdale used the results from the 2010-2011 SACS Parent Survey to make improvements with our communication to parents. For example, grade levels are now sending home a monthly calendar to parents.

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

School Name: Evansdale Elementary

Principal: Dan McGuire

Plan Year: 2012-2013

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.

Individual student assessment will be interpreted provided to parents through the Friday couriers and US mail (when necessary). Results from classroom assessments will be available in the student portfolios that go home. Parents will also be provided with more general interpretations via the school Web-site, newsletter, and PTA meetings.

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

School data is provided to school stakeholders via the courier, newsletter, Web-site, and through meetings of the school council, PTA and Evansdale Foundation.

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

The CSIP will be posted on the school Web-site, via PTA Email blast, and at Council and School Meetings.

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

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

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.

The Daily 5 is a literacy program that fosters independence in grades K-5. There are five components to the program:

- Read to Yourself: Students practice reading each day
- Read to Someone: Students work on fluency and expression

- Work on Writing: Students practice writing each day
- Listen to Reading: Students hear great examples of great literature and fluent reading.
- Spelling/Word Work: Students practice on fluent writing

Boushey, G., and J. Moser. *The daily 5, fostering literacy independence in the elementary grades*. Portland, Maine: Stenhouse Pub, 2006. Print.

Small group instruction is optimal for student learning. During small group instruction, students feel that their individual contributions are noticed, have more opportunities to participate, and understand their accountability.

Dean, C. B., E. R. Hubbell, H. Pitler, and B. Stone. *Classroom instruction that works*. 2nd. Denver: ASCD, 2012. Print.

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	
State Funds	Evansdale used per pupil money for grade level supplies and instructional resources.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Grade levels will meet once a month with the counselor and assistant principal to discuss tier 2 students. Teachers will analyze student data and discuss tier 2 interventions. Teachers also use these meetings to prepare for upcoming SST meetings.
Grants (list)	Students will be studying the life cycles of trout by running a trout hatchery facilitated through the science lab. (Small Fry Program)
PTSA	Math teachers in grades 3-5 will have ongoing Accelerated Math and guided math professional learning. Teachers will receive Daily 5 training throughout the year.
Partners in Education	
Other (list)	Grade levels will meet together one full day / semester for academic planning, to analyze student work, and collaborate for remediation and enrichment of students. Substitutes will be utilized to cover classes while teachers work together. Teachers in grades K-2 will have guided math professional learning throughout the school year.

Select appropriate research-based performance actions that support your plan. If an individual school chooses to select a performance action or initiative other than those sited in the Georgia School Keys Implementation Resource Guide, a citation is necessary. Cited

research should directly align with the performance action or initiative it supports. Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan

Annual Measurable Objective: The overall Annual Measurable Objective (AMO) for Evansdale Elementary in Reading/English/Language Arts (ELA) is 92% and we will be trying to maintain an (AMO) of 92%. The overall 2012-2013 ELA proficiency rate for our hispanic subgroup will be 91.3%. We will increase the percentage of all third grade students on pathway to proficiency in reading to 91% or better on the STAR Reading, improving from 81% in August 2012 to 86% in December 2012 and to 91% in March 2013. We will increase the percentage of all fourth grade students on pathway to proficiency in reading to 97% or better on the STAR Reading, improving from 91% in August 2012 to 94% in December 2012 and to 97% in March 2013. We will increase the percentage of all fifth grade students on pathway to proficiency in reading to 97% or better on the STAR Reading, improving from 92% in August 2012 to 95% in December 2012 and to 97% in March 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present -- classroom instruction differently</p> <ul style="list-style-type: none"> ▪ Identify multiple intelligences ▪ Flexible grouping ▪ Administer pre-tests ▪ Star Reading 	DeKalb County funds and PTA funds	August 2012-2013. Classroom and Special Area Teachers, Media Specialist, Principal, and Assistant Principal	Report rubrics, GPS benchmarks, Houghton Mifflin Harcourt Placement Tests, Running Records, Previous Years ELA (CRCT) Scores Tier 2 Classroom Profiles, T.O.D (Ticket Out the Door)	Georgia CRCT 2012-2013, 5th grade Writing Assessment, Benchmarks, Unit Tests, Progress Reports, Report Cards, Star Reader Program, SLO's, Lesson Plans Walkthroughs, and Observations

