

**STOUGHTON PUBLIC SCHOOLS**

**JOSEPH R. DAWE, JR. ELEMENTARY SCHOOL**

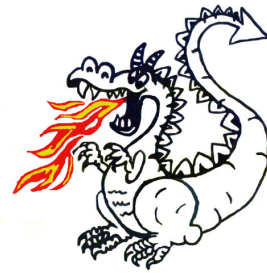
**School Improvement Plan**  
*2010 – 2011*

## **School Council Members**

David Barner - Principal  
Jennifer Jacobs - Assistant Principal/Teacher  
Cassandra Leiter - Teacher  
Bruce Dolinsky - Parent  
Sean Sears - Parent  
Elaine Kamienny - Community Member

## **Mission Statement**

*We commit to excellence in intellectual, physical, social, and emotional development.  
We respect individual differences and strive to reach our full potential.*



## Core Beliefs

### Diversity

*Accept and appreciate all members of our community.  
Develop and provide relevant instruction that meets the unique and special learning needs of a diverse student population.*

### Respect and Responsibility

*Respect myself and others. Be responsible by making good choices. Be ready to learn everyday. Practice empathy by showing I understand how others feel.*

### Achievement

*Commit to excellence in all areas of academics, and encourage high expectations for all.*

### Goals

*Set goals to develop lifelong learners and the well-being of each individual.*

### Opportunities

*Create opportunities for communication and collaboration among teachers, parents, and the community to promote a high level of involvement to ensure No Child is Left Behind.*

### Never give up!

*Never give up my desire to be successful.*

### Safety

*Commit to providing a safe and secure learning environment.  
Commit to proactive discipline with clear expectations.*

## School Profile

The Joseph R. Dawe, Jr. Elementary School has a diverse kindergarten through fifth grade student population of approximately 425 students. For the 2010-2011 school year, there will be three classes at all grade levels, except fourth which will have four classes. Class sizes range from 16 to 23 students per class.

In addition to the regular classrooms from kindergarten through fifth grade, there are two substantially separate Therapeutic Learning Center (TLC) classrooms and two substantially separate Primary Adjustment Class (PAC) classrooms that house students from across the district. Although the TLC and PAC classrooms are substantially separate programs, many of the students from these programs spend time within the instructional day in our regular education classrooms and integrate for special subjects. The Dawe School also houses a CHARMS PDD classroom.

The TLC program is designed for students with significant special needs that fall within the PDD/autism spectrum. The TLC II class services students from kindergarten through second grade. The TLC III student population is comprised of students from third through fifth grade. Students in the TLC program often require support services in areas such as speech/language, occupational therapy, and physical therapy, and counseling.

The PAC program is designed for students who have limited cognitive abilities and typically have delays in other areas that require support services (e.g. speech/language, occupational therapy, physical therapy). The PAC I classroom typically services students in kindergarten and first grade. The PAC II classroom student population is typically made up of students in second and third grades. Depending on need, students may float between the PAC I and PAC II classrooms.

In addition to the twenty regular education teachers currently in kindergarten through fifth grades, there are two special education teachers, one and a half reading teachers, a full-time guidance counselor, a .8 adjustment counselor, and a full-time nurse. Special subject teachers for art, music, physical education, and computers are .9 and a full-time library assistant complete the instructional staff.

The enrollment ethnicity breakdown is as follows:

<b>Enrollment by Race/Ethnicity (2009-10)</b>			
Race	% of School	% of District	% of State
African American	11.5	15.1	8.2
Asian	6.1	4.0	5.3
Hispanic	5.4	4.9	14.8
Native American	0.0	0.2	0.3
White	74.3	73.8	69.1
Native Hawaiian, Pacific Islander	0.0	0.2	0.1
Multi-Race, Non-Hispanic	2.7	1.8	2.2

Fifty-eight students utilize special education services. This represents approximately 13.6% of our student population and includes students from across the district enrolled in the PAC and TLC programs. If the students in the PAC and TLC programs were removed from the calculation of students, the percentage of students drops to 7.1%. Approximately 2.5% of students currently have Section 504 Plans. 5.6% have been identified with their First Language not English and 3.0% are Limited English Proficient. (LEP)

115 students currently qualify for and receive free or reduced lunch. This represents approximately 27.1% of the students enrolled at the Dawe School.

