

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

School Crabapple Crossing Elementary - MATH

Principal George B. Freiberger, Ed.S

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 achievement in <b>Math</b>	All students grades 1-5	647	85%	1. Increase the % of students scoring at Level 3 on the CRCT at each grade level from year to year	1 <sup>st</sup> 81%	1 <sup>st</sup> 83%	1 <sup>st</sup> 84%	1 <sup>st</sup> 85%	1 <sup>st</sup> 86%
					2 <sup>nd</sup> 65%	2 <sup>nd</sup> 78%	2 <sup>nd</sup> 79%	2 <sup>nd</sup> 80%	2 <sup>nd</sup> 81%
					3 <sup>rd</sup> 67%	3 <sup>rd</sup> 79%	3 <sup>rd</sup> 80%	3 <sup>rd</sup> 81%	3 <sup>rd</sup> 82%
					4 <sup>th</sup> 72%	4 <sup>th</sup> 62%	4 <sup>th</sup> 66%	4 <sup>th</sup> 67%	4 <sup>th</sup> 68%
					5 <sup>th</sup> 56%	5 <sup>th</sup> 73%	5 <sup>th</sup> 74%	5 <sup>th</sup> 75%	5 <sup>th</sup> 76%

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
<ul style="list-style-type: none"> <li>• Observations confirming standards, elements, and essential questions addressed at either beginning or end of lesson</li> <li>• CRCT results grades 1-5</li> <li>• Checkpoints pre/post test comparisons in grades 2-5</li> <li>• GKIDS (Kindergarten Assessment)</li> <li>• % of students scoring at or below the 30<sup>th</sup> percentile and at or above 90<sup>th</sup> percentile on ITBS in grades 3 and 5</li> <li>• Math unit pre and post comparisons</li> <li>• Special education progress data on goals and objectives in the student Individualized Education Plan</li> </ul>	Grade level chairs, Teachers, Administrative Team	As administered

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<b>2009-2010 Checkpoints Teacher Class Average Pre and Post Test Class Average 3rd Grade Math</b>						
Grade	Continuous Achievement	Teacher	Subject	Pre Test Average	Post Test Average	Gain/Loss
3rd	Accelerated Math	Class 1	Grade 4 Math	57.10%	73.30%	16.20%
	Advanced Math	Class 1	Grade 3 Math	42.20%	53.00%	10.80%
		Class 2	Grade 3 Math	49.00%	55.30%	6.30%
		Class 3	Grade 3 Math	49.40%	60.20%	10.80%
		Class 4	Grade 3 Math	58.10%	67.80%	9.70%
	On Level Math	Class 1	Grade 3 Math	52.60%	67.70%	15.10%
		Class 2	Grade 3 Math	61.80%	71.90%	10.10%
	IRR/Special Education	Class 1	Grade 3 Math	45.90%	56.40%	10.50%

<b>2009- 2010 CCES, Cluster and System Checkpoint Averages Pre and Post Test 3rd Grade Math</b>							
Grade	Subject	Pre Test Averages			Post Test Averages		
		CCES	Cluster	Fulton County	CCES	Cluster	Fulton County
3rd	3rd Grade Math	53.6%	47.5%	41.7%	63.7%	60.0%	51.2%
	4th Grade Math	52.1%	49.5%	42.1%	58.9%	53.6%	46.6%
	3rd Grade Reading/Language Arts	65.5%	59.7%	54.3%	79.1%	74.9%	68.1%
	4th Grade Reading/Language Arts	68.1%	36.2%	54.0%	78.4%	73.6%	66.8%

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<b>2009-2010 Checkpoints Teacher Class Average Pre and Post Test Class Average 4th Grade Math</b>						
Grade	Continuous Achievement	Teacher	Subject	Pre Test Average	Post Test Average	Gain/Loss
4th	Accelerated Math	Class 1	Grade 5 Math	50%	73%	22%
	Advanced Math	Class 1	Grade 4 Math	45%	51%	6%
		Class 2	Grade 4 Math	56%	60%	3%
	On Level Math	Class 1	Grade 4 Math	61%	65%	4%
		Class 2	Grade 4 Math	56%	63%	6%
		Class 3	Grade 4 Math	44%	50%	6%
	IRR/Special Education	Class 4	Grade 4 Math	34%	33%	-1%

