

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

School: Sweet Apple Elementary School

Principal: Lenny Forti

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 mathematics	Grades 3-5		100%	% of students in grades 3-5 exceeding expectations on the CRCT in mathematics	45.4 %	56.5 %	58%		
	Level one students grades 3-5		100%	% of students in grades 3-5 not meeting expectations on the CRCT in mathematics	11.2%	8.8%	7%		
	Students with Disabilities (SWD) grades 3-5		100%	% of SWD students in grades 3-5 not meeting expectations on the CRCT in mathematics	28.6%	29.5%	27%		

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
Checkpoints benchmark assessment data	CST/AP	2 weeks; 18 weeks; 27 weeks; 36 weeks
ITBS results for grades 3 and 5	CST/AP	Fall
Unit assessments	Classroom teachers	At completion of units

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
Teachers will use planning time to collaborate on a grade level basis to analyze results from the CRCT, Checkpoints, and unit tests to identify strengths and weaknesses. Instructional strategies will be developed to address the weaknesses.	Classroom Teachers	NA

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Extended learning classes will be offered after school to at-risk students in grades three and five.	Classroom Teachers	NA
Grade 1-5 teachers will conduct at least one interactive math activity per week utilizing Promethean boards and/or Activotes and/or Activslates. Document camera will also be used 3-4 times each week to support math instruction.	Classroom Teachers	NA
Weekly drill on basic math facts in grades 1-5 including addition, subtraction and multiplication as appropriate by continuous achievement level	Classroom Teachers	NA
.Purchase supplemental CRCT preparation materials for special education classrooms to support instructional objectives.	Principal	\$300

Actions Taken – Mid-Year Update

Grade level meetings and the October Early Release Day were used by K-5 teachers to analyze 2008-09 CRCT results and the August checkpoints assessments to identify instructional strengths and weaknesses. Each grade level has developed an instructional plan to target improving student achievement. Teachers in grades 1-5 have been utilizing Promethean ActivBoards and document cameras to enhance classroom instruction. The Early Release Day provided teachers with advanced training on the new Promethean software ActivInspire and how to create flip charts to match performance standards. Training on using document cameras as an instructional tool was also included on this release day.

Our strategic plan math objectives are to increase the number of 3-5 grade students exceeding expectations on the CRCT and to also increase the number Level One and Students w/Disabilities meeting expectations. Listed below are the results from the end of the first semester Checkpoints assessment.

	75-100% correct	50-74% correct	25-49% correct	0-24% correct
Third Grade	21.6%	47.2%	27.2%	4%
Fourth Grade	11.8%	55.1%	30.9%	2.2%
Fifth Grade	3.8%	54.6%	38.5%	3.1%

Students with Disabilities

Third Grade (21 students)	14%	57%	14.2%	14.2%
Fourth Grade (12 students)		58.3%	33.3%	8.3%
Fifth Grade (18 students)	5.5%	22.2%	55.5%	16.6%

Teachers in grades K-5 will use ½ day planning days in January to review checkpoints results to plan second semester instruction and address instructional needs as identified by

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this midyear assessment. Extended Day has been offered to all 3rd and 5th grade level one students. Ten students are currently participating in this after school program.

Actions Taken – End of Year Report

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

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Teacher web pages will provide parents with curriculum information and practice activities to support mathematics instruction.	Classroom Teachers	NA
Provide parents with access to the CRCT On-line Assessment System for practice at home.	Curriculum Support Teacher/Classroom Teachers	NA
Mathnasium, one of our business partners, will provide two tutorial scholarships to at least two students who scored below expectations on the mathematics portion of the spring CRCT.	Mathnasium	NA

Actions Taken – Mid-Year Update
 Teachers have been conducting weekly math facts drills to monitor student progress. Supplemental CRCT resources were purchased and distributed for use in all special education classrooms and are currently utilized to support instructional objectives and test-taking skills.
 Parents were provided GA Online Assessment user id and password information to access CRCT practice at home.
 Two students are currently attending Mathnasium for additional support in the area of mathematics.

