

**BETHEL-TATE  
LOCAL SCHOOL DISTRICT**

**CIP**

**Academic Achievement  
Component (A)**

*November 4, 2004*

BETHEL-TATE LOCAL SCHOOL DISTRICT

Component: Academic Improvement s (A)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

**Priority Needs:** Based on BTLSD state proficiency/achievement assessment results, the most recent scores indicate improved results with some dramatic gains in scores at some grade levels. However, gaps in achievement exist between students with disabilities and those without as well as gaps between economically disadvantaged students and those that are not disadvantaged. This trend indicates the potential for state report card issues related to achievement of indicators, the performance index calculation for the district and incremental gains necessary to demonstrate adequate yearly progress (AYP).

**Improvement Goal (Performance Indicator):** By the end of the of the improvement planning cycle (School years 2004-2007), B-TLSD will, at a minimum, meet or exceed the state goals for reading and mathematics (**including subgroups**) contributing to the state measure for Adequate Yearly Progress (AYP) and will demonstrate 75%, or better, proficiency in the core academic areas (85% proficiency for high school students continuing to take the 9<sup>th</sup> Grade OPT). Additionally, 3<sup>rd</sup> grade reading achievement results will, by the end of the improvement planning cycle, reflect 100% of the students advancing to the 4<sup>th</sup> grade.

**Causes/Contributing Factors (from school needs assessment):**

- According to needs assessments and review of current planning documents in the district, the curriculum is not fully aligned to the state standards.
- According to informal surveys, curricula in the district has a tendency to be defined by textbook content.
- According to walk-through observations, alignment to the state Academic Content Standards is not systemic.
- According to informal interviews with staff, there are transition issues related to academic standards and instructional practices (such as books, materials, professional development, etc.).
- According to reviews of lesson plans and planning processes, there is a need for more student engagement in active, hands-on learning on a daily basis.
- According to a review of technology utilization, technology is minimally being utilized to support student learning.
- According to a review of classroom assessment strategies and teacher-made assessments tools, there is limited/random assessment of learning at higher levels of thinking (Bloom’s Taxonomy) and parallel to the assessment model utilized in state assessment.
- According to a review of curriculum documents, class schedules/rosters and class/course outlines, some students may be “at risk” of not receiving instruction in all the content to be assessed by the state achievement tests and/or OGT.

**Strategies:**

1. Beginning in the 2004-05 school year and beyond, 100% of the students in the B-TLSD will receive daily instruction in each of the core content areas from a curriculum that is fully aligned to the state standards, benchmarks and indicators. Successful achievement of this strategy will be measured by building leaders monitoring unit/lesson plan development and implementation, by walk-through observations and classroom evaluations by the building leadership, samples of student work and curriculum guides developed by district and building-level curriculum teams reflecting the state Standards.
2. Beginning in the 2004-05 school year and beyond, 100% of the students in the B-TLSD will receive daily instruction in 100% of their classes that reflects the research-based “best practices” identified for the specific core areas (reading, writing, math, science and social studies), technology, foreign language and the arts. Successful achievement of this strategy will be measured by lesson plans reflecting state standards reviewed by building leadership, walk-through observations and/or formal classroom evaluations, samples of student work and student surveys related to instructional practices.
3. Beginning in the 2004-05 school year and beyond, 100% of the students in the B-TLSD will be assessed routinely utilizing assessment tools modeled after the state’s assessment practices (higher order multiple choice, short answer and extended response items scored with rubrics) in each class/course. Successful achievement of this strategy will be measured by a review of teacher-designed assessment tools by the building leadership, samples of student assessment work and testing results, and student confidence, as measured by surveys, in varied modes of assessment.

## BETHEL-TATE LOCAL SCHOOL DISTRICT

Component: Academic Improvement (A)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Strategy #A-1</b> Beginning in the 2004-05 school year and beyond, 100% of the students in the B-TLSD will receive daily instruction in each of the core content areas from a curriculum that is fully aligned to the state standards, benchmarks and indicators. Successful achievement of this strategy will be measured by building leaders monitoring unit/lesson plan development and implementation, by walk-through observations and classroom evaluations by the building leadership, samples of student work and curriculum guides developed by district and building-level curriculum teams reflecting the state Standards.							
<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>A1a.</b> 100% of the students will receive daily instruction from a curriculum mapped into units and/or lessons reflecting the appropriate grade-level indicators. (minimum of 1 mapped unit per trimester first year, to increase annually reflective of professional development needs.)	Curriculum. Director, Principals, Teachers	Daily	Unit plans, lesson plans, and samples of student work reflecting instruction from an aligned curriculum.	Curriculum Templates from CCESC	Unit Design Professional Development	Grant Monies	Estimated \$7,000 per year
<b>A1b.</b> 100% of the students will receive daily instruction from well-defined lesson plans aligned to the Academic Standards, Benchmarks, Grade Level Indicators and state assessments that incorporate best practices instruction and technology.	Curriculum. Director, Principals, Teachers	Daily	Lesson plans and samples of student work.	Lesson Plan Tool	Lesson Plan Tool in-service	None	None
<b>A1c.</b> 100% of the students will receive class/course syllabi /curriculum map at the beginning of each term elaborating the core curriculum reflecting the state standards, to be learned.	Curriculum. Director, Principals, Teachers	Start of each school year <u>or</u> each term for trimester courses.	Course syllabi/curriculum map	Curriculum Documents	Curriculum document updated	None	None
<b>A1d.</b> 100% of the students will daily utilize materials to support learning (textbooks, software, manipulatives, etc.) that are aligned with the state academic standards.	Curriculum. Director, Principals, Teachers	Daily	Materials inventories which indicate alignment to standards; student work.	Textbooks, software, manipulatives, etc.	Professional Development Updated Equipment More software	Title IID SchoolNet +	\$5,000 – \$6,000 Available grant
<b>A1e.</b> 100% of the students (K-12) will participate in a district-wide literacy program	Curriculum. Director, Principals, Teachers	Daily	Literacy connected to teacher lesson plans and samples of student work.	Lesson Plan Tool, Building CIP	Professional Development Level Books	Title V	\$1,000
<b>A1f.</b> 100% of the students identified as achieving below expectations will participate in intervention programs designed to meet their learning needs.	Curriculum. Director, Principals, Teachers	As needed As possible	Intervention master plan, rosters of students participating and samples of student work	Summer School Title I Reading Intervention	Summer School Title I Reading Intervention New programs as needed	Title I	\$200,000 per year

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: Academic Improvement (A)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

**Strategy #A-1** Beginning in the 2004-05 school year and beyond, 100% of the students in the B-T LSD will receive daily instruction in each of the core content areas from a curriculum that is fully aligned to the state standards, benchmarks and indicators. Successful achievement of this strategy will be measured by building leaders monitoring unit/lesson plan development and implementation, by walk-through observations and classroom evaluations by the building leadership, samples of student work and curriculum guides developed by district and building-level curriculum teams reflecting the state Standards.

