

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

School: Clifftondale Elementary

Principal: Dr. Tony Wilcher

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

Objective # _1_	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student performance in math	Students in grades 2-5	558	65	% of students in grades 2-5 meeting or exceeding expectations on the CRCT-Math	N/A	N/A	75% levels 2 and 3		

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
Performance Assessments/End of Unit Tests (grades 2-5) Checkpoints (except grade 2)	CST, DSS, Classroom Teachers Test Coordinator	every 8 weeks- PA Aug/Dec/Mar-Check Points Dates
Classroom assessments/curriculum based assessments (grades 2-5)	Classroom Teachers	Weekly
ITBS (grades 3 & 5 only)	Test Coordinator/Classroom Teachers	Fall 2009

Interim Data Collected – Mid-Year Update

We collected data on the Checkpoints, curriculum based assessments (i.e., Common Assessment), and ITBS.

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
Grades 2-5 teachers will develop lesson plans incorporating Learning Focus Schools and Differentiation Instructional Strategies. Teachers will meet in grade levels (K-5) and/or with the DSS to analyze math data. Extended Learning offered to at-risk students in grades 2-5. Extended Day tutoring offered to Title I targeted assisted students.	-Curriculum Support Teacher (CST) -Data Support Specialist (DSS) -Response to Intervention-Counselors -Extended Day teachers -Extended Learning teachers	\$4,200 – Title I ext day \$12,600-AARA –ext day

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<p>Student Support Team and Response to Intervention used to address students with significant academic weaknesses in math. Teachers will participate in professional learning in writing to assist with developing math journals (intermediate grades). Select teachers will use the Interactive Whiteboards to deliver technology based lessons. Teachers will use Study Island and/or Measuring Up computer programs to supplement instruction.</p>	<ul style="list-style-type: none"> -Talented And Gifted teacher -Consultant (if possible) -Classroom teachers -Central office support 	<p>board</p> <p>12 ordered (est.)</p> <p>\$4,000 est computer programs</p>
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Actions Taken – Mid-Year Update
We began our Extended Day program in October-2009 and Extended Learning program in January-2010 for students identified as needing academic assistance in reading and/or math. Professional learning courses were also provided in writing and math during the first semester. Teachers also used their grade level planning periods and after school time to disaggregate student data on their Checkpoints and Common Assessments. The Student Support Team was used for students in need of specific strategies to overcome academic challenges. We conducted SST meetings at least once a week, beginning in October. The Study Island and Measuring Up technology programs were introduced in October-2009. Study Island is also available for home use. We ordered Promethean Interactive Whiteboards, 3 per grade level (K-5). The boards were installed in early January and we commenced training in mid-January 2010.

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"> -Parent Liaison can discuss resources available to Title I targeted assistance parents to support math achievement -Parent Resource Center contains literature to support math achievement and ways to work with students in math -After School program (Safe Haven) provides academic support in math (homework) -Homework Hotline is available to work with students and parents who have questions involving math -Parents attend conferences and/or curriculum night to discuss the GPS, student progress -Provide parents with access to the CRCT On-line Assessment System for practice at home -Online support for parents in the area of mathematics offered through Study Island and/or Measuring Up software/subscriptions -PTA supplements materials and supplies for teachers 	<ul style="list-style-type: none"> Parent Liaison Principal/Assistant Principal PTA President and/or Board LSAC Chairperson After School Coordinator Homework Hotline Support Personnel Technology Specialist 	<p>\$25,000 – salary for parent liaison</p> <p>\$1,100 – materials and supplies for parent resource center</p> <p>\$4,000 (est.) online programs</p>