The Dawe School believes in the importance of frequent communication with the parents and guardians of our students. We also encourage parents to play an active role in their children's education. Letters to parents, notices or reminders of upcoming events, monthly calendar, list serve, website calendar, and our newsletter are utilized to keep parents informed of special activities or events and to promote regular communication with parents throughout the school year. Parents are encouraged to communicate regularly with their children's teachers and to meet with them, as needed, during the school year. We also encourage parents to serve in a number of volunteer roles within our classrooms and the school.

The Dawe School is most fortunate to have a very active Parent-Teacher Organization that works very hard to support our students, staff, and school. The P.T.O. has enriched our school environment in many ways by providing additional resources for teachers, cultural presentations, field trips, after-school programs, enrichment programs, and family activities throughout the school year.

## Overview of Performance Indicators and Staffing

### MCAS Tests of Spring 2009: Percent of Students at Each Performance Level

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	10	12	48	45	30	33	12	10	67	81.0	N/A	N/A
GRADE 03 - MATHEMATICS	19	20	46	40	16	25	19	15	68	80.9	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	4	11	45	42	46	35	4	11	69	79.7	47.0	66
GRADE 04 - MATHEMATICS	13	16	26	32	51	41	10	11	69	76.4	30.5	66
GRADE 05 - ENGLISH LANGUAGE ARTS	17	15	55	48	25	29	4	8	53	91.5	60.0	49
GRADE 05 - MATHEMATICS	36	22	30	32	30	29	4	18	53	87.3	78.0	49
GRADE 05 - SCIENCE AND TECHNOLOGY	21	17	38	32	40	39	2	12	53	84.0	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	10	16	49	51	34	25	7	8	189	83.5	52.0	115
ALL GRADES - MATHEMATICS	22	23	34	32	33	28	12	16	190	81.1	53.0	115

### 2009 AYP (Adequate Yearly Progress) Summary Data

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	High	Declined
MATHEMATICS	No Status	High	Declined

To make AYP in 2009, a student group must meet (A) a student participation requirement, either (B) the State's 2009 performance target for that subject or (C) the group's own 2009 improvement target, and (D) an additional attendance or requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2009
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
Aggregate	Yes	99	No	83.5	No	-3.2	Yes	96.3	No
Special Education	-	-	-	59.8	-	-	-	-	-
Low Income	-	-	-	71.9	-	-	-	-	-
Afr. Amer./Black	-	-	-	70.0	-	-	-	-	-
White	Yes	99	No	85.2	No	-3.7	Yes	96.4	No
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2008	Met Target	Actual	AYP 2009
Aggregate	Yes	100	No	81.1	No	-3.2	Yes	96.3	No
Special Education	-	-	-	57.1	-	-	-	-	-
Low Income	-	-	-	67.0	-	-	-	-	-
Afr. Amer./Black	-	-	-	65.0	-	-	-	-	-
White	Yes	100	No	83.6	No	-5.6	Yes	96.4	No

## **Current class sizes and the impact of class size on student performance**

Teachers, parents, and administrators agree that class size has a significant impact not only on the learning that goes on in our classrooms but on the student behaviors and attitudes as well. A classroom is rooted in communication and interaction between teacher and student. As the number of students who must “share” a teacher decreases, the amount of communication increases. Smaller class size promotes a classroom atmosphere that is more affective and a learning environment that is more effective.

The Dawe School population is diverse. Heterogeneous grouping, as recommended by the Education Reform Act, increases the diversity of skills, abilities, and learning styles found in an individual classroom. The policy of inclusion, which aims to keep students with special needs in the regular classroom, creates additional challenges for classroom teachers. In such a setting, smaller class size is especially important for both teacher and student for the following reasons:

1. Teachers have more time to provide direct instruction to students.
2. Students are able to participate more frequently.
3. Teachers have better knowledge of students resulting in fewer behavior incidents and the ability to better meet each student’s needs.
4. Teachers have the opportunity for more frequent and more meaningful conferencing with students.
5. Students are able to receive more frequent feedback on the performance and more individualized instruction to meet their needs.
6. With more opportunity for individualized instruction, students are able to gain more confidence as successful learners.

