



Oklahoma City Public Schools

*DOVE SCIENCE ACADEMY ELEMENTARY*



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Campus Improvement Plan  
*Addendum*  
2010-2011

## SCHOOLWIDE SITE PLAN CHECKLIST

### Ten Components of a Schoolwide Site Plan

District Name	Oklahoma City Public Schools	
School Name	Dove Science Academy Elementary	
Date	5/21/2010	
<b>Public Law 107-110, No Child Left Behind Act of 2001 (NCLB) Requirements</b>		<b>Found on page # (either in the 09-10 CIP or this addendum)</b>
1.	A comprehensive needs assessment of the entire school <i>Section 1114(b)(1)(A)</i>	
2.	Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li><input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research</li> <li><input type="checkbox"/> Strengthens the core academic program</li> <li><input type="checkbox"/> Increases the amount of learning time</li> <li><input type="checkbox"/> Includes strategies for serving underserved populations (Examples: migrant, economically disadvantaged, and minority students)</li> <li><input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards</li> <li><input type="checkbox"/> Address how the school will determine if those needs of the children have been met</li> <li><input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any <i>Section 1114(b)(1)(B)</i></li> </ul>	
3.	Instruction by highly qualified teachers <i>Section 1114(b)(1)(C)</i>	
4.	High quality and on-going professional development for teachers, principals, and paraprofessionals (Attach professional development plan) <i>Section 1114(b)(1)(D)</i>	
5.	Strategies to attract high-quality, highly qualified teachers to high-needs schools <i>Section 1114(b)(1)(E)</i>	
6.	Strategies to increase parental involvement, such as family literacy services <i>Section 1114(b)(1)(F)</i>	
7.	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, or Early Reading First to local elementary school programs <i>Section 1114(b)(1)(G)</i>	
8.	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement <i>Section 1114(b)(1)(H)</i>	
9.	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement standards are provided with effective, timely additional assistance <i>Section 1114(b)(1)(I)</i>	
10.	Coordination and integration of federal, state and local services and programs, including programs supported under this Act <i>Section 1114(b)(1)(J)</i>	

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## **B. Introduction Statement**

*Provide one to two paragraphs that will reflect an overview of your school and community including demographic data and poverty rate, the school mission statement and what your site defines as a 'core,' 'supplemental,' and 'intensive' strategy.*

Dove Science Academy Elementary is a school-wide Title I school, teaching about 300 students in grades K-5<sup>th</sup>. Academically our focus is in Reading, Math, Science and Technology. The goal of DSA Elementary is to help students reach their full potential intellectually, socially, emotionally, and physically.

DSA Elementary has finished its second year of operation. It is a perfect-mix school with 35% African-American and 35% Hispanic population. We are serving 80% minority students.

At DSA Elementary, we want to make sure that all students can read sufficiently.

### C. Needs Assessment and Data Profiles

#### Data Reference Chart

Provide the most recent information available.

Grade Span	K-5	Total Enrollment	307
Average Attendance (Percentage)	96.7%	Free/Reduced Lunch (Percentage)	78%
Special Education (Percentage)	4.2%	ELL (Percentage)	35.2%
Number of Certified Staff	21	Student Teacher Ratio	14.6
2007-2008 API	N/A	2008-2009 API	1394
Made 2009 AYP-Reading: YES/NO	YES	Made 2009 AYP-Math: YES/NO	YES

Student Enrollment by Gender: Indicate if you are providing the requested data as a percent or number.

Year	Total Enrollment	Male	Female
2009-2010	307	144	163
2008-2009	283	142	141
2007-2008	N/A	N/A	N/A

Student Enrollment by Ethnicity

Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other
2009-2010	307	37%	5%	36%	2%	20%	N/A
2008-2009	283	32%	2%	42%	2%	22%	N/A
2007-2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Students Eligible for Free and Reduced Lunch Program (as of October SDE Child Nutrition Count)

Year	Number	Percent of Population
2009-2010	235	77.3%
2008-2009	230	81.3%
2007-2008	N/A	N/A

Student Attendance (as of Quarter 1): Indicate if you are providing the requested data as a percent or number.

Year	Average Daily Attendance	Percent of Student Population	Male	Female
2009-2010	95.5%	N/A	N/A	N/A
2008-2009	96.6%	N/A	N/A	N/A
2007-2008	N/A	N/A	N/A	N/A

Student Mobility Rate: Indicate if you are providing the requested data as a percent or number.

