

**DeKalb County School System  
 CONSOLIDATED SCHOOL IMPROVEMENT PLAN  
 2008-2010**

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

<p><b>No Child Left Behind Act of 2001</b></p>	<p>Federal and State mandate                  Required for all DeKalb County Schools</p>
<p><b>AdvancEd (SACS CASI)</b></p>	<p>Required for District-wide Accreditation</p>
<p><b>Georgia Department of Education Annual School Improvement Plan</b></p> <p><b>AYP Addendum (as appropriate)</b>                  ___ NI School Improvement Focus Plan (NI-1 and NI-2)                  ___ Corrective Action Plan (NI-3 and NI-4)                  ___ Restructuring Plan (NI-5+)</p>	<p>Georgia DOE mandate                  Required for all DeKalb County Schools</p> <p>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.</p>
<p><b>Title I</b>                  ___ New Title I Schoolwide Plan                  ___ Annual Addendum                  ___ Targeted Assistance Plan</p>	<p>Required for all Title I DeKalb County Schools                  New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</p>
<p><b>DeKalb County School System Plans</b>                  Special Education Plan                  Professional Learning Plan                  Library Media Plan</p>	<p>Required for all DeKalb County Schools                  The Professional Learning Budget should be placed in the CSIP Appendix and copied to the Department of Professional Learning.</p>

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**Statement of Quality Assurance**

To ensure that school improvement 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:
Director, Department of Curriculum and Instruction:	Date:
Coordinator, Office of School Improvement:	Date:
Executive Director, Office of School Improvement:	Date:
Executive Director of Assessment and Accountability:	Date:

**Establishing a CSIP Facilitator, Steering Committee, and Subcommittees**

The principal appoints a CSIP Facilitator and ensures that the Steering Committee (SC) is representative of all stakeholders. 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, the 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.

**Integration of AdvancED (SACS CASI) and Georgia DOE School Standards**

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

	<b>AdvancED (SACS CASI) Accreditation Standards</b>	<b>Georgia School Standards</b>
1	Vision and Purpose	Sequenced and Organized School Curriculum
2	Governance and Leadership	Collaborative Planning for Curriculum Delivery
3	Teaching and Learning	Systematic Process for Monitoring/Evaluating Curriculum Implementation
4	Documenting and Using Results	Systematic Use of Data to Maximize Student Achievement
5	Resources and Support Systems	Comprehensive School-Based Assessment and Evaluation System
6	Stakeholder Communications and Relationships	Data Analysis
7	Commitment to Continuous Improvement	Instructional Alignment with GPS and District Expectations
8		Research-Based Instruction
9		High Expectations for All Learners
10		Shared Vision and Mission
11		Comprehensive School Improvement Planning Process
12		Collaborative Planning for Fiscal Management and Resource Distribution
13		Safe, Productive, and Inviting Learning Atmosphere
14		Active and Sustained Involvement of Student, Family, and Community
15		Organizational Structures and Process for Stakeholder Involvement
16		Stakeholder Needs Addressed through Services and Partnerships
17		Professional Learning Communities
18		Alignment of Professional Learning with School Goals and Best Practices
19		Professional Learning Content
20		Leadership Commitment to High Expectations
21		Leadership Management and Organization
22		Distributed Leadership and Planning
23		Shared Governance
24		School Culture Reflects and Reinforces Stakeholder Growth
25		Community of Teaching and Learning

**CSIP Steering Committee Members**

<b>Participant/Role</b>	<b>Printed Name</b>	<b>Signature</b>
CSIP Facilitator	Melanie Castelle	
School Administrator	Melanie Castelle/Lynne Johnson	
School Counselor	Del Bennett	
Special Education Representative	Lynda Schofield	
Parent/Community Representative	Crista Reed	
Leadership Chair	Lynne Johnson	
Data Collection Chair	Lisa Taylor	
Research Chair	Lindsay Hahn	
School Culture Chair	Melanie Castelle	
Content Area Action Plans Chair	Melanie Castelle	
Library Media Chair	Ruth Berberich	
Professional Learning Liaison	Leigh Lowman	
Title I Teacher	N/A	
Writing and Editing Chair	Melanie Castelle	
Other		

**Developing a Comprehensive Needs Assessment (NCLB Mandate)**

**School Profile:** See appendix for a copies of the Georgia DOE Report Card, AYP results, survey results, GAPSS analysis results, AS-400 data, and other test scores as appropriate.

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

**Include information about when, where, and how the team met\*.**

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

SPSI (Strategic Planning for School Improvement) Committee meetings are held every month at Livsey School.

Faculty Meetings are held every month at Livsey School.

School Council Meetings are held six times a year at Livsey School.

PTA Board Meetings are held every month at Livsey School.

**List the types of data analyzed and placed in the appendix.**

ITBS scores

CogAT scores

CRCT scores

3<sup>rd</sup> and 5<sup>th</sup> grade writing scores

GAPSS Analysis

**Identify the subgroups for which assessment results are disaggregated.**

There are no subgroups at Livsey (n=40), however we always look at students with disabilities as if it were a subgroup.

\*All needs assessments are required to include stakeholder perception results and GAPSS analysis results (through a Georgia DOE Review, an OSI Review, or a Self-Assessment) in addition to test data. Conclusions based on data will be presented in the Leadership and Governance section.

**School Mission and Vision**

	<b>DeKalb County School System</b>	<b>School</b>
<p><b>Vision</b> What is our image of a successful school for our stakeholders?</p>	<p>“Premier DeKalb Schools” – Setting the standard for Excellence through unity and purpose.</p>	<p>Livsey School- Doing whatever it takes to meet and exceed the standard for excellence through unity and purpose.</p>
<p><b>Mission</b> How will we make our vision a reality?</p>	<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.</p>	<p>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>
<p><b>Values</b> What beliefs and standards guide our mission?</p>	<ul style="list-style-type: none"> <li>▪ Value and promote parent involvement</li> <li>▪ Regard quality public education as essential</li> <li>▪ Honor universal human rights</li> <li>▪ Contribute to the common good of our community</li> <li>▪ Hold high expectations for ALL</li> </ul>	<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 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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**Leadership and Governance**

Write a brief narrative for each question describing your conclusions drawn from the School Needs Assessment. All conclusions should be based on data.

**Describe the school’s strengths.**

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.

