

**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:

<p>Elementary and Secondary Education Act (ESEA)</p>	<p>Federal and State mandate Required for all Bibb County Schools</p>
<p>AdvancEd (SACS CASI)</p>	<p>Required for District-wide Accreditation</p>
<p>Georgia Department of Education Annual School Improvement Plan</p> <p>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+)</p>	<p>Georgia DOE mandate Required for all Bibb County School District Schools</p> <p>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.</p>
<p>Title I ___New Title I Schoolwide Plan ___Annual Addendum ___Targeted Assistance Plan</p>	<p>Required for all Title I Bibb County School District Schools</p> <p>New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</p>
<p>Bibb County School District Plans Special Education Plan Professional Learning Plan</p>	<p>Required for all Bibb County School District Schools</p> <p>The Professional Learning Budget should be placed in the CSIP Appendix and copied to the Department of Professional Learning.</p>

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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

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature
CSIP Facilitator	Tanya G. Allen	
School Administrator	Tanya G. Allen	
School Counselor	Regina English Ed.D.	
Special Education Representative	Candace Black	
Parent/Community Representative	Cecelia Stafford	
Leadership Chair	Tanya G. Allen	
Data Team Representative	Melanique Floyd	
Research Chair	Sonya Thomas, Ed.D. Zanthia Sutton	
Media Specialist	Charlene McAleer	
Professional Learning Liaison	Melanique Floyd Janet Fluellen	
Classroom Teacher	Sheila Hughes	
Writing and Editing Chair	Tanya G. Allen	
Family Engagement Facilitator	Beverly Harris	
Other	Title I School Improvement Specialist Dawn Owens, Ph.D.	

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 that information is transferred from the 2010-2011 Schoolwide 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, AS-400 data, and other test scores as appropriate.

Burdell-Hunt Magnet School is located in historic East-Macon. Burdell-Hunt was established in August of 2003 when M.M. Burdell Elementary School and H. A. Hunt Elementary School were combined due to low student enrollment. Total student enrollment for the 2009-2010 school year was 483. The demographic breakdown is as follows: African-American 95%, Hispanic 1%, White 1%, Other 3%, Students With Disabilities (SWD) 14%, Economically Disadvantaged (ED) 97%. AYP results for students meeting or exceeding the standard during the 2009-2010 school year are:

Mathematics 70.4% of all students, 69% Black, 44.4% SWD, 69.7% ED

Reading/English Language Art 80% of all students, 80.6% Black, 51.9% SWD, 79.1%

As a beacon in the historic Fort Hill Community, Burdell-Hunt provides a rich opportunity for students to experience a traditional and specialized learning opportunities through our magnet program which focuses on the Communicative Arts. These learning opportunities include writing, Spanish, and multi-media.

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*.

In striving for academic excellence, Burdell-Hunt Elementary School is continuously involved in assessing, analyzing, and planning for the purpose of engaging all students in appropriate instruction. Evidence of this on-going endeavor is provided by means of Burdell-Hunt's School Improvement Plan/Needs Assessment. The CSIP Steering Committee met in May 2010 at our school where we developed and reviewed the results from the Needs Assessment survey given to our stakeholders by the Family Engagement Facilitator. These results were compared with the Needs Assessment results given to the teachers. In the meetings between the committee and the stakeholders, we prioritized areas where achievement gaps were noted. The committee prioritized these needs.

Much time was spent gathering and analyzing student data during post-planning and at the beginning of the school year. (See Summary of Data Review at the beginning of the School Improvement Plan). This information was utilized to create the best instructional environment possible for all students.

Parents were surveyed in May 2010 to determine areas they felt were Burdell-Hunt’s strengths and areas they felt needed improvement. Information was reviewed and discussed with the staff and stakeholders.

Periodic assessments and surveys are administered throughout the year in the areas of school improvement, Balanced Literacy, parental involvement, and guidance services. These assessments and surveys provide important information to assist in guiding instruction and professional development.

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

The school uses data to monitor and evaluate student learning and to improve curriculum, instruction and organizational methods. Types of data analyzed and placed in the appendix of this document include: Summative Assessments (CRCT, GKIDS, Writing Assessments, Georgia Alternative Assessment, and ITBS), Discipline Reports(Attendance Data, Infinite Campus Discipline Reports, Teacher Quality Project), Screening Data(DRA, AIMS Web - Universal Screener) and Progress Monitoring(Thinkgate - Benchmark, Success Maker, and Accelerated Reader).

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 available data was disaggregated for all students for which data were available. The groups include: individual students, classes, grade level, school level, SWD, gender, and Economically Disadvantaged. Subgroups for which assessment results are disaggregated include All Students, Economically Disadvantaged, Black, and SWD. The subgroups of all students, economically disadvantaged, and Black are the only subgroups large enough to affect the school’s AYP status.

CRCT 2010 Data

Academic Area	All	Black	SWD	ED
Reading/English Language Arts	80%	80.6%	51.9%	79.1%
Mathematics	70.4%	69.4%	44.4%	69.7%

*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 In Every class Every day at Burdell-Hunt Magnet School</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 The mission of Burdell-Hunt Magnet Elementary School is to integrate the magnet focus of multimedia, Spanish, and writing into the basic curriculum in order to produce responsible citizens who are proficient in communication and problem solving.</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"> ▪ We believe that administrators, teachers, students, parents, and the community have a shared responsibility for education, and each is accountable for the success or failure of our school. ▪ We believe student learning is enhanced when high expectations are consistently applied. ▪ We believe in continued professional growth to provide a quality education. ▪ We believe active parent involvement is key to student success.

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.

Based on the analysis of various data sources, we have identified the following as our strengths:

- The school administration is focused on student learning and establishing practices and procedures that set high expectations for all faculty, staff, and students.
- A master schedule is implemented that includes opportunities for co-teaching for students receiving PEC and EIP services.
- The school's communication network between school and home involves a variety of methods that allow for two-way communication with parents concerning student progress and school activities.
- The school values and supports home/school relationships by using successful methods of communication and by asking all parents to volunteer at the school for at least 5 hours during the school year.
- The school values and relies on the partnerships with a variety of community stakeholders as Partners in Education.
- The principal and school administrators are focused on collaborative learning and providing adequate resources and guidance to support learning communities for both students and teachers.
- Information about instructional programs is communicated to staff members, students, and parents. The vision, beliefs, mission, and goals are evident in the instructional, organizational, and governance decisions made in the school, as well as the behavior of adults and students.
- A safe, productive learning environment is maintained to support the work of students.
- The school maintains a family and learning community atmosphere, which stresses professional learning and individual growth for all stakeholders.
- The school is exploring the Inter-Baccalaureate Primary Years Program.
- The faculty and staff consists of a group of dedicated individuals who work beyond the standard school day to plan effective, engaging instruction for the students enrolled at Burdell-Hunt.
- The school-wide focus is kept on education because all students are required to wear uniforms Monday-Friday every week.
- Students experiencing health and/or emotional issues are seen by the school nurse or counselor. When necessary, the school social worker will get involved.
- The school is committed to maintaining the integrity of the magnet program – writing, multi-media, and Spanish

Additionally, the percentage of 3rd, 4th, and 5th graders who meet or exceed on the CRCT in Reading/English Language Arts and Mathematics continues to rise. In 2009 70.4% students scored at Level 2 or 3 on the CRCT in Mathematics. While 78.3% of the students scored at Level 2 or 3 on the CRCT in Reading/ELA. In 2010 70.4% students scored at Level 2 or 3 on the CRCT in Mathematics. While 80.1% of the students scored at Level 2 or 3 on the CRCT in Reading/ELA. In 2009 58% of 3rd grade students met or exceeded the standard in reading/ELA while in 2010 67% of 3rd grade students in math scored at Level 2 or 3. On the 2009 Reading/ELA CRCT 76% of 3rd grade students scored at Level 2 or 3 and in 2010 85% students scored at Level 2 or 3.

