

School Improvement Plan – East Newton Elementary

SCHOOL IMPROVEMENT PLAN

Newton County Schools

Cover Page

School Name: East Newton Elementary

Name of Principal: Naomi Cobb

School Year: 2008-2009

Title I: School-Wide Program: _____ Targeted Assistance: _____

Needs Improvement Status: Status: NI NI-AYP Year: 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

School Improvement Plan (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2007.)

_____ **School Choice**

_____ **Supplemental Services**

_____ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2007.)

_____ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2008.)

Principal's Signature: _____

Date: _____

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

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Action Plan for Reading

Annual Measurable Objective(s):

Increase student achievement in Reading as measured by the CRCT, with a minimum of 95% participation for all subgroups:

- Grade 1 from 93% meeting/exceeding standards in SY2008 to 95% in SY2009.
- Grade 2 from 93% meeting/exceeding standards in SY2008 to 95% in SY2009.
- Grade 3 from 91% meeting/exceeding standards in SY2008 to 93% in SY2009.
- Grade 4 from 91% meeting/exceeding standards in SY2008 to 93% in SY2009.
- Grade 5 from 88% meeting/exceeding standards in SY2008 to 90% in SY2009.

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
Disaggregate test data according to student populations Identified individual student performance according to domains.	August-September 2008 and On-going	District pays for substitutes for ½ day work sessions.	<ul style="list-style-type: none"> • Administrators • School Leadership Team • Reg. Ed., EIP, and Sp. Ed. Teachers • Media Specialist • Quest Teacher 	Analyses of ITBS and GCRCT data
Utilize ½ day trainings to review test data and conduct grade level meetings to review reading test data, identify areas of weaknesses and strengths, and develop individual instruction plans. All supplemental teachers and staff, including EIP, and Special Education, along with the Media Specialist, will participate in these meetings and/or receive regular updates concerning the outcomes.	August 2008 and On-going	District pays for substitutes for ½ day work sessions	<ul style="list-style-type: none"> • Administrators • Grade Level Chairperson • Reg. Ed., EIP, and Sp. Ed. Teachers • Media Specialist • Quest Teacher 	<ul style="list-style-type: none"> • Meeting Notes • Agendas • Administrative observation • Analyses of ITBS and GCRCT data
Continue to meet with stakeholders and community/parents to solicit feedback of effectiveness of implementation of SIP and other related school issues.	September 2008 and On-going	N/A	<ul style="list-style-type: none"> • Administrators • SIP Team • Parent/Community Member Committee • School Council 	<ul style="list-style-type: none"> • Meeting Notes • Agendas

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<p>Identify students not meeting standard and the “bubble students” who might be at-risk of not meeting standard in reading.</p>	<p>August-September 2008 and On-going</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Analyses of GCRCT and ITBS, data • EIP Checklist
<p>Utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and STEEP benchmark testing and progress monitoring with STEEP Reading to identify struggling students and group students by skills-needs.</p>	<p>August 2008-On-going</p>	<p>N/A</p>	<ul style="list-style-type: none"> • EIP Teachers • Teachers 	<ul style="list-style-type: none"> • DIBELS Benchmark Tests
<p>Continue to emphasize ways to differentiate for special learners. Conduct professional development during grade level meetings and/or collaborative planning sessions to include such differentiation strategies as multiple intelligences and literacy work stations.</p>	<p>August 2008 - Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Classroom Observations • Math CRCT Scores • Professional Development • Literacy Work Stations
<p>Develop classroom strategies, such as the following, to address strengths and weaknesses and provide opportunities for extended instructional support.</p> <ul style="list-style-type: none"> ▪ Literacy centers ▪ Fluency strategies ▪ Multiple intelligences ▪ Differentiation strategies ▪ Small group instruction ▪ Cooperative learning 	<p>August-September 2008 and On-going</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed Teachers • EIP Teachers • Sp. Ed. Teachers 	<ul style="list-style-type: none"> • Classroom Observations • Review of Lesson Plans • Grade Level Meetings • Review of Student Work • Review of Student Assessments