<b>2009-2010 CCES, Cluster and System Checkpoint Averages Pre and Post Test 4<sup>th</sup> Grade Math</b>							
Grade	Subject	Pre Test Averages			Post Test Averages		
		CCES	Cluster	Fulton County	CCES	Cluster	Fulton County
4th	4th Grade Math	52.1%	49.5%	42.1%	58.9%	53.6%	46.6%
	5th Grade Math	44.0%	42.8%	38.1%	61.0%	57.5%	52.0%
	4th Grade Reading/Language Arts	68.1%	63.2%	54.0%	78.4%	73.6%	66.8%
	5th Grade Reading/Language Arts	74.0%	69.5%	61.3%	72.2%	66.2%	61.9%

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<b>2009-2010 Checkpoints Teacher Class Average Pre and Post Test Class Average 5th Grade Math</b>						
<b>Grade</b>	<b>Continuous Achievement</b>	<b>Teacher</b>	<b>Subject</b>	<b>Pre Test Average</b>	<b>Post Test Average</b>	<b>Gain</b>
<b>5th</b>	<b>Accelerated Math</b>	<b>Class 1</b>	Grade 6 Math	54%	70%	16%
		<b>Class 2</b>	Grade 6 Math	72%	91%	19%
	<b>Advanced Math</b>	<b>Class 1</b>	Grade 5 Math	39%	56%	16%
		<b>Class 2</b>	Grade 5 Math	52%	65%	13%
	<b>On Level Math</b>	<b>Class 1</b>	Grade 5 Math	53%	69%	16%
		<b>Class 2</b>	Grade 5 Math	49%	65%	16%
		<b>Class 3</b>	Grade 5 Math	27%	47%	20%
	<b>IRR/Special Education</b>	<b>Class 4</b>	Grade 5 Math	35%	53%	18%

<b>2009-2010 CCES, Cluster and System Checkpoint Averages Pre and Post Test</b>							
<b>Grade</b>	<b>Subject</b>	<b>Pre Test Averages</b>			<b>Post Test Averages</b>		
		<b>CCES</b>	<b>Cluster</b>	<b>Fulton County</b>	<b>CCES</b>	<b>Cluster</b>	<b>Fulton County</b>
<b>5th</b>	<b>5th Grade Math</b>	44.0%	52.8%	38.1%	61.0%	57.5%	52.0%
	<b>6th Grade Math</b>	67.8%	46.1%	38.8%	85.3%	66.8%	57.4%
	<b>5th Grade Reading/Language Arts</b>	74.1%	69.5%	61.3%	72.2%	66.2%	61.9%
	<b>6th Grade Reading/Language Arts</b>	76.8%	66.6%	59.4%	83.5%	75.7%	67.1%

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<b>Interim Data - ITBS</b>					
		<b>2008-2009 (2000 Norms)</b>		<b>2009-2010 (2005 Norms)</b>	
Grade	Subject	At or Below 30%	At or Above 90%	At or Below 30%	At or Above 90%
<b>3<sup>rd</sup></b>	<b>Math</b>	4%	53%	4%	49%
<b>5<sup>th</sup></b>	<b>Math</b>	7%	50%	8%	48%

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

Interim indicators used (ITBS-Grades 3 & 5 and Checkpoints Grades 3, 4, & 5) to monitor progress for 1st semester for this objective are listed on the above tables. For each grade (3rd, 4th and 5th) the Checkpoints pretest score (8/09) and Checkpoints posttest score (12/09) for each level of math group (accelerated, advanced, on or SWD) has been gathered. Checkpoints posttest scores showed gains over pretest scores in 100% of 5th grade classes; in 86% of the 4th grade classes and 100% of all 3rd grade math classes. Of significant note: Crabapple Crossing performed higher on the Math and Reading Post Tests in grades 3, 4, &5 when compared to our Cluster as well as the County. Teachers, with the assistance of the administrative team, reviewed Checkpoints data and analyzed test items to determine areas of proficiency and areas of concentration. Teachers used the item analysis data to plan for second semester instruction. Adjustments are being made to the instructional calendar so that critical areas are introduced/reviewed before the April 2010 CRCT administration. According to ITBS data in grades 3 & 5 CCES has almost 50% of our students in each grade scoring in the 90th percentile range. We will continue to monitor and track student performance.