<p>Instruction Standard 2: 2.2 Performance/Action 1 Determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> ▪ Use of the CCGPS ▪ Flexible Grouping ▪ Administer pre-tests 	<p>DeKalb County funds and PTA funds</p>	<p>August 2012-2013. Classroom and Special Area Teachers, Media Specialist, Principal, and Assistant Principal</p>	<p>Report rubrics, GPS benchmarks, Houghton Mifflin Harcourt Benchmark Tests, Portfolios, Running Records, T.O.D (Ticket Out the Door)</p>	<p>Georgia CRCT 2012-2013, 5th grade Writing Assessment Benchmarks, Unit Tests, Progress Reports, Report Cards, Benchmark Post Tests, SLO's, Depth of Knowledge, Lesson Plans, Walkthroughs, and Observations</p>
<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2 Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.).</p> <ul style="list-style-type: none"> ▪ Use of the Common Core Georgia Performance Standards ▪ Use of the Houghton Mifflin Harcourt textbook material ▪ Administer pre-tests ▪ Star Reading ▪ Capstone 	<p>DeKalb County funds, PTA funds, and Evansdale Education Foundation Funds</p>	<p>August 2012-2013. Classroom and Special Area Teachers, Media Specialist, Principal, and Assistant Principal</p>	<p>Report rubrics, GPS benchmarks, Houghton Mifflin Harcourt Benchmark Tests, Running Records, Portfolios, Guided Reading, Writing Workshop, Principal's Book of the Month, T.O.D (Ticket Out the Door)</p>	<p>Georgia CRCT 2012-2013, 5th grade Writing Assessment, 4th grade Writing Assessment, 3rd grade Writing Assessment, Benchmarks, Unit Tests, Progress Reports, Report Cards, Accelerated Reader Program, Houghton Mifflin Harcourt Leveled Readers, Literary Guild Reading Program, Principal's Book of the Month Summaries Star Reading</p>

<p><u>Students with Disabilities</u> <u>Performance/Action 7</u></p> <p>Drastically increase the number of “practice turns’ and targeted feedback that is provided to students with and without disabilities:</p> <ul style="list-style-type: none"> ▫ Use a variety of response methods in large group instruction so that multiple students have “practice turns” at the same time. ▫ Provide small group instruction with differentiated, targeted feedback. ▫ Provide bell to bell instruction and maximize every second of instructional time. ▫ Co-teach, resource, supportive instruction collaboration and consultation. <p><u>Performance/Action 8</u></p> <p>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> <ul style="list-style-type: none"> ▫ Reading fluency ▫ Reading comprehension ▫ Written expression ▫ Math calculation ▫ Co-teach, resource, supportive instruction collaboration and consultation. 			<p>Classroom observation, Focus Walks, Lesson plans, Classroom observation documents, Focus walk documents</p>	<p>Teachers and students can explain how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of appropriate use of practice turns and targeted feedback for students with special needs.</p> <p>Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities. Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts. Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with written expression, reading fluency, reading comprehension, and math calculation skills.</p>
<p><u>English Language Learners*</u> <u>Performance/Action 4</u></p>	<p>DeKalb County funds and PTA</p>	<p>August 2012-2013. Classroom and</p>	<p>Posted terms, Word walls</p>	<p>Students can locate posted terms and articulate how they are incorporated into daily lessons to</p>

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<p>Highlight and post key vocabulary terms on effective living and visual word walls in classrooms</p>	<p>funds</p>	<p>Special Area Teachers, Media Specialist, Principal, and Assistant Principal</p>		<p>reinforce vocabulary development.</p>
<p><u>Technology Integration</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning.</p> <p>Utilize technology to enhance instruction in the classroom through Compass Learning, CRCT practice, Destiny Card Catalog, Galileo, Microsoft Word, PowerPoint, NEO’s, and Active boards.</p>	<p>DeKalb County funds, PTA funds, FTE funds for equipment and supplies</p>	<p>August 2012-2013. Classroom and Special area Teacher, Media Specialist, Principal, and Assistant Principal</p>	<p>Report rubrics, GPS benchmarks, Houghton Mifflin Harcourt Benchmark Tests, Assessment of IEP objectives, if appropriate/applicable</p>	<p>Georgia CRCT 2012-2013, 3rd-5th grade Writing Assessment Benchmarks, Unit Tests, Progress Reports, Report Cards,</p>

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

Mathematics Action Plan

Annual Measurable Objective: The overall AMO for Evansdale Elementary in Math is 83%, and we will be increasing that AMO to 86% for the 2012-2013 Georgia Criterion Referenced Competency Test (CRCT). The overall 2012 math CRCT proficiency rate for our hispanic subgroup is 86%. We will increase the percentage of all third grade students on pathway to proficiency in math to 95% or better on the STAR Math, improving from 89% in August 2012 to 92% in December 2012 and to 95% in March 2013. We will increase the percentage of all fourth grade students on pathway to proficiency in math to 96% or better on the STAR Math, improving