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Provide reading support services to students enrolled in EIP and special education programs. Utilize the collaborative-instruction approach to provide reading instruction for students with disabilities in the regular classroom, as appropriate.	2008	N/A	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Copy of Special Ed. Schedule • Review of Lesson Plans • Classroom Observations
For students in grades 3 and 5 who are at-risk of not meeting standards, instructional extension and/or summer programs will be offered.	November 2008 –On-going	\$13,791.00	<ul style="list-style-type: none"> • Principal • Assistant Principal • Reg. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • GCRCT Reading Scores • Computer Lab (on-line assessment)
Provide all students on-going opportunities to become familiar with CRCT reading test format and content by creating CRCT on-line tests and assigning students practice in the Computer Lab or on home Internet. Use reading CRCT practice tests for pre/post test purposes. Share results of pre/post tests with students’ parents to generate support for home practice.	September 2008 and On-going	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Reg. Ed. Teachers grades 1-5 • Sp. Ed. Teachers • EIP Teachers • Grade Level Chairperson 	<ul style="list-style-type: none"> • Review of Lesson Plans • Pre/post Results of On-line CRCT Reading Tests • CRCT Reading Scores
Observe each teacher during the instruction of reading to ensure consistent implementation of the prioritized, aligned curriculum. Look for differentiation in instruction and student engagement that address the needs of underachieving student groups. Observe use of Learning-Focused Schools (LFS) strategies to support the learning of all students, including those identified as underachieving (e.g. students with disabilities and African American students).	August 2008 - On-going	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Classroom Observations • Review of Lesson Plans
Recruit and utilize parents and other members from the community to participate in the P.R.I.D.E. Volunteer Program. Assign volunteers to mentor underachieving students.	August 2008 - Ongoing	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • PTO • P.R.I.D.E. Committee 	<ul style="list-style-type: none"> • List of Volunteers • List of Students Assigned Mentors • End of Year Mentor and P.R.I.D.E. Survey

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				<ul style="list-style-type: none"> • CRCT Scores
Utilize before school and after school times for specific intensive intervention for struggling students.	August 2008-Ongoing		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Provide training for P.R.I.D.E. volunteers and other parents/community members to teach them strategies for working with struggling readers.	August 2008-Ongoing		<ul style="list-style-type: none"> • Griffin RESA • Robbin Dykes 	<ul style="list-style-type: none"> • List of Volunteers • Copy of Training Materials • List of Students Assigned Mentors • End of Year Mentor and P.R.I.D.E. Survey • CRCT Scores
Utilize the STAR Reading Program to assess students' reading levels.	August, Jan., & May (08-09)	\$400.00 per year	<ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • STAR Student Individual Summary • Class Summary
Refine and utilize the Accelerated Reader Program to increase students' motivation to read. Monitor students' selection of books that are at their reading levels. Consistently use AR school-wide in grades 1-5.	August 2008-Ongoing	Approximately \$300.00	<ul style="list-style-type: none"> • AR Committee • Reg. Ed., Sp. Ed., & EIP Teachers • Media Specialist 	<ul style="list-style-type: none"> • List of Students Participating in AR Program by Grade Levels and Points Earned • Number of Books Checked Out in Library
Conduct walkthroughs for evidence of standards-based practices.	August 2008-Ongoing		<ul style="list-style-type: none"> • Professional Development Committee • Selected Teachers 	<ul style="list-style-type: none"> • Staff Development Evaluation Surveys • Classroom Observations • Lesson Plans

