

School Name: Barden Elementary Principal: Dr. Jacqueline Jackson Plan Year: 2010-2011

**Bibb County School District
CONSOLIDATED SCHOOL IMPROVEMENT PLAN
2010-2012**

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

Elementary and Secondary Education Act (ESEA)	Federal and State mandate Required for all Bibb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan AYP Addendum (as appropriate) ___NI School Improvement Focus Plan (NI-1 and NI-2) ___Corrective Action Plan (NI-3 and NI-4) ___Restructuring Plan (NI-5+)	Georgia DOE mandate Required for all Bibb County School District Schools 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.
Title I ___New Title I Schoolwide Plan ___Annual Addendum ___Targeted Assistance Plan	Required for all Title I Bibb County School District Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
Bibb County School District Plans Special Education Plan Professional Learning Plan	Required for all Bibb County School District Schools The Professional Learning Budget should be placed in the CSIP Appendix and copied to the Department of Professional Learning.

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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 Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal:	Date:
Deputy Assistant Superintendent:	Date:
Director of Special Programs:	Date:
Title I School Improvement Coordinator:	Date:
Superintendent:	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 CCSIP document:

	AdvancED (SACS CASI) Accreditation Standards	Georgia School Standards
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

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CSIP Steering Committee Members

Participant/Role	Printed Name	Signature
CSIP Facilitator	Dr. Jacqueline Jackson	
School Administrator	Dr. Jacqueline Jackson	
School Counselor	Robert Barrion	
Special Education Representative	Devona Zodun	
Parent/Community Representative	Tina Walker	
Leadership Chair	Jacqueline Jackson	
Data Team Representative	Amy Dalton	
Research Chair	Jacqueline Jackson	
Media Specialist	Brenda Richard	
Professional Learning Liaison	Shirley Carey	
Classroom Teacher	Loretta Gordon	
Writing and Editing Chair	Heather Payton	
Family Engagement Facilitator	Cheryl Garrard	
Other	Title I School Improvement Specialist Dawn Owens, Ph.D.	

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CSIP Steering Committee Members

Participant/Role	Description of Role
CSIP Facilitator	Review plan and monitor progress in plan development
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 (from the guidance perspective)
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
Leadership Chair	Represent the School Leadership Team in the School Improvement Process
Data Team Representative	Present data from a variety of sources on School Improvement
Research Chair	Work with data chair to evaluate current research to support the School Improvement process Share research with staff and support staff initiatives 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	Assist in identification of classroom practices that support School Improvement goals and student learning
Writing and Editing Chair	Consolidate information to write the plan and maintain the history of the process
Family Engagement Facilitator	Ensure family engagement opportunities through the plan development process
Other	Title I School Improvement Specialist - Ensure the transition of information from the SW plan to the CSIP

Developing a Comprehensive Needs Assessment (ESEA Mandate)

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

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*.

Barden's Needs Assessment is centered on the Bibb County Strategic Goals. Action Steps for each objective are listed in the attached BSC.

- Strategic Objective 1: Bibb County will ensure that all students attain high levels of achievement in all content areas by focusing on teaching and learning the GA Performance Standards or QCC Curriculum.
- Strategic Objective 2: Bibb County will recruit, employ, develop, and retain a quality workforce that achieves the mission and goals of the organization.
- Strategic Objective 3: Bibb County will ensure a safe learning and working environment for all.
- Strategic Objective 4: Bibb County will meet the needs for information through technological services that support performance and desired results.

List the types of data analyzed and placed in the appendix.

Georgia Criterion Competency Test (CRCT)

Iowa Test of Basic Skills (ITBS), Cognitive

Georgia Kindergarten Inventory of Developing Skills (GKIDS) Test Scores and Writing Assessments

AIMSweb, Benchmarks, and Success Maker Data

Identify the subgroups for which assessment results are disaggregated regardless of whether or not the subgroup is large enough to constitute a group that effects AYP.

