

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

School: Findley Oaks Elementary

Principal: Steve Curry

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
Increase student performance in Math	SWD	81	10%	CRCT Math	2 29% E 3 92% ME 4 78% ME 5 40% E	2 40% E 3 84% ME 4 75% ME 5 57% E	2 43% E 3 87% ME 4 78% ME 5 60% E	2 46% E 3 89% ME 4 81% ME 5 63% E	2 49% E 3 91% ME 4 83% ME 5 66% E

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 ITBS Grades 3 & 5 Unit Assessments	CST CST Classroom teachers	December, February Fall As units are completed

Interim Data Collected – Mid-Year Update

71% of 2nd grade students with disabilities averaged 76% or higher on unit post tests. 90% of 3rd grade students with disabilities averaged 76% or higher on unit post tests. 88% of 4th grade students with disabilities averaged 76% or higher on unit post tests. 80% of 5th grade students with disabilities averaged 76% or higher on unit post tests

December Pre/Post Test Math Checkpoint Test Change: 3rd +10%, 4th +7%, 5th +15%.

December Post Test Math Checkpoint Test average for students with disabilities compared to all students:

2nd grade: 54/57; 3rd grade: 57/65; 4th grade: 46/55; 5th grade:49/61

In 2nd grade, 57% students with disabilities received As, 29% received Bs, 14% received Cs; in 3rd grade 50% of students with disabilities received As, 45% received Bs, 5% received Cs; in 4th grade 50% of students with disabilities received As, 42% received Bs, 8% received Cs, in 5th grade 30% of students with disabilities received As, 65% received Bs, 5% received Cs.

Math ITBS scores for students with disabilities: 3rd grade, 70th percentile; 5th grade 54th percentile

Math ITBS scores for all students: 3rd grade, 87th percentile; 5th grade 88th percentile

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>Faculty will utilize data from Checkpoints, CRCT, ITBS, and other assessments to target strengths and weaknesses in individual students, and adjust instruction to meet individual instructional needs Vertical teams will develop core area vocabulary guides and, working with grade levels, facilitate strategies for teaching vocabulary which articulate smoothly between grades. Faculty will develop and use common assessments to assure grade level equity for students and to adjust instruction to meet the needs of individuals Faculty will develop common instructional units based on GPS, and meet regularly to share best practices and assure grade level alignment in the delivery of the units.</p> <p>Teachers in grades 4 and 5 will utilize ActivBoards to conduct at least one interactive lesson addressing Math standards per week.</p> <p>ActivBoards will be installed in each 3rd grade classroom by the end of the 1st semester.</p> <p>Teachers in grades 3, 4, and 5 will participate in at least three ActivBoard training workshops during the academic year.</p> <p>Special Education and general education teachers who are co-teaching will plan lessons collaboratively and share responsibility for delivery of instruction.</p> <p>Teachers will meet at least monthly to collaboratively plan lessons, develop assessments, and analyze student performance data.</p> <p>Students in grades 1 – 5 will use Flash Master as appropriate to improve instant recall of facts.</p> <p>Students in grades 3 and 5 who are at risk of not meeting CRCT expectations will be offered after school Extended Learning classes.</p> <p>Students will utilize mobile netbook computer labs for classroom research, practice activities, and development of reports.</p>	<p>Classroom Teachers</p> <p>CST, Classroom Teachers</p> <p>CST, Classroom Teachers</p> <p>Classroom Teachers</p> <p>CST, Classroom Teachers</p> <p>Principal, Technology Specialist</p> <p>Principal, Assistant Principal</p> <p>Indicated Classroom Teachers, IST</p> <p>CST, Classroom Teachers, IST</p> <p>Classroom Teachers</p> <p>CST, Extended Learning Teachers</p> <p>Classroom Teachers</p>	<p>\$35,000 provided by PTA \$1,000 provided through Cost Center</p> <p>\$3,000 – Funding source TBD</p>
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- Actions Taken – Mid-Year Update**
- Checkpoints data is examined by math standard to adjust instruction for individual students
 - Math unit assessments are utilized to differentiate instruction and to scaffold instruction, based on item analysis of results
 - Each grade level has developed a standard list of math vocabulary words to enable students to communicate math concepts more effectively. Vocabulary development is incorporated into lessons, which are developed collaboratively at each grade level
 - Teachers are utilizing math assessments which have been developed collaboratively. Assessments are analyzed by standard; instruction is adjusted for

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each student based on the results of the assessment. Teachers at grade levels share strategies of teaching based on individual classroom assessment results.

