



Oklahoma City Public Schools  
*(DSA Elementary School)*



**ELEMENTARY  
SCHOOL**

**Campus Improvement Plan  
2009-2010**



# DSA Elementary\_2009-2010 Campus Planning Team

INSERT SCHOOL'S NAME

This Campus Improvement Plan has been developed with the involvement of the community to be served and individuals who will carry out the plan. The planning process is aligned to all major programs at our site to improve teaching and learning. The planning team takes responsibility for planning and implementing the campus improvement plan and represents a variety of participants from the school and the community.

The chart below contains the typed names and represented positions, as well as the signatures, of our school's 2009-2010 Campus Improvement Planning team members.

1 PRINCIPAL HASAN SUZUK
2 BUILDING ADMINISTRATOR ILHAN GUZEY                      ERGIN BOSTANCI
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9 PARENT XOCHITL RODRIGUEZ
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**Signatures:**

\_\_\_\_\_ Date \_\_\_\_\_  
Principal

\_\_\_\_\_ Date \_\_\_\_\_  
Regional Executive Director

\_\_\_\_\_ Date \_\_\_\_\_  
Title I Compliance Officer

# TIMELINE

<b>Spring 2009</b>	<p>February: Title I Staffing Verification</p> <p>February – April: Provide Campus Planning Technical Assistance</p> <p>March: SDE Preliminary Notification of Title I Allocations (Tentative)</p> <p>April: Staffing Notification Deadline</p> <p>May 9: Campus Improvement Plans (CIP)</p> <p>May 9-23: CIP Review (Title I)</p> <p>May 27-30: REDs Review/Approval Process</p> <p>On-going Professional Learning</p>
<b>Summer 2009</b>	<p>July: Final Allocation/Notification</p> <p>August: State Test Scores Released</p> <p>Targeted opportunities for teachers, administrators and support staff to participant in Professional Learning</p>
<b>Fall 2009</b>	<p>Organizational Health Inventory Administration</p> <p>Curriculum Walk-Throughs</p> <p>School Improvement Addendum (2009-10)</p> <p>Corrective Action Addendum (2009-10)</p> <p>Restructuring Addendum (2009-10)</p> <p>Monitor Q1 (Self-Report on status of CIP implementation)</p> <p>Districtwide Benchmark Assessments</p> <p>Quarterly Review Due October 31, 2009</p> <p>On-going Professional Learning</p>
<b>Spring 2010</b>	<p>Curriculum Walk-Throughs</p> <p>Monitor Q2 (Self-Report on status of CIP implementation)</p> <p>Districtwide Benchmark Assessments</p> <p>Quarterly Review Due January 9, 2010</p> <p>Monitor Q3 (Self-Report on status of CIP implementation)</p> <p>Districtwide Benchmark Assessments</p> <p>Quarterly Review Due April 3, 2010</p> <p>Monitor Self-Report on status of CIP implementation</p> <p>CRT/EOI Results</p> <p>On-going Professional Learning</p>

# Table of Contents

TIMELINE .....	3
Table of Contents .....	4
A. Introduction .....	5
B. Needs Assessment & Action Plan .....	5
1. School Demographics.....	5
2. Student Performance.....	6
School Accountability Designation.....	6
OCCT and Benchmark Scores .....	6
Closing Achievement Gaps (Student Subgroups).....	7
Student Engagement.....	7
3. Instructional Program .....	7
Improvement of Academic Content and Instruction .....	7
Professional Development.....	8
External Expertise and Technical Assistance .....	8
Parent Involvement.....	9
Data .....	9
Parent Involvement Policy .....	9
Intervention Strategies .....	10
C. Action Plan .....	10
Reading Strategies .....	10
Mathematics Strategies .....	12
Social Studies/Science Strategies.....	14
Student Engagement & Transition Strategies.....	14
Parent Involvement Strategies.....	15
Professional Development Strategies .....	16
Technology Strategies .....	17
D. Goal Charts.....	18
E. Appendix .....	35

# A. Introduction

Dove Science Academy Elementary is a school-wide Title I, Oklahoma City Public Charter School, teaching students in grades K -15. 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. The pages in this Campus Improvement Plan include a comprehensive Needs Assessment, Action Plan strategies, the school’s goals and budgeting information for the school year 2009 – 2010. The Appendix includes miscellaneous information as well as a school year calendar highlighting student and parental involvement activities, major testing dates, Campus Leadership Team meetings and a variety of other information.

