

Metropolitan Nashville Public Schools

School Improvement Plan

***School Name:*** *Kirkpatrick Enhanced Option Elementary School*

***Principal:*** *Sandra Moorman*

*Date: 6/1/2012*

Assurances

I certify that Kirkpatrick Enhanced Option Elementary School has utilized the data and other requirements requested for each section.  The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

**I CERTIFY** that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Principal: Sandra Moorman

Date Signed: 6/1/2012

**SIP Leadership Team Composition**

The Leadership Team is composed of representatives from each relevant stakeholder group and major initiatives within the school. These stakeholders could include representatives from the following groups: teachers, administrators, non-certified personnel, community, parents, and students. In high schools, be sure to represent faculty from both the academic and the technical paths.

The SIP **Leadership Team** provides guidance for the entire process. When you list the members of the Leadership Team, be sure to indicate who is serving as the chairperson of this team.

# SIP Leadership Team

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| ***SIP Leadership Team Member Name*** | ***Position/ School Role*** |
| Tremeta Norman | ESEA Program Facilitator |
| Sequoya Graves-Battle | Guidance Counselor |
| Ann Martin | Literacy Coach |
| Nickeysha Simmons | Resource Teacher |
| Elizabeth White | Resource Teacher |
| Kelli Kleeman | 4th Grade Teacher |
| Adrienne Neal | 4th Grade Teacher |
| Jennifer Beck | 3rd Grade Teacher |
| Alexandria Wilson | 2nd Grade Teacher |
| Cynthia Jones | 1st Grade Teacher |
| Julie Denney | Kindergarten Teacher |
| Greg Smedley | Kindergarten Teacher |
| Katie Elam | Pre-Kindergarten Teacher |
| Keeli Price | Librarian |
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**Section 1 – Overview**

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| **Brief Overview of School**  *Provide a**link to School Profile and list* ***only*** *relevant**changes in school and community information*. |
| Kirkpatrick who graduated from Hume Fogg High School and Vanderbilt University. Kirkpatrick student population represents the economic and racial diversity of the community it serves, which is East Nashville and James Casey Homes. Originally, Kirkpatrick served grades 1-6. In 1971, Kindergarten was added. In 1983, Kirkpatrick began serving only grades K-4. Pre-Kindergarten was added in 2000. Since its opening, Kirkpatrick has had seven principals. Ms. Sandra Moorman is the current principal.  At the beginning of the school year 2003-2004, Kirkpatrick became an Enhanced Option School. KEOS enrollment grew to approximately 500 students. However, with the rezoning in the 2009-2010 enrollments dropped to approximately 310 students. Currently there are 300 students.  As an Enhanced Option school, KEOS offers the following program components:  Extended school day (45 minutes)  Lower teacher-pupil ratio of 1:15 in K-3 and 1:20 in 4 and Pre-K  Additionally KEOS provides:  2 Pre-K classes  After school tutoring site (Cougar College, PNA, Martha O'Bryan)  On-site Vanderbilt Counseling Services  Centerstone Case Management  Mental Health Coop  Additional Enrichment Services through Vanderbilt University  Host of community partners ( Desana, The Freedom Writers of Pennsylvania, Disney in  Schools, Palm International)  Communities in Schools/Promise Neighborhoods  Cayce Family Resource Center Partnership  Kirkpatrick Community Center  Fannie Battle Day Home  THRIVE (Martha O'Bryan Center program)  Oak Hill School  RIF: Reading is Fundamental    The school profile can be found at the following link:  http://www.mnps.org/Page58039.aspx  A complete comprehensive school profile can be found on the Data Warehouse website at:  http://datawarehouse.mnps.org/Reports/Pages/Report.aspx?ItemPath=%2fDashboard%2fElementary+School+Dashboard  In the upcoming 2012-2013 school year, there will be a reduction of $12,000 in Federal Title I funds. Kirkpatrick will also gain an ELL population and 1 ELL teacher. |
| **Vision and Mission of the School** |
| **Vision Statement:** The faculty and staff of Kirkpatrick Enhanced Option School will create a model school that provides a positive and safe learning environment for every student.  **Mission Statement:** Our mission at Kirkpatrick Enhanced Option School is to equip students with the skills necessary to become lifelong learners and productive citizens.  **Plan to Share with School Community:**  *Select all that apply and provide brief explanation below.*  Web Site  Home Callout System  E-Mail  Newsletter / Brochure  Annual Meeting  First Day Packet / New Student Packet  Other: Gradespeed, Monthly Parent Chat & Chew  **Parents:** The school vision and mission statements are stated in initial parent meetings and written on monthly newsletters.  **Students:** The school vision and mission is posted in all classrooms.  **Community Members:** The school vision and mission statements are visually posted as you come into the school and also on official correspondence. |

