

Harry Lee Cole School



**Harry Lee Cole Elementary School
School Improvement Plan
2008-2011**

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School Council Meetings 2009-2010

Harry Lee Cole School Improvement Plan 2009-2010

Meeting Schedule

2009

September 21st

Monday

October 13th

Tues.

November 9th

Monday

2010

January 11th

Monday

February 8th

Monday

March 8th

Monday

April 12th

Monday

May 10th

Monday

June 14th

Monday

All council meetings are held on Mondays in the Cole School Conference room from 3:30-5:00pm, unless otherwise noted.

**Harry Lee Cole School Improvement Plan
School Site Council Membership
2009-2010**

Principal

Kathryn Nikas, Co-chair

Teachers

Terry Marcille	(2011)
Lisa Simmons	(2011)
Barbara Boulay	(2012)
TBA	(2012)

Parents

Sandy Karcher	(2012)
Alicia Caron	(2012)
Michelle Blaeser	(2012)

Community Member

TBA

Harry Lee Cole School Improvement Plan

2009-2010 Harry Lee Cole Elementary School Improvement Plan

Introduction

Since the Education Reform Act of 1993, schools have been writing School Improvement Plans. For this cycle of our school improvement plan development, it is noted that our plan will look vastly different than those crafted in past years. This plan is an action plan that demands school community focus on data analysis. Traditionally, schools take a summative look at academic performance based on a normed test given to a group of children. This data can be looked at to determine academic strengths and weaknesses, which can then lead to a dialogue about areas of future focus for improvement. This, however, is one and only one, aspect of data. Student achievement and academic excellence are at the heart of every well-written and well-intended plan, including the District Strategic Plan. However, a succinct focus on this is accomplished by a plan that integrates different types of data and analysis that all contribute to the academic, social and emotional health of a school community. The questions that this plan will answer are:

How do you and others at your school know if what you are doing is making a difference for all students?

What data and strategies are necessary for finding out if what you are doing is making a difference for all students?

What data will help you know what to change in order to get better results?

Victoria Bernhardt, author of [Using Data to Improve Student Learning](#), states that schools in the United States have a long history of adopting innovations, one after another as they are introduced. Very few schools take the time to understand the needs of the children being served. Few take the time to understand the impact that current processes have on these children. Few take the time to determine the root causes of recurring problems, or to measure and analyze the impact of implementing new approaches. Fewer still use sound information to build and stick with a solid long-term plan that will improve learning for all students.

VISION

Goal

To establish a culture of data-based decision-making with a focus on continuous school improvement.

Vision

The Boxford Elementary Schools, through the combined efforts of children, teachers, parents and citizens, is a community of learners that promotes continuous intellectual, social, emotional, physical, and aesthetic growth for all.

Children come to the Boxford Schools ready and eager to learn, open to trying new ideas, respectful of each other, responsive to adults and prepared to work hard each and everyday to meet new learning goals and challenges.

Teachers come to school enthusiastic about teaching, motivated to take risks with new instructional practices, committed to continuous personal and professional growth, willing to work cooperatively with fellow teachers, parents and citizens at large, convinced that children learn best in a nurturing environment, and prepared to make positive contributions to the quality of life in our schools. Teachers strongly support an educational program that fosters students' skills while at the same time, enhancing their creative expressions and critical thinking skills.

Parents, as full partners and participants in the culture of the school, encourage children to do their best, transmit family values and expectations regarding the importance of learning and the need to work hard in school, regularly share their hopes and aspirations with teachers, support the efforts of teachers, and work to expand the resources and opportunities for learning available to all at the Harry Lee Cole and the Spofford Pond Schools.

Citizens value our Elementary Schools as both places of learning for all ages in Boxford and as vehicles through which they can become connected to exciting and important opportunities for learning in an ever-changing world.

Our Vision and the School Improvement Plan

The vision of the school, which is created from what we expect students to know and be able to do, values and beliefs of the staff, and the purpose and mission of the school, must be at the center of everything that the school does. *When the vision is shared and clear, everything that is planned is planned to implement the vision.* Everything implemented in the school must be about the vision. Everything is evaluated in terms of how it will get the school to its vision, and everything is improved to better implement the vision.

This School Improvement Plan embraces the vision and will generate comprehensive data analysis focused on the continuous improvement of the entire school. The objective is to improve learning for all students.

This will lead to *Focused Acts of Improvement*.