## B. Needs Assessment & Action Plan

### 1. School Demographics

Grade Levels Served: K – 5<sup>th</sup>

Percentage of minority students: 79%

Percentage of Spec Ed Students: 5.3%

Percentage of Bilingual Students: 41%

#### Student Enrollment by Grade Level

Academic Year	Total Enrollment	K	1	2	3	4	5
2009-2010							
2008-2009	283	47	43	48	55	43	47
2007-2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### Student Enrollment by Gender

Academic Year	Total Enrollment	# Male	% Male	# Female	% Female
2009-2010					
2008-2009	283	142	50%	143	50%
2007-2008	N/A	N/A	N/A	N/A	N/A

#### Student Enrollment by Ethnicity

Academic Year	Total Enrollment	% Black	% American Indian	% Hispanic	% Asian/Pacific Islander	% White	% Other
2009-2010							
2008-2009	283	32%	3%	42%	2%	21%	---
2007-2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Students Eligible for Free Reduced Lunch

Academic Year	Number	Percent of Population
2009-2010		
2008-2009	233	81.27%
2007-2008	N/A	N/A

HQ Goal & Instructors Attendance Data

	2007-2008	2008-2009	2009-2010 (Projected)
Instructors Attendance Rate	N/A	100%	100%
School Trend	N/A	97%	98%
Site HQ Goal	N/A	100%	100%
School Trend	N/A	100%	100%

## 2. Student Performance

### School Accountability Designation

Dove Science Academy-Elementary is planning to exceed the target API in the areas of Reading and Math. We will make improvements and adjustments to our curriculum and to our monitoring system to raise our API. For the 2009-2010 school year, we will continue after school tutoring for 1<sup>st</sup> grade and up. We will also have Saturday School program for further test preparation. Student progress will be closely monitored and assessed using monthly practice tests, Study Island and district benchmark testing.

### OCCT and Benchmark Scores

This was our first year of operation, so we don't have any OCCT scores yet. Since the 2009 test results have not yet been released, we used Edusoft Benchmark results. Our last benchmark test results are as follows:

### Benchmark Test Statistics-2008/2009 (percentage of failing students)

3rd Grade Math		3rd Grade Reading	
Sep	54%	Sep	71%
Oct	17%	Oct	47%
Nov	57%	Nov	64%
Dec	29%	Dec	31%
Jan	53%	Jan	43%
Feb	37%	Feb	28%
Mar	11%	Mar	24%

4th Grade Math		4th Grade Reading	
Sep	38%	Sep	45%
Oct	27%	Oct	25%
Nov	42%	Nov	39%
Dec	63%	Dec	58%
Jan	45%	Jan	34%
Feb	20%	Feb	29%
Mar	29%	Mar	21%

5th Grade Math		5th Grade Reading	
Sep	45%	Sep	65%
Oct	63%	Oct	39%
Nov	40%	Nov	49%
Dec	32%	Dec	37%
Jan	73%	Jan	40%
Feb	35%	Feb	51%
Mar	21%	Mar	14%

**Closing Achievement Gaps (Student Subgroups)**

Dove Science Academy-Elementary has two main subgroups of considerable concern: ELL and IEP students. Both of these groups continue to perform below the average for the school. ELL students have the greatest need for intervention at this time. We have hired additional bi-lingual instructors in order to provide more one-on-one and small group instruction and plan additional training for our regular classroom teachers. For students on IEP, our 2009-2010 goal is full inclusion with monitoring whenever possible, but when necessary, we will continue to supplement with the lab setting. Dove Science Academy’s ultimate goal is to have the entire population including ELL and IEP students performing at or above the satisfactory level.

**Student Engagement**

Our attendance rate for 08-09:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Attendance rate	96.3%	96.4%	96.8%	97.6%

**Student Engagement:**

	Suspensions ( # of students)					
	Black	Hispanic	White	Other	Free/Reduced	Paid
K	3	2	0	0	2	1
1 <sup>st</sup>	1	0	0	0	1	0
2 <sup>nd</sup>	2	0	0	0	2	0
3 <sup>rd</sup>	3	1	0	0	4	0
4 <sup>th</sup>	6	1	2	0	6	1
5 <sup>th</sup>	2	4	0	0	6	0

**3. Instructional Program**

**Improvement of Academic Content and Instruction**

DSA-Elementary has started implementing several new programs starting with the 2008-2009 school year and enhance or expand throughout the year that specifically address instructional strategies and content. These

programs include, but are not limited to, intensive small group tutoring after school and on Saturdays, and non-core class pullouts. These programs are available to ALL students and required for those students deemed at academic risk. We will also continue our supplemental support programs such as home visits, student mentors, and after-school clubs aimed at keeping students in safe, education-friendly environments for extended hours. We anticipate these programs will result in an increase on this year's district benchmark and CRT tests and will continue to produce results in the future.