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<p>Various teachers will participate in reading workshops and share information learned with the faculty.</p>	<p>July 2008- Ongoing</p>	<p>Varies—Some workshops cost a minimal amount; others are free.</p>	<ul style="list-style-type: none"> • Selected Teachers 	<ul style="list-style-type: none"> • Staff Development Evaluation Surveys • Evidence of Implementation through Lesson Plans and Observations
<p>Community volunteers will be recruited to come to the school periodically to read to the students.</p>	<p>October 2008- Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Media Specialist • Administrators 	<ul style="list-style-type: none"> • Informal Teacher and Student Interviews
<p>Teachers will observe reading/language arts instruction in each others' classrooms and in teachers' classrooms at other schools in the district.</p>	<p>October 2008- Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Classroom Teachers • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Teachers will list two ideas/strategies they observed that they plan to implement in their classrooms and tell how they plan to implement them.
<p>Regular education teachers will meet regularly with special education teachers to plan together.</p>	<p>September 2008- Ongoing (Monthly)</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Regular and Special Education Teachers 	<ul style="list-style-type: none"> • Minutes from Meeting
<p>Analyze and utilize results of OAS benchmark testing in reading to guide instruction.</p>	<p>February 2009- Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Computer Lab Para • Regular and Special Ed Teachers 	<ul style="list-style-type: none"> • Grade Level Meetings • Lesson Plans • Observation

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<p>Implement the Response to Intervention model to provide appropriate interventions to struggling students.</p>	<p>August 2008 - Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Teacher Leader • Regular and Special Ed Teachers • Paraprofessionals • Administrators 	<ul style="list-style-type: none"> • Minutes of Meetings • Completed RTI forms
<p>All teachers will meet bi-weekly as a PLC to discuss formative assessments, analyze student work, and plan together.</p>	<p>August 2008- Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Copy of formative assessments • Minutes from meetings

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Action Plan for English Language Arts

Annual Measurable Objective(s): Increase student achievement in Language Arts as measured by the CRCT, with a minimum of 95% participation for all subgroups:

- Grade 1 from 90% meeting/exceeding standards in SY2008 to 92% in SY2009.
- Grade 2 from 86% meeting/exceeding standards in SY2008 to 89% in SY2009.
- Grade 3 from 89% meeting/exceeding standards in SY2008 to 91% in SY2009.
- Grade 4 from 93% meeting/exceeding standards in SY2008 to 95% in SY2009.
- Grade 5 from 91% meeting/exceeding standards in SY2008 to 93% in SY2009.

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
Disaggregate test data according to student populations. Identified individual student performance according to domain.	August/ September 2008-On-going	District pays for substitutes for ½ day work sessions.	<ul style="list-style-type: none"> • Administrators • School Leadership Team • Reg. Ed., EIP, and Sp. Ed. Teachers • Media Specialist • Quest Teacher 	Analyses of ITBS and GCRCT data
Utilize ½ day trainings to review test data and conduct grade level meetings to review reading test data, identify areas of weaknesses and strengths, and develop individual instruction plans. All supplemental teachers and staff, including EIP, and special education, along with the counselor and media specialist, will participate	August/ September 2008-On-going	District pays for substitutes for ½ day work sessions	<ul style="list-style-type: none"> • Administrators • Reg. Ed., Sp.Ed., & EIP Teachers • Media Specialist 	<ul style="list-style-type: none"> • Meeting Notes • Agendas • Administrative observation • Analyses of ITBS and GCRCT data

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in these meetings and/or receive regular updates concerning the outcomes.			<ul style="list-style-type: none"> • Quest Teacher • Counselor 	
Identify students not meeting standard and those who might be at-risk of not meeting standard in language arts.	August/September 2008-On-going	N/A	<ul style="list-style-type: none"> • Administrators • Grade Level Chairperson • Regular and Special Ed Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Analyses of GCRCT and ITBS, data • EIP Checklist
Utilize mCLASS and STEEP Math benchmark testing and progress monitoring to identify struggling students and group students.	September 2008 and On-going		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Develop classroom strategies to address strengths and weaknesses and provide opportunities for extended instructional support.	August/September 2008-On-going	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed Teachers • EIP Teachers • Sp. Ed. Teachers 	<ul style="list-style-type: none"> • Review of Lesson Plans • Grade Level Meetings • Review of Student Work • Review of Student Assessments • Classroom Observations
Provide support services to students enrolled in EIP and special education programs. Utilize the collaborative-instruction approach to provide language arts instruction for students with disabilities in the regular classroom, as appropriate.	August/September 2008-On-going	N/A	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Copy of Special Ed. Schedule • Review of Lesson Plans • Classroom Observations
Utilize the county's collaborative teaching expert to	August 2008-	N/A	<ul style="list-style-type: none"> • Jean Austin 	<ul style="list-style-type: none"> •

