

**Bibb County School District  
CONSOLIDATED SCHOOL IMPROVEMENT PLAN  
2011-2012**

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

<b>CSIP Component:</b>	<b>Required for:</b>
<b>Elementary and Secondary Education Act (ESEA )</b>	<ul style="list-style-type: none"> <li>◆ Federal and State mandate</li> <li>◆ Required for all Bibb County Schools</li> </ul>
<b>AdvancEd (SACS CASI)</b>	<ul style="list-style-type: none"> <li>◆ Required for District-wide Accreditation</li> </ul>
<b>Georgia Department of Education Annual School Improvement Plan</b>	<ul style="list-style-type: none"> <li>◆ Georgia DOE mandate</li> <li>◆ Required for all Bibb County School District Schools</li> </ul>
<b>AYP Addendum (check if applicable)</b> <input type="checkbox"/> NI School Improvement Focus Plan (NI-1 and NI-2) <input type="checkbox"/> Corrective Action Plan (NI-3 and NI-4) <input type="checkbox"/> Restructuring Plan (NI-5+)	<ul style="list-style-type: none"> <li>◆ NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.</li> </ul>
<b>Title I (Check if applicable)</b> <input type="checkbox"/> Title I Schoolwide Plan <input type="checkbox"/> Annual Addendum <input type="checkbox"/> Targeted Assistance Plan	<ul style="list-style-type: none"> <li>◆ Required for all Title I Bibb County School District Schools</li> <li>◆ New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</li> </ul>
<b>Bibb County School District Plan</b> Special Education Plan	<ul style="list-style-type: none"> <li>◆ Required for all Bibb County School District Schools</li> </ul>

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**Statement of Quality Assurance**

To ensure that school improvement 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 School-wide 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: Dr. Terese Martin	Date:
Deputy Assistant Superintendent:	Date:
Director of Special Programs:	Date:
Title I School Improvement Coordinator: Andrea Moore	Date:
Superintendent: Dr. Romain Dallemand	Date:

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

The principal appoints a CSIP Facilitator and ensures that the Steering Committee (SC) is representative of all stakeholders. 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, the 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.

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

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

	<b>AdvancED (SACS CASI) Accreditation Standards</b>	<b>Georgia School Standards</b>
1	Vision and Purpose	Sequenced and Organized School Curriculum
2	Governance and Leadership	Collaborative Planning for Curriculum Delivery
3	Teaching and Learning	Systematic Process for Monitoring/Evaluating Curriculum Implementation
4	Documenting and Using Results	Systematic Use of Data to Maximize Student Achievement
5	Resources and Support Systems	Comprehensive School-Based Assessment and Evaluation System
6	Stakeholder Communications and Relationships	Data Analysis
7	Commitment to Continuous Improvement	Instructional Alignment with GPS and District Expectations
8		Research-Based Instruction
9		High Expectations for All Learners
10		Shared Vision and Mission
11		Comprehensive School Improvement Planning Process
12		Collaborative Planning for Fiscal Management and Resource Distribution
13		Safe, Productive, and Inviting Learning Atmosphere
14		Active and Sustained Involvement of Student, Family, and Community
15		Organizational Structures and Process for Stakeholder Involvement
16		Stakeholder Needs Addressed through Services and Partnerships
17		Professional Learning Communities
18		Alignment of Professional Learning with School Goals and Best Practices
19		Professional Learning Content
20		Leadership Commitment to High Expectations
21		Leadership Management and Organization
22		Distributed Leadership and Planning
23		Shared Governance
24		School Culture Reflects and Reinforces Stakeholder Growth
25		Community of Teaching and Learning

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>
CSIP Facilitator/Chair	Dr. Terese Martin	
School Administrators	Dr. Terese Martin Susan Goins	
School Counselor	Mary Trice	
Special Education Representative	Khoriandre Watkins-Ware	
Parent/Community Representative	Valeria Wimbush	
Data Team Representative	Susan Goins	
Media Specialist	Sarah Mayberry	
Professional Learning Liaison	Susan Goins	
Classroom Teacher(s)/ Department Chair(s)	Christine Jones Amanda Coder Tiffany Coder Angela Wilson Somers Wilcox Tawanya Wilson	
CSIP Writing and Editing Chair	Lynneth Whitten	
Other	Lynne Flournoy Wanda Major	

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Description of Role</b>
CSIP Facilitator/Chair	Review plan and monitor progress in plan development/Represents the School Leadership Team in the School Improvement Process
School Administrator	Communicate implementation of plan to Title I School Improvement Coordinators and stakeholders
School Counselor	Serve as liaison between parent and School Improvement implementation in the school guidance focus
Special Education Representative	Serve as liaison between general education and Special Education to ensure the needs of Students with Disabilities are met
Parent/Community Representative	Serve as voice for the parents and share their views on School Improvement
Data Team Representative	Present data from a variety of sources on School Improvement
Media Specialist	Provide information as to current resources available and work to ensure additional resources are procured to support School Improvement
Professional Learning Liaison	Coordinate professional learning process to support School Improvement Plan implementation
Classroom Teacher(s)/Department Chair(s)	Assist in identification of classroom practices that support School Improvement goals and student learning
CSIP Writing and Editing Chair	Consolidate information to write the plan and maintain the history of the process
Other	Title I School Improvement Specialist - ensure the transfer of information from the 2009-2010 plans to the CSIP in an accurate and appropriate manner.

### I. Developing a Comprehensive Needs Assessment (ESEA Mandate)

- 1. School Profile:** See appendix for a copies of the Georgia DOE Report Card, AYP results, survey results, GAPSS analysis results, I5 data, and other test scores as appropriate.

Morgan Elementary is located in Macon, Georgia and serves students living in west Bibb County. Currently, Morgan serves approximately 500 students from pre-kindergarten to fifth grade. Approximately 83% of the student population is African American, 7% is Hispanic, 6% is Caucasian, 3% is Multi-racial, and 1% is Asian. For the past three consecutive years, Morgan has made Adequate Yearly Progress (AYP) according to state and federal guidelines. In addition, Morgan is a Title I school, which means additional federal funds are provided to ensure that all students are provided the opportunity to receive a high-quality education. In addition, over 90% of the students qualify for free or reduced lunch. Furthermore, 9% of the student population is classified as Students with Disabilities (SWD). The faculty and staff at Morgan are all highly qualified according to local and state standards. Over 75% of all classroom teachers have completed or are currently working on advanced degrees, and all of the school-based support staff, including the special education teachers, instructional coaches, media specialist, counselor, assistant principal, and principal have acquired advanced degrees. Overall, Morgan promotes a positive environment of learning and has high expectations among students and teachers.

