



# Mobile County Public School System

## Elementary School

School Action for Excellence Plan 2009-2011

### Olive J. Dodge Elementary School

School

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Chairperson's Signature/Date

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Principal's Signature/Date

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Assistant Superintendent's Signature/Date

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Assistant Superintendent of Federal and Special Programs Signature/Date

# School Action for Excellence Committee Selection

## Selection of Committee

To ensure NCLB federal compliance, the School Action for Excellence (SAE) Committee must be composed of a member of the administration, a cross-section of teachers per grade level and subject area, including special education and electives; support staff; two parents, and a representative community stakeholder. Secondary schools must also have two student representatives. The SAE Committee will conduct a review process at the end of each quarter to monitor implementation of the plan.

## School Action Planning Committee

The School Action Planning Committee members are members of the School Action for Excellence (SAE) Team which are voted on by their constituents, Champions, committee heads, and SACS Steering Committee. These committees have been combined to form a group representing the entire school community. The membership consists of administrators, teachers, staff, parents, and community leaders. These members represent specific areas and needs of their constituents. Monthly SAE Team meetings are held to review the data collected from the weekly grade level data meetings. The focus will be on the gaps between ethnicity, LEP, disability groups and socioeconomic status.

## Decision Making Process

The School Action for Excellence (SAE) Team and/or grade levels meet monthly to review data, goals and objectives and to address concerns regarding the strengths and weaknesses of the plan. Each member represents a group of constituents and is involved in making decisions pertaining to student achievement. The plan is reviewed with the committee for success and implementation quarterly through the Quarterly Review Process.

## Availability of Plan

A copy of the School Action for Excellence (SAE) Plan is on file in the front office, Principal's office, Assistant Principal's offices, Computer Lab, Media Center, PTA room, and is distributed to all committee members to review with their constituents. A copy of the One Page Summary will be distributed to all parents and will be posted on the school website. Trans Act Translation Services will be provided to ensure all documents are in a language that all parents can understand.

# School Action for Excellence Committee Signature Page

## *Signatures of the School Action Committee*

School				Principal		Signature		Date
Action Committee Members <small>(Please include parents not employed by the school) (SDE Staff should not be listed)</small>		Positions <small>(Grade and/or Subject where appropriate)</small>		Signatures		Indicate type of participation in the development of the SAE.		
						Reviewed	Agreed	Suggested Changes Not Included
1	Dr. Suzanne Crist	1	Principal	1				
2	Ms. Bregetta Montgomery	2	Assistant Principal	2				
3	Mrs. Kathy Reeves	3	Assistant Principal	3				
4	Mrs. Leslie Loudon	4	Lead Teacher/Curriculum Chair	4				
5	Ms. Lynn Garner	5	Technology Coordinator	5				
6	Ms. Debbie Turner	6	Media Specialist	6				
7	Mrs. Cathy Alexander	7	ARI Reading Coach	7				
8	Mrs. Abby Minhinette	8	Kindergarten	8				
9	Mrs. Kathryn Williams	9	First Grade / AMSTI	9				
10	Mrs. Debra Thomas	10	Second Grade	10				
11	Mrs. Lori Mitchell	11	Third Grade / Achievement Task	11				
12	Mrs. Lynn Pryor	12	Third Grade	12				
13	Ms. Tracey Turner	13	Fourth Grade	13				
14	Mrs. Kathleen Auer	14	Fifth Grade / Maht	14				
15	Mr. Richard Sullivan	15	Counselor	15				
16	Mrs. Lisa Blair	16	Special Education	16				
17	Mrs. Judy McDonough	17	E. S. L.	17				
18	Mrs. Rhonda Long	18	Parent Coordinator	18				
19	Mrs. Cathy Lewis	19	Community Stakeholder	19				
20	Mrs. Darlene Adkison	20	Parent	20				
21	Ms. Tara Busby	21	Parent	21				
22		22		22				
23		23		23				
24		24		24				
25		25		25				