**Section 2A – School Culture**

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| **Analysis of School Culture Data** |
| Data Sources:  *Select all that apply.* *Upload supporting documents to digital SIP site.*  Student Survey  Parent Involvement Survey  TELL Survey  Student Attendance/Graduation Rate  Student Discipline Data  Tribal ISP Data Analysis  Other: |
| **Perceived Areas of Strength**:   * Professional Development opportunities are data driven and aligned with the schools improvement plan * Instructional practices and support use data to drive classroom instruction * Teachers work in Professional Learning Communities * Teachers are encouraged to reflect on their own practices through the use of SMART goal discussions, Professional Learning Communities, school wide professional development and teacher evaluations. * Class sizes are reasonable due to our Enhanced Option Status. Student to teacher ratios average 1:15 in K-3 and 1:20 in 4th grade.   **Perceived Areas to Strengthen:**   * Managing student behavior: Students will understand and follow school-wide expectations. Faculty and staff will understand, teach and follow policies and procedures for behavior management. The administration will consistently support teachers and enforce rules. * School Leadership: Staff will be comfortable raising issues and concerns which will lead to an atmosphere of trust and respect. Administrator will consistently support teachers and performance will be assessed objectively. Teachers will receive feedback that helps improve their instruction and behavior management. Procedures for teacher evaluations will be consistent and teachers will be recognized for their accomplishments. * Community Support and Involvement: The school will establish and maintain clear two way communication with parents and community members to facilitate parent and community involvement. * Attendance: The school-wide attendance goal will be 95%. We will improve chronic absenteeism and tardies defined as students who are absent and/or tardy 10 or more days in a given school year. |

# Section 2B – School-wide Teacher and Student Support

| **Teacher Recruitment, Support, and Professional Development Plan**  *Upload supporting documents, including PD survey and results.* |
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| Recruitment- The principal has reorganized school infrastructure to ensure all potential stakeholders have a wealth of professional, educational opportunities at Kirkpatrick. Key recruitment incentives to note:  Leadership opportunities  Availability of technological resources  Common team planning  Professional Learning Communities  In-house professional development  Additional Enhanced Option pay  School Wide Positive Behavior Support plan  Support- Teachers are given the time to work collaboratively through common planning time but are also supported in numerous ways including:  Literacy Coach, Exceptional Ed Teachers, Data Coach, Parent Outreach Liaison, Para-  Professional  New Teacher Mentoring Program (Trevecca)  Tennessee Academic Specialist  Supportive administration  Active Leadership committee  School Wide Positive Behavior Support Teams  School Support Team  Student Enrichment Committees  Community Volunteers  Professional Development Plan- A curriculum survey was given to the faculty at the end of the 2011-2012 school year. PD will be provided throughout the year to address weaknesses and strengths based on that survey and our school academic data. Also based on district trends, Kirkpatrick identified additional needs and will participate in PD on:  Balanced Literacy  Balanced Math  Common Core  Kagan Strategies  Exceptional Education (Inclusive Services)  Functional Behavior Assessment/Behavior Intervention Plan training  Differentiated Instruction  Technology Training  Professional Learning Communities  Additionally, the principal encourages each teacher to seek professional development opportunities based on his/her needs and interests. |

| **Student Transition Plan** |
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| 4th grade participates in a school visit to Bailey (zoned middle school) Future plans are to include visits to additional schools outside the school zone (magnets, charter, thematic).  During the Fall, there is a charter school fair held at Kirkpatrick to give parents and students the opportunity to learn about other school options available to them.  Exceptional Ed- IEP review with stakeholders/additional supports as needed. Collaboration between General Education and Exceptional Education teachers will facilitate the success of students who transition to the general education classroom.  ELL- Transitioning of ELL students will be determined upon receipt of guidelines.  Area Head Start classes tour the school and Kindergarten classrooms in the Spring. |