### **Professional Development**

Dove Science Academy-Elementary implements a continuous, year-long professional development program. At the beginning of each year, our staff goes through an orientation. During this orientation, there are staff development meetings to help teachers to begin the new year. It is in this week that the teachers are required to write and submit a yearly plan which includes PASS skills. In this way, the teachers have a guideline system in place for writing their weekly lesson plans. Throughout the year, we have bi-monthly faculty meetings which include, but are not limited to, peer-to-peer presentations and discussion, classroom management strategies and developing new and innovative teaching techniques. Also on a bi-monthly basis, we have departmental meetings in order to discuss the implementation of the vertical team instruction.

We are holding quarterly department meetings with Dove Science Academy-OKC, and Dove Science Academy-Tulsa in order to add a new source of professional development for our teachers. The other campuses do not have elementary students but as Dove Science Academy schools we strongly believe that the teachers should share their experiences and get ideas of other grade level teachers to strengthen classroom management and teaching techniques. These meetings will focus on classroom discipline techniques, ELL and IEP teaching strategies, and the exchange of ideas and philosophies related to teaching. Having elementary-middle high school meetings together will also help to address the academic and discipline problems that middle school and up students have. Starting focusing on these problems in earlier age will help to solve the problems more efficiently.

In addition, many of our teachers have attended, or will be attending, the Schools Attuned program, and have put into practice many of the strategies learned. All members of our staff and faculty attend a week-long professional development retreat before the start of each school year, as well as attending AR, SRA and DIBELS and other seminars throughout the school year. Our teachers also attend seminars presented by Oklahoma City Public Schools in the spring. Teachers are encouraged to attend as many professional development classes and seminars as possible throughout the year.

We are very fortunate to now be working closely with Oklahoma City University. We meet with a board of professors and administrators from OCU to develop new teaching strategies that will best prepare students for the demands of college academics. This exchange of ideas has already proven to be beneficial in our classroom setting, and we look forward to implementing more of these ideas in the years ahead. Dove Science Academy is college preparatory school and starting educating students in earlier age and have high expectation will reduce most of the academic and discipline problems. For that reason, Dove Science Academy-Elementary is planning to extend our college preparatory program to elementary level to help students get ready for college in earlier ages.

### **External Expertise and Technical Assistance**

Because Dove Science Academy's academic focus is also on technology, our faculty is expected to keep abreast of current and advancing technological practices. Teachers are expected to use the technology available to supplement the curriculum, including Power Point, United Streaming, Microsoft Access, and Microsoft Excel. We currently integrate several computer-driven programs into the classroom, including Study Island and Exam View. In addition, we use computer lab frequently to ensure that the students and staff have access to the latest and most accurate information available.

We have several staff members who hold advanced degrees and have real-life experience in technological fields, and they provide in-service training to keep the faculty up to date on current and innovative programs.

We are also working with OKCPS, SDE, and textbook companies in order to get external expertise and technical assistance. During the department meetings (which we have every other Wednesday), representatives from OKCPS, SDE and textbook companies are invited to train our staff. This year, our staff has been trained for AR, differentiated instruction, SRA ImagineIT reading curriculum, and many other topics.

## Parent Involvement

### Data

Number of families visited at home	187 out of 264 (71%)
Parent Teacher Conference Attendance Rate	187 out of 264 (71%)
Number of Parents Volunteered	105 out of 164

### Parent Involvement Policy

DSA – ELM provides a bi-lingual parent/student orientation at the beginning of each school year to help parents understand our goals and requirements as well as to help them successfully integrate into our school family. At this orientation, our Parent Involvement Policy is distributed and explained in both Spanish and English. The policy must be signed and returned during the first 2 weeks of the school year. This policy is referred to during Parent/Teacher conferences, home visits, and Parent/Teacher phone conversations throughout the year to ensure parents are aware of and active in our parent involvement requirements.

Through surveys, discussions, conferences, and official meetings minutes, the Dove Science Academy Elementary parents are mostly concerned with acquiring additional funds for our school through fundraisers. There is also a strong push for improvements for our school campus.

Dove Science Academy provides a bi-lingual parent orientation to help parents understand our goals and requirements and to allow them to successfully integrate into our school family. DSA ELM also employs a bi-lingual secretary to ensure parents are kept up-to-date on all school activities. DSA ELM also provides an extensive website with links to outside sources such as state standards and requirements. The website is updated frequently to assure parents and students have access to the most accurate information available. Parents are also able to access grades, daily homework, and attendance for their child so they are able to follow their student’s progress, which allows them to be personally involved with the entire education process.