**What evidence do you have to support this perception?**

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
- 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)

**Describe the school's opportunities for improvement.**

Livsey's identified areas in need of improvement were to:

- focus on Character Education that teaches students to deal with disagreement and conflict caused by diversity of opinions and beliefs, and that will increase student self-esteem and self confidence to allow students the strength and perseverance to be successful in meeting the requirements of our challenging curriculums
- expand instructional strategies that link curriculum to everyday life
- focus on strategies to increase writing skills
- develop more enriching learning opportunities to address the learning needs of all students
- close the achievement gap between students with disabilities and their general education peers

These identified areas in need of improvement are addressed in our Action Plans.

Livsey's school improvement process is an on-going self-assessment process that leads to school improvement.

Livsey needs to maintain its trend of high achievement. Students with disabilities is a subgroup that will need monitoring and extra support. In an effort to close the achievement gap between students with disabilities and their general education peers, all staff will need to work collaboratively in order to decrease the number of students with disabilities that score Level 1. Livsey staff have been through Project ICE training (inclusion and co-teaching strategies) and many special education students are benefiting from increased time in general education classrooms.

**What evidence do you have to support this perception?**

There are few serious disciplinary referrals made to the principal. In 2007-2008, only one incident resulted in a local formal hearing. Teachers report few students demonstrating behaviors typical of students with low self-esteem or low self-confidence. A mentoring program, in addition to our Character Education activities, is in place to provide extra support to these students. 2007 and 2008 spring writing scores for third and fifth grade are evidence that this is a school wide area of weakness that needs to be addressed. The number of students with disabilities scoring Level I on the CRCT provides additional evidence that this subgroup needs extra support. Best practices will indicate that providing enriching learning opportunities for all students is a requirement of an effective instructional program. Livsey staff take great pride in meeting the needs of all students and with their Gifted Endorsements, take pride in the ability to provide challenging instructional activities and strategies for all students in their classrooms.

**Describe the current governance structure/decision-making process of the school.**

Livsey administration implements and supports a strong shared governance process. Administration often requests staff feedback prior to making decisions. This is done through faculty meetings, professional learning community meetings, grade level meetings, and through email. The Strategic Planning for School Improvement (SPSI) committees meet twice monthly to also participate in structure/decision making activities. School Council meets six times a year and is very active in providing the school with feedback and decisions. The School Health Advisory Council meets monthly to advise school decision makers on children's health issues, and an active and involved PTA often are asked to offer input and feedback prior to decision making.

**Describe how the school leadership makes instructional decisions regarding staffing, creating a master schedule, selecting instructional initiatives, and providing professional learning opportunities.**

Staffing decisions are based on enrollment and identified areas of concerns. Livsey's desire is to keep class sizes as small as possible in order to better meet the academic and social/emotional needs of the students, therefore we staff additional classroom teachers whenever possible. In order to address our identified areas of concern, opportunities for common grade level planning time and professional learning communities meeting time need to be available to teachers. Livsey added a second full-time Physical Education teacher so that an entire grade level could go to PE at the same time, allowing those teachers common grade level planning time and professional learning community opportunities. The staffing of the extra PE teacher also allows all students 45 minutes of PE/Health daily, which supports the goals for our School Health Advisory Council. In regards to creating a master schedule, the API asks

teachers for input at the end of each school year to be considered when creating the next year's master schedule. In creating a master schedule, consideration to meeting the special academic needs of the students takes precedence. Pull-out classes for students who are gifted and pull-out ESOL classes must be scheduled for those students receiving those services. The master schedule, created by the Assistant Principal for Instruction (API), is designed to make the best use of each teacher's time and the attention of the students. Because students normally function better in the morning than in the afternoon, most classes begin with language arts followed by math. The afternoon classes are usually science and social studies. The API tries to schedule special classes, like music, art and computer time, throughout the day across the week rather than at the same time of the day on different days of the week. In addition, the API follows the recommended amount of time for each subject, allowing 2.5 hours for language arts, 60 minutes for math and from 30 to 45 minutes for both science and social studies, depending on the grade level. The API then meets with each grade level to discuss the master schedule and get input before finalizing the master schedule. Each teacher has a duty-free lunch and a common grade-level planning period every day during the students' PE class. Other planning periods correspond to the music and art classes. Both instructional initiatives and professional learning opportunities are selected based on our identified areas of concern. Closing the achievement gap for students with disabilities and improving student writing skills were the bases for selecting Project ICE training, co-teaching initiatives, and Writer's Workshop professional training and implementation.

**Briefly describe how the leadership communicates and enlists the assistance of central office personnel to ensure that SACS standards are met in the areas of non-instructional support (facilities, finance, transportation, nutrition, and health).**

DeKalb Schools prides itself on its customer service, including internal requests. There is an online system in place for repair or service requests that is more expeditious than our former system of paper requests. Any questions or concerns can be communicated via email by the principal to central office personnel, and those communications are answered very quickly. Cell phones are another avenue for quick communications. If additional assistance is needed, the Area Assistant Superintendents and their Coordinators are readily available to help principals get non-instructional support from the appropriate department.

**Selecting Appropriate Interventions Using Scientifically Based Research**

All interventions or initiatives provided by the Georgia Department of Education or DeKalb County School System are predicated on scientifically-based research and do not require citations. If an individual school chooses to select an intervention or initiative in addition to the sources provided, then a citation and abstract of the pertinent research is required. Please use the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

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

Identified Need	Action Plan and Page #	Citation and Abstract

**School Culture/Climate**

**Describe the methods utilized to ensure a school culture that is pervasively academic and demonstrates high expectations for teaching and learning.**

Livsey School definitely demonstrates a school culture that is pervasively academic in nature as evidenced by its consistent high test scores and its designation by the governor as a Gold School for the highest percentage of students meeting and exceeding standards under Georgia's Single Statewide Accountability System, the 2007 Georgia School of Excellence Award, and the 2008 NCLB Blue Ribbon School Award. Livsey accomplishes this in many ways. All Livsey teachers in grades 1-5 have Gifted Endorsement so that they can meet the academic needs of students who are in need of acceleration, in addition to modifying instruction for those who need it. Programs such as Junior Great Books enhance the students' critical thinking skills through shared inquiry. Compacting and differentiation are on-going to maximize academic success. Professional Learning Communities and common grade level planning time are effectively used to plan, implement and revise daily instruction, as well as a time to use data for reflection. Book studies and inservices on multiple intelligences, learning styles, rubrics and checklists, Project ICE, and Writer's Workshop are presented by staff members to their peers in faculty meetings.

