

Cartersville Primary School
SCHOOL IMPROVEMENT PLAN
2011-2012

System Vision:

“A Tradition of Excellence... Making It Personal”

System Mission:

“A Tradition...

... in preparing students for the challenges of progress and change

...through development of the skills necessary to become lifelong learners

...in order that they may live successful and productive lives”

**Cartersville Primary School
Over-Archng Improvement Focus**

After analyzing the achievement data, the following are the performance indicators which we need to focus upon improving:

- **Increase the percentage of students, by grade level, meeting or exceeding the standard in Reading on the CRCT by 2%.**
- **Increase the percentage of students, by grade level, meeting or exceeding the standard in Language Arts on the CRCT by 2%.**
- **Increase the percentage of students, by grade level, meeting or exceeding the standard in Math on the CRCT by 2%.**
- **Increase the percentage of Economically Disadvantaged Students, by grade level, meeting or exceeding the standard in reading on the CRCT by 2 %.**
- **Increase the percentage of Economically Disadvantaged Students, by grade level, meeting or exceeding the standard in Language Arts on the CRCT by 2 %.**
- **Increase the percentage of Economically Disadvantaged Students, by grade level, meeting or exceeding the standard in Math on the CRCT by 2%.**
- **Increase the percentage of Students with Disabilities, by grade level, meeting or exceeding the standard in Reading on the CRCT by 10 %.**
- **Increase the percentage of Students with Disabilities, by grade level, meeting or exceeding the standard in Language Arts on the CRCT by 10 %.**
- **Increase the percentage of Students with Disabilities, by grade level, meeting or exceeding the standard in Math on the CRCT by 10%**
- **Increase Parent Involvement by 2% based on attendance at Parent Involvement Meetings, parent workshops, Family Nights, as well as items checked out from the Parent Involvement Resource Center.**

Overarching Improvement Focus
CRCT – Reading/Language Arts - Percent of Students Meeting or Exceeding

Grade	Basellne 2009-2010	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
	Actual	Target	Target	Target	Target	Target
1	94.5	95	96	98	100	100
2	94.5	95	96	98	100	100

Overarching Improvement Focus

CRCT - Math - Percent of Students Meeting or Exceeding

Grade	Baseline 2009-2010	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
	Actual	Target	Target	Target	Target	Target
1	94.5	95	96	98	100	100
2	94.5	95	96	98	100	100

Overarching Improvement Focus

**Percentage of Economically Disadvantaged Students Meeting or Exceeding
CRCT Reading and Math**

Grade	Baseline 2009-2010	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
	Actual	Target	Target	Target	Target	Target
Economically Disadvantaged Meeting or Exceeding CRCT Reading (grades 1-2)	91.2	92.8	94.75	97	100	100
Economically Disadvantaged Meeting or Exceeding CRCT Math (grades 1-2)	91.2	92.8	94.75	97	100	100

Overarching Improvement Focus

**Percentage of Students With Disabilities Meeting or Exceeding
CRCT Reading and Math**

Grade	Baseline 2009-2010	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
	Actual	Target	Target	Target	Target	Target
Students With Disabilities Meeting or Exceeding CRCT Reading (grades 1-2)	68.9	71.6	81	91	100	100
Students With Disabilities Meeting or Exceeding CRCT Math (Grades 1-2)	68.9	71.6	81	91	100	100

Overarching Improvement Focus

Increase Parent Involvement

Grade	Basellne 2009-2010	Year 1 2010- 2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014	Year 5 2014-2015
	Actual	Target	Target	Target	Target	Target
Parents attending Parent Involvement Meetings	648	676	713	773	851	953
Parents attending Parent Workshops	197	208	220	235	261	293
Checkout of materials	64	68	72	77	85	96

School Goal #1: Increase the percentage of students, by grade level, meeting or exceeding the standard in Reading on the CRCT by 2%.

- 96 % of first grade students will meet or exceed the standard in reading.
- 96% of second grade students will meet or exceed the standard in reading.
- 94% of Economically Disadvantaged students will meet or exceed the standard in reading.
- 81% of Students with Disabilities will meet or exceed the standard in reading.