- Math instructional units drawn from the Student Assessment Management System are utilized, assuring standards based instruction. Teachers meet at least bi-monthly to manage the scope and sequence of math instruction.
- Teachers in grades 4 and 5 have developed interactive math lessons based on Georgia Performance Standards. Lessons are developed collaboratively and are stored on Findley Oaks' computerized shared folder system. Lessons are available to all teachers via the computer network.
- Interactive whiteboards have been installed in all third grade classrooms. Math lessons have been developed at grade level and have been stored on the Findley Oaks computerized shared folder system.
- Teachers in grades 3, 4, and 5 have received one ½ day locally developed and delivered interactive whiteboard training workshops, which was followed up with a one hour training/application workshop. They will receive a second ½ day workshop in February or March.
- Findley Oaks delivers instruction to students who have IEPs based on both a co-teaching and a resource "pull-out" model. There are two co-taught classrooms in each of grades 3, 4, and 5. Co teachers have planned lessons collaboratively and share responsibility for all aspects of instruction. Teachers who meet students in the pull out model work with co teaching teams in order to coordinate instruction and assessment for students with whom they work.
- Students in grade 5 identified as being at risk of not meeting expectations on the math CRCT have been given the option to receive extended day instruction.
- Math content is incorporated into extended science and social studies lessons on Extension Day.
- Students are using FlashMaster handheld electronic math computers to improve identified weaknesses in math fact recall and math fluency.

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
Findley Oaks will institute electronic methods for communicating with stakeholders, to include increased utilization of the school website, and distribution of regular communication via email.	Principal, AP, CST	License fees for website, email services
Findley Oaks will develop interim surveys to assess stakeholder satisfaction, and to guide implementation of school initiatives and programs by providing information about effectiveness of school-home communication, utilization of on-line resources such as CRCT practice tests, on-line textbooks, Galileo, and information provided through our website.	Principal, AP, CST	
Parents will be provided access to the CRCT on-line assessment system in order to practice for the test at home.	CST/Classroom teachers	

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<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • The Findley Oaks school newsletter is distributed via electronic means to all families. • The school website continues to be developed as a comprehensive source of information about the school, and school events. • Administration has met regularly with parent leadership to assess stakeholder satisfaction, resulting in refinement of communication processes at the classroom and school levels. • Parents have received information about online math practice for the CRCT. • Parents have received math curriculum letters explaining upcoming math units prior to each unit. • Classroom newsletters include math standards which will be studied and math activities which will be done during the course of the upcoming unit. • PTA hosted a Math Night as part of their Family Outreach program
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<p>Actions Taken – End of Year Report</p>
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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>Administrative team and Leadership team meetings will include as agenda items regular evaluation of the use of technology, regular review of stakeholder input, and regular monitoring of student achievement tests. Grade level and area teachers will collaboratively plan lessons, assessments, and technology integration at least once per month. Schedules will be developed which foster collaborative planning among teachers, and which provide times for consultants (such as occupational and physical therapists), special education teachers, and special program teachers (such as ESOL teachers), to communicate with general education teachers regarding classroom progress and the coordination of efforts to properly and appropriately serve each student.</p>	<p>Administrative and Leadership Teams CST/Classroom Teachers Principal/Assistant Principal</p>	

<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • Administrators have met with teachers and leadership team members to assess progress in the effective utilization of interactive whiteboards. • The curriculum support teacher meets regularly with grade levels to gather, examine, and analyze student performance data. A data collection instrument collating key data points for each student has been developed and is being deployed at each grade level. • Instructional schedules have been developed which provide teachers opportunities to meet together at least three times per week. Consultants (occupational therapists, physical therapists, speech therapists) have schedules free from duty either before or after school in order to consult and

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collaborate with classroom teachers about their students, without interrupting instruction. The ESOL teacher is provided time to consult with classroom teachers in this manner as well.