All Students

Black Students

Special Needs

Economically Disadvantaged

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All students for which data were reported were included in the data analysis for Needs Assessment. The subgroups included: SWD, gender, and Economically Disadvantaged.

*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.

School Mission and Vision

	Bibb County School District	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>Vision Achievement and Performance for... Every child Every classroom Every school</p>	<p>Vision Achievement and Performance for... Every child Every classroom</p>
<p>Mission How will we make our vision a reality?</p>	<p>Mission 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</p>	<p>Mission Barden’s mission is to provide a high quality education for our students in a safe and comfortable environment, using all available resources in preparing graduates for post-high school objectives</p>
<p>Values What beliefs and standards guide our mission?</p>	<p>Values</p> <ul style="list-style-type: none"> • Highly qualified workforce • Positive culture and climate • Communication and Information • Student Achievement 	<p>Values</p> <ul style="list-style-type: none"> • Highly qualified workforce • Positive culture and climate • Communication and Information • Student Achievement

Leadership and Governance

Write a brief narrative for each question describing your conclusions drawn from the School Needs Assessment. All conclusions should be based on data.

Describe the school's strengths.

Overall, the instructional practices and organizational conditions are congruent and are well-aligned with our mission and beliefs. Teachers benefit from on-site in-service training designed to meet the identified needs of our students. Barden has met Annual Yearly Progress (AYP) for the last six years.

What evidence do you have to support this perception?

Barden has met Annual Yearly Progress (AYP) for the last six years and continues to offer professional development for all staff members. Based on the CRCT data, Barden students continue to struggle in math across all grade levels. Parental support needs to be improved. Parents attend student performances but attendance during parent workshops is minimal.

Describe the school's opportunities for improvement.

We can help our teachers meet the needs of students with differentiated levels of achievement by:

- Implementing GPS with fidelity
- Continuing to provide on-site in-service training, taking advantage of off-site in-service training, and encouraging our teachers to take courses necessary to add additional endorsement to their certificates
- Continuing to provide release time to allow teachers to observe best practices among our own teachers and those in other schools
- Making use of frequent focus walks and informal observations with appropriate feedback to monitor instruction
- Continuing technology training that will address differentiation of students

What evidence do you have to support this perception?

- CRCT, ITBS, and GKIDS Test Scores and Writing Assessments
- School Improvement Review and Parent Surveys

Describe the current governance structure/decision-making process of the school.

Decisions governing the instructional programs are derived from many sources. These sources include guidelines from the federal government, state, and local board of education. Group input is derived from Better Seeking Team and School Council.

faculty, and grade-level. Parents provide input through surveys, PTO, School Council Committee as well as individual conferences with both teachers and leadership team members.

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

Instructional decisions are student-centered and data-driven. Based on student numbers/needs and results of the CRCT, decisions are made putting personnel in place. Instructional initiatives are also data-driven and are implemented to meet the needs of our students through the use of differentiated instruction. The school leadership decisions on professional learning opportunities are based on Bibb County School System requirements, as well as, teacher need, and those the school leadership team determines are necessary based on formal observations, informal classroom observations, and focused walks. Teachers are a part of the initiative planning and are expected to follow through consistently with all students. Professional development is job embedded occurring during faculty meetings and grade level meetings.

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).

Central office personnel work closely with individual schools, particularly within the last several years. It is obvious that the needs of the school are central to the district's philosophy. Most concerns are communicated through our internal e-mail. Most of the time, we can contact specific personnel in the areas of facilities, teaching and learning, special education, finance, transportation, nutrition, and health.

School Culture/Climate

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.

To ensure that the school culture is academic in nature, teachers meet in grade-level teams to discuss planning and evaluation which is to take place to ensure each student is achieving learning goals based on Georgia Performance Standards (GPS) during their daily common planning time. A Title I Instructional Coach, and the school principal are constantly observing classes to ensure class instruction is academic in nature. Informal and formal observations and focused walks are done periodically to ensure that the GPS are being implemented and that students are actively engaged in the learning process. Feedback is provided to teachers for support and professional development is provided as needed. Some extra activities include: Math Team, Math 24, Academic Bowl, Spelling Bee, and Reading/Literacy and Math Family Nights. These activities promote a rigorous academic focus. These results are shared with each individual teacher, grade-level, and school as a whole.