What evidence do you have to support this perception?

The evidence used to support this perception is lesson plans, grade level minutes and agendas, number of students performing in Level II and III on the Georgia CRCT, number of highly qualified teachers based on certification, rigorous instruction by teachers, i.e. projects, students reading 25 books or more per year based on reading logs, journal writing, student discipline record for out of school suspension, less referrals to school counselor, shared information with faculty, staff, parents and community through monthly newsletters, PTA and School Council meetings. In the spring of 2010, Burdell-Hunt Magnet entered a partnership with the Georgia Department of Human Resources Department of Family and Children Services. Through this partnership, an After School Program was created.

Describe the school's opportunities for improvement.

Burdell-Hunt has many opportunities for improvement based on below average standardized test scores in science (2010 CRCT 52% scored at Level 2 or 3) and social studies (2010 CRCT 35% scored at Level 2 or 3), low standardized test scores in 4th grade math, low standardized test scores in 5th grade writing, and a low percentage of SWD scoring at Level 2 or 3. More consistency is needed in providing opportunities for the transfer of academic knowledge to real life experiences and more consistent use of critical thinking activities/lessons in all classrooms. Another opportunity for improvement is to increase parent participation at Title I Parent Workshops and events. In order to increase parental involvement at important school events, the school will continue to send home flyers and monthly newsletters and using Connect Ed Community Outreach messaging system. Burdell-Hunt will enhance home/school communication by using reminder signs in the school's front yard. Student tardiness continues to be an opportunity for improvement. The goal is to decrease the student tardy rate. The administrative team will set the tone by posting reminders about school start times at the tardy sign-in sheet. More consistent and advanced use of technology is needed in the classroom. Students should have the opportunity to participate in more extracurricular activities.

What evidence do you have to support this perception?

- Standardized test data, school report card, AYP report
- Student, staff, parent, and community member survey data
- District academic, Partners in Education, and parent support awards
- Tutorial, extra activities, and parent event attendance logs
- Lesson plans
- School needs assessment
- CRCT/AYP reports
- student grades/progress monitoring
- SWD evaluations

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

Burdell-Hunt has a very competent and caring staff. Decisions from this group are made through the Administrative Team, Better Seeking Team, grade level meetings, and faculty meetings. The principal maintains an open-door policy for all stakeholders. Teacher surveys are given annually and frequent process checks are conducted to poll the staff's views on various school related topics. Parents are surveyed yearly. Staff members are heard individually or through their grade level/department representative. Teachers have opportunities for classroom material selection input. All decisions are student-focused and based on achieving academic excellence for all learners. The PTA actively fundraises to pay for student-centered activities and the school's Partners in Education (Jones Brother's, New Pleasant Grave, Epsilon Omega Omega Chapter of Alpha Kappa Alpha Sorority, Inc., The Junior League of Macon, etc.) donate money each for the students. Overall, the parents of the students are supportive of the total school program.

The members of the Better Seeking Team meet in order to address concerns in their respective areas and request input. Budgets and building environmental conditions are also discussed. Upon conclusion of the items discussed, the representatives disseminate pertinent information to their colleagues and request input for school-wide decisions.

Grade level chairpersons are responsible for facilitating and supervising grade level meetings. The meetings are conducted to discuss grade level standards, methods of teaching, assessment, student progress, and instructional outcomes.

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

As highly dedicated and student-focused educators, there are many opportunities for the staff leadership team to make collaborative decisions regarding staffing, scheduling, instructional matters and professional learning. Candidates for employment are selected from the district's Human Resources database. The principal screens the top applicants and an interview team interviews the most highly qualified persons. The Burdell-Hunt culture and climate team also participates in the RESA job fair.

The administrative team makes instructional decisions based on diagnostic data. The administrative team makes instructional, staffing, and scheduling based on diagnostic data. Teacher grade level and subject area assignments were made based on strengths as evidenced by the data collected with regard to highly-qualified status. The master schedule was modified to reflect ninety minutes of instruction in reading and mathematics and thirty to forty-five minutes of both science and social studies daily. The school demographics and informal and formal testing data guide the staff, master schedule instructional initiative, and professional learning opportunities. All pertinent school data is analyzed and reviewed with all stakeholders to make sound instructional decisions. Professional development varies based on teacher needs assessments and instructional initiatives. Teachers may also request to attend off-site workshops or conferences.

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 have school liaisons who communicate frequently with the local schools. We have monthly Superintendent Forums, Principals' Meetings, and Cluster Meetings to discuss any pressing needs or concerns. A Central office administrator is assigned to each zone. Requests are made at the local school level and district level officials field these requests and act accordingly. The response from the district office is usually quick and thorough. Follow-up phone calls or e-mails from the district office are often needed if more details are required. Nutrition and health needs are handled through the finance area of the district office and through the nursing department, respectively. The cafeteria manager carries out district office mandated menus and recipes. Food prices are set by the district office also. Schools share a licensed LPN or RN for assistance with students' medical needs.

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.

Burdell-Hunt employs methods designed to ensure a school culture that is pervasively academic and full of high expectations for teaching and learning. These methods include student-centered scheduling, highly qualified teaching assignments where teachers and paraprofessionals work in their area of certification, regular observations, professional learning opportunities which include book studies and peer observations, data notebooks, and extracurricular activities for the students -- clubs and positive behavior activities and staff -- monthly culture and climate activities. The master schedule is designed to meet state and local requirements and the needs of the learners. Content segment blocks can be increased or decreased based on the data. In order to meet the fast pace of the master schedule, all teachers in the school are highly qualified and teaching in their certified area. In order to monitor instruction in the classrooms, lesson plans are checked weekly, and classrooms are visited daily by a member of the Administrative Team. Lesson plans are compared to school system pacing charts and current classroom data to ensure that system wide and classroom learning requirements are being met. Observations of teachers include focus walks (informal) and formal observations. With the changes in the curriculum for the state, Burdell-Hunt's teachers engage in various workshops and collaborative planning. These workshops are outlined in the school's professional learning plan and the professional learning decisions are based on test results, staff observations and teacher input. Funds in the plan can be used for classes or materials. In order to meet the needs of every learner and to ensure an academic culture, teachers are required to keep Data Notebooks with leveled plans and assessment data on each child. Data Notebooks are regularly updated as the children enhance their learning skills and all notebooks are checked by the principal. Stakeholders are exposed to school events after the typical school day has ended. These activities, like dance, science activities, and art, are designed to strengthen the "whole" child by encouraging children to expand their minds and exercise their bodies. The structure and skills taught after school usually enhance the child's progress at school. All of the methods listed above promote a rigorous and academic focus before and after school hours.