# Section 3 – Academic Data Collection and Analysis

# *Include only Summative Data.*

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| **Data Source** | **Relevant Findings** |
| **TCAP/**  **EOC** | - 3rd and 4th Grade Math Proficient /Advanced 19.28%  -3rd and 4th Grade RLA Proficient/Advanced 15.66% |
| **ELDA** | N/A |
| **% of SWD in General Education**  **Classroom** | 300 students are enrolled at KEOS. Of those students in grades from  Pre-K-4, 48 students have an IEP which is  16 % of the total student population. Out of the 48 students, 31% or 15 students are in 3rd or 4th grade |
| **Plan**  **Explore**  **ACT** | N/A |
| **TVAAS** | Math  2009 Mean NCE gain 3.5 std error of 1.7  2010 Mean NCE gain -2.1 std error of 1.8  2011 Mean NCE gain -1.3 std error of 2.1  3 Year Average 0.1  Reading/LA  2009 Mean NCE gain -1.9 std error of 1.6  2010 Mean NCE gain -4.7 std error of 1.8  2011 Mean NCE gain -.3 std error of 2.0  3 Year Average -2.3 |
| **OTHER:** | DEA  - 17.02% proficient in Reading for 3rd and 4th grade  -25.53% proficient in Math for 3rd and 4th grade  ESA 2nd Grade - 30.4% proficient in Reading  44.7% proficient in Math  DIBELS  Kindergarten-70% at or above benchmark  First grade-53% at or above benchmark  Second grade-27% at or above benchmark  Third grade-42% at or above benchmark  Fourth grade-12% at or above benchmark |

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| **Achievement Analysis** |
| **Academic Achievement Trends Over the Past Three Years:**  *(Brief narrative information only. Upload supporting documents.)*  KEOS receives periodic performance data from the district’s Central Office Staff or state websites. These reports include standardized TCAP and TCAP MAAS Data, periodic attendance reports, annual mobility rates, annual media center circulation figures, and periodic free/reduced lunch membership. The school is able to research the performance of students on district writing, math, and reading assessments online through Discovery Education, DIBELS Next, TCAP CRA and receives these reports from district offices. The district reading benchmark assessments are administered one-to-one to all students at the local school level five times a year.   |  |  | | --- | --- | | **TVAAS Data** |  | | Math  2009 Mean NCE gain 3.5 std error of 1.7  2010 Mean NCE gain -2.1 std error of 1.8  2011 Mean NCE gain -1.3 std error of 2.1 | Reading/LA  2009 Mean NCE gain -1.9 std error of 1.6  2010 Mean NCE gain -4.7 std error of 1.8  2011 Mean NCE gain -.3 std error of 2.0 | | **DEA** | **DIBELS** | | proficient 19.73% in Reading for 3rd and 4th grade  -proficient 22.57 in Math for 3rd and 4th grade  2nd grade-proficient 30.4% in Reading  -proficient 44.7% in Math | Kindergarten-70% at or above benchmark  First grade-53% at or above benchmark  Second grade-27% at or above benchmark  Third grade-42% at or above benchmark  Fourth grade-12% at or above benchmark | |  |  |   **Synthesis of Current Achievement Data for Action Planning**  *(Brief narrative information only. Upload supporting documents.)*  Students need systematic explcit instruction in Reading/LA to increase number of proficient or Advanced on state standardized tests  - Students need systematic explcit instruction in Math to increase number of proficient or Advanced on state standardized tests  - Teachers will plan, colloabarate, and excute lessons with fidelity and consistency. |

| **Gap Closure** |
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| **Synthesis of Current Gap Analysis for Action Planning**  *(Brief narrative information only. Upload supporting documents.)*  - 2012 Gap reduction target is 2.8% for all students in Math and 0.4% in Reading . This is our racial ethnic subgroup versus all. |

| **School-wide Focus** |
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| Reading/LA  -Balanced Literacy with focus on the Big Five:  phonemic awareness, phonics, vocabulary, comprehension, and fluency  -Writing  -Based on DEA data ,emphasis on language and vocabulary, information text, and writing and research  Math  -Balanced Math  Review, Mental Math, Concept Lesson, Closure  -Based on DEA data, emphasis on math processes and geometry and measurement  School Culture  -Attendance  -Behavior  -School Leadership |