Year	Full Academic Year (FAY)	Non Full Academic Year (NFAY)
	Students	Students
2009-2010	297	10

Students Identified as English Language Learners (ELL)

Year	Program Enrollment	Percent of Student Population
2009-2010	108	35.2%
2008-2009	115	40.6%
2007-2008	N/A	N/A

Student Behavior

Year	Average Daily Referrals	# In-School Suspensions	# of Out-of-School Suspensions
2009-2010	3	17 per year	52 per year

CRT and EOI Data Charts: Number of ALL Students Scores Reading/Language Arts (if applicable)

Testing Year Grade Level	Scored Advanced	Scored Proficient	Score Limited Knowledge	Scored Unsatisfactory	Total Tested
Spring 2009 Grade 3					
Spring 2008 Grade 3	2%	58%	31%	9%	45
Spring 2007 Grade 3	N/A	N/A	N/A	N/A	N/A
Spring 2009 Grade 4					
Spring 2008 Grade 4	5%	63%	11%	21%	38
Spring 2007 Grade 4	N/A	N/A	N/A	N/A	N/A
Spring 2009 Grade 5					
Spring 2008 Grade 5	5%	56%	28%	12%	43
Spring 2007 Grade 5	N/A	N/A	N/A	N/A	N/A

Number of ALL Students Scores Reading/Language Arts (if applicable)

Testing Year Grade Level	Scored Advanced	Scored Proficient	Score Limited Knowledge	Scored Unsatisfactory	Total Tested
Spring 2009 English 10					
Spring 2008 English 10	N/A	N/A	N/A	N/A	N/A
Spring 2007 English 10	N/A	N/A	N/A	N/A	N/A
Spring 2009 English 11					
Spring 2008 English 11	N/A	N/A	N/A	N/A	N/A
Spring 2007 English 11	N/A	N/A	N/A	N/A	N/A

Number of ALL Students Scores Mathematics (if applicable)

Testing Year Grade Level	Scored Advanced	Scored Proficient	Score Limited Knowledge	Scored Unsatisfactory	Total Tested
Spring 2009 Grade 3					
Spring 2008 Grade 3	9%	43%	39%	9%	44
Spring 2007 Grade 3	N/A	N/A	N/A	N/A	N/A
Spring 2009 Grade 4					
Spring 2008 Grade 4	16%	42%	32%	11%	38
Spring 2007 Grade 4	N/A	N/A	N/A	N/A	N/A
Spring 2009 Grade 5					
Spring 2008 Grade 5	15%	51%	32%	2%	41
Spring 2007 Grade 5	N/A	N/A	N/A	N/A	N/A

Number of ALL Students Scores Mathematics (if applicable)

Testing Year Grade Level	Scored Advanced	Scored Proficient	Score Limited Knowledge	Scored Unsatisfactory	Total Tested
Spring 2009 Algebra I					
Spring 2008 Algebra I	N/A	N/A	N/A	N/A	N/A
Spring 2007 Algebra I	N/A	N/A	N/A	N/A	N/A
Spring 2009 Geometry					
Spring 2008 Geometry	N/A	N/A	N/A	N/A	N/A
Spring 2007 Geometry	N/A	N/A	N/A	N/A	N/A
Spring 2009 Algebra II					
Spring 2008 Algebra II	N/A	N/A	N/A	N/A	N/A
Spring 2007 Algebra II	N/A	N/A	N/A	N/A	N/A

Number of ACE Students (if applicable)

	All ACE Students	# Female	# Male	# Spec Ed	#ELL
Mathematics	N/A				
English	N/A				
History	N/A				
Science	N/A				
Fine Arts	N/A				
Electives	N/A				
Total	N/A	N/A	N/A	N/A	N/A

Number of ACT America's Choice Explore Plan Students (if applicable)

2009-2010	# Tested All Students	English	Math	Reading	Science	Composite
7 <sup>th</sup> grade	N/A	N/A	N/A	N/A	N/A	N/A
8 <sup>th</sup> grade	N/A	N/A	N/A	N/A	N/A	N/A
9 <sup>th</sup> grade	N/A	N/A	N/A	N/A	N/A	N/A

Student Readiness Inventory – ACT America’s Choice (if applicable)

	Total # Tested	Grade Level	Family Attitude	Family Involvement	School Safety Climate
2009-2010	N/A	N/A	N/A	N/A	N/A

Library Circulation Statistics

	2008-2009	2009-2010
School Enrollment	283	307
Avg. # of Books Checked out per student (3rd Quarter)		11
Avg. # of Books Checked out per student (Full Year)	25	
Total Circulations (3rd Quarter)		2712
Total Circulations (Full Year)	3338	