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<ul style="list-style-type: none"> -LSAC meets quarterly to discuss stakeholder involvement and School Management objectives in relation to Student Achievement -Parents signature will be requested on Student Portfolios 		
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Actions Taken – Mid-Year Update
 In August-2009, we began an agreement with Safe Haven afterschool program. Safe Haven provides tutoring to students who elect to attend. Homework Hotline is available for assistance to students who have questions about homework. We held our curriculum night in September-2009 for all grade levels. We discussed GPS and our academic focus at Clifftondale. Study Island passwords for home use was sent home during November and December of 2009. We developed an LSAC in September-2009 and we meet quarterly to discuss issues concerning Clifftondale and Fulton County Schools. We have resources in our media center that support our focus on math achievement

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Actions Taken – End of Year Report

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

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> -Walkthroughs conducted to monitor instructional strategies related to math -Periodic data will be reviewed by administrative team and teachers to monitor academic assessment results -Leadership Team will discuss instructional support processes that relate to math, such as lesson planning, disaggregation of data, professional learning objectives, implementation challenges, etc. -Teachers will develop Action Plans to address weaknesses identified during data analysis -Additional personnel purchased to lower class sizes and allow for an effective reduce class size model to meet the needs of lower performing students (EIP and/or Special Education) -Team teaching model in certain segments to meet the needs of Special Education students 	<ul style="list-style-type: none"> -Extended Leadership team -Grade level teams -Administrative team -Classroom teachers 	\$100,000 (est.) in additional personnel salaries and benefits for Title I and AARA teachers

Actions Taken – Mid-Year Update
 Walkthroughs are conducted several times a week. We have a walkthrough form to record classroom observations. Our leadership team meets on most occasions bi-monthly. We discuss a variety of topics related to our school including, but not limited to, lesson planning, data disaggregation, professional learning, and other instructional and school management topics.

Actions Taken – End of Year Report

Mid-Year Summary

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Preliminary conclusions regarding progress on this objective: Based on the interim data we have collected (Checkpoints, Common Assessment, ITBS), we are making progress towards achieving our student achievement goals in math. On the Checkpoints, we gained 13% pts in 5th grade in math from the pretest Checkpoints to the posttest Checkpoints. We had a 1% increase in grade 4, and a 4% rise in grade 3.

Many of the school initiatives, stakeholder involvement, and school management strategies that support this student achievement objective in math have been implemented. However, there are still a few strategies to implement for the balance of the 09-10, such as implementing our math journal and revamping our student portfolios, with parent signatures.

Additional action to be taken during remainder of this school year: We will continue to implement our after school tutorial sessions in reading and math. We will also distribute passwords for the Online Assessment System. Our core practices of disaggregating data, developing action plans in response to the data, implementing the action plans, and assessing the data for signs of progress or lack of progress will continue. As mentioned earlier, we need to commence the use of math journals and revamp our initial idea of student portfolios, with parent signatures.

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 # <u> 2 </u>	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	Students in grades 2-5	558	65	% of students in grades 2-5 meeting or exceeding expectations on the CRCT-Reading	N/A	N/A	75% levels 2 and 3		
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	
Performance Assessments/Common Assessments (grades 2-5) Checkpoints (except grade 2)					CST, Classroom Teachers, DSS Test Coordinator			every 8 weeks- PA Aug/Dec/Mar-Check Points Dates	
Classroom assessments/curriculum based assessments (grades 2-5)					Classroom Teachers			Weekly	
ITBS (grades 3 and 5 only)					Test Coordinator/Classroom Teachers			Fall 2009	
Interim Data Collected – Mid-Year Update									
We collected data on the Checkpoints, curriculum based assessments (i.e., Common Assessment), and ITBS (3-5).									
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	
Grades 3-5 teacher will develop lesson plans incorporating Learning Focus Schools and Differentiation Instructional Strategies. Teachers will meet in grade levels (2-5) and/or with the DSS to analyze reading data. Extended Learning offered to at-risk students in grades 2-5. Extended Day tutoring offered to Title I targeted assisted students (grades 3-5).					-Curriculum Support Teacher (CST) -Data Support Specialist (DSS) -Response to Intervention-Counselors -Extended Day teachers -Extended Learning teachers			\$4,200 – Title I ext day \$12,600-AARA –ext day	

