

**Fulton County Schools  
School Improvement Plan  
2009-2012**

School Campbell Elementary School

Principal Denine W. Cadet

What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

| Objective # 1                          | Target Group |     |                 | Performance Measure(s)   | Baseline |         | Target/Indicator of Success |         |         |
|--|--------------|-----|-----------------|--|----------|---------|-----------------------------|---------|---------|
|  | Description  | No. | % of Population |  | 2007-08  | 2008-09 | 2009-10                     | 2010-11 | 2011-12 |
| Improve student performance in reading | All Students | 874 | 100%            | Increase % of students meeting/exceeding on the CRCT by 2%                     | 87%      | 88%     | 90%                         | 91%     | 93%     |
|  |              |     |                 | Increase % of students with disabilities meeting/exceeding on the CRCT by 8.5% | 50%      | 53%     | 61.5%                       | 63%     | 65%     |
|  |              |     |                 | Increase % of students exceeding on the CRCT by 2%                             | 25.2%    | 25.4%   | 27.4%                       | 28.4%   | 30%     |
|  |              |     |                 | *data represents students enrolled from August - April                         |          |         |                             |         |         |

What **interim indicators** will be used to monitor progress during the year for this objective?

| Data to be collected during 2009-10  | Position Responsible                        | Frequency                             |
|--------------------------------------|---|---------------------------------------|
| Checkpoint benchmark assessment data | Data Support Specialist                     | 2 weeks, 18 weeks, 24 weeks, 36 weeks |
| End of Unit                          | Classroom Teacher, Data Support Specialists | Every 6 Weeks                         |
| Accelerated Reader Program           | Media Specialist, Data Support Specialist   | Quarterly                             |

**Interim Data Collected – Mid-Year Update**

Checkpoint 2 Week Benchmark Assessment

Semester 1 Post Benchmark Assessment

| RELA Average %        | Campbell | Cluster | County |  | RELA Average%         | Campbell | Cluster | County |
|-----------------------|----------|---------|--------|--|-----------------------|----------|---------|--------|
| 3 <sup>rd</sup> Grade | 52%      | 49%     | 54%    |  | 2 <sup>nd</sup> Grade | 61%      | 66%     | 68%    |
| 4 <sup>th</sup> Grade | 46%      | 47%     | 54%    |  | 3 <sup>rd</sup> Grade | 65%      | 61%     | 69%    |
| 5 <sup>th</sup> Grade | 52%      | 52%     | 61%    |  | 4 <sup>th</sup> Grade | 61%      | 61%     | 67%    |

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|  |  |  |  |  |                       |     |     |     |
|--|--|--|--|--|-----------------------|-----|-----|-----|
|  |  |  |  |  | 5 <sup>th</sup> Grade | 53% | 55% | 61% |
|  |  |  |  |  | 6 <sup>th</sup> Grade | 76% | 56% | 62% |

**What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?**

| <b>Implementation Plan for 2009-10</b>  | <b>Position Responsible</b> | <b>Budget/Resources</b>           |
|---|-----------------------------|-----------------------------------|
| Students will engage in 2.5 hours of literacy instruction daily. We will utilize curriculum designs such as guided reading, literacy circles, shared reading, flexible and small groups.  | Classroom Teacher           | NA                                |
| Teacher will monitor student progress by element and use grade level planning time to analyze result of informal and formal assessments.  | Classroom Teacher           | NA                                |
| Extended learning opportunities will be offered afterschool for 3 <sup>rd</sup> -5 <sup>th</sup> grade students as well as on Saturdays during the second semester.                       | DSS/CST/ Classroom Teacher  | Title-I, Extended Learning Budget |
| Teachers will utilize technology in many forms. Teachers will participate in novice to advanced Promethean Activboard training that will enhance technology integration in the classroom. | CST                         | Title- I                          |
| The staff will participate in professional learning as aligned to the school improvement plan and Key Strategies for Classrooms and Schools on Early Release Days.                        | CST/DSS                     | NA                                |
| The media specialist will order additional content specific books to support the curriculum.  | Media Specialist            | Title- I                          |
| Interrelated resource teachers will participate in specific professional development geared toward struggling readers.  | CST/DSS                     | Title- I                          |
| Teachers will participate in learning experience that will enhance current practices of differentiation of instruction.   | CST                         | Title -I                          |

**Actions Taken – Mid-Year Update**  
 All of the above initiatives have been implemented except for Saturday Academy. Saturday Academy is scheduled to begin on February 27<sup>th</sup> and run through March 27<sup>th</sup>.