- Early release day training was conducted through vertical teams. Rich discussion about the Value Added Process, appropriate implementation of Standards Based Instruction, and the elements of defining, developing, and utilizing best instructional practices led to more effective methods of presenting standards and essential questions, and assessing mastery of the essential questions. Administrative processes are being developed to better share new ideas and information as a result.
- Teachers are observing other teachers in order to learn new instructional methods and techniques.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

- Students in grades 3, 4, and 5 demonstrated improvements in checkpoint post tests compared to pretests. Percentage correct for special education students was lower than the percentage correct for all students; however, when compared graphically, the “shape” of charted results is nearly identical. Further analysis of this phenomenon is warranted. None the less, checkpoint results provide information which enables teachers to scaffold standards which are not mastered as the second semester progresses.
- Taken together, ITBS results, checkpoint test results, unit test results and grades provide an accurate picture of student performance.
- With regard to ITBS scores in grades 3 and 5, students with disabilities scored below all students at Findley Oaks, but scored above the national average in both grade levels. Instruction focusing on areas of weakness revealed by the ITBS results is incorporated into lessons.
- Unit post test results and grades generally correlate. Unit test results indicate students are reaching mastery of standards, although as noted may not perform as well on checkpoints due to slower instructional pace.

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

- Teachers will continue to observe peers in order to improve instructional practices.
- Checkpoint scores will be analyzed using the Performance Assessment System
- The Performance Assessment System will be utilized to develop local common assessments which will be analyzed in order to adjust instruction for individual students
- The “shape” of charted data for all students compared to special education students will be analyzed and interpreted
- Additional training in the use of interactive whiteboards will be conducted.

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- Teachers will continue to adjust instruction to address the specific math goals and objectives contained in IEPs, utilizing information gained from the analysis of data gathered through unit tests, checkpoints, and common assessments.

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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What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)									
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
Increase student performance in Language Arts	SWD	81	10%	CRCT English/Language Arts	2 35% E 3 38% E 4 39% E 5 53% E	2 40% E 3 48% E 4 50% E 5 32% E	2 43% E 3 51% E 4 53% E 5 35% E	2 46% E 3 54% E 4 56% E 5 38% E	2 49% E 3 57% E 4 59% E 5 41% E
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 ITBS Grades 3 & 5 Unit Assessments					CST CST Classroom teachers			December, February Fall As units are completed	
<p>Interim Data Collected – Mid-Year Update</p> <p>December Pre/Post Test RELA Checkpoint Test Change: 3rd -1%, 4th +10%, 5th -2%.</p> <p>December Post Test RELA Checkpoint Test average for students with disabilities compared to all students: 2nd grade: 66/75; 3rd grade: 70/78; 4th grade: 66/76; 5th grade:62/73</p> <p>In 2nd grade, 71% students with disabilities received As, 29% received Bs; in 3rd grade 64% of students with disabilities received As, 36% received Bs; in 4th grade 31% of students with disabilities received As, 65% received Bs and 4% received Cs, in 5th grade 60% of students with disabilities received As, 35% received Bs and 5% received Cs.</p> <p>Language ITBS scores for students with disabilities: 3rd grade, 59th percentile; 5th grade 54th percentile</p> <p>Language ITBS scores for all students: 3rd grade, 86th percentile; 5th grade 85th percentile</p>									
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>Faculty will utilize data from Checkpoints, CRCT, ITBS, and other assessments to target strengths and weaknesses in individual students, and adjust instruction to meet individual instructional needs</p> <p>Vertical teams will develop core area vocabulary guides and, working with grade levels, facilitate strategies for teaching vocabulary which articulate smoothly between grades.</p> <p>Faculty will develop and use common assessments to assure grade level equity for students and to adjust instruction to meet the needs of individuals</p> <p>Faculty will develop common instructional units based on GPS, and meet regularly to share best practices and assure grade level alignment in the delivery of the units.</p> <p>Teachers in grades 4 and 5 will utilize ActivBoards to conduct at least one interactive lesson addressing Language Arts standards per week.</p> <p>ActivBoards will be installed in each 3rd grade classroom by the end of the 1st semester.</p> <p>Teachers in grades 3, 4, and 5 will participate in at least three ActivBoard training workshops during the academic year.</p> <p>Special Education and general education teachers who are co-teaching will plan lessons collaboratively and share responsibility for delivery of instruction.</p> <p>Teachers will meet at least monthly to collaboratively plan lessons, develop assessments, and analyze student performance data.</p> <p>Students in grades 3 and 5 who are at risk of not meeting CRCT expectations will be offered after school Extended Learning classes.</p> <p>Students will utilize mobile laptop computer labs for classroom research, practice activities, and development of reports.</p>	<p>Classroom Teachers</p> <p>CST, Classroom Teachers</p> <p>CST, Classroom Teachers</p> <p>Classroom Teachers</p> <p>CST, Classroom Teachers</p> <p>Principal, Technology Specialist</p> <p>Principal, Assistant Principal</p> <p>Indicated Classroom Teachers, IST</p> <p>CST, Classroom Teachers, IST</p> <p>Classroom Teachers</p> <p>CST, Extended Learning Teachers</p> <p>Classroom Teachers</p>	<p>\$35,000 provided by PTA</p> <p>\$1,000 provided through Cost Center</p> <p>\$3,000 – Funding source TBD</p>
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Actions Taken – Mid-Year Update