from 90% in August 2012 to 93% in December 2012 and to 96% in March 2013. We will increase the percentage of all fifth grade students on pathway to proficiency in math to 94% or better on the STAR Math, improving from 88% in August 2012 to 91% in December 2012 and to 94% in March 2013.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels of understanding, learning styles, and interests in order to pace and present -- classroom instruction differently.</p> <ul style="list-style-type: none"> • Guided Math Groups • Lesson Planning • Star Math • Accelerated Math <p>Utilize the county pretest scores and universal screeners to guide instruction.</p> <ul style="list-style-type: none"> • Data Driven Instruction • Checklists • Lesson Planning 	Local school funds, PTA funds, and Evansdale Education Foundation Funds	<p>August 2012-May 2013</p> <p>Guided math consultant, Classroom teachers, special education teachers, Principal, and API.</p>	Teacher observation-written and oral responses: Level 1 plan reviews, summative tests, system-wide pre and post tests and journals. Multiple Intelligence/Learning Style Surveys Interest Inventories, T.O.D (Ticket Out the Door)	CRCT, Report Cards, Star Math Tests, SLO’s, IEP’s, and Progress Reports
<p>Instruction Standard 2: 2.2 Performance/Action 1 Determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> • Blooms Taxonomy 	Local school funds, PTA funds.	<p>August 2012-May 2013</p> <p>Classroom teachers, special</p>	Teacher observation-written and oral responses: Level 1 plan reviews, summative tests, system-wide pre and	CRCT, Report Cards, Star Math Tests, SLO’s, IEP’s, and Progress Reports

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<ul style="list-style-type: none"> • Lesson Planning • High Yield Strategies <p>Effectively use the culminating activities located in the state framework unit plans.</p> <ul style="list-style-type: none"> • Checklists • Lesson Planning • Guided Math Groups 		<p>education teachers, Principal, and API.</p>	<p>post tests and journals. Blooms Taxonomy, T.O.D (Ticket Out the Door)</p>	
<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2</p> <p>Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.).</p> <ul style="list-style-type: none"> • Compass Learning • OAS • Differentiating Instruction • Accelerated Math • Guided Math Consultant • MathFacts in a Flash <p>Utilize Before-School tutoring once a week for level one students.</p> <ul style="list-style-type: none"> • Certified Teachers provide Before-School tutoring 	<p>DeKalb County funds and PTA funds</p>	<p>August 2012-2013. Classroom and Special Area Teachers, Media Specialist, Principal, and Assistant Principal</p>	<p>Teacher observation-written and oral responses: Level 1 plan reviews, summative tests, system-wide pre and post tests and journals, T.O.D (Ticket Out the Door)</p>	<p>CRCT, Report Cards, Star Math , IEP's, and Progress Reports</p>
<p><u>Students with Disabilities</u> Performance/Action 7</p> <p>Drastically increase the number of “practice turns’ and targeted feedback that is provided to students with and without disabilities:</p> <ul style="list-style-type: none"> ▫ Use a variety of response methods in 			<p>Classroom observation, Focus Walks, Lesson plans, Classroom observation documents, Focus walk documents,</p>	<p>Teachers and students can explain how targeted feedback is provided to students. Classroom observations and instructional focus walks show evidence of appropriate use of practice turns and targeted feedback for students with special</p>

<p>large group instruction so that multiple students have “practice turns” at the same time.</p> <ul style="list-style-type: none"> ▫ Provide small group instruction with differentiated, targeted feedback. ▫ Provide bell to bell instruction and maximize every second of instructional time. ▫ Co-teach, resource, supportive instruction collaboration and consultation. <p><u>Performance/Action 8</u> 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> <ul style="list-style-type: none"> ▫ Reading fluency ▫ Reading comprehension ▫ Written expression ▫ Math calculation ▫ Co-teach, resource, supportive instruction collaboration and consultation. 			T.O.D (Ticket Out the Door)	<p>needs.</p> <p>Teachers and students can explain how classroom instruction emphasized mastery of the basic skills needed for critical thinking activities. Students are able to articulate how this allows them to apply, analyze, synthesize, and evaluate concepts. Classroom observations and instructional focus walks show that students are given short, timed opportunities to improve their fluency with written expression, reading fluency, reading comprehension, and math calculation skills.</p>
<p><u>English Language Learners*</u> <u>Performance/Action 4</u></p> <p>Highlight and post key vocabulary terms on effective living and visual word walls in classrooms</p>	DeKalb County funds and PTA funds	August 2012-2013. Classroom and Special Area Teachers, Media Specialist, Principal, and Assistant Principal	Posted terms, Word walls	Students can locate posted terms and articulate how they are incorporated into daily lessons to reinforce vocabulary development.