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|  |                             |                         |
|--|-----------------------------|-------------------------|
| Actions Taken – End of Year Report   |                             |                         |
| What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?   |                             |                         |
| <b>Implementation Plan for 2009-10</b>   | <b>Position Responsible</b> | <b>Budget/Resources</b> |
| Teachers will analyze assessment data and share identified areas of need with parents during conferences.  | Classroom Teachers          | NA                      |
| Parents will participate in the Reading Essentials Workshop. This workshop helps parents determine their students' needs and provides useful strategies that can be done at home.  | DSS, Parent Liaison, CST    | Title-I                 |
| Parents will be provided with their students' passwords for the Georgia Online Assessment System.  | CST, Classroom Teachers     | NA                      |
| Parents participated in a school improvement workshop to help create a comprehensive needs assessment.   | Administration, DSS, CST    | NA                      |
| <b>Actions Taken – Mid-Year Update</b><br>Teachers analyze assessment data as it is available. Each teacher conducts informal assessments and charts them on school-wide process monitoring documents. During grade level meetings, the teachers use guiding questions to discuss data. The strategies discussed at these meetings will be used for classroom instruction and shared with parents as needed.<br><br>100% of classroom teachers were provided with passwords for Georgia OAS.<br><br>School improvement workshop part I was conducted on August 31 <sup>st</sup> . Parents and teachers worked together to create learning goals based on test data. Part II of the school improvement workshops were held on January 12, 2010 with the parents of our Interrelated Resource parents. Workshop III was held on January 26, 2010 and engaged parents in a discussion about the CRCT and gave useful tips for study at home. Part IV will be held on March 30, 2010.<br><br>Administration, Teacher Support Staff, the Interrelated Resource teachers, and parents created a comprehensive plan for the interrelated resource students. The plan outlined goals and objectives for these students as well as professional development for the teachers. The plan also included goals for parents. |                             |                         |
| Actions Taken – End of Year Report   |                             |                         |
| What initiatives/improvements will be implemented in the area of <b>School Management</b> to support this objective?   |                             |                         |
| <b>Implementation Plan for 2009-10</b>   | <b>Position Responsible</b> | <b>Budget/Resources</b> |

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|  |  |                               |
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| <p>Administrators will conduct five minute walkthroughs per week to assess standards-based instruction, student engagement, and the seven key strategies for classrooms and schools. The information from these walkthroughs will be quantified and share during faculty data talks.</p> <p>The administration will renew subscriptions to Study Island, Reading A-Z, and Brain Pop which all serve as technology resources that support the curriculum.</p>   | <p>Administration</p><br><p>Administration</p> | <p>NA</p><br><p>Title – I</p> |
| <p><b>Actions Taken – Mid-Year Update</b><br/> Administrators and teacher support staff created a checklist of strategies and best practices that were important to the school. Each team member has two grade levels to monitor per week. The data is reported, tallied, and shared with the faculty.</p> <p>Study Island, Reading A-Z, and Brain Pop have all been renewed. Study Island is used by the teachers to assess students and to provide practice. Reading A-Z is used by teachers to provide additional instructional materials for students during reading groups. Brain Pop serves as an additional resource in all subjects.</p>   |  |                               |
| <p><b>Actions Taken – End of Year Report</b></p>   |  |                               |
| <p><b>Mid-Year Summary</b></p>   |  |                               |
| <p>Preliminary conclusions regarding progress on this objective:</p> <ul style="list-style-type: none"> <li>▪ There was a 4% average increase in grades 3-5 on the 1<sup>st</sup> semester post test compared to the same assessment in 2008. The progress monitoring by element helped teachers to focus in on areas of concern prior to the benchmark assessment.</li> <li>▪ There was a 9.5 % average increase from the pre to post assessment in grades 3-5.</li> <li>▪ Students in 3<sup>rd</sup> and 4<sup>th</sup> grades either scored above or right at the cluster average.</li> <li>▪ Of the 538 students in grades 2<sup>nd</sup> -5<sup>th</sup> grade that took the 1<sup>st</sup> Semester ELA post test, 115 scored in the 75-100% range. These students have the potential of exceeding on the CRCT and helping us move toward our goal of 27% of 1<sup>st</sup> -5<sup>th</sup> in level 3 on the CRCT.</li> <li>▪ The 6<sup>th</sup> grade readers were 14% above the county average.</li> <li>▪ Students with disabilities experienced a 6% increase, with 46% of students falling in the 50-100% range. Additional work with teachers on small group reading is necessary.</li> </ul> |  |                               |
| <p><b>Additional action to be taken during remainder of this school year:</b></p> <p>Saturday School<br/> CRCT Focus Calendars<br/> Reading Essentials Parent Workshop; February 9, 2010<br/> CRCT Workshop for Parents; March 30, 2010</p>  |  |                               |

