

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

School **State Bridge Crossing Elementary**

Principal **J. E. Trey Martin**

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 mathematics	All Students with Disabilities	61	11%	% of students with disabilities in grades 1-5 meets or exceeds expectations in Mathematics on the CRCT

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	Teachers	2 weeks; 18 weeks; 27 weeks; 36 weeks
ITBS results in total mathematics for grades 3 and 5	CST	1 time
Unit mathematics assessments	Teachers/ CST	Every 6 weeks
Extended Learning Pre/Post test data	Teachers	2 times
Math Mastery	Teachers/CST	5 times

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

18 Week Checkpoints (Special Ed):	State Bridge Crossing	Cluster	Fulton County
<b>Math</b>			
Grade 2	49%	45%	35%
Grade 3	56%	49%	42%
Grade 4	41%	45%	38%
Grade 5	49%	49%	40%

**ITBS Scores**  
 2009 Special Ed. Grade 3 = 63% All Students. Grade 3 = 84%  
 2009 Special Ed. Grade 5 = 43% All Students Grade 5 = 83%

**Math Mastery** - % of Special Ed. students meeting grade level goal of 90%  
 Grade 1 – 53%; Grade 2 – 83%; Grade 3 – 81%; Grade 4 – 55%; Grade 5 - 72%

**Unit Math Assessments** – Average scores of Special Ed. students for Semester 1  
 Grade 1 – 86%; Grade 2 – 88%; Grade 3 – 79% Grade 4 – 76% Grade 5 – 66%

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<p><b>Extended Learning Pre/Post</b>                  Grade 5 Pretest Average – 48%      Posttest Average - 47%                  Grade 4 Pretest Average - 53%      Posttest Average – 67%                  Grade 3 Pretest Average - 58%      Posttest Average – 76%</p>		
<p>What initiatives/improvements will be implemented in the area of <b>School Initiatives/Professional Development</b> to support this objective?</p>		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>Extended Learning will focus on students scoring Level 1 on the 08-09 CRCT in grades 3, 4, 5 and will begin in September</li> <li>Teachers will use common planning time to collaborate and analyze results from all test data available</li> <li>Remediation groups will be formed through data disaggregation and held weekly to reinforce/reteach skills, grades K-5</li> <li>Unit Assessment data will be collected for all students, grades K-5, and analyzed by grade level teachers.</li> <li>Staff mentors will work with students on targeted math skills and math facts</li> <li>Implementation and facilitation of the L to J process with math vocabulary, grades 1-5</li> <li>The essential elements and vocabulary are based on standards of the K-5 district mathematics curriculum and no longer gives students “permission to forget”</li> <li><i>Coach</i> CRCT practice books, based on scientific research into how students learn, will be used for students in grades 3, 4, 5 during Extended Learning to provide explicit, systematic instruction</li> <li>Utilize online resources available for math – Pearson Success Net, Georgia OAS, Easy Curriculum Based Measure math practice tests</li> <li>Teachers will receive math trainings on best practices at Administrative Grade Level meetings once per month</li> <li>Teachers will observe other teachers as a form of collaborative professional development</li> <li>Early Release Professional Development days will focus on Shared Inquiry strategies, Lee Jenkins initiatives, data utilization, and standards based instruction</li> <li>Continue systematic approach to improving computational fluency, grades K-5, using weekly timed math mastery probes</li> <li>Grades 4 and 5 teachers will conduct at least one interactive math activity per week utilizing Promethean boards and/or Activotes and/or Activslates.</li> </ul>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers/CST</p> <p>Staff members Teachers, grades 1-5</p> <p>Extended Learning Teachers</p> <p>Teachers, students, parents</p> <p>CST</p> <p>Teachers Administration/ELA Coordinator</p> <p>Teachers</p> <p>Teachers</p>	<p>PTA Strategic Plan \$ PTA minigrant</p>

