

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

SCHOOL IMPROVEMENT PLAN					
School Name: NORTH DODGE ELEMENTARY			District Name: DODGE COUNTY		
Principal Name: Cindy Screws			School Year: 2014-2015		
Title I Schoolwide Program <input checked="" type="checkbox"/>		Title I Targeted Assistance <input type="checkbox"/>		Non-Title I School <input type="checkbox"/>	
ESEA WAIVER ACCOUNTABILITY STATUS (Based on 2011 Data) (Check all boxes that apply and provide additional information if requested.)					
Priority School (SIG) <input type="checkbox"/>		Priority (Graduation Rate) <input type="checkbox"/>		Priority (Achievement) <input type="checkbox"/>	
Alert School <input type="checkbox"/> (Use 2011 Data)			Focus School <input type="checkbox"/> (Use 2011 Data)		
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Sub-Group Alert	<input type="checkbox"/>	List Sub-Group(s)	Achievement Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Graduation Alert	<input type="checkbox"/>	List Sub-Group(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	


Note: Double clicking on the gray squares brings up the option to mark the squares.

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SMART Goal:

Goal 1: Third through fifth grade students will meet or exceed the Georgia State Average in ELA on the spring 2015 Georgia Milestones Assessment System (GMAS) with a minimum of 95% participation. (By meeting the Georgia state average we traditionally exceed the Heart of Georgia RESA average.)


Goal 2: Ninety-five percent of students in fifth grade will pass at least four courses in core content areas.

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment	<p>Determine Reading/ELA baseline of students by administering and examining the results of</p> <ul style="list-style-type: none"> • STAR Reading • Benchmark tests • Previous year’s CRCT scores • Previous year’s GKIDS scores • Georgia RESA Assessment of Student Progress (GRASP) scores • Dodge Assessment of Proficiency (DAP) pre and post tests <p>Disaggregate and review all standardized testing data with faculty and staff</p> <p>Teachers will continue to use Formative Instructional Practices (FIP) and data from subsequent formative assessments to tailor instruction that meet the needs of all learners.</p>	<p>School Year 2014-2015</p> 	<p>Accelerated Reading</p> <p>STAR Reading</p> <p>Copying Costs</p>	<p>Teachers</p> <p>Media Specialist</p> <p>Administration</p> <p>Testing Coordinator</p> <p>Paraprofessionals</p> <p>Guidance Counselor</p> <p>RTI Chairpersons</p>	<p>Diagnostic Reports</p> <p>GMAS Scores</p> <p>GRASP Data</p> <p>DAP Pre/Post Scores</p> <p>STAR Reading Data</p> <p>GKIDS Data</p> <p>Sign In Sheets Grade Level Meetings</p>	<p>Results of test data to be used in planning effective instruction.</p> <p>Focus Walks show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p>

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School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	<p>All faculty will utilize standards-based classroom instructional strategies to address the Reading/ELA needs of all students through the use of</p> <ul style="list-style-type: none"> • Cooperative learning • Independent reading • Inclusion • Leveled readers • Guided reading • Flexible grouping • Agenda planners • Class Book Sets <p>Incorporate writing in all classes.</p> <p>Utilize programs and technology integration from various websites and reading software to increase reading fluency and comprehension.</p> <ul style="list-style-type: none"> • Frameworks (models of instruction to implement CCGPS) • Jack & Jilly Reading • Accelerated Reading • STAR Reading • Study Island • Brain Pop • Readers Workshop • Academy of Reading • Discovery Ed. Videos • K – Star Fall 	School Year 2014-2015 	Agendas (4-5) Web Based Programs Leveled Readers "Linking the Language" Books (K-3) Books for Media Center and Class Book Sets Technical Support Accelerated Reader STAR Reading Jack & Jilly (Refill for Kits) I Read	Teachers Administration Media Specialist DCBOE Technology Director Paraprofessionals RTI Chairpersons Technology Teacher	Lesson Plans Student Work Samples STAR Reading Test Data GKIDS Data GRASP Data Sign In Sheets Grade Level Meetings DAP Pre/Post Test Data	Increased test scores (state mandated, benchmark scores, STAR Reading). Focus Walks show evidence of standards based practice and learning. Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.