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>
<ul style="list-style-type: none"> <li>• Strategies for data management and disaggregation</li> <li>• Collaborative planning sessions both on and across grade levels</li> <li>• Grade level planning dedicated to math discussion and comparison</li> <li>• Training on advanced use of SAMS</li> <li>• Sharing best practices for differentiated instruction</li> <li>• Observations at the beginning and end of lessons to note connections to standards, elements, and essential questions.</li> <li>• Monthly Walkthrough Observations providing feedback to teachers</li> <li>• Student Support Team referral process training</li> <li>• RTI/OT/Speech and Language Therapy referral training</li> </ul>	Administrative Team and workshop participants	

**Actions Taken – Mid-Year Update**

Additional practice activities on basic facts; time needs to be spent with accelerated students reviewing on grade level standards; supplemental support for math students is provided through Extended Day beginning in January, 2010-March, 2010; teachers meet weekly with Admin.Team to discuss student progress, instructional strategies and best practice strategies; On-line CRCT practice at home is available and tracked; Early Release Days have been spent planning lessons collaboratively, modeling lessons, planning investigative activities and gathering resources.

**Actions Taken – End of Year Report**

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

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Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• Parent letters sent home and on the school website</li> <li>• On-line CRCT practice at home- OAS</li> <li>• Parent volunteers to support practice in math facts and Partner Games</li> <li>• Web math pages and software to compliment instruction</li> <li>• Grade level curriculum outlines sent to parents each semester</li> <li>• Parent/student/teacher on-line access to related resources for math and texts</li> <li>• Vertical team meetings and articulation across grade levels and middle school MHS, Reinhold College, and Kennesaw State student tutors and teachers</li> </ul>	Grade level chairs and Teachers	
<p><b>Actions Taken – Mid-Year Update</b>                      OAS practice at home; optional parent purchase of CRCT practice books for Math and Reading for grades 1-5; 2<sup>nd</sup> semester curriculum map sent home; Parent volunteers creating multiple math Partner Games; Math Links on school website for parents to use at home with students</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>		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• Teacher/grade level use of SAMS</li> <li>• Student Support Team and Response To Intervention support</li> <li>• Participation in professional development</li> <li>• Application of differentiated instruction and peer observations</li> <li>• Continuous achievement level placement</li> <li>• GPS walkthroughs</li> <li>• Provide collaborative planning time for all grade levels</li> <li>• Block scheduling</li> </ul>	Administrative Team	
<p><b>Actions Taken – Mid-Year Update</b>                      Continue to review placement of students in groups (on, advanced, accelerated) through analysis of end of unit assessments; GPS walkthroughs; implementation of Vertical Teams and collaborative planning opportunities</p>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p> </p>		

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<i><b>Mid-Year Summary</b></i>
Preliminary conclusions regarding progress on this objective: Students' performance exceeded cluster and system performance; teacher planning/training has had a positive impact on math instruction;
Additional action to be taken during remainder of this school year: make certain standards are covered by April, 2010; adjust pacing as required; daily math reviews used consistently across grade levels; focus on basic fact mastery
<i><b>End of Year Summary</b></i>
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 # 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 achievement in <b>Reading</b>	All students in grades 1-5	647	85%	2. Increase the % of students scoring at Level 3 on the CRCT at each grade level from year to year	1 <sup>st</sup> 73%	1 <sup>st</sup> 81%	1 <sup>st</sup> 82%	1 <sup>st</sup> 83%	1 <sup>st</sup> 84%
					2 <sup>nd</sup> 79%	2 <sup>nd</sup> 87%	2 <sup>nd</sup> 88%	2 <sup>nd</sup> 89%	2 <sup>nd</sup> 90%
					3 <sup>rd</sup> 68%	3 <sup>rd</sup> 69%	3 <sup>rd</sup> 70%	3 <sup>rd</sup> 71%	3 <sup>rd</sup> 72%
					4 <sup>th</sup> 71%	4 <sup>th</sup> 69%	4 <sup>th</sup> 70%	4 <sup>th</sup> 71%	4 <sup>th</sup> 72%
					5 <sup>th</sup> 59%	5 <sup>th</sup> 59%	5 <sup>th</sup> 60%	5 <sup>th</sup> 61%	5 <sup>th</sup> 62%

