



FAYETTE COUNTY SCHOOL IMPROVEMENT PLAN

School Name: Peeples Elementary **School System:** Fayette County

Name of Principal: Erin Roberson **School Year:** 2008-2012

Title I: Non Title: X **Targeted Assistance:**

School Mission and Beliefs: (or attach)

Attached

Community Profile/Demographics: (or attach)

Attached

Principal's Signature: _____ **Date:** _____

Director, School Improvement: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

School Improvement Plan FY 2009-2012

Action Plan for English/Language Arts

Measurable Goals: See attached goals sheet.							
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points		Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
		Oct. Mar.	Dec. May			Artifacts	Evidence of Impact on Student Learning
GSS – C1, C2, C3, A1, A3, I1, PL1 SACS – 2, 3, 5	<p>Release time for teachers to monitor student learning, plan interventions, and collaborate to meet Georgia Performance Standards</p> <p>Identified students will participate in interventions in the area of English/language arts, reading, and/or math.</p>		Each School Year	Substitutes for Release Time \$3200 for 2008-09 School Year	Administra- tion, Grade Chair- persons	Student Work, Documentation of Interventions, Frequent Assessments	Identification of at risk students, Increased student learning through frequent individualized assessment as well as whole group assessment

<p>GSS – A1, A2, I2, I3, PL2, PL3 SACS 3, 5, 7</p>	<p>Monthly meetings for training related specifically to school improvement initiatives, including technology integration, diversity, differentiation, and research-based practices</p> <p>Students will participate in assessments for learning (formative assessments), projects/learning activities that integrate technology, differentiated instruction, and other research-based practices.</p> <p>Students will apply writing skills across all areas of the curriculum learned through the Six Traits of Writing approach.</p>	<p>Monthly Throughout Each School Year</p>	<p>Training Materials for 2008-09: \$225 – 10 Copies of Book, <i>Checking for Understanding</i> \$1200 - Six Traits of Writing Kits</p>	<p>Administration, Curriculum Coordinators, Volunteer Staff Members, Instructional Lead Teachers</p>	<p>Monthly Agendas, Staff Reflection Journals, Lesson Plans</p>	<p>Data from classroom walk through observations</p>
<p>GSS – P06 SACS 3, 4, 6</p>	<p>Release time for teachers who have special education or EIP students in their classes to collaboratively plan and monitor student progress</p>	<p>Each School Year</p>	<p>\$0 (Will be done during planning times and before or after school)</p>	<p>Administration, LEA, EIP Staff</p>	<p>Meeting Agendas, Staff Reflection Journals, Lesson Plans</p>	<p>Observation of effective collaboration during walk-through observations</p>
<p>GSS – A1, A2, I2, I3 SACS 3</p>	<p>Subject Area Specific Conferences as Determined by the Principal</p>	<p>Each School Year</p>	<p>\$0 Registration Fees (will be paid by PTO) \$500 Substitutes</p>	<p>Administration, CCPs</p>	<p>Lesson Plans Walk Thru Observation Checklists</p>	<p>Evidence of effective practices during walk-thru observations and in lesson plans</p>
<p>GSS – A1, A2 SACS 4</p>	<p>Third Grade Writing Portfolio Collaboration and Scoring</p>	<p>March of Each School Year</p>	<p>Half-day Substitutes, Each School Year \$200 for 2008-09</p>	<p>School Testing Coordinator, Third Grade Chairperson</p>	<p>Student Writing Portfolios</p>	<p>Validity and reliability of writing portfolio scores</p>
<p>GSS – A1, A2 SACS 4</p>	<p>Mock Writing Assessment, 4th and 5th Grade Classes</p> <p>Fourth and fifth grade students will practice writing skills based on the rubric used for the Georgia Writing Assessment through on-demand mock writing assessments.</p>	<p>Beginning in 2009-2010</p>	<p>Half-Day Substitutes for Scoring, beginning in 2009-2010</p>	<p>School Testing Coordinator, Writing Committee</p>	<p>Mock Assessment Results</p>	<p>Improved scores on Grade 5 Writing Assessment</p>