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School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	Provide Remedial Programs <ul style="list-style-type: none"> • RTI • EIP • Inclusion • Resource Class Room 	School Year 2014-2015	RTI Conferences and Workshop Expenses Pay for Substitutes Training Supplies Travel Expenses for Training 	Teachers Sp. Ed. Teachers Paraprofessionals Sp. Ed. Director DCBOE Psychologist SST /RTI Data Team Members Administration Guidance Counselor Testing Coordinator	Class Rolls for EIP/RTI Folders/ Meeting Minutes Class Rolls for Inclusion/Resource Lesson Plans GRASP Data	Increased test scores (state mandated, benchmark scores, STAR Reading scores). Focus Walks show evidence of standards based practice and learning. Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards. Seamless transition through the tiers.
	Implement Instructional Data Teams for the purpose of collecting and analyzing individual student data relative to learning goals. <ul style="list-style-type: none"> • RTI Chairpersons at each grade level make up the Data Team 	School Year 2013-2018				
	Align the SST/ RTI processes					


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School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	Participate in ongoing professional development and collaboration in unit and lesson planning that focuses on CCGPS in all subjects.	School Year 2014-2015	Professional Development and Travel Fees Substitutes	Administration Leadership Team Teachers DCBOE Curriculum Director	Professional Development Sign In Sheets Redelivery of Professional Development Information	Increased test scores (state mandated, benchmark scores, STAR Reading scores).
	Fully implement the <i>Teacher Keys Effectiveness System (TKES)</i> as a continuous growth model for instructional improvement.	School Year 2014-2015	↓	↓	Guidance Counselor RTI Data Team Members ↓	TKES Documents Sign In Sheets Grade Level and Collaborative Meetings

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SMART Goal:

Goal 3: Third through fifth grade students will meet or exceed the Georgia State Average in Math on the spring 2015 GMAS with a minimum of 95% participation. (By meeting the Georgia state average we traditionally exceed the Heart of Georgia RESA average.)

School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Assessment Planning & Organization, Leadership	<p>Determine math baseline of students by administering and examining the results of</p> <ul style="list-style-type: none"> • Benchmark tests • STAR Mathematics test • Study Island • Academy of Math • Previous year's CRCT scores • Previous year's GKIDS scores • Georgia RESA Assessment of Student Progress (GRASP) scores • Dodge Assessment of Proficiency (DAP) pre and post tests <p>Disaggregate and review all standardized testing data with faculty and staff Teachers will continue to use Formative Instructional Practices (FIP) and data from subsequent formative assessments to tailor instruction that meet the needs of all learners.</p>	School Year 2014-2015 	Copying Costs Web Based Programs Accelerated Math Academy of Math Agendas	Teachers Media Specialist Administration Testing Coordinator Paraprofessionals Guidance Counselor RTI Chairpersons	Diagnostic Reports GMAS Scores GRASP Data DAP Pre/Post Scores STAR Math Data GKIDS Data	Results of test data to be used in planning effective instruction. Focus Walks show evidence of standards based practice and learning. Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.

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School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	<p>All faculty will utilize standards-based classroom instructional strategies to address the Math needs of all students through the use of</p> <ul style="list-style-type: none"> • Flexible grouping • Higher order questioning • Math manipulatives • Teacher resources • Inclusion • Agenda Planners <p>Use programs and technology integration from various websites and math software, use interactive white boards, and computer lab visits to increase mathematics proficiency.</p> <ul style="list-style-type: none"> • Frameworks (Models of instruction to implement CCGPS) • Accelerated Math • GO MATH • Study Island • Brain Pop • Think Math • Academy of Math • ED Helper 	School Year 2014-2015	Agendas (4-5) Web Based Programs Technical Support STAR Math Accelerated Math GO MATH	Teachers Paraprofessionals Administration RTI Chairpersons Technology Teacher DCBOE Technology Director Media Specialist	Lesson Plans Student Work Samples STAR Mathematics Data GKIDS Data GRASP Scores Sign In Sheets Grade Level Meetings DAP Pre/Post Test Data	Increased test scores (state mandated, benchmark scores, STAR Math scores, GRASP scores). Focus Walks show evidence of standards based practice and learning. Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.