### Recommendations:

1. Primary grade classes, K and 1, that range in size from 17 to 21.
2. Primary grade classes, 2 and 3, that range in size from 18 to 23.
3. Intermediate classes, 4 and 5, that range in size from 18 to 23.
4. In determining class size, consideration should be given to the inclusion of those students who have substantial needs as identified by an Individual Education Program (IEP).
5. Annual review of enrollment to ensure an adequate teacher to pupil ratio is maintained.

## **Student-to-teacher ratios**

Current student teacher ratios on average: grades K-2 are 18: 1 and grades 3-5 are 20: 1

## **Ratios of students to other supportive adult resources**

The total student enrollment is currently 425. The total number of support staff (reading (1.5), special education inclusion (2), occupational therapists (1), physical therapist (1) and speech therapist (1.5), art (.9), music (.9), computers (.9), library assistant (1) and physical education (.9), adjustment counselor (.8) and guidance counselor (1), is 12.5.

At this time, no plan is needed for reducing class size.

## 2010 – 2011 ACTION PLAN

<b>Element 1: Professional Development</b>				
<b>Objective:</b> To enhance student learning by providing a wide variety of opportunities for professional training to improve teaching and learning.				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Plan and implement system wide professional development workshops by grade level.	Assistant Superintendent, Principals, Teachers	September 2010	June 2011	Time, Materials, Pro. Dev. Funds for Presenters
2. Facilitate the Achievement in Mathematics (AIM) team to promote professional development and advancement in mathematics.	Math Liaisons, Principal, Teachers	September 2010	June 2011	Time
3. Facilitate the Literacy Leadership Team (LLT) to promote professional development and advancement in English/language arts.	Principal, Teachers	September 2010	June 2011	Time
4. Provide professional development in the Responsive Classroom.	Asst. Supt., School Staff	September 2010	June 2011	District Pro. Dev. Budget
5. Utilize one-hour monthly staff meetings to offer professional development as designed by the school Professional Development Team.	Asst. Supt., Principal, PDT	September 2010	June 2011	Time, District Pro. Dev. Budget
6. Provide professional development in English/language arts and models of instruction.	Asst. Supt., Principal, Teachers	September 2010	June 2011	Time, District Pro. Dev. Bdgt.
7. Facilitate peer observation, in order to promote collaboration and professional growth.	Asst. Supt., Principal, Teachers	September 2010	June 2011	District Budget
<b>Assessment / Evaluation</b>				
<ol style="list-style-type: none"> <li>1. Agendas from each grade level meeting</li> <li>2. AIM agendas and attendance sheets</li> <li>3. LLT agendas and attendance sheets</li> </ol>		<ol style="list-style-type: none"> <li>4. Professional development agendas</li> <li>5. Staff meeting agendas</li> <li>6. Appropriate agendas</li> <li>7. Peer observation sign-up sheet</li> </ol>		

<b>Element 2: Enhancement of Parental Involvement</b>				
<b>Objective:</b> To increase parent involvement focusing on participation and communication.				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Provide "Back to School Night" program to make parents aware of grade level and classroom expectations and to get parents actively involved in school and homework.	School Staff	September 2010	September 2010	Time
2. Send letter to parents with attached form explaining volunteer opportunities enabling parents to sign up as volunteers in different capacities.	Principal, PTO Officers, School Staff	September 2010	September 2010	Time
3. Work with PTO to provide enrichment activities, field trips, and other educational activities involving students and parents.	Principal, School Staff, PTO Officers	September 2010	June 2011	Time, PTO Budgeted Funds
4. Continue the kindergarten orientation program to involve parents of kindergarten students at the start of their educational career.	Principal, School Staff, PTO	June 2011	June 2011	Time
5. Implement list serve and continue monthly newsletters and periodic reminders to keep parents informed regarding ongoing programs and events.	Principal	September 2010	June 2011	Time
6. Continue periodic parent meetings "Pastries with the Principal" addressing grade level and school concerns and ideas.	Principal, PTO, Parents	September 2010	June 2011	Time, PTO Budgeted Funds
7. Investigate ways to increase the attendance of parents at PTO meetings and involvement at school events.	PTO Officers, Principal, Parents	July 2010	June 2011	Time, PTO Budgeted Funds
<b>Assessment / Evaluation</b>				
<ol style="list-style-type: none"> <li>1. Back to School Night invitation</li> <li>2. Parent Volunteer letter</li> <li>3. Listing of PTO events</li> </ol>		<ol style="list-style-type: none"> <li>4. Kindergarten Orientation invitation/agenda</li> <li>5. Copies of newsletters, emails, invitations, and reminders</li> <li>6. Sign-in sheets for Pastries with the Principal</li> <li>7. Percentage of parents attending PTO meetings, Percentage of parents attending school events</li> </ol>		