<b>Professional Development: PD</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>(A1a)</b> Curriculum Mapping: Design Down-Deliver Up Model	Curriculum Director, Principal	05-06	Curriculum Mapping process	CCESC, HSTW Alignment Committee	Lead Teachers	HSTW Title	\$6,000/ for all four major subjects
<b>(A1b)</b> Curriculum Alignment	Curriculum Director, Principal	05-06	Curriculum Mapping process	CCESC, HSTW Alignment Committee	Lead Teachers	HSTW Title	\$6,000/ for all four major subjects
<b>(A1e)</b> Literacy Initiative	Curriculum Director, Principal	05-08	K-12 Model/Lesson Plans	CCESC, HSTW Alignment Committee	Lead Teachers	HSTW Title	\$6,000/ for all four major subjects
<b>(A1f)</b> Intervention Strategies	Curriculum Director, Principal	05-08	Lesson Plans w/ Strategies	CCESC, HSTW Alignment Committee	Lead Teachers	HSTW Title	\$6,000/ for all four major subjects
<b>Technology Support: Tech</b>							
<b>(A1a)</b> Word Processing: Tools, Templates, Graphics, etc.	Tech Coordinator	05-08	Practitioner training sign-off; work samples	CCESC Current systems & software	Updated Equipment & software	Schoolnet	\$5,000 – \$6,000
<b>(A1d)</b> Rubrics for assessing software/hardware	Tech Coordinator	05-08	Rubrics and examples of rubric application		Rubrics	Title IID	Available grants
<b>Community Engagement: Community</b>							
<b>(A1c)</b> Parents receive/review student class/course syllabi and provide feedback as well as clarification of school/classroom learning goals.	Principals Teachers	Annually	Syllabi and parent acknowledgement forms	P/T Conf Parent meetings Newsletters website		PTO monies Title Grant Monies Time/money	\$10,000 annually for both
<b>(A1f)</b> Parents receive strategies/ training in at-home intervention to help struggling students.	Principals Teachers	Annually as needed	Content area strategies written in parent-friendly language describing how parents can support instructional intervention.	IAT meeting Faculty nights	Title Grant monies	Title Grant monies	\$10,000 annually for both

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

**Component: *Academic Improvement (A)* Component Manager:**

**Date:**

**Strategy #A-2 Beginning in the 2004-05 school year and beyond, 100% of the students in the B-TLSD will receive daily instruction in 100% of their classes that reflects the research-based “best practices” identified for the specific core areas (reading, writing, math, science and social studies), technology, foreign language and the arts. Successful achievement of this strategy will be measured by lesson plans reflecting state standards reviewed by building leadership, walk-through observations and/or formal classroom evaluations, samples of student work and student surveys related to instructional practices.**

<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>A2a.</b> 100% of the students will engage a minimum of three times per week in <u>each</u> class in active learning strategies including, but not limited to, cooperative learning, using instruments/tools, product/ project development, etc.	Principals Teachers	Weekly	Unit maps/lesson plans; samples of student work, principal walk throughs	Computer technology, scientific/ graphing calculators, etc.	Professional Development	Instruc- tional set- aside	In place
<b>A2b.</b> 100% of the students in mathematics classes/courses will utilize math manipulatives a minimum of 2 times per week.	Principals Teachers	Weekly	Unit maps/lesson plans; student work samples; inventories of manipulatives	Manipulatives	More manipulatives	Instruc- tional set- aside	\$5,000 estimate
<b>A2c.</b> 100% of the students in each school building will utilize computer technology to support learning a minimum of 3 times per month.	Principals Teachers	Monthly	Lesson plans; computer lab sign-in/out; samples of student work	Computer labs, class- room computers	Replace older computers district-wide, Professional Development	Schoolnet+ Grants	\$150,000 estimate
<b>A2d.</b> 100% of the students will engage daily in reading and writing strategies across-the-curriculum as part of the K-12 literacy initiative	Principals Teachers	Daily	Lesson plans from all teachers reflecting addressing the reading standards; student work samples	Buildings Schedules are conductive building literacy plans	Professional Development	Instruc- tional setaside	In place
<b>A2e.</b> 100% of the students will be taught and will utilize a variety of graphic tools/organizers to facilitate learning daily. (Thinking models, graphic organizers, planning maps, etc., as appropriate to grade levels.)	Principals Teachers	Daily	Adoption/identification of a variety of graphic organizers appropriate for different grade/course levels; lesson plans; student work	Computer technology Scientific graphing calculators etc.	Professional Development	Instruc- tional setaside	\$5,000 estimate

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<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>A2f.</b> 100% of the students in mathematics classes/courses, grades 6-12, will utilize graphing calculators whenever indicated by the Academic Content Standards.	Math Teacher/ Department Chair	As identified in State Standards	Inventories of graphing calculators, lesson plans, student work	State calculators	More calculators	Instructional setaside	\$5,600 annually
<b>A2g.</b> 100% of the students will participate in problem-based learning strategies designed around projects, products and/or active engagement at least one time per trimester.	Teacher/ Department Chair	1 time per trimester	Samples of student projects and/or student demonstrations of projects reflecting state standards	PBL support from CCESC	Professional Development ESC	Instructional setaside	In place
<b>A2h.</b> 100% of the students will be instructed daily from differentiated lesson plans designed to meet their readiness, interests and/or learning styles.	Teacher/ Department Chair Teacher Principal	05-08	Differentiated lesson plans and samples of student work.	CCESC support	Professional Development	Grants	\$1,500

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: Quality Instructional Practices (A) Component Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**Strategy #A-2** Beginning in the 2004-05 school year and beyond, 100% of the students in the B-TLSD will receive daily instruction in 100% of their classes that reflects the research-based “best practices” identified for the specific core areas (reading, writing, math, science and social studies), technology, foreign language and the arts. Successful achievement of this strategy will be measured by lesson plans reviewed by building leadership, walk-through observations and/or formal classroom evaluations, samples of student work and student surveys related to instructional practices.