- Checkpoints data is examined by language standard to adjust instruction for individual students
- Each grade level has developed a standard list of vocabulary words to enable students to understand and interpret literature more effectively. Vocabulary development is incorporated into lessons, which are developed collaboratively at each grade level
- Teachers are utilizing language assessments which have been developed collaboratively. Assessments are analyzed by standard; instruction is adjusted for each student based on the results of the assessment. Teachers at grade levels share strategies of teaching based on individual classroom assessment

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results.

- Instructional units are developed in collaboration at grade levels. Teachers meet at least bi-monthly to manage the scope and sequence of instruction.
- Teachers in grades 4 and 5 have developed interactive whiteboard lessons based on Georgia Performance Standards. Lessons are developed collaboratively and are stored on Findley Oaks' computerized shared folder system. Lessons are available to all teachers via the computer network.
- Interactive whiteboards have been installed in all third grade classrooms. Lessons have been developed at grade level and have been stored on the Findley Oaks computerized shared folder system.
- Teachers in grades 3, 4, and 5 have received one ½ day locally developed and delivered interactive whiteboard training workshops, which was followed up with a one hour training/application workshop. They will receive a second ½ day workshop in February or March.
- Findley Oaks delivers instruction to students who have IEPs based on both a co-teaching and a resource "pull-out" model. There are two co-taught classrooms in grades 3, 4, and 5. Co teachers have planned lessons collaboratively and share responsibility for all aspects of instruction. Teachers who meet students in the pull out model work with co teaching teams in order to coordinate language instruction and assessment for students with whom they work.
- Students and teachers engage in individual writing conferences, discussing student writing and revisions
- Writing and language content is incorporated into extended science and social studies lessons on Extension Day.
- Literature is explored utilizing techniques which include novel studies correlated to the Georgia Performance Standards, and classroom literature circles. Student writing is assessed using the 6+1 writing traits, which align well with standardized writing assessments.
- Special area teachers utilize content area scope and sequence information to, where possible, reinforce writing techniques and strategies which students encounter in the general education classroom
- Flexible scheduling in the media center enables context based instruction in research skills, and providing reinforcement of writing and language skills.