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<p><u>Technology Integration</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning. Utilize technology to enhance instruction in the classroom through Compass Learning, CRCT practice, Destiny Card Catalog, Galileo, Microsoft Word, PowerPoint and Activeboards.</p> <ul style="list-style-type: none"> • Promethean Boards • Computer Lab • Utilizing Portable Computers 	<p>Local school funds/PTA funds.</p>	<p>August 2012-May 2013</p> <p>Computer Technology Support Specialist and Media Specialist.</p>	<p>Teacher observation-written and oral responses; Level 1 plan reviews, chapter tests, system-wide pre and post test, journals and Destiny for Math.</p>	<p>CRCT, Report Cards</p>
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable

<p>Science Action Plan</p> <p>Annual Measurable Objective: in science is at 87% as indicated by the results of the 2012 CRCT. The projected Annual Measurable Objective in science will be 90% on the 2013 CRCT. The overall 2012 CRCT science proficiency rate for our hispanic subgroup will be 77.3%.</p>				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students’ levels</p>	<p>State, County, and PTA funds. Donated resources</p>	<p>Classroom teachers, the principal, the API and lab instructors</p>	<p>Research projects, hands on activities in the Science</p>	<p>ITBS and CRCT</p>

<p>of understanding, learning styles, and interests in order to pace and present -- classroom instruction differently</p> <ul style="list-style-type: none"> Professional Learning on inclusion and teacher collaboration 	<p>from Fernbank Science Center</p>	<p>August 2010-May 2011</p>	<p>Lab, oral assessments, and I.E.P</p>	
<p>Instruction Standard 2: 2.2 Performance/Action 1 Determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> Use of the Science Lab, its equipment, technology, and the expertise of the science lab teacher PTA sponsored Science Night Research projects on topics of interest to the students themselves to gain experience with the scientific method and research techniques 	<p>State, County, and PTA funds. Donated resources from Fernbank Science Center</p>	<p>Classroom teachers, the principal, the API and lab instructors</p> <p>August 2010-May 2011</p>	<p>Research projects, hands on activities in the Science Lab, oral assessments, and I.E.P</p>	<p>ITBS and CRCT</p> <p>Science research projects</p>
<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2 Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.).</p> <ul style="list-style-type: none"> Use of the Science Lab, its equipment, technology, and the expertise of the science lab teacher Use of the school’s nature trail Caring for and monitoring the Small Fry to Go project 	<p>State, County, and PTA funds. Donated resources from Fernbank Science Center</p>	<p>Classroom teachers, the principal, the API and lab instructors</p> <p>August 2010-May 2011</p>	<p>Research projects, hands on activities in the Science Lab, oral assessments, and I.E.P</p>	<p>ITBS and CRCT</p>

<ul style="list-style-type: none"> • Experience with the school’s weather station • Participating in planting, caring for, and harvesting small crops in school’s vegetable garden • Care of the school’s courtyard and pond • Science Night • Science Olympiad • Robotics Club • Purchase non-fiction picture books (informative texts) 				
<p>Domain Physical Science Be exposed to Physical science in all science classes.)</p> <p>Demonstrate the relationship between the application of a force and the resulting and the resulting change in position and motion of an object.</p> <ul style="list-style-type: none"> • Participation in lab experiences in the Science Lab • Use of the hands-on science experiences in the classroom that introduce, inspire interest in, and demonstrate key physical science concepts as outlined in student texts 	<p>State, County, and PTA funds. Donated resources from Fernbank Science Center</p>	<p>Classroom teachers, the principal, the API and lab instructors</p> <p>August 2010-May 2011</p>	<p>Research projects, hands on activities in the Science Lab, oral assessments, and I.E.P</p>	<p>ITBS and CRCT</p>
<p>Domain Earth Science</p> <p>Investigate the physical attributes of rocks and soils.</p>	<p>State, County and PTA funds and donated resources from</p>	<p>Special Ed. teachers, General Ed. Teachers, the principal, the API, and</p>	<p>Research projects, hands on activities in the Science Lab and</p>	<p>ITBS and CRCT</p>

<p>Investigate fossils as evidence of organisms that lived long ago.</p> <ul style="list-style-type: none"> • Use of the school’s nature trail, courtyard, and garden • Participation in Fernbank Science Center programs involving earth science and fossils • Field Trips to Fernbank Nature History Museum 	<p>Fernbank Science Center</p>	<p>Science Lab Instructor PTA representatives</p> <p>August 2010- May 2011</p>	<p>outdoor garden, oral assessments, and I.E.P Earth Day presentation and Field trips for all students</p>	
<p>Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, to enhance students’ research skills, and to differentiate instruction to maximize student learning.</p> <p>Implement:</p> <ul style="list-style-type: none"> • Microscopes in Science Lab, • Computer Research • Educational Videos and CD’s • Over-head Projectors/Promethean Boards • VideoSKope in the lab • Discovery Education • Compass Learning • Projects and activities as outlined in the AIMS resources 	<p>Tech. training from Media Specialist Training from Science Lab instructor, PTA funded, Provided by school district</p>	<p>State, County, and PTA funds. Donated resources from Fernbank Science Center</p>	<p>Special Ed. teachers, General Ed. Teachers, the principal, the API, and Science Lab Instructor</p> <p>August 2021- May 2013</p>	<p>Research projects, hands on activities in the Science Lab, oral assessments, and I.E.P</p>