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<p>Student Support Team and Response to Intervention used to address students with significant academic weaknesses in math. Teachers participate in professional learning in writing to assist with developing literacy skills. Select teachers will use the Interactive Whiteboards to deliver technology-based lessons.</p>	<p>-Talented And Gifted teacher -Consultant (if possible) -Classroom teachers -Central office support</p>	<p>\$5,600- per whiteboard 12 ordered (est.)</p>
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Actions Taken – Mid-Year Update
We began our Extended Day program in October-2009 and Extended Learning program in January-2010 for students identified as needing academic assistance in reading and/or math.

Teachers also used their grade level planning periods and after school time to develop lesson plans and disaggregate student data on their Checkpoints and Common Assessments.

For the most part, teachers used the Essential Questions, Activation Strategy, Teaching Strategies, and Summarization (EATS) format of lesson planning. This is a patented Learning Focus Schools lesson planning format that allows teachers to indicate the differentiated learning strategies used with students, depending on their academic needs.

The Student Support Team was used for students in need of specific strategies to overcome academic challenges. We conducted SST meetings at least once a week, beginning in October.

The Study Island and Measuring Up technology programs were introduced in October-2009. Study Island is also available for home use.

We ordered Promethean Interactive Whiteboards, 3 per grade level (K-5). The boards were installed in early January and we commenced training in mid-January 2010.

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
<p>-Parent Liaison can discuss resources available to Title I parents to support math achievement -Parent Resource Center contains literature to support math achievement and ways to work with students in math -After School program (Safe Haven) provides academic support in math (homework)</p>	<p>Parent Liaison Principal/Assistant Principal PTA President and/or Board LSAC Chairperson</p>	<p>\$25,000 – salary for parent liaison \$1,100 – materials and</p>

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<ul style="list-style-type: none"> -Homework Hotline is available to work with students and parents who have questions involving math -Parents attend conferences and/or curriculum night to discuss the GPS, student progress -Provide parents with access to the CRCT On-line Assessment System for practice at home -Online support for parents in the area of mathematics offered through Study Island and/or Measuring Up computer programs -PTA supplements materials and supplies for teachers -LSAC meets quarterly to discuss stakeholder involvement and School Management objectives in relation to Student Achievement -Parents signature will be requested on Student Portfolios 	<p>After School Coordinator Homework Hotline Support Personnel Technology Specialist</p>	<p>supplies for parent resource center</p> <p>\$4,000 (est.) computer programs</p>
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Actions Taken – Mid-Year Update
 In August-2009, we began an agreement with Safe Haven afterschool program. Safe Haven provides tutoring to students who elect to attend their program.

Homework Hotline is available for assistance to students who have questions about homework.

Our staff held a curriculum night in September-2009 for all grade levels. We discussed GPS and our academic focus at Clifftondale.

Study Island passwords for home use were sent home during November and December of 2009.

LSAC was started in September-2009. We meet quarterly to discuss issues concerning Clifftondale and Fulton County Schools.

We have resources in the media center that support our focus on math achievement.

Actions Taken – End of Year Report

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

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> -Walkthroughs conducted to monitor instructional strategies related to math -Periodic data reviewed by administrative team and teachers to monitor academic assessment results -Leadership Team will discuss instructional support processes that relate to math, such as lesson planning, disaggregation of data, professional learning objectives, implementation challenges, etc. -Purchase additional personnel to lower class sizes and allow for an effective reduce class size model to meet the needs of lower performing students (EIP and Special Education) -Team teaching model in certain segments to meet the needs of Special Education students 	<ul style="list-style-type: none"> -Extended Leadership team -Grade level teams -Administrative team -Classroom teachers 	<p>\$100,000 (est.) in additional personnel salaries and benefits for Title I and AARA teachers</p>