Actions, Strategies, and Interventions	Timeline with Check-Points	Estimated Costs, Funding Sources, Resources, and Professional Learning	Person(s) Responsible	Means of Evaluation of Implementation of Strategies and Impact on Student Learning (Artifacts & Evidence)
<p>Expand use of researched based comprehension strategies:</p> <ul style="list-style-type: none"> ➤ Making Connections ➤ Visualizing ➤ Determining Importance ➤ Asking questions ➤ Inferring ➤ Synthesis ➤ Self-Monitoring ➤ Graphic Organizers <p>Taught within a Reader's Workshop</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p>Checkpoints: at least once per 9-weeks</p>	<p>Funding Sources: Professional Learning Funds, Title I funds</p> <p>Resources:</p> <ul style="list-style-type: none"> • <u>Reading with Meaning</u> by: Debbie Miller • <u>National Reading Panel</u> • <u>Literacy by Design</u> • <u>America's Choice</u> • <u>Understanding by Design</u> by: Wiggins & McTighe • - Georgia Reading • Performance Standards • -CRCT content • Descriptors • -Leveled Library <p>Professional Learning:</p> <ul style="list-style-type: none"> • Creating mini-lessons and guided reading lessons supporting comprehension strategies • Full utilization of the comprehension section of the On-the-Mark Assessment 	<p>Primary Responsibility: Classroom teachers, EIP teachers,</p> <p>Others Involved: Literacy Coach, Administrators</p>	<ul style="list-style-type: none"> • Reading CRCT results • classroom observations • weekly lesson plans • Collaborative Unit Plans that utilize common assessments • On-the-Mark Reading Assessments • ELA Portfolios • Guided Reading Levels • Conferencing Notes

<p>For students who qualify for EIP Literacy services, oral reading fluency will be more closely monitored. Additional instruction in the acquisition of high frequency words and common spelling patterns will be utilized.</p>	<p>Begin August 2011</p> <p>End May 2012</p> <p>Checkpoints: bi-monthly</p>	<p>Funding Sources: General School Fund</p> <p>Resources: Fluency passages Student graphs Student data sheets <u>The Fluent Reader</u> by: Timothy Rasinski</p> <p>Professional Learning: -Title I Instructional Lead Teacher will provide Data collection protocol -Key EIP teachers who attended Reading First training will assist those EIP teachers who did not attend</p>	<p>Primary Responsibility: Classroom teachers, EIP teachers,</p> <p>Others Involved: Literacy Coach, Title I Instructional Lead</p>	<ul style="list-style-type: none"> • student graphs charting fluency progress • classroom observations • EIP data notebook
<p>Implement a daily 30 minute skills block to differentiated instruction of basic reading skills (primarily phonics and word study).</p>	<p>Begin August 2011</p> <p>End May 2012</p> <p>Checkpoints: monthly</p>	<p>Funding Sources: Professional Learning Funds Title I funds</p> <p>Resources: <u>Differentiated Reading Instruction: Strategies for the Primary Grades</u> by: Walpole & McKenna</p> <p>Professional Learning: -Sessions on differentiated instruction</p>	<p>Primary Responsibility: Classroom teachers, EIP teachers,</p> <p>Others Involved: Title I Instructional Lead Teacher, Administrators</p>	<ul style="list-style-type: none"> • lesson plans • classroom observations • focus walks • AIMSweb Assessments • grade level common assessments • CRCT Reading scores • Skills segment will allow for the specific needs of SWD, ED, and ELL students to be addressed
<p>Obtain and analyze assessment data to guide reading instruction</p>	<p>Begin August 2011</p> <p>End May 2012</p> <p>Checkpoints: monthly</p>	<p>Funding Sources: Title I funds Professional Learning Funds</p> <p>Resources: -<u>Making Classroom Assessment Work</u>, Davis -High Impact Practices Implementation Rubric: Standards-Based Classroom</p> <p>Professional Learning: -Sessions on data disaggregating -Sessions on creating class profile -Sessions utilizing</p>	<p>Primary Responsibility: Classroom teachers, Title I Instructional Lead Teacher, Literacy Coach</p> <p>Others Involved: Administrators, EIP, and ESOL teachers, counselor</p>	<ul style="list-style-type: none"> • lesson plans • building of common assessments by grade levels • Professional Learning Communities book study – <u>Making Classroom Assessment Work</u> • analysis of AIMSweb will directly impact student learning and provide valuable data to help differentiate instruction for SWD, ED, and ELL students.

