

DeKalb County School System

***Consolidated School Improvement Plan
2011-2012***



Division of Teaching and Learning
Dr. Morcease Beasley, Interim Deputy Superintendent

Statement of Quality Assurance

To ensure that school and district stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal:	Date:
Area Assistant Superintendent:	Date:

The Consolidated School Improvement Plan (CSIP) contains and/or is aligned with the following guidelines and mandates:

Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)	Federal and State mandate Required for all DeKalb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan AYP Addendum (as appropriate) ___ NI School Improvement Focus (NI-1 and NI-2) ___ Corrective Action (NI-3 and NI-4) ___ Restructure (NI-5+)	Georgia DOE mandate Required for all DeKalb County Schools NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.
Title I ___ New Title I Schoolwide Plan ___ Annual Addendum ___ Targeted Assistance Plan	Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
DeKalb County School System Departmental Action Plans ___ Professional Learning ___ Library-Media ___ School Climate ___ Teacher Retention ___ Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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Integration of AdvancED (SACS CASI) and Georgia DOE School Keys

The following standards are incorporated and adhered to in this CSIP document:

AdvancED (SACS CASI) Accreditation Standards
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

The principal will appoint a CSIP Facilitator and ensure that the Steering Committee (SC) is representative of all stakeholders. This includes school administrators, teachers, classified staff members, parents, and community members. **High schools must have at least one student representative.** The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school’s success in implementing the Consolidated School Improvement Plan.

School Council Approval Form

Purpose of Meeting: According the 2009 Georgia School Code, all school improvement plans (CSIP) must be submitted to the local School Council for "review, comments, recommendations, and approval".

The signatures below indicate that the Consolidated School Improvement Plan for the school above has been reviewed and approved by the school's local School Council.

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Melanie Castelle		
2.	Mark Pevey		
3.	Joe Winterscheidt		
4.	Michelle Penkava		
5.	Rich Benevento		
6.	Renay Calhoun		
7.	Lynda Schofield		
8.			
9.			
10.			
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18.			
19.			
20.			

A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.

CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Melanie Castelle		
CSIP Facilitator	Melanie Castelle		
Parent Representative (can not be a school employee)	Kathy Hufford		
Student Representative (required for High School)			
Community Representative (can not be a school employee)	Michele Weston		
Title I Representative			
School Counselor	Del Bennett		
Special Education Representative	Lynda Schofield		
Reading/ELA Chair	Jaime Barnett		
Math Chair	Denise Alkhayab		
Science Chair	Renay Calhoun		
Social Studies Chair	Lindsay Hahn		
Professional Learning Liaison	Adrienne Lewis-Rorie		
Other (specify)			
Other (specify)			

Executive Summary of Consolidated School Improvement Plan (CSIP)

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2011-2012. This includes the Needs Assessment, pertinent supporting data, and a plan of action for the new school year.

The following programs, initiatives, and/or interventions were successful for 2010-2011:

RTI team, Easycbm.com, Storytown Strategic Intervention, Leveled Readers, Compass Learning, OAS, and tutoring were all successful interventions that were implemented during the 2010-2011 school year.

The following programs, initiatives, and/or interventions were not as successful as hoped for 2010-2011:

All our programs were successful, however due to a lack of funding, other programs and initiatives/interventions were not able to be implemented that would certainly have reached more students (STAR Reading, STAR Math, Accelerated Math, Instructional Coaches, just to name a few).

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:

Lack of funding.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2011-2012:

The same programs, initiatives, and interventions will continue to be utilized. Before school and after school tutoring by staff, and pull-out tutoring by parent/community volunteers will be our strongest focus.

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	Setting the Standard for Educational Excellence	Livsey School- Doing whatever it takes to meet and exceed the standard for excellence through unity and purpose.
<p>Mission How will we make our vision a reality?</p>	The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential, preparing them to compete in a global society.	The mission of Livsey School is for all stakeholders to work collaboratively to maximize students' social and academic potential in a safe, supportive, and stimulating environment, preparing them to compete in a global society.
<p>Values What beliefs and standards guide our mission?</p>	<ul style="list-style-type: none"> ▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL 	<p>We believe that:</p> <p>Every child can learn and deserves an appropriate educational challenge from caring, dedicated, and flexible teachers.</p> <p>Learning is most effective when it addresses the social, emotional, and physical development of each child.</p> <p>Children learn best in a safe, supportive, stimulating environment where everyone is treated with respect.</p> <p>It is essential to model the behaviors and attitudes children are to learn and use.</p> <p>An effective education provides students</p>

School Name: Livsey School

Principal: Dr. Melanie Castelle

Plan Year: 2011-2012

		<p>with the basic social and critical thinking skills they need to be lifelong learners.</p> <p>Optimum learning occurs when the community, family, teachers, and students work together.</p>
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Developing a Comprehensive Needs Assessment (ESEA Mandates #1 and #11 – must be updated annually)

1) Provide a brief description of your school and community. Include the following information:

Livsey School, which opened in 1971, is a neighborhood pre-kindergarten through 5th grade school located in Tucker, Georgia. Livsey's teachers are committed to high academic standards and goals. Livsey's parents and community are committed to maintaining an active PTA that emphasizes parent and community involvement. Livsey School was built on land deeded by James McEvaney Livsey around the turn of the century, and stands as a tribute to his belief in the importance of formal education. Although Livsey is cradled in the middle of a large urban city, small town values and a simple way of life are still evident today. Livsey's campus provides many opportunities for outdoor education through the use of a wildlife habitat and horticultural courtyard. Livsey's enrollment as of August 2011 is 410 students. Subgroups are as follows (rounded up to the next whole number):

African American/Black	23% (93 students)
American Indian/Alaskan	0.50% (2 students)
Asian/Pacific Islander	5% (21 students)
Hispanic	12% (49 students)
White	55% (225 students)
Multi Racial	5% (20 students)
Students with Disabilities	10% (40 students)
Economically Disadvantaged	27% (112 students)
English Language Learners	5% (22 students)

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment.