Continuous Improvement

Continuous Improvement

"A persistent disquiet with the status quo and a constant search for a better way represent the heart of a Professional Learning Community. Systematic processes engage each member of the organization in the consideration of several key questions:

What is our fundamental purpose?

What do we hope to become?

What are our strategies for getting better?

By what criteria will we assess our improvement efforts?

The goal is not simply learning a new system, but creating conditions for perpetual learning. It is an environment in which innovation and experimentation are not viewed as tasks to be accomplished or projects to be completed; rather they become ways of conducting day to day business—forever. In short, becoming a learning community is less like getting in shape than staying in shape; it is not a fad diet but a commitment to an essential, healthier way of life."

(-Whatever It Takes, Dufour, 2004)

For example, over the last few years, our school improvement plans including goals focused on creating study groups, action plans, teacher leadership that directly spoke to the core values set by the Boxford School Committee. This improvement plan assumes that these activities are continued. They are now embedded practice and will provide essential feedback about our learning community as we gather and analyze it. We would know through this improvement plan, how these actions are integrated into the day to day and find out ways to improve.

Core Values of The Boxford Elementary Schools

The core values set by the Boxford School Committee help to establish a culture of continuous improvement. They anchor, motivate and center our learning. The core values are:

High Expectations for Academic Excellence: All students strive for a high level of academic achievement. Our schools provide educational opportunities that challenge students to their individual potential while encouraging all students to take academic risks and engage in critical thinking. All school staff members are dedicated to the consistently high level of performance necessary to support our students' academic achievement. The hard work by students and staff necessary to achieve these goals is expected, recognized, and celebrated.

Personal Integrity: Consistent honesty, respect and personal responsibility regarding all our words and actions are fundamental principles. The common bonds within the school community are expressed through mutual cooperation, empathy, and support.

Clear and Consistent Curriculum Implementation: Equitable learning opportunities for all are provided through an academic curriculum which is clearly understood by all and consistently implemented to meet grade level benchmarks.

Welcoming Environment: All members of the community strive to make our school environment safe, nurturing and welcoming so as to foster the achievement of our shared Mission and Core Values. The connections between the schools and the Boxford community are valued and continuously renewed.

Focus Areas

Improvement at the Harry Lee Cole School

Teachers are investigating with and asking questions of each other about ways to improve curriculum, instruction, and assessments to meet the needs of the learners before them. The goals of this plan are designed to keep us in the habit of moving in a forward-minded direction by continually assessing where we are.

BOXFORD LEADERSHIP TEAM FOCUS AREAS

Teaching & Learning (inputs vs. outputs)

Data & Assessment

Leadership

Collaboration

Research shows that schools that understand the needs of their clientele are more successful in implementing changes and remain more focused during implementation. Information and analysis works hand-in-glove with comprehensive school improvement processes, and is a critical element in planning for and determining the effectiveness of change.

For example, through a culture of data analysis we can ask questions like:

1. Have the processes used to teach English to English Language Learning students been consistent across grade levels so each student is able to build on his/her abilities?
2. Are there differences in achievement scores between third grade boys and girls who report that they like school, by the type of programs they participated in at the Harry Lee Cole School?
3. Based on whom we have as students, how they prefer to learn, and what programs they are in, are all students learning at the same rate?

Accountability is more than test scores.

This school improvement plan will embrace the vision, mission and core values of the Boxford Public Schools by looking at all processes in place through many sources of data. The data will tell us where we are, what questions we need to ask, and where we need to be with respect to: High Expectations for Academic Excellence, Personal Integrity, Clear and Consistent Curriculum and a Welcoming Environment. We will examine ourselves using multiple measures of data to get at where we want to be. This will help us to know how the vision will be improved and how the gaps will be eliminated.

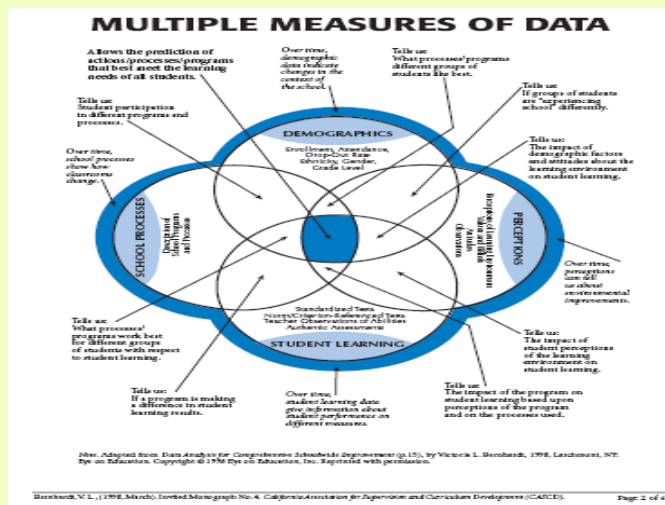
This improvement plan is designed with the purpose of establishing a culture of reflection and one that learns from both process and product.

