

DeKalb County School District

Consolidated School Improvement Plan
2013-2014



Division of School Leadership and Operational Support
Dr. Alice Thompson, Interim 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 within the operating period of this plan.	
Principal: Ms. Rosemary E. Malone	Date: 9-16-13
Regional Superintendent: Dr. Angela Pringle	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 District Departmental Action Plans <input checked="" type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Library-Media <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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

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

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

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

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

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

School Council Approval Form

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

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

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Ms. Mary Williams, Chair		
2.	Ms. Theresa Bennett		
3.	Ms. Rosemary E. Malone		
4.	Ms. Terri C. Portis		
5.	Ms. Veronica Allen, Secretary		
6.	Debbie Miller, Business Partner		
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A copy of this document must be maintained at the school.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Rosemary E. Malone		
CSIP Facilitator	Agnes Onoabhagbe		
Parent Representative (can not be a school employee)	Mary Williams		
Student Representative (required for High School)	N/A		
Community Representative (can not be a school employee)	Debbie Miller		
School Counselor	Marsha Duval		
Special Education Representative	Millicent Hunt		
Reading/ELA Chair	Pam Crenshaw		
Math Chair	Yamileta Delfosse		
Science Chair	Lillie Brooks		
Social Studies Chair	Sandra parks		
Professional Learning Liaison	Terri C. Portis		
Other (specify)	Bridget Moorman		
Other (specify)			

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 2013-2014. 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 2012-2013:

- Accelerated Reader (AR)
- Safety Net
- Before/After School Tutorial
- 1,000,000 Million Word Campaign -On going
- Instructional Teacher Meetings
- Data Meetings
- International Baccalaureate Program
- Professional Learning Communities
- Parent Communication-Title I Parent meetings, Make and Take It Night, Class and School Newsletters
- STAR Reader
- STAR Math
- Study Island
- Math Facts
- Brainchild
- Early Literacy
- Reading Egg

The following programs, initiatives, and/or interventions were not as successful as hoped for 2012-2013:

- Accelerated Math (AM)
- Response to Intervention (RTI)
- High Yield Strategies
- Accelerated Reader(AR)

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

- Accelerated Math: Teachers were unable to access the program for the duration that it took MIS to set up and change the IP address for schools that already had the program. Actual implementation of the program was very short.
- RTI: more training was needed to clarify the RTI process and procedures.

- High Yield Strategies: more training is needed on how to incorporate the strategies into teachers' pedagogical approach
- Accelerated Reader: Although funding was provided by the county for 1st semester, the district's delay in approving funding prevented the continued use of the program for 2nd semester.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2013-2014:

- Accelerated Reader (AR)
- Safety Net
- Before/After School Tutorial
- 1,000,000 Million Word Campaign -On going
- Instructional Teacher Meetings
- Data Meetings
- International Baccalaureate Program
- Professional Learning Communities
- Parent Communication-Title I Parent meetings, Make and Take It Night, Class and School Newsletters
- STAR Reader
- STAR Math
- Study Island
- Math Facts
- Brainchild
- Early Literacy
- Academic Data Coach
- Title 1 Teacher
- Instructional Paraprofessional
- Reading Egg
- NEO

School Mission and Vision

	DeKalb County School District	School
Vision What is our image of a successful school for our stakeholders?	The DeKalb County School District will be acknowledged as one of the high performing large school systems in the United States in preparing students to lead and succeed in a rapidly changing world.	Avondale Elementary will be a school where students realize that education is the power to becoming contributing members of society.
Mission How will we make our vision a reality?	Our mission is to prepare 21st Century students to thrive and succeed in a diverse and ever changing world through a partnership of homes, schools and communities.	Avondale Elementary School, in partnership with home and community, provides all students with a standards-based instructional program ensuring academic success and responsible citizenship.
Values What beliefs and standards guide our mission?	The DeKalb Schools 21st Century student will demonstrate: <ul style="list-style-type: none"> • Flexibility and adaptability • Initiative and self direction • Social and cross cultural interaction • Productivity and accountability • Leadership and responsibility • Information and technology literacy • Critical thinking and problem solving • Creativity and innovation 	Avondale will value and promote parental involvement. <ul style="list-style-type: none"> • Avondale will honor universal human rights. • Avondale will hold high expectations for ALL. • Avondale will regard quality public education as essential. • Avondale will contribute to the common good of our community. • Teachers and administrators commit to using best research and practices to create a curriculum which is relevant, challenging, and engaging for learners.