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provide training and guidance to teachers participating in collaborative teaching.	Ongoing		<ul style="list-style-type: none"> Regular and Special Ed Teachers 	
Provide all students on-going opportunities to become familiar with CRCT language arts test format and content by creating CRCT on-line tests and assigning students practice in the Computer Lab or on home Internet. Use language arts CRCT practice tests for pre/post test purposes. Share results of pre/post tests with students' parents to generate support for home practice.	October 2008- On-going	N/A	<ul style="list-style-type: none"> Computer Teacher Reg. Ed., EIP, & Sp. Ed. Teachers grades 1-5 	<ul style="list-style-type: none"> Review of Lesson Plans Pre/post Results of On-line CRCT Reading Tests CRCT Reading Scores
Observe each teacher during the instruction of reading/ELA to ensure consistent implementation of the prioritized, aligned curriculum. Look for differentiation in instruction and student engagement that address the needs of underachieving student groups. Observe use of Learning-Focused Schools (LFS) strategies to support the learning of all students, including those identified as underachieving (e.g. students with disabilities and African American students).	August 2008 - Ongoing	N/A	<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Classroom Observations Review of Lesson Plans
Emphasize ways to differentiate for special learners. Conduct professional development during grade level meetings and/or collaborative planning sessions to include such differentiation strategies.	July 2008 - Ongoing	N/A	<ul style="list-style-type: none"> Principal Assistant Principal Grade Level Chairperson Reg. Ed. Teachers Sp. Ed. Teachers EIP Teachers 	<ul style="list-style-type: none"> Classroom Observations Language Arts CRCT Scores Professional Development
Recruit and utilize parents and other members from the community to participate in the P.R.I.D.E. Volunteer Program. Assign volunteers to mentor underachieving students.	Sept. 2008 - Ongoing	N/A	<ul style="list-style-type: none"> Principal Assistant Principal PTO 	<ul style="list-style-type: none"> List of Volunteers List of Students Assigned Mentors End of Year Mentor

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			<ul style="list-style-type: none">• P.R.I.D.E. Committee	<ul style="list-style-type: none">• and P.R.I.D.E. Survey• CRCT Scores
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<p>Provide training for P.R.I.D.E. volunteers and other parents/community members to teach them strategies for working with students in language arts.</p>	<p>Nov. 2008-Ongoing</p>	<p>Free Service Provided by School Improvement Specialist from Griffin RESA</p>	<ul style="list-style-type: none"> • Robbin Dykes • P.R.I.D.E. Coordinator 	<ul style="list-style-type: none"> • List of Volunteers • Copy of Training Materials • List of Students Assigned Mentors • End of Year Mentor and P.R.I.D.E. Survey • CRCT Scores
<p>By grade level, plan real-life opportunities for students to apply the grammar they learn. (e.g. write letters to “real” persons, organizations, etc., establish pen pals, pair up with a “sister school” to exchange letters, peer critiques and writing in literacy centers).</p>	<p>November 2008-Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Reg. Ed., Sp. Ed., & EIP Teachers 	<ul style="list-style-type: none"> • Lesson Plans • Observation
<p>Integrate writing across the curriculum, including specialties.</p> <ul style="list-style-type: none"> • Art Critiques • Music – writing words to music • Write directions for P. E. games 	<p>October 2008-Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Reg. Ed., Sp. Ed., EIP, & Specialty Teachers 	<ul style="list-style-type: none"> • Lesson Plans • Observation
<p>Develop a comprehensive writing program that outlines writing expectations from kindergarten through fifth grade.</p>	<p>September 2008-Ongoing</p>	<p>Free Service Provided by School Improvement Specialist from Griffin RESA</p>	<ul style="list-style-type: none"> • Robbin Dykes • Reg. Ed., Sp. Ed., & EIP Teachers 	<ul style="list-style-type: none"> • Copy of comprehensive writing plan
<p>All teachers will meet bi-weekly as a PLC to create formative assessments, analyze student work, and plan together.</p>	<p>August 2008-Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Copy of formative assessments • Minutes from meetings