| **Key Strategies for School-wide Focus** |
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| Our Key strategies for KEOS for 2012-2013 school year are:  -Thinking Maps  -Morning Meetings  -Kagan Strategies  -Differentiated Instruction  -Inclusion  -Increased use of informational texts  -Intervention with progress monitoring  -Data-driven instruction based on high quality, teacher-created formative assessments  -Implementation of SWPBS strategies that are consistent and done with fidelity  -Professional Learning Communities  -Communities in School/Promise Neighborhood (Increase parental support)  -Call out system to improve attendance  -School support team for teacher/faculty concerns  -Technology  -Using Balanced Literacy Framework  Word Study  Guided Reading  Read Aloud  Shared Reading  Writing (Shared, Modeled, Guided, Independent)  -Using Balanced Math Framework  Review  Mental Math  Concept Lesson  Closure  -Emphasis on problem solving  -Integration of Social Studies in the Reading Block  -Integration of Science in the Math Block  -Collaboration  -Increased use of library resources |

| **Extended Learning Plan**  *Upload approved Intersession Application* |
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| The theme for the first intersession at Kirkpatrick is “Traveling through Education”. Students in grades 2-4 will travel through three academic rotations focusing on enrichment activities that would enhance the common core standards in the area of Reading for Informational Text, Writing, Speaking and Listening and Vocabulary. We will use current school’s data to identify the students that would be attending this session. The selected teachers will us a variety of research based hands on activities/strategies to increase the student’s academic growth and their exposure to rich and everlasting experiences. Proposed budget is $1,790.48  Kirkpatrick will continue to use the first intersession theme “Traveling through Education”. The identified second, third and fourth grade students will participate in a remediation tutorial program. Students will travel to four academic rotations featuring common core standards which enable students to increase their comprehension and understanding of what is required for students to be able to do. We will use school’s current data to identify which students will participate in this learning experience. Proposed budget $1,553.76 |

| **Statement of Coordination and Integration of Federal State and Local Programs** |
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| The school improvement plan was developed and is currently being carried out with the assistance of and the participation of the State Department of Education, the Metropolitan Nashville Public Schools District Office, and the local school. This plan is a continual process; and therefore, consultation and participation from all levels is necessary.  Technical assistance was provided by the State Department of Education through the following ways:   * The State Report Card is supplied to the District and the schools for the analysis, synthesis, and resulting planning process. * Webinars are offered to cover alignment of the State Standards and for guidance of utilization of federal funds. * The state website is available for guidance in the development of the school improvement plan and for federal and state compliance with ESEA regulations. * Further guidance is offered by state personnel for federal and state compliance with ESEA regulation of expenditures.   The Metropolitan Nashville Public Schools District provides the following assistance in the development of the school improvement plan, including federal and state requirements in the following ways:   * The District supplies the data and goal targets to each school. * Research-based guidance is offered to schools on curriculum, instruction, assessment, and organization for planning purposes. * The District provides a “call-out” service to increase parent awareness and involvement in the education of students. * To increase the efficacy of planning, extensive data is available to schools through the utilization of Data Warehouse. * Data coaches, instructional coaches, and model classroom teachers support the District initiative data-driven planning and instruction. * Family School Liaisons provide services that link the district and the school to the community. * The Department of Federal Programs provides guidance in the school improvement process and compliance regulations and requirements which includes training sessions, site visits, PowerPoint presentations, email, and other methods. * The district ensures that one percent of Title I funds are programmed for parent involvement.   The following technical assistance is provided at the school level:   * The members of the school community are notified of the school’s status. * Parents are notified of the school’s status. * Varied languages and methods of communication are offered. This includes varying the times of meetings to meet the needs of parents. * High quality professional development opportunities based on achievement needs and other needs assessments are offered for teachers. * Assistance for the homeless is offered, including information for parents. |