Developing a Comprehensive Needs Assessment**1) Provide a brief description of your school and community. Include the following information:****ú Geographic location**

Avondale Elementary School is located in central DeKalb County. Avondale Elementary was established in 1923, with the current location opening in 1926. The final renovation occurred in 1965 to serve the neighborhood students in Avondale Estates. Today, the school serves the city of Avondale Estates as well as the surrounding area which includes many apartment complexes. We also serve students who have applied to the International Baccalaureate program through DeKalb County's School Choice Program.

The City of Avondale was founded by George Francis Wil is in 1924. The plans for his city were inspired by the trip he and his wife, Lottie, had taken to Stratford-upon-Avon. He aspired to recreate the majestic Tudor-Revival style architecture found at the birthplace of William Shakespeare in England. With the guidance of internationally known city planners, Willis proceeded to develop what would later be known as the only documented example of a "planned" city in the Southeast. Today it is named on the National Registrar of Historic Places. Avondale Estates has approximately 3,000 residents. The city is known for its close-knit community, beautiful setting and diverse architectural styles, as well as, large apartment complexes housing our low income families. The first Waffle House, which opened its doors Labor Day weekend of 1955, is now a museum. Community amenities for residents include beautiful Lake Avondale, the Community Club House, tennis courts, swimming pool, and Kensington Marta Train Station. Avondale has approximately 200 businesses.

ú Enrollment

	2009-2010	2010-2011	2011-2012	2012-2013
Enrollment	447	459	540	537

ú Subgroups (regardless of whether or not they affect AYP):

- Ethnicity
- Student with Disabilities (SWD)
- Economically Disadvantaged
- English Language Learners (ELL)

	2009-2010	2010-2011	2011-2012	2012-2013
Free and Reduced Lunch	416	426	480	489
Ethnicity				
Asian	29	34	35	23
Black	393	388	485	503

Hispanic	6	17	7	7
White	7	11	8	16
Multi-Racial	0	8	5	7
Males	212	242	262	275
Females	225	217	278	262
Student With Disabilities	18	16	28	20
English Language Learners	56	57	54	48
Economically Disadvantage	416	426	480	489

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

ü **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**

ü **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**
 As a part of strategic planning, Avondale Elementary School's instructionally focused CSIP Steering Committees/Leadership Team developed a comprehensive needs assessment by analyzing various types of data throughout the school year (CRCT, ITBS, GKIDS, Access, Writing Assessments, Benchmark test results, STAR Reading, Star Early Literacy, STAR Math, GAPSS Analysis Reports, and the CSIP Reflection surveys...). The committee meets monthly at the school to discuss the needs of the school. CSIP teams will meet four times throughout the 2013-2014 school year to update the CSIP plan (August 2013, September 2013, January 2014, and May 2014,). Grade levels meet on Tuesdays and Thursdays during Instructional Teacher Meetings and Data Meetings with the Principal, Assistant Principal, and Academic Data Coach to analyze school, grade level, and individual student data. The principal meets regularly with teachers to analyze data, focusing on formative assessments and students' mastery of standards. Teachers also meet each Tuesday with Professional Learning Communities to analyze data. The School Council also meets four months each year in September, November, February, and April to discuss school improvement. In August - September 2013 CSIP committees meet regularly to update the 2012 – 2013 plan and write the 2013-2014 plan.

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
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.

Avondale's strengths are rooted in the successful implementation of Common Core Georgia Performance Standards/Georgia Performance Standards and the International Baccalaureate- Primary Years Programme (IB-PYP). The Common Core Georgia Performance Standards/ Georgia Performance Standards are the skills and knowledge that students must learn in each grade as mandated by the Georgia Department of Education. The IB-PYP aims to educate the whole child via inquiry based best practices. It focuses on profiles and attitudes that aid students to become internationally minded. We are also committed to being a Professional Learning Community (PLC). The Professional Learning Communities meet on a weekly basis to analyze data and discuss ways to improve student achievement. We also have shared governance within the school that allows all stakeholders to have a voice in decisions that are made. Our administrative team has an "open door" policy which lends itself to a risk free environment for all. We also have a very strong and committed team of Teacher Support Specialists. All of these initiatives work hand in hand with the implementation of a rigorous standards based curriculum that incorporates the three part lesson in all subject areas. Evidence of the three part lesson plan will be displayed in the Monthly Star Reading and Math assessments, and end of the unit benchmarks. Avondale also heavily emphasizes Reader's and Writer's Workshops which are best practices that assisted our students in grades 3-5 in meeting and exceeding by 79% in ELA on the 2013 Criterion Referenced Competence Tests (CRCT). On the Reading section, in grade 3 students met and exceeded by 85%, in grade 4 by 81%, and in grade 5 by 87%. Although the scores were high enough to receive recognition within the county and state, these scores were not at the level that Avondale Elementary has usually obtained, due to redistricting and the large number of students received performing below grade level. These students did however show great gains.