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|---|
|   |
| <b><i>End of Year Summary</i></b>             |
| Overall Conclusions regarding this Objective: |
| Future Steps to Address this Objective:       |

|                        |  |                                  |  |                         |  |
|------------------------|--|----------------------------------|--|-------------------------|--|
| Principal<br>Signature |  | Area Superintendent<br>Signature |  | LSAC Chair<br>Signature |  |
|------------------------|--|----------------------------------|--|-------------------------|--|

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| Objective # 2  | Target Group |     |                 | Performance Measure(s)  | Baseline |         | Target/Indicator of Success |         |         |
|--|--------------|-----|-----------------|---|----------|---------|-----------------------------|---------|---------|
|  | Description  | No. | % of Population |   | 2007-08  | 2008-09 | 2009-10                     | 2010-11 | 2011-12 |
| Improve student performance in mathematics             | All Students | 874 | 100%            | Increase % of students meeting/exceeding on the CRCT by 5%  | 68%      | 73.4%   | 90%                         | 91%     | 93%     |
|  |              |     |                 | Increase % of students with disabilities in 3 <sup>rd</sup> -5 <sup>th</sup> meeting/exceeding on the CRCT by 22.8% | 42.9%    | 44.8%   | 67.6%                       | 75.7%   | 83.8%   |
|  |              |     |                 | Increase % of students exceeding on the CRCT by 3%  | 15%      | 20.6%   | 23.6%                       | 24%     | 25%     |
| *data represents students enrolled from August - April |              |     |                 |   |          |         |                             |         |         |

What **interim indicators** will be used to monitor progress during the year for this objective?

| Data to be collected during 2009-10  | Position Responsible                        | Frequency                             |
|--------------------------------------|---|---------------------------------------|
| Checkpoint benchmark assessment data | Data Support Specialist                     | 2 weeks, 18 weeks, 24 weeks, 36 weeks |
| End of Unit                          | Classroom Teacher, Data Support Specialists | Every 6 Weeks                         |
| Common Assessment                    | Data Support Specialist, Classroom Teachers | Varies by length of unit              |

**Interim Data Collected – Mid-Year Update**

Checkpoint 2 Week Benchmark Assessment

Checkpoint 1<sup>st</sup> Semester Post Test

| Math Average %        | Campbell | Cluster | County | Math Average%         | Campbell | Cluster | County |
|-----------------------|----------|---------|--------|-----------------------|----------|---------|--------|
| 3 <sup>rd</sup> Grade | 36%      | 35%     | 42%    | 2 <sup>nd</sup> Grade | 38%      | 37%     | 47%    |
| 4 <sup>th</sup> Grade | 36%      | 36%     | 42%    | 3 <sup>rd</sup> Grade | 43%      | 43%     | 51%    |
| 5 <sup>th</sup> Grade | 31%      | 32%     | 38%    | 4 <sup>th</sup> Grade | 42%      | 40%     | 47%    |