<b>Professional Development: PD</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>(A2a)</b> Active Learning Strategies (such as cooperative learning, product development, projects, etc.)	Curriculum Director Principals	05-08	Attendance records reflecting training; follow-up reflection; lesson plans, student work	Professional Development Delay Day In-service time	Additional Professional Development	Title, HSTW Grants Instructional set-aside	Available dollars
<b>(A2b)</b> Utilization of Math Manipulatives in Instruction	Curriculum Director Principals	05-08	Lesson Plans and Student Work Examples	Professional Development Delay Day In-service time	Additional Professional Development	Title HSTW Grants Instructional set-aside	Available dollars
<b>(A2d)</b> Reading- and Writing-Across-the-Curriculum	Curriculum Director Principals	05-08	Lesson Plans and Student Work Examples	Professional Development Delay Day In-service time	Additional Professional Development	Title HSTW Grants Instructional set-aside	Available dollars
<b>(A2e)</b> Graphic Organize Tools for the Classroom	Curriculum Director Principals	05-08	Lesson Plans and Student Work Examples	Professional Development Delay Day In-service time	Additional Professional Development	Title HSTW Grants Instructional set-aside	Available dollars
<b>(A2g)</b> Planning student Problem-based Learning Strategies	Curriculum Director Principals	05-08	Student project designs with samples	Professional Development Delay Day In-service time	Additional Professional Development	Title HSTW Grants Instructional set-aside	Available dollars

(A2f) Differentiated Instruction	Curriculum Director Principals	05-08	Lesson Plans and Student Work	Professional Development Delay Day In-service Instrumental management system	Additional Professional Development	Title HSTW Grants	Available dollars
<b>Technology Support:</b>							
<b>Tech</b>							
(A2c) Computer Assisted Learning	Tech Coordinator	05-08	Lesson Plans and Student Work Examples	Current Software and hardware District owned Distance Learning	Updated software and equipment and purchase more	SchoolNet + Title Instructional set-aside	Available dollars
(A2f) Graphing Calculators (grades 6-12)	Lead teacher	05-08	Lesson Plans and Student Work Examples	Current Software and hardware District owned Distance Learning	Updated software and equipment and purchase more	SchoolNet + Title Instructional set-aside	Available dollars
<b>Community Engagement:</b>							
<b>Community</b>							
(A2a) and (A2g). Community resources for engaged learning.	All	05-08	Resource List, Lesson Plans, Student Work	PTO, volunteers, CARES, Church Ministers, District Planning Commission, Board of Education	Training/Reference Listing	Grants	Available dollars

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: Academic Improvement (A) Component Manager: \_\_\_\_\_ Date: \_\_\_\_\_

**Strategy #A-3** Beginning in the 2004-05 school year and beyond, 100% of the students in the B-TLSD will be assessed routinely utilizing assessment tools modeled after the state's assessment practices (higher order multiple choice, short answer and extended response items scored with rubrics) in each class/course. Successful achievement of this strategy will be measured by a review of teacher-designed assessment tools by the building leadership, samples of student assessment work and testing results, and student confidence, as measured by surveys, in varied modes of assessment.

<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>A3a.</b> 100% of the students will routinely experience assessments in each class/ course as part of each chapter/unit assessment modeled after the strategies utilized in the state achievement tests/OGT, i.e. higher order (Blooms') multiple choice, short answer, and extended response.	Curriculum Director, Principals, Teacher/ Department Chair and/or Building Teams	On-going	Assessment tools/materials used in classroom and samples of student responses.	Bloom's flip charts, samples of state assessments Texts	Standards Book Instructional materials Professional Development	Instructional set-aside Grants	Available dollars
<b>A3b.</b> 100% of the students will utilize rubrics/scoring guides as part of each product, process, project, and written assessment in each class/course. ( 2-pt rubric for short answer, 4-pt rubric for extended response and 6-pt rubric for writing; may also include holistic rubrics.)	Curriculum Director, Principals, Teacher/ Department Chair and/or Building Teams	Weekly	Adoption of school-wide holistic rubrics; utilization of other types of rubrics for specific question, project, or performance, and samples of student work scored by rubrics.	Model rubrics, CCESC support	Professional Development	Instructional set-aside Grants	Available dollars
<b>A3c.</b> 100% of the students will experience culminating performance assessment scored by rubrics at the end of each mapped unit.	Curriculum Director, Principals and/or Building Teams	Research and Development	Unit maps describing performance events to be assessed as evidence of student learning, rubrics, and student work samples.	CCESC Support	Curricular Training/ Senior Project implementation	Instructional set-aside Grants	Available dollars
<b>A3d.</b> 100% of the students will be taught and will utilize on a routine basis the 4-Column approach to extended response.	Curriculum Director, Principals and/or Building Teams	On-going	Record of 4-Column training for teachers, training for students and samples of student work.	Some staff trained, CCESC Support	Additional Professional Development	Instructional set-aside Grants	Available dollars

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

**Component: *Academic Improvement (A)* Component Manager:**

**Date:**

**Strategy #A-3** Beginning in the 2004-05 school year and beyond, 100% of the students in the B-TLSD will be assessed routinely utilizing assessment tools modeled after the state's assessment practices (higher order multiple choice, short answer and extended response items scored with rubrics) in each class/course. Successful achievement of this strategy will be measured by a review of assessment tools by the building leadership, samples of student assessment work, and student confidence, as measured by surveys, in varied modes of assessment.