Avondale Elementary School was the first school in DeKalb County, and the thirteenth school in the state of Georgia to be authorized with the prestigious distinction of being named an International Baccalaureate Primary Years Programme School. Avondale Elementary has made Adequate Yearly Progress for nine consecutive years. We have also been recognized by the state of Georgia as a Title I Distinguished School for eight years.

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

- Higher-order thinking skills - Teachers and other instructional leaders unpack standards and elements to determine the higher-order thinking skills needed to understand the standards.
- Differentiated instruction – Teachers participate in professional learning on differentiated instruction offered through DCSS, PD 360 and courses offered through Metro RESA and support from the Instructional Coach
- Teachers know and analyze the reading levels of their students to determine appropriate ways to differentiate the content for student learning.
- Students' personal efficacy and responsibility – Teachers participate in professional learning on differentiated instruction. Teachers know and analyze the reading levels of their students to determine appropriate ways to differentiate the content for student learning.
- Teacher articulation of standards and assessments – Teachers provide students with specific commentary on student work and connect the comments to the elements within the standards. Teachers provide students with examples of exemplary work by creating a display that includes benchmark work, specific commentary as to how this work meets the standard, assessment criteria, etc.

Support for these findings came from CRCT results, benchmark test results, parent participation at school events and activities. Evidence for these findings is based on our 2013 CRCT scores whereby, our Math CRCT scores for students who met or exceeded in grade 3 was 68%, grade 4 was 72%, and in grade 5 it was 81%. Our 5th grade writing assessment scores reflect a 5% decrease in the level of students who met or exceeded the standards. In 2013, the score was 74% down from the 79% that our school had on the 2012 test.

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

- Higher-order thinking skills – Inquiry based learning, Depth of Knowledge, Multiple Intelligences and additional support from the Instructional Coach.
- Differentiated instruction – Online class on differentiated Instruction offered through DCSS and courses offered through Metro RESA
- Students' personal efficacy and responsibility – Training for parents to help them support their student and training on how to conduct conferences with students and parents, training on how to conduct student led conferences, training on writing teacher commentary, and a parents' Reading and Math Make-It-Take-It nights.

- Teacher articulation of standards and assessments – training on reading data, how to implement effective teaching strategies based on the data and peer observation.

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	X	Student Support Specialists
X	School Counselors	X	School Social Workers		Graduation Coaches

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

The school works with the Department of Family and Children Services (DFCS) to make sure students are safe. The Solicitor General's office assists with truancy problems. Students are provided transportation to attend schools that provide the services needed. Students who need medical attention or accommodations are placed on a 504 plan to meet their needs. Qualifying students can receive hospital/homebound services. The family resource specialists are utilized. The school communicates with outside services that can provide the services needed.

School Counselor: conducts school-wide and grade level assemblies to address areas of concern; classroom guidance activities; school wide incentive programs; character education initiative; parent conferences; consultation with teachers and community agencies; assigning mentors to students; individual counseling; participation in and/or chairing SST referral process.

Psychologists: consultation with staff and parents; professional learning activities; presentations to staff; consultation at 504 meetings, serve on evidentiary hearings.

Student Support Specialists: consultation with staff and parents; presentations to staff; interpretation services at school sponsored meetings; serve on evidentiary hearings; support referrals to external agencies.

Social Workers: consultation with community agencies, presentations to staff; provide referrals to external agencies. The social worker conducts workshops for the staff each year on the protocol for referring students that have problems that may affect their health and well-being.

School Nurse: presents information to the students in the areas of safety, nutrition, and hygiene. She also ensures student's physical and dental health is optimal for school attendance and student's success. The school has an on-site LPN that assists students that become ill during the school day. Vision and hearing screenings are provided periodically.

Strategies to Increase Parental Involvement

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

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

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

Parental Involvement Workshops:

- Make-It/Take It- Parents are invited to come to a parent meeting and learn strategies that they can use at home to assist their children in reading, English/language arts, math, science, and social studies.
- Test Taking Night – Parents are invited to learn strategies and become knowledgeable about the CRCT, requirements for promotion, and other assessments that their children will be required to take.
- Parental Resources- Parents are given a wealth of knowledge on the resources available for them in the district and within the state to assist them with providing the needs for their child and in their home.
- What is an IB-PYP school? - Parents are invited to learn more about the IB PYP programme in comparison to a traditional school.
- Financial Literacy- Parents are invited to learn the importance of establishing and restoring their credit as well as helpful advice about financial planning.
- Promotion/Retention Meeting – 3rd, 4th, and 5th grade parents are invited in January to a Promotion/Retention Parent Meeting where the CRCT promotion / retention law is shared along with tips on how to assist their children at home. The conclusion of the meeting include a Make-It, Take-It Workshop.