Multiple Measures of Data

Because learning neither takes place in isolation, nor only at school, multiple measures must be considered and used to understand the multifaceted world of school from the perspective of everyone involved. Types of information that assist with planning for and sustaining systemic school improvement include:

- Demographics
- Perceptions
- Student Learning
- School Processes

One measure, by itself, gives useful information. A look at one measure is a “dip” into understanding student achievement. Two measures allow us to see trends over time. Three allow us to see trends that lead us to comprehend the learning environment from students’ perspectives and know how to deliver instruction to all students and most importantly, four measures allow us to answer questions that will predict if the actions, processes, and programs that we are establishing will meet the needs of ALL STUDENTS.



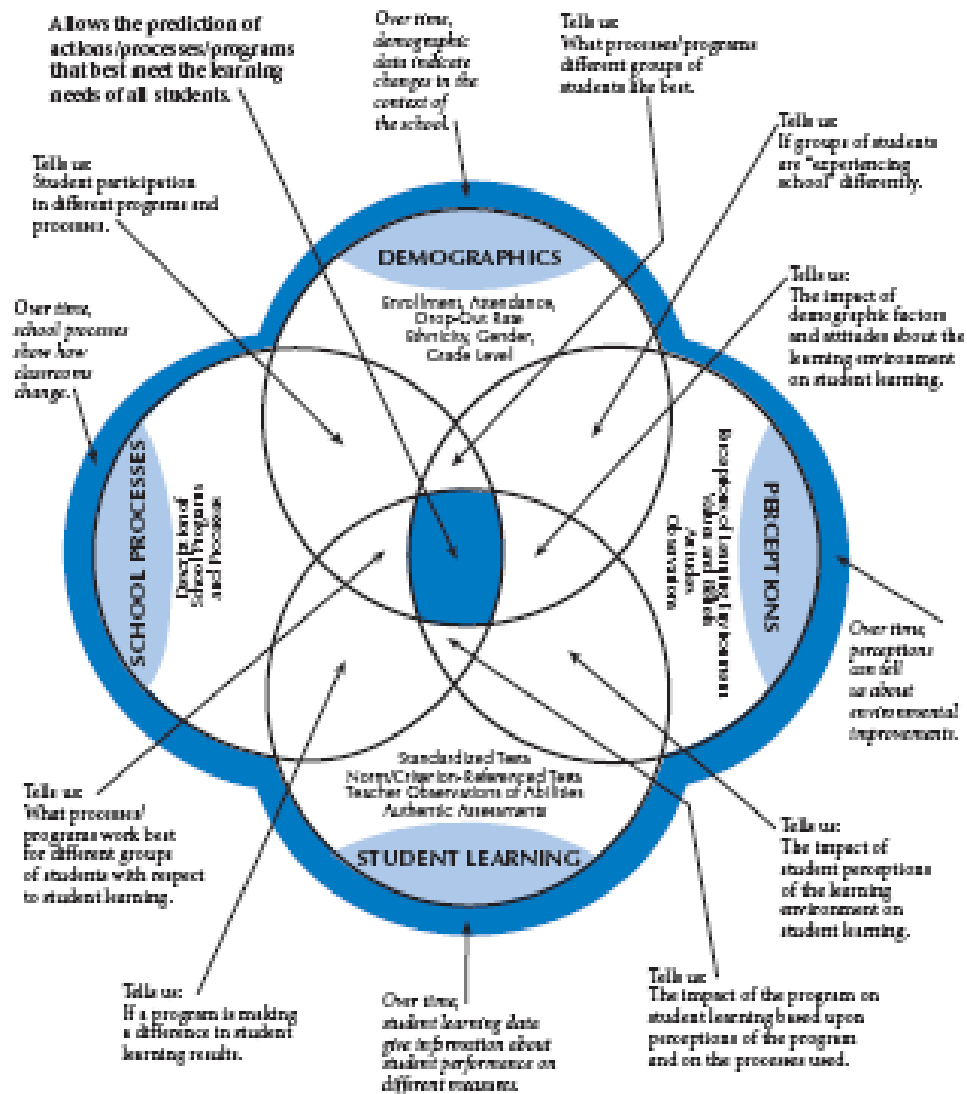
Therefore, using multiple measures we will:

1. Know who the students are.
2. Know ourselves.
3. Know the larger context of the world we live in.
4. Understand our belief systems.
5. Know and understand what we expect of ourselves.