<b>Professional Development: PD</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>(A3a)</b> Extended Response Assessment, 4-Column Model, Bloom's and Higher Order Questioning Techniques, etc.	Curriculum Director, Principals, Teachers	Ongoing	Attendance by all staff in assessment strategy workshops and trainings, samples of student assessments.	Professional. Development, contract time	On target Prof Dev activities	Instruc-tional set-aside	Available dollars
<b>(A3b)</b> Rubrics/ Scoring Guides	Curriculum Director, Principals, Teachers	Ongoing	Attendance in training and Student Samples	Professional. Development, contract time	On target Prof Dev activities	Instruc-tional set-aside	Available dollars
<b>(A3D)</b> 4-Column Approach	Curriculum Director, Principals, Teachers	Ongoing	Record of participation in training; inclusion of process in assessment strategies; student samples	Professional. Development, contract time	On target Prof Dev activities	Instruc-tional set-aside	Available dollars
<b>Technology Support: Tech</b>							Available dollars
<b>(A3b)</b> Word Processing: Using Tables and Templates and Accessing the Internet for Web Sites Supporting Rubric Design	Curriculum Director, Principals, Teachers	Ongoing	Practitioner Training and Sign-off of Completion	Professional. Development, contract time	On target Prof Dev activities	Instruc-tional set-aside Schoolnet	Available dollars
<b>(A3c)</b> Rubrics for assessing software/hardware that support rubric development	Curriculum Director, Principals, Teachers	Ongoing	Rubric Scores/Assessment for Selection Process	Professional. Development, contract time	On target Prof Dev activities	Instruc-tional set-aside Schoolnet	Available dollars

<b>Community Engagement:</b> <b>Community</b>							Available dollars
<b>(A3c)</b> Parents and community educated in understanding a variety of rubrics used to assess student work and educated in the state assessment model.	Community link PR Team	Ongoing	Communicate with parents and community regarding scoring practices.	State guide for the OGT for parents, and students Newsletters Evening/ Parent activities, website	In place	Grants Instructional setaside	Available dollars

**BETHEL-TATE  
LOCAL SCHOOL DISTRICT**

**CIP**

**Professionalism  
Component (B)**

*November 4, 2004*

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: District Professionalism (B)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Priority Needs:</b> Based on B-TLSD’s organizational profile there are gaps in the vertical and horizontal articulation of district key processes which contribute to random systemic improvement.	
<b>Improvement Goal (Performance Indicator):</b> To further develop district-wide professionalism, 100% of the staff will demonstrate professional behaviors that embrace personal accountability and responsibility, that focus on quality standards and research, and that expand the district’s capacity and efficacy to serve students and the school community. The measure of professionalism will be determined through perception <u>and</u> satisfaction surveys and district performance results (baseline to be set in 04-05).	
<b>Causes/Contributing Factors (from school needs assessment):</b> <ul style="list-style-type: none"><li>• According to informal interviews, intentional district strategies randomly target professionalism.</li><li>• According to reviews of district planning documents, there are gaps in the articulation of key processes.</li><li>• According to interviews with staff at different organizational levels, there are varied interpretations of how work is to be accomplished.</li><li>• According to external observations, there are random processes that focus on data, research and/or quality criteria.</li><li>• According to a review of past improvement planning processes, there is a lack of systemic monitoring of implementation.</li><li>• According to an analysis of existing building-level plans, all staff are not held accountable/responsible for contributing to student performance on state assessments.</li><li>• According to a review of past planning documents and current practices, classified staff are not included as part of a collaborative effort to ensure student success.</li><li>• According to a review of district and building-level Web sites, information regarding key processes are not available to the public electronically.</li></ul>	<b>Strategies:</b> <ol style="list-style-type: none"><li>4. Beginning in the 2004-05 school year and beyond, 100% of the key district processes will be identified, articulated and communicated to the stakeholders of the school district. Successful achievement of this strategy will be measured by documentation of the processes which includes roles and responsibilities, survey results related to implementation of the processes, and monitoring data which provides formative information and summative results.</li><li>3. Beginning in the 2004-05 school year and beyond, 100% of the district staff will engage in on-going professional growth directly linked to district and building improvement plans and/or in keeping with the mandates of state/federal policies and other growth areas deemed critical to continuous improvement. Successful achievement of this strategy will be measured by PD plans reflecting the district CIP and individual building initiatives, a review of monitoring data identified for each plan, and evidence of reflection, journaling and/or implementation of professional growth topic.</li><li>6. Beginning in the 2004-05 school year and beyond, 100% of the organizational daily operations will be data-driven, reflect research and will be assessed for the “value add” they contribute to teaching and learning. Successful achievement of this strategy will be measured by utilization of data and data tools, the use of longitudinal data to support change, and process utilization for determining the “value add” of a decision, initiative, change, action, etc.</li></ol>

## BETHEL-TATE LOCAL SCHOOL DISTRICT

Component: District Professionalism (B)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

<u>Strategy #B-1</u> Beginning in the 2004-05 school year and beyond, 100% of the key district processes will be identified, articulated and communicated to the stakeholders of the school district. Successful achievement of this strategy will be measured by documentation of the processes which includes roles and responsibilities, survey results related to implementation of the processes, and monitoring data which provides formative information and summative results.							
<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>B1a.</b> 100% of the students will engage in processes which are clearly linked to teaching and learning and are well articulated and communicated to the critical stakeholders of the school community. (Examples: writing processes, standards-based reporting of student progress, homework processes, nutrition planning [breakfast/lunch program]; facilities maintenance, master scheduling, staff evaluations, etc., etc.)	Building principal/lead teacher/supervisors	05-08	Identification and articulation documents representing key processes and records of communication of processes with key stakeholders. Board policies related to key processes.	Staff, In place process	Additional money Prof Dev	Current budget	Money as available
<b>B1b.</b> 100% of the stakeholders impacted by the key processes will be surveyed for their satisfaction levels associated with critical components of the processes.	Building principal/lead teacher/supervisors	05-08	Student, staff, parent and key community stakeholder satisfaction surveys related to key processes, display of survey results, and assessment and analysis of results.	CCESC data Services District generated data	Money/time	Grants, District budget	Money as available
<b>B1c.</b> 100% of the key processes will be monitored for on-going formative data to determine if desired results are being achieved and will be revised/omitted if results are not showing improvement in teaching and learning.	Building principal/lead teacher/supervisors	05-08 Different process/ Different/ year	Monitoring processes identified for each key district process, revisions (as needed) in the articulation of key processes, and yearly evaluations of processes to assess "value add."	CCESC data Services District generated data	Money/time/ Professional Development	Grants, District budget	Money as available
<b>B1d.</b> 100% of the district staff will utilize a "value-add" model for identifying process improvement qualities, for quantifying process improvement and for reporting process improvement.	Building principal/lead teacher/supervisors	R & D	Utilization of a consistent "value add" model for assessing and evaluating key processes.	CCESC data Services In-service Training Planning Commission	State Info on Correlation to style standards Value Added Model Professional Development State Expectations	Grants, District budget	Money as available