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School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	Provide remedial programs <ul style="list-style-type: none"> • RTI • EIP • Inclusion • Resource Room 	School Year 2014-2015	RTI Conferences and Workshop Expenses Pay for Substitutes	Teachers Sp. Ed. Teachers Paraprofessionals	Class rolls for EIP/RTI Folders/ Meeting Minutes	Increased test scores (state mandated, benchmark scores, STAR Math scores, GRASP scores). Focus Walks show evidence of standards based practice and learning. Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards. Seamless transition through the tiers.
	Implement Instructional Data Teams for the purpose of collecting and analyzing individual student data relative to learning goals. <ul style="list-style-type: none"> • RTI Chairpersons at each grade level make up the Data Team 	School Year 2014-2015	Training Supplies Travel Expenses for Training	Sp. Ed. Director DCBOE Psychologist SST & RTI Team Members	Class Rolls for Inclusion/Resource Lesson Plans	
	Align the SST & RTI processes	School Year 2013-2018	↓	Administration Guidance Counselor	↓	

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School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Planning & Organization, Professional Learning, Leadership	Participate in ongoing professional development and collaboration in unit and lesson planning that focuses on CCGPS in all subjects.	School Year 2014-2015	Professional Development and Travel Fees Substitutes	Administration Leadership Team Teachers DCBOE Curriculum Director Guidance Counselor	Professional Development sign in sheets Redelivery of professional development information	Increased test scores (state mandated, benchmark scores, STAR Math scores, GRASP scores). Focus Walks show evidence of standards based practice and learning.
	Implement the <i>Teacher Keys Effectiveness System</i> as a continuous Growth model for instructional improvement.	School Year 2014-2015	↓	↓	TKES Documents	Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.

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SMART Goal:

Goal 4: Third through fifth grade students will meet or exceed the Georgia State Average in Science on the spring 2015 GMAS with a minimum of 95% participation. (By meeting the Georgia state average we traditionally exceed the Heart of Georgia RESA average.)

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	<p>All faculty will utilize standards-based classroom instructional strategies to address Science needs of all students through the use of</p> <ul style="list-style-type: none"> • Small groups • Higher order questioning • Labs-Science manipulatives • Teacher resources • Inclusion • Agenda Planners • Guided Reading • Linking the Language <p>Use programs and technology integration from various websites and science software, use interactive white boards, and computer lab visits</p> <ul style="list-style-type: none"> • Frameworks (Models of instruction to implement CCGPS) • Harcourt Text and Workbook • Smart Exchange (Smartboard) • Study Island • ED Helper • Brain Pop • Discovery Videos • PowerPoint Presentation 	School Year 2014-2015	<p>Agendas (4-5)</p> <p>Web Based Programs</p> <p>Carson Delosa, Evanmore Materials</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Administration</p>	<p>Lesson Plans</p> <p>Student Work Samples</p> <p>Teacher Made Assessments</p> <p>Testing Data</p> <p>Lab Activity</p> <p>Write Ups and Rubrics</p>	<p>Increased test scores (state mandated tests, benchmark scores).</p> <p>Focus Walks show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p>

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School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Organization & Planning, Leadership	<p>Provide remedial programs</p> <ul style="list-style-type: none"> • RTI • EIP • Inclusion • Resource Room 	School Year 2014-2015	RTI Conferences and Workshop Expenses	Teachers	Class rolls for EIP	Results of test data to be used in planning effective instruction.
	<p>Implement Instructional Data Teams for the purpose of collecting and analyzing individual student data relative to learning goals.</p> <ul style="list-style-type: none"> • RTI Chairpersons at each grade level make up the Data Team 	School Year 2014-2015	Pay for Substitutes	Sp. Ed. Teachers	RTI Folders/Minutes	
	<p>Align the SST/ RTI processes</p>	School Year 2013-2018	Training Supplies	Paraprofessionals	Class Rolls for Inclusion/Resource	
			Travel Expenses for Training	Testing Coordinator	Lesson Plans	Focus Walks show evidence of standards based practice and learning.
			↓	Administration	Sign In Sheets for Grade Level and Collaborative Meetings	Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.
				SST/RTI Data Team Members		