Actions Taken – End of Year Report

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

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrators will conduct three five-minute walk-throughs per week to assess standards-based instruction and student engagement in learning.	Principal/Assistant Principal	NA
The administrative team will be assigned 8-10 students who scored level 1 on last year’s CRCT in the area of mathematics. Team members will be responsible during the 2009-10 school year with tracking student progress, monitoring class performance and meeting with students.	Principal/Assistant Principal/Curriculum Support Teacher/Instructional Support Teacher/Counselors	NA
Special Education teachers will meet monthly with the administrative team and the Instructional		

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<p>Support Teacher to review student progress, instructional planning and program needs. Special education teachers will attend at least one grade level instructional planning meeting per month.</p> <p>The administrative team will monitor classroom instruction and student assessments throughout the school year. Student data from unit tests, checkpoints, CRCT and ITBS will be analyzed with recommendations to staff to improve student achievement.</p>	<p>Principal/Instructional Support Teacher/ Special Education Teachers</p> <p>Administrative Team</p>	<p>NA</p>
<p>Actions Taken – Mid-Year Update</p> <p>The administrative team meets weekly to discuss school initiatives and student needs. Students in collaboration and SST are reviewed regularly in these meetings. Appropriate plans are developed based on student needs. The administrative team has held three meetings during the first semester with our special education teachers. The focus of the meetings has been to review SWD performance and develop instructional plans to improve student achievement. Administrative team conducts weekly walk-throughs to monitor instructional practices and teacher techniques in the delivery of GPS.</p>		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Teacher training and grade level planning using SAMS continues to positively impact math instruction. Teachers in grades 1-5 are using their new document cameras as an instructional tool to engage students in math instruction. Meetings with special education teachers has been helpful in focusing attention on students needs, identifying additional resources needed to improve achievement and establishing levels of expectation for student performance. Mid –year checkpoint assessments show continued progress towards instructional goals.</p>		
<p>Additional action to be taken during remainder of this school year:</p> <p>All grade levels will participate in half day planning days in January to review student progress based on end of semester assessments and checkpoints post semester assessments. The February Early Release day will be used to train teachers on Module 2 which addresses use of classroom assessments. Teachers will continue to plan and pace instruction during weekly grade level meeting during the second semester.</p>		
<p>End of Year Summary</p>		
<p>Overall Conclusions regarding this Objective:</p>		
<p>Future Steps to Address this Objective:</p>		

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Principal Signature		Area Superintendent Signature		LSAC Chair 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 language arts	Grades 1-3		100%	% of students in grade 1-3 exceeding expectations on the CRCT in language arts		45%	47%		
	Students With Disabilities (SWD) Grades 3-5		100%	% of SWD students in grades 3-5 not meeting expectations on the CRCT in language arts	14%	16%	13%		
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	
Checkpoints benchmark assessment data					CST			2 weeks; 18 weeks; 27 weeks; 36 weeks	
ITBS results for grades 3 and 5					CST/Counselors			Fall	
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	
Teachers will use planning time to collaborate on a grade level basis to analyze results from the CRCT, Checkpoints, and unit tests to identify strengths and weaknesses. Instructional strategies will be developed to address the weaknesses.					Classroom Teachers			NA	
Extended learning classes will be offered after school to at-risk students in grades three and five.					Classroom Teachers			NA	
Promethean boards will be allocated to all special education interrelated resource classrooms to					Special Education Teachers			NA	

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<p>facilitate instruction and increase student involvement in curriculum objectives. Training will be provided at the first Early Release Day in September.</p> <p>Grade 1-5 teachers will conduct at least one interactive activity per week utilizing Promethean boards and document cameras and/or Activotes and/or Activslates.</p>	<p>Classroom Teachers/Special Education Teachers</p>	<p>NA</p>
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Actions Taken – Mid-Year Update

Grade level meetings and the October Early Release Day were used by K-5 teachers to analyze 2008-09 CRCT results and the August checkpoints assessments to identify instructional strengths and weaknesses. Each grade level has developed an instructional plan to target improving student achievement. Teachers in grades 1-5 have been utilizing Promethean ActivBoards and document cameras to enhance classroom instruction. The Early Release Day provided teachers with advanced training on the new Promethean software ActivInspire and how to create flip charts to match performance standards. Training on using document cameras as an instructional tool was also included on this release day.

