

## 2013 - 2014 CCSS SCHOOL IMPROVEMENT PLAN

**Elementary School Name: Eastside Elementary**

### PART ONE: CONTENT MASTERY

Column I: Use data from the May, 2013 release of CCRPI.

Column II: Use current data that is available now. When FALL CCRPI is released, adjust and review with SBLT. Make goal adjustments if needed.

Column III: Use subgroup targets for 2013 – 2014.

Column IV: Your school's goals for each subgroup.

Measurable Goals: CRCT	CCRPI 11-12	CCRPI 12-13	CCRPI 13-14	CCRPI 13-14	Measurable Goals: CRCT	CCRPI 11-12	CCRPI 12-13	CCRPI 13-14	CCRPI 13-14
<b>1 - ELA</b>	Meets/Exceeds	Meets/Exceeds	GA Targets % Meets/Exceeds	GOALS % Meets/Exceeds	<b>2 - READING</b>	Meets/Exceeds	Meets/Exceeds	GA Targets % Meets/Exceeds	GOALS % Meets/Exceeds
All	91%	88%	93%	90%	All	95%	92%	94.6%	93%
Am. Ind./Alaskan			93.6%		Am. Ind./Alaskan			96.1%	
Asian/Pac. Islander			96%		Asian/Pac. Islander			96.3%	
Black	91%	94%	89.9%	95%	Black	96%	75%	91.5%	78%
Hispanic			92.1%		Hispanic			94%	
Multi Racial			95%		Multi Racial			96.6%	
White	83%	87%	95.7%	89%	White	84%	93%	97.2%	94%
Econ. Dis.	86%	86%	90.1%	88%	Econ. Dis.	91%	81%	92.2%	83%
SWD	68%	73%	78%	75%	SWD	46%	86%	81.6%	88%
EL			85.7%		EL			88.6%	
<b>3 - MATH</b>	Meets/Exceeds	Meets/Exceeds	GA Targets % Meets/Exceeds	GOALS % Meets/Exceeds	<b>4 - SCIENCE</b>	Meets/Exceeds	Meets/Exceeds	GA Targets % Meets/Exceeds	GOALS % Meets/Exceeds
All	85%	84%	88.1%	86%	All	81%	80%	82.3%	83%
Am. Ind./Alaskan			90%		Am. Ind./Alaskan			86.1%	
Asian/Pac. Islander			95.1%		Asian/Pac. Islander			91.5%	
Black	70%	75%	81.9%	78%	Black	68%	81%	72.3%	83%
Hispanic			87.8%		Hispanic			79.7%	
Multi Racial			90.3%		Multi Racial			86.5%	
White	74%	85%	92.8%	87%	White	73%	82%	90.4%	84%
Econ. Dis.	81%	92%	83.5%	93%	Econ. Dis.	78%	77%	75.5%	79%
SWD	62%	68%	72.9%	70%	SWD	25%	63%	64.4%	65%
EL			81.2%		EL			71%	
<b>5 – SOC. STUDIES</b>	Meets/Exceeds	Meets/Exceeds	GA Targets % Meets/Exceeds	GOALS % Meets/Exceeds	<div style="border: 1px solid black; padding: 10px;"> <p style="font-size: 1.2em; color: blue; text-decoration: underline;">Click here for the Elementary School CCRPI Calculator.</p> </div>				
All	77%	72%	81.3%	75%					
Am. Ind./Alaskan			83.8%						
Asian/Pac. Islander			91.8%						
Black	64%	59%	72.1%	61%					
Hispanic			78.4%						
Multi Racial			85.2%						
White	70%	83%	88.8%	85%					
Econ. Dis.	70%	67%	74.1%	69%					
SWD	25%	56%	62.2%	58%					
EL			69.5%						

**PART TWO: POST ELEMENTARY SCHOOL READINESS**

Column I: Use data from the May, 2013 release of CCRPI.

Column II: Use any data that is available now. When FALL CCRPI is released, adjust and review with SBLT. Make goal adjustments if needed.

Column III: Your school's goals for each indicator from Part Two.

<b>PART TWO: Post Elementary School Readiness INDICATORS:</b>	<b>CCRPI % 2011 - 2012</b>	<b>CCRPI % 2012 - 2013</b>	<b>CCRPI % GOAL 2013 - 2014</b>
<b>6 - % English Learners with next highest Performance Band on ACCESS.</b>			
<b>7 - % SWD students served in general education +80% of the school day.</b>	76.2%		
<b>8 - % students scoring Meets/Exceeds grade 5 writing assessment.</b>	93.8%	90%	94%
<b>9 - % students grade 3 with Lexile 650 or greater.</b>	59.4%	70%	75%
<b>10 - % students grade 5 with Lexile 850 or greater.</b>	74.1%	61%	65%
<b>11 - % students grades 1-5 completing the identified number of grade specific career awareness lessons aligned to GA's 17 Career Clusters.</b>	NA	100%	100%
<b>12 - Student Attendance Rate (%).</b>	96.42%		98%

**PART THREE: PREDICTOR FOR HIGH SCHOOL GRADUATION:**

Column I: Use data from the May, 2013 release of CCRPI.