**Describe how the school-wide discipline plan is developed and/or revised\*.**

Livsey School has expanded its curriculum to include an exciting character education initiative as part of each school day with the implementation of a program called Project Wisdom. In a world where many students routinely face challenging situations that require practical social skills and strength of character, Project Wisdom teaches concepts such as integrity, respect, confidence, courage, honesty, and diligence. Livsey School is proud to be one of over 11,000 schools nationwide utilizing this collection of daily words of wisdom, announced by the principal during morning announcements, which set a positive tone each day for everyone on campus. Project Wisdom's messages not only impart new knowledge to students, but also work to develop responsible and caring individuals. The verses are rich in history, culture, and literature. They inspire, teach and encourage students to reflect upon the larger issues in life. In addition, students are nominated for recognition by their teachers for demonstrating good behavior and demonstrating the character trait of the month through our PAWS (Positive Actions Win Smiles) and Citizen of the Month programs. All students and parents must read and sign the county's Code of Conduct, and in addition, all students must pass a test based on the Code of Conduct rules. Classroom rules, reviewed for school-wide consistency and appropriateness, and approved by the administration, are posted and communicated to all students and parents. These rules are enforced consistently and fairly. Teachers and Special Area Teachers discuss behavior expectations and concerns so that there is consistency across classes. School administrators have communicated with parents that no child will be allowed to disrupt any classroom thereby preventing others from learning. Teachers send chronic disruptive students to the office for counseling and interventions.

**Describe the methods utilized to address the social and emotional growth of each student.**

Livsey's school culture is enhanced with the motto "Livsey Love." This motto is used by administrators, staff, students, and parents to convey the expectation for respect for others, as well as to convey that Livsey is a place where everyone is loved and cherished. Students are often asked, "Are you showing Livsey Love?" on many occasions to encourage students to self evaluate their actions and behaviors. Livsey School has expanded its curriculum to include an exciting character education initiative as part of each school day with the implementation of a program called Project Wisdom. This program supports student self-esteem and self-confidence, as well as diversity and differences among people. Our International Studies, Women's Studies/Black History, Character Education, and Exceptional Children's committees plan activities throughout the year to celebrate diversity and to address the social and emotional growth of each student. A mentoring program, coordinated by the School Counselor, is implemented for students identified by staff or parents in need of extra support and attention.

\*See appendix for a copy of the current school-wide discipline plan

**Teacher Involvement in Decisions Regarding the Use of Academic Assessments (NCLB Mandate)**

**Explain how data resulting from academic assessments 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 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, reteaching 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.

**Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring 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

**Stakeholder Communication (NCLB Mandate)**

1. Provide Individual Student Assessment Results and Interpretation to Parents

**Describe the process by which teachers and administrators interpret and articulate assessment results to stakeholders.**

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 prior to beginning an instructional unit through classroom newsletters, 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.

The administration provides parents with ongoing parent education regarding student assessment and standards. Livsey, along with three of its feeder schools, held an informational parent meeting one evening to educate parents on the new Georgia Performance Standards. Standards and elements are posted in all classrooms 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 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 Livsey's Gold Award from the Governor's Office of Student Achievement hangs proudly and visibly above the entrance door to the school. 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 that pass by the school can see this special recognition.

2. Provisions for Public Reporting of Disaggregated Data

**Describe the various ways by which your school will communicate to the widest possible range of stakeholders (e.g., parents and community) the results of the disaggregated data.**

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

3. Public Dissemination of the School Improvement Plan to all Stakeholders

**Describe the methods and media by which the CSIP will be communicated with school stakeholders, including staff members, student, parents, and community members. \***

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 from the school's media center.

\* 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.

**Instruction by Highly Qualified Teachers (NCLB Mandate)**

**Describe the policies and procedures used to ensure adherence to Federal mandates regarding “Highly Qualified” instructors.**

Livsey's high expectations for student achievement, its reputation for outstanding test scores and parent involvement, and the involvement of the community, attracts a high level of candidates for teacher vacancies. DeKalb County Schools Human Resources Dept. identifies candidates that are Highly Qualified, as well as Livsey administrators screening candidates at job fairs. Livsey has 100% of its staff meeting the criteria for Highly Qualified status, and will only hire those teachers who are Highly Qualified.

**Describe policies, procedures, initiative, and programs in place to recruit and retain highly qualified instructors at this school.**

Recruiting highly qualified instructors is not 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 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 is currently mentoring three staff members who are pursuing Leadership certification/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.

**Focusing Daily Lessons and Differentiating Instruction to Meet Student Needs (NCLB Mandate)**

**Describe how administrators, teachers, and instructional support personnel ensure the use of a standards based curriculum delivery.**

A backwards design approach is used to align instructional design and implementation with state standards and district expectations for learning. Standards and elements are posted in the classrooms and students are aware of what they are expected to learn and how they will know if they have acquired this learning. Students know where they are in relation to the identified goals and they can identify next steps needed to meet the standard. This helps students take an active role in their learning. Performance based assessments assist teachers in determining if learning has taken place at a higher level. Staff development has been given and will continue to be offered in the areas of Georgia Performance Standards, backward design lesson plans, authentic assessment, differentiation of instruction, standards-based curriculum, and technology.

Lesson plans are reviewed weekly by administration to ensure that the standards based curriculum is being implemented. Lesson plans include the use of flexible grouping, compacting, differentiation, higher level thinking and critical thinking skills, learning styles, performance based activities, use of rubrics/checklists, student self-evaluation opportunities, student choice, technology, and the alignment with required GPS standards and elements. Frequent observations by the Principal and Assistant Principal also ensure that research-based instruction is implemented. The use of DeKalb County Schools' Department of Elementary Instruction curriculum maps, assessment guides, and lesson plans are utilized on a regular basis by Livsey teachers. This is another way that all staff members ensure the use of a standards based curriculum delivery.

**Describe how administrators, teachers, and instructional support personnel plan for, implement, and monitor research-based instructional delivery that is effective and appropriate to student needs.**

Teachers are allotted 45 minutes of common grade level planning time on a daily basis. Lesson plans are submitted and reviewed weekly by administration to ensure differentiation is appropriately and effectively implemented. Daily observations by the Principal and Assistant Principal for Instruction are also used to monitor the effective use of differentiation. The following are ways in which instructional planning and implementation are monitored to ensure differentiated instruction is based on ability, skills level, learning style, and student choice.

Ability: review nationally normed test scores- ITBS, CogAT, review SST records, incorporate IEP modifications for students with disabilities, consult with gifted program personnel.

Skill Level: review the following to determine student needs: CRCT test results, Lexile scores on CRCT Individual Score Reports, Benchmark tests, DRA, Chapter/unit/teacher made assessments, daily instruction assessments.