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<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• The CST identified at risk students for Extended Learning which began in Sept.</li> <li>• COACH test preparation materials were purchased for use in Extended Learning classes and made available for parent purchase.</li> <li>• Special Education teachers have been trained on using Number Worlds curriculum.</li> <li>• PLC Remediation/Enrichment groups have been implemented in grades 1, 2, 4, and 5. 3<sup>rd</sup> grade teachers are doing remediation/enrichment within their own classrooms.</li> <li>• The CST created school wide database for entering test data and analyzing results regularly.</li> <li>• Teachers, CST, and principal share best practices during all admin. grade level meetings.</li> <li>• The LtoJ process using math vocabulary was implemented in grades 1-5.</li> <li>• The computer lab was created as a “Learning Lab” and began in September. Students use online resources to practice math skills.</li> <li>• Teachers have completed 2 observations of colleagues during Semester 1.</li> <li>• Math fact fluency is a focus in all classrooms.</li> </ul>		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?</p>		
<p><b>Implementation Plan for 2009-10</b></p>	<p><b>Position Responsible</b></p>	<p><b>Budget/Resources</b></p>
<ul style="list-style-type: none"> <li>• Utilize math mentors program to focus on at-risk students with math facts</li> <li>• Provide online resource information for home use</li> <li>• Plan and implement parent testing workshop</li> </ul>	<p>PTA Academic Committee/Teachers CST CST/Teachers</p>	
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• Math mentors program was implemented in Sept. by PTA volunteers</li> <li>• Online resource information was sent home to all parents in Sept. Labels with login/passwords were created for every student and sent home. Flyers with information were sent home by the CST. Articles were put in the newsletter encouraging online resource use.</li> <li>• Two parent testing workshops were held in November.</li> <li>• Planning meetings were held with CST, Johns Creek High School Advisor, and student mentor leader to organize math/reading mentor program.</li> </ul>		
<p>Actions Taken – End of Year Report</p>		

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What initiatives/improvements will be implemented in the area of <b>School Management</b> to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>Administrators will conduct 3 monthly observations to assess standards based instruction and student engagement in learning</li> <li>Administrators will monitor assessment data monthly during admin meetings to review progress of “at risk” students</li> <li>Staff the Learning Lab(computer lab) for maximum student access and learning</li> <li>Utilize EIP teacher and assistant to accommodate for team teaching with at risk students in grades 2-5</li> </ul>	Principal, Assistant Principal, CST, IST  Administrative Team Principal Principal	
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>Administrators began classroom walk-throughs in September using best practices checklist. Administrators set a goal to visit 5-7 classrooms per week.</li> <li>Computer lab was staffed by a teacher assistant who has been trained on Online Resources, Easy CBM, and other support resources.</li> <li>Team teaching is the model being used for EIP service in grades 2-5.</li> </ul>		
<p>Actions Taken – End of Year Report</p>		
<p><b>Mid-Year Summary</b></p> <p><i>Preliminary conclusions regarding progress on this objective:</i></p> <ul style="list-style-type: none"> <li>We are making progress on this goal in grades 1-5. The pre/post checkpoints data shows score improvement for 77% of students with disabilities, grades 3-5. Math mastery scores for students with disabilities in grade 2 show excellent progress; however, score improvement is still needed in grades 1, 3, 4, and 5 with regards to reaching grade level goals. 82% of teachers report that they do math fact fluency activities at least once every week with all students. Unit assessment average scores for students with disabilities meet minimum standards for students (70%) in grades 1, 2, 3, and 4. The average for students with disabilities in 5<sup>th</sup> grade, 66%, was lower than expected. Post test scores from 5<sup>th</sup> grade extended learning students with disabilities did not show expected growth.</li> <li>Our stakeholder involvement initiatives (Math mentors; JCHS mentors) have been somewhat utilized during Semester 1, and we wish to continue to promote growth in this area. Teachers have analyzed checkpoint results to form future remediation/enrichment groups. Teachers are using multiple pieces of data to ensure mastery of content.</li> <li>After reviewing all subgroups, no one particular subgroup stands out as being significantly lower than others at our school or as compared to the cluster and the county. Our checkpoints data shows that State Bridge Crossing students with disabilities performed equal to or better than the cluster or county in grades 2-5.</li> </ul>		
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<p><b>Additional action to be taken during remainder of this school year:</b></p> <ul style="list-style-type: none"> <li>• Math mentors program with Johns Creek High School students will be refined to better address specific student weaknesses in all grade levels.</li> <li>• Math mentors program was restructured and the CST will monitor its effectiveness using new parameters.</li> <li>• Administrators will increase walk throughs during math instruction in special ed. classrooms.</li> <li>• An extended planning time for special ed. teachers has been scheduled for Feb. 2 to address scaffolding math instruction, planning for the remainder of the year, focusing on power standards, and remediating areas of concern using checkpoints, math mastery, and ITBS data.</li> <li>• CST will chart and set goals with 3<sup>rd</sup> and 5<sup>th</sup> grade students with disabilities who are at risk with math fact fluency and provide incentives for reaching goals.</li> <li>• A member of the strategic plan committee has volunteered to be a liaison with Perimeter Church to recruit more community volunteers for the Math Mentors program.</li> <li>• Continue focus on mastery of math facts and when a student masters the grade level standard, move them to the next level of mastery(increase # of problems, reduce amount of time, begin next grade level facts)</li> <li>• Continue remediation/enrichment PLC groups</li> <li>• Continue LtoJ using math vocabulary, grades 1-5.</li> <li>• Special Ed. assistant will be added to Extended Learning staff for 5<sup>th</sup> grade.</li> </ul>
<p><i>End of Year Summary</i></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 # 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 reading	All students in grades 1-5	594	78%	Percentage of students scoring Level 3 on the CRCT in Reading	60.1%	60.5%	62%	63%	64%