Column II: Use any data that is available now. When FALL CCRPI is released, adjust and review with SBLT. Make goal adjustments if needed.

Column III: Your school's goals for each indicator from Part Three.

<b>PART THREE: Graduation</b>	<b>CCRPI % 2011 - 2012</b>	<b>CCRPI % 2012 - 2013</b>	<b>CCRPI % GOAL 2013 - 2014</b>
<b>13 - % students Grade 5 passing at least 4 content area courses.</b>	100%		100%
<b>14 - % students scoring Exceeds on CRCT.</b>	30.1%	30.2%	35%

**CCRPI SUMMARY CHART FOR 2013 - 2014:**

Column I: Use data from the May, 2013 release of CCRPI.

Column II: Use any data that is available now. When FALL CCRPI is released, adjust and review with SBLT. Make goal adjustments if needed.

Column III: Your school's goals for each CCRPI section.

<b>SUMMARYPOINTS</b>	<b>CCRPI % 2011 - 2012</b>	<b>CCRPI % 2012 - 2013</b>	<b>CCRPI % GOAL 2013 - 2014</b>	<b>SUMMARYPOINTS</b>	<b>CCRPI % 2011 - 2012</b>	<b>CCRPI % 2012 - 2013</b>	<b>CCRPI % GOAL 2013 - 2014</b>
<b>Achievement Points</b>	58		60	<b>Challenge Points: Exceeding Bar</b>	1		1
<b>Progress Points</b>	9		11	<b>Financial Efficiency Rating</b>	N/A	<b>To Be Released 2013</b>	
<b>Achievement Gap Points</b>	9		10	<b>School Climate Rating</b>	N/A	<b>To Be Released 2013</b>	
<b>Challenge Points:ED/ ELL/SWD</b>	2.8		3				

**2013 – 2014 SCHOOL GOALS TO MEET THE ABOVE CCRPI TARGETS:**

**GOAL 1: To increase CONTENT MASTERY (CCRPI Part I) for all students: To increase content mastery, the number of students who meet/exceed and the number of students who move from one level to another on the 2014 CRCT in Reading, ELA, Mathematics, Science and Social Studies. Specific goals for academic area gains are: Reading - moving from 92% to 94%; ELA - moving from 88% to 90%; Math - moving from 84% to 86%; Science - moving from 80% to 83%; and, Social Studies - moving from 72% to 75%.**

<u>Research-Based Strategies</u>	Utilization of Technological Resources	Evaluation and Assessment Data	Professional Development
Utilize flexible grouping and differentiated instruction throughout academic areas to reach the specific needs of individual learners.	<ul style="list-style-type: none"> <li>• BYOT</li> <li>• IXL</li> <li>• Mobile Netbook Lab</li> <li>• Reading and Math GRASP</li> <li>• Star Reading</li> <li>• Student Responders</li> </ul>	<ul style="list-style-type: none"> <li>• CCSS Benchmarks</li> <li>• Comprehension tests</li> <li>• Diagnostic assessments</li> <li>• Fluency tests</li> <li>• Formative and Summative assessments</li> <li>• Reading/Math GRASP</li> </ul>	<ul style="list-style-type: none"> <li>• P.D. on differentiated instructional strategies and instruction presentation; how to determine individual learning styles</li> </ul>
Guide students in setting learning goals (math facts, reading logs, word lists) to help mastery of standards.	<ul style="list-style-type: none"> <li>• CCSS Benchmarks</li> <li>• <a href="http://www.georgiastandards.org">www.georgiastandards.org</a></li> <li>• Reading/Math GRASP</li> </ul>	<ul style="list-style-type: none"> <li>• Display of Student Work</li> <li>• Individual and Class Goal Charts</li> <li>• Individual Conferencing File/Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• P.D. on creating assessments, utilizing assessment data, and planning and conferencing with individual students</li> </ul>
Monthly vertical team meetings (homeroom teachers, support staff and specials teachers) to identify specific needs for individuals and groups of students.	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• P.D. on utilizing assessment data to plan for individual instruction</li> <li>• Support P.D., where needed, on communication skills and collaboration</li> </ul>