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

At the beginning of each school year the entire school staff focuses on rituals and routines in order to provide a safe and supportive environment conducive to student learning. At the end of the school year the behavior plan is revised with the input of faculty members. Students learn the school-wide rules as well as rules for each classroom. The counselor develops a year long counseling plan that addresses students' emotional and social development. Each student is issued a Code of Conduct and tested on its contents. There is a systematic plan in place for students entering and exiting the building. Non-homeroom staff members are positioned in critical places inside and outside the building for supervision. There is also a plan in place to provide order and reduce the noise level in the cafeteria. Students who interfere with the classroom learning process and do not respond to the classroom management plan may be referred to an administrator for discipline. A referral form is completed, stating the nature of the problem and previous steps taken. The student receives feedback from the principal. Parents may be called, conferences held or referral to a school counselor may be submitted. Students with chronic behavior problems are referred to the RTI team

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

The counseling department works with teachers and parents in helping to understand the cognitive as well as social-emotional development in each grade. Trainings are held with the parents to understand the developmental levels of their children and effective parenting techniques. Referrals are made to the counselor for students who are experiencing difficulty with developing appropriate peer relations. Teachers provide a positive, supportive, risk-taking environment where children are free to respond and give each other daily feedback on their work. Classrooms hold morning meetings. All staff in the building views each student as their student. Ownership is shared by all. *See appendix for a copy of the current school-wide discipline plan

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate)

Explain how data resulting from academic assessments are used to inform and revise daily instruction.

Data from academic assessment are used to form centers, cooperative groups, differentiated, individual and small group instruction, and flexible groups. In the course of ongoing daily instruction, teachers become aware of students experiencing difficulty with specific academic tasks. Standardized test scores are utilized to further determine areas of weakness as well as strengths, and to plan instruction accordingly. Grade level meetings are used to evaluate student work. Samples of work that meets the standard is posted in the instructional coaches' room.

Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring academic assessments.

Teachers work with the students on a daily basis and are in the best position to analyze and assess their academic needs. Therefore, they play a large part in decisions regarding the use of academic assessments. Teachers are provided with data notebooks during pre-planning. Teachers will place all student assessment data in the assessment notebook and the data to plan for instruction. The data will include CRCT, ITBS, Georgia Writing Test, GKIDS, DRA, AIMSweb, Thinkgate and Math Benchmarks Teachers will use this data to determine areas of strengths and weakness and to determine which additional intervention tools are needed for students. Teachers will also use this data during parent teacher conferences to inform parents of their child's academic progress.

Stakeholder Communication (ESEA Mandate)

1. Provide Individual Student Assessment Results and Interpretation to Parents

Describe the process by which teachers and administrators interpret and articulate assessment results to stakeholders.

Parents will be informed of their child's progress on a regular, on-going basis. Teachers will contact parents frequently by notes, phone calls, and/or conferences to relay positive information and/or notify them of problems concerning their child's achievement. Parents will be informed of their child's performance through agendas, weekly signed papers, progress reports, and report cards. Results from standardized assessments such, the Georgia Curriculum- Based Assessment in Writing, the Criterion Referenced Competency Test, and the Iowa Test of Basic Skills, will be sent home to the parents with the notification that they may contact the school for a conference regarding their child's progress.

2. Provisions for Public Reporting of Disaggregated Data

Describe the various ways by which your school will communicate to the widest possible range of stakeholders (e.g., parents and community) the results of the disaggregated data.

The Georgia State Department of Education will disaggregate data and provide information to the system and to the school. The media will be provided with reports on this date from the system central office. Barden will post data in the data room and on the school website. Parents will also be informed through newsletters, school council meetings, and PTO meetings.