Parental Involvement and Parent Activities

	2009	2008	2007
PTA Membership	<u>7</u>	<u>6</u>	N/A
Parent Advisory Board	N/A	N/A	N/A
Parent Teacher Conferences	<u>2</u>	<u>2</u>	N/A
Open House Events	<u>1</u>	<u>1</u>	N/A
Parent Night	<u>25</u>	N/A	N/A
Musical	<u>100</u>	<u>100</u>	N/A
Other			N/A
Other:			N/A

Instructor’s Trend Data	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Instructor’s Attendance Goal</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
School Trend	N/A	N/A	96%	96.5%	N/A	N/A	N/A	N/A
<b>Site HQ Goal</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
School Trend	N/A	N/A	100%	100%	N/A	N/A	N/A	N/A

Instruction by Highly Qualified Teachers

A highly qualified teacher (HQT) must hold a minimum of a bachelor’s degree; and obtained full Oklahoma certification or licensure; and has demonstrated competency in each of the academic subjects in which the teacher delivers content knowledge. A highly qualified paraprofessional must have completed at least two years of study at an institution of higher education; obtained at least an associate’s degree; or passed the Oklahoma General Education Test or another academic assessment approved by the Oklahoma State Board of Education.

If site is schoolwide, please count all instructional paraprofessionals.

Highly Qualified Teachers (HQT) and Paraprofessionals

Number of Certified Teachers	Number of HQT	Number of Non HQT
17	4	0
Number of Paraprofessionals	Number of HQ Paraprofessionals	Number of Non HQ Paraprofessionals
1	1	0

Teaching Experience	Years of Experience					
	0-3	3-5	6-10	11-15	15-20	20+
Number of Certified Teachers	7	6	3	1	0	0
17						

Professional Development Activities Chart

Complete the chart below for the previous school year (2009-2010).

Professional Development Activity	Date(s)	Number of Participants	Description (e.g., content, duration of time)
RTI	August 14,2009	20	One day workshop about RTI Presented By Oklahoma SDE
Discovery Education	September 2 <sup>nd</sup> , 2009	21	4 hours about how to integrate technology into curriculum
All Kinds of Minds	January 4 <sup>th</sup> , 2010	17	One day
Hands on Elementary Math	November 21th ,2009	3	One day workshop presented by Cosmos Foundation
Successful AR Program	January 4 <sup>th</sup> , 2010	6	One day workshop on how to implement a successful AR program in the class

## **D. Action Plan – Additions**

### **Reading & Math Strategies**

#### Longer Day & School-wide DEAR Time

At DSA Elementary, homeroom classes will be 30 minutes in the morning instead of 10 minutes. It will make our one day 405 minutes. All teachers in all subjects will dedicate 20 minutes of homeroom everyday to a free read session for all students for DEAR time.

#### New Tutoring Schedule

Based on teacher's observations, the CIP decided to change tutoring times for all students. Elementary students are getting too tired after 385 minutes of a school day. Instead of after-school tutoring classes, students who are below target levels will be required to attend tutoring classes in the morning during homeroom time.

### **Student Engagement & Transition Strategies**

#### New Student Orientation for Kindergarten Students

There will be an orientation day for all new kindergarten students before school starts. Students will be able to spend a day and do some activities with their parents in the classroom. They will also meet with their teacher, friends, counselor and other administrator. This allows new students to begin the school with much less confusion and intimidation.

### **Professional Development Strategies**

#### SIOP Training

Having 35% ELL population, DSA Elementary teachers need training on how to teach ESL students better. Next year, all staff will attend a SIOP (The Sheltered Instruction Observation Protocol) workshop. SIOP is developed to make content material comprehensible to English Language Learners.

#### PBIS and Love&Logic Training

DSA Elementary teachers will participate in PBIS and Love&Logic (Positive Behavioral Interventions and Support) workshop. It will promote healthy parent/teacher and teacher/student relationships and positive school wide discipline.