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School		Date: September 11, 2009		Inclusion Plan									
Measurable Goal: To increase the percentage of special education students scoring at or above proficiency from 49% to 54% (Reading CRT) and from 47% to 52% (Math CRT).		Academic Year: 2009-2011		Special Education Allocations Identify # of special education personnel by funding source									
Inclusion Model Co-teaching (CO) Collaborative/Consultative (CL) Teaming (T)	Focus Area (Check applicable area(s))	Strategies and Activities (Scientifically Research Based)				Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	Special Education Allocations				
		1	2	3	4				(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	3210 SPE Teachers/Aides	1110 SPE Teachers/Aides	1199 SPE Teachers/Aides	
CL	Tier 1, 2, 3, 4						Based on the inclusion model and focus areas checked, identify processes and strategies that will help us meet or exceed our goals.						
CL	1, 2, 3, 4	X			X		1. Special education teacher and paraprofessional schedules are based upon the level of support needed for each tier and adjusted for student needs.	Aug. '09-May '10	Administrators, Special Education Teachers, General Education Teachers	Student F=Quarterly EQT data S=End-of-Year EQT data	3 Paras	4 Teachers 2 Paras	
CL	1, 2, 3, 4	X					2. Special Education Teacher provides student information, possible instructional strategies, accommodations for assignments/tests, and behavior strategies to General Education Teachers.	Aug. '09-May '10	Administrators, Special Education Teachers, General Education Teachers	Student F=Quarterly EQT data S=End-of-Year EQT data			
CL	1, 2, 3, 4	X	X	X			3. Provide training for faculty and staff on strategies for at-risk and special needs students. (ie classroom management strategies, physical restraint, administering medication)	Aug. '09-May '10	Administrators, Special Education Teachers, General Education Teachers	Student F=Quarterly EQT data S=End-of-Year EQT data Adult F= Portfolio S= Portfolio			
CL	1, 2, 3, 4	X	X		X		4. Paraprofessionals will be assigned to general education classrooms to assist with implementation of lesson plans, crisis management, and implementation of IEP accommodations.	Aug. '09-May '10	Administrators, Sp. Ed. Teachers, Gen. Ed. Teachers, Paraprofessionals	Student F=Quarterly EQT data S=End-of-Year EQT data			
Focus Areas								<b>Totals</b>					0
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?					<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?								
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?					<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?								
<b>Technology</b> - How will you best organize the use of technology to improve student and staff performance?													



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Inclusion Plan

Measurable Goal: To increase the percentage of special education students scoring at or above proficiency from \_\_\_% to \_\_\_% (Reading CRT) and from \_\_\_% to \_\_\_% (Math CRT). Academic Year: 2009-2011

Inclusion Model Co-teaching (CO) Collaborative/Consultative (CL) Teaming (T)	Tier 1, 2, 3, 4	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	Special Education Allocations Identify # of special education personnel by funding source		
											(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	3210 SPE Teachers/Aides	1110 SPE Teachers/Aides
						Based on the inclusion model and focus areas checked, identify processes and strategies that will help us meet or exceed our goals.							
<b>Totals</b>													0

Focus Areas				
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?			
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?			
<b>Technology</b> - How will you best organize the use of technology to improve student and staff performance?				



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 ESL

Goal: ELLs will meet AMO-AYP targets set by the Al.St.Dept. for all students & the state criteria for Ad.Prog. In Lang. Acquisition (AMAO PartA) Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*SAT/ARMT Subtests	Focus Area (Check applicable area(s))					<u>Strategies and Activities</u> <u>(Scientifically Research Based)</u>	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
											(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4115 Source
L	X		X				1. Regular classroom teachers and ESL teacher will participate in English as a Second Language (ESL) Mainstream Teacher Training.	Aug. '09 - May '10	ESL Teacher, Classroom Teachers	Student F=EQT, DIBELS S=SAT 10, ARMT, ADAW Adult F=Portfolio S=Portfolio				
L	X					X	2. Provide additional practice by utilizing ELLIS English development software in the classroom.	Aug. '09 - May '10	ESL Teacher, Classroom Teachers	Student F= EQT, DIBELS S=SAT 10, ARMT, ADAW				
L	X				X		3. Employ an ESL teacher to provide additional instruction to Limited English Proficient (LEP) students and administer ACCESS.	Aug. '09 - May '10	Principal, ESL Teacher	Student F=EQT, DIBELS S=SAT 10, ARMT, ADAW	1 FTE	DI		
L	X						4. ESL teacher and classroom teachers will meet monthly to discuss reading and math lesson plans to coordinate instruction.	Aug. '09 - May '10	ESL Teacher, Classroom Teachers	Student F=EQT, DIBELS S=SAT 10, ARMT, ADAW				
*SAT/ARMT Subtests: (Put number in column 2)										Sub-Totals			0	0
1.	2.	3.	4.											

### Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Interdisciplinary Strategies

Measurable Goal: To increase the percentage of students scoring at or above proficiency from 92% to 95% (ARMT) from 78% to 84% (SAT) Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
										Other Amount	Other Source	4110 Source	4130 Source
S, L, E, D	X		X			Based on the focus areas checked, identify processes and strategies that will help us meet or exceed our goals.	Aug. '09 - May '10	Principal, Assistant Principals	Adult: (F) STI-PD documentation for awareness; essays(S)Lee vs.Macon Documentation form submitted by March				
S, L, E, D	X		X			2. Administrators participate in annual BBSST training; new team members participate in BBSST training; and faculty participate in annual BBSST update/overview.	Aug. '09 - May '10	Principal, Assistant Principals, BBSST Team	Adult: (F) BBSST Statistical Data Form (January) (S) BBSST Statistical Data Form (June)				
S, L, E, D	X		X			3. Implement an Extended Day Tutorial Program for non-proficient students in reading and math. Purchase materials and supplies.	Sept. '09 - May '10	Administrators, Teachers	Student F=EQT S=ARMT, DIBELS Adult F= Pre-Survey Analysis S= Post-Survey Analysis		(4210) 48775	4000	
S, L, E, D	X		X			4. Conduct quarterly SAE reviews and monthly data meetings/grade level meetings to plan, implement, analyze classroom lessons, evaluate student work and disaggregate data from DIBELS, CRTs, SAT 10, ARMT and ADAW.	Sept. '09 - May '10	Administrators, Special Ed. Teachers, Gen. Ed. Teachers	Student F=EQT S=ARMT, DIBELS, SAT 10, ADAW Adult F=Portfolio S=:Portfolio		1700	26200	
									<b>Sub-Totals</b>			30200	0

## Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Interdisciplinary Strategies

Measurable Goal: To increase the percentage of students scoring at or above proficiency from 92% to 95% (ARMT) from 78% to 84% (SAT) Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
										(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source
S, L, E, D	X	X				Based on the focus areas checked, identify processes and strategies that will help us meet or exceed our goals.	Aug. '09 - May '10	Administrators, LPN, Teachers	Student F=Monthly Health Logs S=20 Day Attendance Reports			31000	
S, L, E, D	X	X		X		6. Employ a Remediation Teacher/Title I Facilitator to provide intervention for identified nonproficient students and maintain Title I records.	Aug. '09 - May '10	Administrators, Remediation Teacher/Title I Facilitator	Student F=EQT S=ARMT, DIBELS, SAT 10, ADAW			70419	
S, L, E, D	X		X			7. Identify a Lead Teacher for each core subject to serve as liaison between the District and the school, to assist with curriculum development and to participate in lead teacher training and quarterly review.	Aug. '09 - May '10	Administrators, Lead Teachers	Student F= EQT S=ARMT, DIBELS, SAT 10, ADAW Adult F=Survey Analysis S=Surveys Analysis			54000	
S, L, E, D	X		X			8. Conduct vertical grade level meetings to discuss curriculum mapping.	Aug. '09 - May '10	Administrators and Teachers	Student F= EQT S=ARMT, DIBELS, SAT 10, ADAW Adult F= Survey Analysis S=Survey Analysis			24000	
									<b>Sub-Totals</b>			179419	0

### Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Reading

Measurable Goal: To increase the percentage of students scoring at or above proficiency from 92% to 95% (ARMT) from 78% to 84% (SAT) Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*SAT/ARMT Subtests	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
											(F) Formative Evaluation Criteria	Other Amount	Other Source	4110 Source
S, L, E, D	*1-4	X		X	X	X	Based on the focus areas checked, identify processes and strategies that will help us meet or exceed our goals.	Aug. '09 - May '10	Administrators, Teachers, Lead Reading Teacher	Student F=EQT S=ARMT, DIBELS Adult F=Portfolio S=Portfolio		(4210) DI		
S, L, E, D	*1-4	X		X			2. Follow the current Course of Study and Pacing Guide with training and follow-up. Review data monthly and provide intervention and enrichment. Purchase materials, AR Enterprise, and equipment to enhance library to support reading program.	Aug. '09 - May '10	Administrators, Lead Teacher, Teachers	Student F=EQT S=ARMT, DIBELS Adult F=Portfolio S=Portfolio		(4210) 15000	5219	
S, L, E, D	*1-4	X					3. Implement MCPSS Reading Curr., K-5 with focus on content standards (AL COS, SAT10, ARMT, DIBELS, CRTs) using the adopted reading text.	Aug. '09 - May '10	Administrators, Lead Teacher, Teachers	Student F=EQT S=ARMT, DIBELS				
S, L, E, D	*1-4	X			X		4. Employ part-time intervention teachers to provide intense reading instruction for at-risk students weekly.	Aug. '09 - May '10	Administrators, Lead Teacher, Teachers, Intervention Teachers	Student F=EQT S=ARMT, DIBELS				

*SAT/ARMT Subtests: (Put number in column 2)	Sub-Totals										5219	0
1. Total Reading 2. Word Study Skills 3. Reading Vocabulary 4. Reading Comprehension												

### Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: **Murphy Feeder Pattern** Date: **September 11, 2009** Reading

Measurable Goal: **Increase student proficiency on their grade level Reading skills by 3% per year K-12** Academic Year: **2009-2011**

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*SAT/ARMT Subtests	Focus Area (Check applicable area(s))					Strategies and Activities <u>(Scientifically Research Based)</u>	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
											(F) Formative Evaluation Criteria	(S) Summative Evaluation Criteria	Other Amount	Other Source
S, L, E, D	X		X				Based on the focus areas checked, identify processes and strategies that will help us meet or exceed our goals.	Aug. '09 - ongoing	Principals and Teachers	Student F= EQT S=ARMT, SAT 10 Adult F=meeting minutes S=Portfolios				
S, L, E, D	X		X				2. Utilize the language component of Reading Street (Successnet, Pearson Credit Recover and other technology components).	Aug. '09 - ongoing	K-12 Teachers, Administrators	Student F= EQT S=ARMT, SAT 10 Adult F= Portfolio S=Portfolio				

*SAT/ARMT Subtests: (Put number in column 2) 1. Total Reading 2. Word Study Skills 3. Reading Vocabulary 4. Reading Comprehension	Sub-Totals			0	0
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Focus Areas	
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Math

Measurable Goal: To increase the percentage of students scoring at or above proficiency from 86% to 91% (ARMT) from 74% to 78% (SAT) Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*SAT/ARMT Subtests	Focus Area (Check applicable area(s))					<u>Strategies and Activities</u> <u>(Scientifically Research Based)</u>	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
											(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source
S, L, E, D	*1-5	X		X		X	1. Provide grade level instruction daily through standards based lessons. Incorporate the use of visual aids, manipulatives, AMSTI, Engineering Mobile's Future (EMF/EYE), and technology instruction. (Training and Follow-Up)	Aug. '09 - May '10	Teachers, Administrators, Lead Math Teacher	Student F= EQT S=ARMT Adult F=Portfolio S=Portfolio			1600	
S, L, E, D	*1-8	X				X	2. Implement effective daily instructional routines such as: data collection, calendar math, problem of the day, and/or math journals that support continuous, conceptual development of mathematical ideas.	Aug. '09 - May '10	Administrators, Lead Teacher, Teachers	Student F=EQT S=ARMT				
S, L, E, D	*1-5	X			X		3. Develop a school-wide initiative for basic math fact proficiency.	Aug. '09 - May '10	Administrators, Teachers	Student F= EQT S=ARMT				