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	Teachers	2 weeks; 18 weeks; 27 weeks; 36 weeks
Fluency scores	Teachers/CST	3 times per year
ITBS results in total reading, grades 3 and 5	CST	1 time
Data from Accelerated Reader	Teachers/CST/Learning Lab Assistant	Every 9 weeks
Monthly Data from Easy CBM reading comprehension passages for all students, grades 1-5	Teachers/CST	Monthly
Data from DIBELS assessments for “at risk” students, grades K-2	CST/EIP Teacher and Assistant	Every 6 weeks

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

<b>18 Week Checkpoints Reading</b>	State Bridge Crossing Pre/Post	Cluster Pre/Post	Fulton County Pre/Post
Grade 2	74	75	68 (no pretest given)
Grade 3	60/79	64/78	55/68
Grade 4	59/73	64/76	54/67
Grade 5	69/70	73/72	62/62
Grade 6	71/82	69/77	60/67

**ITBS Total Reading, 2009**  
3<sup>rd</sup>: - 74%                      5<sup>th</sup> grade – 80%

**Fluency scores: % of Students Reaching Grade Level Standard in January**

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Kindergarten 52%  
1<sup>st</sup> Grade 63%

**Easy CBM Comprehension Cold Reads: % of students scoring = to or > 70% correct answers**

1<sup>st</sup> Grade 55%  
2<sup>nd</sup> Grade 68%  
3<sup>rd</sup> Grade 82%  
4<sup>th</sup> Grade 63%  
5<sup>th</sup> Grade 80%

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>• Use of Accelerated reader program in grades 1-5</li> <li>• Use of <i>Easy Curriculum Based Measures</i> web program comprehension passages in grades 1-5</li> <li>• Providing lexile levels on all students, grades 2-5, so teachers can match readers with appropriate reading materials</li> <li>• Administrative grade level meetings with a monthly focus on best practice reading strategies and engagement activities</li> <li>• Professional development on the use of Shared Inquiry methods to use with all students, K-5</li> <li>• Enrichment/Remediation groups held weekly in grades K-5 to focus on reading improvement and enrichment</li> <li>• Teachers will observe other teachers as a form of collaborative professional development</li> <li>• Vertical Team planning and awareness of power standards</li> <li>• Use of “Read Naturally”, grades 1-3 to increase reading fluency for all children</li> <li>• Meet state standard “knows 30 sight words” for all students in Kindergarten by March 1</li> <li>• Implementation and facilitation of the L to J process in Kindergarten using sight words. The essential elements and vocabulary are based on standards of the K -1 district language arts curriculum and no longer gives students “permission to forget”</li> <li>• Students are using curriculum based software in the classroom to support instructional goals. Training on use of specific instructional programs is provided to students in the computer lab by an assistant twice a month, grades K-3.</li> </ul>	<p>Teachers Teachers</p> <p>CST</p> <p>Admin team</p> <p>ELA Curriculum Director Teachers</p> <p>Teachers Teachers/CST Teachers K Teachers K Teachers</p> <p>Teachers/Computer Lab Assistant</p>	

