

School: West Newton Elementary School

SY 2009-2010

Principal: Takila Curry

System: Newton County

Title I: School-Wide Program x Targeted Assistance

Sanctions Implementing 2009 - 2010: None

X School Improvement Plan

 Choice

 Supplemental Services

 Corrective Action

 Plan for Restructuring

Principal Signature: _____

Action Plan for Reading

Annual, Measurable Objective(s):

Increase student achievement in Reading:

Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years):

- Grade 1 from 88% meeting/exceeding standards in SY2009 to 93% in SY2010.
 - SWD in Grade 1 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 1 from 62% meeting/exceeding standards in SY2009 to 70% meeting/exceeding standards in SY2010.
- Grade 2 from 90% meeting/exceeding standards in SY2009 to 95% in SY2010.
 - SWD in Grade 2 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 2 from 57% meeting/exceeding standards in SY2009 to 65% meeting/exceeding standards in SY2010.
- Grade 3 from 86% meeting/exceeding standards in SY2009 to 90% in SY2010.
 - SWD in Grade 3 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 3 from 36% meeting/exceeding standards in SY2009 to 41% meeting/exceeding standards in SY2010.
- Grade 4 from 81% meeting/exceeding standards in SY2009 to 86% in SY2010.
 - SWD in Grade 4 from 57% meeting/exceeding standards in SY2009 to 62% meeting/exceeding standards in SY2010.
 - ELL in Grade 4 from 27% meeting/exceeding standards in SY2009 to 32% meeting/exceeding standards in SY2010.
- Grade 5 from 86% meeting/exceeding standards in SY2009 to 92% in SY2010.
 - SWD in Grade 5 from 36% meeting/exceeding standards in SY2009 to 41% meeting/exceeding standards in SY2010.
 - ELL in Grade 5 will meet/exceed standards in SY2010 by 70%.

Literary Comprehension (1, 3 & 5);

Functional & Media Literacy (4 & 5th)

Students with Disabilities, Hispanic & EIP

Reading for Information (3rd & 4th)

Factors Affecting Student Achievement to Address:

transient population, ELL, vocabulary, motivation

parent involvement

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
<ul style="list-style-type: none"> • Utilize results of DIBELS, OAS, CRCT, CoGat, ITBS, and STEEP and Study Island assessments across grade levels K- 5 to provide data towards differentiation of Reading instruction 	August 2009– On-going	DIBELS and STEEP Assessment Materials - Est. Cost: \$2,000	<ul style="list-style-type: none"> • All Teachers • EIP/TITLE I • SP Ed • Administration • EBIS Chairs 	<ul style="list-style-type: none"> • Classroom Walk Through Visits • Review of Lesson Plans • Review of Class and Individual DIBELS and STEEP Results • Progress Monitoring Data for EBIS Students