Learning Style: review inventories, learning styles, and classroom observation data, offer student choice, address multiple intelligences.

Student Choice: differentiation of instruction using student choice is based on student readiness, interest, and learning profiles.

**Explain the role of the Student Support Team (SST) in identifying students at risk and the process established to customize, monitor, and evaluate effective strategies used to address students academic barriers.**

Following along in the levels of Livsey's Pyramid of Interventions and Livsey's plan for Response to Interventions, students may be referred to the Student Support Team by teachers, staff, or parents. The SST team is comprised of the school counselor, school psychologist, teacher representatives, classroom teacher of the student, parents, and any additional persons that might be able to offer input. The areas of concern are identified through reporting of observations, classwork, tests, and other pertinent data or information. The team develops strategies that are specific to the student and the identified areas of concern. The strategies are implemented and data is taken on any progress made. The team reconvenes to review the data and discuss how the strategies worked. Additional or different strategies might be developed if needed. When/if all strategies implemented prove not to be successful, the team might recommend testing to be done to further identify specific deficits. Upon analysis of this testing, a student might be referred to special education or other agencies/services that could be beneficial. If the strategies implemented are successful, then the staff will continue to use those strategies, keep data, and meet on a regular basis through SST to monitor performance.

**Describe how plans are developed and implemented to address the needs of students who have not met expectations.**

The Assistant Principal for Instruction monitors the development, implementation, and progress of all Level One plans throughout the school. Level One Plans are developed by the classroom teacher for all students who are struggling in the classroom, not only students who are in special education or have scored Level One on the CRCT. The Plan is developed and reviewed with parents. Strategies are developed to support students in their areas of need. Level 1 Plans at Livsey School often include strategies to be implemented at home when parents work with their child so that the parents can not only support the efforts of the school, but to be an active participant in their child's education. Teachers consistently implement the strategies and keep data on the effectiveness of these strategies through formative assessments and summative assessments. EIP services are also implemented to assist the student. Should the data indicate that no progress is being made and/or the strategies are ineffective, then the Level 1 Plan is revised.

**Describe the procedures in place to identify and address the needs of students who have met expectations in order to facilitate their progress toward exceeding expectations.**

All Livsey School's teachers in grades 1-5 have Gifted Endorsement. Therefore, these teachers are well educated in and implement strategies and techniques to encourage all students to use critical and higher level thinking skills. Through strategies such as questioning, shared inquiry, higher levels of thinking on Bloom's Taxonomy, student choice, performance based assessments, and many other higher order activities, students are required and expected to perform above and beyond the minimum effort.

**Describe the school-wide policies, procedures and programs in place to address the needs of gifted, talented, and high achieving students through academic rigor (advanced academics). How does the school schedule and classroom instruction ensure academic rigor, promote student engagement, and increase student achievement for students with high ability levels?**

All Livsey School's teachers in grades 1-5 have Gifted Endorsement. Therefore, these teachers are well educated in and implement strategies and techniques to encourage gifted, talented, and high achieving students to use critical and higher level thinking skills. Through strategies such as questioning, shared inquiry, higher levels of thinking on Bloom's Taxonomy, student choice, performance based assessments, and many other higher order activities, students are required and expected to perform above and beyond the minimum effort. Livsey also has one full time and one part time Discovery teachers (Gifted program). Gifted students are pulled from their regular classes for 225 minutes/week for extension and acceleration activities and instruction. With this type of staffing, two Discovery teachers, and all teachers in grades 1-5 having Gifted Endorsement, students who are gifted, talented, and high achieving are presented with academic rigor the entire school day.

**Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (NCLB Mandate)**

**Describe how and when students in need of additional assistance are identified.**

In addition to CRCT test scores, 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 a minimum of three times a week and will discuss and brainstorm ideas to meet the needs of struggling students.

**Describe how and when data is reviewed to ensure that student progress is occurring.**

Teachers review student grades and work on a daily basis to evaluate if progress is occurring. During common grade level planning time, and if applicable, SST meetings, student work and assessments are also reviewed to determine if progress is occurring.

**List training opportunities provided to teachers in the identification of student difficulties, data analysis, and the appropriate assistance for identified difficulties.**

Professional learning has been provided to staff in the areas of multiple intelligences, learning styles, flexible groupings, the development of appropriate Level 1 plans, and classroom accommodations and modifications. Professional learning also is provided in SST procedures, Special Education services, Pyramid of Interventions, 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. Staff have also been through Project ICE training.

**Describe any academic or behavioral growth opportunities provided outside the regular classroom environment in order to assist students in identifying and reaching their goals.**

Livsey School firmly believes that Character Education and fitness/nutrition play a critical role in the academic and behavioral growth and success of students. Livsey’s culture of “Livsey Love” permeates through all instruction, extra curricular activities, and during non-instructional times. Livsey’s Character Education committee has provided opportunities for students to be charitable through canned food drives, Smile Train, and books for underprivileged children and schools. Fifth grade Safety Patrols and fifth grade Bankers are also opportunities that support the academic and behavioral growth of our students. All students benefit from the daily Project Wisdom morning announcements that inspire them to always be the best they can be in behavior and effort. LivFit is a family fitness event that occurs at least once a month where children and their families come together to participate in fitness activities.

**Plans for Assisting Children during Transitions (NCLB Mandate)**

**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**

**Describe how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor.**

Livsey School has a full-time school counselor. The counseling program has been redefined and now offers many programs that are modified as needed to the appropriate level for the age and functioning level of the child. Programs offered and delivered include: whole class instruction in bullying and getting along with others, individual counseling, small group counseling with students who have similar needs, Student Support Team meetings, follow up for chronic absences and tardies, Red Ribbon Week activities, mentoring program, test taking/study/organizational skills classes, Career Day, Child Lures personal safety program for 3<sup>rd</sup> and 4<sup>th</sup> graders, and character education programs such as opportunities to participate in community service projects, PAWS, Citizen of the Month, and Project Wisdom. The Principal and Assistant Principal, in addition to the staff, parents, and community, assist the school Counselor by serving as mentors and adult advisors.

**Describe how counselors, social workers, Prevention/Intervention specialists, and other student support personnel work with the district office and outside agencies to meet student needs.**

If a student's needs cannot be met by the school, then it is the responsibility of the school counselor or the lead teacher for special education to facilitate the assistance of other agencies. If the student is a special education student, then through the IEP process, the lead teacher for special education will investigate those agencies and/or programs that might prove beneficial to that student. If the student is not in special education, the counselor might elicit the assistance of the school social worker and/or school psychologist for assistance in identifying agencies that could offer assistance.