All of DSA ELM’s PTO meetings are conducted in both English and Spanish, to allow parents to remain involved in the educational system and provide access to school facilities and programs. Most information sent home to parents is in English and Spanish, to allow for greater understanding by parents.

DSA ELM is committed to involving parents in every step of their child’s education. we provide information regarding reading programs we offer and the ways to improve child’s academic level on a regular basis in both English and Spanish with our parent nights and with the materials and brochures provided by The Parent Institute.

Through bi-monthly newsletters provided to parents, as well as bilingual letter and banners placed around the schools, parents are kept abreast of all school functions. On various occasions, parents are individually called by bilingual school personnel and told about important upcoming events. In addition to these efforts, the school website is updated daily to ensure parents are receiving the most current information available.

Dove Science Academy Elementary faculty conducts scheduled bi-yearly Parent-teacher conferences, as well as un-scheduled conferences in person, by e-mail or by phone, as needed or requested either by parent or teacher. Parents are encouraged to call or visit with a teacher whenever necessary. Teachers contact parents by phone about classroom events and situations, including but not limited to, discipline, academics, and changes in discipline, either for the better, or for the worse.

## **Intervention Strategies**

Dove Science Academy Elementary provides opportunities for all students to meet proficient and satisfactory levels of academic achievement by using effective instructional methods that are based on scientifically based research. Following strategies are being implemented:

**Increased Learning Time:** DSA Elementary students are having 385 minutes of instruction every day.

Students are assessed every month to determine which students need a little extra help. It also lowers test anxiety, and help students to be familiar with multiple choice testing.

All of practice tests are scored and analyzed for each individual student.

Student experiencing difficulty mastering proficient and satisfactory levels of academic achievement are provided with effective and timely assistance through

**After School Tutoring:** Twice a week, they are staying 40 minutes more for tutoring classes. Teachers are able to work in small groups.

**Saturday School:** They are attending Saturday school for two hours

All K-3<sup>rd</sup> grade students are tested for Reading Sufficiency using DIBELS. If any student needs extra help, they are assigned to after school tutoring classes.

**AR Program:** Students are supposed to read certain number of books each semester, and take a quiz on AR web site. We have incentives, contest among student to promote reading. Examples:

Best reader of the class gets an award on Fridays

Students earn free tickets for school carnival with their AR points.,,

**Pull-out:** If a student needs one-to-one instruction, she/he is pulled out from elective classes to study math or reading

## **C. Action Plan**

### **Reading Strategies**

#### **CORE ACADEMIC (Classroom Instruction) STRATEGIES-Reading Skills**

Dove Science Academy Elementary will provide reading instruction and in-class intervention through the use of SRA *Imagine It* Reading Program, published by McGraw Hill. SRA is our core curriculum and will be delivered in a 90-minute block of instruction. Through this reading series, the teacher will instruct based upon the five essential components of reading: phonemic awareness, phonics (spelling), fluency, comprehension, and vocabulary. Our existing strategies intended to improve the reading skills of ALL students regardless of current ability. All strategies will be reinforced for the 2009-2010 school year with a mandatory 100% participation by all teachers.

## **DIBELS**

The teachers at Dove Science Academy Elementary administer Dynamic Indicators of Early Literacy Skills (DIBELS), to identify the students that are not responding to instruction within the classroom, and those that need additional intervention. After the teacher has reviewed the benchmark testing, he/she will use the reading program to conduct additional intervention within classroom. All teachers at DSA Elementary will administer DIBELS for a second time in January and for a third time in May. At that time, we will reassess and decide appropriate instruction for specific students who are continuing to have difficulties despite the additional intervention in the classroom.

### **Drop Everything and Read! (DEAR!)**

ALL teachers in ALL subjects will dedicate 20 minutes every day to a free read session for all students. The CIP team has created a tracking function on the database to monitor and help ensure 100% participation by all teachers.

### **A+ Arts Integration**

DSA-Elementary has completed its first year as an A+ School. After sending a team of teachers to the Summer 2008 A+ Conference and 2 on-site trainings by A+ fellows, we are sending our entire teaching staff and administration to the Summer 2009 Conference. This has already increased student engagement and enjoyment in the classroom and will undoubtedly continue to engage students in English classes and all others.

### **A. SUPPLEMENTAL SUPPORT STRATEGIES-Reading Skills**

This is an extremely important part of DSA's success. Our system of supplemental support is called the "DSA Safety Net Program." We will briefly describe a few of the components of this program in this section of the Campus Improvement Plan.