3. Public Dissemination of the School Improvement Plan to all Stakeholders

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

Disaggregated data is made available to a wide range of stakeholders through:

- School and district-level website

* 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.

Instruction by Highly Qualified Teachers (ESEA Mandate)

Describe the policies and procedures used to ensure adherence to Federal mandates regarding “Highly Qualified” instructors.

The staff at Barden is 100% highly qualified. All teachers are certified in the areas they teach. Only highly qualified candidates are interviewed and their students’ performance is taken into consideration during the hiring process.

Describe policies, procedures, initiative, and programs in place to recruit and retain highly qualified instructors at this school.

Various strategies have been implemented to recruit highly qualified staff members. One major strategy has been the annual job fair. The job fair is routinely held in March and prospective teachers come from various parts of the country. Local school personnel interview individuals who are new to the profession and veteran teachers. Conversations about educational philosophies, as well as creative teaching practices are discussed with the potential teacher. During the interview process, potential teachers present resumes, portfolios, and other pertinent information. School personnel give a brief history about the school, its current goals, and expectations, as well as the many outstanding accomplishments of the school.

All newly hired teachers are paired with a veteran teacher as a mentor. Our Performance Learning Coach trains the new teachers on the current rituals and routines. Opportunities for growth in teacher leadership are provided through professional development and it is job embedded.

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

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

There is an expectation that classrooms teachers' written lesson plans are submitted electronically to the principal and PLC. The lesson plans are monitored for the implementation of the Georgia Performance Standards and content pacing. The principal and the PLC visit classrooms often to monitor instruction and provide feedback as needed. The Title I Instructional Coach also provides training sessions that support the standards-based curriculum and the GPS in all content areas. Early Intervention Program specialists (EIP/Title I) work with teachers on a daily basis to provide support for students in grades three, four, and five who scored below 800 in reading and math on the Criterion-Referenced Competency Test (CRCT). The EIP/Title I teachers use the augmented and pull-out models to support instruction. Special education teachers use a combination of co-teaching, resource, paraprofessional support, and inclusion to work with the students on their case load. The RTI process provides support for students, teachers, and parents with children that have identified academic, social, and behavioral concerns. The counselor support teachers and students through classroom guidance as well as group and individual counseling sessions.

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

Research based instructional delivery is planned based on data-driven analysis. Data-driven results on each student are used by teachers to plan for instruction. Lesson plans are monitored for evidence of the implementation of Georgia Performance Standards, content-pacing charts, as well as scope and sequence charts. Formal and informal classroom observations and focused walks are conducted routinely to ensure quality instruction is on going. During classroom visits, the principal and PLC check for components of a standards-based classroom and best practices: cooperative/flexible groups, implementation of the eight-step process, centers, differentiated instruction, and all students actively engaged in learning. The expectation is consistent implementation with a focus on student achievement.

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.

Any parent, guardian, or teacher can make the referral based on personal observations and based on a student's work samples. The RTI Team meets weekly starting each fall with students identified as at risk during the previous spring. Additional students are added to a projected schedule as they are identified. Teachers are expected to follow the Tier Intervention Model. Strategies and interventions are provided that might improve student academic and/or behavioral performance. Teachers are expected to try them for 4 to 6 weeks. Lesson plans

and assignments are modified to address student needs. Additional meetings may be scheduled to assess teacher-student effectiveness. At which time, either a new set of strategies are suggested or there is a recommendation for a psychological evaluation.

Describe how plans are developed and implemented to address the needs of students who have not met expectations.

Standardized, criterion referenced, and local benchmark assessments (CRCT, ITBS, CogAT, AIMSweb, math and ELA benchmarks, DRAs) are analyzed to help determine the strengths and weaknesses of each student. The teacher and EIP/Title I teachers collaborate to develop and implement individualized plans for those students in need. Plans are also developed and monitored for “at-risk/bubble” students (scores that range between 800-815). These results are explained, strategies are planned, and expectations are discussed with parents during Test Talks.