<ul style="list-style-type: none"> Utilize the EBIS process to develop and implement intervention services for academically at-risk students 	August 2009- Ongoing	N/A	<ul style="list-style-type: none"> EIP/Title Teacher All Teachers SP Ed 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Expand the inclusion/co- teaching models to all grade levels (K-5). Provide professional development opportunities to enhance co-teaching and conduct walk- through. 	August 2009- Ongoing	County –wide training	<ul style="list-style-type: none"> All teachers SP ED teachers SP ED paraprofessional EIP/TITLE I 	<ul style="list-style-type: none"> Means of evaluation – CRCT data. Pre & post assessments, & Study Island
<ul style="list-style-type: none"> Continue to provide additional Paraprofessional Instructional Support to students with disabilities. 	August 2009- Ongoing	N/A	<ul style="list-style-type: none"> Paraprofessional 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Disaggregate test data according to student populations identified individual student performance according to domains (K-5). 	August 2009 - On-going	Use of Paraprofessionals and EIP/Title 1 teachers to cover ½ day sessions.	<ul style="list-style-type: none"> Administrators School Leadership Team Reg. Ed., EIP, and Sp. Ed. Teachers Media Specialist Quest Teacher 	<ul style="list-style-type: none"> Analyses of ITBS and GCRCT data GPS Tasks Student Work
<ul style="list-style-type: none"> Differentiate reading instruction through daily skills-based small flexible groups in grades 2-5, utilizing results of the DIBELS and benchmark assessments 			<ul style="list-style-type: none"> All Teachers EIP/TITLE I SP Ed Administration 	<ul style="list-style-type: none"> Classroom Walk Through Visits
<ul style="list-style-type: none"> Identify students not meeting standard and the “bubble students” who might be at-risk of not meeting standard in reading. 	August 2009 - On-going	N/A	<ul style="list-style-type: none"> Principal Assistant Principal Grade Level Chairperson Reg. Ed Teachers EIP Teachers 	<ul style="list-style-type: none"> Analyses of GCRCT and ITBS, data EIP Checklist
<ul style="list-style-type: none"> Utilize selected Learning Focused School Strategies such as graphic organizers to reinforce vocabulary, meaning and critical analysis. 	August 2008 – June 2009	N/A	<ul style="list-style-type: none"> Teachers Academic Coach 	<ul style="list-style-type: none"> Lesson Plan Review Classroom Walk Through
<ul style="list-style-type: none"> Provide various writing strategies to improve students writing skills. 	August 2009- Ongoing	N/A	<ul style="list-style-type: none"> Reg. Ed. Teachers Special Ed. Teachers EIP Teachers Title I Teachers 	<ul style="list-style-type: none"> Lesson Plan Review Classroom Observations Walk-Through Reflections
<ul style="list-style-type: none"> Utilize co-teaching, collaboration, and inclusion with students with disabilities. 	August 2009 – June 2010	Opportunity to observe successful models of Co-Teaching, Collaboration & Inclusion	<ul style="list-style-type: none"> Reg. Ed. Teachers Special Ed. Teachers EIP Teachers Title I Teachers Administrator 	<ul style="list-style-type: none"> Lesson Plan Review Classroom Observations Walk-Through Reflections

			<ul style="list-style-type: none"> • Paraprofessionals • Instructional 	
<ul style="list-style-type: none"> • Implement reading instruction during reading blocks utilizing the county’s prioritized and aligned curriculum. Utilize GDOE curriculum frameworks (K-5). 	August 2009- Ongoing	N/A	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Special Ed. Teachers • EIP Teachers • Title I Teachers 	<ul style="list-style-type: none"> • Lesson Plan Review • Classroom Observations • Walk-Through Reflections
<ul style="list-style-type: none"> • Utilize supplemental support services including EIP, Title I, ELL and Special Education to address reading needs of selected student population groups. 	August 2009- On-going	N/A	<ul style="list-style-type: none"> • EIP Teachers • Title I Teachers • ELL Teacher • Special Education Teacher 	<ul style="list-style-type: none"> • Classroom Walk Through Visits • Review Lesson Plans • CRCT Reading Scores
<ul style="list-style-type: none"> • Implement Reading Tutorial 2-3 times per week from 1:35-2:10. 	August 2009- June 2010	NONE	<ul style="list-style-type: none"> • EIP Teachers • Title I Teachers • ELL Teacher • Special Education Teacher 	<ul style="list-style-type: none"> • Weekly Progress reports • Observations
<ul style="list-style-type: none"> • Continue to emphasize ways to differentiate for special learners. Conduct professional development during grade level meetings and/or collaborative planning sessions to include such differentiation strategies as multiple intelligences and literacy work stations (K-5). 	August 2009 - Ongoing	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Classroom Observations • Math CRCT Scores • Professional Development • Literacy Work Stations
<ul style="list-style-type: none"> • Develop classroom strategies, such as the following, to address strengths and weaknesses and provide opportunities for extended instructional support. <ul style="list-style-type: none"> • Literacy centers • Fluency strategies • Differentiation strategies • Small group instruction • Cooperative learning 	August 2009 -On-going	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed Teachers • EIP Teachers • Sp. Ed. Teachers • 	<ul style="list-style-type: none"> • Classroom Observations • Review of Lesson Plans • Grade Level Meetings • Review of Student Work • Review of Student Assessments