Include the following information:

GAPSS Analysis is conducted at Livsey School by all staff members annually.

SPSI (Strategic Planning for School Improvement) Committee meetings are held six times this year at Livsey School. The dates for these meetings are: Sept. 7, 2011, Oct. 19, 2011, Nov. 16, 2011, Jan. 18, 2012, Feb. 15, 2012, and March 28, 2012.

Faculty Meetings are held every month at Livsey School.

School Council Meetings are held six times a year at Livsey School (Aug. 1, 2011, Sept. 12, 2011, Nov. 7, 2011, Jan. 9, 2012, March 5, 2012, and May 7, 2012).

PTA Board Meetings are held every month at Livsey School.

All norm-based and criterion-based testing results are disseminated to the staff, School Council, and community. The SPSI team meets to disaggregate the data and identify areas of need. The members of the SPSI team meet with staff at faculty meetings and PLC

grade level meetings to discuss the data and identify areas of need. School Council also discusses the data and the grade level’s identified areas of need. DeKalb County School System Parent Survey results are also used.

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply (see attached Balance Score Card for all schools and Smaller Learning Communities Data, if appropriate):

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)	X	GaDOE GAPSS Review
X	School AYP Report	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test	X	Language Proficiency		America’s Choice DAT Review
	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
	End of Course Tests		Graduation Rate	X	Staff Surveys
X	Iowa Test of Basic Skills	X	Gifted Education		Student Surveys
	SAT, ACT, and AP Exams			X	Parent/Community Surveys

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide (ESEA Mandate #12).

Leadership and Governance (ESEA Mandate #1 – must be updated annually)

4) Write a narrative summarizing your school’s strengths. Data sources from comprehensive needs assessment must be included in the narrative to support findings.

Livsey’s overall strengths can easily be summarized as student achievement, staff commitment, parent involvement, and shared governance. The overall satisfaction rate of faculty, students, parents, and the community is extremely positive. Livsey is not only an asset to the local community but to DeKalb County. The stability of the community and school population, the achievement test scores, the involvement of parents in the school and community, and the high expectations of all its stakeholders make Livsey an outstanding school. These factors also contribute to maximizing opportunities for positive change. The 2004 summary from the Report of the Peer Review Team from the SACS review team states, “The peer review team found Livsey School exemplary. Strong community ties and parental involvement are evident. The collaboration and communication between stakeholders strengthens the mission and beliefs of the school. The administration, faculty, and staff work together to analyze data, identify needs, and plan

instruction accordingly. The committee believes all stakeholders work diligently to maintain and improve the quality of Livsey School.” Livsey is a school that, although small in size, thinks big when it comes to providing the very best for its students.

The many awards and recognitions that Livsey School has been honored with is a testimony to our strengths. Livsey School has been honored with the following academic, community, and parent involvement recognitions/awards:

- 2008 NCLB Blue Ribbon School
- 2007 Georgia School of Excellence
- State of Georgia Governor’s Office of Student Achievement Awards for Highest Percentage Meeting and Exceeding Standards:
 - 2005 Gold Award
 - 2006 Platinum Award
 - 2007 Gold Award
 - 2008 Gold Award
 - 2009 Silver Award
- National PTA Parent Involvement School of Excellence Award
- 2007 PEDS Golden Shoe Award
- 2007 Healthy DeKalb Healthy School Award
- 1st Place in Campus Beautification Competitions
- 2007 Advocate of the Year Award awarded to the Principal, Dr. Melanie Castelle, by the Georgia Association for Health, Physical Education, Recreation and Dance (GAHPERD)

5) Write a narrative summarizing your school’s challenges. Data sources from comprehensive needs assessment must be included in the narrative to support findings.

The Georgia Assessment for Performance on School Standards Self-Assessment was conducted in the spring. Areas of recommendations were identified as follows:

- Examine the effectiveness of teacher use of centers.
- Communicate the learning goals to all students using the language of the standards and means for determining success.
- Involve staff in vertical alignment at least twice per year.
- Research ways to increase the number of Promethean Boards in the school.
- Develop parent outreach and training programs that result in the parents playing an integral role in assisting student learning (e.g., reinforcement of students’ study skills, self-management competencies, sense of personal efficacy, and preparation for standardized testing), rather than a majority of parents assuming that this is the primary responsibility of the school.
- Increase cultural diversity to include more international activities.

6) List the professional development needed to address the challenges summarized above.

Professional development needed to address the challenges summarized are effective use of centers and center based teaching, depths of knowledge, unpacking the standards, cultural diversity, grant writing, parent education research.

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

7) Describe the process the school will use to recruit highly qualified and effective teachers.

Recruiting highly qualified instructors has not been an area of concern for Livsey School. Livsey's high expectations for student achievement, its reputation for outstanding test scores, and parent/community involvement, attracts a high level of candidates for teacher vacancies. Livsey publicizes its accomplishments so that it recruits highly qualified candidates. Candidate screening is also implemented and only those candidates who meet the criteria for Highly Qualified are chosen to interview for vacant positions.

8) List strategies that the school employs to retain highly qualified and effective teachers.

Livsey has several procedures, initiatives, and programs in place to retain highly qualified instructors. Livsey has two TSS's (Teacher Support Specialist) who are highly trained to mentor, assist, and support new teachers. Livsey also secures funds, through PTA and other funding sources, to send teachers to specific conferences, workshops, and inservices that will address any areas in need of strengthening and to address teachers' desires for ongoing professional learning experiences. Livsey's staff and administration are highly supportive of staff who are seeking higher degrees. Livsey's principal has an extensive background in educating students at all functioning levels and ages, and is a source of assistance and support to new or struggling special education and general education teachers. Quality ongoing support is also provided by Livsey's Assistant Principal for Instruction. Common grade level daily planning time and Professional Learning Communities at each grade level are other avenues for new and struggling teachers to gain insights, support, and ideas from colleagues.