The activities that take place to support the culture are:

- Common planning time for 45 minutes daily, including special area teachers where teachers design task, assessments, and discuss student achievement data
- Empowering teachers as leaders with the establishment of the BST, School Improvement Committees for increased student achievement, and Georgia Performance Standards experts
- Staff participation in peer observations, attendance at outside conferences/workshops, and in-house collaboration time
- Promotes school spirit and staff morale through spirit wear and recognition of staff celebrations. They also organize staff social functions to promote unity

- Incentives for staff perfect attendance and random drawings at events recognize teachers for their dedication.
- Participation in customer service training and annual updates by all staff members.
- Weeklong appreciation activities for teachers in May (luncheon, daily give-a-ways, spa treatment)
- Field trips are monitored for curriculum alignment and relevance. All trips are approved by the Area Superintendent and must include time for follow-up after the trip
- Junior Achievement Week – volunteers from GEICO teach economic awareness for one hour daily.
- PTO

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

The School Positive Behavior Committee for School Improvement is primarily responsible for developing, revision, and implementing the school-wide discipline plan. The committee meets once a month and submits a plan for celebrations, concerns, issues or revisions to the principal. The principal then present the matters to the Better Seeking Team.

The school-wide discipline program is aimed at creating an orderly and safe atmosphere which is conducive to learning. Teachers and administrators are committed to reinforcing good behavior, redirecting undesirable behavior, and encouraging students to make positive choices and treat others with respect.

During the first week of school, every student receives the Bibb BOE Code of Conduct and signs a Acknowledgment of Receipt of the Code of Conduct. Teachers review the information contained in the COC, discuss specific violations, major offenses, and consequences. Students are then tested on its contents with 80% accuracy during the first month of school. The School Counselor is notified when new students enroll and then they are tested on the COC.

The rules and consequences of the classroom and school are taught, modeled, and practiced by students during the first weeks of the school year. Expectations of behaviors are clearly communicated to students and parents during information sessions, PTO meetings, School Webpage, and the School's Newsletters. All stakeholders are involved in the total implementation of the school-wide discipline plan: students, teacher, parent, administrators and the student support services personnel. Classroom and school wide observations are conducted to ensure adherence to appropriate school behavior. On-going documentation of student actions/consequences is kept to ensure fairness, consistency, and equality. Appropriate Student Support Services personnel analyze and develop interventions if students are receiving services from their department. All processes work together to maintain a safe and orderly environment conducive to learning. This team approach is utilized in order to insure that all students attain their maximum academic, social and emotional potential. Collectively creating an environment in which the learning needs of individual students are met is achieved.

Developing a positive school climate involves the use of reasonable rules and realistic consequences. Burdell-Hunt's School-Wide Discipline Plan is established on the belief that every student plays an important role in his/her educational program, and that appropriate behavior is a significant part of a beneficial educational setting. The School-Wide plan will be used throughout the school and will be enforced by the entire staff.

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

Our student population ranges from 5 years old to 11 years of age. Therefore, there is always a need for a variety of social and emotional programs to assist in making certain the students are progressing developmentally. There are clubs in place that assist with social and emotional growth. The guidance program has a variety of activities that aid in preparing our students to meet various challenges. A guidance counselor is on staff to conduct small group counseling, classroom guidance, and handle instructional counseling. Assemblies and class discussions are utilized to teach children how to respond and react to various situations. Referrals can be self-referrals, teacher referrals, or parental referrals.

Teachers most effectively address the social and emotional growth of students on a one-to-one, as needed basis.

Teachers select monthly a student for the Character Wall of Fame from the Character Education Schedule Word of the Month /Week.

Burdell-Hunt invites students who qualify to join Jr. Beta, Safety Patrols, Junior Fire Marshall, Student Council and other leadership groups. These groups instill a spirit of volunteerism (community service) and compassion in our children while promoting high academic standards. The school's staff also receives support and lessons for enhancing pupil's emotional growth. These staff activities include Ruby Payne for cultural diversity, HealthMPowers wellness workshops, and the use of the Guides to the Eleven Principles of Effective Character Education through the Character Education Partnership in every classroom.

*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 collected at the school is used to inform and revise daily instruction. Local school benchmarks, informal assessments and verbal responses (class work) are just a few of the collection methods that teachers use to gain much needed data on each child. Teachers use these results to lesson plan, provide differentiated instruction, establish small groups and design individualized homework. Data is also

used to determine student's technology needs in the computer lab, select academic support services (EIP), and create leveled instructional plans for every child.

Assessment results are analyzed in order to provide students with the most effective instruction in the areas of reading, language arts, and math. Students are organized into flexible skills groups in order to provide the best instructional environment possible.

Weekly grade level meetings provide the means for on-going discussion among teachers and administrators to ensure that appropriate and effective instruction is being implemented.

Vertical teaming and coordination has been implemented by means of the school district at Burdell-Hunt Elementary School. Teachers from all grade levels and subject areas are represented on this team in order to provide consistency and focus from one grade to the next and from one school to the next.

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

Teachers collaborate for 45 minutes daily to analyze student data and plan for instruction. Nine week literacy plans are created with the guidance of an Instructional Coach to plan for instruction. Nine week math plans are also in place to guide math instruction. Teachers have the flexibility to adjust the lessons based on the individual student needs based on data. Two times annually, teachers are allotted a four hour session to review student data to plan for instruction, interventions, etc. Special area teachers are included in these meetings in order to collaborate for the students in supplemental classes. We evaluate assessments for validity by looking at class work assignments, tests, and quizzes, comparing them to the Georgia Performance Standards.

Teacher involvement in assessment includes:

1. Periodic DRA testing
2. Math benchmarks (grades 1-5)
3. Common Writing Assessments (grades 3-5)
4. Running Records for Guided Reading Instruction (all grades)
5. Pre and post testing instruments in math instruction (all grades)
6. ITBS (grade 4)
7. CRCT (grades 1-5)
8. State Writing Assessment (grades 3 and 5)
9. GKIDS (kindergarten)

Stakeholder Communication (ESEA Mandate)

1. Provide Student Assessment Results and Interpretation to Parents

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

Stakeholders	What is reported	How is it reported	When is it reported	Who is responsible
Staff	All assessment data, Best Practice information, Leadership decisions	liaison meetings faculty meetings, grade level meetings, reflector, weekly bulletin, newsletter test talks	Weekly, monthly, daily throughout school year	Leadership team, administration, all staff, district coordinator
Parents	Standards & benchmarks, assessment results, school activities, student programs, District policies	Student handbook, school report card, newsletter (weekly), parent conferences, teacher notes/conversations, school website	Weekly newsletter, assessment data sent home when received, school report card (October) Website updated weekly	School Administration, Director of school operations, community Resource coordinator
Media	School Reports, CRCT Data, Demographics	State Dept. of Ed publishes results of tests and school report cards, radio & TV stations, school website	November of each year, bimonthly meetings	Coordinator of community relations, Director of Assessment, Director of School improvement
Students	Assessment data, standards & benchmarks, district policy,	Teachers, newsletters, report card	Daily, weekly, monthly	Administration, teachers

	progress, school activities			
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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 disaggregated data is reported to the public in accordance with state guidelines. The State Report Card and local system reports are disseminated to the media at the state and system levels. The following is a breakdown of how data is reported to the public.