\*SAT/ARMT Subtests: (Put number in column 2)  
 1. SAT Problem Solving 2. SAT Procedures 3. ARMT 4. Number and Operations 5. Algebra 6. Geometry 7. Measurement 8. Data Analysis

Focus Areas	
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Murphy Feeder Pattern Date: September 11, 2009 Math

Measurable Goal: Increase student proficiency on their Math skills by 3% per year K-12 Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*SAT/ARMT Subtests	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
											(F) Formative Evaluation Criteria	(S) Summative Evaluation Criteria	Other Amount	Other Source
S, L, E, D	*1-5 x		X				1 Hold regular meetings with K-12 math teachers to better align the curriculum and focus on identified critical math skills K-12.	Aug. '09 - ongoing	Lead Math Teachers K-12, Administrators	Student F= EQT S=ARMT, SAT 10 Adult F=meeting minutes S=Portfolio				
S, L, E, D	*1-8 X		X				2. Incorporate daily spiral review of standards with a focus on word problems. Provide weekly drills to students on basic facts for mastery and computational fluency.	Aug. '09 - ongoing	Grades 1-12 Teachers and Principals	Student F= EQT S=ARMT, SAT 10 Adult F= Portfolio S=Portfolio				

\*SAT/ARMT Subtests: (Put number in column 2)  
 1. SAT Problem Solving 2. SAT Procedures 3. ARMT 4. Number and Operations 5. Algebra 6. Geometry 7. Measurement 8. Data Analysis

Focus Areas	
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Writing

Measurable Goal: To increase the percentage of students scoring at or above proficiency from 59% to 64% on the ADAW. Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*ADAW Areas:	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
											(F) Formative Evaluation Criteria	(S) Summative Evaluation Criteria	Other Amount	Other Source
S, L, E, D	*1-4 X						1. Develop and implement weekly writing, grammar/mechanics, and spelling lesson plans, incorporating handwriting skills, I do / we do / you do and conferencing in all grade levels.	Aug. '09 - May '10	Teachers, Lead Teacher, Administrators	Student F= WOW Box Report S=ADAW/SAT10				
S, L, E, D	*1-4 X		X				2. Provide monthly mock-writing assessments to 5th grade & 2nd semester mock-writing assessments to 4th grade. Analyze scored mock writing & track student progress during data mtgs.	Aug. '09 - May '10	Teachers, Lead Teacher, Administrators, 4th and 5th Grade Teachers	Student F=WOW Box Report S=ADAW/SAT10 Adult F= Portfolio S=Portfolio				
S, L, E, D	*1-4 X		X				3. *(MHS Feeder Pattern Strategy) Increase the number of students proficient and integrate writing across the curriculum with a focus on Content/Organization, Usage and Sentence Structure. Schools will use a school-wide or subject matter rubric.	Aug. '09 - May '10	K-12 Teachers and Principals	Student F=WOW Box Report S=ADAW/SAT10 Adult F= Portfolio S=Portfolio				

\*Writing Areas: (Put number in column 2)  
 1. Holistic 2. Writing Mechanics 3. Sentence Formation 4. Grammar and Usage

Focus Areas	
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School      Date: September 11, 2009      Writing

Measurable Goal: To increase the percentage of students scoring at or above proficiency from \_\_\_% to \_\_\_% on the ADAW.      Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*ADAW Areas:	Focus Area (Check applicable area(s))					Strategies and Activities <u>(Scientifically Research Based)</u>	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.						
											(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source	4130 Source		
						Based on the focus areas checked, identify processes and strategies that will help us meet or exceed our goals.											
										Sub-Totals			0	0			

\*Writing Areas: (Put number in column 2)  
 1. Holistic 2. Writing Mechanics 3. Sentence Formation 4. Grammar and Usage

Focus Areas	
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School      Date: September 11, 2009      Science