			<p><u>Making Classroom Assessment Work</u> by: Davies</p> <p>-Sessions on creating and maintaining an ELA portfolio</p> <p>-Sessions analyzing records of students' oral reading</p>		
	<p>Implement schoolwide discipline plan for behavior expectations in common areas to increase minutes of uninterrupted instruction</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p>Checkpoints: weekly</p>	<p>Funding Sources: General School Fund for hallway signs</p> <p>Resources: Signs for posting expectations,</p>	<p>Primary Responsibility: Classroom teachers, school staff, Administrators, Counselor</p> <p>Others Involved:</p>	<ul style="list-style-type: none"> • teacher logs of classroom behaviors • discipline referrals to administration • schoolwide discipline plan:
	<p>All Professional Learning Communities will participate in training to address the needs of our population of Economically Disadvantaged students</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p>Checkpoints: Monthly</p>	<p>Funding Sources: General School Fund Title I Funds</p> <p>Resources: <u>Closing the Achievement Gap: No Excuses</u> by: Davenport & Anderson <u>A Framework for Understanding Poverty</u> by: Ruby K. Payne</p> <p>Professional Learning: Book Study in group, Presentations to Faculty and Staff/redelivery through study group. Activities that extend the book.</p>	<p>Primary Responsibility: Coaches Administrators</p> <p>Others Involved: All staff</p>	<ul style="list-style-type: none"> • agendas from book study meetings • artifacts from book study groups • PLC agendas

School Goal #2: Increase the percentage of students, by grade level, meeting or exceeding the standard in Language Arts on the CRCT by 2%.

- 96 % of first grade students will meet or exceed the standard in reading.
- 96 % of second grade students will meet or exceed the standard in reading.
- 94 % of Economically Disadvantaged students will meet or exceed the standard in reading.
- 81 % of Students with Disabilities will meet or exceed the standard in reading.

Actions, Strategies, and Interventions	Timeline with Check-Points	Estimated Costs, Funding Sources, Resources, and Professional Learning	Person(s) Responsible	Means of Evaluation of Implementation of Strategies and Impact on Student Learning (Artifacts & Evidence)
<p>Full Implementation of a Writers Workshop in all grade levels. An expectation that students will be involved in meaningful writing activities EVERY DAY. Two out five days of the week will be devoted to instruction directly corresponding to the grammar and mechanics of writing.</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p><u>Checkpoints:</u> Monthly</p>	<p>Funding Sources: General School Fund Title I Funds</p> <p>Resources: -Lucy Calkins' Units of Study <u>for Primary Writing: A Yearlong Curriculum</u> -America's Choice -Writing Fundamentals -Literacy by Design GeorgiaStandards.org</p> <p>Professional Learning: -Sessions devoted to analyzing student writing</p>	<p>Primary Responsibility: Classroom Teachers</p> <p>Others Involved: Literacy Coach Administrators</p>	<ul style="list-style-type: none"> • ELA CRCT results • classroom observations • weekly lesson plans • Collaborative Unit Plans that utilize common assessments • ELA Portfolios • Common Writing Rubrics
<p>Spelling will be assessed through student writing. Rote memorization of spelling lists will be replaced by differentiated word study that meets the developmental needs of the students. Common spelling patterns will be emphasized.</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p><u>Checkpoints:</u> Monthly</p>	<p>Funding Sources: General School Fund Title I Funds</p> <p>Resources: <u>Words their Way</u> <u>Literacy by Design</u></p> <p>Professional Learning: -Sessions on utilizing the Primary Spelling Inventory</p>	<p>Primary Responsibility: Classroom Teachers</p> <p>Others Involved: Literacy Coach Administrators</p>	<ul style="list-style-type: none"> • Primary Spelling Inventory • ELA Portfolios • Classroom observations • Gradebook • Conferencing notes

School Goal # 3: Increase the percentage of students, by grade level, meeting or exceeding the standard in Math on the CRCT by 2%.