Stakeholders	What is reported	How is it reported	When is it reported	Who is responsible
Staff	All assessment data, Best Practice information, Leadership decisions	Liaison meetings, faculty meetings, grade level meetings, reflector, weekly bulletin, website, newsletter	Weekly, monthly, daily throughout school year	Leadership team, administration, all staff, district coordinator
Parents, stakeholders	Standards & benchmarks, assessment results, school activities, student programs, District policies	Student handbook, school report card, newsletter (weekly), parent conferences, website, teacher notes/conversations	Weekly newsletter, assessment data sent home when received, school report card (October)	School Administration, Director of school operations, community Resource coordinator
Media	School Reports, CRCT Data, Demographics	State Dept. of Ed publishes results of tests and school report card, radio & TV stations, website	November of each year, bimonthly meetings	Coordinator of community relations, Director of Assessment, Director of School

				improvement
Students	Assessment data, standards & benchmarks, district policy, progress, school activities	Teachers, newsletters, report card, website	Daily, weekly, monthly	Administration, teachers

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. *

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

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

Instruction by Highly Qualified Teachers (ESEA Mandate)

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

The Human Resources Department notifies all teachers that are not highly qualified each year and outlines the requirements that they must meet. Human Resources uses state certification websites and system data to determine if a teacher is highly qualified and teaching in his/her assigned area. When a teacher does not meet state and local school standards, school system officials notify the principal and the teacher via e-mail, letters and telephone calls. In most cases, the school and the school system can work with the teacher to complete his/her missing requirements (fingerprints, valid certificate, professional learning classes, etc.). All Burdell-Hunt teachers are highly qualified in accordance with the requirements of the GA Professional Standards Commission

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

In an effort to attract and retain highly qualified teachers, Burdell-Hunt Elementary School:

1. Participates in the system level recruitment opportunities provided by the Department of Human Resources
2. Provides interviews and tours of the school as requested by prospective teachers
3. Utilizes the Teach Georgia resource provided by the State Department of Education
4. Provides an on-going New Teacher Induction Program for all new teachers
5. Sets aside a specific time each week for members of each grade level to meet as a group for planning purposes
6. Sets aside specific days for New Teacher Orientation prior to the beginning of the school year
7. Provides on-going staff development in areas of need
8. Provides assistance from the administrative team, Title I Performance Learning Coach, and grade level chairs at every grade level
9. Provides teacher leadership opportunities in the area of grade level chair, committee chairs, mentor teachers

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.

Instruction is monitored by the administration through daily classroom visitations, formal and informal feedback, monthly Focus Walks, weekly review of lesson plans, and conducting and/or attending grade level and vertical team meetings. We have several teacher leaders and Teacher Support Specialist who mentor and monitor the teachers. Lastly, we are fortunate to have a Title I literacy

coach and Performance Learning Coach at our school who work directly with teachers in professional learning opportunities and to assist teachers with the implementation of the Georgia Performance Standards. Lesson plans utilize the backwards design model. Teachers plan together among their grade levels and with special area teachers.

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

Administrators conduct daily observations to monitor instruction. All teachers submit weekly lesson plans to the Performance Learning Coach. The leadership team conducts monthly focused walks. Instruction is through weekly grade level meetings, administrative classroom visits with feedback, administrative Focus Walks, staff peer observations and peer “teach and learn” sessions, collaborative lesson planning by grade level, data sessions regularly to evaluate specific student progress, and Response to Intervention meetings.

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.

The Student Support Team adheres to the new Response to Intervention state protocol. Students receive various and more intense support based on the “Tier” of need. All teachers receive an in-service of RTI.

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

Tier II plans are developed for students by groups of stakeholders (teacher, parent, administrator, counselor, etc.). Plans are implemented using a variety of the resources available at the school such as tutorial sessions and EIP, differentiated instruction and flexible grouping, mentoring, and small group tutorial settings in reading and mathematics. Frequent assessments are given based on the plan. In addition, students are provided technology support through independent computer programs Success Maker, Mega Math, and Orchard. Teachers also meet with administration several times per year to discuss progress of individual students.

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.

Students who have met expectations are identified through the various test results (CRCT Level 3, ITBS, system assessments), teacher informal data review and teacher observation. Their needs are addressed through the differentiated instruction provided daily in classrooms in all subject areas as well as through various programs such as the gifted program and computer programs.

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?

Gifted, talented and high achieving students are afforded the following opportunities for continued growth: REACH (gifted) classes, project- based learning and numerous enrichment opportunities. Also, we will establish the Junior BETA Club for fifth graders. Independent projects, academic competitions – math team, quiz bowl, Reader’s Cup, science and multi-media projects.

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.

Students are identified and monitored through the review of individual student work that follow the students to each grade level. They are identified in the beginning of the year during the first data session. Teachers review the student data including CRCT scores, Response to Intervention strategies, DRA scores, previous year’s reading and math benchmarks, and previous teacher recommendations. Students with additional needs are identified through disaggregation of standardize data, progress monitoring, mini-assessments, DRAs, Success Maker lab reports, grades, PEC evaluations, and parents as well as the students themselves.

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

- Parent Conferences (on-going)
- Staff Meetings (monthly)
- Better Seeking Team Meetings (monthly)
- Professional Learning Communities/Grade Level Planning (weekly)
- Instructional and Performance Coach Meetings (weekly)
- Early Intervention Program (on-going)
- student work (on-going)
- tutorial (on-going)
- Instructional Focus (on-going)

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

Book studies, including collaboration of implementation strategies, are conducted annually. The books relate to reading instruction for English Language Learners and Differentiated Instruction. Teachers participate in performance standard training, workshops or conferences by request for special skills (example: autism, math skills, etc.) In addition, teachers are encouraged to observe other classrooms in the school and cluster. Teachers in each grade from the five cluster elementary schools collaborate two times annually. Weekly data analysis sessions are facilitated by an administrator, an instructional coach, or the grade chair.

Learning Need	Person Responsible	Timeline
Progress Monitoring through AIMSWEB	PLC	September
Benchmark through Think Gate	PLC	October
RTI	RTI Coordinator	On-going
Running Records/DRA	IC	On-going
Co-Teaching	PEC Co-Chairs	On-going
Common Scoring and Assessments	PLC	On-going

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

After School Program

After School Summer Camp

Motivating Youth

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.

In order to improve our efforts in meeting the needs of the preschool students who have been attending Bibb County's PreK program at the Carver Headstart, specific time has been established for the PreK instructors and kindergarten teachers to meet. During this time, teachers discuss student progress and needs.

The Kindergarten Coordinator meets regularly with the elementary principals to ensure that there is an open and on-going dialogue that will ensure academic success.

All incoming students are evaluated at the beginning of the school year to allow for as smooth transition as possible. Conferences are held routinely to keep parents abreast of their child's progress.

Preschool students and staff visit the school in the spring to familiarize themselves with the school setting.

School visits/tours are always available.

Fifth grade students are also provided the opportunity to visit Appling Middle School in the spring of the year to tour the school and receive information on academic and behavioral expectations, learn about clubs and organizations, and meet with the administrators and 6th grade staff.