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|---|--|--|--|-----------------------------|-----|-----|-----------------------------------|--|
|   |  |  |  | 5 <sup>th</sup> Grade       | 44% | 47% | 52%                               |  |
| What initiatives/improvements will be implemented in the area of <b>School Initiatives/Professional Development</b> to support this objective?  |  |  |  |                             |     |     |                                   |  |
| <b>Implementation Plan for 2009-10</b>  |  |  |  | <b>Position Responsible</b> |     |     | <b>Budget/Resources</b>           |  |
| Students will engage in 50 minutes - 1 hours of math instruction daily. We will utilize curriculum designs such as whole group, flexible groups and small groups.                         |  |  |  | Classroom Teacher           |     |     | NA                                |  |
| Teacher will monitor student progress by element and use grade level planning time to analyze result of informal and formal assessments.  |  |  |  | Classroom Teacher           |     |     | NA                                |  |
| Extended learning opportunities will be offered afterschool for 3 <sup>rd</sup> -5 <sup>th</sup> grade students as well as on Saturdays during the second semester.                       |  |  |  | DSS/CST/ Classroom Teacher  |     |     | Title-I, Extended Learning Budget |  |
| Teachers will utilize technology in many forms. Teachers will participate in novice to advanced Promethean Activboard training that will enhance technology integration in the classroom. |  |  |  | CST                         |     |     | Title- I                          |  |
| The staff will participate in professional learning as aligned to the school improvement plan and Key Strategies for Classrooms and Schools on Early Release Days.                        |  |  |  | CST/DSS                     |     |     | NA                                |  |
| Teachers will utilize math journals and emphasize writing in the content areas.   |  |  |  | Classroom Teachers          |     |     |                                   |  |
| Teachers will participate in learning experience to enhance current practices of differentiation of instruction.  |  |  |  | CST/DSS                     |     |     | Title- I                          |  |
| The staff will participate in workshops on equity in education. Equity is one of the six elements of math instruction according to research supported by Pearson and the NCTM.            |  |  |  | Administration              |     |     | Title-I                           |  |
| <b>Actions Taken – Mid-Year Update</b>  |  |  |  |                             |     |     |                                   |  |
| All of the above actions have been implemented except for Saturday Academy. Saturday Academy is scheduled to begin on February 27 <sup>th</sup> and run through March 27 <sup>th</sup> .  |  |  |  |                             |     |     |                                   |  |
| Teachers will no longer participate in the equity workshops, instead, teachers will engage in authentic assessment and standards training per the Value-Added Modules.                    |  |  |  |                             |     |     |                                   |  |

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**Actions Taken – End of Year Report**

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

| <b>Implementation Plan for 2009-10</b>  | <b>Position Responsible</b>  | <b>Budget/Resources</b> |
|---|--|-------------------------|
| Teachers will analyze assessment data and share identified areas of need with parents during conferences.   | Classroom Teachers   | NA                      |
| Parents will participate in the CRCT/Test Prep. This workshop helps to explain the various assessments administered and how they can help their students at home. | DSS, Parent Liaison, CST   | Title-I                 |
| Parents will be provided with their students' passwords for the Georgia Online Assessment System.   | CST, Classroom Teachers  | NA                      |
| Parents participated in a school improvement workshop to help create a comprehensive needs assessment.  | Administration, DSS, CST   | NA                      |
| Family Math Night will introduce parents to the new math curriculum and allow them an opportunity to experience math through the eyes of their student.           | CST, DSS, Classroom Teachers, Parent Liaisons, other Support Staff members | Title – I               |

**Actions Taken – Mid-Year Update**  
 Teachers analyze assessment data as it is available. Each teacher conducts informal assessments and charts them on school-wide process monitoring documents. During grade level meetings, the teachers use guiding questions to discuss data. The strategies discussed at these meetings are used for classroom instruction and shared with parents as needed.

100% of classroom teachers were provided with passwords for Georgia OAS.

School improvement workshop part I was conducted on August 31<sup>st</sup>. Parents and teachers worked together to create learning goals based on test data. Part II of the school improvement workshop will take place on January 12, 2010 with the parents of our Interrelated Resource parents. The CRCT workshop for parents will be held on January 26<sup>th</sup> at 6pm.

Family Math Night was held on November 17, 2009. Over 400 guests attended math night this year.