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

**Component: District Professionalism (B)**

**Component Manager: \_\_\_\_\_**

**Date: \_\_\_\_\_**

<b>Professional Development: PD</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>(B1a)</b> Professional Development in key processes such as writing, standards-based reporting, homework, nutrition, maintenance, scheduling, standards-based evaluations, etc.	Building principal/lead teacher/supervisors	05-08	Finished Products from the processes	Lesson Plan Management Safety Plan	Time and money	Grants District	Money as available
<b>(B1c)</b> Monitoring Processes	Building principal/lead teacher/supervisors	05-08	Surveys,	CCESC data, HSTW, PC	Time and money	Grants	Money as available
<b>(B1d)</b> “Value Add” Model	Building principal/lead teacher/supervisors	05-08	Test results, surveys	CCESC data, HSTW, PC	Time and money	Grants	Money as available
<b>Technology Support: Tech</b>							
<b>(B1a, c and d)</b> District and Building Web development as well as electronic spreadsheets and data tools	Building principal/lead teacher/supervisors	05-08	Test results, surveys, P.C. research, etc.	PC, Data, HSTW data	Time and money	Grants	Money as available
<b>(B1b)</b> Electronic Surveys	Building principal/lead teacher/supervisors	06-08	Test results, surveys, P.C. research, etc.	PC, Data, HSTW data	Time and money	Grants	Money as available

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: District Professionalism (B)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Community Engagement:</b> <b>Community</b></p>							
<p><b>(B1a)</b> Parents and key community stakeholders receive/review key process articulation as well as serving on committees to contribute to development.</p>	<p>Building principal/lead teacher/supervisors</p>	<p>05-08</p>	<p>Newsletter/articles, Website, Planning Commission, Involvement</p>	<p>Planning Commission, ESC, Website</p>	<p>Time, money, volunteers</p>	<p>Grants, District funds</p>	<p>Money as available</p>
<p><b>(B1b)</b> Parents and key community stakeholders participate in perception and satisfaction surveys.</p>	<p>Building principal/lead teacher/supervisors</p>	<p>05-08</p>	<p>Newsletter/articles, Website, Planning Commission, Involvement</p>	<p>Planning Commission, ESC, Website</p>	<p>Time, money, volunteers</p>	<p>Grants, District funds</p>	<p>Money as available</p>

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: District Professionalism (B)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Strategy #B-2</b> Beginning in the 2004-05 school year and beyond, 100% of the district staff will engage in on-going professional growth directly linked to district and building improvement plans and/or in keeping with the mandates of state/federal policies and other growth areas deemed critical to continuous improvement. Successful achievement of this strategy will be measured by PD plans reflecting the district CIP and individual building initiatives, a review of monitoring data identified for each plan, and evidence of reflection, journaling and/or implementation of professional growth topic.</p>							
<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>B2a.</b> 100% of the required certified staff will align their Individual Professional Development Plan (IPDP) with the district CIP and/or their particular building SIP.	LPDC Chair & LPDC Committee	August 2004 and on-going	Individual Professional Development Plans	Licensed Professional Development Committee, District policies	Professional Development Knowledge of CIP	In place	none
<b>B2b.</b> 100% of the certified staff will engage in bi-weekly (or monthly), on-site professional development activities on various topics linked to the CIP/SIP	Curriculum Director, Principals,	Monthly	Agendas for training, products, sign-ins	Staff meeting time, Release days	Time, Trainers, Materials, etc.	Grants, District money	Money as available
<b>B2c.</b> 100% of the certified staff will utilize a “value add” model for determining their professional growth choices and will articulate the expected outcomes.	Administrative Team, Lead Teachers	Research and Development	Articulation of the “value add” for teaching and learning related to PD choices	Professional Development Delay Days In-service	Time, Trainers, Materials, etc.	Grants District Budget	Money as available
<b>B2d.</b> 100% of the classified staff will engage in professional growth plans that demonstrate linkage to the teaching and learning goals of the district.	Curriculum Director	Research and Development	Growth plans	Professional Development Time	Professional Development	Grants District Budget	Money as available
<b>B2e.</b> 100% of the staff will collect implementation data (hard and soft) related to their professional development to present as part of the on-going CIP monitoring process.	Curriculum Director, Principals, Lead Teacher/ Department Chair	On-going	Artifacts collected such as lesson plans, process charts, student work, etc.	Professional Development Events	Additional Professional Development Staff software	Grants District Budget	Money as available

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: District Professionalism (B)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

**Strategy #B-2** Beginning in the 2004-05 school year and beyond, 100% of the district staff will engage in on-going professional growth directly linked to district and building improvement plans and/or in keeping with the mandates of state/federal policies and other growth areas deemed critical to continuous improvement. Successful achievement of this strategy will be measured by PD plans reflecting the district CIP and individual building initiatives, a review of monitoring data identified for each plan, and evidence of reflection, journaling and/or implementation of professional growth topic.

<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>B2f.</b> 100% of the instructional staff will participate in professional growth needs assessments based on state teacher standards (as soon as the state standards are available).	Curriculum Director, Principals	Research and Development	Needs assessment tools and the analysis of the results displayed Highly Qualified Teacher requirements	CCESC, staff meeting time, HSTW, REPD, ODE Universities	Additional time and money	Grants	Money as available

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: District Professionalism (B)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

Strategy #B-2 Beginning in the 2004-05 school year and beyond, 100% of the district staff will engage in on-going professional growth directly linked to district and building improvement plans and/or in keeping with the mandates of state/federal policies and other growth areas deemed critical to continuous improvement. Successful achievement of this strategy will be measured by PD plans reflecting the district CIP and individual building initiatives, a review of monitoring data identified for each plan, and evidence of reflection, journaling and/or implementation of professional growth topic.