<ul style="list-style-type: none"> • Increase integration of technology within the framework of curriculum and instruction through the increased use in LCD projectors, student's usage of the computers and wireless laptop (K-5). • Increase classroom computers to 3 and add 2 additional active boards to assist in classroom instruction. 	<ul style="list-style-type: none"> • Aug.2009-On-going • Aug.2009-ongoing • Aug.2009-Ongoing 	<ul style="list-style-type: none"> • Estimated Cost: • \$2,500 • Provided by Beth Sullivan • \$4200 per active board • 50 additional computers @ 1200 per computer 	<ul style="list-style-type: none"> • Principal • Grade Chairs • Grade Chairs • Principal • Assistant Principals • All Teachers • All Certified Staff members • Technology department 	<ul style="list-style-type: none"> • Lesson Plan Review • Classroom Observations • E-learn Websites/ PLUs • Walkthroughs
<ul style="list-style-type: none"> • All certified staff will receive training on E-learn (K-5) 	August 2009-Ongoing	N/A	<ul style="list-style-type: none"> • Teacher representative 	<ul style="list-style-type: none"> • Classroom observation
<ul style="list-style-type: none"> • Conduct Curriculum Night for parents to provide them with information on how to help their child at home. 	August 2009-Ongoing	N/A	<ul style="list-style-type: none"> • Parent Involvement coordinator 	<ul style="list-style-type: none"> • Parent survey • Staff survey
<ul style="list-style-type: none"> • Provide parents with regular updates of their children's performance through newsletters, meetings, student agenda, etc.. 	August 2009-ongoing		<ul style="list-style-type: none"> • Parent Involvement coordinator 	<ul style="list-style-type: none"> • Parent survey • Staff survey
<ul style="list-style-type: none"> • Provide parent volunteer training for interested volunteers. 	August 2009-ongoing		<ul style="list-style-type: none"> • Parent Involvement coordinator 	<ul style="list-style-type: none"> • Parent survey • Staff survey
<ul style="list-style-type: none"> • Provide all students on-going opportunities to become familiar with CRCT reading test format and content by creating CRCT on-line tests and assigning students practice in the Computer Lab or on home Internet. Offer Instructional Extension (IE) to provide additional support to under-achieving and/or struggling students. Use reading CRCT practice tests for pre/post test purposes. Share results of pre/post tests with students' parents to generate support for home practice (1-5). 	August 2009 - On-going	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Reg. Ed. Teachers grades 1-5 • Sp. Ed. Teachers • EIP Teachers • Grade Level Chairperson 	<ul style="list-style-type: none"> • Review of lesson plans • Pre/Post results of on line CRCT reading tests • CRCT reading scores
<ul style="list-style-type: none"> • Regular education teachers will meet regularly with special education and EIP/TITLE I teachers to plan together (k-5). 	August 2009-Ongoing (Monthly)	N/A	<ul style="list-style-type: none"> • Regular and Special Education Teachers 	<ul style="list-style-type: none"> • Minutes from Meeting