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

Social Studies Action Plan				
Annual Measurable Objective: The overall Annual Measurable Objective (AMO) for Evansdale Elementary in Social Studies is 86% and we maintain an (AMO) of 89%.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present -- classroom instruction differently</p> <ul style="list-style-type: none"> ▪ Identify multiple intelligences ▪ Flexible grouping ▪ Administer pre-tests 	DeKalb County funds and PTA funds	August 2012-2013. Classroom and Special Area Teachers, Media Specialist, Principal, and Assistant Principal	Report rubrics, GPS benchmarks, Houghton Mifflin Lesson Tests, Portfolios,	Georgia CRCT 2012-2013, Benchmarks, Unit Tests, Progress Reports, Report Cards,
<p>Instruction Standard 2: 2.2 Performance/Action 1 Determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> ▪ Use of the Georgia Performance Standards ▪ Flexible Grouping ▪ Administer pre-tests 	DeKalb County funds and PTA funds	August 2012-2013. Classroom and Special Area Teachers, Media Specialist, Principal, and Assistant Principal	Report rubrics, GPS benchmarks, Houghton Mifflin Lesson Tests, Portfolios,	Georgia CRCT 2012-2013, Benchmarks, Unit Tests, Progress Reports, Report Cards

<p>Planning and Organization Standard 2: 3.1 Performance/Action 1/2 Select supplemental materials and teaching strategies, based upon school and student data collected and analyzed, to address the identified needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.).</p> <ul style="list-style-type: none"> ▪ Use of the Georgia Performance Standards ▪ Use of the Houghton Mifflin textbook material ▪ Purchase non-fiction picture books (informative texts) 	<p>DeKalb County funds and PTA funds</p>	<p>August 2012-2013. Classroom and Special Area Teachers, Media Specialist, Principal, and Assistant Principal</p>	<p>Report rubrics, GPS benchmarks, Houghton Mifflin Lesson Tests, Portfolios,</p>	<p>Georgia CRCT 2012-2013, Benchmarks, Unit Tests, Progress Reports, Report Cards</p>
<p>Participation of third graders in completing social studies projects on famous people in history will promote mastery of Social Studies standards. Also, third grade students will participate in Cinco De Mayo celebration with food, music, and dance.</p> <p><i>SS3H2a The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.</i></p>	<p>DeKalb County funds and PTA funds</p>	<p>August 2012-2013. Classroom and Special Area Teachers, and Media Specialist, Principal, Assistant Principal</p>	<p>Parent, Student, Teacher, and Media Specialist participation in the biography project</p>	<p>Portfolios, Unit Tests, Biography Project and Project Grade, Rubric, Progress Report, Report Card, Celebration/Festival</p>
<p>Participation of fourth graders in completing social studies projects on Native Americans and the Revolutionary War will promote the mastery of the Social Studies standards.</p> <p><i>SS4H1 The student will describe how early</i></p>	<p>DeKalb County funds and PTA funds</p>	<p>August 2012-2013. Classroom and Special Area Teachers, and Media</p>	<p>Parent, Student, Teacher, and Media Specialist participation</p>	<p>Portfolios, Unit Tests, Biography Project and Project Grade, Rubric, Progress Report,</p>

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<p><i>Native American cultures developed in North America.</i> <i>SS4H4 The student will explain the causes, events, and results of the American Revolution.</i></p>		<p>Specialist, Principal, Assistant Principal</p>	<p>in the history projects</p>	<p>Report Card</p>
<p>Participation of fifth graders in completion of social studies projects on famous people in history will promote mastery of Social Studies standards. <i>SS5H3a,b,c The student will describe how life changed in America at the turn of the century.</i> <i>SS5H4a, b The student will describe U.S. involvement in World War I and post-World War I America.</i></p>	<p>DeKalb County funds and PTA funds</p>	<p>August 2012- 2013. Classroom and Special Area Teachers, and Media Specialist, Principal, Assistant Principal</p>	<p>Parent, Student, Teacher, and Media Specialist participation in the biography projects</p>	<p>Portfolios, Unit Tests, Biography Project and Project Grade, Rubric, Progress Report, Report Card, and Social Studies Fair</p>