<b>Professional Development: PD</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>(B2c)</b> “Value Add” model for determining how the action, activity, strategy, etc., contributes to student learning.	Administrative Team	Research and Development	Training module and sign-in of participants	ODE, REPD, CCESC	ODE, Correlation to value added model	State	Money as available
<b>Technology Support: Tech</b>							
Excel, tables, spreadsheets, etc. to articulate data	Tech Coordinator	05-08	Data	District Computer hardware & software	Added model Time/ Money	Grants District budget	Money as available
<b>Community Engagement: Community</b>							
	Administrative Team	05-08	Data, survey	ESCS support Building CIP Planning Commission	Time/ Money training	Grants District budget	Money as available

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: *District Professionalism (B)*

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Strategy #B-3</b> Beginning in the 2004-05 school year and beyond, 100% of the organizational daily operations will be data-driven, reflect research and will be assessed for the “value add” they contribute to teaching and learning. Successful achievement of this strategy will be measured by utilization of data and data tools, the use of longitudinal data to support change, and process utilization for determining the “value add” of a decision, initiative, change, action, etc.</p>							
<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>B3a.</b> 100% of the key fiscal and organizational decisions will be supported by quantitative and/or qualitative data.	Treasurer and District/ Building Leaders	On-going	Data tools, data representations, agendas representing data sharing	Data Software	Defined Approach	District Budget	Money as available
<b>B3b.</b> 100% of the district key processes will be analyzed and articulated to contribute to creating a district profile.	Superintendent. and District/ Building Leaders	School Year 04-08	Vertical and horizontal articulation of district key processes, board policies, organizational charts and handbooks	District Policy	Planning Time	District Budget	Money as available
<b>B3c.</b> 100% of the district key processes (such as curriculum design, professional development, technology utilization, master scheduling, instructional program design, student progress reporting, etc.) align with the CIP goals, strategies and action steps with a focus on results.	Superintendent. and District/ Building Leaders	School Year 04-06	Documentation of linkages to CIP/SIP’s	Some process documents	Time	District Budget Grants	Money as available
<b>B3d.</b> 100% of the CIP and SIP action steps will be monitored monthly for implementation impact through a formal monitoring process and corrective actions initiated as needed.	Curriculum Director, Principals and Component Managers	On-going	Monitoring records, analysis of results, CIP/SIP changes representing corrective actions	Monitoring Tools	Monthly Schedule	District Budget Grants	Money as available
<b>B3e.</b> 100% of the CIP and SIP’s will be evaluated at the end of each school year using the on-going monitoring data and other information to determine opportunities to improve the plan(s).	CIP Committee, BOE, Administration	End of Each School Year	Evaluation tool/process, minutes of evaluation meetings, changes (as determined), state report cards and other results documents	Evaluation Tools	Time	None Needed	None

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: District Professionalism (B)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

Strategy #B-3 Beginning in the 2004-05 school year and beyond, 100% of the organizational daily operations will be data-driven, reflect research and will be assessed for the “value add” they contribute to teaching and learning. Successful achievement of this strategy will be measured by utilization of data and data tools, the use of longitudinal data to support change, and process utilization for determining the “value add” of a decision, initiative, change, action, etc.

<b>Professional Development: PD</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>(B3a)</b> Data workshops supporting topics such as the use of data tools, DSL, Survey development/analysis, EMIS etc.	Administration A Site	Ongoing	Attendance by appropriate staff, utilization of data tools and surveys, etc.	Report Cards A Site ESC Data HSTW	Professional Development	Grants	Money as available
<b>(B3d)</b> Monitoring Process Tools and Training	CCESC, Administrative Team	Ongoing	Monitoring process utilized by the district/schools	Report Cards A Site ESC Data HSTW	Professional Development	Grants	Money as available
<b>(B3e)</b> Evaluation Process Tools and Training	CCESC, Administrative Team	Ongoing	Evaluation process utilized by the district/schools	Report Cards, A Site, CCESC Data, HSTW	Professional Development	Grants	Money as available
<b>Technology Support: Tech</b>							
<b>(B3a)</b> Internet research, accessing/generating electronic data, representing data for analysis	Administrative Team, Component Manager	Ongoing	Internet citations on research, electronic data recording and reporting tools, etc.	Report Cards, A Site, CCESC Data HSTW	Professional Development	Grants	Money as available

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

Component: District Professionalism (B)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Community Engagement:</b> <b>Community</b>							
<b>(B3a)</b> Sharing with the community quantitative and qualitative data that supports organizational decisions	Administrative Team, Community Link, BOE, Planning Commission	Ongoing	Communicate with parents and community regarding key decisions.	Newsletters Newspapers Website	Professional Development	Grants	Money as available
<b>(B3c)</b> Sharing with the community the district profile	Administrative Team, Community Link, BOE, Planning Commission	Ongoing	Communicate with Parents and community regarding the district profile through such sources as newsletters, district Web site, library copies, etc.	Newsletters Newspapers Website	Professional Development	Grants	Money as available
<b>(B3e)</b> Parent membership on CIP/SIP evaluation teams	Administration, Board	Ongoing	Team Composition Documentation/Minutes	Parents	Professional /Parent participants	Grants District Budget	Money as available

**BETHEL-TATE  
LOCAL SCHOOL DISTRICT**

**CIP**

**Welcoming Schools  
Component (C)**

*November 4, 2004*

BETHEL-TATE LOCAL SCHOOL DISTRICT

Component: Welcoming Schools (C)

Component Manager: \_\_\_\_\_

Date: \_\_\_\_\_

**Priority Needs:** Based on informal surveys and interviews with staff, parents, and community leaders, there is a perception that the parents and community are not as actively engaged in the school system as they could be and there is a general lack of understanding of the challenges facing the school system as a result of declining state funding, new more rigorous standards, and other state and federal mandates.

**Improvement Goal:** By the end of the improvement planning cycle (2004-07), B-TLSD schools will achieve an 85% or higher rating on satisfaction surveys reflecting staff, parent, student and community perceptions of the district schools and the degree to which they feel welcome.