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| **School-wide Implementation Plan – Goal 1** | | | | | | | |
| Revised DATE: 6/1/2012 | | | | | | | |
| Annual Measurable Objective (AMO) Goal | | The percentage of students who are Proficient or Advanvced will increase by a minimum of 3.2% in Grade 3 Math as measured by TCAP for ETT from 18% to 21.2%.  The percentage of students who are Proficient or Advanvced will increase by a minimum of 4% in Grade 3 Reading/Langugage Arts as measured by TCAP for ETT from 22% to 26%.  The percentage of students who are Proficient or Advanvced will increase by a minimum of 5.3% in Grade 4 Math as measured by TCAP for ETT from 16.7% to 22%.  The percentage of students who are Proficient or Advanvced will increase by a minimum of 5.2% in Grade 4 Reading/Langugage Arts as measured by TCAP for ETT from 22.1% to 27.3%. | | | | | |
| How is this Goal linked to the district plan? | | Meeting this goal will help maximize each and every student’s learning and eliminate achievement disparities that exist among every test taker. | | | | | |
| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | | |
| Action steps should address identified needs in the areas of Professional Development, Assessment, Intervention, Enrichment, Parent and Community Engagement | |  | | | | | |
| Timeline | Person(s) Responsible | Required Resources | Projected Cost(s) & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step 1.1 | There will be a 2 hour Balanced Literacy and Balanced Math block of uninterrupted instruction time. | August 2012 - May 2013 | **Classroom** Teachers  **Principal,** Sandra Moorman  **Literacy Coach,**  Ann Martin  **Mentor Coaches,** Shannon Brontrager,  Monrita Hughes | Kagan Strategies  Thinking Maps  HeadSprout  Education City  Ticket to Read?  Study Island? | District Funded  Study Island?  Ticket to Read? | Thinklink  TCAP  DIBELS | Baseline Data  2012-2013  Thinklink Results  TCAP Results  DIBELS Results |
| Action Step 1.2 | The coaching model will be implemented to strengthen and drive classroom instruction in Math and reading | August 2012 - May 2013 | **Classroom** Teachers  **Literacy Coach**,  Ann Martin  **Mentor Coaches**, Shannon Brontrager  Monrita Hughes  **Resources Teachers,**  Nickeysha Simmons,  Elizabeth White | Inclusive Practices  Accommodations and Modifications | N/A | Data Collections | Baseline Data  2012-2013  Thinklink Results  TCAP Results  DIBELS Results |
| Action Step  1.3 | After school tutorial programs will be provided for students that need additional assistance in mastering reading and math assessment skills. | October 2012- May 2013 | Martha O'Bryan Staff,  RAP/Thrive Staff,  Dare to Dream Staff,  Cougar College Teachers | Materials and Supplies  Books  Technology | District Funding | Data Collections | Baseline Data  2012-2013  Thinklink Results  TCAP Results  DIBELS Results |
| Action Step 1.4 | An Intervention time of 30 minutes has been designed to meet student needs that range from remedial to enrichment. | September 2012 April 2013 | **Classroom/ Special Area** Teachers  **Literacy Coach,**  Ann Martin  **Resources Teachers**  Nickeysha Simmons,  Elizabeth White  **ParaPro**  Nicole Washington | Materials and Supplies  Books  Technology | Federal Funds  Instructional Specialist | Data Collections | Baseline Data  2012-2013  Thinklink Results  TCAP Results  DIBELS Results |
| Action Step 1.5 | All students will be involved in the goal setting process for their academic progress based on formal and informal assessments | August 2012 - May 2013 | **Classroom** Teachers  **School Counselor,** Sequoya Battle  **Students** | Time  Results from assessment data | N/A | Results from formative assements  DEA  DIBELS | Baseline Data  2012-2013  Thinklink Results  TCAP Results  DIBELS Results |
| Action Step 1.6 | The School will provide family night programs, conduct monthly meetings, and provide ongoing communication to engage students and families in strategies to improve reading and math skills. | August 2012 - May 2013 | **ESEA Fac.** Tremeta Norman  **Classroom** Teachers  **School Counselor,** Sequoya Battle  **Students**  **Parents** | Guest speakers  Parents  Call out system | Federal Funding | Parent surveys  Attendance | Results from formative assements  DEA  DIBELS |
| Action Step  1.7 | Teachers will engage in the process of transforming assessments that are aligned with common core standards.  These results will then be used to drive instruction. | August 2012 - May 2013 | **Classroom/ Special Area** Teachers  **Literacy Coach,**  Ann Martin  **Mentor Coaches**, Shannon Brontrager  Monrita Hughes | eacher created assessments  Informal running records | Federal Funding  $  paper,ink | Mastery of skills | Baseline Data  2012-2013  Thinklink Results  TCAP Results  DIBELS Results |