#### **CRT Practice Tests and After School Tutoring Classes**

DSA Elementary teachers will create a series of practice tests that mirror state standardized tests using released test items, blueprints, and locally generated questions. These tests will be given to all students every 6 weeks. Based on the results of these tests, all students who are below target levels will be required to attend an additional hour of instruction twice a week for Reading Skills courses for the next 6 week period.

This is the only time that test items will be reviewed. All regular class periods will be used for established DSA Elementary curriculum. Our goal is to reduce the stress of standardized test performance on our students while ensuring that all students in need receive the necessary instruction without the embarrassment or stigma often received by low performing students among their peers.

#### **Star Reader and Accelerated Reader Program**

We purchased the Renaissance Place option for Accelerated Reader. This allows students to have access to the entire AR quiz library from any internet-enabled computer. In addition, we set clear goals for students. Students who reached or surpassed this goal were rewarded with incentives. This program was extremely successful.

As a part of our 2009-2010 Action Plan for Reading Skills, we are purchasing the Renaissance Place option for Star Reader which will allow us to gauge and monitor our students' reading levels and improvements throughout the year. We will also revise our goals to a point system based on Star Reader assessments for each individual student. Title I funds will be used to help pay for these programs as well as additional books to supplement the DSA Elementary student library.

### **Suggested Reading Lists with Incentives in all Subjects**

In order to help students understand that reading is integral to each and every subject of study, ALL teachers in ALL subjects will create a recommended reading list (10 books or more) to be included with every course syllabi. If a student reads a book from the list and passes an assessment of the teacher's discretion (AR tests, essays, projects, oral reports, etc.), he/she will receive a minimum of 5 bonus points for the course. There is no limit to the number of books that can be attempted by a student.

### **Study Island Online Program**

All students in grades 3, 4, and 5 will be enrolled in the online program of Study Island. This is an online site that tests students' reading skills through a wide variety of formats including several classic video game style challenges. Students can access Study Island from any internet-accessible computer enabling them to work from home. For each successfully passed section, students receive a ribbon on the website's database. Students must receive a ribbon in every section by the end each semester. Completion of this goal each semester is directly tied to a major test grade in the students' Reading course. Title I funds will be used to help pay for the student licenses for this program.

## **B. ACCELERATION SUPPORT STRATEGIES-Reading Skills**

Once again, the DSA Safety Net Program is an essential part of our approach to this strategy. Students who have already been identified as "at risk" through our regular Safety Net Program will be required to participate in the following strategies.

### **Saturday School**

As stated earlier in this CIP, all students will take a CRT practice test every 6 weeks. All students who score below target level will be required to attend after school tutoring. All students who fail two consecutive practice tests or fail one test by more than 10% will be required to attend school on Saturdays for Reading Skills instruction. During this time, teachers will go back to student portfolios (see Core Academic Instruction-Reading, Item 1) and review/reinforce skills, concepts, and terms that these students lack.

### **Summer Reading Academy School**

Students who are not reading on the grade level will be required to attend Summer Reading Academies to improve their reading skills..

## **Mathematics Strategies**

Our Safety Net Program as described in the Reading Action Plan is essential and is used in all subjects, not merely Language Arts. Although many of the same facets of the program are used in mathematics, we have

included descriptions of several additional strategies for the Mathematics Action Plan and have omitted repetitious descriptions of the Safety Net Program's core practices.

## **A. CORE ACADEMIC (Classroom Instruction) STRATEGIES—Mathematics Skills**

### **A+ Schools Arts Integration**

This is an exciting new curriculum enhancement for the mathematics department at DSA-ELM. By bringing arts-based instruction into the math courses, the level of student engagement and enjoyment will increase. Our students have especially responded to the concepts of how mathematics plays an integral part in the arts. A few examples include using music, sculpture, and dance to teach ratios, geometry, and physics. We have already started this program, but our entire staff is attending this summer's (2009) conference, and we are confident these early results will continue to improve.

### **Special Math Teacher for 4<sup>th</sup> and 5<sup>th</sup> Graders**

All 4<sup>th</sup> and 5<sup>th</sup> grade students will have a special Math teacher for their math classes. A specialized math teacher will be able to concentrate more on their math skills.

### **Computerized Math Classes**

3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade classes will have a computerized math class once a week where they will be able to improve math skills through practice on the computer.

## **B. SUPPLEMENTAL SUPPORT STRATEGIES—Mathematics skills**

### **CRT Practice Tests and After School Tutoring**

DSA teachers will create a series of practice tests that mirror state standardized tests using released test items, blueprints, and locally generated questions. These tests will be given to all students every 6 weeks. Based on the results of these tests, all students who are below target levels will be required to attend an additional hour of instruction twice a week for Mathematics Skills courses for the next 6 week period.