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

Attendance/Graduation Rate Action Plan				
Annual Measurable Objective Decrease the number of targeted students absent 15 or more days by 0.8 of a percentage point (from 5.1% in 2011-2012 to 4.3% in 2012-2013)				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Communicate via Open House to students and parents specifically outlining the attendance policy and ask them to make a commitment to attendance.</p>	<p>Minimal, copying costs covered by the office</p>	<p>August 2010 Counselor</p>	<p>Attendance contracts signed and returned</p>	<p>CRCT AYP report DCSS Attendance data (eSIS)</p>

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<p>Identify students absent 15 or more days during the 09-10 school year and request that they periodically check-in with the counselor. Any student who accumulates 7 absences this school year (10-11) will also periodically check-in with the counselor.</p>	<p>Minimal, funded by PTA if needed</p>	<p>August 9, 2010- May 20, 2011 Attendance Secretary Counselor</p>	<p>Classroom attendance logs State/county attendance guidelines</p>	<p>CRCT AYP report Student grades DCSS Attendance data (eSIS)</p>
<p>Classroom teachers will contact parents when a student has been absent two consecutive days. Counselor and/or Principal will contact parents when students have 3 or more unexcused absences.</p>	<p>NA</p>	<p>August 9, 2010- May 20, 2010 Homeroom/Classroom Teacher Counselor or Principal</p>	<p>Classroom attendance logs Letter to parents State/county attendance guidelines</p>	<p>CRCT AYP report DCSS Attendance data (eSIS)</p>
<p>Technology Integration: eSIS (or other systems as adopted) will be used to monitor attendance and collect data</p>	<p>NA</p>	<p>Attendance Secretary Homeroom/Classroom Teacher Counselor or Principal</p>	<p>Classroom attendance logs Letter to parents State/county attendance guidelines</p>	<p>CRCT AYP report DCSS Attendance data (eSIS)</p>
<p>Communicate via Open House to students and parents specifically outlining the attendance policy and ask them to make a commitment to attendance.</p>	<p>Minimal, copying costs covered by the office</p>	<p>August 2010 Counselor</p>	<p>Attendance contracts signed and returned</p>	<p>CRCT AYP report DCSS Attendance data (eSIS)</p>
<p>Identify students absent 15 or more days during the 09-10 school year and request that they periodically check-in with the</p>	<p>Minimal, funded by PTA if needed</p>	<p>August 9, 2010- May 20, 2011</p>	<p>Classroom attendance logs</p>	<p>CRCT AYP report Student grades</p>

counselor. Any student who accumulates 7 absences this school year (10-11) will also periodically check-in with the counselor.		Attendance Secretary Counselor	State/county attendance guidelines	DCSS Attendance data (eSIS)
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Library-Media Action Plan				
Annual Measurable Objective: To increase the number of students that meet or exceed the standards on the spring 2013 CRCT for grades 1-5 in the following areas with a 98 % participation rate: Reading/Language Arts from by 3 % the percentage of students in grades 1, 2, 3, 4 and 5 performing at Level 3 in core curriculum areas (i.e. Reading/English Language Arts, Math, Science and Social Studies) on standardized tests.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Instruction 1.2:PA 4</u> The teacher librarian collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation <ul style="list-style-type: none"> ▫ Teacher-Librarian(T-L) attends collaborative planning meetings and serves on Leadership Team ▫ T-L Leveled books are made available to students based on reading levels. ▫ Teacher-Librarian facilitates the 25 Books Campaign 	N/A	August 2012-May 2013 <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ Teachers ▫ Teacher Librarian ▫ Grade Level Chairs 	<ul style="list-style-type: none"> ▫ Disaggregated Lexile reports ▫ Local reading reports ▫ 25 Books Standard committee guidelines ▫ Resource alignment to units ▫ Media circulation records, etc. 	CRCT, Graded library assignments, Principal’s Book of the Month- Writing Assessment AR Report
<u>Technology Integration – Instruction 2.7: PA 2:</u> Teachers effectively use technology to provide real world application and to	N/A	<ul style="list-style-type: none"> ▫ August 2012-May 2013 	<ul style="list-style-type: none"> ▫ Computers and equipment ▫ Media center 	Students can articulate how technology supports their learning. Examples are provided of student

maximize student learning. □ Accelerated Reader Class multi-media projects		Principal □ Leadership Team □ Teachers □ Teacher Librarian Grade Level Chairs	lab use schedule □ Projects, etc.	work that has been enhanced by technology as a set of tools and resources to complement their learning process.
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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)	<i>To increase student achievement in Reading/English/Language Arts/Math/Science and Social Studies measured by the CRCT</i>	Grade levels will meet once a month with the counselor and assistant principal to discuss tier 2 students. Teachers will analyze student work and discuss tier 2 interventions.	August 2012 - May 2013 Specific dates TBA	PLU forms Lesson Plans Unit Plans Grade Level Meeting minutes	CRCT 2012 Scores