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SMART Goal:

Goal 5: Third through fifth grade students will meet or exceed the Georgia State Average in Social Studies on the spring 2015 GMAS with a minimum of 95% participation. (By meeting the Georgia state average we traditionally exceed the Heart of Georgia RESA average.)

Goal 6: Ninety-five percent of fifth grade students will complete a career portfolio by the end of grade 5.

School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Planning & Organization, Leadership	<p>Results of test data will be used in planning effective instruction.</p> <p>All faculty will utilize standards-based classroom instructional strategies to address the Social Studies needs of all students through the use of</p> <ul style="list-style-type: none"> • Higher order questioning • Computer Research Projects • Inclusion • Agenda Planners • Guided Reading • Small groups/Flexible groups 	School Year 2014-2015	<p>Agendas (4-5)</p> <p>Web Based Programs</p> <p>Carson Delosa, Evanmore Materials</p> <p>Newspapers</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Administration</p>	<p>Lesson Plans</p> <p>Student Work Samples</p> <p>Teacher Made Assessments</p> <p>Testing Data</p> <p>Rubrics, Peer Grading, Self Assessments</p> <p>Research Projects</p> <p>Career Portfolios</p>	<p>Increased test scores (state mandated, benchmark scores)</p> <p>Focus Walks show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p>


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School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Organization & Planning, Leadership	<p>Use programs and technology integration from various websites and Social Studies software, use interactive white boards, and computer lab visits</p> <ul style="list-style-type: none"> • Frameworks (Models of instruction to implement CCGPS) • Smart Exchange (Smartboard) • Study Island • ED Helper • Brain Pop • PowerPoint Presentation • ED Helper • Scholastic Materials • GAcollge411 website • GALILEO 	School Year 2014-2015		<p>Teachers</p> <p>Sp. Ed. Teachers</p> <p>Paraprofessionals</p> <p>Testing Coordinator</p> <p>Administration</p>	<p>Class rolls for EIP</p> <p>RTI Folders/Minutes</p> <p>Class rolls for Inclusion/Resource</p> <p>Lesson Plans</p> <p>Career Portfolios</p>	<p>Increased test scores (state mandated, benchmark scores)</p> <p>Focus Walks show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p> <p>Career essays and presentations.</p>
	<p>Provide remedial programs</p> <ul style="list-style-type: none"> • RTI • EIP • Inclusion • Resource Room 	School Year 2014-2015				

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SMART Goal:


Goal 7: Ninety-five percent of students in K-5 will earn a passing score in fine arts courses.

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment, Organization & Planning, Leadership	<p>Utilize standards-based classroom instructional strategies to address the Visual Arts needs of all students through</p> <ul style="list-style-type: none"> • Creative Thinking • Contextual Understanding • Production • Assessment & Reflection • Connections <p>Utilize standards-based classroom instructional strategies to address the Music Education needs of all students through</p> <ul style="list-style-type: none"> • Performance skills • Listening to and analyzing music • Evaluating music • Studying the relationship between music and other art forms, history, and culture • Chorus participation <p>Utilize programs and integrate technology from various websites and use interactive white board to increase a better understanding of the Visual Art curriculum and Music Education.</p> <p>Art and Music faculty will participate in conferences to remain current on practices in Art and Music Education in relation to implementing Art and Music Common Core Georgia Performance Standards</p>	<p>School Year 2014-2015</p> 	<p>Funds for Conferences</p> <p>Substitutes</p> <p>Copying Costs</p> <p>Art & Music Classroom Supplies</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Administrators</p> <p>DCBOE Curriculum Director</p>	<p>School Calendar</p> <p>Art Show, Chorus, Rhythm Band Programs, Notes, and Sign In Sheets</p> <p>Newspaper Articles</p> <p>Photos</p> <p>Report Cards</p> <p>Progress Reports</p> <p>Lesson Plans</p>	<p>Increased test scores (state mandated, benchmark scores, unit scores)</p> <p>Art Show, Chorus and Rhythm Band Presentations, Parent Conference sign in sheets</p> <p>Title I Notebook</p>

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SMART Goal:


Goal 8: Ninety-five percent of students in grades 1-5 will have a fully documented *Fitnessgram* assessment.