- 2. Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment. Include information about when, where, and how the team met\*.**

First, the CSIP Steering Committee gathered data from multiple sources to assess the needs of the school, including the following: CRCT, ITBS, Georgia Writing Assessment, pre/post-assessments, benchmark assessments, attendance, discipline, parent surveys, and Teacher Needs Assessment Surveys. Then, the committee met in May 2010 at Morgan Elementary to review the data and share ideas to generate a rough draft of the Comprehensive School Improvement Plan. The plan was shared with other school stakeholders and input was gathered from them for suggested revisions. The committee met again in August 2010 after feedback and/or suggestions were provided from the Deputy Superintendent to make the needed revisions. Each member of the CSIP Steering Committee was assigned a particular section to research and obtain additional data and information. They also obtained additional suggestions and/or feedback from other staff members, as it pertained to their assigned sections of the School Improvement Plan. Once revised, the plan was posted as a PDF document on the school's website for parents along with a link allowing them to review and provide suggestions for the plan. The CSIP Steering Committee reviewed the parents' suggestions and made revisions. The finalized version was posted as a PDF document on the school's website for all stakeholders to review. The committee met again in May 2011 to review and update the plan.

- 3. List the types of data analyzed and placed in the appendix.**

The following types of data were gathered and are described below:

- CRCT – state-wide criterion data
- Georgia Writing Assessment – state-wide assessment that assesses students on a particular genre of writing
- Benchmarks – system-wide testing that assesses student understanding of the Georgia Performance Standards (GPS)
- AIMSweb – serves as a universal screening in the areas of reading and math

- Success Maker – computer-based skills system that monitors individual student progress
  - QLTE Staff Surveys – on-line perception-based survey given to teachers on various issues related to school improvement and professional development
  - Parent Surveys – perception-based survey given to parents on various issues related to school improvement
4. **Identify the subgroups for which assessment results are disaggregated regardless of whether or not the subgroup is large enough to constitute a group that affects AYP.**
- All Students
  - African-American
  - Caucasian
  - Students with Disabilities
  - Economically Disadvantaged
  - English Language Learners

\*All needs assessments are required to include stakeholder perception results and GAPSS analysis results (through a Georgia DOE Review, an OSI Review, or a Self-Assessment) in addition to test data. Conclusions based on data will be presented in the Leadership and Governance section.

**II. School Mission and Vision**

	<b>Bibb County School District</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p><b>Vision</b> Achievement and Performance for... Every child Every classroom Every school</p>	<p><b>Vision</b> Achievement and Performance for... Every child Every classroom Every school</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<p><b>Mission</b> Our Mission is to provide a high quality education for all Bibb County students in a safe and comfortable environment, and to make use of all human and technological resources in preparing graduates for post-high school objectives. In addition, the Bibb System wishes to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.</p>	<p><b>Mission</b> Our Mission is to provide students with a quality education enabling them to become lifelong learners. We will accomplish this by setting high academic standards and affording each student opportunities to succeed in ways that reflect his or her aptitudes and strengths while helping him or her to grow into a responsible and competent member of society.</p>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Highly qualified workforce</li> <li>• Positive culture and climate</li> <li>• Communication and Information</li> <li>• Student Achievement</li> <li>• Value and promote parent involvement</li> <li>• Regard quality public education as essential</li> <li>• Honor universal human rights and Contribute to the common good of our community</li> <li>• Hold high expectations for ALL</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Highly qualified workforce</li> <li>• Positive culture and climate</li> <li>• Communication and Information</li> <li>• Student Achievement</li> <li>• Value and promote parent involvement</li> <li>• Regard quality public education as essential</li> <li>• Honor universal human rights and Contribute to the common good of our community</li> <li>• Hold high expectations for ALL</li> </ul>

### III. Leadership and Governance

#### **1. Describe the school's strengths.**

Academic Performance – Morgan has met Adequate Yearly Progress (AYP) for the past three consecutive years. The school-wide average of students meeting the standards in the area of reading/language arts was 79% on the 2011 CRCT, and it was 76% in the area of mathematics. In addition, the percentage of students meeting the standards on the 5<sup>th</sup> Grade Writing Test improved from 47% to 70%.

Attendance - The Attendance Team meets on a monthly basis to discuss student attendance and tardy issues/concerns, as well as strategies for addressing those issues. This team also monitors attendance reports of students who have missed 5-9 days, 10-15 days, and 16+ days and have an attendance plan in place that outlines specific strategies for students with chronic absenteeism. Only 4% of students in third through fifth grade missed more than fifteen days during the 2011-12 school year.

Professional Learning Communities - The Better Seeking Team, which consists of a teacher representative from every grade-level, as well as the principal, assistant principal, instructional coaches, counselor, media specialist, and special education lead teacher meets on a monthly basis to plan for and monitor continuous school improvement. In turn, each grade-level representative shares the information discussed with other grade-level teachers during weekly lesson planning meetings. A member of the Leadership Team collaborates with the grade-level teachers during the lesson planning meetings so that they can take an active role in planning for curriculum, assessment, and instruction.

Technology – All of the classrooms, as well as the media center, are equipped with twenty-first century technology, including laptops, document cameras, active slates, wireless keyboards, and wireless mice. In addition, each classroom is equipped with six computers for student use, and promethean boards and Dana carts are available for check-out through the media center. Furthermore, a mobile technology cart consisting of thirty netbooks will be provided for third, fourth, and fifth grades in an effort to improve student engagement and increase student achievement.

Extra-curricular activities - All students are provided the opportunity to participate in extra-curricular activities, as well as field trip experiences, which extend student learning beyond the classroom. There is a comprehensive Character Education program in place, which drives our school-wide discipline plan with a focus on Positive Behavior Support (PBS). As a PBS school, students are provided with 10 points at the beginning of each week and must maintain a minimum of seven points in order to participate in Preferred Activity Time (PAT) each Friday. In addition, at the end of the nine weeks, various incentives are provided for the students, such as an ice cream social, popcorn and movie party, etc. Furthermore, students in grades one through five are provided the opportunity to participate in several different student clubs, such as the following: Art Club, Book Club/Book Buddies, Chorus, Dance Team, Ecology Club/Green Team, Junior Beta, Math Team, Quiz Bowl Team, and Student Council. The school also offers an afterschool program, which permits students an opportunity to receive tutoring and/or additional assistance in various subject areas.