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
Findley Oaks will institute electronic methods for communicating with stakeholders, to include increased utilization of the school website, and distribution of regular communication via email.	Principal, AP, CST	License fees for website, email services
Findley Oaks will develop interim surveys to assess stakeholder satisfaction, and to guide implementation of school initiatives and programs by providing information about effectiveness of school-home communication, utilization of on-line resources such as CRCT practice tests, on-line textbooks, Galileo, and information provided through our website.	Principal, AP, CST	

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Parents will be provided access to the CRCT on-line assessment system in order to practice for the test at home.	CST/Classroom teachers	
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • The Findley Oaks school newsletter is distributed via electronic means to all families. • The school website continues to be developed as a comprehensive source of information about the school, and school events. • Administration has met regularly with parent leadership to assess stakeholder satisfaction, resulting in refinement of communication processes at the classroom and school levels. • Parents have received information about online practice for the language portion of the CRCT. • Classroom newsletters include writing/language standards and essential questions which will be studied and relevant activities which will be done during the course of the upcoming unit. 		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>		
<p>Implementation Plan for 2009-10</p>	<p>Position Responsible</p>	<p>Budget/Resources</p>
<p>Administrative team and Leadership team meetings will include as agenda items regular evaluation of the use of technology, regular review of stakeholder input, and regular monitoring of student achievement tests. Grade level and area teachers will collaboratively plan lessons, assessments, and technology integration at least once per month. Schedules will be developed which foster collaborative planning among teachers, and which provide times for consultants (such as occupational and physical therapists), special education teachers, and special program teachers (such as ESOL teachers), to communicate with general education teachers regarding classroom progress and the coordination of efforts to properly and appropriately serve each student.</p>	<p>Administrative and Leadership Teams CST/Classroom Teachers Principal/Assistant Principal</p>	
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • Co-teachers and resource teachers are working together to develop appropriate assessments and instructional tools to meet the needs of students with disabilities, based on results of the assessments the students have taken. • Regular and ongoing communication between home and school fosters a clear focus on student strengths and needs for improvement. • Small group and individual instruction is utilized flexibly to meet the needs of individual students. • Technologies such as laptop computers, books on line, electronic keyboards, and computerized visual enhancement as well as interactive whiteboards 		

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are used to differentiate instruction.

- The curriculum support teacher meets regularly with grade levels to gather, examine, and analyze student performance data in writing and language skills. A data collection instrument collating key data points for each student has been developed and is being deployed at each grade level.
- Instructional schedules have been developed which provide teachers opportunities to meet together at least three times per week. Consultants (occupational therapists, physical therapists, speech therapists) have schedules free from duty either before or after school in order to consult and collaborate with classroom teachers about their students, without interrupting instruction. The ESOL teacher is provided time to consult with classroom teachers in this manner as well.
- Early release day training was conducted through vertical teams. Rich discussion about the Value Added Process, appropriate implementation of Standards Based Instruction, and the elements of defining, developing, and utilizing best instructional practices led to more effective methods of presenting standards and essential questions, and assessing mastery of the essential questions. Administrative processes are being developed to better share new ideas and information as a result.
- Teachers are observing other teachers in order to learn new instructional methods and techniques.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

- Students in grade 4 demonstrated substantial improvement on the Checkpoint post test as compared to the pretest. Grades 3 and 5 demonstrated a slight decrease in post tests compared to pretests. Percentage correct on the reading/language arts checkpoint for special education students was lower than the percentage correct for all students; however, when compared graphically, the “shape” of charted results is nearly identical. Further analysis of this phenomenon is warranted. None the less, checkpoint test results are enabling teachers to scaffold language standards which are not mastered as the second semester progresses. Integration of media center instruction with content based instruction is having a positive effect upon student writing as evidenced by individual assignments and classroom reports.
- Taken together, ITBS results, checkpoint test results, and grades provide an accurate picture of student performance in writing and language. .
- With regard to ITBS language scores in grades 3 and 5, students with disabilities scored below all students at Findley Oaks, but scored above the national average in both grade levels. Instruction focusing on areas of weakness in writing and language revealed by the ITBS results is incorporated into lessons.
- Analysis of grades, common assessments, classwork, and IEP goals indicates that students with disabilities are meeting expectations as they advance through the curriculum, but that due to individual learning differences are advancing more slowly than called for in standard scope and sequence, possibly resulting in lower scores on checkpoint tests.