Actions Taken – Mid-Year Update
 Walkthroughs are conducted several times a week. We have a walkthrough form to record classroom observations. Our leadership team meets on most occasions bi-monthly. We discuss a variety of topics related to our school including, but not limited to, lesson planning, data disaggregation, professional learning, and other

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<small>instructional and school management topics</small> What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)
<p>Actions Taken – End of Year Report</p>
<p>Mid-Year Summary</p> <p>Preliminary conclusions regarding progress on this objective: Based on the interim data we have collected (Checkpoints, Common Assessment, ITBS), we are making progress towards achieving our student achievement goal in reading. On the Checkpoints, we gained 2% pts in 5th grade reading for our EIP group of students, from the pretest Checkpoints (August) to the posttest Checkpoints (December). We had a 23% increase in grade 4 for EIP students between the pretest Checkpoints (August) and posttest Checkpoints (December), and an 11% rise in grade 3 from the pretest to posttest.</p> <p>Many of the school initiatives, stakeholder involvement, and school management strategies that support this student achievement objective in reading have been implemented.</p>
<p>Additional action to be taken during remainder of this school year: We will continue to implement our after school tutorial sessions in reading. We will also distribute passwords for the Online Assessment System. Our core practices of disaggregating data, developing action plans in response to the data, implementing the action plans, and assessing the data for signs of progress or lack of progress will continue.</p>
<p>End of Year Summary</p>
<p>Overall Conclusions regarding this Objective:</p>
<p>Future Steps to Address this Objective:</p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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Objective # <u> 3 </u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student performance in writing	Students in grades 3 and 5	292	30% (est)	% of students in 3 rd and 5 th grade performing in the meets and exceeds range on the State Writing Test given only to 3 rd and 5 th grade	N/A New School	N/A New School	75% Meets and Exceeds		

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
Writing Portfolios Mock Writing Test Practice writing tests by genre	Classroom Teachers Data Support Specialist (DSS) Curriculum Support Teacher (CST) Principal/Asst. Principal	-every 6-8 weeks (based on units) -Oct.- Mock test Monthly-practice tests

Interim Data Collected – Mid-Year Update

We have collected data per genre in writing, according to the Fulton County curriculum.
 We administered a Mock Writing Test during first semester.
 We collect written drafts for students during the first semester, as a part of work completed for classroom writing assignments and periodic practice.

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
Teaching Georgia Performance Standards in Writing Professional Learning on the Writing Workshop model Tools of Writing (TOW) training Modeling and observing instruction in each others classrooms Using graphic organizers Using rubrics to evaluate writing samples Conferencing with students during each stage of the writing process	Principal CST DSS Classroom Teachers	\$4,200 – Title I ext day \$12,600-AARA –ext day \$5,600- per whiteboard 12 ordered (est.)

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Daily writing activities .		
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Actions Taken – Mid-Year Update
 On a daily/weekly basis, teachers have used the Georgia Performance Standards in writing as a means of writing instruction. K-5 staff members have participated in several sessions of writing training during Early Release Days, and some Wednesdays in Sept/Oct. The Tools Of Writing (TOW) is the course title, and it is based on the Writer’s Workshop model of writing instruction. On a daily basis, teachers have used various writing tools, such as graphic organizers, rubrics, and conferencing to instruct students and assess their progress on writing standards.

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
- Resources available in the media center for parents to assist students in the area of writing Writing standards discussed with parents during Curriculum Night and/or conferences Writing strategies shared with parents in Thursday (take home) folders Best Practices for writing assessments shared with parents in newsletter Parent Liaison provide resources for parents of targeted assistance students (Title I)	Parent Liaison Principal/Assistant Principal Classroom teachers	\$25,000 – salary for parent liaison \$1,100 – materials and supplies for parent resource center