#### **2. What evidence do you have to support this perception?**

Various types of data, including CRCT results, Writing Test results, Success Maker reports, AIMSweb reports, and the school's report card can be used as supportive evidence that the school has strengths in the areas of language arts, writing, mathematics, and attendance. In addition, agendas, minutes, and lesson plans demonstrate that school leaders and teachers work collaboratively as professional learning communities during lesson planning meetings, professional development meetings, and learning labs (faculty meetings) to develop common-based lesson plans and tasks/assessments, as well as to disaggregate data. Walk-through observations serve as supportive evidence of twenty-first century technological classrooms. Furthermore, the participation rate of students in various extra-curricular activities shows that students value the benefits provided from a variety of extra-curricular activities that are offered.

**3. Describe the current governance structure/decision-making process of the school (include teachers and other stakeholder groups)**

A team that plays a vital role in the decision-making process is the Better Seeking Team, which consists of the principal, assistant principal, counselor, media specialist, instructional coaches, as well as a teacher representative from each grade-level. This team, along with other school-level stakeholders, also serves on the Steering Committee for the Consolidated School Improvement Plan and is responsible for creating, revising, and monitoring the implementation of the School Improvement Plan. District initiatives are reviewed, and the school's needs are assessed. This team chooses, monitors, and evaluates the appropriate strategies and resources, including professional development, that are needed to ensure that the school meets its yearly goals.

Other committees/teams that members of the Leadership Team oversee are listed below:

- Character/PBIS Committee – Purpose is to discuss disciplinary issues/concerns, as well as strategies for addressing those issues and coordinate end-of-nine-weeks incentives for students.
- Community Involvement Committee – Purpose is to establish partnerships with community business leaders, churches, and other organizations to sponsor and/or provide assistance with various projects related to school improvement, school beautification, events/activities, volunteering, mentoring services, etc.
- Climate/Culture Committee – Purpose is to discuss incentives for teachers and ways to improve staff morale, as well as ways to improve the overall culture of the school.

Furthermore, parents and community members are involved in the decision-making process by serving as active members of the Parent Teacher Organization (PTO) and School Council. Topics discussed include plans for school improvement, as well as fundraiser ideas and school events/activities. A summary of the meeting minutes are shared with other stakeholders via PTO meetings, School Council meetings, school newsletters, and Channel 17 announcements.

**4. Describe how the school leadership makes instructional decisions regarding staffing, creating a master schedule, selecting instructional initiatives, and providing professional learning opportunities.**

There are several different teams involved in the decision-making process. The Leadership Team, which consists of the principal, assistant principal, counselor, and instructional coaches, meets on a weekly basis to make instructional decisions based on data and the school's needs. One of these decisions involves creating the master schedule. To do so, this team reviews CRCT data to evaluate

each teacher's areas of strengths and weaknesses. Teachers who are strong in certain areas are assigned to students who are struggling in those same areas.

**5. Briefly describe how the leadership communicates and enlists the assistance of central office personnel to ensure that SACS standards are met in the areas of non-instructional support (facilities, finance, transportation, nutrition, and health).**

Principal meetings are held on a monthly basis, which grants the principal the opportunity to meet with central office personnel, including the assistant superintendents for school administration, assistant superintendent for student support services, assistant superintendent for human resources, assistant superintendent for technology, special education director, as well as many others, to obtain updates about various topics and/or issues at the district-level. In addition, vertical team meetings are held periodically throughout the year, which is facilitated by one of the aforementioned central office employees. These meetings provide an opportunity for principals, assistant principals, coaches, and lead teachers from different schools within a certain zone to meet and discuss district initiatives and share ideas with one another. Furthermore, more frequent communication is maintained with central office personnel who work in the areas of facilities, finance, transportation, nutrition, and health. A brief description is provided below.

**Facilities**

Based upon student population and the school's needs, collaborative decision making is used to determine the use of rooms and equipment to implement and enhance the school's instructional programs. In addition, the head custodian plays a vital role in handling all internal facility issues.

**Finance**

In compliance with school board policy, a system is in place for the accounting of local school funds, as well as for the management of such procedures, which includes collection, disbursement, transfer, and accountability by the principal.

**Transportation**

Bus schedules, including stops and routes, are developed by the transportation department to ensure that eligible bus students have safe and efficient transportation. Bus routes are communicated to parents at the time of registration. Assigned staff members are in place to meet the buses each morning and to assist students in boarding buses each afternoon.

**Nutrition**

Students are provided with a nutritious breakfast and lunch each day. The cafeteria manager monitors the preparation of the meals delivered from central kitchen. Nutrition concerns are directed to our food service department at the district level.

**Health**

Students are served by a certified physical education teacher bi-weekly. Classroom teachers, as well as the school nurse, also provide health instruction.

**IV. School Culture/Climate**

**1. Describe the methods utilized to ensure a school culture that is pervasively academic and demonstrates high expectations for teaching and learning. Consider such factors as maximization of**

**instructional time, common planning time, job-embedded professional development, philosophy reflects belief that all students can and will learn, etc.**

The school's and county's vision is "achievement and performance for every child in every classroom." In order to successfully accomplish this, having high expectations must become the norm. As a result, we focus on the three R's: rigor, relevance, and relationships.

Rigor is something that must be embedded into all lessons. Thus, all lessons are aligned to the GPS. Lesson plans are reviewed by the instructional coaches and the assistant principal. The lesson plans are then returned to the grade-level teachers, along with a Lesson Plan Feedback Form that contains comments and/or suggestions. In addition, walkthrough observations are conducted on a weekly basis by the Leadership Team to ensure that the classrooms are standards-based, and the results are communicated with the teachers during weekly lesson planning meetings, as well as posted in the data room, so that the faculty can easily recognize what areas are opportunities for improvement.

Lessons must also be relevant to the students' lives in order for them to remain actively engaged in them, as well as for them to develop a complete understanding of the material. All grade-level teachers have common planning time so that they can collaboratively plan their lessons together. A member of the Leadership Team also attends these meetings, which are held every Thursday, so that they can play an active role in the collaborative planning process. This also serves as a method of monitoring and evaluation.

To gain new ideas and learn new strategies and best practices, teachers also meet with the instructional coaches on Wednesdays, which is referred to as Professional Learning Day. This provides teachers with an opportunity to participate in training sessions, workshops, book studies, as well as various other professional development activities. Additional opportunities for professional development are provided during faculty meetings, which are also called learning labs.

Furthermore, building relationships is critical to student success. The teachers have an understanding that not only is it important for them to build relationships with the students, but it is also vital for them to form relationships and maintain an open line of communication with parents. The teachers call the students and their parents to formally introduce themselves by the end of the first week of school. In addition, Tuesdays are reserved for Parent/Teacher Conference Day, and teachers are required to have at least one conference with every parent each nine weeks. Other means of communication include phone contact, e-mail, student agendas, teacher websites, and Parent Portal.