### **Study Island Online Program**

All students in grades 3, 4, and 5 will be enrolled in the online program of Study Island. This is an online site that tests students' mathematics skills through a wide variety of formats including several classic video game style challenges. Students can access Study Island from any internet-accessible computer enabling them to work from home. Completion of this program is directly tied to a major test grade in the students' Math courses. Title I funds will be used to help pay for the student licenses for this program.

### **Guest Speakers/Community Mentors in Mathematics-Based Careers**

A new supplemental support system of DSA Mathematics Action Plan involves guest speakers and community mentors from Mathematics-based professions coming to the campus to work with grade levels, classes, and individual students on career education and required skill sets for these fields. We have experienced some early success with this strategy through our 2008-2009 science fair. Because such a large number of our students come from families with little or no education, they are not aware of the academic and career tracks that involve math.

## **C. ACCELERATION SUPPORT STRATEGIES—Mathematics Skills**

### **Saturday School**

All DSA-ELM students will take a CRT practice test every 6 weeks. All students who score below target level will be required to attend after school tutoring. All students who fail two consecutive practice tests or fail one test by more than 10% will be required to attend school on Saturdays for Mathematics Skills instruction.

### **Pull-Outs from Non-Core Classes**

Beginning in the second semester of each academic year, students who are still deemed “at risk” will be removed no more than once a week from any one elective for a total of 2 times a week by a Math instructor other than the student’s normal course teacher for 1 on 1 intensive Math Skills instruction. This will allow the student to receive a fresh perspective and a fresh start without the possible frustrations and/or boredom of the regular instructor. Extensive session notes will be taken and reviewed with the normal classroom instructor for collaboration and revised instruction plans and/or techniques.

## **Social Studies/Science Strategies**

### **Core Curriculum**

4<sup>th</sup> and 5<sup>th</sup> grade students will have a specialized science teacher and a science lab for science classes.

### **CRT Practice Tests and After School Tutoring**

DSA teachers will create a series of practice tests that mirror state standardized tests using released test items, blueprints, and locally generated questions. These tests will be given to all students every 6 weeks. Based on the results of these tests, all students who are below target levels will be required to attend an additional hour of instruction once a week for Science and Social Studies Skills courses for the next 6 week period.

### **Science Fair**

Every year DSA Elementary hosts a science fair. All 4<sup>th</sup> and 5<sup>th</sup> grade students are required to prepare a science fair project. This way, Students are able to use their knowledge from different subjects (science, math, computer, language arts), integrate, do research, prepare a research paper, and present it in front of people. Science Fair also helps parents involve in school activities.

### **United Streaming Educational Videos**

DSA elementary will purchase united streaming account for all teachers. Teachers will be able to integrate videos into their science and social studies classes.

## **Student Engagement & Transition Strategies**

Dove Science Academy-Elementary constantly strives to achieve a high level of student engagement. Our attendance rate is high while discipline referrals and suspensions are low. We will educate parents on our attendance and tardy policies through Parent Information Meetings, PTO meetings, our web-site, bi-weekly newsletters, and home-visits. By increasing student attendance, academic performance continues to increase, as

well. By focusing not only on student strengths, but also on the strengths of the group, we hope to achieve higher educational performance each year. Students are encouraged to provide feed-back to teachers in order to elevate both educators and the students to the desired goal.

Another need we are focusing on for the 2008-2009 school year is our Parent-Teacher-Student Organization. At the beginning of the school year, we have strengthened this organization to the point where students, teachers, and parents are attending and participating in substantial numbers. Our goal for next year is to increase the communication—both input and feedback—between the PTSO and the classroom. This will be done by requiring our teachers to attend at least 1 PTO meeting each quarter. We also require parents to volunteer 3 hours each semester to the school. We feel this will also help engage students and their families in the classroom, school, and community.

Dove Science Academy Elementary is an A + School. We have educated our teachers to use a variety of teaching styles to reach all students, no matter what their learning style is. Our lower elementary and upper elementary teachers have developed a “Peer Tutor” program to assist younger students with reading. We have also developed a Peer Mediation program to assist students in solving disagreements before they become behavioral problems. Through these programs, we strive to help students achieves success. Therefore, this success will motivate students to achieve higher levels of success in the future. Our plan is to eliminate student frustration, which causes disruption and lack of learning.

### **Quarterly Awards Ceremonies, Dinners, and Assemblies**

DSA-ELM holds awards/honor assemblies quarterly to acknowledge and reward the efforts of students. In addition, evening dinners are hosted at staff homes for those students and their families who exhibit exceptional academic and social character. Students are also awarded gift certificates, Free Dress Day Passes, and special field trip privileges.