Federal					
Grants	<i>To increase student achievement in Science and Math measured by the CRCT</i>	Students will be studying the life cycles of trout by running a trout hatchery facilitated through the science lab.			
Local	<i>To increase student achievement in Reading/English/Language Arts/Math/Science and Social Studies measured by the CRCT</i>	Grade levels will meet together one full day / semester for academic planning, to analyze student work, and collaborate for remediation and enrichment of students. Substitutes will be utilized to cover classes while teachers work together.	August 2012 - May 2013	SST referrals	CRCT cove Scores

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, employee recognitions, consistent implementation, and self-assessment.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance/Action 13</u> School staff and students are held accountable to the Positive School Discipline Plan. <ul style="list-style-type: none"> ▫ Posted rules ▫ Posted standards for success ▫ Documentation for tiers of intervention 	NA	August 2012- May 2013 Administrators and Classroom Teachers	<ul style="list-style-type: none"> • Pyramid of interventions • Written school discipline plan • List of persons responsible • Time line of implementation 	Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment (i.e., classroom meetings, teaching and supporting the use of pro-social skills such as

<p>prior to referral</p> <ul style="list-style-type: none"> ▫ Anecdotal data ▫ Student referrals ▫ Dispositions ▫ Teacher data for referrals ▫ Walk-through checklist ▫ Disciplinary test at the beginning of the year or when a new student arrives 				<p>empathy and social problem solving, teaching and supporting health promotion strategies that support good nutrition and exercise).</p> <p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.</p> <p>All students are aware classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with school counselor, parent/teacher conferences, tutoring, mentoring, support groups, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions.</p>
<p><u>Performance/Action 11</u></p> <p>The school requests technical assistance from Instruction, Professional Learning, Student Support Services, Student Relations, and other district level departments as needed.</p>	<p>No additional costs</p>	<p>August 2012 May 2013</p>	<ul style="list-style-type: none"> • E-mail communication • Phone logs • Sign-sheets for school visits • Meeting notes 	<p>The school and system administrators can describe how the school collaborates with the system and other external resource providers to ensure that the school acquires the necessary training, guidance, and/or resources in a timely manner.</p>

<ul style="list-style-type: none"> ▫ E-mail communication ▫ Phone logs ▫ Sign-sheets for school visits ▫ Meeting notes 				
<p><u>Performance/Action 14</u></p> <p>Students are given opportunities to be recognized for positive contributions to themselves and others.</p> <ul style="list-style-type: none"> ▫ Program agendas ▫ Documentation of classroom recognition ▫ Awards/certificates ▫ Positive letters to parents ▫ Positive e-mail communication to parents ▫ Positive phone call log ▫ Recognition on PA system or class/school website 	<p>\$1200 (PTA Student Recognition Funds)</p>	<p>August 2012-May 2013</p> <p>Citizen of the Month, monthly</p> <p>Honors Day Ceremony, Biannually</p> <p>Administrators, Counselor, Classroom Teachers</p>	<ul style="list-style-type: none"> ▫ Program agendas ▫ Documentation of classroom recognition ▫ Awards/certificates ▫ Eagle Bucks ▫ Positive letters to parents ▫ Positive e-mail communication to parents ▫ Positive phone call log ▫ Recognition on PA system or class/school website 	<p>Teachers and students develop “standards for success”, or ways that students can demonstrate personal efficacy and citizenship.</p> <p>Students are consistently recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals.</p>
<p><u>Performance/Action 13</u></p> <p>School staff and students are held accountable to the Positive School Discipline Plan.</p> <ul style="list-style-type: none"> ▫ Posted rules ▫ Posted standards for success ▫ Documentation for tiers of intervention prior to referral ▫ Anecdotal data ▫ Student referrals ▫ Dispositions ▫ Teacher data for referrals ▫ Walk-through checklist 	<p>NA</p>	<p>August 2012-May 2013</p> <p>Administrators and Classroom Teachers</p>	<ul style="list-style-type: none"> • Pyramid of interventions • Written school discipline plan • List of persons responsible • Time line of implementation 	<p>Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free learning environment (i.e., classroom meetings, teaching and supporting the use of pro-social skills such as empathy and social problem solving, teaching and supporting health promotion strategies that support good nutrition and exercise).</p>