Actions Taken – Mid-Year Update

Actions Taken – End of Year Report

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

Implementation Plan for 2009-10	Position Responsible	Budget/Resources

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<p>Walkthroughs conducted to monitor instructional strategies related to writing Mock assessment data will be reviewed by administrative team and teachers to monitor academic assessment results Leadership Team will discuss instructional support processes that relate to writing, such as lesson planning, disaggregation of data, professional learning objectives, implementation challenges, etc. Additional personnel purchased to lower class sizes and allow for an effective reduce class size model to meet the needs of lower performing students (EIP and/or Special Education) Team teaching model in certain segments to meet the needs of Special Education students</p>	<p>-Extended Leadership team -Grade level teams -Administrative team -Classroom teachers</p>	<p>\$100,000 (est.) in additional personnel salaries and benefits for Title I and AARA teachers</p>
<p>Actions Taken – Mid-Year Update Walkthroughs were conducted several times a week. We also reviewed mock assessment data and identified students in need of additional support in writing. We have implemented the team teaching model and purchased an additional teacher using Title I funds.</p>		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective: Based on the interim data we collected (Mock writing assessment), we are making progress towards achieving our student achievement goal in writing. Overall, 81% of our 5th grade students scored in the <u>meets or borderline meets</u> expectations range on the test.</p>		
<p>Additional action to be taken during remainder of this school year: We will continue to implement best practice instructional strategies in writing. In addition, we will also have an additional writing training in February.</p>		
<p>End of Year Summary</p>		

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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 # <u> 4 </u>	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	Students in Kindergarten and First Grades	259	30% (est)	% of students in grades Kindergarten and First Grade meeting Benchmark Standards on the end of year Dynamic Indicators of Basic Literacy Skills Test (DIBELS) benchmark reading fluency assessments	N/A New School	N/A New School	75% Meets Standards		
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	
DIBELS data will be collected three times per year (October, January, April) Harcourt Reading/Language Arts Mid-Year Assessment					Classroom Teachers Data Support Specialist (DSS) Curriculum Support Teacher (CST) Principal/Asst. Principal			-DIBELS Benchmark Tests (3x per year) -Unit Tests- every 6-8 weeks Mid-Year – Dec.	
Interim Data Collected – Mid-Year Update									
We collected DIBELS data in October and are in the process of collecting data for January.									
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	
Teaching Georgia Performance Standards in Reading Grades K-1 teachers will develop lesson plans incorporating Learning Focus Schools and Differentiation Instructional Strategies. Teachers meet in grade levels and/or with DSS to analyze reading. At-risk students in grades K-1 receive EIP and/or Title I support. Student Support Team addresses the needs of students with significant reading weaknesses. Select teachers will use the Interactive Whiteboards to deliver technology-based lessons.					Principal CST DSS Classroom Teachers			DIBELS materials	

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Actions Taken – Mid-Year Update
 Teachers have used the Georgia Performance Standards in reading as a basis for their reading instruction.

Grades K-1 teachers developed lesson plans incorporating Learning Focus Schools format. An emphasis was placed on developing essential questions, using an activation strategy, using differentiated teaching strategies, and summarization strategies.

Teachers met in grade levels with the Curriculum Support Team (CST), not the Data Support Specialist (DSS) to analyze reading results from the DIBELS.

At-risk students in grades K-1 have received EIP and/or Title I support.

Student Support Team meets at least once a week to provide strategies for students with significant reading weaknesses.

Interactive Whiteboards were delivered in January and teachers in kindergarten and first grade have the boards in their classroom.

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
- Resources available in the media center for parents to assist students in the area of reading Reading standards discussed with parents during Curriculum Night and/or conferences Reading strategies shared with parents in Thursday (take home) folders Best Practices for writing assessments shared with parents in newsletter Parents signature will be requested on Student Portfolios	Principal/Assistant Principal Classroom teachers CST DSS	Resources- \$1,000

Actions Taken – Mid-Year Update
 Reading standards were discussed with parents who attended our Curriculum Night and kindergarten conferences. Both meetings were held during Sept and Oct.