Our strategic plan language arts objectives are to increase the number of 3-5 grade students exceeding expectations on the CRCT and to also increase the number of Students With Disabilities (SWD) meeting or exceeding expectations. Listed below are the results from the end of the first semester checkpoints assessment.

	75-100% correct	50-74% correct	25-49% correct	0-24% correct
Third Grade	65.4%	27.1%	5.3%	2.3%
Fourth Grade	56.9%	37.4%	5.7%	
Fifth Grade	48.7%	42.2%	8.4%	.6%

Students with Disabilities

Third grade (22 students)	62%	29%	9%	
Fourth Grade (12 students)	33%	50%	17%	
Fifth Grade (19 students)	5%	63%	26%	6%

Teachers in grades K-5 will use ½ day planning days in January to review checkpoints results to plan second semester instruction and address instructional needs as identified by this midyear assessment. Extended Day has been offered to all 3rd and 5th grade level one students. Ten students are currently participating in this after school program.

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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?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Actions Taken – Mid-Year Update		
Actions Taken – End of Year Report		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>The administrative team will be assigned 8-10 students who scored level 1 on last year’s CRCT in the area of language arts. Team members will be responsible during the 2009-10 school year with tracking student progress, monitoring class performance and meeting with students.</p> <p>Principal and Instructional Support teacher will meet monthly with teaching staff instructing students with disabilities. Meetings will focus on planning instruction to grade level GPS, recent assessments (end of unit, end of semester, checkpoints, ITBS,CRCT) and other current student performance information to guide instruction.</p> <p>The administrative team will monitor classroom instruction and student assessments throughout the school year. Student data from unit tests, checkpoints, CRCT and ITBS will be analyzed with recommendations to staff to improve student achievement.</p>	<p>Principal/AP/CST/IST/Counselors</p> <p>Principal/IST/IRR Teachers/GNET Teachers</p> <p>Administrative team</p>	<p>NA</p> <p>NA</p> <p>NA</p>
Actions Taken – Mid-Year Update		
<p>The administrative team meets weekly to discuss school initiatives and student needs. Students in collaboration and SST are reviewed regularly in these meetings. Appropriate plans are developed based on student needs. The administrative team has held three meetings during the first semester with our special education teachers. The focus of the meetings has been to review SWD performance and develop instructional plans to improve student achievement. Special education teachers have been provided with supplemental CRCT practice materials for classroom instruction and each Interrelated resource teacher has been provided with a Promethean ActivBoard this year to further engage special education</p>		

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<p>students in instructional activities. Special education teachers have also been provided with time to attend weekly grade level meetings to assist with planning instruction.</p>
<p>Actions Taken – End of Year Report</p>
<p>Mid-Year Summary</p>
<p>Teacher training and grade level planning using SAMS continues to positively impact language arts instruction. Teachers in grades 1-5 are using their new document cameras as an instructional tool to engage students in language arts instruction. Meetings with special education teachers have been helpful in focusing attention on students needs, identifying additional resources needed to improve achievement and establishing levels of expectation for student performance. Mid –year checkpoint assessments show continued progress towards instructional goals.</p>
<p>Additional action to be taken during remainder of this school year: All grade levels will participate in half day planning days in January to review student progress based on end of semester assessments and the checkpoints post semester assessments. The February Early Release day will be used to further address student achievement and train teachers on Module 2 which addresses use of classroom assessments. Teachers will continue to plan and pace instruction during weekly grade level meeting during the second semester.</p>
<p>End of Year Summary</p>
<p>Overall Conclusions regarding this Objective:</p>
<p>Future Steps to Address this Objective:</p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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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 writing	Fifth grade		100%	% of students in grade 5 exceeding expectations on the State Writing Assessment	27%	10%	15%		
	Fifth grade		100%	% of students in grade 5 not meeting expectations on the State Writing Assessment	7%	15%	10%		