9) Describe the professional development activities that will be implemented to support new highly qualified teachers.

- Marzano's High Yield Strategies
- Classroom Talk
- Scaffolding
- Questioning
- Collaboration
- Writing to Learn
- Literacy
- QDPAC
- Depths of Knowledge
- Bloom's Taxonomy
- Seven Steps of Teaching and Learning
- 23 Indicators of Standards-Based Instruction

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)**10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.**

Teachers have the majority of the decision making when selecting, implementing, and monitoring academic formative and summative assessments in their individual classrooms and across grade levels through Professional Learning Communities and common grade level planning times. Expectations for their decision making is communicated from the administration for their consideration of the use of higher level thinking and critical thinking skills, learning styles, performance based activities, use of rubrics/checklists, student self-evaluation opportunities, student choice, and the alignment with required GPS standards and elements

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.

Data is used to increase student achievement by determining flexible groupings, compacting groups, tutoring needs, acceleration needs, identifying specific interventions, and diagnosing learning concerns. It is used to identify patterns of weakness in domains/concepts in a grade level, for a specific student, a specific teacher, or school-wide. Data is also used to modify school-wide action plans to increase student achievement. Benchmark and daily assessments (classwork, group/individual work, class participation, labs, homework, tests/quizzes, and projects) are used to inform and revise daily instruction in the following ways: flexible grouping based on student need or choice, compacting, reinforcement or acceleration of skills and concepts, re-teaching of specific skills in a new way, teacher commentary regarding the specific needs of a student or group of students based on recent performance, and specific content related feedback on posted student work. Teachers create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)**12) Describe the procedures in place to identify students who need additional assistance on a timely basis.**

In addition to CRCT test scores, ITBS scores, CogAT scores, and writing assessments,, students are identified as “at risk” if after a teacher has attempted modifications, accommodations, and typical classroom strategies, a student is not experiencing success in meeting the requirements. Teachers review daily work, on going work in progress, formative and summative assessments to

identify students at risk. Teachers will also look for other signs indicating a student is at risk, such as frustration and changes in behavior. Teachers meet as a grade level weekly and will discuss and brainstorm ideas to meet the needs of struggling students.

13) Describe how and when data are reviewed to ensure that student progress is occurring.

Teachers review student grades and work on a daily basis to evaluate if progress is occurring. Benchmark pre and post tests are also used as indicators. During common grade level planning time, and if applicable, SST meetings, student work and assessments are also reviewed to determine if progress is occurring. Teachers create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.

Professional learning has been provided to staff in the areas of multiple intelligences, High Yield Strategies, differentiation, learning styles, flexible groupings, the development of appropriate Level 1 plans, and classroom accommodations and modifications. Professional learning also is provided in RTI/SST procedures, Special Education services, Pyramid of Interventions, Project ICE (inclusion) training, and curriculum resources for students experiencing difficulty with the current curriculum or classroom materials. The Principal and the API meet with grade level teachers to train them on how to conduct data analysis.

15) Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

A parent or teacher may request a parent-teacher conference any morning between 7:30-7:45 and any afternoon (with the exception of Wednesdays) after 2:45. In addition, there are three late afternoon-evening Parent-Teacher Conference Nights scheduled throughout the year. Students who are at significant risk will be referred to SST where additional assistance and community resources will be discussed. Parent education meetings are being planned to assist parents with strategies they can implement at home to increase their child's academic success. Specific parent-teacher conferences are scheduled for students with a Level 1 Plan. Teachers provide tutorials before and/or after school to students who are in need of extra assistance. Parent and community volunteers also provide tutorials to struggling students during the school day.

Plans for Assisting Children during Transitions (ESEA Mandate #6)

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

New students are assigned a buddy in their classroom to help them with the transition to a new school and to facilitate the making of new friends. Safety Patrols also assist new students in following the school rules and finding their way around the school. Book buddies between grade levels at the lower grades has been an effective way to ease transition anxiety to upper grade levels. Special needs students participate in inclusion to the maximum extent possible and appropriate considering their individual educational needs. ESOL students have the support of an ESOL teacher available on a daily basis and these students are fully included in their general classroom. Livsey staff and students take special pride in celebrating and sharing in the cultures of all students attending this school, therefore assisting children who are new to this country. Meetings for students and parents with the staff and administration of the middle school assist fifth grade students in the transition to middle school. Daily routines, expectations for behavior and academics, extra curricular activities, are discussed and a lengthy question/answer period is permitted. A tour of the middle school is also arranged so that students can become acclimated with their new future surroundings. A Kindergarten Roundup is held each spring to introduce new students to our school. The prospective Kindergarteners attend a Kindergarten class for a portion of the day, while their parents attend an informational meeting about the school, PTA, and instructional program. Our preschoolers are an integral part of our school and are included in many school-wide events and activities. This makes their transition to Kindergarten easier as they are familiar with staff, school rules and expectations. The school counselor addresses any significant transition problems a student might be experiencing

Support Services for Student Learning

17) Identify how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor. Check all that apply:

	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	X	Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists		Student Support Specialists
X	School Counselors	X	School Social Workers		Graduation Coaches

18) Describe how the following student support personnel work with the district office and outside agencies to meet student needs.

School Counselors: grade level meetings to address areas of concern, classroom guidance activities, character education initiative, parent conferences, consultation with teachers and community agencies, assigning mentors to students, individual and group counseling, chairing SST/504 referral process.

Psychologists: consultation with staff and parents, professional learning activities, presentations to staff, consultation at 504 and SST meetings, serve on evidentiary hearings.

Student Support Specialists: we do not have a Student Support Specialist at our school.

Social Workers: consultation with staff and parents, presentations to staff, serve on evidentiary hearings, support referrals to external agencies.

School Nurses: consultation with staff, parents, and community agencies, presentations to staff, provide referrals to external agencies.