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

- Teachers will continue to observe peers in order to improve instructional practices.
- Checkpoint scores in reading/language arts will be analyzed using the Performance Assessment System
- The “shape” of charted data for all students compared to special education students will be analyzed and interpreted
- The Performance Assessment System will be utilized to develop local common assessments in language skills which will be analyzed in order to adjust instruction for individual students
- Additional training in the use of interactive whiteboards will be conducted.
- Teachers will continue to adjust instruction to address the specific writing and language goals and objectives contained in IEPs, utilizing information gained from the analysis of data gathered through unit tests, checkpoints, and common assessments.
- “Compacting” techniques will be used to present standards to students which may not have been mastered in the time originally designated.

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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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
Increase student performance in Reading	SWD	81	10%	CRCT Reading	2 41% E 3 54% E 4 52% E 5 47% E	2 47% E 3 40% E 4 40% E 5 26% E	2 50% E 3 43% E 4 43% E 5 30% E	2 53% E 3 47% E 4 46% E 5 33% E	2 56% E 3 50% E 4 49% E 5 36% E
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 ITBS Grades 3 & 5 Unit Assessments					CST CST Classroom teachers			December, February Fall As units are completed	
<p>Interim Data Collected – Mid-Year Update</p> <p>December Pre/Post Test RELA Checkpoint Test Change: 3rd -1%, 4th +10%, 5th -2%.</p> <p>December Post Test RELA Checkpoint Test average for students with disabilities compared to all students: 2nd grade: 66/75; 3rd grade: 70/78; 4th grade: 66/76; 5th grade:62/73</p> <p>In 2nd grade, 71% students with disabilities received As, 29% received Bs; in 3rd grade 63% of students with disabilities received As, 27% received Bs, 10% received Cs; in 4th grade 46% of students with disabilities received As, 42% received Bs, 12% received Cs, in 5th grade 55% of students with disabilities received As, 45% received Bs.</p> <p>Reading ITBS scores for students with disabilities: 3rd grade, 60th percentile; 5th grade 60th percentile</p> <p>Reading ITBS scores for all students: 3rd grade, 80th percentile; 5th grade 85th percentile</p>									
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	
Faculty will utilize data from Checkpoints, CRCT, ITBS, and other assessments to target strengths and weaknesses in individual students, and adjust instruction to meet individual					Classroom Teachers				

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<p>instructional needs Vertical teams will develop core area vocabulary guides and, working with grade levels, facilitate strategies for teaching vocabulary which articulate smoothly between grades. Faculty will develop and use common assessments to assure grade level equity for students and to adjust instruction to meet the needs of individuals Faculty will develop common instructional units based on GPS, and meet regularly to share best practices and assure grade level alignment in the delivery of the units.</p> <p>Teachers in grades 4 and 5 will utilize ActivBoards to conduct at least one interactive lesson addressing reading standards per week.</p> <p>ActivBoards will be installed in each 3rd grade classroom by the end of the 1st semester.</p> <p>Teachers in grades 3, 4, and 5 will participate in at least three ActivBoard training workshops during the academic year.</p> <p>Special Education and general education teachers who are co-teaching will plan lessons collaboratively and share responsibility for delivery of instruction.</p> <p>Teachers will meet at least monthly to collaboratively plan lessons, develop assessments, and analyze student performance data.</p> <p>Students in grades 1 – 5 will use Flash Master as appropriate to improve instant recall of facts.</p> <p>Students in grades 3 and 5 who are at risk of not meeting CRCT expectations will be offered after school Extended Learning classes.</p> <p>Students will utilize mobile netbook computer labs for classroom research, practice activities, and development of reports.</p>	<p>CST, Classroom Teachers</p> <p>CST, Classroom Teachers</p> <p>Classroom Teachers</p> <p>CST, Classroom Teachers</p> <p>Principal, Technology Specialist</p> <p>Principal, Assistant Principal</p> <p>Indicated Classroom Teachers, IST</p> <p>CST, Classroom Teachers, IST</p> <p>Classroom Teachers</p> <p>CST, Extended Learning Teachers</p> <p>Classroom Teachers</p>	<p>\$35,000 provided by PTA \$1,000 provided through Cost Center</p> <p>\$3,000 – Funding source TBD</p>
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • Checkpoints data is examined by reading standard to adjust instruction for individual students. (As checkpoint tests largely mirror subject unit tests, checkpoint results were used in place of unit tests.) • Each grade level has developed a standard list of vocabulary words to enable students to understand and interpret literature more effectively. Vocabulary development is incorporated into lessons, which are developed collaboratively at each grade level • Teachers are utilizing reading assessments which have been developed collaboratively. Assessments are analyzed by standard; instruction is adjusted for each student based on the results of the assessment. Teachers at grade levels share strategies of teaching based on individual classroom assessment results. 		