#### One-to-one Training from Cosmos Foundation

DSA Elementary will continue to work with Cosmos Foundation. Professionals from Cosmos Foundation will provide one-to-one training for DSA staff in the following areas:

- Successful AR Implementation
- Hands on Math for Elementary
- Effective Benchmark Testing & Analyzing the results

- How to use online student information system
- Managing school web site for parental involvement
- Curriculum development

## E. Goals and Action Plans

### 2010-2011 CAMPUS READING GOAL

<p><b>NCLB Goal 1:</b> Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate <b>academic skills</b> at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.</p> <p><b>OSDE Essential Element 1.1:</b> Academic expectations are aligned with the <i>Priority Academic Student Skills (PASS)</i>.</p> <p><b>District AIM 1: Learning Focus</b></p> <p>Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.</p> <p>Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.</p>			
<p>Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP:</p>			
<b>Action Plan</b>			
2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
<p><b>Core: Early Morning Tutoring Classes instead of After School Tutoring</b></p>	<ul style="list-style-type: none"> <li>• Computers for Classrooms</li> <li>• Benchmark Testing Support from Cosmos</li> <li>• DIBELS</li> <li>• AR</li> <li>• StudyIsland</li> <li>•</li> </ul>	<p>Reading Specialist Principal</p>	<p>Benchmark Test Scores STAR Test Scores DIBELS Scores</p>
<p><b>Supplemental:</b></p>			
<p><b>Intensive:</b></p>			
<p><b>2010-2011 Purchases to support the new/revised/ongoing strategy:</b></p> <p>Computers, Projectors, StudyIsland Software, Benchmark Testing Support from Cosmos Foundation, AR Software, DIBELS</p>			

2010-2011 CAMPUS MATHEMATICS GOAL

<p><b>NCLB Goal 1:</b> Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate <b>academic skills</b> at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.</p> <p><b>OSDE Essential Element 1.1:</b> Academic expectations are aligned with the <i>Priority Academic Student Skills (PASS)</i>.</p> <p><b>District AIM 1: Learning Focus</b></p> <p>Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.</p> <p>Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.</p>			
<p>Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP:</p>			
Action Plan			
2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
<p><b>Core: Early Morning Tutoring Classes instead of After School Tutoring</b></p>	<ul style="list-style-type: none"> <li>• Computers for Classrooms</li> <li>• Benchmark Testing Support from Cosmos</li> <li>• StudyIsland</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Title I Math Coach</li> </ul>	<p>Benchmark Test Results</p>
<p><b>Supplemental:</b></p>			
<p><b>Intensive:</b></p>			
<p><b>2010-2011 Purchases to support the new/revised/ongoing strategy:</b></p> <p>Computers. Projectors, StudyIsland Software, Benchmark Testing Support from Cosmos Foundation</p>			

2010-2011 CAMPUS TECHNOLOGY INTEGRATION IN CURRICULUM GOAL

<p><b>NCLB Goal 1:</b> Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate <b>academic skills</b> at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.</p> <p><b>OSDE Essential Element 3.5:</b> Teachers incorporate technology in classrooms.</p> <p><b>District AIM 1: Learning Focus</b></p> <p>Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.</p> <p>Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.</p>			
<p>Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP:</p>			
<b>Action Plan</b>			
2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
<b>Core:</b>			
<b>Supplemental:</b>			
<b>Intensive:</b>			
<b>2010-2011 Purchases to support the new/revised/ongoing strategy:</b>			

2010-2011 CAMPUS PROFESSIONAL DEVELOPMENT GOAL

**NCLB Goal 4:** Align staff capacities, school processes, and professional development activities to implement **effective methods and instructional practices** that are supported by scientifically based research.

**OSDE Essential Element 6.1:** Long-term professional development plans are written.

**OSDE Essential Element 6.5:** Professional development is ongoing and job-embedded.

**OSDE Essential Element 7.2:** Leadership decisions are collaborative and data driven.

**District AIM 1: Learning Focus**

Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.

**District AIM 3: Organizational Health**

Goal 2: Create and sustain an organizational culture embracing collaboration and cooperation.

Goal 3: Create and sustain an environment that fosters leadership at all levels.

Goal 4: Create and sustain high expectations for all employees and students.

Goal 5: Create and sustain an environment that recognizes the needs of all employees and students.

**District AIM 4: Effective Workplace**

Goal 1: Recruit and retain a highly effective and competent workforce.

Goal 2: Value continuous improvement and celebrate success.

Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP:

- No after school tutoring. Instead of tutoring, we will have staff gatherings. Every day between 3:15 PM – 4:00 PM will be gathering time. Teachers will meet in a relax environment to analyze data, discuss student progress, read research papers, learn together, etc...

How does the professional development you would like to implement align to the data in your Standards Assessment Inventory (SAI)?

- Without after school tutoring, staff will have more time to meet, analyze data and improve their learning.