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
<ul style="list-style-type: none"> <li>• Observations confirming standards, elements, and essential questions addressed at either beginning or end of lesson</li> <li>• CRCT results grades 1-5</li> <li>• Checkpoints pre/post test comparisons in grades 2-5</li> <li>• GKIDS (Kindergarten Assessment)</li> <li>• % of students scoring at 80% or above on Trophies unit assessment results</li> <li>• % of students scoring at or below the 30<sup>th</sup> percentile and at or above 90<sup>th</sup> percentile on ITBS in grades 3 and 5</li> <li>• Analyze Fluency tests and monitor targets</li> <li>• Special education progress data on goals and objectives in the student Individualized Education Plan</li> </ul>	Grade level chairs, Teachers and Administrative Team	

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**2009-2010 Checkpoints Teacher Class Average  
Pre and Post Test Class Average  
3<sup>rd</sup> Grade Reading/Language Arts**

Grade	Continuous Achievement	Teacher	Subject	Pre Test Average	Post Test Average	Gain/Loss
3 <sup>rd</sup>	Accelerated Reading / Language Arts	Class 1	Grade 4 Reading/Language Arts	74.3%	82.3%	8.0%
		Class 2	Grade 4 Reading/Language Arts	69.6%	83.0%	13.4%
	Advanced Reading / Language Arts	Class 1	Grade 3 Reading/Language Arts	73.6%	83.7%	10.1%
		Class 2	Grade 3 Reading/Language Arts	72.1%	84.1%	12.0%
	On Level Reading / Language Arts	Class 1	Grade 3 Reading/Language Arts	59.5%	75.5%	16.0%
		Class 2	Grade 3 Reading/Language Arts	62.2%	72.0%	9.8%
		Class 3	Grade 3 Reading/Language Arts	57.3%	75.7%	18.4%
	IRR/Special Education Reading / Language Arts	Class 4	Grade 3 Reading/Language Arts	63.1%	74.7%	11.6%

**2009- 2010 CCES, Cluster and System Checkpoint Averages  
Pre and Post Test  
3<sup>rd</sup> Grade Reading**

Grade	Subject	Pre Test Averages			Post Test Averages		
		CCES	Cluster	Fulton County	CCES	Cluster	Fulton County
3 <sup>rd</sup>	3rd Grade Reading/Language Arts	65.5%	59.7%	54.3%	79.1%	74.9%	68.1%
	4th Grade Reading/Language Arts	68.1%	36.2%	54.0%	78.4%	73.6%	66.8%

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**2009-2010  
Checkpoints Teacher Class Average  
Pre and Post Test Class Average  
4<sup>th</sup> Grade Reading/Language Arts**

Grade	Continuous Achievement	Teacher	Subject	Pre Test Average	Post Test Average	Gain/Loss
4 <sup>th</sup>	Accelerated Reading / Language Arts	Class 1	Grade 5 Reading/Language Arts	64.2%	71.8%	7.6%
	Advanced Reading / Language Arts	Class 1	Grade 4 Reading/Language Arts	75.5%	82.2%	6.7%
		Class 2	Grade 4 Reading/Language Arts	71.2%	80.8%	9.6%
	On Level Reading / Language Arts	Class 1	Grade 4 Reading/Language Arts	62.1%	73.3%	11.2%
		Class 2	Grade 4 Reading/Language Arts	57.7%	71.6%	13.9%
	IRR/Special Education Reading / Language Arts	Class 3	Grade 4 Reading/Language Arts	47.8%	38.5%	-9.3%

**2009-2010 CCES, Cluster and System Checkpoint Averages  
Pre and Post Test  
4<sup>th</sup> Grade Reading / Language Arts**

Grade	Subject	Pre Test Averages			Post Test Averages		
		CCES	Cluster	Fulton County	CCES	Cluster	Fulton County
4 <sup>th</sup>	4th Grade Reading/Language Arts	68.10%	63.20%	54.00%	78.40%	73.60%	66.80%
	5th Grade Reading/Language Arts	74.00%	69.50%	61.30%	72.20%	66.20%	61.90%