<ul style="list-style-type: none"> Utilize grade level mentors to assist colleagues who need instructional support. 	August 2009- June 2010	N/A	<ul style="list-style-type: none"> Administrators Mentors 	<ul style="list-style-type: none"> Reflection Meetings Between Mentor and Mentee
<ul style="list-style-type: none"> Conduct collegial planning at the grade level to update and continuously review content, pacing, standards, and expectations. 	August 2009 – June 2010	No expense because of built in early release days	<ul style="list-style-type: none"> Academic Coach Team Leaders 	<ul style="list-style-type: none"> Minutes of Planning Meetings
<ul style="list-style-type: none"> Provide bilingual/ bi-literate translators and liaison to assist with parent and student communication 	August 2009- June 2010		<ul style="list-style-type: none"> Administrator 	<ul style="list-style-type: none"> Administrator Evaluation
<ul style="list-style-type: none"> Provide ELL support through push-in/ pull-out models during content instructional time 	August 2009- June 2010	none	<ul style="list-style-type: none"> Administrator 	<ul style="list-style-type: none"> Schedules
<ul style="list-style-type: none"> Provide home-school correspondence in the native language 	August 2009- June 2010	With Parent Liaison funds	<ul style="list-style-type: none"> Liaison 	<ul style="list-style-type: none"> Newsletters
<ul style="list-style-type: none"> Modify curriculum to accommodate individual needs of all subgroups. 	August 2009- June 2010	none	<ul style="list-style-type: none"> Special ed. teacher General ed. teacher 	<ul style="list-style-type: none"> Classroom Observation IEPs
<ul style="list-style-type: none"> Classrooms should be diversified based on students abilities in order for children in all subgroups to achieve. 	August 2009- June 2010	none	<ul style="list-style-type: none"> Administration Special ed. teacher General ed. teacher 	<ul style="list-style-type: none"> Classroom Observation
<ul style="list-style-type: none"> Students in all subgroups will be provided with small group instruction, meaning a lower student teacher ratio. 	August 2009- June 2010	Differentiation Professional Development	<ul style="list-style-type: none"> Special ed. teacher General ed. teacher 	<ul style="list-style-type: none"> Classroom Observation
<ul style="list-style-type: none"> Provide specialized equipment/materials (assistive technology, computers, paper, etc.) to be used routinely in all classrooms. 	August 2009- June 2010	If needed: Special Education department	<ul style="list-style-type: none"> Special ed. department including OT & PT 	<ul style="list-style-type: none"> IEPs

<ul style="list-style-type: none"> Provide co-teaching coach to assist and observe in implementation of special education resources within the general classroom. 	August 2009- Juen 2010	County wide training	Co-Teaching coach Special ed. teacher General ed. teacher	Agendas

Action Plan for English Language Arts

Annual, Measurable Objective(s):

Increase student achievement in Language Arts: 08-18-09

Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years):

- Grade 1 from 73% meeting/exceeding standards in SY2009 to 80% in SY2010.
 - SWD in Grade 1 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 1 from 38% meeting/exceeding standards in SY2009 to 43% meeting/exceeding standards in SY2010.
- Grade 2 from 83% meeting/exceeding standards in SY2009 to 88% in SY2010.
 - SWD in Grade 2 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 2 will meet/exceed standards in SY2010 by 70%.
- Grade 3 from 85% meeting/exceeding standards in SY2009 to 90% in SY2010.
 - SWD in Grade 3 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 3 from 27% meeting/exceeding standards in SY2009 to 32% meeting/exceeding standards in SY2010.
- Grade 4 from 84% meeting/exceeding standards in SY2009 to 89% in SY2010.
 - SWD in Grade 4 from 36% meeting/exceeding standards in SY2009 to 41% meeting/exceeding standards in SY2010.
 - ELL in Grade 4 from 36% meeting/exceeding standards in SY2009 to 41% meeting/exceeding standards in SY2010.
- Grade 5 from 93% meeting/exceeding standards in SY2009 to 98% in SY2010.
 - SWD in Grade 5 from 50% meeting/exceeding standards in SY2009 to 55% meeting/exceeding standards in SY2010.
 - ELL in Grade 5 will meet/exceed standards in SY2010 by 70%.

Factors Affecting Student Achievement to Address:

Vocabulary, home and cultural language versus academic language.

Grammar & Sentence Construction (1, 2, 3, & 4th);
Research & Writing Process (1-5)