**Strategies to Increase Parental Involvement (NCLB Mandate)**

**Describe the parent/community outreach activities and initiatives in place.**

Livsey has a very active and involved PTA and has been awarded the PTA Parent Involvement School of Excellence Award. All Livsey School activities are posted on the school's outdoor marquee, and the community is always welcome to participate. Livsey always marches in the annual Tucker Day Parade to show its allegiance to the community at large. Kindergarten Round-Up is an outreach activity that draws many people from the community. Livsey's School Health Advisory Council sponsors an annual community Health Fair.

**Describe how parents and community members are involved in the school decision-making process.**

Livsey School has a School Council that meets six times a year and is open to visitors. Many school bases decisions are discussed during these meetings. Important school information is also brought by the principal to the monthly PTA Board meetings for input.

**Describe the level of involvement of parents and community members in the development of the 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.

**Briefly describe the process used for developing and implementing Title I compacts and Parent Involvement Policies (if applicable).\***

\*Title I schools only

**Coordination and Integration of Federal, State, and Local Services and Programs**

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	
School Improvement Grant (Needs Improvement Title I Schools Only)	
Reduced Class Size	
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.
Smaller Learning Communities	
Grants (list)	
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 attendance.
Other (list)	

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

<b>Reading/English/Language Arts Action Plan (NCLB Mandate)</b>					
<b>Annual Measurable Objective: Increase the number of students in grades 3-5 scoring Level 3 on the CRCT in Reading and English/Language Arts by 2% (from 52% to 54% in ELA and from 54% to 56% in Reading).</b>					
<b>Intervention</b>	<b>Professional Learning Needed</b>	<b>Estimated Cost and Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
				<b>Evidence of Monitoring</b>	<b>Evidence of Impact</b>
<b>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.)</b>	<b>none</b>	<b>none</b>	<b>Feb- 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.</b>	<b>Discipline logs, rubrics, projects, formal/informal assessments, writing samples, reading logs, student participation in diversity activities, student work.</b>	<b>CRCT ITBS</b>
<b>Utilize Career Day speakers and presentations to increase</b>	<b>none</b>	<b>PTA Hospitality funds for</b>	<b>March annually.</b>	<b>Career Day sign-in sheet, evaluation</b>	<b>CRCT ITBS</b>

<p>student awareness of a wide range of career opportunities, related to English/Language Arts, regardless of race or gender.</p>		<p>breakfast/lunch for presenters.</p>	<p>SPSI Career Day Committee, Teachers, Principal, API, Parents, Community</p>	<p>sheets from Career Day, follow-up activities in the classrooms.</p>	
<p>Develop and implement interventions/support/extension programs and strategies to increase reading/writing/language arts skills through the use of Writer's Workshop, Accelerated Reader (AR) Program, reading incentives and awards, Book Buddies, 25 Book Campaign, Reading Bowl, Leveled Books, and Junior Great Books.</p>	<p>Writer's Workshop training</p>	<p>Professional Development funds, school and PTA funds for Writer's Workshop resources, AR materials/books, and teacher release time to observe Writer's Workshop in other schools.</p>	<p>Aug- May annually.  All teachers, Principal, API, Professional Development Liaison, Writer's Workshop staff mentors.</p>	<p>AR tests, 25 Book Campaign completion forms, DRA student data, running records, formal/informal assessments, rubrics lesson plans.</p>	<p>CRCT ITBS</p>
<p>Collaboratively develop grade level appropriate enrichment projects in English/Language Arts relating curriculum to real life.</p>	<p>none</p>	<p>none</p>	<p>Aug- May annually.  Teachers, Principal, API, Parents, Community</p>	<p>Reading logs, Career Day activities, lesson plans, student work and projects</p>	<p>CRCT ITBS</p>

Utilize students' individual CRCT results in English/Language Arts and Reading, and collaboratively with students, identify specific goals for improvement in needed areas.	none	none	Aug-Sept annually.  All teachers, students, Principal, API, counselor, parents.	Goal sheets, teacher/student conferences	CRCT ITBS
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.	none	none	Aug-Nov for 5 <sup>th</sup> grade annually. Aug-May for 4 <sup>th</sup> grade.  Social Studies Fair, All 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers, Principal, API, students, parents, librarian, CTSS	Rubric, publishing, display or work	Social Studies Fair Projects (5 <sup>th</sup> grade), CRCT scores in research/research writing, CRCT and ITBS scores in Reading, E/LA
Develop student writing skills across the curriculum through writing to prompt, journal writing, and academic assignments.	Writer's Workshop	none	Aug-May annually.  All teachers, Principal, API	Rubrics, writing prompts, student written work samples, teacher commentary, lesson plans	CRCT 3 <sup>rd</sup> and 5 <sup>th</sup> grade writing test scores
Provide students with	Differentiation,	none	Aug-May	Level 1 plans,	CRCT

<p>disabilities and Level 1 students extra support in Reading and English/Language Arts through inclusion, differentiation, tutoring, co-teaching strategies, and modifications as needed.</p>	<p>Project ICE, co-teaching, inclusion, response to interventions</p>		<p>annually. All teachers, counselor, psychologist, Principal, API, Lead Teacher for Special Ed., parents, community members</p>	<p>grades, informal/formal assessments, SST notes and documentation, IEP, lesson plans, teacher schedules (co-teaching)</p>	<p>ITBS</p>
<p><b>Technology Integration:</b> Utilize instructional software provided by the school system in the computer lab to complete assignments/projects in English/Language Arts.</p>	<p>Teacher training in: 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</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 English/LA</p>	<p>CRCT ITBS</p>

<b>Mathematics Action Plan (NCLB Mandate)</b>					
<b>Annual Measurable Objective: Increase the number of students in grades 3-5 scoring Level 3 on the CRCT in Math by 2% (from 43% to 45%).</b>					
<b>Intervention</b>	<b>Professional Learning Needed</b>	<b>Estimated Cost and Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
				<b>Evidence of Monitoring</b>	<b>Evidence of Impact</b>
Utilize Career Day speakers and presentations to increase student awareness of a wide range of career opportunities, related to Math, regardless of race or gender.		PTA Hospitality funds for breakfast/lunch for presenters.	March annually.  SPSI Career Day Committee, Teachers, Principal, API, Parents, Community	Career Day sign-in sheet, evaluation sheets from Career Day, follow-up activities in the classrooms	CRCT ITBS
Develop and implement intervention/support/extension programs and strategies to increase achievement in Math through, but not limited to, Touch Math, compacting, exploring math kits.	none	none	Aug-May annually.  All math teachers, Principal, API, Discovery teachers, students, parents	Touch Math activities, lesson plans, rubrics, timed addition, subtraction, multiplication, and division tests	CRCT ITBS
Utilize students' individual CRCT results in Math, and collaboratively with students, identify specific goals for improvement in needed areas.	none	none	Aug-Sept. annually.  All math teachers, students,	Goal sheets, teacher/student conferences	CRCT ITBS