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.

Each year students are administered the CRCT, ITBS, AIMSweb, and benchmark assessments. Results from these assessments and local assessments are analyzed to identify student performance levels. Once the performance level of the student has been determined, teachers utilize curriculum maps, pacing charts, GPS and best practices to teach core subjects, compacting, flexible groups, and differentiated instruction to ensure the academic success of students. The computer lab broadens the range of differentiated instruction. Students who meet the qualifications are placed in the gifted program where they are taught enrichment skills to enhance the curriculum.

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?

The procedure for identifying and placing students in the gifted program are governed by the state and local BOE. The Bibb County School System offers the gifted program to elementary students. Lessons are interdisciplinary, and include enrichment and extension activities. The gifted resource teacher collaborates, plans, and monitors with the regular education teacher to differentiate student instruction.

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

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

State Assessments: GKIDS, CRCT, and Writing Assessments

National Assessments: ITBS

Site-based Assessment: ELA/Math Benchmark, Pre and Post Assessments, Classroom Observations, Success Maker Data, Daily Grades, DRA, Writing Samples, Lexia, AIMSweb, Skills Tutor and Accelerated Reader

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

The teacher collects data at the classroom level on the success of the instructional strategy that will be used daily to improve student weaknesses. This continuous progress monitoring must be maintained and dated in the student's RTI folder. Student data is discussed at grade level and RTI meetings.

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

RTI Meetings, AIMSweb Universal Screening, The Teaching of Reading, Classroom Management; Differentiated Instruction, Math Explemars, Calendar Math, Balanced Literacy Training, Use of Marzano's Classroom Instructions that Work; Weekly Professional Learning Community Meetings

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

SCANA Afterschool program, Academic Bowl, Math Team, Math 24 Team, Spelling Bee, BETA Club, Chorus, Parent Resource Center, and Title I Parent Involvement Conferences

Plans for Assisting Children during Transitions (ESEA Mandate)

Describe your plans for assisting student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.). CSIP, GNETS, Ombudsman, Neel Academy, and Home School.

Children who come into the classroom at the beginning of the school day are given a full introduction to the class—seat and book assignments, student introductions, lunch numbers, daily schedule information, class activities information, staff introductions (e.g. administrators, counselors, nurse, lunch cashier, etc.), and assigned a student partner to help them through the transition period. If there are siblings in the school, the child is shown the siblings’ classrooms. To protect “time on task,” children who come into the classroom during the school day will be introduced to the class and assigned a partner to help them complete the school day. Students are also taught and tested on the Code of Conduct to ensure comprehension of appropriate student behavior and expectations for participation in the school family. In the fall, Open House is held for students and parents to visit classrooms. Books and newsletters are provided through the Family Engagement Facilitator. A Pre-K and kindergarten orientation is held for upcoming students and their parents. Local day care centers tour our building. Fifth graders participate in Smooth *Move*.

Support Services for Student Learning

To be completed by the counselor(s):

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

The school counselor is assigned to work with certain grade-levels and provide service for those assigned teachers and students. The counselor provides staff members with mentees at the staff member or parent request. The counselor also supports teachers and students through classroom guidance as well as group and individual counseling sessions.

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.

School Counselor: participation in and/or chairing RTI/SST referral process; classroom guidance activities; school wide incentive programs, character education initiative; student consultations, teacher and community agencies; assign mentors to students; individual counseling; refer students and families to outside sources for family counseling, resources for homeless, and basic financial needs; work closely with DFACS case workers and children placed in foster care; address attendance issues.

Psychologists: consultation with teachers and parents; presentations to staff; consultation of 504/RTI meetings

Social Workers: presentation to staff; interpretation services at school; support referrals to external agencies

Strategies to Increase Parental Involvement (ESEAMandate)

Describe the parent/community outreach activities and initiatives in place.