- Family Law Seminar- Parents were invited to ask questions and receive advice concerning legal concerns.

hip, child support and other family related

Parental Involvement Survey- Feedback received from our parent surveys and parent meetings stated a need for parents wanting to assist as volunteers in their child's classroom. The data from the survey also suggest that parents need more support with assisting their child with homework and there is a strong need for a homework hotline at the county level.

Thursday Courier – Couriers are sent home to keep parents abreast of information from the school district, school, PTA, and teacher.

Newsletter –The school and grade level teachers send home monthly newsletters to update parents.

Calling Post – The calling post goes out to all parents using numbers from eSIS database. This updates them about the upcoming events at the school.

Student Attendance- The school Counselor, Social Worker and Principal work collaboratively to increase student attendance and parental involvement

Parent Lending Libraries - Parents can check out books and materials to help their child with homework, classroom assignments, and projects.

Site-based Parent Center- The parent center also serves as a work room and station for the Parent Teacher Association (PTA) and volunteers.

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		Other (Specify)

Stakeholder Communication

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

Teachers and administration are able to interpret and effectively articulate assessment results to stakeholders through assessment training, letters, Parent/Teacher Conferences, and Curriculum Night. Administrators are trained in data analysis during administrative meetings/workshops. Teachers are trained in data analysis during instructional teacher meetings, Professional Learning Communities, and Staff Meetings. Letters are sent home to parent(s) or guardian(s) that explain the results of standardized tests as well as how the test data should be interpreted. Parent/Teacher Conferences are a time that teachers share the interpretation and results of test scores with individual students' parent(s) or guardian(s). Test results are sent home the first week of school. A calling post message goes out to each parent letting them know when test results are coming home. The homeroom teacher, with the assistance of special area teachers, meets with parents to explain the test results. Teachers also share the test results with students during teacher/student conferences.

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

Our school will communicate to the widest range of stakeholders the results of the disaggregated data by providing them with the Georgia Department of Education: Office of Student Accountability website, the DeKalb County School System website, as well as local newspapers. The Georgia Department of Education provides a comprehensive report card for each school in the state of Georgia in which data-disaggregated information is clearly stated. Our school will communicate the CSIP to the widest range of stakeholders by housing a copy in the school media center that is available for stakeholders to view. A copy will also be electronically placed on the school website. Test results, CCRPI Score, and the CSIP will also be discussed during PTA meetings, school council meetings, and at other school related functions.

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

Our school will communicate the CSIP to the widest range of stakeholders by housing a copy in the school media center that is available for stakeholders to view. A copy will also be electronically placed on the school website. The plan will also be available and discussed during PTA, School Council meetings and other school related events. Staff members will receive information in staff meetings, Professional Learning Communities, and via First Class. The assistant principal will serve as the facilitator for those who need additional information or explanation of the CSIP. 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 Common Core 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 Sch 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 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.

STAR Reading, STAR Math, Accelerated Math and Accelerated Reading are being used as our interventions. The monthly reports are beneficial for teacher and administrators in monitoring students' progress. STAR Reading and STAR Math disaggregated students' data and listed students by names under the skills they needed to make improvement in for teachers and made it easier for them to differentiated instruction based on areas of students' weaknesses. Teachers are able to customize assignments and monitor students' mastery of skills aligned with CCGPS standards. Teachers using Marzano's High Yield Strategies enabled them to be effective in using data to monitor students' academic progress and evaluate their instructional practices.

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

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Funds support reading and math materials and program supplies; Reading and Math technology such as Accelerated Math, Accelerated Reading, STAR Math, STAR Reading, and Study Island, iPads and applications, Brainchild Study Buddy, Reading Egg, and NEOsoftware and other equipment to deliver instruction; student tutorial program , intensive intervention materials; various professional learning for staff to improve their reading and math pedagogy.
State Funds	Per pupil funds are used to support the instructional program in all core content areas.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	Professional Learning Funds and Title I, Part A are used to promote, provide, and enhance professional learning and development for staff support and to improve student achievement.
Grants (list)	
PTSA	Provide incentives for the students and teachers
Partners in Education	Provide incentives for the students and teachers
Other (list)	