Students with Disabilities; Black, Multi & Hispanics

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	Student Data
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<ul style="list-style-type: none"> Utilize Georgia Performance Standards and aligned GPS Frame works curriculum to guide Language Arts instruction 	August 2009-June 2010	None	<ul style="list-style-type: none"> All Teachers EIP/TITLE SP ED/ELL 	<ul style="list-style-type: none"> Observations Focus Walks Peer Focus Walks Lesson Plan Review DI sheets 	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Utilize selected Learning Focused School Strategies such as graphic organizers and reference resources to reinforce grammar, paragraph content, and research process skills. Provide on-going professional development for staff on E/LA intervention strategies. 	August 2009-June 2010	None	<ul style="list-style-type: none"> Teachers Sp. Ed/ ELL EIP/Title I 	<ul style="list-style-type: none"> Lesson Plan Review Classroom Walk Through Visits 	<ul style="list-style-type: none"> Artifacts of Students' Writing DI Sheet Pre/Posttest
<ul style="list-style-type: none"> Utilize EIP/TITLE I/ELL/Sp. Ed Teachers to support teachers in their day-to-day instruction. 	August 2009-June 2010	None	<ul style="list-style-type: none"> Sp. Ed/ ELL EIP/Title I 	<ul style="list-style-type: none"> Data Review Differentiated Instruction 	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Utilize school's Writer's Workshop to reinforce ELA standards towards writing, grammar and conventions: including using grade level planning time to develop strategies to support writer's workshop and use best practices in Writer's Workshop for teachers. 	August 2009-June 2010	None	All Teachers Administrators	<ul style="list-style-type: none"> Classroom Walk-Through Visits 	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Disaggregate test data by utilizing ½ day trainings to review test data and conduct grade level meetings to review reading test data, identify areas of weaknesses and strengths, and develop individual instruction plans. All supplemental teachers and staff, including EIP, and special education, along with the counselor and media specialist, will participate in these meetings and/or receive regular updates concerning the outcomes 	August 2009-June 2010	Paraprofessionals/ EIP/Title I	<ul style="list-style-type: none"> Teachers Sp. Ed/ ELL EIP/Title I 	<ul style="list-style-type: none"> Minutes of Planning Meetings Walk-Through Visits 	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Implement Language Arts support during extended school and daily tutorial sessions for all subgroups. 	August 2009-June 2010	None	All Teachers ELL/Sp. ED/Title I/ EIP	<ul style="list-style-type: none"> Progress Reports CRCT Retest Data 	<ul style="list-style-type: none"> Student work GPS task
<ul style="list-style-type: none"> Provide free parent training and tools to assist student learning of curriculum 	August 2009-June 2010	None	Title I/EIP •	<ul style="list-style-type: none"> Parent Survey Copies of Newsletters/ Correspondence 	<ul style="list-style-type: none"> GPS task Artifacts Student work

<ul style="list-style-type: none"> Differentiated Instruction will be enhanced for students in all subgroups by small group reading sessions with an emphasis on each student's learning modality. 	August 2009 - ongoing	No cost	<ul style="list-style-type: none"> Teachers ELL/Sp. ED/Title I/ EIP 	Review of DI Sheets	Pre-Posttest
<ul style="list-style-type: none"> Provide instructional time devoted to reading/language arts in all subgroups in grades K-5 by scheduling daily language arts blocks of 135 minutes 	August 2009 - ongoing	No Cost	<ul style="list-style-type: none"> Teachers 	Classroom observation Classroom schedules Lesson Plans	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Utilize EIP/TITLE I & administration to assist colleagues who need instructional support. 	August 2009-June 2010	None	<ul style="list-style-type: none"> All Teachers Administrators EIP/TITLE/ELL/ Sp. ED 	<ul style="list-style-type: none"> Reflection Meetings Between Mentor and Mentee Mentor Report 	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Create daily oral language activities in standardized testing Format. 	August 2009-June 2010	None	<ul style="list-style-type: none"> All Teachers 	<ul style="list-style-type: none"> CRCT Results Benchmarks Published WW Classroom observation 	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Utilize media specialist to assist in teaching research skills and strategies 	August 2009-June 2010	none	<ul style="list-style-type: none"> Media Specialist 	<ul style="list-style-type: none"> Plans and Observations 	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Utilize wireless computer lab and mini lab to practice language skills, research and writing. 	August 2009-June 2010	none	<ul style="list-style-type: none"> Media Specialist Paraprofessional Computer Lab 	<ul style="list-style-type: none"> Observation schedule 	<ul style="list-style-type: none"> GPS task Artifacts Student work
<ul style="list-style-type: none"> Provide support services to students enrolled in EIP and special education programs. Utilize the collaborative-instruction approach to provide language arts instruction for all subgroups in the regular classroom. 	August 2009-On-going	N/A	<ul style="list-style-type: none"> Reg. Ed. Teachers Sp. Ed. Teachers EIP /Title I /ELL 	<ul style="list-style-type: none"> Copy of Special Ed. IEP Review of Lesson Plans Observations 	<ul style="list-style-type: none"> GPS task Artifacts Student work CRCT
<ul style="list-style-type: none"> Provide all students on-going opportunities to become familiar with CRCT language arts test format and content by creating CRCT on-line tests and assigning students practice in the Computer Lab or on home Internet. Use language arts CRCT practice tests for pre/post test purposes. Share results of pre/post tests 	October 2009-On-going	N/A	<ul style="list-style-type: none"> Computer Teacher Reg. Ed., EIP/Title I & Sp. Ed. 	<ul style="list-style-type: none"> Review of Lesson Plans Pre/post Results of On-line CRCT Reading Tests 	<ul style="list-style-type: none"> CRCT Language Arts Scores