Finally, students are provided the opportunity to participate in academic clubs and programs that enhance the teaching and learning process, such as Junior Beta, Math Team, Math 24 Team, and Quiz Bowl Team. The school also offers an Afterschool Program, which permits students an opportunity to receive tutoring or additional assistance in various subject areas.

**2. Describe how the school-wide discipline plan is developed and/or revised\*.**

The school-wide discipline plan is developed and revised by the Discipline Committee, which consists of teachers, the school counselor, and the assistant principal. The assistant principal serves as the committee chairperson. The plan contains a behavior matrix that focuses on a positive behavior support system and integrates accepting personal responsibility for one's own behavior, as well as emphasizes character education. In addition, it includes modeling good behavior, building self-esteem, and treating others with respect. Each morning, the Morgan's M.U.S.T. statement is recited by all students during the morning announcements. It represents the following: move with a purpose; use good manners; show respect to all;

and think before acting. The Discipline Committee evaluates and revises the plan each year and presents it to the faculty at the beginning of the year during pre-planning.

**3. Describe the methods utilized to address the social and emotional growth of each student.**

The school counselor plays an active role in working with students, parents, and teachers to address the cognitive needs, as well as social and emotional needs, of students at each grade level. The school counseling program includes classroom guidance, individual counseling, and group guidance. Referrals are primarily made by teachers and administrators to the counselor for students who are experiencing academic, social, or emotional difficulty but can also be made by parents. In addition, students can refer themselves. Teachers also provide a positive, supportive, risk-free learning environment for students and conduct student/teacher conferences to address any immediate concerns as the need arises.

**V. Stakeholder Communication (ESEA Mandate)**

**1. Describe the methods and media by which the CSIP will be communicated with school stakeholders, including staff members, student, parents, and community members. \***

Members of the Leadership Team review the data results and disaggregate it by grade-level and by teacher. The results are then presented to the faculty during faculty meetings and grade-level meetings. Teachers further disaggregate the data and utilize it to determine the strengths and areas that need improvement in an effort to plan and guide instruction. Data results are described in the CSIP, which is posted on the school's website for parents, community members, and other stakeholders to review, as well as provide feedback and suggestions. In addition, the school communicates these results through other means, such as monthly principal's breakfast meetings (with parents), PTO meetings, school newsletters, and Channel 117 (Local Education Television).

**VI. Focusing Daily Lessons and Differentiating Instruction to Meet Student Needs (ESEA Mandate)**

**1. Describe how administrators, teachers, and instructional support personnel ensure the use of a standards based curriculum delivery.**

The members of the Leadership Team utilize the standards-based walkthrough form developed by the school district as a method of monitoring and evaluating the use of a standards-based curriculum delivery by teachers. Leadership Team members conduct focused walkthroughs using this form on a regular basis, and immediate feedback is provided to the teachers when the form is completed electronically. In addition, school-wide information is shared with the teachers at faculty meetings. The data is then disaggregated and posted in the data room so that it can be continuously monitored.

The teachers ensure that their lessons are aligned to the Georgia Performance Standards and plan their lessons using the backwards design approach by starting with the assessment and working backwards to ensure that the instruction is based on what the students will be assessed on.

In addition, the administrators and coaches conduct informal and formal evaluations, as well as conferences to discuss each evaluation. Furthermore, ongoing professional development is provided by the administrators and coaches during faculty meetings and weekly professional learning meetings.

**2. Describe how administrators, teachers, and instructional support personnel: plan for, implement, and monitor research-based instruction that is effective and appropriate to student needs.**

The teachers and administrators are constantly reviewing what a standards-based classroom looks like and where we are with implementation during site-based professional learning sessions. This is done on

a consistent basis so that we can routinely review our practices to ensure that we are utilizing best practices. Another strategy is the development of professional learning communities. The teachers plan their lessons collaboratively, and members of the Leadership Team join the weekly grade-level meetings. Minutes are recorded on a Grade-level Meeting Form, and a copy is turned in to the principal as a method of monitoring and evaluation. Furthermore, the GPS, system's curriculum pacing guides, and Department of Education frameworks are used to guide the instructional planning, and all lesson plans are saved electronically on a standards-based lesson plan template.

Teachers are expected to utilize best practices and research-based strategies, such as the following: the teachers and students know and can explain the language of the standards; the teacher serves as the facilitator of the classroom; differentiation is prevalent; technology is integrated into the lessons to maintain active student engagement; students work in a variety of settings, including independently, pairs, and small groups; students are given more than one opportunity to demonstrate mastery of the standards; and teachers provide ongoing commentary and feedback. The specific strategies and teaching practices that are chosen on a daily basis are based on the results of the data, as well as the students' needs.

Throughout the school year, the administrators, teachers, and instructional support personnel participate in book studies. These studies help the staff continually learn and grow in the areas of standards-based instruction. The books are analyzed and discussed at faculty meetings. The Better Seeking Team creates action research plans within the school. These plans are implemented in an effort to research and analyze different strategies and techniques to improve instruction.

**3. Explain the role of RTI/Student Support Team (SST) process in identifying students at risk and the process established to customize, monitor, and evaluate effective strategies used to address students academic barriers.**

Teachers typically identify students who are considered to be at-risk based on the student's performance in the class; however, administrators, counselors, or parents can also make referrals. The Response to Intervention (RTI) process is designed to assess student progress by utilizing systematic interventions. The RTI Team, which includes the classroom teacher, counselor, parent, and an administrator, meets on a regular basis to discuss the student's academic and/or behavioral performance. Other personnel, such as the special education teacher, school psychologist, school social worker, or behavior interventionist may also be invited to attend the RTI meeting based on the student's needs. The first meeting is held at the beginning of the year to discuss students who were identified as being "at-risk" at the end of the previous school year. As other students are identified, they are added to a projected schedule. Different types of data are reviewed, including CRCT, AIMSweb, DRA, Star Reader, Star Math, and benchmark assessments. The team then makes a decision in regards to whether or not the student requires additional interventions that are included in higher tiers. The teachers are expected to implement specific, individualized strategies for the identified students for four to six weeks in an effort to improve student academic and/or behavioral performance. Lesson plans and assignments may also be modified to address student needs. Follow-up meetings are scheduled to assess instructional effectiveness and student progress, as well as to determine if the strategies should be maintained, revised, or eliminated.