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2009-2010 Checkpoints Teacher Class Average Pre and Post Test Class Average 5 <sup>th</sup> Grade Reading/Language Arts						
Grade	Continuous Achievement	Teacher	Subject	Pre Test Average	Post Test Average	Gain/Loss
5 <sup>th</sup>	Accelerated Reading / Language Arts	Class 1	Grade 6 Reading/Language Arts	78.2%	83.5%	5.3%
		Class 2	Grade 6 Reading/Language Arts	75.4%	83.7%	8.3%
	Advanced Reading / Language Arts	Class 1	Grade 5 Reading/Language Arts	77.4%	80.6%	3.2%
	On Level Reading / Language Arts	Class 1	Grade 5 Reading/Language Arts	62.0%	63.4%	1.4%
		Class 2	Grade 5 Reading/Language Arts	71.2%	69.4%	-1.8%
		Class 3	Grade 5 Reading/Language Arts	58.3%	62.6%	4.3%
	IRR/Special Education Reading / Language Arts	Class 4	Grade 5 Reading/Language Arts	64.8%	64.1%	-0.7%

2009-2010 CCES, Cluster and System Checkpoint Averages Pre and Post Test 5 <sup>th</sup> Grade Reading / Language Arts							
Grade	Subject	Pre Test Averages			Post Test Averages		
		CCES	Cluster	Fulton County	CCES	Cluster	Fulton County
5 <sup>th</sup>	5th Grade Reading / Language Arts	74.1%	69.5%	61.3%	72.2%	66.2%	61.9%
	6th Grade Reading / Language Arts	76.8%	66.6%	59.4%	83.5%	75.7%	67.1%

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

Interim indicators used (ITBS-Grades 3 & 5 and Checkpoints Grades 3, 4, & 5) to monitor progress for 1st semester for this objective are listed on the above tables. For each grade (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>) the Checkpoints pretest score (8/09) and Checkpoints posttest score (12/09) for each level of Reading / Language Arts group (accelerated, advanced, on or SWD) has been gathered. Checkpoints posttest scores showed gains over pretest scores in 100% of the 3rd grade classes and 83% of the 4th grade classes. In 5<sup>th</sup> grade, 71% of classes showed a gain from pretest to posttest score on the S1 Reading Checkpoints Posttest. However, 5th grade classes did score higher than the cluster and the district 5th grade classes. Teachers, with the assistance of the administrative team, reviewed Checkpoints data and analyzed test items to determine areas of proficiency and areas of concentration. Teachers used the item analysis data to plan for second semester instruction. Adjustments are being made to the instructional calendar so that critical areas are introduced / reviewed before the April 2010 CRCT administration. According to ITBS data in grades 3 & 5 CCES has almost 35% of our students in each grade scoring in the 90th percentile range. We will continue to monitor and track student performance.

<b>Interim Data - ITBS</b>					
		<b>2008-2009 (2000 Norms)</b>		<b>2009-2010 (2005 Norms)</b>	
Grade	Subject	At or Below 30%	At or Above 90%	At or Below 30%	At or Above 90%
3 <sup>rd</sup>	Reading	3%	34%	4%	29%
5 <sup>th</sup>	Reading	2%	35%	6%	36%

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**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
<ul style="list-style-type: none"> <li>• Strategies for data management and disaggregation.</li> <li>• Collaborative planning sessions both on and across grade levels</li> <li>• Grade level planning dedicated to Reading discussion and comparison</li> <li>• Training on advanced use of SAMS</li> <li>• Sharing best practices for differentiated instruction</li> <li>• Observations at the beginning and end of lessons to note connections to standards, elements, and essential questions</li> <li>• Deciphering and learning about Lexile scores</li> <li>• Monthly Walkthrough Observations providing feedback to teachers</li> <li>• Student Support Team referral process training</li> <li>• RTI/OT/Speech and Language Therapy referral training</li> </ul>	<p>Leadership Team and workshop participants</p>	

**Actions Taken – Mid-Year Update**  
 Junior Great Books with advanced classes were used; canine readers with special needs students; continued fluency checks; Extended Day sessions beginning January 2010-March 2010; teachers meet weekly with Admin.Team to discuss student progress; ON-line CRCT – OAS practice is available and tracked; Early Release days have been spent with in depth curriculum mastery, and teacher planning sessions.