Each Thursday we send home information in the Thursday folder. At least once per month we send home reading information to our parents/community.

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We have begun the process of fine tuning our Student Portfolios. The process began during the latter part of the first semester.

Actions Taken – End of Year Report

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

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Walkthroughs conducted to monitor instructional strategies related to writing Leadership Team will discuss instructional support processes that relate to writing, such as lesson planning, disaggregation of data, professional learning objectives, implementation challenges, etc. Teachers will develop Action Plans to address weaknesses identified during data analysis Additional personnel purchased to lower class sizes and meet the needs of lower performing students (EIP and/or Special Education) Team teaching model in certain segments to meet the needs of Special Education students	-Extended Leadership team -Grade level teams -Administrative team -Classroom teachers	\$50,000 (est.) in additional personnel salaries and benefits for Title I teacher

Actions Taken – Mid-Year Update
Walkthroughs were conducted several times a week.
We also reviewed Dibels reading data and identified students in need of additional support in reading.
We have implemented the team teaching model and purchased an additional teacher using Title I funds.
Teachers have developed action plans and/or lesson plans to address weaknesses in reading
Team teaching model has been implemented in special education.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:
Based on the interim data we collected (DIBELS assessment), we are making progress towards achieving our student achievement goal in K-1 reading. The majority of our students in K and 1 combined scored in the mid-year range on the DIBELS assessment given in October. This data suggests that they are reading ahead of expectations.

Additional action to be taken during remainder of this school year:
We will administer additional DIBELS assessment in early February, as well as in April or May.

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<i>End of Year Summary</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 # <u> 5 </u>	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 math	Students in grades K-1	259	30	% of 1 st grade students meeting and exceeding on CRCT-Math	N/A	N/A	75% levels 2 and 3		
				% of Kindergarten students passing final End of Unit assessment for 2009-10 year	N/A	N/A	75% passing final test		
					New School	New School			

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
Performance Assessments/End of Unit Tests	CST, DSS, Classroom Teachers	every 8 weeks- PA
Classroom assessments/curriculum based assessments (all grades)		Weekly

Interim Data Collected – Mid-Year Update

We collected data on the End-of-Unit Assessment for kindergarten.
 We collected data on the Common Assessment for first grade students after each unit.
 Teachers also collected classroom based assessment weekly as an informal measure.

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>Grades K-1 teachers will develop lesson plans incorporating Learning Focus Schools and Differentiation Instructional Strategies. Teachers meet in grade levels (K-5) and with DSS to analyze math. EIP and/or Title I support for at-risk students in grades K-1. Student Support Team and Response to Intervention used to address students with significant academic weaknesses in math. Select teachers may use the Interactive Whiteboards to deliver technology based lessons. Teachers may use Study Island and/or Measuring Up computer programs to supplement instruction in grade 1.</p>	<ul style="list-style-type: none"> -Curriculum Support Teacher (CST) -Data Support Specialist (DSS) -Response to Intervention-Counselors -Extended Day teachers -Extended Learning teachers -Talented And Gifted teacher -Consultant (if possible) -Classroom teachers -Central office support 	<p>\$4,200 – Title I ext day</p> <p>\$12,600-AARA –ext day</p> <p>\$5,600- per whiteboard 12 ordered (est.)</p>
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<p>Actions Taken – Mid-Year Update</p> <p>Teachers have used the Georgia Performance Standards in reading as a basis for their math instruction.</p> <p>Grades K-1 teachers developed lesson plans incorporating Learning Focus Schools format. An emphasis was placed on developing essential questions, using an activation strategy, using differentiated teaching strategies, and summarization strategies.</p> <p>Teachers met in grade levels with the Curriculum Support Team (CST), not the Data Support Specialist (DSS) to analyze reading results from the common assessment..</p> <p>At-risk students in grades K-1 have received EIP and/or Title I support.</p> <p>Student Support Team meets at least once a week to provide strategies for students with significant math weaknesses.</p> <p>Interactive Whiteboards were delivered in January and teachers in kindergarten and first grade have the boards in their classroom.</p>
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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 **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> -Parent Resource Center contains literature to support math achievement -After School program (Safe Haven) provides academic support in math (homework) for select 	<p>Principal/Assistant Principal PTA President and/or Board</p>	<p>\$4,000 (est.) online</p>