<b>Element 3: School Safety and Discipline</b>				
<b>Objective:</b> To ensure a safe and secure school environment.				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Conduct grade level meetings with students to explain school safety expectations two times per year.	Principal, School Staff, Students	September 2010	January 2011	Time
2. Continue school Crisis Management Team with members assigned to specific roles.	Principal, School Staff	September 2010	Ongoing	Time
3. Support AAA school Safety Patrol program.	Principal, School Staff, Students	September 2010	June 2011	Time, AAA Donations
4. Participate in all safety drills required by the District Crisis Response Team.	School Crisis Mgt. Team	September 2010	June 2011	Time
5. Monitor the staff/student ratio on the playground. Consult with school nurse on playground injuries. Utilize the PE teacher to teach students how to use the playground and recess equipment appropriately.	School Staff	September 2010	June 2011	Time
6. Continue to monitor and revise traffic patterns.	Principal, CMT	September 2010	June 2011	Time
7. Participate on the District Crisis Response Team.	Principal, Guidance Counselor	September 2010	June 2011	Time
8. Provide immediate information of behavior/safety incidents to parents and school staff	Principal	September 2010	June 2011	Time
<b>Assessment / Evaluation</b>				
1. Grade level meeting postings			5. Playground Duty Schedules, Accident Reports, PE teacher lesson plans	
2. Crisis Management /District Crisis Response Team Agendas			6. Crisis Management Team agenda	
3. AAA Safety Patrol monthly attendance sheets			7. District Crisis Response Team meeting sign-in sheets	
4. Crisis Management Team Drill recording sheet			8. Referral to the Principal forms	

<b>Element 4: School Environment</b>				
<b>Objective:</b> To model and encourage respect for all and for individual differences.				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Implement and reinforce our recently created Dawe School Mission and Core Beliefs.	School Staff	September 2010	June 2011	Time
2. Continue to provide programs, such as Second Step, to improve self-esteem, tolerance, respect, and bullying.	Counselors	September 2010	June 2011	Time
3. Conduct group guidance/social lessons.	Counselors	September 2010	June 2011	Time
4. Reinforce our school rules of "Be Respectful" and "Be Responsible."	Principal, School Staff	September 2010	June 2011	Time
5. Utilize community service projects to reinforce the values of responsibility for self, others and the environment.	Counselors	September 2010	June 2011 June 2011	Time Time
6. Offer additional opportunities for students to take part in planting, maintaining, and beautifying the school.	Principal, School Staff, PTO, Students	September 2010	June 2011	Time
7. Increase the level of inclusionary experiences for those students placed primarily in the five self-contained special education programs.	Principal, School Staff, Students	September 2010	June 2011	Time
8. Increase visibility of students' achievements and school events through utilization of bulletin boards, website, newspapers, etc.	Principal, School Staff, Students, PTO	September 2010	June 2011	Time
9. Continue school traditions; Halloween Parade, Flag Day Ceremony, Field Days, etc.	School Staff	September 2010	June 2011	Time
10. Continue the Dawe School Student Council modeled after our Nation's government.	Student Council Advisors	September 2010	June 2011	Time
11. Distribute Home School Connection and Nutrition Nuggets along with monthly newsletter	Principal		June 2011	School Budget
12. Practice allergy safe procedures to maintain a safe school environment.	Principal, Nurse, School Staff, Parent, Students	October 2010 September 2010	June 2011	Time
<b>Assessment / Evaluation</b>				
1. Agenda from grade-level expectations meetings			6. Flyers and evidence of events	
2. Counselor lesson plans			7. Assign students to regular education classes, offer increased levels of inclusion.	
3. Counselor schedule			8. Evidence from stated sources	
4. Agenda from grade-level expectations meetings			9. Pictures, informational materials from stated events	
5. Counselor documentation			10. Notes of Student Council activities	