We will know and understand what is expected of us from others, sometimes referred to as the 'Brutal Facts'.

Multiple Measures of Data

MULTIPLE MEASURES OF DATA



Note: Adapted from: *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Perceptions/Conclusion

PERCEPTIONS

"Perceptions are important because they are someone's' reality." -Victoria Bernhardt

To create a cumulative, purposeful effect for students, we must gather data to predict and prevent student failure. We must also create a vision that is truly *shared* by all members of the organization and that builds from our student learning standards—or what we expect students to know and be able to do. This cumulative, purposeful effect will result in a continuum of learning that makes sense for all students. -Victoria Bernhardt

If you know your story at your school you can change it. The center of a school's story at any given moment in time is influenced by the perceptions held by the community members. Perceptions shape the culture. Consequently, we must look introspectively at perceptions from a variety of vantage points to clarify and quantify the attitudes and beliefs about our school processes: curriculum, instructional strategies, assessment strategies, program implementation.

Changing Perceptions

Is it possible to change perceptions? Absolutely. How do we get perceptions to change? The most effective approach is through behavior changes. This means if a constituency does not believe in an approach we are taking in the classroom, one way to change the constituency's collective minds is to increase their understanding of the approach and give them an opportunity to experience it. Awareness and experience can lead to basic shifts, first in opinions, and then attitudes and beliefs. That is why many schools have parent nights when there is a change in a math or technology curriculum. Giving parents an opportunity to understand and *experience* the approach helps them understand a different perspective, which could make them more supportive of the program. This is also why excellent Professional Development programs have coaching and demonstration components along with their content training.

CONCLUSION

This improvement plan is designed with the purpose of establishing a culture of reflection and one that learns from both process and product. It will guide and shape our next steps which will be asked and answered together through multiple measures of data. It will include an assessment of the the pre-conditions for school improvement, the non-negotiables which are: instructional coherence, a shared vision for school improvement and data driven decision making. The data will tell us where we are with instructional coherence and vision. If we know our story, we can change it.

We will do this through reflective activities with the staff, the establishment of protocols and procedures from the Data Team, and communicating to the community at large through the School Site Council using surveys as the primary vehicle. We need to, as a community, analyze the data through multiple measures and as a community we will determine which intersections of data will be our focus. The focused acts of improvement will be a collective effort determined through this process oriented School Improvement Plan.

Harry Lee Cole School Action Plan for 2009-2010

Goal 1: Academic Excellence.

Measurable Objective #1:

All students will achieve to their academic and personal potential in content areas.

Questions/Actions	Person Responsible	Measurement	Resources Needed	Due Date	Timeline												
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
<p>Demographics</p> <p>Who are we?</p> <p>Over time, demographic data indicate changes in context of the school.</p> <p>1. Demographics</p> <ul style="list-style-type: none"> • Students • Staff • Community 	Principal Data Team Teachers	Collection of data articulates our basic information.	Enrollment, Attendance, Grade levels, Gender, Native language	December 2008		08	08	08									
<p>Perceptions</p> <p>Where are we now?</p> <p>1. Perceptions of learning environment.</p> <p>2. Values and beliefs</p> <p>3. Attitudes</p> <p>4. Observations</p>	Principal Teachers	Collection of survey and observational data measures our climate and our culture.	Student achievement data Staff, student, parent and community surveys Interviews Observations	March 2009		08	08	08	08	08	09	09					

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Questions/Actions	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
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Demographics Who are we? Over time, demographic data indicate changes in context of the school. 1. Demographics <ul style="list-style-type: none"> • Students • Staff • Community 	Principal Data Team Teachers	Collection of data articulates our basic information.	Enrollment, Attendance, Grade levels, Gender, Native language	December 2008		08	08	08								
5.																