**Actions Taken – End of Year Report**

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

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| <b>Implementation Plan for 2009-10</b>   | <b>Position Responsible</b>  | <b>Budget/Resources</b>       |
|--|--|-------------------------------|
| <p>Administrators will conduct five minute walkthroughs per week to assess standards-based instruction, student engagement, and the seven key strategies for classrooms and schools. The information from these walkthroughs will be quantified and share during faculty data talks.</p> <p>The administration will renew subscriptions to Study Island, Reading A-Z, and Brain Pop which all serve as technology resources that support the curriculum.</p> <p>The Data Support Specialist will monitor student achievement through informal and formal assessment. The DSS will work with teachers to create flexible groups, strategies for re-teaching and report curriculum concerns to the CST.</p>  | <p>Administration</p> <p>Administration</p> <p>Data Support Specialist</p> | <p>NA</p> <p>NA</p> <p>NA</p> |
| <p><b>Actions Taken – Mid-Year Update</b></p> <p>Administrators and teacher support staff created a checklist of strategies and best practices that are important to the school. Each team member has two grade levels to monitor per week. The data is reported, tallied, and shared with the faculty.</p> <p>Study Island, Reading A-Z, and Brain Pop have all been renewed. Study Island is used by the teachers to assess students and to provide practice. Reading A-Z is used by teachers to provide additional instructional materials for students during reading groups. Brain Pop serves as an additional resource in all subjects.</p> <p>The DSS has created a monitoring system that allows teacher to monitor progress skill by skill. The data is reported at the end of each unit. This monitoring system allows for better differentiation and instructional decisions.</p> <p>Administration, Teacher Support Staff, the Interrelated Resource teachers, and parents created a comprehensive plan for the interrelated resource students. The plan outlined goals and objectives for these students as well as professional development for the teachers. The plan also includes goals for parents.</p> <p>School improvement workshop part I was conducted on August 31<sup>st</sup>. Parents and teachers worked together to create learning goals based on test data. Part II of the school improvement workshops were held on January 12, 2010 with the parents of our Interrelated Resource parents. Workshop III was held on January 26, 2010 and engaged parents in a discussion about the CRCT and gave useful tips for study at home. Part IV will be held on March 30, 2010.</p> |  |                               |
| <p><b>Actions Taken – End of Year Report</b></p>   |  |                               |
| <p><b>Mid-Year Summary</b></p>   |  |                               |

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**Preliminary conclusions regarding progress on this objective:**

- There was a 4% average increase in grades 3-5 on the 1<sup>st</sup> semester post test compared to the same assessment in 2008.
- 14% more fourth graders are proficient in math as compared to last year on the same assessment.
- Students with disabilities experienced a 3.1% average increase on the semester 1 post test compared to the pre test. Item analysis will be conducted with these students to discover miscues. Teachers will analysis the miscues with support staff to create prescribed strategies for each student.
- Students performed better on skills taught at the beginning of the year. The standards that were introduced in the first two units of the year were the most successful standards on the benchmark assessment. 2<sup>nd</sup> – place value, money 3<sup>rd</sup> – multiplication 4<sup>th</sup>—place value, standards/expanded form 5<sup>th</sup> – divisibility rules, factors and multiples. It is going to be important to continue to spiral skills taught earlier in the year in the daily lessons.

**Additional action to be taken during remainder of this school year:**

Teachers will continue to monitor student progress through informal assessments, common assessments, and unit tests. The grade levels will conduct data meetings to determine instructional changes and strategies.

Teachers will participate in professional development on creating meaningful workstations to better enhance time during small group.

***End of Year Summary***

**Overall Conclusions regarding this Objective:**

**Future Steps to Address this Objective:**

|                        |  |                                  |  |                         |  |
|------------------------|--|----------------------------------|--|-------------------------|--|
| Principal<br>Signature |  | Area Superintendent<br>Signature |  | LSAC Chair<br>Signature |  |
|------------------------|--|----------------------------------|--|-------------------------|--|

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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

| Objective # 3  | Target Group |     |                 | Performance Measure(s)   | Baseline |         | Target/Indicator of Success |         |         |
|--|--------------|-----|-----------------|--|----------|---------|-----------------------------|---------|---------|
|  | Description  | No. | % of Population |  | 2007-08  | 2008-09 | 2009-10                     | 2010-11 | 2011-12 |
| Improve student performance in science                 | All students | 874 | 100%            | Increase % of students 3 <sup>rd</sup> meeting/exceeding on the CRCT by 2% | 69%      | 76%     | 78%                         | 80%     | 82%     |
|  |              |     |                 | Increase % of students 4 <sup>th</sup> meeting/exceeding on the CRCT by 5% | 46%      | 50%     | 55%                         | 57%     | 62%     |
|  |              |     |                 | Increase % of students 5 <sup>th</sup> meeting/exceeding on the CRCT by 4% | 46%      | 56%     | 60%                         | 65%     | 70%     |
| *data represents students enrolled from August - April |              |     |                 |  |          |         |                             |         |         |