**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
<ul style="list-style-type: none"> <li>• Reading incentives for students (Read to Succeed)</li> <li>• Additional curriculum support reading resources from PTA</li> <li>• Unit curriculum updates to parents</li> <li>• Using early release days for in-depth discussion and research on best practices for guided reading and junior great books delivery</li> <li>• Utilize Business Partner donations and resources</li> <li>• MHS, Reinhold College, and Kennesaw State student tutors and teachers.</li> </ul>	<p>Classroom teachers</p>	

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**Actions Taken – Mid-Year Update**  
CRCT- OAS practice at home; optional parent purchase of CRCT practice books for Math and Reading for grades 1-5; 2<sup>nd</sup> semester curriculum map sent home; Parent volunteers in the classroom; Basic Sight Word checks; Reading and Language Links on school website for parents to use at home with students

**Actions Taken – End of Year Report**

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

<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• Course offerings on early release days on SAMS, data management, and disaggregation of data</li> <li>• Peer observations and GPS walkthroughs</li> <li>• Classroom observations at beginning or end of lessons to see connections to standards, elements, and essential questions</li> <li>• Classroom observations of small guided reading groups</li> <li>• Student Support Team and Response To Intervention support</li> </ul>	Administrative Team	

**Actions Taken – Mid-Year Update**  
Continue to review placement of students in groups (on, advanced, accelerated) through analysis of end of unit assessments; GPS walkthroughs

**Actions Taken – End of Year Report**

**Mid-Year Summary**

Preliminary conclusions regarding progress on this objective:  
Students' performance exceeded cluster and system performance; teachers will continue to monitor and track student performance in order to provide the best instruction

Additional action to be taken during remainder of this school year:  
Make certain standards are covered by April, 2010; adjust pacing as required; Additional collaborative and vertical training on Early Release Days

**End of Year Summary**

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

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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.)

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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 achievement in <b>English / Language Arts</b>	All students in grades 1-5	647	85%	3. Increase the % of students scoring at Level 3 on the CRCT at each grade level from year to year	1 <sup>st</sup> 57%	1 <sup>st</sup> 68%	1 <sup>st</sup> 69%	1 <sup>st</sup> 70%	1 <sup>st</sup> 71%
					2 <sup>nd</sup> 59%	2 <sup>nd</sup> 54%	2 <sup>nd</sup> 58%	2 <sup>nd</sup> 59%	2 <sup>nd</sup> 60%
					3 <sup>rd</sup> 59%	3 <sup>rd</sup> 74%	3 <sup>rd</sup> 75%	3 <sup>rd</sup> 76%	3 <sup>rd</sup> 77%
					4 <sup>th</sup> 73%	4 <sup>th</sup> 66%	4 <sup>th</sup> 70%	4 <sup>th</sup> 71%	4 <sup>th</sup> 72%
					5 <sup>th</sup> 66%	5 <sup>th</sup> 70%	5 <sup>th</sup> 71%	5 <sup>th</sup> 72%	5 <sup>th</sup> 73%

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
<ul style="list-style-type: none"> <li>Observations confirming standards, elements, and essential questions addressed at either beginning or end of lesson</li> <li>CRCT results grades 1-5</li> <li>Checkpoints pre/post test comparisons in grades 2-5</li> <li>GKIDS (Kindergarten Assessment)</li> <li>% of students scoring at 80% or above on Trophies unit assessment results</li> <li>% of students scoring at or below the 30<sup>th</sup> percentile and at or above 90<sup>th</sup> percentile on ITBS in grades 3 and 5</li> <li>Special education progress data on goals and objectives in the student Individualized Education Plan</li> </ul>	Grade level chairs, Teachers and Administrative Team	

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**2009-2010 Checkpoints Teacher Class Average  
Pre and Post Test Class Average  
3<sup>rd</sup> Grade Reading/Language Arts**

Grade	Continuous Achievement	Teacher	Subject	Pre Test Average	Post Test Average	Gain/Loss
3 <sup>rd</sup>	Accelerated Reading / Language Arts	Class 1	Grade 4 Reading/Language Arts	74.3%	82.3%	8.0%
		Class 2	Grade 4 Reading/Language Arts	69.6%	83.0%	13.4%
	Advanced Reading / Language Arts	Class 1	Grade 3 Reading/Language Arts	73.6%	83.7%	10.1%
		Class 2	Grade 3 Reading/Language Arts	72.1%	84.1%	12.0%
	On Level Reading / Language Arts	Class 1	Grade 3 Reading/Language Arts	59.5%	75.5%	16.0%
		Class 2	Grade 3 Reading/Language Arts	62.2%	72.0%	9.8%
		Class 3	Grade 3 Reading/Language Arts	57.3%	75.7%	18.4%
	IRR/Special Education Reading / Language Arts	Class 4	Grade 3 Reading/Language Arts	63.1%	74.7%	11.6%