			Principal, API, counselor, parents.		
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.	none	none	Aug-May annually.  All math teachers, Principal, API	Oral or written math stories by students, student produced math sentences and explanations for answers, student sharing of thought process	CRCT ITBS
Provide students with disabilities and Level 1 students extra support in Math through inclusion, differentiation, tutoring, co-teaching strategies, and modifications as needed.	Differentiation, Project ICE, co-teaching, inclusion, response to interventions	none	All teachers, counselor, psychologist, Principal, API, Lead Teacher for Special Ed., parents, community members	Level 1 plans, grades, informal/formal assessments, SST notes and documentation, IEP, lesson plans, teacher schedules (co-teaching)	CRCT ITBS
<b>Technology Integration:</b> Utilize instructional software provided by the school system in the computer lab to complete assignments/projects in Math.	Teacher training in: Photostory, Cute PDF Writer, Movie Maker, Inspiration 7.6, Timeliner 5.0, Graph Club, BrainPOP,	none	Aug-May annually.  All teachers, students, Principal, API, CTSS, librarian	Computer lab schedules, lesson plans, observations, student assignments/projects in Math	CRCT ITBS

	Compass Learning, Nettekker, Typing PAL Online, Enchanted Learning, Google Earth				
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Science Action Plan (NCLB Mandate)					
Annual Measurable Objective: Increase the number of students in grades 3-5 scoring Level 3 on the CRCT in Science by 1% (from 68% to 69%).					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
Develop and implement grade level appropriate enrichment projects in Science, relating curriculum to real life (such as recycling, wildlife habitat, edible gardens, ecology, etc.)	none	PTA Campus Beautification funds (\$500)	Aug-May annually.  Classroom teachers PreK-3, 4 <sup>th</sup> /5 <sup>th</sup> grade science teachers, Principal, API, Discovery teacher	Student projects, rubrics, lesson plans, gardens, ecology activities	CRCT ITBS
Utilize Career Day speakers and presentations to increase student	none	PTA Hospitality funds for	March annually.	Career Day sign-in sheet, evaluation sheets from Career	CRCT ITBS

<p>awareness of a wide range of career opportunities, related to Science, regardless of race or gender.</p>		<p>breakfast/lunch for presenters.</p>	<p>SPSI Career Day Committee, Teachers, Principal, API, Parents, Community</p>	<p>Day, follow-up activities in the classrooms</p>	
<p>Provide students with disabilities and Level 1 students extra support in Science through inclusion, differentiation, tutoring, co-teaching strategies, and modifications as needed.</p>	<p>Differentiation, Project ICE, co-teaching, inclusion, response to interventions</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)</p>	<p>CRCT ITBS</p>
<p><u>Technology Integration:</u> Utilize instructional software provided by the school system in the computer lab to complete assignments/projects in Science.</p>	<p>Teacher training in: Photostory, Cute PDF Writer, Movie Maker, Inspiration 7.6, Timeliner 5.0, Graph Club, BrainPOP, Compass Learning, Nettekker,</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 ITBS</p>

	Typing PAL Online, Enchanted Learning, Google Earth				
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<b>Social Studies Action Plan</b>					
<b>Annual Measurable Objective: Increase the number of students in grades 3-5 scoring Level 3 on the CRCT in Social Studies by 1% (from 60% to 61%).</b>					
<b>Intervention</b>	<b>Professional Learning Needed</b>	<b>Estimated Cost and Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
				<b>Evidence of Monitoring</b>	<b>Evidence of Impact</b>
<b>Collaboratively develop grade level appropriate enrichment projects in Social Studies, relating curriculum to real life (such as field trips, philanthropic activities/service, etc.)</b>	none	<b>Partner in Education Instructional Field Trips</b>	<b>Oct-May annually.</b>  <b>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</b>		

			<b>Committee, Career Day Committee</b>		
<b>Provide support to students in grades 4 &amp; 5 to write a minimum of one research paper and develop a minimum of one research-based project each year.</b>	<b>none</b>	<b>none</b>	<b>Aug-Nov annually for 5<sup>th</sup> grade. Aug-May annually for 4<sup>th</sup> grade.  All 4<sup>th</sup> and 5<sup>th</sup> grade teachers, Principal, API, librarian, CTSS</b>	<b>Rubric, publishing, display of work</b>	<b>Social Studies Fair Projects (5<sup>th</sup> grade), student projects, CRCT scores in research/research writing, CRCT scores Social Studies</b>
<b>Utilize Career Day speakers and presentations to increase student awareness of a wide range of career opportunities, related to Social Studies, regardless of race or gender.</b>	<b>none</b>	<b>PTA Hospitality funds for breakfast/lunch for presenters.</b>	<b>March annually.  SPSI Career Day Committee, Teachers, Principal, API, Parents, Community</b>	<b>Career Day sign-in sheet, evaluation sheets from Career Day, follow-up activities in the classrooms</b>	<b>CRCT ITBS</b>
<b>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.</b>	<b>Differentiation, Project ICE, co-teaching, inclusion, response to interventions</b>	<b>none</b>	<b>Aug-May annually.  All teachers, counselor, psychologist, Principal, API, Lead Teacher for Special Ed.,</b>	<b>Level 1 plans, grades, informal/formal assessments, SST notes and documentation, IEP, lesson plans, teacher schedules (co-teaching)</b>	<b>CRCT ITBS</b>

			parents, community members		
<b>Technology Integration:</b> Utilize instructional software provided by the school system in the computer lab to complete assignments/projects in Social Studies.	Teacher training in: 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	none	Aug-May annually.  All teachers, students, Principal, API, CTSS, librarian	Computer lab schedules, lesson plans, observations, student assignments/projects in Social Studies	CRCT ITBS

<b>Attendance Action Plan (NCLB Mandate)</b>					
Annual Measurable Objective: Maintain 90% or higher average daily attendance. Maintain less than 15% of students in grades 3-5 are absent 15 or more days.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
	none	Donations	Jan and May	DeKalb County	CRCT,