<b>Element 5: Extra – Curricular Activities</b>				
<b>Objective:</b> To continue to develop and provide before and afterschool activities for our students.				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Continue to host outside programs such as the Extended Day morning program, and Drama Kids.	Outside agencies, Superintendent.	September 2011	June 2011	Outside Sources
2. Continue afterschool programs offered through the PTO twice a year.	Staff PTO	Fall 2010	Winter 2011	Time, PTO Budget
3. Continue to make the computer lab available for fourth and fifth grade students every morning before school to access Study Island	Parent Volunteers, Students	September 2010	June 2011	Time, Parent Volunteers
4. Offer afterschool MCAS Camp for Reading/English/Language Arts and Mathematics for students in grades 3, 4, and 5	Superintendent, Principal, Teachers, Students, PTO, Parents	January 2011	May 2011	District Funds, PTO Budget
<b>Assessment / Evaluation</b>				
<ol style="list-style-type: none"> <li>1. Evidence of programs taking place</li> <li>2. PTO course listings</li> <li>3. Records of availability</li> <li>4. MCAS Camp class lists</li> </ol>				

<b>Element 6: Diverse Learning Needs</b>				
<b>Objective:</b> To meet the diverse needs of our student population.				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Work with staff through the Building Based Support Team to support them in teaching all students.	BBST, Principal	September 2010	June 2011	Time
2. Provide guidance and support in the development of individual student Behavior Intervention Plans (BIP).	Counselor, School Staff,	September 2010	June 2011	Time
3. Conduct periodic grade level meetings to review student assessments and modify instruction to meet the needs of all students.	Reading, Inclusion, Reg. Ed. Teachers	September 2010	June 2011	Time, assessment materials.
4. Provide inclusion services for reading, mathematics, speech and language, OT, PT, etc.	Service Providers	September 2010	June 2011	Time.
5. Continue to provide a Walk to Read reading block in which students are grouped by ability level.	Teachers	September 2010	June 2011	Time, staffing.
6. Include students placed in self-contained programs in regular education experiences as deemed appropriate by the IEP or teacher.	School Staff	September 2010	June 2011	Time
7. Assign all students placed in self-contained programs in regular education classrooms as appropriate.	Principal, Teachers	September 2010	June 2011	Time, scheduling
<b>Assessment / Evaluation</b>				
<ol style="list-style-type: none"> <li>1. BBST documentation</li> <li>2. Completed BIPs</li> <li>3. Grade level meeting agendas</li> </ol>		<ol style="list-style-type: none"> <li>4. IEP service delivery</li> <li>5. Walk to Read schedule</li> <li>6. IEP documentation, self-contained teacher feedback</li> <li>7. Class lists</li> </ol>		

<b>Element 7: Student Achievement</b>				
<b>Objective:</b> To improve student achievement in mathematics.				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Increase the 60-minute math instructional minimum to 90-minutes of instruction each day.	Teachers	September 2010	June 2011	Time
2. Identify specific student in need of support prior to midyear and develop plan to address needs.	Teachers, BBST	January 2011	February 2011	Teachers
3. Continue to implement summer math assignments for students entering grades 1-5 to practice basic math skills and facts.	Math Liaisons, Principal, Secretary	May 2011	June 2011	Central Purchasing
4. Develop strategies for answering open response questions and practice test-taking skills.	AIM, Teachers	September 2010	June 2011	Time
5. Implement school wide continuum of QFPS (Question, Facts, Problem, Solution).	AIM, Teachers	September 2010	June 2011	Time
6. Assess and acknowledge student automaticity of math facts on a monthly basis through Mr. Barner's Fact Masters.	Teachers, Math Liaisons	September 2010	May 2011	School Budget, Time
7. Continue Student Council's Wall Facts by posting facts around the school for students to practice.	Student Council	February 2011	June 2011	Time
8. Explore Walk to Math instructional model.	Principal, Teachers	September 2010	June 2011	Time
9. Establish goal of 80% on mid-year and 90% on year end math assessment.	Principal, Teachers	January 2011	June 2011	Time
10. Require students in grades 3, 4, and 5 to complete Math MCAS Question of the Week.	Principal, Teachers	February 2011	May 2011	Time
11. Utilize math data gathered through MCAS results to form an MCAS Action Plan for 2010-2011.	Principal, School Staff, Intern	September 2010	December 2011	Time
<b>Assessment / Evaluation</b>				
<ol style="list-style-type: none"> <li>1. Review of teacher schedules and plan books</li> <li>2. Student lists</li> <li>3. Sample of Summer Math Folder</li> <li>4. Grade-level meeting agendas</li> <li>5. MCAS Action Plan card</li> </ol>		<ol style="list-style-type: none"> <li>6. Photo of Math Fact Master wall</li> <li>7. Photo of facts</li> <li>8. Meeting agendas, plan books</li> <li>9. Communication to teachers</li> <li>10. Copies of Math MCAS Question of the Week</li> <li>11. MCAS Action Plan card</li> </ol>		