Strategies to Increase Parental Involvement (ESEA Mandate #5)

19) Identify how the school provides parents and community outreach/support through activities and initiatives. Check all that apply:

X	Site-based Parent Centers/Information Stations		Title I Parent Resource Centers and Facilitators
X	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops		Title I Parental Involvement Conferences
X	Parental Involvement Survey/Summary		Others (list here)

20) Describe how the school uses the strategies checked above to increase parental involvement.

Develop parent outreach and training programs that result in the parents playing an integral role in assisting student learning (e.g., reinforcement of students’ study skills, self-management competencies, sense of personal efficacy, and preparation for standardized testing), rather than a majority of parents assuming that this is the primary responsibility of the school. Parent surveys have been used to gather feedback from parents. Livsey has a “Community Table” set up with information and flyers about programs and services in the community. Parents are welcome to check out books from our Professional Library.

21) Identify how the school communicates with parents as partners in education. Check all that apply:

X	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter (ESEA Mandate)	X	AYP Status Letter (ESEA Mandate)
	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
	DCSS and School Parental Involvement Policy (Title I Mandate)		

22) Describe how parents and community members are involved in the school decision-making process and the development of the Consolidated School Improvement Plan (CSIP).

Livsey’s School Council is made up of a majority parent membership. Our business Partners in Education serve as a committee on School Council and although they do not have voting privileges, they do offer input, feedback, and insights. The CSIP is frequently an agenda item that is discussed during School Council meetings. The CSIP is then posted on the school’s website for parent/community review and any feedback is always welcomed.

23) Describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).

Livsey is not a Title I school.

Stakeholder Communication (ESEA Mandate #10)

24) Describe how individual student assessment results will be provided to and interpreted for parents.

Teachers use teaching and scoring rubrics as a guideline for assessing and evaluating student work and performance. These rubrics are shared with students and parents so that students can articulate the expectations for their work. Meeting the standard is clearly articulated to all stakeholders during Curriculum Night and prior to beginning an instructional unit through classroom newsletters/emails, posted standards and elements in the classroom, rubrics, and later through ongoing assessment of student work. Students can clearly articulate what standard and element they are working on and how they will know if they have achieved this learning. Students do this through explanation/identification of the standards/elements and showing evidence through examples of their work. Posting grades in a timely manner on the county’s Parent Portal is another way in which results are provided to parents.

The administration provides parents with ongoing parent education regarding student assessment and standards. Standards and elements are posted in all classrooms, and on the Livsey School website, so that parents and stakeholders will know what students are learning at that time. Livsey's monthly parent newsletter informs parents regarding aspects of the Consolidated School Improvement Plan. This plan can be found on the school's website. Also, results of the CRCT are announced in the monthly parent newsletter, during School Council meetings, and during PTA Curriculum Night. These results are also posted on a community board in the lobby of the school. Parent education articles have been included in the monthly parent newsletter. Articles in the past have included explanation of multiple intelligences and student learning styles. Updates on the Consolidated School Improvement Plan are discussed and explained during School Council Meetings (and can be found contained in the minutes), PTA Board and PTA General Meetings (also reflected in the minutes). Curriculum Night and Conference Nights are also additional avenues to inform parents of student assessment results and interpretations. Individual letters with testing results and instructions for interpretation are sent home once the results are received by the school. The instructions for interpretation are clearly articulated and parents are offered to opportunity to have a conference with the teacher if they need or desire further explanation. Third grade teachers held an informational meeting for parents to discuss the criteria and results on the state's third grade writing assessment.

Awards and recognitions for student achievement earned by Livsey students and staff are shared with parents during School Council meetings, PTA meetings, Awards Day celebrations, and monthly newsletters. Awards and recognitions are often publicized in the local newspapers, school website, and the DeKalb County Schools website. A banner recognizing awards from the Governor's Office of Student Achievement hangs proudly and visibly above the entrance door to the school. Blue ribbons can be seen tied around the trees and on the fences of the school celebrating our Blue Ribbon School status. Other awards are displayed in the lobby. 2007 Georgia School of Excellence and 2008 NCLB Blue Ribbon School signs and flag are posted where all who pass by the school can see this special recognition.

25) Describe how disaggregated school data results will be provided to school stakeholders*.

Livsey communicates the results of disaggregated data with its stakeholders through its website, monthly parent newsletters, weekly student couriers, PTA and School Council meetings, and parent/teacher conferences. Livsey also has school disaggregated data posted on a data board that is located in the lobby of the school where parents, community members, and other stakeholders can view this information

26) Describe how the CSIP will be communicated with and made available to school stakeholders.**

Livsey will communicate the CSIP to its stakeholders through its website, monthly parent newsletters, weekly student couriers, PTA and School Council meetings, and parent/teacher conferences. A complete copy of the CSIP is also available for check out.

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

** Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students’ reading and math levels, their students’ learning styles as reflected in the knowledge-base of multiple intelligences, and their students’ individual aspirations for achievement in school.

1. Diagnose the needs of students and create an appropriate Classroom Profile Summary.

- Power Standards
- Multiple Intelligences
- Formative Assessment Strategies
- Instructional Strategies

2. Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano’s High Yield Strategies, and instructional assessment strategies within the context of Webb’s Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.

3. Plan engaging lessons:

- Three-part lesson (opening, work period, and summary)
- Essential question(s)
- Engaging instructional activities based upon the identified power standards and depth of knowledge

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

4. Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

5. Utilize formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards.

6. Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

7. Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 and follow the process until all standards have been taught and mastered by all students.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

All interventions based on the Georgia School Keys are predicated on scientifically-based research and do not require citations.