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<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• The CST identified at risk students for Extended Learning which began in Sept.</li> <li>• COACH test preparation materials were purchased for use in Extended Learning classes and made available for parent purchase.</li> <li>• Two testing workshops were held in November.</li> <li>• STAR tests for AR program were administered to all students, grades 1-5 in Sept. and November.</li> <li>• PLC Remediation/Enrichment groups have been implemented in grades K, 1, 2, 4, and 5. 3<sup>rd</sup> grade teachers are doing remediation/enrichment within their own classrooms.</li> <li>• The CST created school wide database for entering test data and analyzing results regularly.</li> <li>• Teachers, CST, and principal share best practices during all admin. grade level meetings.</li> <li>• The LtoJ process with sight words was implemented in Kindergarten in September.</li> <li>• The computer lab was created as a “Learning Lab” and began in September. Students take STAR reading tests, “cold read” practice assessments, and use other online resources in reading.</li> <li>• Teachers have completed 2 observations of colleagues during Semester 1.</li> <li>• Cold read practice assessment and the 1<sup>st</sup> “formal” passage have been administered to all students, grades 1-5.</li> <li>• Professional development with Sherrie Moss on Shared Inquiry was completed on 1<sup>st</sup> Early Release Day; two additional modeling sessions have occurred in grades K and 1. The 1<sup>st</sup> grade lesson was videotaped and will be viewed by grade levels 2-5.</li> <li>• Read Naturally has been used in Grade 2 with all at risk students. 1<sup>st</sup> grade level chair has received training and will implement with 1<sup>st</sup> graders and train 1<sup>st</sup> grade teachers during 2<sup>nd</sup> semester.</li> <li>• Kindergarten teachers have decided to implement a new sight word incentive program in January</li> </ul>		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?</p>		
<p><b>Implementation Plan for 2009-10</b></p>	<p><b>Position Responsible</b></p>	<p><b>Budget/Resources</b></p>
<ul style="list-style-type: none"> <li>• Johns Creek High School students will work with students who have not met fluency goals. These high school students will work with targeted students once a week using “Read Naturally”.</li> <li>• PTA Accelerated Reader incentive program will provide motivation for increased student reading and goal setting.</li> <li>• Accelerated Reader Parent reports will go home every 9 weeks, grades 1-5</li> </ul>	<p>CST/Teacher/JCHS Representative Parents PTA Teachers/PTA  Computer Lab Assistant</p>	
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• Online resource information was sent home to all parents in Sept. Labels with login/passwords were created for every student and sent home. Flyers with information were sent home by the CST. Articles were put in the newsletter encouraging online resource use.</li> <li>• Two parent testing workshops were held in November.</li> </ul>		

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- Contacts were made with Johns Creek High School advisor and students to begin mentor program.
- Parent/school partnership for teaching sight words to Kindergarten students will be implemented in January.
- PTA is using an incentive program to promote reading through Accelerated Reader.
- Accelerated Reader parent reports have been sent home every 9 weeks since August.