Measurable Goal: To increase the percentage of students scoring at/above prof. from 84% to 89% (SAT) & maintain/increase from 94% (ASA)      Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*SAT/ARMT Subtests	Focus Area (Check applicable area(s))					Strategies and Activities <u>(Scientifically Research Based)</u>	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.				
											(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source	4130 Source
S, L, E, D	*1-3	X		X		X	1. Continue to implement AMSTI and EMF/EYE strategies and participate in follow-up activities/training to ensure student success. Train teachers in AMSTI Technology integration strategies.	Aug. '09 - May '10	Administrators, Teachers, Lead Science Teacher, AMSTI Director, District	Student F=EQT S=SAT 10, ASA Adult F=Portfolio S=Portfolio					
S, L, E, D	*1-3	X					2. Implement science instruction across the curriculum daily by increasing the use of nonfiction materials/multimedia.	Aug. '09 - May '10	Administrators, Teachers, Lead Science Teacher	Student F=EQT S=SAT 10, ASA			DP		
<b>*SAT/ARMT Subtests: (Put number in column 2)</b>										<b>Sub-Totals</b>				0	0
1. Life Science    2. Physical Science    3. Earth and Space Science															

### Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School      Date: September 11, 2009      Science

Measurable Goal: To increase the percentage of students scoring at or above proficiency from \_\_\_% to \_\_\_% (ARMT) from \_\_\_% to \_\_\_% (SAT)      Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*SAT/ARMT Subtests	Focus Area (Check applicable area(s))					Strategies and Activities <u>(Scientifically Research Based)</u>	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
											(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source
						Based on the focus areas checked, identify processes and strategies that will help us meet or exceed our goals.				Student F=    S=  Adult F=    S=				
										Student F=    S=  Adult F=    S=				
										Student F=    S=  Adult F=    S=				
										Student F=    S=  Adult F=    S=				
<b>*SAT/ARMT Subtests: (Put number in column 2)</b> 1. Life Science    2. Physical Science    3. Earth and Space Science										Sub-Totals			0	0

### Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Other Academic Area

Measurable Goal: To increase the percentage of students scoring at or above proficiency from 59% to 64% (ADAW) Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*SAT/ARMT Subtests	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.				
											(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source	4130 Source
S, L, E, D	AD AW* 1	X		X		X	1. Teachers/students will use Kidspiration, PhotoStory, Inspired Data, Writers & other software to compare/contrast story characters, settings and/or events & develop story maps & books. Provide job embedded/after school teacher training.	Aug. '09 - May '10	Technology Resource Teacher, Teachers, Administrators	Student F= WOW Box Report S=ADAW Adult F= Portfolio S=Portfolio					
S, L, E, D	AD AW* 1	X		X		X	2. Send members of the Technology Team to Technology Conference to acquire knowledge to enhance student achievement. These teachers will conduct training session or mentor the faculty.	Aug. '09 - May '10	Technology Resource Teacher, Tech. Team Members	Student F=WOW Box Report S=ADAW Adult F=Portfolio S=Portfolio			3000		
S, L, E, D	1,2, 3,4	X				X	3. Purchase additional computers, LCD Projectors, SMARTBoards, other technology resources, supplies and software. Provide job embedded and on-site training.	Aug. '09 - May '10	Adminstrators, Technology Resource Teacher	Student F= EQT S=SAT10, ARMT		(4210) 1512	28157		
*SAT/ARMT Subtests: (Put number in column 2)											Sub-Totals			31157	0

Focus Areas	
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: May 11, 2009 Instruction by HQ Faculty & Staff

Measurable Goal: To maintain the percentage of HQ Faculty and staff at 100%. Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
										(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source
S, L, E, D		X				Based on the focus areas checked, identify processes and strategies that will help us meet or exceed our goals.	Aug 2009 May 2010	Principal	Log indicating principal satisfaction with data.				
S, L, E, D		X				2 . Communicate district level initiatives for becoming HQ : MCPSS Tuition Reimbursement (Teachers and Paraprofessionals); HOUSSE; Praxis II; Workkeys	Aug 2009 May 2010	Principal	Documentation of distribution (dates, sample newsletter, signature of receipt).		DI		
S, L, E, D		X				3 . Secure brief updates each semester from non-HQ teachers and paraprofessionals summarizing progress toward HQ goals.	Aug 2009 May 2010	Principal	Documentation of semester updates.				
S, L, E, D			x	x		4. PEPE orientation for professional staff members on full evaluation and administrator training and follow-up, as required by the state.	By Oct. 1, 2009	Principal	Adult: (F) PEPE Rotation Schedule/ReliabilityTests (S) ESRs Student: (F) EQTs (S) AHSGE/ARMT				
									<b>Sub-Totals</b>			0	0

## Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School      Date: September 11, 2009      Strategies to Attract

Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
										(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source
S, L, E, D	x		x	x		1. Establish mentor teachers for teachers new to the school and/or new to the district.	Aug 2009 May 2010	Principal Partner Teacher	Adult: (F) PLCIA (S) PLCIA Student: (F) EQTs (S) ARMT, AHSGE, SAT10				
S, L, E, D	x		x	x		2. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local level.	Aug 2009 May 2010	Principal	Adult: (F) PLCIA (S) PLCIA Student: (F) CRT's (S) ARMT, AHSGE, SAT10				
S, L, E, D	x		x	x		3. New, novice, and teachers new to district participate in appropriate New Teacher Induction programs (New Teacher Orientation, Alabama Teacher Mentor Program, and other new teacher induction activities).	Aug 2009 May 2010	Principal	Adult: (F) Observation (S) Performance Task Student: (F) EQT's (S) ARMT, AHSGE, SAT10		DI		
						4.							
<b>Sub-Totals</b>												0	0

### Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?	<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School      Date: September 11, 2009      Parental Involvement

Measurable Goal: To maintain the percentage of parent/teacher/student conferences at 100%.      Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*Home Environment Factors	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.				
											(F) Formative Evaluation Criteria	(S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source
S, L, E, D	3		x	x	x		1. Assist families w/ parenting skills & setting home cond. to support children as students. Assist schools to better understand families. (Mthly Newsletters, School Website, Monthly Par. Mtgs., Par. Org. Newsletters) Contract w/parent to serve as Par.Org.	Aug. '09 - May '10	Administrators, Counselors, Teachers	Adult F= Quarterly Baseline Data Reports S=End-of-Year Baseline Data			(4210) 172	4623	
S, L, E, D	1	x	x		x	x	2. Conduct effective comm. from school-to-home and home-to-school about school programs and student progress. (Monthly School/ Classroom/ Parent Org. Newsletters, School Website, Parent Compacts, Parent/Teacher Conf., Local/District Parent Inv. Policies)	Aug. '09 - May '10	Administrators, Counselors, Teachers	Adult F= Quarterly Baseline Data Report S=End Year Baseline Data			3143	300	
S, L, E, D	1,2		x				3. Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times. (Monthly Newsletters, Award Ceremonies, Parent Organizer, Parents on Committees, Volunteers)	Aug. '09 - May '10	Administrators, Counselors, Teachers	Adults F=Names of Vol. and Vol. Hours S=End Year Baseline Data					
*RBB Home Environment Factors										<b>Sub-Totals</b>				4923	0
1. Communication about school 2. Supervision outside of school 3. Parental expectations and parenting style														4923	

### Focus Areas

<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?	<b>Professional Development</b> - What training can change parental involvement, which improves student and school performance?
<b>Support Services</b> - What support services can parents provide to effectively and efficiently improve student results?	<b>Human Resources</b> - How can parents most effectively support improved student and school achievement?
<b>Technology</b> - How will you best organize parental involvement in the use of technology and technology funds to improve student achievement?	