with students' parents to generate support for home practice.			Teachers grades 1-5		
<ul style="list-style-type: none"> Observe each teacher during the instruction of reading/ELA to ensure consistent implementation of the prioritized, aligned curriculum. Look for differentiation in instruction and student engagement that address the needs of under achieving student groups. Observe use of Learning-Focused Schools (LFS) strategies to support the learning of all students, including those identified as underachieving (e.g. students with disabilities and African American students). 	August 2009 - Ongoing	N/A	<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Classroom Observations Review of Lesson Plans 	<ul style="list-style-type: none"> Student work GPS task
<ul style="list-style-type: none"> Conduct collegial planning at the grade level to update and continuously review content, pacing, standards, and expectations. 	August 2009-June 2010	None	<ul style="list-style-type: none"> Administrators Grade Level Chair All Teachers 	<ul style="list-style-type: none"> Minutes of Planning Meetings 	

Annual, Measurable Objective(s):

Increase student achievement in Math:

- Grade 1 from 75% meeting/exceeding standards in SY2009 to 80% in SY2010.
 - SWD in Grade 1 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 1 from 46% meeting/exceeding standards in SY2009 to 51% meeting/exceeding standards in SY2010.
- Grade 2 from 74% meeting/exceeding standards in SY2009 to 80% in SY2010.
 - SWD in Grade 2 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 2 will meet/exceed standards in SY2010 by 70%.
- Grade 3 from 69% meeting/exceeding standards in SY2009 to 74% in SY2010.
 - SWD in Grade 3 will meet/exceed standards in SY2010 by 70%.
 - ELL in Grade 3 from 9% meeting/exceeding standards in SY2009 to 25% meeting/exceeding standards in SY2010.
- Grade 4 from 61% meeting/exceeding standards in SY2009 to 66% in SY2010.
 - SWD in Grade 4 from 29% meeting/exceeding standards in SY2009 to 34% meeting/exceeding standards in SY2010.
 - ELL in Grade 4 from 9% meeting/exceeding standards in SY2009 to 25% meeting/exceeding standards in SY2010.
- Grade 5 from 69% meeting/exceeding standards in SY2009 to 75% in SY2010.
 - SWD in Grade 5 from 14% meeting/exceeding standards in SY2009 to 25% meeting/exceeding standards in SY2010.
 - ELL in Grade 5 will meet/exceed standards in SY2010 by 70%.

Specific Academic Areas within Content (i.e. domains) and Subgroups (i.e. Special Education, LEP, etc) to Address (based on analysis of AYP Report and School Student Performance Data over the last three years):

Factors Affecting Student Achievement to Address:

Difficulty reading the problems, difficulty transferring and applying skills, language barriers (i.e. computation to word problems) lack of knowledge identifying basic skills, difficulty choosing appropriate strategies for problem-solving, students with disabilities unable to apply math strategy (ies) to solve math problem

CRCT Domains:

Subgroups:

Numbers & Operations	ELL
Measurement	Sp Ed
Geometry	Males
Algebra	Females
Data Analysis	Ethnic groups
Problem-solving (2 & 4 th); Patterns & Relationships/Algebra (3) Geometry(2, 4 & 5)	
Students with Disabilities; Males; EIP; ELL.; Hispanics	