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Action Plan for Mathematics

Annual Measurable Objective(s):

Increase student achievement in Math as measured by the CRCT, with a minimum of 95% participation for all subgroups:

- Grade 1 from 90% meeting/exceeding standards in SY2008 to 92% in SY2009.
- Grade 2 from 88% meeting/exceeding standards in SY2008 to 90% in SY2009.
- Grade 3 from 75% meeting/exceeding standards in SY2008 to 79% in SY2009.
- Grade 4 from 71% meeting/exceeding standards in SY2008 to 75% in SY2009.
- Grade 5 from 83% meeting/exceeding standards in SY2008 to 85% in SY2009.

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
Disaggregate test data according to student populations. Identified individual student performance according to domain.	August/September 2008-Ongoing	District pays for substitutes for ½ day work sessions.	<ul style="list-style-type: none"> • Administrators • School Leadership Team • Reg. Ed., EIP, and Sp. Ed. Teachers • Media Specialist • Quest Teacher • Counselor 	Analyses of ITBS and GCRCT data
Utilize ½ day trainings to review test data and conduct grade level meetings to review math test data, identify areas of weaknesses and strengths, and develop individual instruction plans. All supplemental teachers and staff, including EIP, and Special Education, along with the media specialist and counselor, will participate in these meetings and/or receive regular updates concerning the outcomes.	August/September 2008-On-going	District pays for substitutes for ½ day work sessions	<ul style="list-style-type: none"> • Administrators • Reg. Ed., Sp.Ed., & EIP Teachers • Media Specialist • Quest Teacher • Counselor 	<ul style="list-style-type: none"> • Meeting Notes • Agendas • Administrative observation • Analyses of ITBS and GCRCT data

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<p>Identify students not meeting standard and those who might be at-risk of not meeting standards in math.</p>	<p>August-September 2008 and On-going</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Analyses of GCRCT and ITBS, data • EIP Checklist
<p>Develop classroom strategies to address strengths and weaknesses and provide opportunities for extended instructional support.</p>	<p>August-September 2008 and On-going</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed Teachers • EIP Teachers • Sp. Ed. Teachers 	<ul style="list-style-type: none"> • Classroom Observations • Review of Lesson Plans • Grade Level Meetings • Review of Student Work • Review of Student Assessments
<p>Provide mathematical support services to students enrolled in EIP and Special Education programs. Utilize the collaborative-instruction approach to provide math instruction for students with disabilities in the regular classroom, as appropriate.</p>	<p>August 2008-On-going</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Copy of Special Ed. Schedule • Review of Lesson Plans • Classroom Observations

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<p>For students who are at-risk of not meeting standards in grades three and five, instructional extension and/or summer programs will be offered.</p>	<p>November 2008–On-going</p>	<p>\$13,791.00</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Reg. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • GCRCT Math Scores • Computer Lab (on-line assessment)
<p>Provide all students on-going opportunities to become familiar with CRCT math test format and content by creating CRCT on-line tests and assigning students practice in the Computer Lab or on home Internet. Use math CRCT practice tests for pre/post test purposes. Share results of pre/post tests with students’ parents to generate support for home practice.</p>	<p>October 2008-On-going</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Reg. Ed. Teachers grades 1-5 • Sp. Ed. Teachers • EIP Teachers • Grade Level Chairperson 	<ul style="list-style-type: none"> • Review of Lesson Plans • Pre/post Results of On-line CRCT Math Tests • CRCT Math Scores
<p>Observe each teacher during the instruction of math to ensure consistent implementation of the prioritized, aligned curriculum. Look for differentiation in instruction and student engagement that address the needs of underachieving student groups. Observe use of LFS strategies to support the learning of all students, including those identified as underachieving (e.g. Students with Disabilities and Black males).</p>	<p>August 2008 -On-going</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Classroom Observations • Review of Lesson Plans