### **New Student Orientation**

All incoming 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders are required to attend a 1-week orientation over the summer. During this session, the students will tour the school, be assigned lockers and textbooks, purchase school uniforms, and attend Math and Reading classes. Students will also meet school administrators who will explain the school policies, schedule, calendar, student handbook. This allows new students to begin the year with much less confusion and intimidation.

### **District-Wide 5<sup>th</sup> Grade Math Competition**

DSA-OKC hosts an invitational mathematics competition every spring for all 5<sup>th</sup> grade students in and around the greater OKC metro area. Prizes include a laptop computer, IPOD, bicycle, and gift certificates. All of our fifth grade students are encouraged to participate in this contest.

## **Parent Involvement Strategies**

### **Online Homework, Grade, Attendance and Teacher Email Access**

The DSA-ELM website allows all parents to monitor student attendance in real time. In addition, student assignments, grades, and discipline issues are available as they are entered. Parents are assigned passwords upon student enrollment that allows them to access these records from any internet-enabled computer. All teacher emails are also provided through this website enabling parents and teachers to remain in communication.

## **Bilingual Parent Information Meeting**

An informative parent/student/school meeting is held within the first three weeks of school at which school policies, calendar, and important programs (Title I, Free/Reduced Lunch, After-school options, etc) are explained in both English and Spanish.

## **Bilingual Monthly PTO Meetings**

Each month a bilingual PTO meeting is held in the school cafeteria at which important school updates are announced. Informal school improvement suggestions and proposals are recorded to be presented to the school board. Refreshments are served.

## **Convenient Parent/Teacher Conference Times**

Two parent teacher/conference days and an Open House event are held each school year. One session is held during morning and early afternoon hours and another during afternoon and evening hours in order to accommodate the most schedules. Additional conferences can be requested and scheduled at any time by parent, teacher, or student throughout the year.

## **Home visits**

DSA ELM is committed to the education of teachers in order to better serve our students and parents. Because this is a major factor of our belief system as a school, DSA ELM strives to provide as many opportunities as possible for teachers in order to equip them with the skills necessary to reach the parents of their students. These opportunities include, but are not limited to, translators available to teachers, and participation in Home visits. Home visits provide parents with an invaluable opportunity for parents to educate teachers about their cultures, beliefs, and students' needs.

## **Professional Development Strategies**

DSA-ELM is committed to the constant improvement and development of our staff. We offer a variety of both voluntary and optional PD opportunities for all staff. We offer stipends and mileage reimbursement for most PD opportunities that are not a part of the teachers' contractual days.

## **Differentiated Instruction Training-**

Since differentiated instruction is such an important part of the DSA-ELM program (ELL, IEP, and below level students are all fully included in all classes), all teachers receive training and reinforcement every year in DI methods during our mandatory PD summer days (August 12, 2009).

## **A+ Arts Integration Program**

This summer (2009), all staff and administration will attend an A+ summer conference that will introduce and reinforce new ways to integrate the arts into all subjects and classes. This is a philosophy that DSA-ELM is especially focused on implementing 100% by the end of the 2009-2010 academic year.

## **DIBELS Training & Reading First Summer Reading Academy**

All K-3<sup>rd</sup> grade teachers (a total of 8) are recommended to participate in DIBELS training and Reading First Summer Academy provided by Oklahoma SDE.

### **Voluntary PD Options with Stipend**

All DSA-OKC teachers are encouraged to attend any and all professional development opportunities available during the summer and the school year. Substitute teachers are secured by school administration, stipends are paid to teachers along with any necessary mileage reimbursements, and teacher attendance is not affected while they are in attendance of the PD session.

### **DSA Cluster Meetings**

Every quarter, all three DSA school (Tulsa, OKC, and Elementary) teachers are coming together for cluster meetings. They discussed best practices about classroom management, and share their knowledge and resources.

### **DSA Professional Development Requirements**

All of our new teachers are trained in the school during the professional development days before school starts to make sure they all know:

- How to use Microsoft Outlook, PowerPoint, Excel, and Word
- How to use projector, and speakers
- How to use our Student Information System
- How to use Study Island
- How to use United Streaming
- How to use AR, and Star Reading

## **Technology Strategies**

Because Dove Science Academy's academic focus is on technology, our faculty is expected to keep abreast of current and advancing technological practices. Teachers are expected to use the technology available to supplement the curriculum. Extensive trainings are scheduled before and throughout the school year.