Date the staff completed the SAI survey: April 14<sup>th</sup>

**Action Plan**

2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
<b>Core:</b> <ul style="list-style-type: none"> <li>• After School Gatherings</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	Principal – Whole Year	Meeting Minutes
<b>Supplemental:</b>			
<b>Intensive:</b>			

**2010-2011 Purchases to support the new/revised/ongoing strategy:**

2010-2011 CAMPUS PARENTAL INVOLVEMENT GOAL

**Please include as attachments to the addendum, your current year site compact and site parental involvement policy.**

**Date of Parent Title I Meeting:** Second Monday of September

<p><b>NCLB Goal 1:</b> Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate <b>academic skills</b> at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.</p> <p><b>OSDE Essential Element 5.1:</b> Families and communities are active partners.</p> <p><b>OSDE Essential Element 5.3:</b> School provides organizational structure that reduces barriers to learning.</p> <p><b>District AIM 1: Learning Focus</b></p> <p>Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.</p> <p>Goal 2: Provide extended, research-based learning opportunities to meet student needs for skills mastery.</p> <p>Goal 4: Engage and maximize community and school partnerships to foster learning.</p> <p><b>District AIM 6: Clear, Concise, Effective Communication</b></p> <p>Goal 1: Develop and strengthen family involvement in schools.</p> <p>Goal 3: Develop, implement and sustain internal and external communication that is proactive, open, clear and honest.</p>			
<p>Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP:</p> <ul style="list-style-type: none"> <li>• Home visit – Administration will promote home visiting program</li> <li>• We will use automated phone call system more effectively</li> </ul>			
<b>Action Plan</b>			
2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• OneCallNow System</li> </ul>	<ul style="list-style-type: none"> <li>• OneCallNow</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Call Reports</li> </ul>
<p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>• Home Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Mileage Reimbursement</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Home Visit Logs on Database</li> </ul>
<p><b>Intensive:</b></p>			
<p><b>2010-2011 Purchases to support the new/revised/ongoing strategy:</b></p>			

2010-2011 CAMPUS TRANSITION GOAL

<p><b>NCLB Goal 2:</b> Increase the number of students making <b>successful transitions</b> between schools, between school levels, and including high school graduation and college access opportunities.</p> <p><b>OSDE Essential Element 1.4:</b> Key curriculum vertical transition points are communicated.</p> <p><b>OSDE Essential Element 3.3:</b> Strategies are monitored and aligned to address learning styles.</p> <p><b>OSDE Essential Element 3.5:</b> Teachers incorporate technology in classrooms.</p> <p><b>District AIM 1: Learning Focus</b></p> <p>Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.</p> <p>Goal 2: Provide <b>extended, research-based learning opportunities to meet student needs for skills mastery.</b></p>			
<p>Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP:</p> <ul style="list-style-type: none"> <li>• There will be a one-day orientation for Kindergarten Students before school starts. They will come to school with their parents and spent a whole day at school.</li> </ul>			
<b>Action Plan</b>			
2010-2011 Revised/New Strategies and Action Steps	Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)	Person(s) Responsible and Timeline	Evidence of Progress
<p><b>Core:</b></p> <ul style="list-style-type: none"> <li>• <b>Kindergarten Orientation</b></li> </ul>	N/A	Principal, Counselor and Kindergarten Teachers	Sign-in Sheets
<p><b>Supplemental:</b></p>			
<p><b>Intensive:</b></p>			
<p><b>2010-2011 Purchases to support the new/revised/ongoing strategy:</b></p>			

2010-2011 CAMPUS STUDENT ENGAGEMENT GOAL

**NCLB Goal 2:** Extend academic success by maintaining **safe, healthy and engaging learning** environments.  
**OSDE Essential Element 4.1:** Leadership support is provided for a safe and orderly environment.  
**OSDE Essential Element 4.5:** Teachers accept their role in student successes or failures.  
**District AIM 1: Safe and Nurturing Learning Environment**  
 Goal 1: Provide safe, secure, inviting, orderly and well maintained facilities.  
 Goal 2: Provide, expect and reinforce appropriate/positive behavior of employees and students.  
**District AIM 5: Learning Focus**  
 Goal 3: Create and sustain an environment embracing diversity that fosters leadership and accountability for all employees and students.

Based on the current year needs assessment and data, our school would like to implement the following changes to the 09-10 CIP:

<b>Action Plan</b>			
<b>2010-2011 Revised/New Strategies and Action Steps</b>	<b>Resources/Materials Needed and Cost (only list those items to be purchased with Title I funds)</b>	<b>Person(s) Responsible and Timeline</b>	<b>Evidence of Progress</b>
<b>Core:</b>			
<b>Supplemental:</b>			
<b>Intensive:</b>			
<b>2010-2011 Purchases to support the new/revised/ongoing strategy:</b>			