<p><b>Provided students with incentives for perfect attendance</b></p>		<p><b>from Partner in Education and community businesses</b></p>	<p><b>annually. Principal, API, Partner in Education, Community businesses, counselor, social worker</b></p>	<p><b>Cumulative and Six Week Average Daily Attendance Reports, AS400, FTE counts, Attendance reports, Counselor/Teacher parent communication logs, Parent Portal</b></p>	<p><b>ITBS, meeting AYP for second indicator (attendance rate)</b></p>
<p><b>Implement tardiness policy</b></p>	<p><b>none</b></p>	<p><b>none</b></p>	<p><b>Aug-May annually. Principal, API, Teachers, Counselor, Parents, Social Worker</b></p>	<p><b>AS400, Attendance reports, Counselor/Teacher parent communication logs, Parent Portal</b></p>	<p><b>CRCT, ITBS, meeting AYP for second indicator (attendance rate)</b></p>
<p><b>Implement attendance policy</b></p>	<p><b>None</b></p>	<p><b>None</b></p>	<p><b>Aug-May annually. Principal, API, Teachers, Counselor, Parents, Social Worker</b></p>	<p><b>DeKalb County Cumulative and Six Week Average Daily Attendance Reports, AS400, FTE counts, Attendance reports, Counselor/Teacher parent communication logs, Parent Portal</b></p>	<p><b>CRCT, ITBS, meeting AYP for second indicator (attendance rate)</b></p>

<b>Graduation Rate Action Plan (HIGH SCHOOLS ONLY)</b>					
<b>Annual Measurable Objective:</b>					
<b>Intervention</b>	<b>Professional Learning Needed</b>	<b>Estimated Cost and Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
				<b>Evidence of Monitoring</b>	<b>Evidence of Impact</b>

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<b>Special Education Action Plan (NCLB Mandate)</b>					
<b>Annual Measurable Objective: Increase the achievement of students with disabilities. Improve achievement outcomes for preschool children with disabilities.</b>					
<b>Intervention</b>	<b>Professional Learning Needed</b>	<b>Estimated Cost and Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
				<b>Evidence of Monitoring</b>	<b>Evidence of Impact</b>
<b>Provide services to students with disabilities in the least restrictive environment appropriate to meet their needs.</b>	<b>Training in inclusion and co-teaching (Project ICE).</b>	<b>none</b>	<b>Aug-May annually.</b>  <b>Lead Teacher for Special Ed., Principal, API, regular education teachers, special education teachers, specialists</b>	<b>IEP progress, student work, student schedules, teacher schedules</b>	<b>CRCT, ITBS, IEP.</b>
<b>Present to students with disabilities the general education curriculum, with any modifications and accommodations appropriate to meet their individual needs.</b>	<b>Training in inclusion and co-teaching (Project ICE).</b>	<b>none</b>	<b>Aug-May annually.</b>  <b>Lead Teacher for Special Ed., Principal, API, regular education</b>	<b>Lesson plans, IEP, Level 1 plans, student work</b>	<b>CRCT, ITBS, IEP</b>

			teachers, special education teachers, specialists		
Provide services to preschool children with disabilities in the least restrictive environment possible and present students with the general education curriculum with any modifications and accommodations appropriate to meet their individual needs (Bright from the Start, Georgia Learning Standards).	Training in inclusion and co-teaching (Project ICE).	none	Aug-May annually.  Lead Teacher for Special Ed., Principal, API, regular education teachers, special education teachers, specialists	IEP progress, student work, student schedules, teacher schedules	IEP, checklists/progress reports
<b>Technology Integration:</b> Utilize instructional software provided by the school system in the computer lab to complete assignments/projects in content areas.	Teacher training in: Photostory, Cute PDF Writer, Movie Maker, Inspiration 7.6, Timeliner 5.0, Graph Club, BrainPOP, Compass Learning, Nettekter,	none	Aug-May annually.  All teachers, students, Principal, API, CTSS, librarian	Computer lab schedules, lesson plans, observations, student assignments/projects in Social Studies	IEP, CRCT, ITBS

	<p>Typing PAL Online, Enchanted Learning, Google Earth</p>				
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<b>Library-Media Action Plan</b>					
<b>Annual Measurable Objective: Increase the number of students in grades 3-5 scoring Level 3 on the CRCT in ELA/Reading/Math areas by 2% and 1% in Science and Social Studies.</b>					
<b>Intervention</b>	<b>Professional Learning Needed</b>	<b>Estimated Cost and Funding Sources</b>	<b>Timeline and Positions Responsible</b>	<b>Means of Evaluation</b>	
				<b>Evidence of Monitoring</b>	<b>Evidence of Impact</b>
<p><u>All Students</u> Assess students' reading comprehension, either independently or through teacher guided activities, utilizing at least five Accelerated Reader (AR) books on students' reading level each semester.</p>	<p>Instruction to teachers on how to use the diagnostic reports.</p>	<p>PTA Curriculum Enrichment fund for AR books/quizzes, community donations for awards.</p>	<p>Aug-Dec. and Jan.-May annually.  Librarian, Principal, API, classroom teachers</p>	<p>Weekly AR reports, AR book checkouts</p>	<p>CRCT, ITBS, AR quiz scores, DRA scores</p>
<p>Implement and require students to complete the 25 Book Campaign by the end of the school year.</p>	<p>none</p>	<p>Donations by community businesses for incentives/rewards</p>	<p>Aug-May annually.  Classroom teachers, Principal,</p>	<p>25 Book Campaign completion forms</p>	<p>CRCT, ITBS, DRA scores</p>

			API, Librarian, parents, students		
Provide students with a variety of sources to research their topics (encyclopedia, internet, almanac, atlas, magazines, newspapers, etc.)	none	none	Aug-May annually.  Classroom teachers, Librarian, Principal, API, parents, students, CTSS	Student reports and presentations.	CRCT, ITBS
Support students in using research skills to locate facts and information (table of contents, dictionary, thesaurus, bibliography, index, glossary, internet, Google/Ask Jeeves/search engines, Galileo).	none	none	Aug-May annually.  Classroom teachers, Librarian, Principal, API, parents, students, CTSS	Student reports and presentations.	CRCT, ITBS
Support students in using the writing process to complete research reports.	none	none	Aug-May annually.  Classroom teachers, Librarian, Principal, API, parents, students, CTSS	Student reports and presentations.	CRCT, ITBS