Harry Lee Cole School Action Plan for 2009-2010

Goal 2: Clear and consistent curriculum.

Measurable Objective #1: Curriculum will be implemented consistently within and between grade levels.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					A u g	Sept	Oct	Nov	Dec	Jan 10	Feb 10	Mar 10	Apr 10	May 10	Jun	Jul
<p>School Processes</p> <p>Over time, school processes show how classrooms change.</p> <p>1. What are the gaps?</p>	Curriculum Director Principal, Teachers, Instructional Specialists	Measures effectiveness of school processes/ curriculum	Achievement data Descriptions of Curriculum @ grade level Descriptions of School Processes and Programs	May 2010												
<p>Student Learning</p> <p>Over time, student learning data gives information about student performance on different measures.</p>	Data Team, Principal, Curriculum Director, Teachers, Instructional Specialists	Tells us who are learners are, measures curriculum implementation.	Standards, Achievement Data, Formative - Interim Assessment Data	May 2010						10	10	10	10	10		

Harry Lee Cole School Action Plan for 2009-2010

Goal 1: Academic Excellence (continued)

Measurable Objective #1:

All students will achieve to their academic and personal potential in content areas.

Questions/Actions	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Perceptions by Demographics 1. Do all students perceive the learning environment the same way?	Principal Data Team Teachers	Survey results measure this intersection.	Student questionnaire results disaggregated by gender, ethnicity, and by grade level.	December 2008		08	08	08								
Demographics by student learning 1. How do we collect data related to student performance?	Principal Teachers	Tells us if subgroups of students perform differently on student learning measures (inclusive of ELL, Special Education, RTI lists etc).	Student achievement results by subgroup	October 2009		09				09	09	09	09	09	09	

Harry Lee Cole School Action Plan for 2009-2010

Goal 2: Clear and consistent curriculum.

Measurable Objective #1: Curriculum will be implemented consistently within and between grade levels.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					Aug	Sept	Oct	Nov	Dec	Jan 09	Feb 09	Mar 09	Apr 09	May 09	Jun	Jul
School Processes Over time, school processes show how classrooms change. 1. What are the gaps? 2.	Curriculum Director Principal, Teachers, Instructional Specialists		Achievement data Descriptions of School Processes and Programs	May 2009												
Student Learning Over time, student learning data give information about student performance on different measures. 1. Why do we exist?	Data Team, Principal, Curriculum Director, Teachers, Instructional Specialists		Standards, Achievement Data, Formative - Interim Assessment Data	May 2009						09	09	09	09	09		
Student Learning Data intersected with School Processes Tells us if a program is making a difference in student learning results.	Data team, Principal, Curriculum Director, Teachers, Instructional Specialists		Student Achievement Results by program (summative, formative, observational)													

Harry Lee Cole School Action Plan for 2009-2010

Goal 1: Academic Excellence (continued)

Measurable Objective #1:

All students will achieve to their academic and personal potential in content areas.

Questions/Actions	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Perceptions by Demographics 1. Do all students perceive the learning environment the same way?	Principal Data Team Teachers	Survey results measure this intersection.	Student questionnaire results disaggregated by gender, ethnicity, and by grade level.	December 2008		08	08	08								
Demographics by student learning	Principal Teachers	Tells us if subgroups of students perform differently on student learning measures (inclusive of ELL, Special Education, RTI lists etc) .	Student achievement results by subgroup.	October 2009		09				09	09	09	09	09	09	

Harry Lee Cole School Action Plan for 2009-2010

Goal 2: Clear and consistent curriculum.

Measurable Objective #1: Curriculum will be implemented consistently within and between grade levels.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					Aug	Sept	Oct	Nov	Dec	Jan 09	Feb 09	Mar 09	Apr 09	May 09	Jun	Jul
School Processes 1. What are the gaps? 2.	Curriculum Director Principal, Teachers, Instructional Specialists	Over time, school processes show how classrooms change.	Achievement data Descriptions of School Processes and Programs	May 2009												
Student Learning	Data Team, Principal, Curriculum Director, Teachers, Instructional Specialists	Over time, student learning data give information about student performance on different measures.	Standards, Achievement Data, Formative - Interim Assessment Data	May 2009						09	09	09	09	09		
	Data team, Principal, Curriculum Director, Teachers, Instructional Specialists		Student Achievement Results by program (summative, formative, observational)													

Harry Lee Cole School Action Plan for 2009-2010

Goal 3: Learning Needs of Children.