**Fulton County Schools
School Improvement Plan
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School: Clifftondale Elementary

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<p>students</p> <ul style="list-style-type: none"> -Homework Hotline is available to work with students and parents who have questions involving math -Parents attend conferences and/or curriculum night to discuss the GPS, student progress -Provide parents with access to the CRCT On-line Assessment System for practice at home (Grade 1) -Online support for parents in the area of mathematics offered through Study Island and/or Measuring Up software/subscriptions (Grade 1) -PTA supplements materials and supplies for teachers -LSAC meets quarterly to discuss stakeholder involvement and School Management objectives in relation to Student Achievement -Parents signature will be requested on Student Portfolios 	<p>LSAC Chairperson After School Coordinator Homework Hotline Support Personnel Technology Specialist</p>	<p>programs</p>
<p>Actions Taken – Mid-Year Update</p> <p>In August-2009, we began an agreement with Safe Haven afterschool program. Safe Haven provides tutoring to students who elect to attend their program. Homework Hotline is available for assistance to students who have questions about homework. We held our curriculum night in September-2009 for all grade levels. We discussed GPS and our academic focus at Clifftondale. Study Island passwords for home use was sent home during November and December of 2009. We developed an LSAC in September-2009 and we meet quarterly to discuss issues concerning Clifftondale and Fulton County Schools. We have resources in the media center that support our focus on math achievement.</p>		
<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>
<ul style="list-style-type: none"> -Walkthroughs conducted to monitor instructional strategies related to math -Periodic data reviewed by administrative team and teachers to monitor academic assessment results -Leadership Team discusses instructional support processes that relate to math, such as lesson planning, disaggregation of data, professional learning objectives, implementation challenges, etc. -Additional personnel purchased to support the needs of lower performing students (EIP and/or Spec Education) - 	<ul style="list-style-type: none"> -Extended Leadership team -Grade level teams -Administrative team -Classroom teachers 	<p>\$50,000 (est.) in additional personnel salaries and benefits for Title I teachers</p>
<p>Actions Taken – Mid-Year Update</p> <p>Walkthroughs were conducted several times a week. We also reviewed Common Assessment and End-of Unit data and identified students in need of additional support in math. We have implemented the team teaching model and purchased an additional teacher using Title I funds. Teachers have developed action plans and/or lesson plans to address weaknesses in math. Team teaching model has been implemented in special education.</p>		

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Actions Taken – End of Year Report
Mid-Year Summary
<p style="color: red;">Preliminary conclusions regarding progress on this objective:</p> <p>Based on the interim data we collected (Common Assessment and End-of-Unit Assessment), we are making progress towards achieving our student achievement goal in K-1 math. The majority of our students (est. 65%) in K students have performed in the acceptable range on most End-of-Unit math assessments. Our first grade students have performed in the average range on most Common Assessments in math (est. 50%).</p>
<p style="color: red;">Additional action to be taken during remainder of this school year:</p> <p>We will continue to implement best practice instructional strategies in math. For grade 1 we will continue to emphasize the use of manipulatives as a means to make instruction more concrete for students having challenges with abstract material. Most importantly, we will continue to monitor the benchmark Common Assessment data of our 1st grade students as well as the End-of-Unit Assessment data for our kindergartens. Our goal is to have at least 75% of students passing on each assessment.</p>
End of Year Summary
<p style="color: red;">Overall Conclusions regarding this Objective:</p>
<p style="color: red;">Future Steps to Address this Objective:</p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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**Fulton County Schools
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