<p>▫ PATS (Staff Incentives)</p>				<p>An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom.</p> <p>All students are aware classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies.</p> <p>A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with school counselor, parent/teacher conferences, tutoring, mentoring, support groups, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions.</p>
<p><u>Performance/Action 11</u></p> <p>The school requests technical assistance from Instruction, Professional Learning, Student Support Services, Student Relations, and other district level departments as needed.</p> <p>▫ E-mail communication ▫ Phone logs ▫ Sign-sheets for school visits ▫ Meeting notes</p>	<p>No additional costs</p>	<p>August 2012-May 2013</p>	<ul style="list-style-type: none"> • E-mail communication • Phone logs • Sign-sheets for school visits • Meeting notes 	<p>The school and system administrators can describe how the school collaborates with the system and other external resource providers to ensure that the school acquires the necessary training, guidance, and/or resources in a timely manner.</p>
<p><u>Performance/Action 14</u></p>	<p>\$1200 (PTA Student)</p>	<p>August 2012-May 2013</p>	<ul style="list-style-type: none"> ▫ Program agendas ▫ Documentation of 	<p>Teachers and students develop “standards for success”, or ways</p>

<p>Students are given opportunities to be recognized for positive contributions to themselves and others.</p> <ul style="list-style-type: none"> ▫ Program agendas ▫ Documentation of classroom recognition ▫ Awards/certificates ▫ Positive letters to parents ▫ Positive e-mail communication to parents ▫ Positive phone call log ▫ Recognition on PA system or class/school website 	<p>Recognition Funds)</p>	<p>Citizen of the Month, monthly</p> <p>Honors Day Ceremony, Biannually</p> <p>Administrators, Counselor, Classroom Teachers</p>	<p>classroom recognition</p> <ul style="list-style-type: none"> ▫ Awards/certificates ▫ Positive letters to parents ▫ Positive e-mail communication to parents ▫ Positive phone call log ▫ Recognition on PA system or class/school website 	<p>that students can demonstrate personal efficacy and citizenship.</p> <p>Students are consistently recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral goals.</p>
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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><u>Performance/Action 1</u></p> <p>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"> • Assign mentors to teachers new to the profession • Assign mentors to teachers new to the building 	<p>Faculty and staff willing to serve as mentors.</p> <p>Funding for substitutes</p>	<p>August 2012 May 2013 Principal</p>	<ul style="list-style-type: none"> • Mentoring handbook • Mentor assignment list • Scheduled mentoring meeting times • Calendar of 	<p>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 and effective implementation of best mentoring practices.</p>

<ul style="list-style-type: none"> • Provide mentors to veteran teachers upon request • Schedule a formal time for mentors and mentees to meet • Provide guidelines to mentors regarding how to effectively serve in their roles. • Provide up to 3 days of classroom coverage for new teachers to observe model teachers in model classrooms 	<p>provided by county</p>		<p>mentor-mentee activities</p> <ul style="list-style-type: none"> • Training agendas • Mentoring logs 	
<p><u>Performance/Action 5</u></p> <ul style="list-style-type: none"> • The principal will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Follow-up regarding supportive actions will be documented. 	<p>Conference Room to meet with new staff.</p>	<p>August 2012-May 2013 Principal</p>	<ul style="list-style-type: none"> • Meeting minutes and talk points • Documentation of support actions 	<p>School leaders facilitate coaching meetings with teachers and/or administrators, and they can describe how they developed their coaching plans and the progress that the teacher or administrator has made.</p>

Evansdale Elementary School

2012-2013 School Goals

“Every Evansdale student listens well, studies hard & soars like an Eagle.”

1. We will increase the percentage of all third grade students on pathway to proficiency in reading to 92% or better on the STAR Reading, improving from 88% in August 2012 to 90% in December 2012 and to 92% in March 2013.
2. We will increase the percentage of all third grade students on pathway to proficiency in reading to 88% or better on the STAR Math, improving from 82% in August 2012 to 85% in December 2012 and to 88% in March 2013.
3. We will increase the percentage of all fourth grade students on pathway to proficiency in reading to 95% or better on the STAR Reading, improving from 91% in August 2012 to 93% in December 2012 and to 95% in March 2013.
4. We will increase the percentage of all fourth grade students on pathway to proficiency in math to 90% or better on the STAR Math, improving from 86% in August 2012 to 88% in December 2012 and to 90% in March 2013.
5. We will increase the percentage of all fifth grade students on pathway to proficiency in reading to 96% or better on the STAR Reading, improving from 92% in August 2012 to 94% in December 2012 and to 96% in March 2013.
6. We will increase the percentage of all fifth grade students on pathway to proficiency in math to 92% or better on the STAR Math, improving from 88% in August 2012 to 90% in December 2012 and to 92% in March 2013.
7. We will increase the percentage of all third, fourth, and fifth grade students on pathway to proficiency in writing to 75% or better on the Write Score assessment, improving from 23% in September 2012 to 50% in November 2012 and to 75% in February 2013.