**Causes/Contributing Factors:**

- According to informal interviews, there is declining attendance at non-athletic school events as the grade levels rise.
- According to reviews of district practices, there is limited planning to include parents as vital partners in their child’s education.
- According to interviews parents may not be informed of the necessary protocols associated with school safety.
- According to external observations, there is a need to educate parents and the community concerning what students are learning and the key instructional practices and policies.
- According to reviews of district practices, parents and/or community members are not routinely included in decision-making regarding key district/school practices.
- According to an analysis of existing procedures, there is a lack of a system-wide, systematic process for handling complaints.
- According to interviews there is limited inter-agency collaboration with services that share an interest in children and their families.
- According to walk-through observations, school foyers have limited information and support for welcoming visitors.

**Strategies:**

7. Beginning in the 2004-05 school year and beyond, 100% of the schools and the district office will have an environment that is focused on a welcoming attitude toward students, staff, parents and the community. Successful achievement of this strategy will be measured by perception surveys, communication tools, the number of parents/community members engaged and other examples of positive, friendly environment.
  
8. Beginning in the 2004-05 school year and beyond, 100% of the students of B-TLSD will experience learning systems supported by the human and fiscal resources of the school community as partners in the education process. Successful achievement of this strategy will be measured by the quantity/frequency of school-community partnerships, increased involvement of parent/community in decision-making and results of satisfaction surveys.

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

**Component: Welcoming Schools (C)**

**Component Manager: \_\_\_\_\_**

**Date: \_\_\_\_\_**

Strategy #C-1 Beginning in the 2004-05 school year and beyond, 100% of the schools and the district office will have an environment that is focused on a welcoming attitude toward students, staff, parents and the community. Successful achievement of this strategy will be measured by perception surveys, communication tools, the number of parents/community members engaged and other examples of positive, friendly environment.

<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>C1a.</b> 100% of the key stakeholders will participate in satisfaction surveys to determine a baseline level of satisfaction with the perception of how welcoming the district and schools are in the B-TLSD	Administrative Team	TBA (one time per 3 years <u>or</u> when major change occurs)	Returned Surveys and disaggregation of survey results Student Lead Conferences, Planning Commission, CommunityLink	Effective School Surveys, CCEC Survey Tracker, etc HSTW survey	Deployment Plan	Grant	\$2,000
<b>C1b.</b> 100% of the parents will receive information regarding the necessary protocols for accessing their child’s school (information including, but not limited to, homework policies, the learning goals in their child’s classes and how parents may assist, school protocols for safety, etc.)	Principals	Beginning of School Year	Copies of parent communiqué ParentLink Parent/Student Handbook Shelter in Place Information, ODE Publications	Policies and Procedures described in handbook newsletter website	Supply Fee	Principal’s Fund	In current budget
<b>C1c.</b> 100% of the key stakeholders will be invited to participate in “school-community” evenings in which there are two-way communication strategies to share and learn about the system of education in the district (topics may include standards-based reporting of student progress, literacy-across-the-curriculum and how mom and dad may support, differentiation, etc.)	Administrative Team	05-06	Schedule of School-Community Evenings Literacy Evenings Newsletter Parent/Teacher Conferences Award Events	Current literacy evenings ODE Info Website	Planning Team with Administrative team	Grant	\$5,000
<b>C1d.</b> 100% of the district and school staff will participate in a protocol for handling and monitoring complaints from parents, community, vendors, visitors, students and/or staff members.	Administrative Team Secretaries, Teachers, Supervisors	On-going	Protocol and data representing types, frequency, how handled, etc. Suggestions Boxes BOE policy on staff complaints	ESC support Website Newsletter Planning Commission	Protocol	District Funds Grants	\$2,000

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

**Component:** Welcoming Schools (c)

**Component Manager:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<p><b>Strategy #C1:</b> Beginning in the 2004-05 school year and beyond, 100% of the schools and the district office will have an environment that is focused on a welcoming attitude toward students, staff, parents and the community. Successful achievement of this strategy will be measured by perception surveys, communication tools, the number of parents/community members engaged and other examples of positive, friendly environment.</p>							
<p><b>Professional Development:</b>  <b>PD</b></p>	<p><b>Person Responsible</b></p>	<p><b>Timeline From/To</b></p>	<p><b>Evidence, Examples, Products, Deliverables</b></p>	<p><b>Resources Have</b></p>	<p><b>Resources Needed</b></p>	<p><b>Funding Source</b></p>	<p><b>Funding Needed</b></p>
<p>(C1d) PD in a well-articulated process for handling complaints from stakeholders that contributes to overall improved satisfaction levels.</p>	<p>Administrative Team</p>	<p>05-07</p>	<p>Customer relation In-service for district staff</p>	<p>Delay day/ In-service time</p>	<p>Schedule</p>	<p>Grant/ district funds</p>	<p>Money as available</p>
<p><b>Technology Support:</b>  <b>Tech</b></p>							
<p>(C1d) Electronic tools for tracking and analyzing complaints and how they were handled (and possibly with a satisfaction survey component attached)</p>	<p>Tech Coordinator</p>	<p>05-07</p>	<p>Electronic data</p>	<p>Website, Spreadsheet tracking device</p>	<p>Have</p>	<p>None needed</p>	<p>None needed</p>
<p><b>Community Engagement:</b>  <b>Community</b></p>							
<p>(C1a) Parents and key community stakeholders participate in satisfaction surveys</p>	<p>Administrative Team</p>	<p>05-07</p>	<p>Survey results Disaggregation of results</p>	<p>Various Surveys</p>	<p>Development Plan</p>	<p>Grant</p>	<p>\$2,000</p>
<p>(C1b) Parents and key community stakeholders receive communiqués regarding district/school protocols</p>	<p>Administrative Team</p>	<p>05-07</p>	<p>Copies of parent communiqué ParentLink Parent/Teacher Handbook Shelter in Place Info ODE Publicaitons</p>	<p>Policies and Procedures described in handbook newsletter website</p>	<p>Supply Fee</p>	<p>Principal's Fund</p>	<p>In current budget</p>
<p>(C1c) Parents/community participate in "School-Community Evenings"</p>	<p>Administrative Team</p>	<p>05-07</p>	<p>Schedule of School-Community Evenings Literacy Evenings Newsletter Parent/Teacher Conferences Award Events</p>	<p>Current literacy evenings ODE Info Website</p>	<p>Planning Team with Administrative team</p>	<p>Grant</p>	<p>\$5,000</p>

## BETHEL-TATE LOCAL SCHOOL DISTRICT

**Component:** *Welcoming Schools (C)* **Component Manager:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Strategy #C-2** Beginning in the 2004-05 school year and beyond, 100% of the students of B-TLSD will experience learning systems supported by the human and fiscal resources of the school community as partners in the education process. Successful achievement of this strategy will be measured by the quantity/frequency of school-community partnerships, increased involvement in parent/community in decision-making and results of satisfaction surveys.