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Instruction, Assessment	<p><i>FitnessGram</i> will be implemented for Grade levels 1-5</p> <ul style="list-style-type: none"> • Grades 1-3 will be measured for height and weight to calculate BMI (Body Mass Index) • Grades 4-5 will be tested on every aspect of <i>FitnessGram</i>: Height, Weight, Sit- and-Reach, Push-ups, Sit-ups, and PACER • Every student in the school that is physically able will participate in <i>FitnessGram</i> testing during their physical education class. <p>Individual results of the fitness assessment will be given to the parent or guardian of each student assessed.</p> <p><i>Fitnessgram</i> results will be reported to the website approved by the Georgia Board of Education by April of 2015.</p>	<p>School Year 2014-2015</p> 		P. E. Teachers	<p>Class Rosters</p> <p><i>Fitnessgram</i> reports to parents</p> <p>Lesson Plans</p>	<p>Completed <i>Fitnessgrams</i></p> <p>Focus Walks show evidence of standards based practice and learning.</p> <p>Lesson plans include explicit instruction and modeling to support understanding of the standards and engage students in applying the standards.</p>

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SMART Goal:


Goal 9: NDES will have in place organizational processes to actively involve family and community, and to facilitate a personalized climate in the school.

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Family & Community Engagement, School Culture	<p>The school reinforces continuous improvement by active involvement of student, family, and community through</p> <ul style="list-style-type: none"> • Parent/Teacher Conferences scheduled biannually on the school calendar and when needed throughout the year. • Annual Open House and Title I Parent Meeting. • Annual Fall Festival • Numerous parent/family meetings and activities. • Community agencies, businesses, and clubs participation in school activities and volunteer efforts. <p>Information will be disseminated to parents and the community through the school website, newspaper articles, report cards, progress reports, conferences, teacher contacts, Remind 101 (homework communication)</p> <p>Parents can view academic and attendance information through <i>Power Parent</i> which will be updated weekly.</p>	School Year 2014-2015 	Funds for Activities and Meetings Copying Costs	Teachers Paraprofessionals Administrators Guidance Counselor Title I Director Title I Parent Involvement Coordinator Leadership Team	School Calendar Meeting Agendas, Notes, and Sign in Sheets Newspaper Articles Photos Volunteer Sign in Sheets Report Cards Progress Reports	Increased test scores (state mandated, benchmark scores) Volunteer sign in sheets Meeting sign in sheets Title I Notebook

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SMART Goal:

Goal 10: At least 95% of student population will miss fewer than 15 days of the school year.

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Instruction, Family & Community Engagement, School Culture	<p>Implement incentive plan for perfect attendance each 9 week grading period.</p> <p>Prevent multiple unexcused absences by sending notification letter to parents after four unexcused absences.</p> <p>Parents are required to meet with the Attendance Support Team after five unexcused absences.</p> <p>Continued unexcused absences are referred to DFACS or DJJ.</p>	School Year 2014-2015 	Incentive Items	Guidance Counselor DCBOE Social Worker	Daily Attendance	Increase of students receiving incentives/perfect attendance rewards each 9 week grading period. Decrease in the number of unexcused absences.

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Goal 11: Increase attendance of faculty and staff by 10% for the 2014-2015 school year.

School Keys <u>Strands</u>	Actions, Strategies, Interventions	Timeline/When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Instruction, School Culture, Leadership	Provide incentives for perfect attendance each semester.	School Year 2014-2015	Incentives for Perfect Attendance	Administration	Sign In Sheets	Increase in faculty and staff attendance