**4. Describe the procedures in place to identify and address the needs of students who have met expectations in order to facilitate their progress toward exceeding expectations.**

Different types of data, including CRCT, AIMSweb, Star Reader, Star Math, benchmark, as well as classroom assessment data, are used to determine students' instructional levels. In addition to differentiating the instruction based on student needs, students are given the opportunity to receive individualized instruction via the computer with the teacher serving as the facilitator during two of the four connection classes. These computer-based classes are used to broaden the scope of instruction and provide enrichment for students who are progressing toward exceeding expectations. A mobile technology cart consisting of thirty netbooks will also be provided for third, fourth, and fifth grade classrooms to give students the opportunity to work at their own pace and meet their individual needs so that they are not restricted to only receiving teacher-led instruction. Furthermore, enrichment opportunities are also provided for students who have met the standards during Spring Intervention, and students may participate in a variety of academic-based competitions.

5. **Describe the school-wide policies, procedures and programs in place to address the needs of gifted, talented, and high achieving students through academic rigor (advanced academics). How does the school schedule and classroom instruction ensure academic rigor, promote student engagement, and increase student achievement for students with high ability levels?**

Teachers use the TRAITS form to help identify students for the gifted program. Students who have been identified as gifted participate in the gifted program one day per week. These students are served by a certified gifted teacher through a resource model of instruction. The lessons are interdisciplinary, enriching, and extensions of the GPS. Classroom teachers collaborate with the teachers of the gifted program to design lessons to enhance the curriculum to challenge high achieving students. They are also strongly encouraged to obtain gifted endorsement so that they can address the needs of gifted, talented, and high achieving students. Ongoing professional learning is provided by the administrators and coaches at the school-level in the area of differentiation so that teachers can meet the needs of all students. The school also offers students the opportunity to participate on academic teams, including the Math Team, Math 24 Team, and Quiz Bowl Team, which allows gifted students additional opportunities. All students, including gifted and high achieving students, are also encouraged to participate in the Science Fair, Technology Fair, and Young GA Author's competitions.

#### VII. Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate)

1. **Describe how and when students in need of additional assistance are identified.**

One method that students in need of additional assistance are identified is through the Eight-Step Process. Flexible groups are created for remediation and enrichment, and Intervention time is implemented into the Master schedule on a daily basis. Teachers use the results from classroom assessments, benchmarks, and AIMSweb to decide which students require remediation and which students require enrichment. In addition, students' individual needs are discussed. Students who are struggling to perform on grade-level receive additional support through the Response to Intervention (RTI) process. Teachers typically identify students who are considered to be at risk based on the student's performance in the class; however, administrators, counselors, or parents can also make referrals. Different types of data are reviewed, including CRCT, AIMSweb, Star Reader, Star Math, and Benchmark assessments. The teachers are expected to implement specific, individualized strategies for the identified students for four to six weeks in an effort to improve student academic and/or behavioral performance. Should the strategies prove to be unsuccessful in Tier II or Tier III, then the team may seek a referral for educational testing. Once the evaluation process is finished, the RTI team meets again to review the results and determine the best course of action to take for the student.

Another method is through the Early Intervention Program (EIP). Students who do not pass the CRCT or who are identified as not performing on grade-level are recommended to receive services through EIP. Parent approval is requested to provide these services. Once approval is received, the EIP teachers provide additional support for forty-five to fifty minutes per day in the areas of Reading and/or Math using either a pull-out or augmented model. In the pull-out model, instruction is provided in a small group of eleven to sixteen students. In the augmented model, instruction is provided in a collaborative setting where the EIP and regular classroom teacher collaborates within the same classroom.

Students are also provided the opportunity to receive tutoring in the afterschool program and can receive individualized instruction via the computer during connection classes. Furthermore, students who are unable to come to school due to medical restraints may qualify for homebound services, and students who have a diagnosed mental, physical, or emotional impairment that impedes their access to education may qualify for a 504.

**2. Describe how and when data is reviewed to ensure that student progress is occurring.**

Faculty meetings are held in the data room twice a month so that the data can continuously be discussed, monitored, and used to drive instructional planning. The administrators present different types of data, including CRCT, Georgia Writing Assessment, benchmark assessment, and AIMSweb, to the faculty and leads them through the data disaggregation process throughout the year.

A standards-based walkthrough form is also utilized by the Leadership Team members to monitor and evaluate the use of a standards-based curriculum delivery by teachers. Leadership Team members conduct focused walkthroughs regularly using this form, and this information is shared with the teachers at grade-level and faculty meetings. The data is then disaggregated and posted in the data room so that it can be continuously monitored.

In addition to evaluating summative data, formative assessments are also evaluated throughout the year. For example, classroom assessment data, such as mini-assessments, are reviewed during weekly grade-level meetings. The results are used to assess student progress and to determine the specific areas that students need additional assistance so that they can receive it in a small group setting. Students are also tested using AIMSweb, which is a formative assessment tool that provides the data that is needed to meet the needs of the student identified through the RTI process. This assessment is administered twice a year for all students, and more frequent progress monitoring is utilized for students who are performing below average and require additional assistance.

**3. List training opportunities provided to teachers in the identification of student difficulties, data analysis, and the appropriate assistance for identified difficulties.**

To gain new ideas and learn new strategies and best practices, teachers meet with the instructional coaches on Wednesdays, which is referred to as Professional Learning Day. This provides teachers with an opportunity to participate in training sessions, workshops, book studies, as well as various other professional development activities. Additional opportunities for professional development are provided during faculty meetings, which are also called learning labs.

Below are examples of professional learning opportunities that will be provided for teachers to assist in the identification of student difficulties and to provide the appropriate assistance for identified difficulties throughout the school year. Data analysis will be used continuously to identify specific

academic weaknesses, drive curriculum decisions, and direct decisions regarding the types of high quality, sustained professional development offered to the school’s staff.