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| **School-wide Implementation Plan – Goal 2** | | | | | | | |
| Revised DATE: 6/1/2012 | | | | | | | |
| Gap Closure Goal | | Kirkpatrick will decrease the academic achievement gap measured by TCAP (Reading- 3-8) for  racial ethnic subgroup from 27.3% to 26.9% and overall decrease of 0.4%  Kirkpatrick will decrease the academic achievement gap measured by TCAP (Math 3-8) for  racial ethnic subgroup from 22% to 19.2% and overall decrease of 2.8% | | | | | |
| How is this Goal linked to the district’s plan? | | Meeting this goal will help maximize each and every student’s learning and eliminate achievement disparities that exist among every test taker. | | | | | |
| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | | |
| Action steps should address identified needs in the areas of Professional Development, Assessment, Intervention, Enrichment, Parent and Community Engagement | |  | | | | | |
| Timeline | Person(s) Responsible | Required Resources | Projected Cost(s) & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step 2.1 | The exceptional education teachers will collaborate and team teach with general education teachers to provide inclusion instruction for students in K through 4th grade. | Daily  August 2012- May 2013 | **Resources Teachers**  Nickeysha Simmons,  Elizabeth White | Professional Development | Federal Funds  Professional development  $ | DEA  DIBELS  Smart Goals  Progress Monitoring | Baseline Data  2012-2013  ThinkLink Results  TCAP Results  DIBELS Results |
| Action Step 2.2 | An Intervention time of 30 minutes has been designed to meet student needs that range from remedial to enrichment. | Daily  August 2012- May 2013 | **Classroom** Teachers  **Literacy Coach,**  Ann Martin  **Resources Teachers**  Nickeysha Simmons,  Elizabeth White  **ParaPro**  Nicole Washington | Materials and Supplies  Books  Technology | Federal Funds  Instructional Specialist | Data Collections | Baseline Data  2012-2013  ThinkLink Results  TCAP Results  DIBELS Results |
| Action Step 2.3 | Differentiated Instruction will be implemented during reading and math blocks to meet the needs of all students. | Daily  August 2012- May 2013 | **Classroom** Teachers  **Literacy Coach,**  Ann Martin  **Mentor Coaches**, Shannon Brontrager  Monrita Hughes | Professional development  Professional books  Technology | Federal Funds  Instructional Specialist | Results from formative assessments  DEA  DIBELS | DEA  DIBELS  Smart Goals  Progress Monitoring |

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| **School-wide Implementation Plan – Goal 3** | | | | | | | |
| Revised DATE: 6/1/2012 | | | | | | | |
| Culture Goal | | The faculty, parents and students at Kirkpatrick Enhanced Option School will work together to create an environment that facilitates the academic and social acheivement of every student.  According to the 2011-2012 MNPS TELL survey, the following items have been identified as areas in need of improvement:  • Improvement 1 Attendance Rate  • Improvement 2 School/Faculty Climate  • Improvement 3 Managing Student Behavior | | | | | |
| How is this Goal linked to the district’s plan? | | Meeting this goal will help maximize each and every student’s learning and eliminate achievement disparities that exist among every test taker. | | | | | |
| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | | |
| Action steps should address identified needs in the areas of building capacity for students, staff, parent, and community. | |  | | | | | |
| Timeline | Person(s) Responsible | Required Resources | Projected Cost(s) & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step 3.1 | tudent attendance will be monitored weekly and students with 5 or more absences and/or tardies will receive a daily phone call at 6:30 a.m | ugust 1-May 24  weekly | Ms. Thomison Ms. Whitlow Ms. Norman, Ms. Tate, Ms. Battle  Classroom teachers | Chancery attendance data  call out system | 0 | Monthly review of attendance rates | attendance rate of 95%  decreasing percentage of student population who receive callout each morning |
| Action Step 3.2 | Establish a "School Support Team" to meet and discuss teacher and staff concerns and offer suggestions to the administrator who will respond in writing within 7 calendar days. | August 1-May 24  monthly | Grade Level Representative and Special Areas Representative 1 Coach, Principal | time | 0 | TELL survey | 100% agreement that our school is a good place to teach and work |
| Action Step 3.3 | A half day (4 hours) training for all faculty and staff to establish and reinforce all components of SWPBS for students, teachers, and staff. | uly/August 2012  monthly | SWPBS Committee  Principal | SWPBS folders, paper, lanyards | $100  General Budget  Pencil Partner | Monthly review of SWIS Data | Reduce the number of office referrals to the 25th percentile nationally. |

| **SIP Revision Timeline**  *A continuous analysis of formative data/ evaluation measures / performance outcomes* |
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| Monitor student data conferences for completion/participation:  October  December  March  May  Monitor academic achievement gap subgroups  August  September  November  January  April |