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: Student achievement will increase in Reading from 84% to 89% (94.4% CCRPI) in 2014 as measured by the CRCT. In English and Language Arts student achievement will increase from 79% to 84% (92.6% CCRPI) as measured by the 2014 CRCT.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Students will receive interventions through differentiated instruction, tutorial, continuing progress monitoring using: Writer's Workshop/ Reader's Workshop STAR Reading Study Island Accelerated Reader(AR) Tutorial Brainchild (Math, Reading/ELA) Reading Buddies Dr. Seuss Read-in Book Room Leveled Books</p> <p><u>Supportive Research</u> *Graham, S., Harris, K., & Mason, L. (2005). Improving the writing performance of struggling young writers: Nashville, TN, <i>Contemporary Educational Psychology</i>, vol 30, 207-241. *Butler, Oday, Gibbons & Socias. (2009). A Balanced Literacy Approach, <i>Journal of Education</i>, Vol. 14. *Hock, Pulvers, Deshler, & Schumaker (2001). The effects of an after-school tutoring program for at-risk students: New York, Pearson. *Warner, Z. (2011). Adoption of Computer-Based Formative Assessment in the classroom: New York, <i>Journal of Cases on information Technology</i>,13, 12.</p>	<p>\$2,902.09 of Title 1 funds for Professional Development Training, \$5,434.43 of Title I funds to Purchase and use Study Island.</p> <p>Some of \$580 budgeted Title I funds will be used to purchase materials.</p> <p>\$11,000 for Title I Tutorial</p> <p>\$2,139 of Title I funds will be used to purchase Reading Egg</p>	<p>August 2013-May 2014 Principal, API, teachers, Academic Data Coach, Teachers</p> <p>STEP Instructors</p> <p>StoryTellers/Volunteers</p>	<p>Benchmarks, Monthly STAR Reading reports and Study Island Reading reports. Literacy Centers, student writing notebooks, Lesson plans, Safety net rosters, student data, tutorial program rosters with assessment results. Principal's BOM Activities Journal/Graphic organizers Response-to-Literature Monthly Book Reports</p>	<p>Increase student achievement</p> <p>Mock writing tests will be given for all grades on a monthly basis</p> <p>STAR Reading and Study Island reading monthly reports</p>
Academic Data Coach		Academic Data	Data Team	Instructional

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Instructional Paraprofessional Title 1 Teacher <u>Supportive Research</u> *Knight, J. & Cornett, J. (2007). Studying the Impact of Instructional Coaches. <i>Kansas Coaching Project</i> , 1-27. *McGrath, M.Z., Johns, B.H., & Mathur, S.R. (2010). Empowered or overpowered? Strategies for working effectively with paraprofessionals. <i>Beyond Behavior</i> , 19(2), 2-6. *United States Department of Education. (2000). Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide. Washington, D.C. http://www2.ed.gov/rschstat/research/pubs/rigoroussevid/rigoroussevid.pdf		Coach, Teachers Instructional Para, Teachers Title I teacher	meeting charts and notes, Modeled lessons, Feedback Conferences with Teachers, Teacher observations Lesson Plans	strategies Increase in student achievement Smaller student-teacher ratio
<u>Students with Disabilities</u> Students will be given instruction and assessments with accommodations and modifications specified on IEP or 504 plans.				
<u>English Language Learners*</u> Students will be given instruction and assessments with accommodations and modifications specified on EL's TCP.				
<u>Technology Integration</u> Students will be given instruction and assessments with technology integration and receive continuing progress monitoring using STAR Reader, Accelerated Reader, Brain Child, and Write to Learn programs.				

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

Mathematics Action Plan				
Annual Measurable Objective: Student achievement will increase in Math from 74% in 2013 to 79% (CCRPI 87%) in 2014 as measured by the CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Students will receive interventions through differentiated instruction, tutorial, continuing progress monitoring using:</p> <ul style="list-style-type: none"> Accelerated Math Star Math Manipulatives Study Island NEO Motivation Math Effectiveness Study <p><u>Supported Research</u></p> <p>*Ysseldyke, J. (2008). Use of a Progress Monitoring System to Enable Teachers to Differentiate Mathematics Instruction: Minnesota, <i>Journal of Applied School Psychology</i>, vol 24, 1-28</p> <p>*The National Council of Teachers of Mathematics (NCTM) strongly emphasizes the importance of manipulatives in math education, particularly at the elementary level, as state in the publication, <i>Curriculum and Evaluation Standards for School Mathematics</i>.</p> <p>*Supon, V. (2008). High Stakes testing: strategies by teachers and principals for student success: New York, <i>Journal of Instructional Psychology</i>, 1-3.</p> <p>Instruction Standard 2: 2.7/ Performance/ Action 2</p>	<p>\$13,802 of Title 1 funds will be used for Math Training with Dr. Dorothy Whitlow of DOT-MATH, LLC. \$11,000 for Title I Tutorial and \$4,950 for S.T.E.P. Tutorial</p> <p>\$2,760. for NEO math equipment.</p> <p>\$5,434.43 of Title I funds to Purchase and use Study Island.</p>	<p>August 2013-May 2014</p> <p>Principal, API's, Teachers, Department Chairs, Librarian, Title I Data Coach</p>	<p>Math assignments with real world projects, Hands-on activities, student journals, NEO Learning Logs Student journals, portfolios STAR Math & Study Island reports Data Team meeting charts and notes, Modeled lessons, Feedback Conferences with Teachers, Teacher observations Instructional Schedule, Lesson Plans</p>	<p>Increase student achievement in Math</p> <p>NEO reports Weekly Common Assessments Before and after school tutorial CRCT</p> <p>STAR Math & Study Island monthly reports</p>
<p>Academic Data Coach</p> <p>Instructional Paraprofessional</p> <p>Title 1 Teacher</p>			<p>Teacher observations</p> <p>Instructional</p>	