Professional Learning Opportunity	Rationale	Date of Training	Person Responsible for Delivery	Monitoring Method
Response to Intervention (RTI) Training	<ul style="list-style-type: none"> <li>• Aids with assessing students' reading performance and setting instructional goals.</li> <li>• Assists teachers in identifying students who are not meeting academic and behavioral expectations.</li> <li>• Aids teachers in developing strategies and interventions to address students’ academic and behavioral needs.</li> </ul>	Ongoing	School Counselor Behavior Interventionist	RTI
Progress Monitoring – AIMSweb	<ul style="list-style-type: none"> <li>• Helps to monitor all students and to identify students displaying academic difficulties.</li> </ul>	Ongoing	School Counselor Behavior Interventionist	AIMSweb data
Developmental Reading Assessment Training (DRA)	<ul style="list-style-type: none"> <li>• Aids with assessing students' reading performance and setting instructional goals.</li> </ul>	Ongoing	Literacy Coach	Individual DRA Reports
Running Records Training	<ul style="list-style-type: none"> <li>• Helps teachers assess student's oral reading proficiency, plan for future instruction, and provide a way for students to understand their progress.</li> </ul>	Ongoing	Literacy Coach	Individual Running Records
Think Gate (Benchmark) Training	<ul style="list-style-type: none"> <li>• Allows teachers to track student performance on formative assessments.</li> </ul>	Ongoing	Assistant Principal	Think Gate data
Eight Step Process	<ul style="list-style-type: none"> <li>• Helps teachers identify areas of student strength and weaknesses so that adjustments can be made to lessons.</li> </ul>	Ongoing	Performance Learning Coach	PD360 program data

**4. Describe any academic or behavioral growth opportunities provided outside the regular classroom environment in order to assist students in identifying and reaching their goals.**

To ensure that all students are successful, additional instructional support beyond the regular classroom is provided. The afterschool program provides assistance in reading and math for students in kindergarten through fifth grade, and an extended day tutorial program will be offered for select students with identified needs. In addition, an additional thirty-five minutes of tutorial and enrichment time is set aside on a daily basis to provide remediation for all students who need additional assistance

and enrichment for all students who are mastering the standards. The instructional coaches also conduct family night activities, such as Math/Science Night and Literacy Night throughout the year with parents and students and offer them resources that will show them how they can assist with meeting the needs of their children. During the second semester, a PTO meeting is held to present information to parents regarding ways to assist students with test-taking strategies in preparation for the CRCT. Teachers, administrators, and other support staff conduct test talks with the students to discuss their CRCT results and assist the students with developing a plan to improve their scores.

Students also need opportunities for enrichment activities that extend beyond the classroom and allow them to explore their gifts and talents. Thus, students in grades one through five are provided the opportunity to participate in several different student clubs, such as the following: Art Club, Book Club/Book Buddies, Chorus, Dance Team, Ecology Club/Green Team, Junior Beta, Math Team, Math 24 Team, Quiz Bowl Team, and Student Council.

### VIII. Support Services for Student Learning

**1. Describe how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor.**

The school provides a developmental comprehensive guidance program to address student interpersonal and social needs. This entails individual and group counseling in the areas of conflict resolution/anger management, self-esteem and grief/loss. Support Services are also provided through helping students make transitions from home to school, from school to school, and from school to work, as well as to blend guidance and academic achievement. This is accomplished through New Student Orientation to help students assimilate into their new school, Middle School Orientation/Smooth Move to assist students with transitioning to middle school, and Career Awareness and Exploration Programs to allow students to explore a variety of jobs and to blend academics and work. These services involve the coordination and collaboration of a variety of resources, parents, teachers and support from the private and public sectors.

In addition, “test talks” are held throughout the year with the students. During “test talks,” every student is assigned an advisor who meets with him or her and reviews the test results, as well as establishes new goals to meet for the current year. Advisors include support administrative personnel and non-homeroom teachers. A copy of the results, along with a letter explaining what the results mean, is sent home with the students so that they can review this information with their parents. Parents who still have questions or would like for the teachers to explain it to them are asked to request a parent conference.

**2. Describe how counselors, social workers, Prevention/Intervention specialists, and other student support personnel work with the district office and outside agencies to meet student needs.**

The counselor provides support to teachers for students who experience difficulties through classroom guidance and individual counseling sessions. The counselor coordinates and facilitates the RTI process, which provides support for students and parents of children identified with academic and behavioral concerns. She also works with the social worker assigned to our school to address students’ attendance and social needs, such as abuse and neglect, as well as family/parental engagement and support. If a student’s academic needs are not being met at the Tier I level in the RTI process, then the counselor will schedule a meeting. The school psychologist is included to obtain input for strategies and

suggestions, as well as to determine if additional testing may be needed. The counselor may also request the behavioral interventionist to observe the student's behavior. The goal is to implement appropriate interventions and strategies through the RTI process in an effort to improve student behavior, which will subsequently lead to the student's academic success. This is successfully accomplished through the collaboration among the school counselor, teachers and behavioral interventionist.

Referrals to the counselor can be made by teachers, administrators, parents, or students can refer themselves. Other forms of support services include the following: Wesleyan College Leadership and Mentoring Program, which is for female students ages nine and up; the Macon Police Department National Pal Mentoring Program, which also provide mentors for students ages 9 and up; the Macon Police and Fire Department, which provides information to students concerning and personal safety; and the Big Brothers/Big Sisters Association. Furthermore, the counselor coordinates partnerships with outside agencies, such as the Salvation Army, Wal-Mart, Sports Academy, Department of Family and Children Services, family therapists, as well as agencies that provide resources for the homeless.

**IX. Strategies to Increase Parental Involvement (ESEA Mandate)**

**1. Describe the level of involvement of parents and community members in the development of the CSIP.**

A parent representative serves on the CSIP Steering Committee. The CSIP committee met in May 2010 at Morgan Elementary to review the data and share ideas to generate a rough draft of the Comprehensive School Improvement Plan. The plan was shared with other school stakeholders and input was gathered from them for suggested revisions. The committee met again in August 2010 after feedback and/or suggestions were provided from the deputy superintendent to make the needed revisions. Once the plan was revised, it was posted as a PDF document on the school's website for all parents to review along with a link for them to provide suggestions. The CSIP Steering Committee reviewed the parents' suggestions and made revisions. The finalized version was posted as a PDF document on the school's website for all stakeholders to review. The committee met again in May 2011 to review and update the plan.