GSS – CI, PLI SACS 3	Vertical Teaming at all Levels	Fall & Spring of Each School Year	\$0 (Will use paraprofessional coverage)	Administra- tion, Chairperson at Each Grade Level	Agenda and Minutes from Meetings	Consistency and smooth transition from one grade level to the next
GSS – SC2 SACS 2	Peer Observations (Both Within the School and at Other Schools)	Fall of Each School Year	Half-day Substitutes, Each School Year \$1600 for 2008-09	Administra- tion	Schedule of Observations, Peer Feedback	Collaboration and observation of effective instructional practices among peers

School Improvement Plan FY 2009-2012

Action Plan for Reading

Measurable Goals: See attached goals sheet.						
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
GSS – C1, C2, C3, A1, A3, II SACS – 2, 3, 5	Implementation of reading program to target at-risk readers in 2 nd and 3 rd grades. Identified students will increase reading skills through the My Reading Coach program.	Implement- ed in 2008- 2009	\$0 My Reading Coach Program and Training purchased with Instructional Money	Administra- tion, 2 nd and 3 rd Grade Teachers, EIP Teachers	Intervention Schedule	Increased DRA scores and CRCT scores for at-risk readers
GSS – C1, C2, C3, A1, A3, II SACS – 2, 3, 5	Students will read a variety of genre for a variety of purposes.	Each School Year	Appropriate reading material purchased through media center	Teachers, Media Specialist	Media Center Inventory, Lesson Plans	Increased/maintained CRCT scores in the area of reading
GSS – C1, C2, C3, A1, A3, II SACS – 2, 3, 5	4 th and 5 th grade students will receive instruction in areas of deficit based on the results of the Scholastic Reading Inventory.	Implement ed in 2008- 09	\$0 SRI purchased by school system	Administra- tion, 4 th and 5 th Grade Teachers, Technolog y Specialist	Minutes from Grade Level Discussions, Lesson Plans	Increased/maintained CRCT scores in the area of reading

GSS – C1, C2, C3, A1, A3, I1 SACS – 2, 3, 5	Students will increase proficiency in applying comprehension strategies during independent reading as a result of direct instruction on specific skills.	Each School Year	Appropriate reading material purchased through media center	Teachers, Media Specialist	Media Center Inventory, Lesson Plans	Increased/maintained CRCT scores in the area of reading
GSS – C1, C2, C3, A1, A3, I1 SACS – 2, 3, 5	Lower grades: Students will increase decoding and fluency skills. Upper grades: Students will apply knowledge of reading comprehension to gain meaning from content area text.	Each School Year	Appropriate reading material purchased through media center	Teachers, Media Specialist	Media Center Inventory, Lesson Plans	Increased/maintained CRCT scores in the area of reading
	Release time for teachers to monitor student learning, plan interventions, and collaborate to meet Georgia Performance Standards Identified students will participate in interventions in the area of English/language arts, reading, and/or math. – See English/Language Arts Section					
	Monthly meetings for training related specifically to school improvement initiatives, including technology integration, diversity, differentiation, and research-based practices Students will participate in assessments for learning (formative assessments), projects/learning activities that integrate technology, differentiated instruction, and other research-based practices. – See English/Language Arts Section					
	Release time for teachers who have special education or EIP students in their classes to collaboratively plan and monitor student progress – See English/Language Arts Section					

	Subject Area Specific Conferences as Determined by the Principal – See English/Language Arts Section					
	Vertical Teaming at all Levels – See English/Language Arts Section					
	Peer Observations (Both Within the School and at Other Schools) – See English/Language Arts Section					

School Improvement Plan FY 2009-2012

Action Plan for Mathematics

Measurable Goals: See attached goals sheet.						
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
GSS-12 SACS-3.4	Students will use manipulatives and conceptual understandings to increase math knowledge and skills.	Each School Year	\$0 Appropriate math manipulatives will be purchased with instructional money	Teachers, Math CCP	Lesson Plans	Increased CRCT scores in the area of Math
GSS-C1, A1, A2, I2 SACS-3.3, 3.8	Second grade students will participate in math compacting groups for each math unit based on pretest scores.	Each School Year	\$0	2 nd Grade Teachers, EIP Teachers, Special Ed. Teachers	Lesson Plans, Pretest Assessments	Increased CRCT scores in the area of Math
GSS-A1, I2 SACS-3.8	Students will receive instruction in groups based on the results of a pretest for each unit.	Each School Year	\$0	Teachers	Lesson Plans	Increased CRCT scores in the area of math