<b>Element 8: Student Achievement</b>				
<b>Objective:</b> To improve student achievement in reading/English/language arts				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Continue Walk to Read instructional model for providing reading instruction to students by ability level.	Principal, Teachers	September 2010	June 2011	Time
2. Analyze Reading Street baseline, benchmark, and end-of-unit in grade level teams to group students and guide instruction.	Teachers, Reading, Special Ed. Teachers	September 2010	June 2011	Time
3. Analyze Dibels data to inform instructional practices targeting the needs of specific students. Identify specific students and address their learning needs through small group instruction or other school processes.	Teachers, Reading, Special Ed. Teachers	September 2010	June 2011	Time
4. Implement district writing curriculum including the allocation of a minimum of 90 minutes per week of writing.	Teachers	September 2010	June 2011	Time
5. Utilize student work in writing and reading responses to provide models to students and clarify expectations for grade levels. Look at student work (LASW) vertically and horizontally.	Principal, Teachers	September 2010	June 2011	Time
6. Utilize reading/ELA data gathered through MCAS results to form an MCAS Action Plan for 2010-2011.	Principal, Teachers, Intern	September 2010	June 2011	Time
7. Develop and implement school wide reading incentive program.	LLT	September 2010	June 2011	Time
<b>Assessment / Evaluation</b> 1. Walk to read schedule 2. Analysis results 3. Analysis results 4. Teacher schedules	5. Agenda 6. ELA MCAS Action Plan card 7. Description of program			

<b>Element 9: Technology</b>				
<b>Objective:</b> To equip the school with technology and integrate technology into the curriculum.				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Identify and purchase software that will facilitate standards-based instruction. (Study Island, BrainPop, etc.)	Principal, Computer Tchr.	September 2010	June 2011	School Budget
2. Purchase additional Smartboards.	Principal,	September 2010	June 2011	District and
3. Utilize technologically savvy staff to present workshops on new software and update staff on new instructional techniques.	Computer Tchr. Principal, Staff	September 2010	June 2011	School Budget
4. Incorporate technology in the daily classroom instruction.	School Staff	September 2010	June 2011	Time Time
<b>Assessment / Evaluation</b>				
1. Purchase orders indicating purchases 2. Purchase of Smartboards		3. Workshop announcements and/or agendas 4. Teacher lesson plans		

<b>Element 10: Student Attendance</b>				
Objective: To monitor and improve student attendance				
<b>Strategy / Action(s)</b>	<b>Responsibility</b>	<b>Start Date</b>	<b>Targeted Completion Date</b>	<b>Resources</b>
1. Make calls to families of students who are absent and whose parents did not call the school to notify and give reason for absence.	School Nurse	September 2010	June 2011	Time
2. Monitor daily attendance for cumulative absences, tardiness, and dismissals.	Principal, Secretary	September 2010	June 2011	Time
3. Send letter to, or call parents when cumulative absences, tardiness, and dismissals exceed the average.	Principal, Secretary	September 2010	June 2011	Time
4. Remind parents via newsletter of the importance of good attendance and not scheduling vacations when school is in session.	Principal	September 2010	June 2011	Time
<b>Assessment / Evaluation</b> 1. Principal's phone log 2. Attendance records		3. Attendance letters and phone log 4. Newsletter		