**2009- 2010 CCES, Cluster and System Checkpoint Averages  
Pre and Post Test  
3<sup>rd</sup> Grade Reading**

Grade	Subject	Pre Test Averages			Post Test Averages		
		CCES	Cluster	Fulton County	CCES	Cluster	Fulton County
3 <sup>rd</sup>	3rd Grade Reading/Language Arts	65.5%	59.7%	54.3%	79.1%	74.9%	68.1%
	4th Grade Reading/Language Arts	68.1%	36.2%	54.0%	78.4%	73.6%	66.8%

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**2009-2010  
Checkpoints Teacher Class Average  
Pre and Post Test Class Average  
4<sup>th</sup> Grade Reading/Language Arts**

Grade	Continuous Achievement	Teacher	Subject	Pre Test Average	Post Test Average	Gain/Loss
4 <sup>th</sup>	Accelerated Reading / Language Arts	Class 1	Grade 5 Reading/Language Arts	64.2%	71.8%	7.6%
	Advanced Reading / Language Arts	Class 1	Grade 4 Reading/Language Arts	75.5%	82.2%	6.7%
		Class 2	Grade 4 Reading/Language Arts	71.2%	80.8%	9.6%
	On Level Reading / Language Arts	Class 1	Grade 4 Reading/Language Arts	62.1%	73.3%	11.2%
		Class 2	Grade 4 Reading/Language Arts	57.7%	71.6%	13.9%
	IRR/Special Education Reading / Language Arts	Class 3	Grade 4 Reading/Language Arts	47.8%	38.5%	-9.3%

**2009-2010 CCES, Cluster and System Checkpoint Averages  
Pre and Post Test  
4<sup>th</sup> Grade Reading / Language Arts**

Grade	Subject	Pre Test Averages			Post Test Averages		
		CCES	Cluster	Fulton County	CCES	Cluster	Fulton County
4 <sup>th</sup>	4th Grade Reading/Language Arts	68.10%	63.20%	54.00%	78.40%	73.60%	66.80%
	5th Grade Reading/Language Arts	74.00%	69.50%	61.30%	72.20%	66.20%	61.90%

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2009-2010 Checkpoints Teacher Class Average Pre and Post Test Class Average 5 <sup>th</sup> Grade Reading/Language Arts						
Grade	Continuous Achievement	Teacher	Subject	Pre Test Average	Post Test Average	Gain/Loss
5 <sup>th</sup>	Accelerated Reading / Language Arts	Class 1	Grade 6 Reading/Language Arts	78.2%	83.5%	5.3%
		Class 2	Grade 6 Reading/Language Arts	75.4%	83.7%	8.3%
	Advanced Reading / Language Arts	Class 1	Grade 5 Reading/Language Arts	77.4%	80.6%	3.2%
	On Level Reading / Language Arts	Class 1	Grade 5 Reading/Language Arts	62.0%	63.4%	1.4%
		Class 2	Grade 5 Reading/Language Arts	71.2%	69.4%	-1.8%
		Class 3	Grade 5 Reading/Language Arts	58.3%	62.6%	4.3%
	IRR/Special Education Reading / Language Arts	Class 4	Grade 5 Reading/Language Arts	64.8%	64.1%	-0.7%

2009-2010 CCES, Cluster and System Checkpoint Averages Pre and Post Test 5 <sup>th</sup> Grade Reading / Language Arts							
Grade	Subject	Pre Test Averages			Post Test Averages		
		CCES	Cluster	Fulton County	CCES	Cluster	Fulton County
5 <sup>th</sup>	5th Grade Reading / Language Arts	74.1%	69.5%	61.3%	72.2%	66.2%	61.9%
	6th Grade Reading / Language Arts	76.8%	66.6%	59.4%	83.5%	75.7%	67.1%