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<p>Emphasize ways to differentiate for special learners. Conduct professional development during grade level meetings and/or collaborative planning sessions to include such differentiation strategies as multiple intelligences, grouping for math instruction, and math work centers.</p>	<p>July 2008 - Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Chairperson • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Classroom Observations • Math CRCT Scores • Professional Development
<p>Recruit and utilize parents and other members from the community to participate in the P.R.I.D.E. Volunteer Program. Assign volunteers to mentor underachieving students.</p>	<p>Recruit and train volunteers - Ongoing</p>	<p>Materials for Volunteers Training Session Approximately: \$200</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • PTO • P.R.I.D.E. Committee 	<ul style="list-style-type: none"> • List of Volunteers • Copy of Training Materials • List of Students Assigned Mentors • Mentor and Mentee Survey – End of Year • CRCT Scores
<p>Expand access to current computer technology (Activ Boards) , including hard and software, to support math instruction.</p>	<p>May 2008 and On-going</p>	<p>Computers & Software Approximate Cost: \$6,000</p>	<ul style="list-style-type: none"> • Media Specialist 	<ul style="list-style-type: none"> • Inventory of Computer Technology and Software
<p>Regular education teachers will meet regularly with special education teachers to plan together.</p>	<p>September 2008- Ongoing (Monthly)</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Regular and Special Education Teachers 	<ul style="list-style-type: none"> • Minutes from Meeting
<p>Analyze and utilize results of OAS benchmark testing in math to guide instruction.</p>	<p>October 2008- Ongoing</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Computer Lab Para • Regular and Special Ed Teachers 	<ul style="list-style-type: none"> • Grade Level Meetings • Lesson Plans • Observation

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Implement the Response to Intervention model to provide appropriate interventions to struggling students.	August 2008 - Ongoing	N/A	<ul style="list-style-type: none"> • Teacher Leader • Regular and Special Ed Teachers • Paraprofessionals • Administrators 	<ul style="list-style-type: none"> • Minutes of Meetings • Completed RTI forms
All teachers will meet weekly as a PLC to discuss formative assessments, analyze student work, and plan together.	August 2008- Ongoing	N/A	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers • EIP Teachers 	<ul style="list-style-type: none"> • Copy of formative assessments • Minutes from meetings
Work as grade-level teams along with Specialists to create performance tasks and units for the Mathematics GPS.	August 2008- Ongoing	N/A	<ul style="list-style-type: none"> • Principal • Asst. Principal • Teacher Leaders • Grade Levels 	<ul style="list-style-type: none"> • Developed units posted on Share Point
Identify key vocabulary words in the GPS and post them through-out the school in the hallways and other prime-locations.	August 2008- Ongoing	N/A	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers 	<ul style="list-style-type: none"> • Observation of postings
Integrate mathematics through-out all subject areas.	August 2008- Ongoing	N/A	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers 	<ul style="list-style-type: none"> • Lesson Plans
Build computations fluency through drill-and-practice of the basic skills.	August 2008- Ongoing	N/A	<ul style="list-style-type: none"> • Reg. Ed. Teachers • Sp. Ed. Teachers 	<ul style="list-style-type: none"> • STEEP

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Action Plan for Second Indicator (Attendance)

Annual Measurable Objective(s):

Decrease the percent of multi-racial students who were absent for more than 15 days in SY2006 from 11.1% to 9% in SY 2008 and economically disadvantaged students from 4.9% in SY 2006 to 3.9% in SY 2008.

Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
Attendance will continue to be monitored daily. A note will be sent home to the parents of all students who have excessive absences.	August 2008-Ongoing	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Secretary • Attendance Committee • Parent Volunteers 	<ul style="list-style-type: none"> • Daily Perfect Attendance Reports • AYP Report on second indicator
A variety of attendance awards will be offered as incentives to improve student attendance. Awards will include: Perfect Attendance pizza party (at the end of each semester). Incentives will include perfect attendance tokens given each 9-weeks, various coupons for free meals to area restaurants, and a drawing for a bicycle at the end of the year.	August 2008-Ongoing	Approximately \$300	<ul style="list-style-type: none"> • Principal • Assistant Principal • Secretary • Attendance Committee • Parent Volunteers 	<ul style="list-style-type: none"> • Daily, Weekly, Monthly and Yearly Attendance Reports • List of Students Receiving Attendance Awards by Grades • AYP Report on Second Indicator

School Improvement Plan – East Newton Elementary

Action Plan for Students With Disabilities

Annual Measurable Objective(s):

Increase student achievement for students with disabilities in reading, language arts, and math as measured by the CRCT, with a minimum of 95% participation for all subgroups:

Reading

- Grade 1 from 90% meeting/exceeding standards in SY2008 to 92% in SY2009.
- Grade 2 from (data not reported) meeting/exceeding standards in SY2008 to 92% in SY2009.
- Grade 3 from 85% meeting/exceeding standards in SY2008 to 87% in SY2009.
- Grade 4 from 66% meeting/exceeding standards in SY2008 to 74% in SY2009.
- Grade 5 from 58% meeting/exceeding standards in SY2008 to 74% in SY2009.

Language Arts

- Grade 1 from 80% meeting/exceeding standards in SY2008 to 82% in SY2009.
- Grade 2 from (not reported) meeting/exceeding standards in SY2008 to 82% in SY2009.
- Grade 3 from 77% meeting/exceeding standards in SY2008 to 79% in SY2009.
- Grade 4 from 73% meeting/exceeding standards in SY2008 to 75% in SY2009.
- Grade 5 from 58% meeting/exceeding standards in SY2008 to 74% in SY2009.

Math

- Grade 1 from 90% meeting/exceeding standards in SY2008 to 92% in SY2009.
- Grade 2 from (data not reported) meeting/exceeding standards in SY2008 to 92% in SY2009.
- Grade 3 from 69% meeting/exceeding standards in SY2008 to 71% in SY2009.
- Grade 4 from 53% meeting/exceeding standards in SY2008 to 67% in SY2009.
- Grade 5 from 42% meeting/exceeding standards in SY2008 to 67% in SY2009.

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Actions / Strategies / Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation
Utilize co-teaching in kindergarten through fifth grade.	November 2008- On-going	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Special Education Teachers • Reg. Ed. Teachers 	<ul style="list-style-type: none"> • Sp. Ed. Teacher's Observations • Teacher's Observation and Records • Review of collaboration models
Provide professional development for all teachers on collaboration. <ul style="list-style-type: none"> • Differentiated professional development • Utilize the county's collaboration expert to train teachers. 	August 2008- Ongoing	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Reg. and Sp. Ed Teachers • Jean Austin 	<ul style="list-style-type: none"> • Review and discuss program • Discussion of training during teachers' planning time
Utilize acceleration component of Learning Focused Schools (LFS), during resource time.	November 2008-Ongoing	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Reg. and Sp. Ed Teachers 	<ul style="list-style-type: none"> • Teacher Observations • Lesson Plans
Special Education and Regular Education teachers meet regularly to discuss ways to meet students with disabilities' needs in the regular education classroom in reading, language arts and/or math.	September 2008-Ongoing	N/A	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers 	<ul style="list-style-type: none"> • Teacher Observations • Lesson Plans

School Improvement Plan – East Newton Elementary

Include special education teachers in differentiation training being provided to all staff in the areas of reading, language arts, and math.	September 2008-Ongoing	N/A	<ul style="list-style-type: none">• Principal• Assistant Principal• Teachers	<ul style="list-style-type: none">• Teacher Observations• Lesson Plans
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