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<u>Supportive Research</u> *Knight, J. & Cornett, J. (2007). Studying the Impact of Instructional Coaches. Kansas Coaching Project, 1-27. *McGrath, M.Z., Johns, B.H., & Mathur, S.R. (2010). Empowered or overpowered? Strategies for working effectively with paraprofessionals. Beyond Behavior, 19(2), 2-6. *United States Department of Education. (2000). Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide. Washington, D.C. http://www2.ed.gov/rschstat/research/pubs/rigorousEvidence/rigorousEvidence.pdf			Schedule, Lesson Plans	
<u>Students with Disabilities</u> Students will be given instruction and assessments with accommodations and modifications specified on IEP or 504 plans.				
<u>English Language Learners*</u> Students will be given instruction and assessments with accommodations and modifications specified on EL's TCP.				
<u>Technology Integration</u> Students will be given instruction and assessments with technology integration and receive continuing progress monitoring using STAR Math, Accelerated Math, , Study Island, and NEO.				

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

Science Action Plan				
Annual Measurable Objective: Student achievement will increase in Science from 65% in 2013 to 70% (CCRPI 70%) in 2014 as measured by the CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Students will receive interventions through differentiated instruction, tutorial, continuing progress monitoring using: Study Island, Discovery Education, and AIMS teacher resources.</p> <p>The students will utilize the JJJ garden center as an outdoor science lab.</p> <p>The use of the science closet to help facilitate and organize science experiments.</p> <p>Teachers will utilize Scholastic Brain Bank in classroom instruction.</p> <p><u>Supportive Research</u> *Weiss, M. (2004). Cross-curriculum Science in the Schoolhouse: New York, <i>Journal of Learning Disabilities</i>, vol 37, 218-223. *Barton, A., Drake, C., Perez, C., St. Louis, K., & George, M. (2004). Ecologies of Parental Engagement in Urban Education: New York , <i>Educational Researcher</i>, vol 33, 3-12. *Supon, V. (2008). High Stakes testing: strategies by teachers and principals for student success: New York, <i>Journal of Instructional Psychology</i>, 1-3.</p>	<p>\$ 500 FTE funds.</p> <p>Use some of \$5,434.43 Title I funds for Study Island in Science for Reading Comprehension</p>	<p>August 2013-May 2014</p> <p>Principal, API Teachers, Academic Data Coach, Instructional Coach Teachers</p>	<p>Unit plans End of unit products activities, student journals IB Artifacts Student portfolio Student work samples</p>	<p>Increase in science (hands-on) projects</p> <p>Increased student achievement through inquiry based learning.</p> <p>Science Showcase to display student learning.</p> <p>Increase student achievement</p>
<p><u>Students with Disabilities</u></p> <p>Students will be given instruction and assessments with accommodations and modifications specified on IEP or 504 plans.</p>				
<p><u>English Language Learners*</u></p>				

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Students will be given instruction and assessments with accommodations and modifications specified on EL's TPC.				
<u>Technology Integration</u> Students will be given instruction and assessments with technology integration and receive continuing progress monitoring using Study Island .				