Appling Middle School assists by providing evening orientation for parents and students to further explore what the school has to offer. The counselors and teachers at both schools collaborate in planning to ensure a smooth transition for students.

English Language Learners are provided support through the ESOL program. An interpreter is on site twice a week to support communication between the school and parents.

A Hospital Homebound Teacher is designated to provide support services who are unable to attend school due to health related problems.

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 available to provide individual counseling, group counseling and classroom guidance. The school counselor is available for individual counseling on a daily basis to address emotional, social and/or academic issues. The counselor can be accessed by student self referral, parent referral and/or faculty referral. Classroom guidance for social skills is provided to every student on a monthly interval. Mentoring is available and provided by the local Big Brothers/Big Sisters. Available mentors are linked to students via referral by the counselor and signed permission from the parent.

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.

Burdell Hunt's support staff works collaboratively to coordinate services to enhance individual student achievement and to support the overall well-being of each and every student in the school, in their home and in the community. Specifically, Burdell's School Guidance and Counseling department address each student's academic, personal/social, and career development needs by providing individual counseling, group counseling, classroom guidance, character education, Response to Intervention coordination/consultation, parent conferencing, community resource referrals, hospital homebound coordination, academic planning, testing strategies, test interpretation, attendance monitoring/intervention, social work referrals and assistance with academic/social transitions. During team collaborations and consultations, Psychological Services and Intervention Specialist address psychological, behavioral, and student intervention needs via IDEA, Response to Intervention (RTI) and Section 504. Upon referral, the School Social Worker provides support by linking students and their families with resources that support the home and/or school environment. As needed, the School Nurse provides direct medical services to students and connects students and their families to medical resources in the community. In addition, the Family Engagement Coordinator works with the counselor to monitor daily attendance, encourage family advocacy and promote meaningful school-parent communication.

Strategies to Increase Parental Involvement (ESEAMandate)

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

The Bibb County Public School System employs a Family Engagement Facilitator who specifically serves Burdell-Hunt Elementary School. Her duties and responsibilities include:

- Assisting school personnel in identifying ways to meet the educational needs of the students
- Planning, initiating, and overseeing activities that will help increase parental involvement
- Organizing a school wide parent/grandparent volunteer program
- Working closely with the Title I Lead Teacher and Reading Coach in establishing and hosting Family Math and Literacy Nights
- Working with school personnel to make the student's first exposure to the school a positive, non-threatening experience
- Participate in planning and implementing in-service programs involving school staff members, assisting them in recognizing and understanding the collective and individual needs of the students, and in developing programs and services necessary to accommodate those needs
- Working with students and parents to encourage regular attendance
- Informing parents of attendance concerns
- Encouraging parents to visit the school and participate in school-sponsored activities
- Assisting district administrators in planning and implementing parent advisory committee activities
- Participating in identifying available agencies, service organizations, businesses and industries in the community that can provide supportive services that will assist the school in meeting the needs of the students
- Working with the Title I Lead Teacher is assisting parents in the utilization of the resources provided through the Parent Resource Center
- Participating in professional organizations, workshops and staff development activities
- Planning and facilitates parent workshops based on needs assessments such as help with homework and writing
- Serving as a liaison between the school, parents, and community agencies
- Referring students and/or families to community agencies as needed
- Initiating parent contacts home visits
- Explaining and answers questions regarding Federal Programs and parents' right to know
- Explaining reports and/or directs parent to appropriate staff

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

Parents are routinely invited to PTO meetings and school council meetings to participate in discussions and decision-making. Parent and school council meetings are focused on the school needs and priorities.

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

Parents and community members are invited to participate on the CSIP committee. Parents are invited to read and give feedback on the CSIP. Parents participate in a survey in which results are used to help determine strengths and weaknesses of the school.

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

At the beginning of the school year, each Title I school must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Specific responsibilities and expectations are stated, and all parties are required to sign the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

A Parent Involvement Plan is designed to meet the needs of the school constituents. The Family Engagement Facilitator coordinates this process and works to develop a plan based on the surveys and input from the parents through PTO. The plan is designed to increase opportunities for parents to be actively involved in the academic success of their child or children. The plan provides for open communication between the stakeholders, namely the parents and the school faculty and staff.

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

All federal, state, and local funding and resources are coordinated to maximize the benefits for all students. Title I funds are used to provide supplemental materials and support. In addition to the coordinating efforts listed throughout our school's improvement plan; the following programs are utilized at Burdell-Hunt Elementary School:

- Free and/or Reduced Lunch to qualifying families

- Free and/or Reduced Breakfast to qualifying families
- School Nurse
- K-3 Reading funds
- Fire & Safety Instruction by the local Fire Department
- Junior Achievement sponsored by GEICO
- Relay for Life
- Red Ribbon Week and Drug Free Schools programs
- D.A.R.E.
- 4-H
- Special Education Programs
- Response to Intervention Team
- School Social Worker
- School Truancy Officer
- State/RESA Trainings

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			Title I funds will provide supplemental support for targeted needs. It will also provide additional teacher materials, professional development, and technology resources.
State Funds			State Per Pupil and FTE Funds will be used for expenditures as outlined by policy. Expenditures will directly support student learning for general, special education, Early Intervention and gifted services.
School Improvement Grant (Needs Improvement Title I Schools Only)			
SIG (other than Title I)			
Local Professional Learning Funds			Professional learning funds will be used to purchase books for the staff book club, pay for conference registration fees, and teacher release time for substitutes.
Grants (list)			

PTSA/PTA/ PTO			PTO money will be used to support the academic enrichment of students. Programs such as Writing, Multi-Media, Media Festival, classroom special projects, and technology will be priority areas. Funds will be used to purchase items for recognition days (i.e. honors, attendance, behavior, teacher).
Partners in Education			Donations will be used to support the academic, physical, academic, and social enrichment of students. Funds will be used to purchase items for recognition days (i.e. honors, attendance, behavior, teacher).
Other (list) GADHR/DFACS			Funds will be used for instructional resources and tutors for the After School Program.

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

Reading/English/Language Arts Action Plan (ESEA Mandate)					
<p>Annual Measurable Objective: Increase the number of students meeting and exceeding standards in Reading, English/Language Arts from 77.2% to 82.5%. Increase the number of Black students meeting and exceeding standards in Reading, English/Language Arts from 77.5% to 82.5%. Increase the number of Economically Disadvantaged students meeting and exceeding standards in Reading, English/Language Arts from 76.2% to 82.5%. Increase student proficiency in oral and written communication in grades kindergarten through five.</p>					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Progress Monitoring	Evidence of Mastery
100% implementation of BL: Continue guided reading practice with leveled texts; give students opportunities to increase fluency and apply reading strategies during SSR	BL follow-up training	State Funding	8/10 - 5/11 Administrators Performance Learning Coach Instructional Coach, Classroom Teachers EIP Teachers	Lesson plans, classroom visitations, meeting agendas, Focused Walks	CRCT, AIMS Web (Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SME, Unit Test, Writing