The School Keys: *Unlocking Excellence through the Georgia School Standards* are the foundation for Georgia's comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia's schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia's students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to

the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*, then a citation and abstract of the pertinent research is required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

<u>Identified Need</u>	<u>Action Plan and Page #</u>	<u>Citation and Abstract</u>

School Name: Livsey School

Principal: Dr. Melanie Castelle

Plan Year: 2011-2012

***If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.**

Coordination and Integration of Federal, State, and Local Services and Program Funds (ESEA Mandate # 8 – must be updated annually)

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	
State Funds	State funds are used to purchase instructional materials, equipment, and supplies.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	
Federal School Improvement Grants	
Local Professional Learning Funds	These funds are used to pay for teacher release time to acquire substitute teachers when teachers attend staff development and professional conferences to enhance their instructional skills or to learn new instructional concepts/techniques.
Grants (list)	Junior League mini-grants are applied for by individual teachers to support learning activities in their classrooms.
PTSA	PTA funds are used to purchase additional supplies, materials, and equipment to support instruction. They provide funds to pay for registration fees so that teachers may attend professional development opportunities to enhance their instructional skills or to learn new instructional concepts/techniques. PTA funds are used to supplement instruction by sending students on cultural field trips to the ballet, symphony, museums, and theatrical productions
Partners in Education	Partner in Education funds are used to supplement instruction by sending students on instructional field trips. They also purchase tickets for the Teacher of the Year Banquet. Funds are also used for student recognition for academic achievement and citizenship.
Other (list)	

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: Increase the number of students scoring Level 3 on the CRCT in Reading and English/Language Arts by 1% (from 48% to 49% in ELA and from 61% to 62% in Reading). A concerted focus on Reading Comprehension across content areas will be implemented.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Collaboratively develop lessons that recognize and increase awareness of community diversity, respect worth of each individual, and address racial and cultural harmony through literary diversity awareness activities related to Women’s Studies, Black History, International Studies, Character Education, and Exceptional Children. (Diversity awareness activities are important because, if children feel safe and accepted, they will achieve more in English/Language Arts.) <i>SC 1.1, SC2.3, C2.1, C3.2</i>	none	Aug- May annually. SPSI Black History/ Women’s Studies, International Studies, Character Education, and Exceptional Children committees. PTA Cultural Arts Committee. Principal, API, all staff and Counselor.	Lesson plans, discipline logs, rubrics, projects, formal/informal assessments, writing samples, reading logs, student participation in diversity activities, student work, Parent Portal, classroom profiles.	CRCT

<p>Develop student writing skills across the curriculum through writing to prompt, journal writing, and academic assignments. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. All teachers, Principal, API</p>	<p>Rubrics, writing prompts, student written work samples, teacher commentary, lesson plans, Parent Portal, math journals, lab journals.</p>	<p>CRCT 3rd and 5th grade writing test scores</p>
<p>Develop and implement interventions/support/extension programs and strategies to increase reading comprehension skills through the use of Writer’s Workshop/Author’s Study, Accelerated Reader (AR) Program, reading incentives and awards, Book Buddies, 25 Book Campaign, Reading Bowl, Leveled Books, Wordly Wise, and Junior Great Books. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>Approximately \$7000.00 for AR online school subscription and Wordly Wise workbooks. PTA funds</p>	<p>Aug- May annually. All teachers, Principal, API, Professional Development Liaison, PTA, Librarian</p>	<p>AR tests, 25 Book Campaign completion forms, DRA student data, EasyCBM.com, running records, formal/informal assessments, rubrics lesson plans, Parent Portal</p>	<p>CRCT EasyCBM.com scores</p>
<p>Provide support to students in grades 4 & 5 to write a minimum of one research paper and develop a minimum of one research-based project each year. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-Nov for 5th grade annually. Aug-May for 4th grade. Social Studies Research Projects, All 4th and 5th</p>	<p>Rubric, publishing, display of work</p>	<p>Social Studies Projects, CRCT scores in research/research writing, CRCT scores in Reading, E/LA</p>

		grade teachers, Principal, API, students, parents, librarian, CTSS		
<p><u>Students with Disabilities</u> Provide students with disabilities and Level 1 students extra support in Reading and English/Language Arts through inclusion, differentiation, tutoring, co-teaching strategies, and modifications as needed. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	none	<p>Aug-May annually. All teachers, counselor, psychologist, Principal, API, Lead Teacher for Special Ed., parents, community members</p>	<p>Level 1 plans, grades, informal/formal assessments, SST notes and documentation, IEP, lesson plans, teacher schedules (co-teaching), classroom profiles.</p>	CRCT
<p><u>English Language Learners*</u> Provide ELL students extra support in Reading and English/Language Arts through inclusion, differentiation, tutoring, co-teaching strategies, pull-out services, and modifications as needed. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	none	<p>Aug-May annually. All teachers, counselor, Principal, API, ESOL teacher., parents, community members</p>	<p>Level 1 plans, grades, informal/formal assessments, lesson plans, ESOL teacher schedules (co-teaching/pull out), classroom profiles.</p>	CRCT
<p><u>Technology Integration</u> Utilize instructional software provided by the school system in the computer lab to complete assignments/projects</p>		<p>Aug- May annually. All teachers, students,</p>	<p>Computer lab schedules, lesson plans, observations, student</p>	CRCT

<p>in English/Language Arts and Reading Comprehension. Examples of programs are: Photostory, Cute PDF Writer, Movie Maker, Inspiration 7.6, Timeliner 5.0, Graph Club, BrainPOP, Compass Learning, Nettekker, Typing PAL Online, Enchanted Learning, Google Earth I2.7, PO3.1, PO3.2</p>		<p>Principal, API, CTSS, librarian</p>	<p>assignments/projects in English/LA</p>	
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