**GOAL 1: To increase CONTENT MASTERY (CCRPI Part I) for all students: To increase content mastery, the number of students who meet/exceed and the number of students who move from one level to another on the 2014 CRCT in Reading, ELA, Mathematics, Science and Social Studies. Specific goals for academic area gains are: Reading - moving from 92% to 94%; ELA - moving from 88% to 90%; Math - moving from 84% to 86%; Science - moving from 80% to 83%; and, Social Studies - moving from 72% to 75%.**

<u>Research-Based Strategies</u>	Utilization of Technological Resources	Evaluation and Assessment Data	Professional Development
<p>Provide continuous professional development in the areas of: CAFÉ; Daily 5; Lexile levels; and utilizing and effectively integrating technology for student and staff use.</p>	<ul style="list-style-type: none"> <li>• BYOT</li> <li>• Flipcharts</li> <li>• iPads</li> <li>• Mimio Teach</li> <li>• Mobile Netbook Lab</li> <li>• Promethean Boards</li> <li>• Student Responders</li> </ul>	<ul style="list-style-type: none"> <li>• Displays of student work with feedback</li> <li>• Grade level committee minutes</li> <li>• Scheduled and unscheduled observations</li> <li>• Staff meeting minutes</li> <li>• Student goal charts</li> </ul>	<ul style="list-style-type: none"> <li>• Provide monthly P.D. through staff meetings and individual grade level meetings to address needs from staff survey and system goals of: differentiation, collaboration, flex grouping, data analysis, and conferencing with students to set individual learning goals</li> </ul>

**GOAL 2: To increase POST ELEMENTARY SCHOOL READINESS (CCRPI Part II) for all students: To increase Lexile scores for all, with an emphasis on 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students. Efforts will be made to increase the number of students in third grade who have a Lexile score of 650 or greater from 70-75%, and the number of students in fifth grade who have a Lexile score of 850 or greater from 61 to 65% or higher.**

<u>Research-Based Strategies</u>	Utilization of Technological Resources	Evaluation and Assessment Data	Professional Development
Increase Lexile scores for <u>all</u> students by having teachers guide students in setting individual reading goals for comprehension, fluency and vocabulary acquisition.	<ul style="list-style-type: none"> <li>• Lexile Website</li> <li>• Mobile Netbook Lab</li> <li>• Promethean Boards</li> </ul>	<ul style="list-style-type: none"> <li>• CAFÉ' Data</li> <li>• Lexile Reading Scores Data</li> <li>• STAR Data</li> </ul>	<ul style="list-style-type: none"> <li>• P.D. on understanding and utilizing Lexile scores</li> </ul>
Provide constant exposure to meaningful, real-life, content specific vocabulary through differentiated instruction, CAFÉ', Daily 5, flexible grouping, and advanced content.	<ul style="list-style-type: none"> <li>• <a href="http://www.georgiastandards.org">www.georgiastandards.org</a></li> <li>• Mobile Netbook Lab</li> <li>• Promethean Boards</li> </ul>	<ul style="list-style-type: none"> <li>• CAFÉ' Data</li> <li>• Diagnostic and Formative Assessment Data</li> <li>• Scheduled and Unscheduled Observations</li> </ul>	<ul style="list-style-type: none"> <li>• P.D. for differentiation, flex grouping, and moving children from one academic performance group to another</li> </ul>
Allow opportunities for written expression through the use of school-wide, monthly writing prompts.	<ul style="list-style-type: none"> <li>• BYOT</li> <li>• Digital Cameras</li> <li>• Flip Cameras</li> <li>• Flipcharts</li> <li>• Mobile Netbook Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Display of Student Work</li> <li>• Formative Assessment</li> <li>• Scheduled and Unscheduled Observations</li> <li>• Vertical Collaborative Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Writing Expectations-whether students are exceeding, meeting or not meeting</li> <li>• P.D. on 6+1 Writing Traits</li> </ul>
Increase student exposure to non-fiction text sources by providing a wide variety of ebooks that can be accessed by students at school and at home. Consistent use will support current Lexile Levels and allow for individual student goal setting.	<ul style="list-style-type: none"> <li>• Classroom computers</li> <li>• Classroom set of netbooks</li> <li>• Mobile Netbook Lab</li> <li>• iPad Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Reports generated by Follett eShelf and Destiny to monitor use of/levels of and popularity of ebooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Media Committee meets monthly:               <ul style="list-style-type: none"> <li>-# of check outs</li> <li>-frequency of check-outs</li> <li>-average range of Lexile Levels of check-out's</li> </ul> </li> </ul>

**GOAL 3: To increase probability of HIGH SCHOOL GRADUATION (CCRPI Part III) for all students: To increase the number and percentage of students who exceed on the CRCT, specifically in the areas of language, mathematics and reading. 2013 CRCT scores reflect 30.2% of the scores in the exceeds range. 2014 goal is 35% in the exceeds range.**