					Folders
Provide EIP services in reading for grades 1, 3, & 5 for students who are not meeting standards (Reading Intervention Kits)	Provide ongoing staff development in the content area of reading.	State Funding	8/10 - 5/11 Administrators Performance Learning Coach Instructional Coach, Classroom Teachers EIP Teachers	Lesson plans, classroom visitations, meeting agendas, Focused Walks	CRCT, AIMS Web (Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, Writing Folders
Utilize a uniformed phonics program in grades K-2	Provide ongoing staff development in the content area of reading.	Title I Funding \$7,000.00	8/10 - 5/11 Administrators Performance Learning Coach Instructional Coach, Classroom Teachers EIP Teachers	Lesson plans, classroom visitations, meeting agendas, Focused Walks	CRCT, AIMS Web (Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, Writing Folders
Emphasize instruction in Vocabulary (<i>Marzano</i> basic and academic), Reading for Literary Comprehension/Information	Provide ongoing staff development in the content area of reading.	State Funding and Title I	8/10 - 5/11 Administrators Performance Learning Coach Instructional Coach, Classroom Teachers EIP Teachers	Lesson plans, classroom visitations, meeting agendas, Focused Walks, and results from various assessments	CRCT, AIMS Web (Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, Writing Folders

Increase number of teachers with Reading Endorsement.	Training	Title II funding	8/10 - 5/11 Administrators Performance Learning Coach Instructional Coach, Classroom Teachers	Increase in staff with Reading Endorsement, Individual Learning Plan	CRCT, AIMS Web (Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, Writing Folders
Implement professional development in differentiation strategies to increase student achievement.	Provide ongoing staff development in the content area of reading.	DI Team Member	8/10 - 5/11 Administrators Performance Learning Coach Instructional Coach, Classroom Teachers EIP Teachers	Focused walks, Lesson Plans, Collaborative meeting minutes	CRCT, AIMS Web (Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, Writing Folders
Reading Tutorial during the school day for students who are reading below the 25 th percentile as identified on the Fall Universal Screener in a flexible small group setting.	Reading Tutor	Title I, \$	8/10 - 5/11 Administrators	Progress monitoring	CRCT, AIMS Web (Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, Writing Folders
Provide professional learning opportunities and	Thinking		Principal,	Increase in	CRCT, AIMS Web

<p>assist with implementation of the Process of Writing in grades K-5. Maintain a consistent writing schedule for grades K-5. Maintain and monitor writing folders Provide and/or support writing workshops modeled after Lucy Calkins Writer's Workshop Continue with the implementation of Thinking Maps and Write From The Beginning program.</p>	<p>Maps and WFTB training/ follow-up training</p>	<p>Title I \$12,000.00</p>	<p>Writing Teacher, IC, PLC Writing Review Team, PLC, Writing Teacher, IC Administrators, IC, Writing Teacher, PLC</p>	<p>students meeting and exceeding the standard on the Georgia Writing Assessment, ILP Writing Portfolio (Maintenance of Writing Folder), Classroom Observation, Evaluation of writing folders</p>	<p>(Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, Writing Folders</p>
<p>Technology Integration: SMe and 21st Century Carts Use the computer lab, classroom computers, projectors, child-centered software, cameras, 21st Century Carts to deliver a standards-based instructional program. Software includes AR and Promethean.</p>		<p>Title I \$30,000</p>			<p>CRCT, AIMS Web (Universal Screener), Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, Writing Folders</p>

<p>Annual Measurable Objective: Increase number of all students meeting and exceeding standards in Mathematics from 68.3% to 76%. Increase number of Black students meeting and exceeding standards in Mathematics from 67% to 76%. Increase number of Economically Disadvantaged students meeting and exceeding standards in Mathematics from 67.5% to 76%.</p>					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Math tutorial during the school day for students who scored Level 1 on CRCT and below the 25 th % tile on M-CAP	Math Intervention Teacher	Title I \$35,000	Aug 2010 – May 2011 Principal, Assistant Principal, PLC	Progress monitoring, Math journals	CRCT scores, Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test,
Score on-going samples of student work using a common K-5 rubric (Exemplars) to determine evidence of students meeting the mathematics standards. Incorporate weekly Exemplar task. Provide hands-on, problem based learning activities that engage students in meta-cognitive strategies that develop problem-solving capacities. Incorporate math problem of the day	Exemplar Follow-up Training Sessions, collaborative time, peer observations	Title I release time	Aug 2010 – May 2011 PLC, Principal Math Design Team	Rubrics, Assessment Data, student work posted, results from common assessments, Math journals, lesson plan, observation Meeting minutes from grade level meetings, vertical planning and weekly meetings with the PLC	CRCT scores, Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test,

<p>Support the implementation of GPS in mathematics by: Create/Link a website to support knowledge of standards in mathematics; Conduct ongoing review and use of teacher mini-assessment results in the 8-step process; Post key words in the classroom that define and illustrate the content vocabulary that are found in the state frameworks for each grade level; Math Design Team will meet monthly and will share best practices during professional learning meetings</p>	<p>Standards Based Classroom</p>		<p>Aug 2010 – May 2011 Tech Specialist Math Design Team PLC, Principal, Assistant Principal, Math Coach</p>	<p>Working links to county developed website Instructional Focus Lesson, Mini-assessments, Enrichment and Remediation math journals</p>	<p>CRCT scores, Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test, math bowl, math carnivals, Family Math Night, and “I Love Math Days to improve fluency, increase understanding of standards-based math and connect to real life.</p>
<p>Compile and monitor data from formal/informal assessments to plan and implement tutorial intervention for grades K-5 which uses differentiated instructional tools. Morning tutorial for targeted students. Analyze standardized test data (CRCT).</p>	<p>Data Analysis</p>		<p>PLC, Principal, Administrators Math Coach, Math Design Team, Teacher volunteers</p>	<p>Analysis of student work, Math Blitz, CRCT Data, Standardized Test Data, Report Cards, Success Maker Lab results, Tutorials and enrichment</p>	<p>CRCT scores, Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test,</p>

<p>Technology Integration: Use technology to provide real world application to enhance students’ research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. Students may create presentations, websites, journals and other computer based activities. Star Math to assess math proficiency level</p>	21 st Century Carts, Software Training				CRCT scores, Thinkgate (Benchmark), Report Cards, Progress Reports, SMe, Unit Test,
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Science Action Plan (NCLB Mandate)					
Annual Measurable Objective: Increase overall science scores for levels 2 and 3 on the CRCT from 52.2% to 57.2%					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Progress Monitoring	Evidence of Impact
Continue use of AIMS materials and science labs Gain knowledge of critical experiences in science through hands-on experimentation. Linking the Language	AIMS training			Student work Lesson Plans Classroom Observations Improves Grades in science Focus Walks	Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test
Connecting science to other subjects, children’s literature (including big/lap books) and differentiated instruction. Provide training for the implementation of lab experiments based on the GPS in grades 3 - 5	Science GPS content and techniques		Classroom teachers, Principal, Asst Principal, PLC, Media Specialist	Student Work Lesson plans, Projects, Walk-throughs Increased number of books related	Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit

				to science Focus Walks	Test
Support increased participation in science competitions by providing equal access to science in grades K - 5. Implement a Science Fair – (require Science Fair Projects for each class grades K – 3, students teams in grade 4 and students in grade 5), Science Fluency Days school wide which will increase students’ knowledge of concepts taught and motivate students o appreciate science, Family Science Night	Science Fair Requirements Science Fair Workshops Training for students/ parents and teachers	Title I \$200 for project boards and supplies	Classroom teachers, Principal, Asst Principal, PLC	Percentage of Participants in Science Fairs and competitions Focus Walks	Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test
Implement a Science Club Field Trips and Assemblies designed to encourage student interest in science.	Family science Night Science Olympiad Project Wet & Project Wow Discovery Learning	Title I \$5,000	Classroom Teachers Assistant Principal PLC Science Club Chair	Field Trips related to science	Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test
Implement Best Practices during instruction based on Marzano’s research on standards based instruction Implement Thinking Maps Emphasize instruction in Content Vocabulary (Marzano’s basic and academic vocabulary) Increase effectiveness of teacher questioning by: <u>Higher order level questioning</u> Providing an introduction and overview Using graphic organizers Providing wait time Assessing prior knowledge Using differentiated instruction	Provide ongoing professional learning in science <u>Classrooms That Work</u> Thinking Maps Provide opportunities for participation	Title I	August 2010 – May 2011 Principals Assistant Principal PLC Classroom Teachers	SB Instruction, data notebooks, pre/post assessments, unit quizzes/test, Focus Walks, Journals	Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test

	in various conferences and workshops related to science				
<p>Technology Integration: 21st Century Carts Use the computer lab, classroom computers, projectors, child-centered software, cameras, closed circuit TV (to be installed) and Activ Boards installed in every classroom to deliver a science standards-based instructional program to every child. Software will include AR and Promethean. Study Island</p>					

Social Studies Action Plan					
Annual Measurable Objective: Increase overall social studies scores for levels 2 and 3 on the CRCT from 49% to 54%					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Collaborative Planning for units of instruction Team Teaching and model lessons Design and incorporate common assessment tasks for all Social Studies classes which align with the curriculum maps Implement professional development in differentiation strategies to increase student achievement	GPS Higher Order Thinking Social Studies Workshop	Staff Development Title I	August 2010 – May 2011 Principals Assistant Principal PLC Classroom Teachers	Lesson plans, student work samples, walk-through observations	Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test

<p>Implement Best Practices during instruction based on Marzano’s research on standards based instruction Implement Thinking Maps Emphasize instruction in Content Vocabulary (Marzano’s basic and academic vocabulary) Increase effectiveness of teacher questioning by: Pace of questioning throughout lesson Use higher level questioning (Bloom’s Taxonomy) Providing an introduction and overview Using graphic organizers Providing wait time Use multiple modes (visuals, organizers, verbal cues, differentiated instruction, writing, movement, etc.)</p>	<p>Provide ongoing professional learning in science <u>Classrooms That Work</u> Thinking Maps Provide opportunities for participation in various conferences and workshops related to social studies</p>	<p>Title I</p>	<p>August 2010 – May 2011 Principals Assistant Principal PLC Classroom Teachers</p>	<p>SB Instruction, data notebooks, pre/post assessments, unit quizzes/test, Focus Walks, Journals Concept walls, Open ended questions</p>	<p>Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test</p>
<p>Implement a social studies fair for grades 3 – 5, allow field trips to museums and have SS Bowls for the upper grades designed to increase students’ knowledge of concepts taught and motivate students to appreciate social studies; Implement a Living History Museum Projects – virtual field trips Support increased participation in social studies competitions.</p>	<p>SS Fair Requirements</p>	<p>Title I \$500</p>	<p>Classroom Teachers PLC Assistant Principal</p>	<p>Student Work Lesson Plans Classroom Observations Participation in Soc St competitions (i.e. Geography Bee, National History Day, Social Science Projects</p>	<p>Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test</p>
<p>Recommend books related to Social Studies to be added to classroom libraries and the media center. Use of supplementary materials (i.e. classroom</p>			<p>Media Specialist, IC, PLC, Grade level chairs</p>	<p>Increase number of books related to social</p>	<p>Increased test scores on CRCT scores,</p>

libraries, video libraries, maps) We are looking at integrating science content in the LA block through the use of related big books and classroom libraries				studies and increase circulation of these books, Reading Logs	Report Cards, Progress Reports, Study Island, Unit Test
Standards related field trips To provide students an opportunity to participate in meaningful field trips that will increase their knowledge of American History.	Field trip manual/checklist	Admission fees and transportation	PLC Grade level Chair	Lesson Plans Written Assignments Individual and /or Team Projects	Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test
Implement Going Green (recycling) activities school-wide and increase students' knowledge of Critical events affecting the world.	Macon Department of Public Works	\$0	Going Green Committee Classroom Teachers		Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test
Technology Integration: 21 st Century Carts Use the computer lab, classroom computers, projectors, child-centered software, cameras, closed circuit TV (to be installed) and ActivBoards installed in every classroom to deliver a science standards-based instructional program to every child. Software will include AR and Promethean. Study Island					Increased test scores on CRCT scores, Report Cards, Progress Reports, Study Island, Unit Test

Attendance Action Plan (ESEA Mandate)					
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
Monitor daily attendance. Announce classes with perfect attendance and no tardies at the end of the day	Attendance Policies	\$0	Aug 2010 – May 2011 Counselor	Class Roster Announcement	Decrease in tardiness and absenteeism
Provide students and staff with incentives for improved performance in attendance (staff) and tardiness (students). Print classes and staff names in the principal’s monthly newsletter. Present staff with monthly recognition for 100% attendance.	None	Partners in Education	Aug 2010 – May 2011	Display trophies; teachers/students wear T-shires; post certificates and publish names in monthly newsletter; improved attendance by staff and reduced student tardiness as documented by the student	Decrease in tardiness and absenteeism

				tardy log and leave request forms for staff	
Conduct information sessions with parents through the Principal’s Round Table PTA Meetings, School Council Meetings and the Principal’s Newsletter regarding the high rate of student tardiness and the impact on student achievement.	None	Cost of printing (paper)	Aug 2010 – May 2011	Copies of Newsletters Meeting Agendas Flyers; Copies of letters to parents from the principal and Counselor Logbook of statistical analysis on student tardies	Decrease in tardiness and absenteeism
Use ConnectEd to call parents daily when students are absent		Funded by technology	Aug 2010 – May 2011 Teachers	Phone Logs Infinite Campus Data	Decrease in tardiness and absenteeism
After 3 unexcused absences, the teacher refers students’s name to school counselor. After 5 unexcused absences Family Engagement Facilitator and Counselor make a home visit	Attendance Policies	Travel Cost of printing	Aug 2010 – May 2011 Teachers Counselor FEF	Class roster Copies of Letters Sent Home	Decrease in tardiness and absenteeism
Award students with perfect attendance for the 9-week grading period during the Recognition Ceremony. Students will be given a ribbon – Perfect Attendance and Principal’s Outstanding Attendance (some tardies)	Attendance Policies	Title I \$50	Aug 2010 – May 2011 Teachers	Program Check-in/Out Sheet Student Rosters	Decrease in tardiness and absenteeism