<p>GSS-12 SACS-3.2</p>	<p>Students will apply the computation and estimation skills necessary for analyzing data and following scientific explanations.</p>	<p>Each School Year</p>	<p>\$0</p>	<p>Teachers</p>	<p>Lesson Plans</p>	<p>Increased CRCT scores in the area of math</p>
	<p>Release time for teachers to monitor student learning, plan interventions, and collaborate to meet Georgia Performance Standards</p> <p>Identified students will participate in interventions in the area of English/language arts, reading, and/or math. – See English/Language Arts Section</p>					
	<p>Monthly meetings for training related specifically to school improvement initiatives, including technology integration, diversity, differentiation, and research-based practices</p> <p>Students will participate in assessments for learning (formative assessments), projects/learning activities that integrate technology, differentiated instruction, and other research-based practices. – See English/Language Arts Section</p>					
	<p>Release time for teachers who have special education or EIP students in their classes to collaboratively plan and monitor student progress – See English/Language Arts Section</p>					
	<p>Subject Area Specific Conferences as Determined by the Principal – See English/Language Arts Section</p>					

	Vertical Teaming at all Levels – See English/Language Arts Section					
	Peer Observations (Both Within the School and at Other Schools) – See English/Language Arts Section					

School Improvement Plan FY 2009-2012

Action Plan for Science

Measurable Goals: See attached goals sheet.						
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
GSS-12 SACS-3.2, 3.4, 3.11	Students will use a variety of learning strategies, including hands-on experiences, technology, and content-based literature to increase knowledge and skills in the area of science.	Each School Year	\$0 Consummable science supplies will be purchased with instructional money	Teachers, Science CCP, Science Committee	Lesson Plans	Increased CRCT scores in the area of science
GSS-12 SACS-3.4	Students will participate in a school-wide, week-long focus on the appropriate use and conservation of water.	Spring of Each School Year	\$0 All materials will be provided by PTO	Teachers, Science CCP, Science Committee	Lesson Plans, Water Week Plans, Committee Minutes	Increased CRCT scores in the area of science Greater awareness of environmentally appropriate practices
	Release time for teachers to monitor student learning, plan interventions, and collaborate to meet Georgia Performance Standards – See English/Language Arts Section					

	<p>Monthly meetings for training related specifically to school improvement initiatives, including technology integration, diversity, differentiation, and research-based practices</p> <p>Students will participate in assessments for learning (formative assessments), projects/learning activities that integrate technology, differentiated instruction, and other research-based practices. – See English/Language Arts Section</p>					
	<p>Release time for teachers who have special education or EIP students in their classes to collaboratively plan and monitor student progress – See English/Language Arts Section</p>					
	<p>Subject Area Specific Conferences as Determined by the Principal – See English/Language Arts Section</p>					
	<p>Vertical Teaming at all Levels – See English/Language Arts Section</p>					
	<p>Peer Observations (Both Within the School and at Other Schools) – See English/Language Arts Section</p>					

School Improvement Plan FY 2009-2012

Action Plan for Social Studies

Measurable Goals: See attached goals sheet.							
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points		Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
		Oct. Mar.	Dec. May			Artifacts	Evidence of Impact on Student Learning
GSS-12 SACS-3.2, 3.4, 3.11	Students will participate in a variety of instructional approaches, including technology, simulations, and content-based literature to increase knowledge and skills in the area of social studies.	Each School Year		\$0 Materials will be purchased through instructional money	Teachers, Social Studies CCP, Technology Specialist	Lesson Plans	Increased CRCT scores in the area of social studies
GSS-11 SACS-3.4	Third grade students will increase knowledge and skills in the area of economics through participation in a Mini-Society unit.	Spring of Each Year		\$0 Consummable materials will be donated by parents	3 rd Grade Teachers	Lesson Plans	Increased CRCT scores in the economics strand of social studies
	Release time for teachers to monitor student learning, plan interventions, and collaborate to meet Georgia Performance Standards – See English/Language Arts Section						