**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>• Administrators will conduct 3 monthly observations to assess standards based instruction and student engagement in learning</li> <li>• Administrators will monitor assessment data monthly to target progress of “at risk” students</li> <li>• Staff the Learning Lab(computer lab) for maximum student access and learning</li> <li>• Utilize EIP teacher and assistant to accommodate for team teaching with at risk students in grades 2-5</li> </ul>	Principal, Assistant Principal, CST, IST  Administrative Team Principal Principal	

**Actions Taken – Mid-Year Update**

- Administrators began classroom walk-throughs in September using best practices checklist. Administrators set a goal to visit 5-7 classrooms per week.
- Computer lab was staffed by a teacher assistant who has been trained on AR, Online Resources, Easy CBM, and other support resources.
- Team teaching is the model being used for EIP service in grades 2-5.
- The CST purchased additional levels of Read Naturally so 1st grade could use the program as well as at risk 3<sup>rd</sup> graders and special education teachers.
- The CST has secured a video training session for all 1<sup>st</sup> grade teachers on Read Naturally.

**Actions Taken – End of Year Report**

**Mid-Year Summary**

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

- We are making progress on this goal in grades K-5. The pre/post checkpoints data shows score improvement for all grade levels in reading.
- 70% of teachers report that Easy CBM cold reads are effective in helping improve reading comprehension strategies. We will closely monitor the progress of students and use additional passages for more practice. Grade level teachers report that Easy CBM passages have been a positive influence on helping their students learn how to reread for information. Many teachers have requested additional practice passages to be used weekly.
- Sight word recognition in Kindergarten has increased tremendously because of increased exposure to more words, and the sight word remediation PLC groups every morning. 64% of Kindergarten students have reached the grade level standard of reading 30 words per minute.
- Teachers reported that the Shared Inquiry training on Early Release Day was interesting but requested more modeling of the process with students. Language Arts

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directors have conducted 2 model lessons with K and 1 students. Other grade levels are interested in watching the video at a future grade level meeting.

- 100% of teachers who are using Read Naturally feel that it has increased reading comprehension and fluency with all of their students. More teachers would like to be trained on Read Naturally and would like additional levels purchased. After reviewing all subgroups, no one particular subgroup stands out as being significantly lower than others at our school or as compared to the cluster and the county.
- Our checkpoints data indicates that State Bridge Crossing students in grade 2-5 need to focus on vocabulary development and writing skills. In grades 4 and 5, genre standards need improvement.

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

- Our mentor program with Johns Creek High School students will include reading remediation in grades K and 1 with mentors working on sight word fluency.
- 1<sup>st</sup> grade teachers, EIP teacher and special ed. teachers will receive Read Naturally training and begin using it in their classrooms.
- Sight Word certificates/incentives will be issued to K students once benchmark goals are met.
- Continue Remediation/Enrichment groups in grades 1- 5. The CST will work with 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade teams to implement and refine the process for optimum effectiveness. Disaggregated data from checkpoints will be used to define Remediation/Enrichment groups in grade 2.
- Continue Easy CBM cold reads but increase the number of formal assessments from once a month to once every 3 weeks.
- Continue to encourage AR and provide incentive/goal setting to students in reading. Focus on having students score at least 80% on comprehension tests.
- Continue sight word homework initiative using all 230 sight words in Kindergarten.
- Continue using Read Naturally with all at risk 2<sup>nd</sup> graders, EIP students, and special ed. students.
- Continue using Shared Inquiry techniques in reading to promote higher level thinking skills.

*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.)