**X. Action Plans**

<b>Reading/English/Language Arts Action Plan (ESEA Mandate)</b>					
<b>Annual Measurable Objective: The percentage of students who meet and exceed the standard in Reading/English language arts will increase from 79.4% to 86.7% as measured by the state CRCT scores by Spring 2012 with a 95% participation rate.</b>					
<b>Intervention</b>	<b>Professional Learning Needed</b>	<b>Estimated Cost and Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
				<b>Evidence of Monitoring</b>	<b>Evidence of Impact</b>
Continue to utilize and monitor the three-part lesson as an instructional framework to increase rigor for all lessons.	GPS training (new teachers)	Professional Learning	Aug 2011-May 2012 Principal, Assistant Principal, (AP), Instructional Coach (IC)	Work Samples Formative Assessments Lesson Plans Observations Focus Walks Increased Reading Levels	CRCT CRCT-M Progress Reports Report Card
Identify and place students who are not meeting standards into small groups for 35 minutes daily, according to assessment results. Extended learning sessions will be monitored for effectiveness by analyzing data on a regular basis.	None	None	Aug 2011-May 2012 Reg. Ed. Teachers, Paraprofessionals, EIP Teachers, Connection Teachers, IC	Benchmark Assessments Lesson Plans Student work	CRCT CRCT-M Progress Reports Report Card
Use Trait Crates and Book Bundles to provide model lessons to teach six trait writing.	Scholastic Writing Workshop	Professional Learning \$1600.00	Aug 2011-May 2012 Principal, AP, IC, Reg. Ed. Teachers, PEC Teachers, Media Specialist	Lesson Plans Student Writing Journals Writing Portfolios Writing Conferences	CRCT CRCT-M Report Cards Grades 3 and 5 Writing Assessments Writing Benchmarks
Utilize the Criterion Online Writing Evaluation tool from ETS to assess fifth grade students' writing and to provide descriptive feedback using the writing the process and state writing criteria.	Online Writing Evaluation Training	Professional Learning \$1500.00	Aug 2011-May 2012 Principal, AP, IC, Fifth Grade Teachers, PEC Teachers, Media Specialist	Lesson Plans Student Writing Journals Writing Portfolios Writing Conferences	CRCT CRCT-M Report Cards Grade 5 Writing Assessments Writing Benchmarks
Continue the utilization of 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 differentiate instruction in the areas of content, process, product,	Differentiated Instruction training (new teachers)	Redelivery Model	Aug 2011-May 2012 Principal, AP, IC, Reg. Ed. Teachers, Counselor	Lesson Plans Work Samples Classroom Observations Focus Walks	CRCT CRCT-M Report Cards

and pacing.					
<b>Technology Integration:</b> Promote integrated reading and math skills through the use of such programs as Skills Tutor and Success Maker	Integrating Technology into the Classroom training	Title I 8,900	Aug 2011-May 2012 Principal, AP, PLC, Technology Specialist, Media Specialist, Success Maker Lab Specialist	Sign-In sheets Work Samples Lesson Plans Observations Focus Walks Computer Lab Schedule	CRCT CRCT-M Success Maker Reports Skills Tutor Reports Report Cards
Continue to promote the Accelerated Reading (AR) Program to provide students with increased reading opportunities at their independent reading level. Incentives such as AR Store, Mystery Trip, and End of the Year Grand Prize(s) are incorporated to encourage student reading and to motivate student participation which improves students' reading ability.	None	Incentives- \$1,000.00	Aug 2011-May 2012 Principal, AP, IC, Reg. Ed. Teachers, PEC Teachers, Media Specialist	AR Data Star Reading Test Data Observations	CRCT CRCT-M Guided Reading Levels Progress Reports Report Card

**Mathematics Action Plan (ESEA Mandate)**

<b>Annual Measurable Objective: The percentage of students who meet and exceed the standard in math will increase from 76.2% to 83.8 % as measured by the state CRCT scores by Spring 2012 with a 95% participation rate.</b>					
Intervention	Professional Learning Needed	Estimated Cost/Funding Sources	Timeline/ Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Implement an extended day tutoring program for CRCT remediation.	None	Title I \$2,000	January 2012-April 2012 Principal, AP, Teachers, MC	Pre/Post Test Benchmarks Observation Lesson Plans Student Work	CRCT Report Card
Provide training on assessments for improving math instruction to teachers.	Math Exemplar workshop provided by Deborah Armitage, M.Ed	Title I	Aug 2011-May 2012 Principal, AP, MC, Reg. Ed. Teacher, Math Consultant	Lesson Plans Work Samples Observation Benchmarks Student Work Cumulative Tests	CRCT Report Card
Implement Afterschool Tutorial Program to support 3 <sup>rd</sup> -5 <sup>th</sup> grade students not meeting grade level standards.	Onsite training	After School Grant	Oct. 2011-May 2011 Principal, ASP Coordinator, Tutorial Teachers	Pre/Post Test Benchmarks Observations Lesson Plans Student Work	CRCT Report Card
Increase the utilization of cumulative tests after each unit in 3 <sup>rd</sup> -5 <sup>th</sup> grade. Use data to target needed area of improvement	None	None	August 2011-May 2012 Principal, AP, Teachers, MC	Cumulative Tests Benchmark Work Samples Observation Student Work Lesson Plans	CRCT Report Cards
Place students who are not meeting standards in small groups for 35 minutes daily, according to assessment results. Extended learning sessions will be monitored for effectiveness by analyzing data on a regular basis and grouping will be flexible.	None	None	August 2011-May 2012 Principal, AP, Reg. Ed Teachers, Paraprofessional, EIP Teachers, Spec. Teachers, Connections Teachers, MC	Benchmarks Assessments Student Work Cumulative Tests	CRCT Report Cards
Implement 3 <sup>rd</sup> -5 <sup>th</sup> grade small group math training sessions to support parents with math strategies to help the students.	None	None	August 2011-May 2012 Principal, AP, MC	Work Samples Observation Benchmarks Student Work Homework Cumulative	CRCT Report Card
Implement a Math and Science Lab to enhance math instruction in an effort to meet the needs in math and utilize manipulatives/hands-on activities to introduce/practice standards.	Math Exemplars Science AIMS	\$500	August 2011-May 2012 Principal, AP, MC, Lab Teacher	Work Samples Observation Benchmarks Student Work Homework Cumulative Tests	CRCT Report Card

<p><u>Technology Integration:</u> Access technology sources to engage students in interactive learning (i.e. netbooks, promethean boards, dana carts, alpha smarts, promethean slates) and to improve the areas of problem solving patterns, algebra, computation, and statistics.</p>	<p>Integrating Technology in the Classroom training</p>	<p>Board of Education</p>	<p>August 2011- May 2012, Media Spec, Reg. Ed Teachers, EIP Teachers, Lab Teachers</p>	<p>Formative Assessments Unit Tests Benchmark AimsWeb</p>	<p>CRCT Report Card</p>
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**Science Action Plan (NCLB Mandate)**

**Annual Measurable Objective: The percentage of students who meet and exceed the standard in Science will increase from 59% to 65% as measured by the state CRCT scores by Spring 2012 with a 95% participation rate.**

Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Implement a Math and Science Lab to enhance math instruction in an effort to meet the needs in math and incorporate “The Habits of Mind” standards through more experiments and scientific investigations.	Science AIMS	\$500	August 2011-May 2012 Principal, AP, Lab Teacher	Work Samples Observation Benchmarks Student Work Homework	CRCT Report Card
Create learning environments and classroom instruction that consistently demonstrate research-based learning strategies for teaching, and processes to ensure the achievement of all learners.	Local Instructional Training	None	Aug 2011-May 2012 Principal AP, IC, Media Spec, Classroom Teachers Science Coord	Lesson Plans Classroom observation of lessons	CRCT ITBS Progress Reports Report Cards
All teachers emphasize and encourage all learners to use higher-order thinking skills (i.e. compare, contrast, classify); processes (i.e. problem-solving, decision-making); and mental habits of the mind (i.e. critical and creative thinking). Teachers study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards, as well as develop high-level questions for assessments and performance tasks.	Ongoing Local Instructional training	None	Aug 2011-May 2012 Principal AP, IC, Media Spec, Classroom Teachers, Science Coordinator	Lesson Plans Classroom observation of lessons emphasizing higher-order thinking Work Samples Open-ended Assessments	Unit Tests ITBS CRCT GAA GKIDS
Integrate science curriculum with other disciplines through read alouds. Build on existing student knowledge in order to connect science to the real world.	Ongoing Local Instructional training	None	Aug 2011-May 2012 AP, IC, Media Spec, Classroom Teachers	Lesson Plans Classroom observations Work Samples	Unit Tests ITBS CRCT
Utilize software and appropriate internet sources (I.e. Georgia Online Assessments, Enchanted Learning) to improve students’ achievement in the domains of earth and physical science.	Ongoing Internet use Training	Media Center Resources	Aug 2011-May 2012 Classroom Teachers, Tech Specialist Media Spec	Lesson Plans Classroom observations Work Samples	ITBS CRCT Progress Reports Report Cards
<b>Technology Integration:</b> Effectively use technology to provide real world applications which promote engaged learning in science experiences for all students to enhance students’ research skills and application of the standards.	Ongoing Local Instructional training	None	Aug 2011-May 2012 AP, Classroom Teachers, Tech Specialist Science Coordinator	Lesson Plans Classroom observations Work Samples	ITBS CRCT

**Social Studies Action Plan (ESEA Mandate)**

**Annual Measurable Objective: The percentage of students who meet and exceed the standard in Social Studies will increase from 59% to 65% as measured by the state CRCT scores by Spring 2012 with a 95% participation rate.**

Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Incorporate reading skills in the social studies curriculum by utilizing Weekly Studies in classroom instruction to reinforce social studies concepts. Use books as resources to review and reemphasize standards. * (Book titles are listed on each grade's curriculum Map)	None	Title I funds	Aug 2011-May 2012 Classroom Teachers	Lesson Plans Classroom Observations Work Samples	ITBS CRCT Progress Reports Report Cards
Integrate social studies curriculum through various components of Balanced Literacy. For example: Use focus poems pertaining to Social Studies standards and purchase and utilize the <i>Georgia Studies Weekly</i> periodical as a shared reading activity.	None	Title 1 Funds (\$4.99 Per Student Copy)	Aug 2011-May 2012 IC, Media Specialist, Classroom Teachers	Lesson Plans Classroom observations Work Samples	Unit Tests ITBS CRCT
Develop and Implement school wide expectations in the delivery and routines of lessons.	Re-delivery of Social Studies GPS	None	Aug 2011-May 2012 AP, Classroom Teachers	Lesson Plans Classroom Observations	ITBS CRCT
Provide an Awareness of various career and civic responsibilities through "Career Day" events. Incorporate opportunities for community involvement such as campus clean-up and beautification. Involve the community in school- wide and county fund-raising efforts to help raise contributions to support charitable agencies such as: American Cancer Society, March of Dimes, etc.	None	None	March 2011 Counselor, Classroom Teachers Community Resources	Speakers' Sign-in Log Teacher & Student Feedback School News letters	ITBS CRCT Articles and photographs
<b>Technology Integration:</b> Utilize appropriate software as well as appropriate websites to improve achievement in the areas of geography and economics. Effectively use technology to provide real world application to enhance students' skills and the application of the standards. For example: Utilize Websites and United Streaming Videos that correlate to the unit topics / GPS.	Ongoing Internet use Training	Media Center Resources	August 2010- May 2012 PLC Classroom Teachers Technology Specialist Media Specialist	Lesson Plans Classroom observations Work Samples	ITBS CRCT Progress Reports Report Cards

**Special Education Action Plan (ESEA Mandate)**

**Annual Measurable Objective: Increase the percentage of SWD meeting in Reading, ELA, and Math as measured by the CRCT.**

Intervention	Professional Learning Needed	Estimated Cost/Funding Sources	Timeline/ Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Monitor students to identify those at-risk and increase intensive intervention time beginning in October.	None	None	October 2011 - May 2011 Principal, AP, IC, PEC Teachers, Reg. Ed Teachers	Lesson Plans Observations Benchmarks Formative assessments Student Work Checklists	CRCT Report Cards Progress Reports
Integrate the various content areas to provide problem solving strategies, as well as critical thinking skills. Also, utilize the following methods/programs: Targeted Math, Math Exemplars, Singapore Math (4 <sup>th</sup> & 5 <sup>th</sup> ), CRCT Coach books and differentiation of instruction.	Math Exemplars  Singapore Math	\$150 per person  \$150 per person	May-July 2011  June 2011 Principal, AP, IC, PEC Teachers, Reg. Ed Teachers	Lesson Plans Observations Pre/Post Math assessments Student Work Checklists	CRCT Report Cards/ Progress Reports
Analyze the data from progress monitoring to identify students to target for remediation and enrichment. Also, utilize these sources of data: SRA, Targeted Math, CRCT Coach book, AIMSweb, DRA, and all computer program assessments (i.e., Orchard, Raz-Kids, etc.).	None	None	Aug 2011 - May 2012 Principal, AP, IC, PEC Teachers, Reg. Ed Teachers	Lesson Plans Observations Benchmarks Formative assessments Student Work Checklists	CRCT Report Cards/Progress Reports
<u>Technology Integration:</u> Effectively use technology to integrate into the classroom using netbooks, Success Maker, Dana carts, and websites as interactive learning tools for students, including Mega Math, Star Fall, Star Math, Star Reading, Orchard, Raz-Kids, United Streaming, and Skills Tutor.	Technology training (ongoing)	None	Aug 2011-May 2012 Principal, AP, Media Specialist, Technology Specialist, Teachers	Lesson Plans Observations Benchmarks Formative assessments Student Work Program print-outs	CRCT Report Cards Progress Reports