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

Social Studies Action Plan				
Annual Measurable Objective: Student achievement will increase in Social Studies from 63% in 2013 to 68% (CCRPI 79%) in 2014 as measured by CRCT.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Students will receive interventions through differentiated instruction, tutorial, continuing progress monitoring using: Cross-curriculum integration Study Island, Brain Bank</p> <p><u>Supportive Research</u> *Hinde, E. (2005). Revisiting Curriculum Integration: A Fresh Look at an Old Idea: Washington, DC, <i>The Social Studies</i>, vol. 96, p105-111. *Supon, V. (2008). High Stakes testing: strategies by teachers and principals for student success: New York, <i>Journal of Instructional Psychology</i>, 1-3.</p>	A portion of \$5,434.43 being used to purchase Study Island	August 2013-May 2014 Principal, API Teachers, TI Instructional Coach Teachers	Social Studies assignments Real world projects Study Island Reports Student journals, portfolios Benchmark scores/reports	Increase student achievement in Social Studies
<p><u>Students with Disabilities</u> Students will be given instruction and assessments with accommodations and modifications specified on IEP or 504 plans.</p>				
<p><u>English Language Learners*</u> Students will be given instruction and assessments with accommodations and modifications specified on EL's TPC.</p>				
<p><u>Technology Integration</u> Students will be given instruction and assessments with technology integration and receive continuing progress monitoring using Brain Bank and Study Island.</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: Student attendance with 15 or more absences will decrease 3% in 2013 to 4.6% for 2014.				
Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Intervention</u> Implement established school procedures for monitoring student absenteeism: (1) eSIS attendance daily; (2) Teachers call parents when students are out 2 days; (3) Ensure the Student Code of Conduct (Attendance Policy) is understood (4) After 3 unexcused absences, teacher refers student's name to school counselor; (5) After 6 unexcused absences, an attendance letter is sent home and conference with parents is requested. (6) After 8 unexcused absences, students' names are forwarded to the school social worker.	No funding needed	August 2013-May 2014 Teachers Counselors Social Workers Attendance Secretary Parents	Attendance reports Calling Post Logs Counselor Logs Social Worker Logs Teacher Referrals	Support personnel and school administrators can describe levels 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. All personnel can provide support for students.
Students are given opportunities to be recognized for positive contributions to themselves and others. Implement established school procedures to acknowledge, reward, and encourage outstanding attendance: (1) Honor outstanding attendance at Awards Day Programs; (2) Semester and yearly Perfect Attendance Awards; (3) Classes with perfect attendance are announced daily; (4) All students with perfect attendance for the month are recognized at the student recognition assembly.	\$400 Local School Funds and PTA	August 2013 - May 2014 Administrators Teachers Counselors	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	Teachers and students develop ways that students can demonstrate personal efficacy and citizenship. 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

			website	goals.
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Library-Media Action Plan

Annual Measurable Objective: Student achievement will increase in Reading from 84% to 89% (94.4% CCRPI) in 2014 as measured by the CRCT. In English and Language Arts student achievement will increase from 79% to 84% (92.6% CCRPI) as measured by the 2014 CRCT.

Performance Action or Initiative	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>A school-wide reading plan developed by the leadership team or Accelerated Achievement committee detailing the guidelines for meeting the 1,000,000 words campaign.</p> <ul style="list-style-type: none"> Teacher-Librarian facilitates the 1,000,000 campaign with school wide reading incentives Provides reading data from the AR program. Students with the high AR points will be receive AR Certificates Teacher Librarian allows access to the library media center throughout the school day for book checkout Genre of the Month (mini-lesson) Principal Book Bowl Research Skills 	No funding needed	<p>August 2013 May 2014 Principal Leadership Team Teacher-Librarian Grade Level Teachers</p>	<p>Disaggregated STAR Reading reports Local reading reports 25 Books Charts/Tracking Logs Standard committee guidelines Resource alignment to units Media circulation records. Book Reports</p> <p>IB Artifacts Research</p> <p>Papers, Subject and Writing Portfolios and Work samples</p>	Resources from the media center are correlated to grade level units of study. The teacher librarian can describe how services are coordinated to support classroom instruction.
<p><u>Technology Integration</u> Students will be given instruction and assessments with technology integration and receive continuing progress monitoring using Renaissance Learning Software, Principal's Book of the Month Bowl, and</p>				

Research Skills.				
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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 and class proposals to the Department of Professional Learning to serve 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)	Provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all administrators and staff in order to improve student achievement and teacher efficacy.	<p>Continue and refine our Professional Learning Communities (PLC). Provide training on effective PLCs for new staff members. Provide training in PLC coordination to all grade level chairs.</p> <p>Faculty and staff will participate in a book study on differentiating instruction, <u>(Differentiating Instruction: One Size Does Not Fit All)</u> Grade Level PLCs will review data (common and district assessments) to plan appropriate RTI interventions, enrichment and instruction.</p> <p>Teachers will receive training in the RTI process and will meet with the RTI coordinator as necessary to further their</p>	August 2013-May 2014	Classroom observations Lesson Plans PLC notes Grade level meeting notes	<p>Increase in CRCT scores in Reading, ELA, and Math</p> <p>Increase in the number of students passing district benchmarks</p> <p>Increase in staff communication.</p>