Measurable Objectives: All children have the opportunity to learn in ways that match their abilities and needs (differentiated learning opportunities).

Questions/Actions	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Student Learning by school processes.	Principal, Teachers, Curriculum Director, Instructional Specialists	Tells us if different programs are achieving similar student learning results.	Learning style inventories, observations, RTI, methods used to differentiate instruction, achievement data results	March 2010		09	09	09	09	10	09	10				
Student Learning by perceptions. 1.Are the students who are achieving beyond proficiency satisfied with the learning environment? 2. Are the students in remedial support services satisfied?	Principal Teachers, Data Team, Site Council, Curriculum Director, Instructional Specialists	Tells us if student perceptions of the learning environment have an impact on their learning results.	Learning style inventories, observations, MEDT, Student Perceptions Surveys, Teacher Perceptions Surveys, On-line math league Enrollment, Report Cards, Special Education Caseloads, RTI data.	June 2010		09	09	09	09	10	10	10	10	10	10	

Harry Lee Cole School Action Plan for 2009-2010

Goal 4: Personal Integrity and Hard Work-Establish a Welcoming Environment.

Measurable Objective: All children, staff and parents will experience a supportive learning environment that recognizes, respects, plans for and rewards personal integrity and hard work.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Quality Planning How can we get to where we want to be?																
How will we implement?																

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Harry Lee Cole School Action Plan for 2009-2010

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Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline												
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Quality Planning How can we get to where we want to be?																	

Harry Lee Cole School Action Plan for 2009-2010

Goal 3: Learning Needs of Children (continued)

Measurable Objectives: All children have the opportunity to learn in ways that match their abilities and needs (differentiated learning opportunities).

Questions/Actions	Person Responsible	Measurement	Resources Needed	Due Date	Timeline													
					Aug 09	Sep 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	Apr	May	Jun	Jul		
Student Learning by school processes by perceptions.	Principal, Teachers, Curriculum Director, Instructional Specialists	Tells us the relationship between the processes students prefer and the learning results.	Learning style inventories, observations, RTI, methods used to differentiate instruction and student response, descriptions of different school processes.	May 2010														
Student learning by Demographics by Perceptions by School Processes	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership Team	Tells us the differences in results we are getting, based on whom we have as students and how they are being taught. How would they prefer to learn?	Learning style inventories, observations, RTI, methods used to differentiate instruction and student response, descriptions of different school processes, and demographic information.	November 2009	09	09	09	09										

Harry Lee Cole School Action Plan for 2009-2010

Goal 4: Personal Integrity and Hard Work-Establish a Welcoming Environment.

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Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline												
					Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Quality Planning Where do we want to be?	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership Team	Tells us gap between where we are and the vision we have for our school.	Vision. Goal. Quality Planning Rubric. Information and Analysis Data (student learning). Perception Data. School Process data.	February 2010													
What are the gaps? What are the root causes?	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership Team	Pinpoints the areas that we need to focus on. Will be the foundation for the next improvement initiative and plan.	Students who are not proficient in each area. Attributes of these students. What they know and do not know. How they were taught.	April 2010		09	09	09	09	10	10	10	10				

Harry Lee Cole School Action Plan for 2009-2010

Goal 4: Personal Integrity and Hard Work-Establish a Welcoming Environment.

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			Students beyond proficiency in each area. Attributes of these students.													

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How can we get to where we want to be?																
How will we evaluate our efforts?																

Harry Lee Cole School Action Plan for 2009-2010

Goal 4: Personal Integrity and Hard Work-Establish a Welcoming Environment.

Measurable Objective: All children, staff and parents will experience a supportive learning environment that recognizes, respects, plans for and rewards personal integrity and hard work.

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Quality Planning Where do we want to be?	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership Team	Tells us gap between where we are and the vision we have for our school.	Vision. Goal. Quality Planning Rubric. Information and Analysis Data (student learning). Perception Data. School Process data.	February 2010														

Harry Lee Cole School Action Plan for 2009-2010

Goal 3: Learning Needs of Children (continued)

Measurable Objectives: All children have the opportunity to learn in ways that match their abilities and needs (differentiated learning opportunities).