What **interim indicators** will be used to monitor progress during the year for this objective?

| Data to be collected during 2009-10 | Position Responsible                        | Frequency      |
|-------------------------------------|---|----------------|
| Common Assessments                  | Data Support Specialist, Classroom Teachers | Varies by unit |
| Checkpoint Benchmark Assessment     | Data Support Specialist                     | 18 weeks       |

Interim Data Collected – Mid-Year Update  
Checkpoint 1<sup>st</sup> Semester Post

| Science Average%      | Campbell | Cluster | County | Campbell 2 <sup>nd</sup> Semester Pre |
|-----------------------|----------|---------|--------|---------------------------------------|
| 3 <sup>rd</sup> Grade | 48%      | 46%     | 55%    | 55%                                   |
| 4 <sup>th</sup> Grade | 46%      | 49%     | 56%    | 47%                                   |
| 5 <sup>th</sup> Grade | 49%      | 59%     | 66%    | 49%                                   |

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

| Implementation Plan for 2009-10 | Position Responsible | Budget/Resources |
|---------------------------------|----------------------|------------------|
|                                 |                      |                  |

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| <p>Teachers will participate in professional development sponsored by Metro RESA in each of the content standards of science.</p>  | <p>CST</p>   | <p>Cost Center/Title –I</p>                                |
| <p>Teachers will help students prepare for science based field trips and will provide, before and after-the-trip activities to reinforce experience.</p>   | <p>Classroom Teachers</p>                                      | <p>Title – I</p>   |
| <p>Students will participate in in-school field trips given by Science for Everyone and Fun Science.</p>   | <p>CST</p>   | <p>Title – I</p>   |
| <p>Teachers will participate in professional development for writing common assessments.</p>   | <p>DSS</p>   | <p>NA</p>  |
| <p>All staff members will participate in a science integration workshop sponsored by the Georgia Department of Education.</p>  | <p>CST</p>   |  |
| <p><b>Actions Taken – Mid-Year Update</b><br/> The teachers will attend the MRESA science workshops in January and February.</p> <p>Students and teachers participated in several in-house field trips, Science for Everyone, Fun Science, Elachee Nature Center, and Georgia Habitats.</p> <p>Teachers participated in professional development for writing common assessments facilitated by Dr. Kimberly Wilson from the county office.</p> <p>All staff members participated in science integration workshops sponsored by the Georgia Department of Education in November and Carol Stephens (Fulton County Science Department).</p> <p>Science club- Students interested in Science participate in the Science Club. The activities created for this group are hands-on and allow students in depth study for those student interested in science.</p> |  |  |
| <p><b>Actions Taken – End of Year Report</b></p>   |  |  |
| <p>What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?</p>  |  |  |
| <p style="text-align: center;"><b>Implementation Plan for 2009-10</b></p>  | <p style="text-align: center;"><b>Position Responsible</b></p> | <p style="text-align: center;"><b>Budget/Resources</b></p> |
| <p>Science Night for parents – Parents will participate in hands-on activities conducted by Campbell Staff. The parents and students will rotate to learn more about the science curriculum and what they can do at home to improve success in science.</p>  | <p>Curriculum Support Teacher</p>                              |  |