Information, flyers, and PTA guest speakers from Title I “Parent Resource Center”

- County wide Parent Involvement Conferences (twice a year)
- We send out monthly parent newsletters with Principal’s Book of the Month information and other pertinent information.
- Festivals, dances, grade-level performances, and other extra-curricular activities
- Open House, Curriculum Nights, Reading/Literacy Night, Math Night (Math and reading board games, manipulatives, prizes, aprons, healthy snacks refreshments will be provided for Math is a Family Affair (Math Night). These events serve as another means of involving parents instructionally as well as an additional opportunity to provide children with hands-on learning in the areas of reading).
- Volunteering during school hours, classroom, field trip, reading/ math buddies, special classroom projects, book fair, field day, testing proctor, etc.

Describe how parents and community members are involved in the school decision-making process.

Parents and stakeholders participate in decision making through the PTO, School Council and Family engagement activities and surveys. .

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

Parents, students, and the faculty and staff were given an opportunity to critique the plan.

***Briefly describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).**

Parents, students, and teachers received copies of previous compacts and were given the opportunity to review, make suggestions about addition and/or deletions to develop the new design.

Coordination and Integration of Federal, State, and Local Services and Programs

Funds for instruction, staff development, parent involvement, and technology will be acquired by coordinating expenditures of local funds with resources from Title I, EIP, and Staff Development funds, when available. Salaries and benefits for auxiliary personnel not allocated in state funding will be afforded through Title I. Instructional materials and supplies will be funded through Technology, Title I, Special Education funds, EIP, other funds which may become available, and the general instructional allotment.

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Funding Sources	Amount	Targeted Audience	State connection to SI plan by providing 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	\$150,000		Salaries for staff members (2 Title I full time staff members)
State Funds			NA
School Improvement Grant (Needs Improvement Title I Schools Only)			NA
SIG (other than Title I)			
Local Professional Learning Funds	\$500		Books for Book Study
Grants (list)			
PTSA/PTA/ PTO	\$200		Provides funds for academic activities
Partners in Education			
Other (list)			Title 1 Distinguished School funds – allocated for staff incentives

Copies of all budgets referenced in this section should be placed in the appendix.

School Name: Barden Elementary Principal: Dr. Jacqueline Jackson Plan Year: 2010-2011

Reading/English/Language Arts Action Plan (ESEA Mandate)					
Annual Measurable Objective: Increase the percentage of 1 st -5 th grade students that meet or exceed the Reading /ELA standard on the CRCT from 78.9% Spring 2010 to 89.0% Spring 2011.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Progress Monitoring	Evidence of Mastery
Strategic Objective I Participate in professional learning activities on higher- order thinking skills/ differentiated instruction.	Differentiated Instruction Workshop	No local funding needed	2010 -2011 Principal Coaches Teachers	Lesson plans Walkthroughs Student achievement data	Unit Test ITBS CRCT GKIDS
Strategic Objective I Classroom Instruction that Works, by R. Marzano Summarize strategies to align with GPS standards and GSS. Summarizing strategies workshop	Classroom Instruction that Works, by R. Marzano	\$300	2010 -2011 Principal Coaches Teachers	Lesson plans Walkthroughs Student achievement data Classroom assessment	Unit Test ITBS CRCT GKIDS
Strategic Objective I Thinking Maps Follow Up	Thinking Maps	\$1500	2010 -2011 Principal Coaches Teachers	Lesson plans Walkthroughs Student achievement data Classroom assessment	Unit Test ITBS CRCT GKIDS
Strategic Objective I Saxon Phonics	Saxon Phonics	\$3000	2010 -2011 Principal Coaches Teachers	Lesson plans Walkthroughs Student achievement data Classroom	AIMSweb Unit Test ITBS CRCT GKIDS

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				assessment	
Technology Integration: Utilize the computer lab, classroom computers, and Interactive Boards. Use Study Island, Skills Tutor, Success Maker, Accelerated Reader and Accelerated Math technology application in all grades and subjects	Skills Tutor AR Math	\$5000	2010 -2011 Principal Coaches Technology Specialist	Lesson plans Walkthroughs Student achievement data Classroom assessment	Unit Test ITBS CRCT GKIDS