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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																								
To improve student achievement in mathematics	All students grades 2-5	476	63%	% of all students grades 2 - 5 exceeding expectations on the CRCT in mathematics		64.75%	66%	67%	68%																								
What <b>interim indicators</b> will be used to monitor progress during the year for this objective?																																	
Data to be collected during 2009-10					Position Responsible			Frequency																									
Checkpoints benchmark assessment data					Teachers			2 weeks; 18 weeks; 27 weeks; 36 weeks																									
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<p><b>Interim Data Collected – Mid-Year Update</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>18 Week Checkpoints - Math</b></th> <th style="text-align: center;">State Bridge Crossing</th> <th style="text-align: center;">Cluster</th> <th style="text-align: center;">Fulton County</th> </tr> <tr> <th></th> <th style="text-align: center;">Pre/Post</th> <th style="text-align: center;">Pre/Post</th> <th style="text-align: center;">Pre/Post</th> </tr> </thead> <tbody> <tr> <td>Grade 2</td> <td style="text-align: center;">50</td> <td style="text-align: center;">56</td> <td style="text-align: center;">47</td> </tr> <tr> <td>Grade 3</td> <td style="text-align: center;">50/59</td> <td style="text-align: center;">51/62</td> <td style="text-align: center;">42 /61</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">48/53</td> <td style="text-align: center;">51/56</td> <td style="text-align: center;">42/47</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">47/66</td> <td style="text-align: center;">47/64</td> <td style="text-align: center;">38/52</td> </tr> </tbody> </table> <p><b>Math Mastery</b> - % of all students meeting grade level goal of 90%</p> <p>Grade 2 – 93%;    Grade 3 – 87%    Grade 4 – 91%    Grade 5 – 91%</p> <p><b>Unit Math Assessments</b> – Average scores of all students for Semester</p> <p>Grade 2 – 89%;    Grade 3 – 84%    Grade 4 – 85%    Grade 5 – 89%</p>										<b>18 Week Checkpoints - Math</b>	State Bridge Crossing	Cluster	Fulton County		Pre/Post	Pre/Post	Pre/Post	Grade 2	50	56	47	Grade 3	50/59	51/62	42 /61	Grade 4	48/53	51/56	42/47	Grade 5	47/66	47/64	38/52
<b>18 Week Checkpoints - Math</b>	State Bridge Crossing	Cluster	Fulton County																														
	Pre/Post	Pre/Post	Pre/Post																														
Grade 2	50	56	47																														
Grade 3	50/59	51/62	42 /61																														
Grade 4	48/53	51/56	42/47																														
Grade 5	47/66	47/64	38/52																														
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Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• Teachers will use common planning time to collaborate and analyze results from all test data available</li> <li>• Enrichment groups will be formed through data disaggregation and held weekly to extend curriculum skills and problem solving, grades 1-5</li> <li>• Unit Assessment data will be collected for all students, grades K-5, and analyzed by grade level teachers.</li> <li>• Staff mentors will work with students on targeted math skills and math facts</li> <li>• Implementation and facilitation of the L to J process with math vocabulary, grades 1-5. The essential elements and vocabulary are based on standards of the K-5 district mathematics curriculum and no longer gives students “permission to forget”</li> <li>• Utilize online resources available for math – Pearson Success Net, Georgia OAS, Easy</li> <li>• <u>Curriculum Based Measure</u> math practice tests</li> <li>• Teachers will receive math trainings on best practices at Administrative Grade Level meetings once per month</li> <li>• Teachers will observe other teachers as a form of collaborative professional development</li> <li>• Early Release Professional Development days will focus on Lee Jenkins initiatives, data utilization, and standards based instruction</li> <li>• Continue systematic approach to improving computational fluency, grades K-5, using weekly timed math mastery probes</li> <li>• Grade 4 and 5 teachers will conduct at least one interactive math activity per week utilizing Promethean boards and/or Activotes and/or Activslates.</li> </ul>	<p>Teachers</p> <p>Teachers</p> <p>Teachers/CST</p> <p>Staff members</p> <p>1<sup>st</sup>-5<sup>th</sup> Teachers</p> <p>Teachers, Students</p> <p>CST</p> <p>Teachers Administration/Teachers</p> <p>Teachers</p> <p>Teachers</p>	
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• The CST identified at risk students for Extended Learning which began in Sept.</li> <li>• COACH test preparation materials were purchased for use in Extended Learning classes and made available for parent purchase.</li> <li>• Special Education teachers have been trained on using Number Worlds curriculum.</li> <li>• PLC Remediation/Enrichment groups have been implemented in grades 1, 2, 4, and 5. 3<sup>rd</sup> grade teachers are doing remediation/enrichment within their own classrooms.</li> <li>• The CST created school wide database for entering test data and analyzing results regularly.</li> <li>• Teachers, CST, and principal share best practices during all admin. grade level meetings.</li> <li>• The LtoJ process using math vocabulary was implemented in grades 1-5.</li> <li>• The computer lab was created as a “Learning Lab” and began in September. Students use online resources to practice math skills.</li> <li>• Teachers have completed 2 observations of colleagues during Semester 1.</li> <li>• Math fact fluency is a focus in all classrooms.</li> </ul>		