<u>Research-Based Strategies</u>	Utilization of Technological Resources	Evaluation and Assessment Data	Professional Development
Offer advanced content to students in grades 2-5, through the REACH class. Every 9 weeks, content area and students meeting qualifications will change.	<ul style="list-style-type: none"> <li>• BYOT</li> <li>• Mobile Netbook Lab</li> <li>• Promethean Board/Mimio</li> <li>• Student Responders</li> <li>• websites</li> </ul>	<ul style="list-style-type: none"> <li>• CRCT</li> <li>• CCSS Benchmarks</li> <li>• Display of Student Work</li> <li>• Formative and Summative Assessments</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• P.D. using REACH instructor to share ways to extend and differentiate activities related to standards</li> <li>• P.D. on new forms of technology (iPad, netbook, Mimio, student responders)</li> </ul>
Implement higher-order thinking strategies during activities, discussion, instruction and through assessment responses	<ul style="list-style-type: none"> <li>• BYOT</li> <li>• iPad Lab</li> <li>• Mobile Netbook Lab</li> <li>• Promethean Board/Mimio</li> <li>• Student Responders</li> <li>• websites</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Assessment Data</li> <li>• Display of Student Work</li> <li>• Minutes from Grade Level and Vertical Meetings</li> <li>• Rubrics used with Projects</li> <li>• Scheduled and Unscheduled Observations</li> </ul>	<ul style="list-style-type: none"> <li>• P.D. on differentiation, HOTS, and teaching the individual learner.</li> </ul>

**OPTIONAL GOAL(S) related to Progress, Achievement Gap, Challenge Points, GAPSS, etc:**

<u>Research-Based Strategies</u>	Utilization of Technological Resources	Evaluation and Assessment Data	Professional Development

**OPTIONAL PAGE FOR FURTHER DATA DISAGGREGATION:**

All		All		All		All		All		All
Am. Ind./Alaskan		Am. Ind./Alaskan		Am. Ind./Alaskan		Am. Ind./Alaskan		Am. Ind./Alaskan		Am. Ind./Alaskan
Asian/Pac. Islander		Asian/Pac. Islander		Asian/Pac. Islander		Asian/Pac. Islander		Asian/Pac. Islander		Asian/Pac. Islander
Black		Black		Black		Black		Black		Black
Hispanic		Hispanic		Hispanic		Hispanic		Hispanic		Hispanic
Multi Racial		Multi Racial		Multi Racial		Multi Racial		Multi Racial		Multi Racial
White		White		White		White		White		White
Econ. Dis.		Econ. Dis.		Econ. Dis.		Econ. Dis.		Econ. Dis.		Econ. Dis.
SWD		SWD		SWD		SWD		SWD		SWD
EL		EL		EL		EL		EL		EL

<b>All</b>		<b>All</b>		<b>All</b>		<b>All</b>		<b>All</b>		<b>All</b>
<b>Am. Ind./Alaskan</b>		<b>Am. Ind./Alaskan</b>		<b>Am. Ind./Alaskan</b>		<b>Am. Ind./Alaskan</b>		<b>Am. Ind./Alaskan</b>		<b>Am. Ind./Alaskan</b>
<b>Asian/Pac. Islander</b>		<b>Asian/Pac. Islander</b>		<b>Asian/Pac. Islander</b>		<b>Asian/Pac. Islander</b>		<b>Asian/Pac. Islander</b>		<b>Asian/Pac. Islander</b>
<b>Black</b>		<b>Black</b>		<b>Black</b>		<b>Black</b>		<b>Black</b>		<b>Black</b>
<b>Hispanic</b>		<b>Hispanic</b>		<b>Hispanic</b>		<b>Hispanic</b>		<b>Hispanic</b>		<b>Hispanic</b>
<b>Multi Racial</b>		<b>Multi Racial</b>		<b>Multi Racial</b>		<b>Multi Racial</b>		<b>Multi Racial</b>		<b>Multi Racial</b>
<b>White</b>		<b>White</b>		<b>White</b>		<b>White</b>		<b>White</b>		<b>White</b>
<b>Econ. Dis.</b>		<b>Econ. Dis.</b>		<b>Econ. Dis.</b>		<b>Econ. Dis.</b>		<b>Econ. Dis.</b>		<b>Econ. Dis.</b>
<b>SWD</b>		<b>SWD</b>		<b>SWD</b>		<b>SWD</b>		<b>SWD</b>		<b>SWD</b>
<b>EL</b>		<b>EL</b>		<b>EL</b>		<b>EL</b>		<b>EL</b>		<b>EL</b>