	<p>Monthly meetings for training related specifically to school improvement initiatives, including technology integration, diversity, differentiation, and research-based practices</p> <p>Students will participate in assessments for learning (formative assessments), projects/learning activities that integrate technology, differentiated instruction, and other research-based practices. – See English/Language Arts Section</p>					
	<p>Release time for teachers who have special education or EIP students in their classes to collaboratively plan and monitor student progress – See English/Language Arts Section</p>					
	<p>Subject Area Specific Conferences as Determined by the Principal – See English/Language Arts Section</p>					
	<p>Vertical Teaming at all Levels – See English/Language Arts Section</p>					
	<p>Peer Observations (Both Within the School and at Other Schools) – See English/Language Arts Section</p>					

School Improvement Plan FY 2009-2012

Action Plan for Organizational Setting

Measurable Goals:							
<ol style="list-style-type: none"> 1. Instructional time is maximized to reinforce the academic success of all learners. 2. A safe, productive, and orderly learning environment is established, implemented, and maintained to 3. An appropriate physical plant is maintained. 4. Fiscal management and resource selection, distribution and use reinforce the academic success of all learners. 5. Instructional time is maximized 							
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points		Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
		Oct. Mar.	Dec. May			Artifacts	Evidence of Impact on Student Learning
GSS – SCI, SC2 SACS 3	Professional Learning Course: Teaching with Love and Logic	2008-2012 School Years		\$0	Sandra Watson	Course Attendance Log, Course evaluation	Observation of Love and Logic techniques during walk through observations
GSS – SCI, SC2 SACS 3	Love and Logic Workshop – 10 Staff Members	2009-10 School Year		Cost will be included in staff dev. funds for 2009-10	Administra- tion	Workshop Attendance Certificate	Observation of Love and Logic techniques during walk through observations
GSS – SCI, SC2, L2 SACS 3	Love and Logic National Conference – Assistant Principal	2009-2010 School Year		Cost will be included in staff dev. funds for 2009-2010	Administra- tion	Workshop Attendance Certificate	Extensive of Love and Logic Strategies when working with students, encouragement of Love and Logic strategies with staff

GSS – PO 4 SACS 5	Monthly meetings with custodians	Monthly	\$0	Administration	Meeting Agendas	Frequent feedback to custodians about cleanliness of building
GSS – PO 4 SACS 5	Monitor safety features of building, grounds, and playground areas	At Least Monthly	\$0	Administration, Staff	Maintenance Work Orders	Reduction of student injuries
GSS – PO 4 SACS 5	Provide training for staff and reminders regarding safety in the building and on the playground	Beginning of Each School Year	\$0	Administration, Staff	Meeting Agendas	Reduction of student discipline incidents and injuries
GSS – PO 4 SACS 5	Work collaboratively with Starr’s Mill High Technology Production students to create a playground safety video.	2008-09 School Year	\$0	Administration, SMHS Technology Dept.	Final product – Playground Safety DVD	Reduction of student incidents and injuries on the playground
GSS – PO 4 SACS 5	School-wide procedures posted throughout building	2008-2012 School Years	\$0	Administration	Printed Procedure Posters	Reduction of student discipline incidents
GSS – PO 3 SACS 5	Annual budget and allocation of resources based on input from stakeholders	2008-2012 School Years	\$0	Administration, Book Keeper	Flight Crew and School Council Agendas, Audits	Appropriate use of resources
GSS – PO 3 SACS 5	Hire highly qualified staff in all areas	2008-2012 School Years	\$0	Administration, Human Resources	Proper paperwork on file	Appropriately certified and trained staff in all subject areas

GSS - PO 3 SACS 5	Maintain proper documentation of expenditures, inventory of equipment and materials, and distribution of materials	2008-2012 School Years	\$0	Administra- tion, CCPs, Grade Chair- persons	Proper paperwork on file	Efficient handling of and accounting for all material resources
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School Improvement Plan FY 2009-2012