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
University of Georgia practice assessment grades 4 and 5	Classroom teachers and CST	Fall

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
Fourth and Fifth grade students will be administered the University Of Georgia practice assessment in November. Writing assessments will be scored and returned by the University of Georgia by December for instructional planning.	Classroom Teachers	\$600
Teachers will use planning time to collaborate on a grade level basis to analyze results from the University of Georgia practice assessment to identify strengths and weaknesses. Instructional strategies will be developed to address weaknesses.	CST	NA
A Writing Committee with representation from each grade level, special education, media center and	Classroom Teachers	

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<p>the gifted program will hold at least four meetings to recommend strategies to support writing instruction across all grade levels and subject areas.</p> <p>Student writing will be collected and assessed throughout the year using newly developed writing portfolios. Teachers will utilize student conferences to provide writing feedback based on grade level benchmarks.</p> <p>.</p> <p>.</p>	<p>Classroom Teachers</p>
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Actions Taken – Mid-Year Update

A Writing Committee with representation from each grade level, special education, media center and the gifted program was formed at the beginning of the school year to recommend strategies to support writing instruction across all grade levels and subject areas. Since August, the committee has held four meetings and has developed writing rubrics and writing expectations for each grade level. Rubrics and writing expectations have been discussed at grade level meetings during the first semester and at a January faculty meeting. Student writing has been collected in individual student writing portfolio's at each grade level. Teachers have also utilized individual student conferences to improve student writing.

Fourth and Fifth grade students were administered the University of Georgia 5th grade practice writing assessment in November. Results from the assessment were received at the end of December. Results from the testing are listed below:

	Fourth Grade	Fifth Grade
Does Not Meet	34 (25%)	8 (6%)
Does Not Meet/Meets	19 (15%)	7 (4%)
Meets	75 (58%)	98 (68%)
Meets/Exceeds	0 (0%)	8 (6%)
Exceeds	2 (2%)	23 (16%)
Off Topic/No score	0 (0%)	1 (0.6%)

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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?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Actions Taken – Mid-Year Update		
Actions Taken – End of Year Report		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Administrative Team will meet with fifth grade teachers when writing results are available from the fall practice assessment to assess student performance and determine instructional needs.	Principal/Curriculum Support Teacher	NA
Actions Taken – Mid-Year Update		
<p>The administrative Team met with fourth and fifth grade teachers in January to discuss the results from the University of Georgia practice writing assessment. Results from this assessment are listed above. This writing assessment was intended for fifth grade students. Fourth grade students were also given the assessment in preparation for next year and to guide writing instruction for second semester. Data from the UGA writing tests has been analyzed and charted. Over 90 % of the fifth grade students taking the practice assessment scored at or above expectations. Sixteen percent scored at the exceeds level with another 6% scoring between the meets/exceeds level. Our targets for the State Writing assessment in March are 90% meeting or exceeding expectation and 15% or more achieving at the exceeds level. Results from the practice assessment are a positive indication that we are making progress on meeting this indicator for success. Fourth and Fifth grade teachers will use individual student writing scores to guide instruction during second semester. Teachers will also conference with students to provide feedback and strategies for improving their writing.</p>		
Actions Taken – End of Year Report		
Mid-Year Summary		
Our writing committee has had a positive impact on writing across all grade levels this year. Writing expectations and rubrics created by the committee have provided each grade		

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level with guidelines for student performance. Individual student portfolios, recommended by the committee, have helped teachers analyze student progress. Writing conferences with students have also helped improve writing performance. Including our fourth grade in the University of Georgia practice writing assessment has provided a baseline writing performance for teachers to improve writing scores next year. Fifth grade scores on the practice assessment indicate that students are making progress towards this year's targeted performance measures.

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

The Writing Committee will continue to meet during second semester to make modifications to our school wide writing plan. Writing rubrics for each grade level will be edited and adjusted based on committee recommendations and grade level planning. Fourth and Fifth grade teachers will use the results from the practice writing assessment to address grade level and individual student writing performance. Writing instruction during second semester will address identified areas of need.

End of Year Summary

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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