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- Instructional units are developed in collaboration at grade levels. Teachers meet at least bi-monthly to manage the scope and sequence of instruction.
- Teachers in grades 4 and 5 have developed interactive whiteboard lessons based on Georgia Performance Standards. Lessons are developed collaboratively and are stored on Findley Oaks' computerized shared folder system. Lessons are available to all teachers via the computer network.
- Interactive whiteboards have been installed in all third grade classrooms. Lessons have been developed at grade level and have been stored on the Findley Oaks computerized shared folder system.
- Teachers in grades 3, 4, and 5 have received one ½ day locally developed and delivered interactive whiteboard training workshops, which was followed up with a one hour training/application workshop. They will receive a second ½ day workshop in February or March.
- Findley Oaks delivers instruction to students who have IEPs based on both a co-teaching and a resource "pull-out" model. There are two co-taught classrooms in each of grades 3, 4, and 5. Co-teachers have planned reading lessons collaboratively and share responsibility for all aspects of instruction. Teachers who meet students in the pull out model work with co teaching teams in order to coordinate instruction and assessment for students with whom they work.
- Third and fifth grade students identified as being at risk of not meeting expectations on the reading portion CRCT have been given the option to receive extended day instruction.
- Reading content is incorporated into extended science and social studies lessons on Extension Day.
- Literature is explored utilizing techniques which include novel studies correlated to the Georgia Performance Standards, and classroom literature circles.
- The Read Naturally individualized reading program is used during reading class to address reading comprehension and fluency concerns.
- Special area teachers utilize content area scope and sequence information to, where possible, reinforce reading themes and strategies which students encounter in the general education classroom
- Flexible scheduling in the media center enables context based instruction in research skills
- The media specialist prepares and regularly updates book collections for classrooms providing fiction and non-fiction reading relevant to current classroom instruction

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
Findley Oaks will institute electronic methods for communicating with stakeholders, to include increased utilization of the school website, and distribution of regular communication via email.	Principal, AP, CST	License fees for website, email services
Findley Oaks will develop interim surveys to assess stakeholder satisfaction, and to guide implementation of school initiatives and programs by providing information about	Principal, AP, CST	

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

School: Findley Oaks Elementary

Principal: Steve Curry

<p>effectiveness of school-home communication, utilization of on-line resources such as CRCT practice tests, on-line textbooks, Galileo, and information provided through our website.</p> <p>Parents will be provided access to the CRCT on-line assessment system in order to practice for the test at home.</p>	<p>CST/Classroom teachers</p>	
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<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • The Findley Oaks school newsletter is distributed via electronic means to all families. • The school website continues to be developed as a comprehensive source of information about the school, and school events. • Administration has met regularly with parent leadership to assess stakeholder satisfaction, resulting in refinement of communication processes at the classroom and school levels. • Parents have received information about online practice for the reading portion of the CRCT. • Classroom newsletters include reading standards and essential questions which will be studied and reading activities which will be done during the course of the upcoming unit. • PTA scheduled a Reading Night as part of their Family Outreach program • PTA, in conjunction with Findley Oaks, sponsors an incentive program for reading, resulting thus far in students having collectively read nearly 200,000 pages 		
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<p>Actions Taken – End of Year Report</p>		
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What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