- 96 % of first grade students will meet or exceed the standard in math.
- 96 % of second grade students will meet or exceed the standard in math.
- 94 % of Economically Disadvantaged students will meet or exceed the standard in math.
- 81 % of Students with Disabilities will meet or exceed the standard in math.

		<p>Actions, Strategies, and Interventions</p>	<p>Timeline with Check-Points</p>	<p>Estimated Costs, Funding Sources, Resources, and Professional Learning</p>	<p>Person(s) Responsible</p>	<p>Means of Evaluation of Implementation of Strategies and Impact on Student Learning (Artifacts & Evidence)</p>
		<p>Utilization of CPS Word Study Map</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p>Checkpoints: Monthly</p>	<p>Funding Sources:</p> <p>Resources: CPS Word Study Map Words Their Way Literacy by Design Word Works Primary Sorts</p> <p>Professional Learning:</p>	<p>Primary Responsibility: Classroom Teachers. EIP teachers, ESOL</p> <p>Others Involved: Literacy Coach Administrators</p>	<ul style="list-style-type: none"> • Classroom observations • Collaboratively Planned Units • Lesson plans
		<p>Teachers will implement Math Workshop model daily to deliver math instruction.</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p>Checkpoints: monthly</p>	<p>Funding Sources: General School Fund Title I Fund Professional Learning Funds</p> <p>Resources: -District adopted curriculum maps and pacing guides -<u>Developing Number Concepts</u> by Kathy Richardson -<u>Teaching Student Centered Mathematics</u> by John Van de Walle -Math Frameworks provided on GA Learning Village -www.georgiastandards.org</p> <p>Professional Learning: Unit planning and “Building a Deeper Understanding of Teaching Mathematics” .</p>	<p>Primary Responsibility: Classroom teachers, EIP, Special Ed. Teachers</p> <p>Others Involved: Math Coach, Title I Instructional Lead Teacher, Administrators</p>	<ul style="list-style-type: none"> • Math CRCT results • classroom observations • weekly lesson plans • Collaborative Unit Plans that utilize common assessments • Math Portfolios

	<p>Implement daily skills block to offer differentiated instruction of basic math skills through the use of calendar and skill based lessons.</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p>Checkpoints: monthly</p>	<p>Funding Sources: General School Fund Title I Fund Professional Learning Funds</p> <p>Resources: -<u>Developing Number Concepts by Kathy Richardson</u> -<u>Teaching Student Centered Mathematics by John Van de Walle</u> -<u>EveryDay Counts Calendar Kit</u></p> <p>Professional Learning: --“Building a Deeper Understanding of Teaching Mathematics” -Sessions on differentiated instruction</p>	<p>Primary Responsibility: Classroom teachers, Special Education teachers, EIP teachers, Title I teachers, ESOL teachers</p> <p>Others Involved: Math Coach Title I Instructional Lead Teacher, Administrators</p>	<ul style="list-style-type: none"> • lesson plans • classroom observations • focus walks • AIMS scores • grade level common assessments • CRCT Math scores • Skills segment will allow for the specific needs of SWD, EIP, and ELL students to be addressed.
	<p>Obtain and analyze assessment data to guide math instruction</p>	<p><u>Begin</u> August 2011</p> <p><u>End</u> May 2012</p> <p>Checkpoints: monthly</p>	<p>Funding Sources: Title I funds Professional Learning Funds</p> <p>Resources: -<u>Making Classroom Assessment Work</u>, Davies -High Impact Practices Implementation Rubric: Standards-Based Classroom</p> <p>Professional Learning: -“Building a Deeper Understanding of Teaching Mathematics” -Sessions utilizing <u>Making Classroom Assessment Work</u> by: Davies</p>	<p>Primary Responsibility: Classroom teachers, Literacy Coach, Title I Instructional Lead Teacher, Special Education teachers</p> <p>Others Involved: Administrators, EIP, ESOL, and Title I teachers, counselor</p>	<ul style="list-style-type: none"> • AIMS data • Common Planning agendas • lesson plans • grade level common assessments • Math Portfolios