<p>Mathematics Action Plan (ESEA Mandate #2)</p>				
<p>Annual Measurable Objective: Increase the number of students scoring Level 2 on the CRCT in Math by 2% (from 87.3% to 89.3%). A concerted focus on Reading Comprehension across content areas will be implemented.</p>				
<p>Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)</p>	<p>Estimated Cost/Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
			<p>Artifacts</p>	<p>Evidence</p>
<p>Develop and implement intervention/support/extension programs and strategies to increase achievement in Math and reading comprehension skills in Math through, but not limited to, Touch Math, compacting, exploring math kits, the use of Writer’s Workshop/Author’s Study, Accelerated Reader (AR) Program, reading incentives and awards, Book Buddies, 25 Book</p>	<p>none</p>	<p>Aug-May annually. All math teachers, Principal, API, Discovery teachers, students, parents, Professional Development</p>	<p>Touch Math activities, lesson plans, rubrics, timed addition, subtraction, multiplication, and division tests, AR tests, 25 Book Campaign completion forms, DRA student data, EasyCBM.com,</p>	<p>CRCT</p>

<p>Campaign, Reading Bowl, Leveled Books, Wordly Wise, math textbooks, math related materials, and Junior Great Books. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>		<p>Liaison, Librarian</p>	<p>running records, formal/informal assessments, rubrics lesson plans, Parent Portal, math compacting strategies, classroom profiles</p>	
<p>Utilize oral and written explanations showing thought process in problem solving (sharing, orally or written, math stories, sentences, and explanation for answers) to improve student math skills. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. All math teachers, Principal, API</p>	<p>Oral or written math stories by students, student produced math sentences and explanations for answers, student sharing of thought process</p>	<p>CRCT</p>
<p><u>Students with Disabilities</u> Provide students with disabilities and Level 1 students extra support in Math through inclusion, differentiation, tutoring, co-teaching strategies, and modifications as needed. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug- May Annually. All teachers, counselor, psychologist, Principal, API, Lead Teacher for Special Ed., parents, community members</p>	<p>Level 1 plans, grades, informal/formal assessments, SST notes and documentation, IEP, lesson plans, teacher schedules (co-teaching), classroom profiles</p>	<p>CRCT</p>
<p><u>English Language Learners*</u></p>	<p>none</p>	<p>Aug-May</p>	<p>Level 1 plans,</p>	<p>CRCT</p>

<p>Provide ELL students extra support in Math through inclusion, differentiation, tutoring, co-teaching strategies, pull-out services, and modifications as needed. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>		<p>annually. All teachers, counselor, Principal, API, ESOL teacher., parents, community members</p>	<p>grades, informal/formal assessments, lesson plans, ESOL teacher schedules (co-teaching/pull out), classroom profiles.</p>	
<p><u>Technology Integration</u> Utilize instructional software provided by the school system in the computer lab to complete assignments/projects in Math and Reading Comprehension. Example of programs: Photostory, Cute PDF Writer, Movie Maker, Inspiration 7.6, Timeliner 5.0, Graph Club, BrainPOP, Compass Learning, Nettekker, Typing PAL Online, Enchanted Learning, Google Earth <i>12.7, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. All teachers, students, Principal, API, CTSS, librarian</p>	<p>Computer lab schedules, lesson plans, observations, student assignments/projects in Math</p>	<p>CRCT</p>

*Must be completed for schools with ten or more ELL students. Delete row if not applicable

<p>Science Action Plan</p> <p>Annual Measurable Objective: : Increase the number of students in grades 3-5 scoring Level 3 on the CRCT in Science by 1% (from 63% to 64%). A concerted focus on Reading Comprehension across content areas will be implemented.</p>						
<p>Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i>)</p>	<p>Estimated Cost/Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p> <table border="1" data-bbox="1190 1349 1921 1438"> <tr> <td data-bbox="1190 1349 1493 1438">Artifacts</td> <td data-bbox="1493 1349 1921 1438">Evidence</td> </tr> </table>		Artifacts	Evidence
Artifacts	Evidence					

<p>Develop and implement grade level appropriate enrichment projects in Science, relating curriculum to real life (such as recycling, wildlife habitat, edible gardens, ecology, etc.) <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. Classroom teachers PreK-3, 4th/5th grade science teachers, Principal, API, Discovery teacher</p>	<p>Student projects, rubrics, lesson plans, gardens, ecology activities, Parent Portal</p>	<p>CRCT</p>
<p>Develop and implement interventions/support/extension programs and strategies to increase reading comprehension skills in Science through the use of Writer’s Workshop/Author’s Study, Accelerated Reader (AR) Program, reading incentives and awards, Book Buddies, 25 Book Campaign, Reading Bowl, Leveled Books, Wordly Wise, Science textbooks, Science related materials, and Junior Great Books. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. All science teachers, Principal, API, Discovery teachers, students, parents, Professional Development Liaison, Librarian</p>	<p>AR tests, 25 Book Campaign completion forms, DRA student data, EasyCBM.com, running records, formal/informal assessments, critical experiences in science, rubrics lesson plans, Parent Portal, classroom profiles, lab notes/journals</p>	<p>CRCT</p>
<p><u>Students with Disabilities</u> Provide students with disabilities and Level 1 students extra support in Science through inclusion,</p>	<p>none</p>	<p>Aug-May annually. All teachers,</p>	<p>Level 1 plans, grades, informal/formal assessments, SST</p>	<p>CRCT</p>

<p>differentiation, tutoring, co-teaching strategies, and modifications as needed. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>		<p>counselor, psychologist, Principal, API, Lead Teacher for Special Ed., parents, community members</p>	<p>notes and documentation, IEP, lesson plans, teacher schedules (co-teaching), Parent Portal, classroom profiles</p>	
<p><u>English Language Learners*</u> Provide ELL students extra support in Science through inclusion, differentiation, tutoring, co-teaching strategies, pull-out services, and modifications as needed. <i>11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 13.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. All teachers, counselor, Principal, API, ESOL teacher., parents, community members</p>	<p>Level 1 plans, grades, informal/formal assessments, lesson plans, ESOL teacher schedules (co-teaching/pull out), classroom profiles.</p>	<p>CRCT</p>
<p><u>Technology Integration</u> Utilize instructional software provided by the school system in the computer lab to complete assignments/projects in Science and Reading Comprehension. Examples of programs: Photostory, Cute PDF Writer, Movie Maker, Inspiration 7.6, Timeliner 5.0, Graph Club, BrainPOP, Compass Learning, Nettekker, Typing PAL Online, Enchanted Learning, Google Earth <i>12.7, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. All teachers, students, Principal, API, CTSS, librarian</p>	<p>Computer lab schedules, lesson plans, observations, student assignments/projects in Science</p>	<p>CRCT</p>