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Parental Involvement

Measurable Goal: To maintain the percentage of parent/teacher/student conferences at 100%. Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	Home Environment Factors	Focus Area (Check applicable area(s))					Strategies and Activities (Scientifically Research Based)	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.				
											(F) Formative Evaluation Criteria (S) Summative Evaluation Criteria	Other Amount	Other Source	4110 Source	4130 Source
S, L, E, D	1	x	x				4. Involve families with their children on homework and other curriculum-related activities and decisions. (Monthly Newsletters, School Website, Classroom Newsletters, Parents Serving on Committees)	Aug. '09 - May '10	Administrators, Counselors, Teachers	Adult F=Quarterly Baseline Data Report S=End-of- Year Baseline Data Report					
S, L, E, D	3		x	x			5. Include families as participants in school decisions, and develop parent leaders and representatives. (Monthly Newsletters, Classroom Newsletters, Parent Organizer, Parents on Committees, Parent Compacts, Parent/Teacher Conferces)	Aug. '09 - May '10	Administrators, Counselors, Teachers	Adult F=Number of Parents Serving on Committees S=Plus/Delta					
S, L, E, D	2		x		x		6. Coordinate resources and services from the community for families, students, and the school, and provide services to the community. (Monthly Newsletters, Classroom Newsletters, Parent Organizer, Parents on Committees, Partners in Education)	Aug. '09 - May '10	Administrators, Counselors, Teachers	Adult F= Quarterly Baseline Data S=End of Year Baseline Data					
*RBB Home Environment Factors										<b>Sub-Totals</b>				0	0
1. Communication about school 2. Supervision outside of school 3. Parental expectations and parenting style														0	
<b>Focus Areas</b>															
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?							<b>Professional Development</b> - What training can change parental involvement, which improves student and school performance?								
<b>Support Services</b> - What support services can parents provide to effectively and efficiently improve student results?							<b>Human Resources</b> - How can parents most effectively support improved student and school achievement?								
<b>Technology</b> - How will you best organize parental involvement in the use of technology and technology funds to improve student achievement?															



# Plan-Do-Check-Act for School Action for Excellence

School Name: Olive J. Dodge Elementary School Date: September 11, 2009 Transitional Activities

Measurable Goal: To increase the percentage of students who successfully transition to the next level from 78% to 83%. Academic Year: 2009-2011

Drill Down by Gaps/ Subgroups SES (S), LEP (L), Ethnicity (E), Disabilities (D)	*Milestones	Focus Area (Check applicable area(s))					<u>Strategies and Activities</u> <u>(Scientifically Research Based)</u>	Timeline Dates: Beginning Ending (M/Y)	Person(s) Responsible For Implementation	Academic/Professional Learning Measures of Progress	\$Resource Allocation\$ Identify how programs, services and funds available to the school will be aligned to support and sustain the school reform. Use DI (District Initiative) to indicate district level funding initiatives. Use DP (Duplicate) for repeated cost.			
											(F) Formative Evaluation Criteria	(S) Summative Evaluation Criteria	Other Amount	Other Source
S, L, E, D	1	X	X				1. Host area child-care and preschools for tours and visits so they can become acquainted with the school and the kindergarten program.	April '10	Administrators, Kindergarten Teachers	Student F=DIBELS S=DIBELS				
S, L, E, D	1	X	X				2. Assess early literacy development through participation in the Bridges Program.	July '10	Administrators, Teachers	Student F=DIBELS S=DIBELS		(42100 5000		
S, L, E, D	2,3	X	X				3. Provide a middle school orientation session for fifth grade students. Send student records & test data to receiving schools. Coordinate info. from school to school ident. at-risk students. Participate in feeder-pattern principal/teacher meetings.	March-May '10	Administrators, Fifth Grade Teachers, Counselors	Student F=EQT S=SAT 10				
S, L, E, D	1,4	X	X				4. Provide pre-registration for incoming students. Conduct "Meet the Teacher Night" to introduce students and parents to teachers to provide a smooth transition into the school year.	August '09	Administrators, Teachers	Student F=EQT, DIBELS S=SAT 10, DIBELS				

*Transitional Milestones (Put number in column 2) 1. Pre-K to K 2. Elementary School to Middle School 3. School to School 4. Grade to Grade										Sub-Totals			0	0
										Grand Total			252518	0

Focus Areas										
<b>Teaching and Learning</b> - What research based, learning-centered processes (aligned curriculum, goals, and feedback) will create value for improved student performance results?					<b>Professional Development</b> - What training or other professional development activities are required to ensure targeted student performance results?					
<b>Support Services</b> - What support services will most effectively and efficiently improve student and staff results?					<b>Human Resources</b> - How will you best organize faculty and staff, given their levels of proficiency and identified gaps?					
<b>Technology</b> - How will you best organize the use of technology and technology funds to improve student and staff performance?										