School Goal # 4: Increase Parent Involvement by 2% based on attendance at Parent Involvement Meetings, parent workshops, and Family Nights, as well as items checked out from the Parent Involvement Resource Center.

Actions, Strategies, and Interventions	Timeline with Check-Points	Estimated Costs, Funding Sources, Resources, and Professional Learning	Person(s) Responsible	Means of Evaluation of Implementation of Strategies and Impact on Student Learning (Artifacts & Evidence)
<p>A Parent Involvement Resource Center is available for parents to checkout educational resources and materials to increase student achievement</p>	<p>Begin: August 2011</p> <p>End: May 2012</p> <p>Checkpoints: monthly</p>	<p>Funding Sources: Title I funds</p> <p>Resources: Educational materials and games that support Georgia Performance Standards</p>	<p>Primary Responsibility: Title I and Instructional Lead Teachers</p> <p>Others Involved: EIP Teacher</p>	<ul style="list-style-type: none"> materials sign-out sheets
<p>Parent workshops and Family Nights will be offered to assist parents in working with their children at home</p>	<p>Begin: August 2011</p> <p>End: May 2012</p> <p>Checkpoints: monthly</p>	<p>Funding Sources: Title I funds, PTC sponsorship</p> <p>Resources: School Improvement Plan, CRCT scores, Georgia Performance Standards, Online Assessment System, Standards Based Report Cards</p>	<p>Primary Responsibility: Parent Involvement Coordinator</p> <p>Others Involved: PTC Administration</p>	<ul style="list-style-type: none"> workshop agendas sign in sheets feedback forms/surveys
<p>A Parent-Teacher-Student Compact will be developed with, agreed upon, and distributed to parents.</p>	<p>Begin: Oct 2011</p> <p>End: May 2012</p> <p>Checkpoints: Fall conference week</p>	<p>Funding Sources: Title I funds</p> <p>Resources: School Improvement Plan, CRCT scores, Georgia Performance Standards, Online Assessment System, CRCT content weights and descriptors,</p>	<p>Primary Responsibility: Title I Instructional Lead Teacher</p> <p>Others Involved: Classroom teachers, Parent Involvement Coordinator</p>	<ul style="list-style-type: none"> Compacts will be signed during Fall conferences and kept on file by Administration

	<p>School Governance Council will continue to provide assistance with decision making in the school</p>	<p><u>Begin:</u> August 2011</p> <p><u>End:</u> May 2012</p> <p><u>Checkpoints:</u> monthly</p>	<p><u>Funding Sources:</u></p> <p><u>Resources:</u> School Improvement Plan, CRCT scores, Georgia Performance Standards, Online Assessment System, CRCT content weights and descriptors, invitations</p>	<p><u>Primary Responsibility:</u> Principal</p> <p><u>Others Involved:</u> Teachers, Parents, Local Business leaders and Partners in Education</p>	<ul style="list-style-type: none"> • meeting agendas • sign in sheets • parent surveys/feedback forms
	<p>Parent newsletters/correspondence will be sent home in an effort to provide information to increase student achievement</p>	<p><u>Begin:</u> August 2011</p> <p><u>End:</u> May 2012</p> <p><u>Checkpoints:</u> monthly</p>	<p><u>Funding Sources:</u> Local funds</p> <p><u>Resources:</u> copier paper, Blackboard Messaging system, School electronic Marquis</p>	<p><u>Primary Responsibility:</u> Principal</p> <p><u>Others Involved:</u> Classroom teachers</p>	<ul style="list-style-type: none"> • copies of monthly newsletters • Blackboard message log