*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Social Studies Action Plan				
Annual Measurable Objective: Increase the number of students in grades 3-5 scoring Level 3 on the CRCT in Social Studies by 1% (from 43% to 44%). A concerted focus on Reading Comprehension across content areas will be implemented.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Collaboratively develop grade level appropriate enrichment projects in Social Studies, relating curriculum to real life (such as field trips, philanthropic activities/service, etc.) <i>II.1, II.2, II.3, I2.1, I2.2, I2.3, I2.4, I2.5, I2.6, I3.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>Approximately \$7,000.00 PTA and Bank of North Georgia for instructional and cultural arts field trips</p>	<p>Aug-May annually.</p> <p>All teachers grades PreK-3, Social Studies teachers grades 4-5, Principal, API, Character Ed. Committee, Exceptional Children’s Committee, Black History/Women’s Studies Committee, International Studies, Partner in Ed (Bank of North Georgia), PTA</p>	<p>Student projects, rubrics, lesson plans, written/oral reflection on field trips taken, philanthropic/service activities, international activities, Parent Portal, classroom profiles</p>	<p>CRCT</p>

<p>Provide support to students in grades 4 & 5 to write a minimum of one research paper and develop a minimum of one research-based project each year. <i>II.1, II.2, II.3, I2.1, I2.2, I2.3, I2.4, I2.5, I2.6, I3.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-Nov annually for 5th grade. Aug-May annually for 4th grade. All 4th and 5th grade teachers, Principal, API, librarian, CTSS</p>	<p>Rubric, publishing, display of work</p>	<p>CRCT</p>
<p><u>Students with Disabilities</u> Provide students with disabilities and Level 1 students with receive extra support in Social Studies through inclusion, differentiation, tutoring, co-teaching strategies, and modifications as needed. <i>II.1, II.2, II.3, I2.1, I2.2, I2.3, I2.4, I2.5, I2.6, I3.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. All teachers, counselor, psychologist, Principal, API, Lead Teacher for Special Ed., parents, community members</p>	<p>Level 1 plans, grades, informal/formal assessments, SST notes and documentation, IEP, lesson plans, teacher schedules (co-teaching), Parent Portal, classroom profiles</p>	<p>CRCT</p>
<p><u>English Language Learners*</u> Provide ELL students extra support in Social Studies through inclusion, differentiation, tutoring, co-teaching strategies, pull-out services, and modifications as needed. <i>II.1, II.2, II.3, I2.1, I2.2, I2.3, I2.4, I2.5, I2.6, I3.3, PO1.1, PO2.1, PO2.2, PO2.3, PO3.1, PO3.2</i></p>	<p>none</p>	<p>Aug-May annually. All teachers, counselor, Principal, API, ESOL teacher., parents, community members</p>	<p>Level 1 plans, grades, informal/formal assessments, lesson plans, ESOL teacher schedules (co-teaching/pull out), classroom profiles.</p>	<p>CRCT</p>

<p><u>Technology Integration</u></p> <p>Utilize instructional software provided by the school system in the computer lab to complete assignments/projects in Social Studies. Example of programs: Photostory, Cute PDF Writer, Movie Maker, Inspiration 7.6, Timeliner 5.0, Graph Club, BrainPOP, Compass Learning, Nettekker, Typing PAL Online, Enchanted Learning, Google Earth I2.7, PO3.1, PO3.2</p>	<p>none</p>	<p>Aug-May annually.</p> <p>All teachers, students, Principal, API, CTSS, librarian</p>	<p>Computer lab schedules, lesson plans, observations, student assignments/projects in Social Studies</p>	<p>CRCT</p>
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

<p>Second Indicator: Attendance/Graduation Rate Action Plan</p> <p>Annual Measurable Objective: Maintain less than 15% of students in grades 3-5 are absent 15 or more days.</p>				
<p>Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource</i> or the <i>DCSS Implementation Resource Supplement</i>)</p>	<p>Estimated Cost/Funding Sources</p>	<p>Timeline and Positions Responsible</p>	<p>Means of Evaluation</p>	
<p>Implement tardiness policy <i>L2.1, SFC1.1, SFC1.3</i></p>	<p>none</p>	<p>Aug-May annually.</p> <p>Principal, API, Teachers, Counselor, Parents, Social</p>	<p>eSIS, Attendance reports, Counselor/Teacher parent communication logs, Parent Portal</p>	<p>CRCT, meeting AYP for second indicator (attendance rate)</p>

		Worker		
Implement attendance policy <i>L2.1, SFC1.1, SFC1.3</i>	None	Aug-May annually. Principal, API, Teachers, Counselor, Parents, Social Worker	DeKalb County Cumulative and Six Week Average Daily Attendance Reports, eSIS, FTE counts, Attendance reports, Counselor/Teacher parent communication logs, Parent Portal	CRCT, meeting AYP for second indicator (attendance rate)

Library-Media Action Plan				
Annual Measurable Objective: Increase the number of students scoring in Level 3 by 1% in Reading, English Language Arts, Science, and Social Studies. Increase the number of students scoring in Level 2 by 2% in Math. A concerted focus on Reading Comprehension across content areas will be implemented.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Instruction 1.2: PA4 The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units	PTA Curriculum Enrichment fund for AR books/quizzes, community donations for 25 Books	Aug- May annually. Librarian, Principal, API, classroom teachers	Weekly AR reports, AR book checkouts, 25 Books Campaign sheets	CRCT, AR quiz scores