Questions/Actions	Person Responsible	Measurement	Resources Needed	Due Date	Timeline													
					Aug 08	Sep 08	Oct 08	Nov 08	Dec 08	Jan 09	Feb 09	Mar 09	Apr	May	Jun	Jul		
Student Learning by school processes by perceptions.	Principal, Teachers, Curriculum Director, Instructional Specialists	Tells us the relationship between the processes students prefer and the learning results.	Learning style inventories, observations, RTI, methods used to differentiate instruction and student response, descriptions of different school processes.	March 2009														
Student learning by Demographics by Perceptions by School Processes	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership Team	Tells us the differences in results we are getting, based on whom we have as students and how they are being taught. How would the prefer to learn?	Learning style inventories, observations, RTI, methods used to differentiate instruction and student response, descriptions of different school processes, and demographic information.	November 2009	08	08	08	09										

Harry Lee Cole School Action Plan for 2009-2010

Goal 4: Personal Integrity and Hard Work-Establish a Welcoming Environment (continued)

Measurable Objective: All children, staff and parents will experience a supportive learning environment that recognizes, respects, plans for and rewards personal integrity and hard work.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					Aug	Sept 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	Apr 10	May 10	Jun	Jul
Quality Planning How can we get to where we want to be?	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership Team	Provides next steps for next school improvement plan. Clear goals and objectives established based on multiples measures of data.	Professional Development. Interventions. Timeline. Plan.	May 2010												
How will we implement?	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership Team	Provides a clear plan of how improvement targets are carried out.	Implementa- tion strategies, Leadership Rubric How we meet together to talk about the vision.	May 2010		09	09	09	09	10	10	10	10	10		
How will we evaluate our efforts?	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership	Measurement is tied to the targets set.	Rethinking our results data. Monitoring and evaluat- ing the plan.	Ongoing												

Harry Lee Cole School Action Plan for 2009-2010

Goal 4: Personal Integrity and Hard Work-Establish a Welcoming Environment
(continued)

Measurable Objective: All children, staff and parents will experience a supportive learning environment that recognizes, respects, plans for and rewards personal integrity and hard work.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline												
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	Team																

Harry Lee Cole School Action Plan for 2009-2010

Goal 4: Personal Integrity and Hard Work-Establish a Welcoming Environment
(continued)

Measurable Objective: All children, staff and parents will experience a supportive learning environment that recognizes, respects, plans for and rewards personal integrity and hard work.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline											
					Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Quality Planning How can we get to where we want to be?	Principal, Teachers, Curriculum, Director, Instructional Specialists, Leadership Team	Provides next steps for next school improvement plan. Clear goals and objectives established based on multiples measures of data.	Professional Development. Interventions. Timeline. Plan.	May 2010		09	09	09	09	10	10	10	10	10		

Harry Lee Cole School Action Plan for 2009-2010

Goal 5: Physical Plant and Space Needs.

Measurable Objective #1:

All students, staff, parents and community will work in schools that are well maintained and provided acceptable space for approved programs.

Questions/Actions	Person Responsible	Measurement	Resources Needed	Due Date	Timeline												
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Staff will report maintenance issues through use of Building Form. Monthly facilities mtgs.	Principal, Facilities Manager	Building is clean and safe for all members.	Maintenance Forms, Custodial communication	Ongoing													
Provide staff training on safety.	Safety Team	Staff are aware of appropriate safety protocol.	Safety protocols, Safety Team mtgs.	Ongoing													

Goal 6: Recruitment and Retention.

Measurable Objective #1: A plan will be developed to address future needs regarding the recruitment and retention of teaching and learning personnel.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline												
					A u g	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Expand ways for staff to continue to take on leadership roles.	Principal, Curriculum Director, Teachers	Staff will lead the learning.	Professional Development, <i>My Learning Plan.</i>	Ongoing													

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Goal 6: Recruitment and Retention.

Measurable Objective #1: A plan will be developed to address future needs regarding the recruitment and retention of teaching and learning personnel.

Strategy / Action	Person Responsible	Measurement	Resources Needed	Due Date	Timeline												
					Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Expand ways for staff to continue to take on leadership roles.	Principal, Curriculum Director, Teachers	Staff will lead the learning.	Professional Development, <i>My Learning Plan</i> .	Ongoing													
Implement the Professional Development plan for new staff (including teaching assistants).	Principal, Curriculum Director, Teachers	New staff will take core courses.	Professional Development Plan, <i>My Learning Plan</i> .	Ongoing													