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|  |                                    |                                |
|--|------------------------------------|--------------------------------|
| <p>Actions Taken – Mid-Year Update<br/>No Update</p>   |                                    |                                |
| <p>Actions Taken – End of Year Report</p>  |                                    |                                |
| <p>What initiatives/improvements will be implemented in the area of <b>School Management</b> to support this objective?</p>  |                                    |                                |
| <p><b>Implementation Plan for 2009-10</b></p>  | <p><b>Position Responsible</b></p> | <p><b>Budget/Resources</b></p> |
| <p>Administrators will conduct five minute walkthroughs per week to assess standards-based instruction, student engagement, and the seven key strategies for classrooms and schools. The information from these walkthroughs will be quantified and share during faculty data talks.</p>   | <p>Administration</p>              | <p>NA</p>                      |
| <p>Actions Taken – Mid-Year Update<br/>Administrators and teacher support staff created a checklist of strategies and best practices that are important to the school. Each team member has two grade levels to monitor per week. The data is reported, tallied, and shared with the faculty.</p> <p>Study Island, Reading A-Z, and Brain Pop have all been renewed. Study Island is used by the teachers to assess students and to provide practice. Reading A-Z is used by teachers to provide additional instructional materials for students during reading groups. This resource helps teachers integrate Science into Reading instruction. Brain Pop serves as an additional resource for science lessons. It gives the students background knowledge and provides a meaningful hook for acquisition lessons. This resource is used by students in all grades.</p> |                                    |                                |
| <p>Actions Taken – End of Year Report</p>  |                                    |                                |
| <p><b>Mid-Year Summary</b></p>   |                                    |                                |
| <p>Preliminary conclusions regarding progress on this objective:</p> <ul style="list-style-type: none"> <li>▪ There is a slight decrease in the post test for 1<sup>st</sup> semester compared to the same test in 2008. The pacing and order of standards taught were not completely in line with the standards assessed on the 1<sup>st</sup> semester checkpoints. We saw an increase in student performance on the semester 2 pre test.</li> </ul>   |                                    |                                |
| <p>Additional action to be taken during remainder of this school year:</p>   |                                    |                                |
| <p>The teachers will continue to integrate science into the reading curriculum. Teachers will conduct an item analysis for each student to determine which standards and elements need</p>   |                                    |                                |

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to be re-addressed.

Teachers will disaggregate science data from the 1<sup>st</sup> semester benchmark assessment and create a timetable for reteaching skills.

Students, teachers and staff will participate in Wacky Tacky Science Day on March 24<sup>th</sup>. The students will engage in science experiments to reinforce the standards at each grade.

***End of Year Summary***

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

|                        |  |                                  |  |                         |  |
|------------------------|--|----------------------------------|--|-------------------------|--|
| Principal<br>Signature |  | Area Superintendent<br>Signature |  | LSAC Chair<br>Signature |  |
|------------------------|--|----------------------------------|--|-------------------------|--|

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| What is a priority area for improving <b>Student Achievement</b> at your school? (Include no more than five, complete one form per objective.)   |              |     |                 |   |                         |         |                             |                  |         |
|--|--------------|-----|-----------------|---|-------------------------|---------|-----------------------------|------------------|---------|
| Objective # 4  | Target Group |     |                 | Performance Measure(s)  | Baseline                |         | Target/Indicator of Success |                  |         |
|  | Description  | No. | % of Population |   | 2007-08                 | 2008-09 | 2009-10                     | 2010-11          | 2011-12 |
| To improve student achievement in writing  | All Students | 874 | 100%            | Increase the % of student meeting/exceeding standards on the 5 <sup>th</sup> grade writing assessment by 3%<br><br>*data represents students enrolled from August - April | 79%                     | 82%     | 85%                         | 87%              | 90%     |
| What <b>interim indicators</b> will be used to monitor progress during the year for this objective?  |              |     |                 |   |                         |         |                             |                  |         |
| Data to be collected during 2009-10  |              |     |                 |   | Position Responsible    |         |                             | Frequency        |         |
| University of Georgia Writing Assessment   |              |     |                 |   | CST, Classroom Teachers |         |                             | 3 times per year |         |
| Common Writing Assessments   |              |     |                 |   | CST, Classroom Teachers |         |                             | Quarterly        |         |
| <p><b>Interim Data Collected – Mid-Year Update</b></p> <p><b>Mock Writing Assessment Results (October)</b></p> <p>58% Did Not Meet the Standard (0-25)</p> <p>41% Met the Standard (26-44)</p> <p>0.8% Exceed the Standard (45-50)</p> |              |     |                 |   |                         |         |                             |                  |         |
| What initiatives/improvements will be implemented in the area of <b>School Initiatives/Professional Development</b> to support this objective?   |              |     |                 |   |                         |         |                             |                  |         |
| Implementation Plan for 2009-10  |              |     |                 |   | Position Responsible    |         |                             | Budget/Resources |         |
| Teachers will participate in professional development on the Tools of Writing.   |              |     |                 |   | CST                     |         |                             | Title – I        |         |
| Teachers will complete progress monitoring charts to show formal and informal assessments of the writing standards.  |              |     |                 |   | DSS, Classroom Teachers |         |                             | NA               |         |
| Teachers will use Mountain Language to help reinforce convention standards.  |              |     |                 |   | Classroom Teachers      |         |                             | Cost Center      |         |