<p>and lesson implementation.</p> <ul style="list-style-type: none"> • Teacher-librarian discusses with teachers the appropriate reading levels of students and content of upcoming lessons. • Resources are purchased to align with the curriculum to support reading and content areas. • AR data is used to guide student selection of reading materials at the appropriate level. • Teacher-librarian facilitates the 25 Books Campaign. • Leveled books are made available to students and teachers based on student reading levels. 	<p>Campaign awards.</p>			
<p><u>Technology Integration-Instruction 2.7: PA2</u> Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> • Accelerated Reader • Destiny research skills are taught to students. • Internet and online resources to locate facts and information are taught to students. • Instructional activities are designed to utilize computer programs such as PowerPoint and other multi media projects. • Videostreaming, particularly Discovery Science, and other new technologies, Promethean Board 	<p>PTA funds to purchase AR subscription</p>	<p>Aug-May annually. Classroom teachers, Principal, API, Librarian, parents, students</p>	<p>Weekly AR book reports, AR checkout logs, computer lab schedules, media center use schedule, student projects, computer check out</p>	<p>CRCT, AR scores</p>

lessons, are utilized in daily instruction.				
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Professional Learning Plan (ESEA Mandate #4)					
The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	To increase the number of students at Level 3 by 1% in all content areas. <i>PL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4</i>	Professional development activities will include training in the following: <ul style="list-style-type: none"> • Marzano’s High Yield Strategies • Classroom Talk • Scaffolding • Questioning • Collaboration • Writing to Learn • Literacy • QDPAC • Depths of Knowledge • Bloom’s Taxonomy • Seven Steps of Teaching and Learning • 23 Indicators of Standards-Based 	Aug.- May	Lesson Plans, Focused Walks, Informal and Formal Observations, Sign in logs, PLC notes	CRCT

		Instruction			
Federal					
Grants					
Local					

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Performance Action: PTA Safety Committee will implement school wide anti-drug education activities during Red Ribbon Week.	\$200/ PTA	Oct. 17-21, 2011. PTA Safety Committee	* Red Ribbon Week morning announcement scripts * Red Ribbon	Student can articulate how drugs can harm a person, family, and community.

			give-aways	
<p><u>Performance Action:</u> Livsey School Council will implement a routine and systematic process for analyzing school safety concerns by including Safety as a topic for discussion at every Livsey School Council meeting.</p>	\$0	<p>Aug. 1, 2011, Sept. 12, 2011 Nov. 7, 2011 Jan. 9, 2012 March 5, 2012 May 7, 2012 Livsey School Council</p>	<p>Livsey School Council meeting agendas and meeting minutes</p>	<p>Council members can articulate safety concerns identified throughout the school year and how these concerns were addressed.</p>
<p><u>Performance Action:</u> Implementation of school wide character education activities including:</p> <ul style="list-style-type: none"> • Citizen of the Month/Semester • PAWS (Positive Actions Win Smiles) • Project Wisdom morning announcements 	\$0	<p>Monthly Citizens- API PAWS- Counselor, Project Wisdom- Principal</p>	<p>* Citizen Awards *PAWS posters *scripts from Project Wisdom</p>	<p>Students can articulate what the climate of Livsey Love means and how to demonstrate Livsey Love to each other.</p>
<p><u>Performance Action:</u> Implement Pyramid of Intervention tiers, including counselor support, for students demonstrating behavioral and/or social/emotional challenges.</p>	\$0	<p>Principal, API, Counselor, Psychologist, LTSE, teachers, parents</p>	<p>*RTI paperwork * SST referrals and meeting notes *Behavior Intervention Plans *Counselor’s logs</p>	<p>Teachers, administrators, support staff, students, and parents can articulate best practices being utilized to positively impact student behavior.</p>
<p><u>Performance Action:</u> Utilize 5th grade Safety Patrol to assist with arrival and dismissal procedures to ensure student safety.</p>	\$700 PTA	<p>5th grade Safety Patrol Staff Sponsor</p>	<p>* Safety Patrol post assignment wheel *Safety Patrol meetings *Safety Patrol</p>	<p>Safety Patrols can articulate expectations for their duties and how it provides safety support to the students and the school.</p>

			commendations	
Performance Action: School wide implementation of the DeKalb County School's Code of Conduct.	\$0	Principal, API, Counselor, all staff, parents	* Student and parent signatures on Code of Conduct booklets * Code of Conduct tests	Students can articulate expectations for their behavior and consequences

Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
“Welcome to Livsey” gifts for new teachers, welcome back to school breakfast for all, holiday gifts for all, “spirit” meetings off campus to build camaraderie.	None Principal, Asst. Principal and teachers donate gifts for “welcome” baskets. Principal, API, and Counselor buy holiday gifts from their personal	August (welcome), December (holiday gifts), spirit meetings are monthly Principal and Asst. Principal	Attendance at breakfast, spirit meetings, gift giving	Teacher Retention

	resources.			
Publicly recognize individual staff for a job well done during faculty meetings or school-wide email throughout the year.	None	On-going Principal and Asst. Principal	Emails and faculty meeting announcements	Teacher Retention
Work with PTA to put on a full week of wonderful Staff Appreciation activities and gifts during Teacher Appreciation Week and select Staff Person of the Month each month –gifts provided.	PTA funds	Monthly and Teacher Appreciation Week in May Principal and PTA	Staff fun activities and gifts all week long.	Teacher Retention
TSS work with new teachers.	None	On-going TSS	Logs of TSS/new teacher meetings	Teacher Retention
Staff birthdays announced on morning announcements, birthday cards in their boxes, a book donated to the library in honor of their birthday, and a birthday luncheon.	PTA funds PIE funds	On-going Bank of N. GA (PIE), PTA, Principals	Books in the library, luncheon, birthday card and announcement	Teacher Retention