<p><b>Technology Integration:</b> Assist students in selecting appropriate reading materials through technology including Destiny software.</p>	<p>Destiny software training</p>	<p>none</p>	<p>Aug-May annually.  Classroom teachers, Librarian, Principal, API, parents, students, CTSS</p>	<p>Student reports and presentations.</p>	<p>CRCT, ITBS, AR quiz scores, DRA scores.</p>
<p>Assess student reading comprehension and monitor progress by utilizing AR Quiz Software (70% score passing) with AR Management Data.</p>	<p>AR Quiz Software, AR Management Data training</p>	<p>PTA Curriculum Enrichment budget for AR books</p>	<p>Aug-May annually.  Classroom teachers, Librarian, Principal, API, parents, students, CTSS</p>	<p>Weekly AR reports, AR book checkouts</p>	<p>CRCT, ITBS, AR quiz scores, DRA scores.</p>
<p>Implement activities that will require students to demonstrate basic computer keyboarding skills to create their reports using software such as Typing PAL Online</p>	<p>In Tech, Computer Technology Inservices, Typing PAL Online</p>	<p>none</p>	<p>Aug-May annually.  Classroom teachers, Librarian, Principal, API, parents, students, CTSS</p>	<p>Student reports and presentations.</p>	<p>CRCT, ITBS</p>
<p>Provide students with opportunities to use computers to access information and to support their reports (pictures, graphics, search engines, electronic</p>	<p>In Tech, Computer Technology Inservices,</p>	<p>none</p>	<p>Aug-May annually.  Classroom</p>	<p>Student reports and presentations.</p>	<p>CRCT, ITBS</p>

<p>information) using software such as Graph Club, Timeliner 5.0, Nettekker, Enchanted Learning, Google Earth, etc.</p>			<p>teachers, Librarian, Principal, API, parents, students, CTSS</p>		
<p>Design instructional activities that utilize computer programs such as PowerPoint for students to present their research projects.</p>	<p>In Tech, Computer Technology Inservices,</p>	<p>none</p>	<p>Aug-May annually.  Classroom teachers, Librarian, Principal, API, parents, students, CTSS</p>	<p>Student reports and presentations.</p>	<p>CRCT, ITBS</p>
<p>Access information through new technology such as Destiny and video streaming.</p>	<p>Destiny software training, video streaming training</p>	<p>none</p>	<p>Aug-May annually.  Classroom teachers, Librarian, Principal, API, parents, students, CTSS</p>	<p>Student reports and presentations.</p>	<p>CRCT, ITBS</p>

<b>Professional Learning Plan</b>					
<p>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.</p>					
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 on the 3 <sup>rd</sup> and 5 <sup>th</sup> grade Writing Assessments by 2% in each of those grade levels.	Implementing Writer’s Workshop. Teachers will receive training in the use of Writer’s Workshop in the classroom to facilitate student achievement. This training will include observations by teachers in grades K-2 of Writer’s Workshop being implemented in an America’s Choice School, in services during common grade level planning time and focused walks being conducted by skilled Writer’s Workshop teachers.	August 2008-May 2009	Lesson Plans, Focused Walks, Informal and Formal Observations, Sign in logs, PLC notes	CRCT scores on the 3 <sup>rd</sup> and 5 <sup>th</sup> grade writing assessments
Local	To increase the number of students in grades 3-5 scoring Level 3 on the CRCT in ELA/Reading/Math areas by 2% and 1% in Science and Social Studies	Implementing technology into the curriculum (Reesa Azar and Leigh Lowman). Teachers will receive training in the use of various types of technology and software in the classroom to facilitate student achievement.	August 2008-May 2009	Lesson Plans, Use of multimedia technology, formal and informal observations	CRCT
Local	To increase the number of students in grades 3-5 scoring Level 3 on the CRCT in science and social studies by 1%.	Science and Social Studies textbook redelivery.	August 2008	Lesson Plans, Informal and Formal Observations, Sign in logs, PLC notes	CRCT

**Teacher Retention Action Plan Addendum**

**Board and Superintendent’s Goal:** To ensure that quality personnel are in all positions

**Georgia School Key:** The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

**Goal:** To improve the retention of quality teachers (new and veteran) in the DeKalb County School System

The plan below should include all actions and activities described in the Highly Qualified Teachers section of the CSIP in addition to any interventions implemented to increase teacher support schoolwide. A copy of this plan should be submitted electronically to Dr. Linda Frazer, Administrator for Special Projects in the Division of Human Resources, for monitoring and follow-up. *Due 9-26-08*

Intervention	Resources Needed	Person(s) Responsible	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
“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 resources.	Principal and Asst. Principal	August (welcome), December (holiday gifts), spirit meetings are monthly	Attendance at breakfast, spirit meetings, gift giving	Teacher Retention
Publicly recognize individual staff for a job well done during faculty meetings or school-wide email throughout the year.	None	Principal and Asst. Principal	On-going	Emails and faculty meeting announcements	Teacher Retention

<b>GAPPS analysis indicated a need for long term professional development so we identified writing as a weak are and are implementing a multi-year professional development plan to train teachers on Writer’s Workshop.</b>	<b>Professional Development funds, PTA funds</b>	<b>Principal, Asst. Principal, Teacher Leaders, Staff</b>	<b>Monthly professional development training, on-going implementation</b>	<b>Attendance at professional development trainings, implementation of Writer’s Workshop in the classrooms.</b>	<b>Teacher Retention</b>
<b>Work with PTA to put on a full week of wonderful Staff Appreciation activities and gifts during Teacher Appreciation Week.</b>	<b>PTA funds</b>	<b>Principal and PTA</b>	<b>Teacher Appreciation Week in May</b>	<b>Staff fun activities and gifts all week long.</b>	<b>Teacher Retention</b>
<b>TSS work with new teachers.</b>	<b>None</b>	<b>TSS</b>	<b>On-going</b>	<b>Logs of TSS/new teacher meetings</b>	<b>Teacher Retention</b>
<b>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.</b>	<b>PTA funds PIE funds</b>	<b>Bank of N. GA (PIE), PTA, Principals</b>	<b>On-going</b>	<b>Books in the library, luncheon, birthday card and announcement</b>	<b>Teacher Retention</b>
<b>Staff wellness activities</b>	<b>Staff pay for some services</b>	<b>Principal and School Health Advisory Council</b>	<b>All year</b>	<b>Staff survey, exercise bands, yoga classes, walking teams, etc.</b>	<b>Teacher Retention</b>

**School Name: Livsey School**

**Principal: Dr. Melanie Castelle**

**Plan Year: 2008-2010**