<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<b>C2a.</b> 100% of the key district stakeholders will receive a quarterly newsletter informing them of district progress, issues, programs, policy changes, etc.	Superintendent and Curriculum Director, Principals	On-going	Newsletter – include District data & info District calendar Civic, church, club bulletins	Support Staff	Distribute in buildings Mailed	Grants District Funds	\$4,000
<b>C2b.</b> 100% of the district/school policies, procedures, plans, results information, etc. will be accessible on the district Web.	Web Master and District Leaders	On-going	District Web site	Web site	Deployment Plan	District funds Grants	\$2,000
<b>C2c.</b> 100% of the key community stakeholders will be routinely surveyed for their input into key decisions regarding the district.	Superintendent and Curriculum Director	Annually	Surveys Returned and Disaggregated Results	CCESC Survey Tracker	Deployment Plan	Grants District Budgets	Money as available
<b>C2d.</b> 100% of the district and school offices/foyers will represent a visitor friendly environment (including, but not limited to, directions to 1 <sup>st</sup> contact personnel, positive statements of welcome, materials detailing how to access information, exemplary student work, etc.)	District and Building Leadership	On-going	Posters, flowcharts, visitor surveys, newsletters, community bulletin, board, suggestion boxes	We have	Deployment Plan	None needed	None
<b>C2e.</b> 100% of the certified and classified staff will participate in a program to honor their contributions to teaching and learning based on criteria developed by the staff (certified and classified)	Administrative Team	Yearly or as applicable	Roster of honorees, program agendas, etc. Staff appreciation dinner Celebration activities Staff functions, BOE meetings	Support staff	Deployment Plan	Grants, donations, board funds	\$1,500

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

**Component:** Welcoming Schools (C)

**Component Manager:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Strategy #C-2** Beginning in the 2004-05 school year and beyond, 100% of the students of B-TLSD will experience learning systems supported by the human and fiscal resources of the school community as partners in the education process. Successful achievement of this strategy will be measured by the quantity/frequency of school-community partnerships, increased involvement in parent/community in decision-making and results of satisfaction surveys.

<b>Action Steps:</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
<p><b>C2f.</b> 100% of the parents and community members participating in volunteer programs for the school district will participate in a program to honor their contributions to teaching and learning as determined by criteria established by staff and community members.</p>	<p>Superintendent, Curriculum Director, Building Principals</p>	<p>On-going</p>	<p>Roster of honorees, celebration programs, etc.</p>	<p>Volunteers</p>	<p>More volunteers and Deployment Plan</p>	<p>Grants, building funds, donations</p>	<p>\$1,000</p>

**BETHEL-TATE LOCAL SCHOOL DISTRICT**

**Component:** Welcoming Schools (C)    **Component Manager:** \_\_\_\_\_    **Date:** \_\_\_\_\_

Strategy #C-2 Beginning in the 2004-05 school year and beyond, 100% of the students of B-TLSD will experience learning systems supported by the human and fiscal resources of the school community as partners in the education process. Successful achievement of this strategy will be measured by the quantity/frequency of school-community partnerships, increased involvement in parent/community in decision-making and results of satisfaction surveys.

<b>Professional Development:</b> <b>PD</b>	<b>Person Responsible</b>	<b>Timeline From/To</b>	<b>Evidence, Examples, Products, Deliverables</b>	<b>Resources Have</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Funding Needed</b>
(C2c) Surveying for Satisfaction training.	Administration	Ongoing	Training module and sign-in of participants	In-service time	schedule	grants	\$1,000
<b>Technology Support:</b> <b>Tech</b>							
(C2b) District Web site maintenance to include district/school policies, procedures, results information, etc	Tech Coordinator	Ongoing	Get information to Matt Newberry	Website	Deployment Plan	Schedule	\$500
<b>Community Engagement:</b> <b>Community</b>							
(C2a) Parents/community receive newsletters	Building administration	Ongoing	Newsletter	Email Internal meeting	None	Principal Grant	\$500
(C2b) Parents receive information using district Web	Tech Coordinator	Ongoing	Improved website	Website	Time	Grant	\$500
(C2c) Parents/community routinely surveyed for input into district/building key decisions.	Administrative Team	Annually ongoing	Survey returned – info disaggregated	Planning Commission CCESC survey tracker	Plan	Grants Donations	\$500
(C2d) District/building visitors enter through informative, friendly, positive environment.	Administrative Team, Secretaries	Ongoing	Posters, flowcharts, visitor surveys, newsletters, community bulletin, board, suggestion boxes	We have	Plan	None needed	None
(C2f) Volunteers participate in program(s) honoring their partnership with the district/schools	Principals	Ongoing	Program	Support staff	Plan	Donations Building funds	\$200

## Component Glossary

Bloom's	Refers to higher order thinking skills
CCESC	Clermont County Educational Service Center
CIP	Continuous Improvement Plan
HSTW	High Schools That Work – a national reform movement that our middle and high school participate in.
IAT	Individual Assistance Team – created to provide support for students experiencing difficulty.
Instructional set-aside	A section of the district's budget which, by law can only be spent on instructional materials.
Manipulatives	Instructional items used to teach math and science.
ODE	The Ohio Department of Education
OGT	The Ohio Graduation Test – students must pass all section to graduate from high school.
PBL	Problem Based Learning
REPD	A regional, state sponsored professional development agency.
Rubrics	A scoring tool that lists the criteria for a piece of work.
SchoolNet +	State technology monies
Title I	Federal funds used to promote reading skills for students who qualify.
SIP	School Improvement Plan
Title IID	Federal funds that can only be used for technology.
Title V	Federal funds used to improve student academic achievement.