Special Education Action Plan (ESEA Mandate)					
Annual Measurable Objective: Increase the achievement of students with disabilities in Reading/English Language Arts and Mathematics					
Intervention	Professional Learning Needed	Estimated Cost/Funding Sources	Timeline/ Positions Responsible	Means of Evaluation	
				Evidence of Monitoring Progress	Evidence of Impact
Co-teaching Special Education Teachers have received training and will continue to collaborate with the general education teachers to implement a program that meets the needs of each special needs student. The teachers have received in-service in the implementation of the inclusion and collaborative teaching models.	PEC Meetings, GPS redelivery; In-house professional learning The teachers have and will continue to receive training in collaborative and inclusion models.	PEC Department	Classroom Teachers, Special Education Teacher	Special Education Goal/Objectives Pre and Post Testing, IEP meetings. Collaborative teacher planning session minutes. Use of the Inclusion Model, Many different levels of Special Services. Lesson Plans Written Work Projects	Special Education Post Data Collections, End of Year CRCT, End of Chapter Test Teacher Made Test
Provide services to students with disabilities in the least restrictive environment appropriate to meet their needs		\$0	General Ed Teachers/Special Education	Special Education Goal/Objectives	Special Education Post Data

			teachers in inclusion	Per and Post Testing, IEP meetings.	Collections, End of Year CRCT, End of Chapter Test Teacher Made Test
Ensure IEP goals and objectives are aligned with the GPS and train teachers to develop appropriate IEPs addressing the least restrictive environment, classroom/testing accommodations and modifications	IEP Development Co-teaching training	PEC Department	PEC Lead Teacher PEC Teachers Principal Assistant Principal	Special Education Goal/Objectives Pre and Post Testing, IEP meetings. Collaborative teacher planning session minutes. Use of the Inclusion Model, Many different levels of Special Services. Lesson Plans Written Work Projects	Special Education Post Data Collections, End of Year CRCT, End of Chapter Test Teacher Made Test
Full Inclusion Program – Work with small groups for reading and math instruction; instruction at appropriate levels using leveled books and work modification Access I Program – Provide sensory diets on a regular basis, offer more technology instruction, keep instructional level		PEC Department		Special Education Goal/Objectives Pre and Post Testing, IEP meetings. Collaborative	Special Education Post Data Collections, End of Year CRCT,

<p>appropriate, work with incentives for performance, maintain structure and routine on a daily basis</p>				<p>teacher planning session minutes. Use of the Inclusion Model, Many different levels of Special Services. Lesson Plans Written Work Projects</p>	<p>End of Chapter Test Teacher Made Test</p>
<p>Technology Integration: Integrate technology through continued participation in assistive technology – Alpha Smart, microphone and speaker of auditory difficulty, web-based curriculum Books on tape/CD Electronic Phonics learning tools OAS Integrate technology through participation in the Study Island standards-based, web-based CRCT Preparation computer program to meet the instructional needs of all Level One Math SE students including our growing population of ELL students with disabilities.</p>				<p>Special Education Goal/Objectives Pre and Post Testing, IEP meetings. Collaborative teacher planning session minutes. Use of the Inclusion Model, Many different levels of Special Services. Lesson Plans Written Work Projects</p>	<p>Special Education Post Data Collections, End of Year CRCT, End of Chapter Test Teacher Made Test</p>

Professional Learning Plan					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Improve CRCT scores in Reading, Math, Science, and Social Studies Improve Writing Scores	<u>Differentiated Instruction</u> Teachers will use a variety of strategies to increase student learning. Instruction will include differentiation of content, processes, and products. Classroom characteristics in evidence will be: (1) instruction is concept focused and principle driven; (2) on-going assessment of student readiness and growth are part of the curriculum; (3) flexible grouping is consistently used; and (4) students are active explorers. Training sessions for GPS	July 2010 – June 2011	The implementation of differentiated instruction will be measured by principal observation and/or completed Study Group Action Plans over time.	CRCT data
Federal	Improve CRCT scores in Reading, Math, Science, and Social Studies Improve Writing Scores	Teachers will participate in <i>Write from the Beginning</i> and <i>Thinking Maps</i> Teachers will participate in professional learning opportunities to gain knowledge of <i>Math Exemplars</i> , <i>Singapore Math</i> , and <i>Math 24</i> ; Selected teachers will attend Georgia Math Teacher Conference <i>Balance Literacy</i> Teachers will participate in system and school-based professional learning sessions on the implementation of reading workshop. Teachers will receive training on phonics element of BL (Fountas & Pinnell and Month By Month Phonics)	July 2010 – June 2011	Attendance Rosters Teacher Observations Sign-in Agendas Improved grades/data Feedback forms Lesson Plan	

		<p>Selected teachers will attend Georgia Science Teacher Conference</p> <p>Teachers will participate in school-based professional learning to collaboratively plan lessons, virtual field trips, and history labs for students to assist in their understanding of the world around us from a historical perspective.</p> <p>Teachers will participate in professional learning opportunities (Middle Georgia Teaching Reading and Writing Conference), read articles and alter instruction to reflect knowledge by using the Lucy Calkins <i>Units of Study for Teaching Writing</i></p> <p>Faculty and staff will participate in professional learning sessions, read articles and alter instruction to reflect knowledge and understanding of effective co-teaching practices</p> <p>School-wide Behavior Plan</p> <p>Teachers will participate in self-directed book study using <u>What Great Teachers Do Differently: 14 Things That Matter Most</u></p> <p>Faculty and staff will implement school-wide vocabulary program using <u>Building Background Knowledge for Academic Achievement</u> by Robert Marzano</p> <p>Article Study Students with Disabilities Can Make AYP</p>			
<p>Grants</p>		<p>Character Education</p> <p>Health MPowers – a health and wellness program designed to ensure a healthy lifestyle</p>	<p>July 2010 – June 2011</p>		

Local	Ongoing grade level meetings and professional development meetings – Staff members will participate in meetings to discuss learned strategies, application of strategies, and ways to implement strategies for math, reading and writer’s workshop.	21 st Century Carts Implement technology to assess instruction and student achievement. Master schedule will be arranged to ensure planning for all grade levels and teams Grade levels will meet twice each week for grade level planning, development of common assessments, data analysis and intervention	July 2010 – June 2011	Training agendas Lesson plans Master Schedule Meeting agendas, minutes, data analysis reports, intervention strategies Team developed assessments	Implementing and incorporating technology in instruction Master Schedule Meeting agendas, minutes, data analysis reports, intervention strategies Team developed assessments
	Co-teaching Training	Improve collaboration between regular and Exceptional education teachers for instruction and lesson planning.	July 2010 – June 2011	Observations, Lesson plans Subject area meetings	Lesson plans with differentiated instruction.

School Name: Burdell-Hunt Elementary

Principal: Tanya Allen

Plan Year: 2010-2012

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
Improvement in Mathematics		Math Exemplars: http://www.exemplars.com/community/research/grad_studies.html Math24: http://www.math24.com/t-aboutus-casestudy.aspx
Improvement in Reading, Writing, Science and Social Studies		Thinking Maps and Write from the beginning are intertwined and based on graphic organizers. <u>Classroom Instruction that Works</u> (Chapter 10) Robert Marzano. (Activating prior knowledge and using graphic organizers Chapter 10)
		Study Island: http://www.studyisland.com/demoAsk.cfm?action=RTI&myState=GA http://www.studyisland.com/demoAsk.cfm?action=FS&myState=GA#research Case Study Summary State of Pennsylvania.pdf

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