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	
				Artifacts	Student

					Learning Data
<ul style="list-style-type: none"> Utilize Georgia Performance Standards and aligned curriculum to guide math instruction. 	August 2009-June 2010	None	All Teachers	Technology Reports Written Assessment	Walk thru Benchmark Curriculum Map
<ul style="list-style-type: none"> Utilize supplemental support services including EIP, Title I, ELL, and special education to address Math needs of selected student population groups. 	August 2009-June 2010	None	All Teachers		Tutorial Benchmark

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	
<ul style="list-style-type: none"> Conduct math drills weekly to chart student performance and growth on computation skills. 	August 2009-June 2010	None	All Teachers	Student work samples	Exhibit ability to complete drills in the time given
<ul style="list-style-type: none"> Provide instructional extension program for students scoring below 800 on the CRCT. Utilize CRCT materials and on-line released test items to reinforce skill development in areas of weakness. 	August 2009 - June 2010	If funds are available	All Teachers	Tutorial DI Sheets Student work samples	Students will display knowledge of specific domains
<ul style="list-style-type: none"> Provide all students on going opportunities to become familiar with CRCT math test format and content by assigning CRCT on line tests. Students practice in the Computer Lab or home Internet. Use math CRCT practice tests for pre/post test purposes. Share results with parents via weekly folder, conferences, and phone calls and in native language, to generate support for home practice. 	August 2009-June 2010	None	All Teachers	Wednesday folders, online test, parent log, conferences progress reports, report cards	Progress and report cards

<ul style="list-style-type: none"> Utilize grade level mentors to assist colleagues who need instructional support. 	August 2009-June 2010	None	Administrators Mentors	Planning, peer walk thru	
<ul style="list-style-type: none"> Implement Study Island 	August 2009	None	Reg. Ed. Teachers Special Ed. Teachers EIP Teachers Title I Teachers	Technology reports	Increased skill in specific domains
<ul style="list-style-type: none"> Provide & Implement Professional Development in differentiation in Math; small group, manipulatives, technology for all student population groups. 	September 2009 – June, 2010	During Planning time	Administrator selection	Professional develop. Documentati on	Students will become proficient in small groups
<ul style="list-style-type: none"> Conduct collegial planning at the grade level to update and continuously review content, pacing, standards, and expectations. 	August 2009-June 2010	None	Administrators Teachers	Team Minutes	Team Minutes

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation	
<ul style="list-style-type: none"> Utilize Learning Focused School Strategies such as graphic organizers to reinforce vocabulary, meaning and critical analysis skills. 	August 2009-June 2010	None	All Teachers	Student samples and mini lesson charts	Graphic Organizers, Benchmarks, monitoring data
<ul style="list-style-type: none"> Utilize the EBIS process to develop and implement intervention services for academically at-risk students 	August 2009-June 2010	None	All Teachers	<ul style="list-style-type: none"> Technol ogy Reports Written Assess ment 	Walk thru Benchmark Curriculum Map
<ul style="list-style-type: none"> Morning Math 	August 2009-June 2010	None	All Teachers	Technology reports Written Assessment	Walk thru Benchmark Curriculum Map

<ul style="list-style-type: none"> Tutorial based on CRCT domains 	August 2009-June 2010	None	All Teachers	Technology Reports Written Assessment	Walk thru Benchmark Curriculum Map
<ul style="list-style-type: none"> Differentiated Instruction *Modify curriculum to accommodate individual needs based upon student ability ; co teaching 	August 2009-June 2010	None	All Teachers	Technology Reports Written Assessment	Walk thru Benchmark Curriculum Map
<ul style="list-style-type: none"> Use appropriate math language to reinforce math concepts 	August 2009-June 2010	None	All Teachers	Student work samples	Lesson plans
<ul style="list-style-type: none"> Weekly problem solving strategy 	August 2009-June 2010	None	All Teachers	Student work samples	Lesson Plans
<ul style="list-style-type: none"> Provide specialized equipment/ materials (technology, computers, paper, etc.) to be used routinely in all classrooms 	August 2009-June 2010	None	All Teachers	Reports	IEP Goals
<ul style="list-style-type: none"> 					