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<b>Actions Taken – End of Year Report</b>		
What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?		
<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• Utilize math moms/dads program to focus on at-risk students with math facts</li> <li>• Student tutors from Johns Creek High School will begin working with students in grades 1-5 on problem solving activities</li> </ul>	PTA CST	
<b>Actions Taken – Mid-Year Update</b>		
<ul style="list-style-type: none"> <li>• Math mentors program was implemented in Sept. by PTA volunteers</li> <li>• Online resource information was sent home to all parents in Sept. Labels with login/passwords were created for every student and sent home. Flyers with information were sent home by the CST. Articles were put in the newsletter encouraging online resource use.</li> <li>• Two parent testing workshops were held in November.</li> <li>• Planning meetings were held with CST, Johns Creek High School Advisor, and student mentor leader to organize math/reading mentor program.</li> </ul>		
<b>Actions Taken – End of Year Report</b>		
What initiatives/improvements will be implemented in the area of <b>School Management</b> to support this objective?		
<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
<ul style="list-style-type: none"> <li>• Administrators will conduct 3 monthly observations to assess standards based instruction and student engagement in learning</li> <li>• Administrators will monitor assessment data monthly to target progress of “at risk” students</li> <li>• Staff the Learning Lab(computer lab) for maximum student access</li> <li>• Utilize EIP teacher and assistant to accommodate for team teaching with at risk students in grades 2-5</li> </ul>	Principal, Assistant Principal, CST, IST  Administrative Team Principal Principal	
<b>Actions Taken – Mid-Year Update</b>		
<ul style="list-style-type: none"> <li>• Administrators began classroom walk-throughs in September using best practices checklist. A goal of 5-7 classroom visits per week was made by each administrator.</li> <li>• Computer lab was staffed by a teacher assistant who has been trained on Online Resources, Easy CBM, and other support resources.</li> </ul>		

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- Team teaching is the model being used for EIP service in grades 2-5.

Actions Taken – End of Year Report

***Mid-Year Summary***

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

- We are making progress on this goal in grades 2-5. Math mastery scores for students in grades 2 - 5 show excellent progress toward our goals. 82% of teachers report that they do math fact fluency activities at least once every week with all students
- Our stakeholder involvement initiatives have been somewhat utilized during Semester 1, and we wish to continue to promote growth in this area.
- Teachers have analyzed checkpoint results to form future remediation/enrichment groups. Teachers are using multiple pieces of data to ensure mastery of content.
- Our checkpoints data shows that State Bridge Crossing students are showing progress from pre to post assessment; however, improvement is needed in all grades. Our 5<sup>th</sup> grade students scored higher than the cluster average.

Preliminary conclusions regarding progress on this objective:

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

- Math mentors program with Johns Creek High School students will be refined to better address specific student weaknesses in all grade levels.
- Math mentors program was restructured, and the CST will monitor its effectiveness using new parameters.
- An extended planning time for special ed. teachers has been scheduled for Feb. 2 to address scaffolding math instruction, planning for the remainder of the year, focusing on power standards, and remediating areas of concern using checkpoints, math mastery, and ITBS data.
- Administrators will increase walk-throughs during math instruction in special ed. classrooms.
- A member of the strategic plan committee has volunteered to be a liaison with Perimeter Church to recruit more community volunteers for the Math Mentors program.
- Continue focus on mastery of math facts and when a student masters the grade level standard, move them to the next level of mastery(increase # of problems, reduce amount of time, begin next grade level facts)
- Continue remediation/enrichment PLC groups.
- Continue LtoJ using math vocabulary, grades 1-5.
- Special Ed. Assistant has been added to Extended Learning staff for 5<sup>th</sup> grade.

***End of Year Summary***

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<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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