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

Interim indicators used (ITBS-Grades 3 & 5 and Checkpoints Grades 3, 4, & 5) to monitor progress for 1st semester for this objective are listed on the above tables. For each grade (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>) the Checkpoints pretest score (8/09) and Checkpoints posttest score (12/09) for each level of Reading / Language Arts group (accelerated, advanced, on or SWD) has been gathered. Checkpoints posttest scores showed gains over pretest scores in 100% of the 3rd grade classes and 83% of the 4th grade classes. In 5<sup>th</sup> grade, 71% of classes showed a gain from pretest to posttest score on the S1 Reading Checkpoints Posttest. However, 5th grade classes did score higher than the cluster and the district 5th grade classes. Teachers, with the assistance of the administrative team, reviewed Checkpoints data and analyzed test items to determine areas of proficiency and areas of concentration. Teachers used the item analysis data to plan for second semester instruction. Adjustments are being made to the instructional calendar so that critical areas are introduced / reviewed before the April 2010 CRCT administration. According to ITBS data in grades 3 & 5 CCES has almost 40% of our students in each grade scoring in the 90th percentile range. We will continue to monitor and track student performance.

<b>Interim Data - ITBS</b>					
		<b>2008-2009 (2000 Norms)</b>		<b>2009-2010 (2005 Norms)</b>	
Grade	Subject	At or Below 30%	At or Above 90%	At or Below 30%	At or Above 90%
3 <sup>rd</sup>	Language Arts	6%	43%	6%	37%
5 <sup>th</sup>	Language Arts	5%	38%	4%	35%

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**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
<ul style="list-style-type: none"> <li>• Strategies for data management and disaggregation.</li> <li>• Collaborative planning sessions both on and across grade levels</li> <li>• Grade level planning dedicated to Reading discussion and comparison</li> <li>• Training on advanced use of SAMS</li> <li>• Sharing best practices for differentiated instruction</li> <li>• Observations at the beginning and end of lessons to note connections to standards, elements, and essential questions</li> <li>• Deciphering and learning about Lexile scores</li> <li>• Monthly Walkthrough Observations providing feedback to teachers</li> <li>• Student Support Team referral process training</li> <li>• RTI/OT/Speech and Language Therapy referral training</li> </ul>	<p>Leadership Team and workshop participants</p>	

**Actions Taken – Mid-Year Update**  
 Junior Great Books with advanced classes were used; canine readers with special needs students; continued fluency checks; Extended Day sessions beginning January 2010-March 2010; teachers meet weekly with Admin.Team to discuss student progress; ON-line CRCT – OAS practice is available and tracked; Early Release days have been spent with in depth curriculum mastery, and teacher planning sessions.

**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
<ul style="list-style-type: none"> <li>• Reading incentives for students (Read to Succeed)</li> <li>• Additional curriculum support reading resources from PTA</li> <li>• Unit curriculum updates to parents</li> <li>• Using early release days for in-depth discussion and research on best practices for guided reading and junior great books delivery</li> <li>• Utilize Business Partner donations and resources</li> <li>• MHS, Reinhold College, and Kennesaw State student tutors and teachers.</li> </ul>	<p>Classroom teachers</p>	

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**Actions Taken – Mid-Year Update**  
CRCT- OAS practice at home; optional parent purchase of CRCT practice books for Math and Reading for grades 1-5; 2<sup>nd</sup> semester curriculum map sent home; Parent volunteers in the classroom; Basic Sight Word checks; Reading and Language Links on school website for parents to use at home with students

**Actions Taken – End of Year Report**

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

<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• Course offerings on early release days on SAMS, data management, and disaggregation of data</li> <li>• Peer observations and GPS walkthroughs</li> <li>• Classroom observations at beginning or end of lessons to see connections to standards, elements, and essential questions</li> <li>• Classroom observations of small guided reading groups</li> <li>• Student Support Team and Response To Intervention support</li> </ul>	Administrative Team	

**Actions Taken – Mid-Year Update**  
Continue to review placement of students in groups (on, advanced, accelerated) through analysis of end of unit assessments; GPS walkthroughs

**Actions Taken – End of Year Report**

***Mid-Year Summary***

Preliminary conclusions regarding progress on this objective:  
Students' performance exceeded cluster and system performance; teachers will continue to monitor and track student performance in order to provide the best instruction

Additional action to be taken during remainder of this school year:  
Make certain standards are covered by April, 2010; adjust pacing as required; Additional collaborative and vertical training on Early Release Days

***End of Year Summary***

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

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Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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