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|   |   |                              |
|---|---|------------------------------|
| Teachers will participate in training on the state writing rubrics.   | CST, Classroom Teachers                                   | NA                           |
| <p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• 2 out of 3 writing mock writing assessments have been administered. The next assessment is schedule for January 21, 2010.</li> <li>• Writing consult hired to work with teachers in grades 3-5 to assess in the implementation of the new writing standards.</li> <li>• Teachers participated in training on the state writing rubrics.</li> <li>• 100% of teachers of grades 1<sup>st</sup> – 5<sup>th</sup> use Mountain Language to reinforce conventions.</li> </ul> |   |                              |
| <p><b>Actions Taken – End of Year Report</b></p>  |   |                              |
| <p>What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?</p>   |   |                              |
| <b>Implementation Plan for 2009-10</b>  | <b>Position Responsible</b>                               | <b>Budget/Resources</b>      |
| There will be a meeting for parents of 5 <sup>th</sup> grade students to explain the writing assessment and discuss ways to prepare at home.  | 5 <sup>th</sup> Grade Classroom Teachers, Parent Liaisons | NA                           |
| <p><b>Actions Taken – Mid-Year Update</b><br/>Parent workshops will take place in February.</p>   |   |                              |
| <p><b>Actions Taken – End of Year Report</b></p>  |   |                              |
| <p>What initiatives/improvements will be implemented in the area of <b>School Management</b> to support this objective?</p>   |   |                              |
| <b>Implementation Plan for 2009-10</b>  | <b>Position Responsible</b>                               | <b>Budget/Resources</b>      |
| <p>The CST will help teachers administer common writing assessments to 4<sup>th</sup> and 5<sup>th</sup> grade students and send them to the University of Georgia to be scored.</p> <p>Administrators will conduct five minute walkthroughs per week to assess standards-based instruction, student engagement, and the seven key strategies for classrooms and schools. The information from these walkthroughs will be quantified and share during faculty data talks.</p>   | <p>CST</p> <p>Administration</p>                          | <p>Cost Center</p> <p>NA</p> |
| <p><b>Actions Taken – Mid-Year Update</b></p> <p>Walkthroughs continue to be conducted weekly. Areas of weakness in writing have been discovered and a plan has been implemented to enhance instruction.</p>  |   |                              |

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- Writing consultant hired to observe lessons and provide feedback for improvement.
- Writing Saturday School schedule created to provide additional practice for students in need.
- Mock writing assessments administered and data was used to plan instruction.

Actions Taken – End of Year Report

***Mid-Year Summary***

Preliminary conclusions regarding progress on this objective:

- From the mock writing assessment we can conclude, that over 40% of our students are prepared for the assessment writing assessment in March. Teachers will continue to work on writing to increase the students' proficiency in writing. Teachers will continue to stress ideas, style, and conventions in daily writing instruction as these present the biggest challenge.
- The next writing assessment should paint a clearer picture of what to expect on the 5<sup>th</sup> Grade Writing Assessment.
- Fifth grade teachers will receive additional support when creating and implementing writing lessons.

Additional action to be taken during remainder of this school year:

Students will take another mock assessment in January.  
5<sup>th</sup> grade teachers will work closely with the writing consultant.  
5<sup>th</sup> Grade students will participate in prescribed writing instruction on Saturday.  
The fifth grade teachers will conduct peer observations to enhance writing instruction.

***End of Year Summary***

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

|                        |  |                                  |  |                         |  |
|------------------------|--|----------------------------------|--|-------------------------|--|
| Principal<br>Signature |  | Area Superintendent<br>Signature |  | LSAC Chair<br>Signature |  |
|------------------------|--|----------------------------------|--|-------------------------|--|

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