		<p>knowledge of the RTI referral process, data collection, and appropriate interventions.</p> <p>Observations and feedback will be conducted by Academic Data Coach, Student Support Specialist, math and reading specialists and/or teacher leaders in order to provide teachers with strategies to improve classroom management.</p> <p>Workshops will be offered by the academic data coach on how to collect and effectively use data to plan for instruction.</p> <p>Staff will complete trainings during faculty meetings in which they will engage in learning and implementation of skills to assist them in the classroom.</p> <p>Teachers will utilize PD360 to complete professional development.</p>			
Federal	Effective Implementation of the Common Core Curriculum	<p>Teachers will participate in Common Core Webinars provided by the Georgia DOE</p> <p>Training on how to engage students in grades K-5 with interactive learning through the use of <u>BrainPop</u>, <u>Activboards</u>, <u>Study Island</u>, <u>StarFall</u>, <u>NEO</u>, <u>brainchild</u>, <u>Renaissance Learning</u>, and other technology and/or software</p> <p>Reading/Math specialist and Academic Data Coach will provide extra support to enhance reading and writing across the curriculum through differentiated instruction.</p>	August 2013- May2014	Grade level minutes Classroom observations Lesson Plans	

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		<p>Teachers will be given the opportunity to attend workshops/seminars provided by professional organizations such as <u>MRESA, International Reading Association, and Solution Tree</u> (as funds become available).</p> <p>Dr. Dottie Whitlow of DOT-Math, ILL will provide a series of sessions on interactive training to staff regarding implementation if the CCGPS in mathematics. Critical issues concerning focus, coherence and rigor in lesson planning will be addressed.</p>			
Grants					
Local					

Performance Action or Initiative	Estimated	Timeline and	Means of Evaluation	
School Climate Action Plan	Cost/Funding Sources	Positions Responsible	Artifacts	Evidence
<p>Objective: School Committee is directed to develop a positive school climate through data analysis and strategy that supports increase student achievement by 5%.</p>	<p>No funding planned for this project.</p>	<p>August 2013 May 2014</p>	<p>Member, list inconsistent implementation of the plan.</p>	<p>A Safe School, Good staff as a result. Meeting on safety by the CRCT.</p>

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development based on prioritized needs in order to create a safe school culture. The school safety committee promotes <ul style="list-style-type: none"> • Best practices in violence prevention and school culture. • Actively shares with the faculty research-based safe schools. 		Safe School Committee	Sign-in sheets Agendas Minutes 3 R Pledge recited during daily morning announcements No place for hate promise Signed a student pledge sheet Code of conduct signature sheet	development of a safe school environment. A developing component of Safe School Climate is the Crisis Prevention certified team to implement best practices in violence prevention. Also, the no bullying campaign aligns with Dekalb County's No Place For Hate Initiative, including the bullying pledge signed by students. No place for hate teacher in-service
The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criteria: <ul style="list-style-type: none"> • Implementation of school wide discipline plan • Grade level • Location and time of infraction • Teacher referrals • Repeat offenders Students are given opportunities to be recognized for positive contributions to themselves and others.	No Funding Needed	August 2013 - May 2014 Safe School Committee (Student Management and Supervision and Discipline Committee)	Meeting dates Sign-in sheets Agendas Minutes Spreadsheets Reports Discipline referrals Incident/injury reports. Discipline data tracked in eSIS Parent contact log	Data analysis documents patterns and trends of classroom management. Documentation of data analysis is utilized to develop action plan and task forces as needed.
Students are given opportunities to be recognized for positive contributions to themselves and others.		August 2013– May 2014 Principal Assistant Principal Teachers Students Staff	Recognition for following IB profiles: Awards/certificates Red Brick awards Fishing for good manners	Student recognition assembly Weekly Fishing for Good manners award per grade level. Morning announcements IB Learner profiles

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Teacher Retention Action Plan				
Objective: Increase teacher retention by 50% 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
The school leaders' seek input from staff members to improve the learning environment.		August 2013 – May 2014 Principal Assistant Principal TSS	Faculty meeting minutes Faculty Questionnaires	Faculty members can describe how they have input in some school decision-making. Administrators' Open-door policy
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: ú Assign TSS to new teachers (0-2 years previous experience) ú TSS and new teachers meet at least once per month ú Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results		August 2013 – May 2014 Principal Assistant Principal TSS/Mentors	TSS guidelines TSS assignment list Scheduled TSS meeting times Calendar of TSS activities Agendas TSS/ IB sign-in sheets Monthly TSS meeting	TSS program provides a confidential support that addresses questions or concerns of new teachers