<p style="text-align: center;">Implementation Plan for 2009-10</p>	<p style="text-align: center;">Position Responsible</p>	<p style="text-align: center;">Budget/Resources</p>
<p>Administrative team and Leadership team meetings will include as agenda items regular evaluation of the use of technology, regular review of stakeholder input, and regular monitoring of student achievement tests.</p> <p>Grade level and area teachers will collaboratively plan lessons, assessments, and technology integration at least once per month.</p> <p>Schedules will be developed which foster collaborative planning among teachers, and which provide times for consultants (such as occupational and physical therapists), special education teachers, and special program teachers (such as ESOL teachers), to communicate with general education teachers regarding classroom progress and the coordination of efforts to properly and appropriately serve each student.</p>	<p>Administrative and Leadership Teams</p> <p>CST/Classroom Teachers</p> <p>Principal/Assistant Principal</p>	

**Fulton County Schools
School Improvement Plan
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School: Findley Oaks Elementary

Principal: Steve Curry

Actions Taken – Mid-Year Update

- Co-teachers and resource teachers are working together to develop appropriate reading assessments and instructional tools to meet the needs of students with disabilities, based on results of the assessments the students have taken.
- Regular and ongoing communication between home and school fosters a clear focus on student strengths and needs for improvement.
- Small group and individual instruction is utilized flexibly to meet the needs of individual students.
- Technologies such as laptop computers, books on line, electronic keyboards, and computerized visual enhancement as well as interactive whiteboards are used to differentiate instruction.
- The curriculum support teacher meets regularly with grade levels to gather, examine, and analyze student performance data in reading. A data collection instrument collating key data points for each student has been developed and is being deployed at each grade level.
- Instructional schedules have been developed which provide teachers opportunities to meet together at least three times per week. Consultants (occupational therapists, physical therapists, speech therapists) have schedules free from duty either before or after school in order to consult and collaborate with classroom teachers about their students, without interrupting instruction. The ESOL teacher is provided time to consult with classroom teachers in this manner as well.
- Early release day training was conducted through vertical teams. Rich discussion about the Value Added Process, appropriate implementation of Standards Based Instruction, and the elements of defining, developing, and utilizing best instructional practices led to more effective methods of presenting standards and essential questions, and assessing mastery of the essential questions. Administrative processes are being developed to better share new ideas and information as a result.
- Teachers are observing other teachers in order to learn new instructional methods and techniques.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

- Students in grade 4 demonstrated substantial improvement on the Checkpoint post test as compared to the pretest. Grades 3 and 5 demonstrated a slight decrease in post tests compared to pretests. Percentage correct on the reading/language arts checkpoint for special education students was lower than the percentage correct for all students; however, when compared graphically, the “shape” of charted results is nearly identical. Further analysis of this phenomenon is warranted. None the less, checkpoint test results are enabling teachers to scaffold reading standards which are not mastered as the second semester progresses.
- Taken together, ITBS results, checkpoint test results, and grades provide an accurate picture of student performance in reading.

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- With regard to ITBS reading scores in grades 3 and 5, students with disabilities scored below all students at Findley Oaks, but scored above the national average in both grade levels. Instruction focusing on areas of weakness in reading revealed by the ITBS results is incorporated into lessons.
- Analysis of grades, common assessments, classwork, and IEP goals indicates that students with disabilities are meeting expectations as they advance through the curriculum, but that due to individual learning differences are advancing more slowly than called for in standard scope and sequence, possibly resulting in lower scores on checkpoint tests.

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

- Teachers will continue to observe peers in order to improve instructional practices.
- Checkpoint scores in reading/language arts will be analyzed using the Performance Assessment System
- The “shape” of charted data for all students compared to special education students will be analyzed and interpreted
- The Performance Assessment System will be utilized to develop local common assessments in reading which will be analyzed in order to adjust instruction for individual students
- Additional training in the use of interactive whiteboards will be conducted.
- Teachers will continue to adjust instruction to address the specific reading goals and objectives contained in IEPs, utilizing information gained from the analysis of data gathered through checkpoints and common assessments.
- “Compacting” techniques will be used to present standards to students which may not have been mastered in the time originally designated.

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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