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Mathematics Action Plan (ESEA Mandate)					
Annual Measurable Objective: Increase the percentage of 1 st -5 th grade students that meet or exceed Math standards on the CRCT From 61% Spring 2010 to 71% Spring 20110					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Strategic Objective I Departmentalize 4 th and 5 th grade Hire a math teacher	NA	\$75,000	2010-2011 Principal Teachers	Lesson plans Walkthroughs Student achievement data Classroom assessment	CRCT Math Scores
Strategic Objective I Calendar Math	Calendar Math Workshops	NA	Summer 2010 Teachers	Lesson plans Walkthroughs Student achievement data Classroom assessment	Unit Test ITBS CRCT GKIDS
Strategic Objective I Exemplars and Singapore Math	Exemplars and Singapore Math	\$5000	Classroom teacher Coaches	Lesson plans Walkthroughs Student achievement data Classroom assessment	Unit Test ITBS CRCT GKIDS
Strategic Objective I Unpack standards and elements to determine the higher order thinking skills needed to understand the standards.	Understanding the GPS	NA	Coaches Principal Teachers	Classroom Walk throughs	Unit Test ITBS CRCT GKIDS
Technology Integration:	Skills Tutor	\$5000	2010 -2011	Lesson plans	Unit Test

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Utilize the computer lab, classroom computers, and Interactive Boards. Use Study Island, Skills Tutor, Accelerated Reader and Accelerated Math technology application in all grades and subjects	Accelerated Math		Principal Coaches Technology Specialist Teachers	Walkthroughs Student achievement data Classroom assessment	ITBS CRCT GKIDS
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Science Action Plan (NCLB Mandate)					
Annual Measurable Objective: Increase the percentage of students in grades 3 rd – 5 th who meet or exceed science GPS on the CRCT from 38% Spring 2010 to 50% Spring 2011.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Progress Monitoring	Evidence of Impact
Strategic Objective I Participate in professional learning activities on higher- order thinking skills/ differentiated instruction.	Differentiated Instruction Workshop	No local funding needed	2010 -2011 Principal Coaches	Sign- in sheets Agendas Classroom Walk throughs	Unit Test ITBS CRCT GKIDS
Strategic Objective I Unpack standards and elements to determine the higher order thinking skills needed to understand the standards.	Understanding the GPS	NA	Coaches Principal County science coordinator	Classroom Walk throughs Lesson plans Student achievement data Classroom assessments	Unit Test ITBS CRCT GKIDS
Strategic Objective I Grade-level science field trip based on GPS	Guidelines for field trips	\$5,000	Principal Classroom Teacher	Follow up activity	Unit Test ITBS CRCT GKIDS

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Social Studies Action Plan					
Annual Measurable Objective: Increase the percentage of students in grades 3 rd – 5 th who meet or exceed Social Studies GPS on the CRCT from 36% Spring 2010 to 50% Spring 2011.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Strategic Objective I Unpack standards and elements to determine the higher order thinking skills needed to understand the standards.	Understanding the GPS	NA	Coaches Principal County SS coordinator	Classroom Walk throughs	Unit Test ITBS CRCT GKIDS
Strategic Objective I Participate in professional learning activities on higher- order thinking skills/ differentiated instruction.	Differentiated Instruction Workshop	No local funding needed	2010 -2011 Principal Coaches	Sign- in sheets Agendas	Unit Test ITBS CRCT GKIDS
Strategic Objective I Grade-level social studies field trip based on GPS	Guidelines for field trips	\$5,000	Principal Classroom Teacher	Follow up activity	Unit Test ITBS CRCT GKIDS
Technology Integration:					