Action Plan for Student, Family, Community Communication/Support

Measurable Goals:							
<ol style="list-style-type: none"> 1. Communication between the school, parents, and community is reciprocal, meaningful, on-going, and effective. 2. Parents are encouraged to take an active role in their child's learning and provide active support for and assistance to the school in a variety of ways. 							
GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points		Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
		Oct. Mar.	Dec. May			Artifacts	Evidence of Impact on Student Learning
GSS – SC3 SACS 3	“Diversity Moments” Included in School Communications		2008-09 School Year	\$0	Administra- tion, Diversity Committee	Samples of Communica- tion	Increased awareness of diversity as demonstrated in actions of staff
GSS – SC3 SACS 3	Diversity Training during Staff Meetings		2008-09 School Year	\$0	Diversity Committee	Meeting Agendas, Training Materials	Increased awareness of diversity as demonstrated in actions of staff

<p style="text-align: center;">GSS - SC3 SACS 6</p>	<p>Fostering a sense of community within the school:</p> <ul style="list-style-type: none"> ○ Weekly email newsletter “Rocket Launch” ○ Message board at sign-in ○ Staff handbook ○ Weekly menu (sent by email when possible) ○ Large calendar in office area ○ Monthly printed calendar distributed to staff ○ Photos displayed on monitor in lobby area ○ Distribution of Leadership Team minutes, PTO minutes, and School Council minutes 	<p>2008-2012 School Years</p>	<p>\$0 (Cost will be taken from school-based funds)</p>	<p>Administration, Social Committee, CARE Committee</p>	<p>Staff Meeting Agendas, Committee Meeting Agendas, Feedback from Staff</p>	<p>Greater feeling of unity as evidenced by feedback from staff, sense of staff members being informed as evidenced by feedback from staff</p>
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<p style="text-align: center;">GSS - SFCJ SFC2 SACS 6</p>	<p>Fostering a sense of community with all stakeholders:</p> <ul style="list-style-type: none"> ○ Weekly menu (sent by email when possible) ○ Newsletter each 9 weeks ○ Coffee with the Principal each semester ○ Parent Open House ○ Feedback section in newsletter ○ Frequent email communication ○ Regular emails or printed newsletters from classroom teachers to parents ○ Positive postcards and phone calls regarding student accomplishments ○ Parent-Teacher conferences ○ School Council minutes posted in school and on web site ○ PTO information bulletin board in main hallway ○ Photos displayed on monitor in school lobby 	<p>2008-2012 School Years</p>	<p>\$0 (Cost will be taken from school-based funds)</p>	<p>Administra- tion, PTO</p>	<p>Feedback from Stakeholders</p>	<p>Sense of being informed as evidenced by stakeholder feedback, great sense of being valued for input as evidenced by stakeholder feedback</p>
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School Improvement Plan FY 2009-2012

Action Plan for Participation Rate

Measurable Goals:

1. A minimum of 95% of all students in all subgroups will participate in the CRCT.

GSS Strands/ SACS Standards	Actions, Strategies, and Interventions	Timeline/ List Check Points Oct. Dec. Mar. May	Estimated Costs, Funding Sources, Resources, Professional Learning	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
GSS - SFC #1 SACS 6	Publication of test dates through various forms of communication: <ul style="list-style-type: none"> ○ School menu ○ Student calendar ○ Student homework agenda ○ Electronic Newsletter ○ Printed newsletter ○ Classroom email messages and newsletters 	2008-2012 School Years	\$0	Administra- tion, Classroom Teachers	Attendance Logs, Copies of Newsletters/E mail Messages	Attendance during testing
GSS - SFC1 SACS 6	Provide information about test participation and use of results prior to testing dates	2008-2012 School Years	\$0	School Testing Coordinator	Copies of Parent Letters	Attendance during testing
	Provide ample time for test make-up sessions	2008-2012 School Years	\$0	School Testing Coordinator	Make-up Test Schedule	Documentation of student make-up sessions

GSS - A3 SACS 5	Ensure that students with special needs receive appropriate testing accommodations	2008-2012 School Years	\$0	School Testing Coordinator, LEA	Documentation of Testing Accommoda- tions	Documentation of Testing Accommodations
GSS - SFC1 SACS 6	If necessary, communicate individually with parents of students who are absent to schedule make-up sessions	2008-2012 School Years	\$0	School Testing Coordinator	Parent Communica- tion Log	Documentation of communication with parents, make-up testing schedule