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Attendance Action Plan (ESEA Mandate)					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Publish and systematically update school wide attendance information on the school website, newsletters to maintain an awareness and sense of urgency among all stakeholders	NA	NA	Counselor Principal Teachers	Infinite Campus Newsletters Agendas from meetings School sign	AYP Report
Monitor attendance data of grade levels on a monthly basis. Develop a “hot- list” of students at-risk. Notify the individual parent/ guardian of the at-risk students through letters, phone calls, emails, and/or home visits.	NA	NA	Counselor Principal Family Engagement Facilitator	Infinite Campus	AYP Report

Graduation Rate Action Plan (HIGH SCHOOLS ONLY)					
Annual Measurable Objective:					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact

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Special Education Action Plan (ESEA Mandate)					
Annual Measurable Objective: Objective: Increase the percentage of 1 st -5 th grade students with disabilities who meet or exceed: Reading /ELA on the Spring CRCT from 6% Spring 2010 to 40% Spring 2011; Math on Spring CRCT from 9% 2010 to 40% Spring 2011; Science on the Spring CRCT from 29% 2010 CRCT to 40% Spring 2011; Social Studies from 14% on the Spring CRCT 2010 to 40% Spring 2010.					
Intervention	Professional Learning Needed	Estimated Cost/Funding Sources	Timeline/ Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Increase achievement of students with disabilities by utilizing co- teaching, team teaching, para-support, and inclusion models to provide rigor to the instructional program. Students working toward the same standard but tasks may vary based on interest and student needs. funding needed	Training for Special Education Teachers	NA	Fall 2010 Principal Special Education Department Teachers	Lesson Plans Classroom Library Student Work Benchmark Tests DRA Classroom assessment Grades Writing Prompts Focused Walks Conference Logs	Benchmarks AIMSweb SuccessMaker CRCT ITBS

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Professional Learning Plan					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Federal (PL Funds)	Reading/ ELA- increase the percentage of students meeting or exceeding Reading/ ELA Standards as indicated on the CRCT; GPS posted; Literacy; Meetings; CRCT; ITBS	Teachers will receive a workshop on “The Standards Based Classroom” and differentiated instruction during the Readers Workshop Teachers will collaborate and plan together. They will share ideas for specific learning centers/ literacy activities. Time will be provided to analyze test data and plan for instruction.	Fall 2010	Lesson Plans Classroom Library Student Work Benchmark Tests DRA Writing Prompts Focused Walks Conference Logs	GPS posted Literacy Meetings CRCT ITBS
Federal	Math – increase the percentage of students meeting or exceeding Math Standards as indicated on the CRCT.	Math training will be conducted for teachers on using the Math series and other Math resources to teach the GPS and differentiating the instruction during	Fall 2010	Lesson Plans Student Work Benchmark Tests Focused Walks Conference Logs	GPS posted Literacy Meetings CRCT ITBS
	Science – increase the percentage of students in Grades 3 – 5 performing at levels 2 and 3 as measured by the CRCT	Science: Provide staff with hands on training: experiments that match GPS. Teachers will collaborate and plan specific science experiments to use in the classroom. Facilitate workshops that help teachers integrate Science into other areas	Fall 2010	Lesson Plans Student Work Benchmark Tests Focused Walks Conference	GPS posted Literacy Meetings CRCT ITBS

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		of the curriculum.		Logs	
	Social Studies – students in Grade 3- 5 will increase in test scores as indicated on the CRCT	Teachers will participate in learning sessions focused on Social Studies GPS redelivery and differentiated instruction	Fall 2010	Lesson Plans Student Work Benchmark Tests Focused Walks Conference Logs	GPS posted Literacy Meetings CRCT ITBS

Selecting Appropriate Interventions Using Scientifically Based Research

All interventions or initiatives provided by the Georgia Department of Education or Bibb County School District are predicated on scientifically-based research and do not require citations. If an individual school chooses to select an intervention or initiative in addition to the sources provided, then a citation and abstract of the pertinent research is required. Please use the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.

Identified Need	Action Plan and Page #	Citation and Abstract