### **DSA Online Database**

DSA has designed, created, and implemented an electronic database that allows teachers to have full access to all student and school records from their work station computers. In addition, teachers can enter, change, and delete grades from any internet-enabled computer through rigidly protected security protocols. This encourages teachers to work from home during evenings, weekends, school holidays, and even personal illness or injury.

### **Cell Phones for All Teachers**

DSA Elementary will provide all teachers with a cell phone through E-rate and Title 1 funds.. This will allow teachers to have better communication with parents and each other..

## **Free Personal Computer/Technology Instruction**

Since a large number of DSA instructors hold advanced degrees in technology, all teachers will be offered free technology training for personal interests. We feel that the more our teachers use technology in their private lives, the more competent and comfortable they will be when using technology for work.

## **Instructional Software**

DSA Elementary will have access to following software on 2009-2010 school year:

- Accelerated Reader
- Star Reader
- United Streaming
- Study Island
- ExamView

## **D.Goal Charts**

## 2009-2010 Campus Reading Goals

**NCLB Goal 1:** Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate **academic skills** at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.

**OSDE Essential Element 1.1:** Academic expectations are aligned with the *Priority Academic Student Skills (PASS)*.

**District AIM 1: Learning Focus**

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

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

School Reading Goal (s)	Measure	Measure	Projection	Edusoft Q1 09-10 Benchmark Review	Edusoft Q2 09-10 Benchmark Review	Edusoft Q3 09-10 Benchmark Review
<p>This is our first year. We haven’t got the test results yet. Our goal for next year is 95% passing.</p> <p>75% of all students will be reading at or above grade level.</p>	<p><b>2007-2008 CRT/EOI</b> Number Advanced and Satisfactory in Reading/Language Arts _____, _____%</p> <p>Number Limited Knowledge and Unsatisfactory in Reading/Language Arts _____, _____%</p>	<p><b>2008-09 CRT/EOI</b> Number Advanced and Satisfactory in Reading/Language Arts _____, _____%</p> <p>Number Limited Knowledge and Unsatisfactory in Reading/Language Arts _____, _____%</p>	<p><b>2009-2010 CRT/EOI</b> Number Advanced and Satisfactory in Reading/Language Arts _____, _95_%</p> <p>Number Limited Knowledge and Unsatisfactory in Reading/Language Arts _____, _5_%</p>	Pending for 2009-2010 school year	Pending for 2009-2010 school year	Pending for 2009-2010 school year
<p>Intervention Strategy: Core Program</p> <p>a. SRA Curriculum b. After school tutoring c. Saturday tutoring d. Monthly assessments</p>	<b>Core Program Activities and Frequency</b>			<b>Documentation for Evaluation (OSDE and USDE review)</b>	<b>Resources: Funding Sources, Partnership, etc.</b>	
	<p>b. Meet twice a week for an hour in small groups, no more than 10 kids per teacher, to work on improving Reading skills.</p> <p>c. Meet on Saturdays for 2 hours in small groups to improve Reading skills.</p> <p>d. Conduct monthly practice tests which mirror the CRT tests.</p>					
<p>Intervention Strategy: Supplemental</p> <p>e. DEAR f. Suggested Reading lists g. Star Reader Program / AR</p>	<b>Supplemental Program Activities and Frequency</b>			CRT Testing District Benchmark Testing Locally Generated Testing Teacher Lesson Plans PASS Checklists AR Points		
	<p>e. All teachers in all subjects will incorporate 30 minutes of Drop Everything and Read time into their curriculum.</p> <p>f. All teachers in all subjects will develop suggested reading lists for each course and provide assessment for completed assignments related to these readings.</p> <p>g. Students will participate in the Star Reader program by reading a book on or above level and taking a test in the library for reward points. Reward points may be redeemed for prizes and privileges.</p>					

<p><b>Intervention Strategy: Acceleration</b>  h. Individual student, one on one skill building.  i. Additional use of technology to enhance reading.</p>	<b>Acceleration Program Activities and Frequency</b>		
	<p>h. Tutoring through teacher pull outs, peer tutoring. (When needed)  i. Use of computer lab to access STAR reader programs, various tutoring websites (When needed)</p>		

## 2009-2010 Campus Mathematics Goals

**NCLB Goal 1:** Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate **academic skills** at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.

**OSDE Essential Element 1.1:** Academic expectations are aligned with the *Priority Academic Student Skills (PASS)*.

**District AIM 1: Learning Focus**

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

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

School Math Goal (s)	Measure	Measure	Projection	Edusoft Q1 09-10 Benchmark Review	Edusoft Q2 09-10 Benchmark Review	Edusoft Q3 09-10 Benchmark Review
This is our first year. We haven’t got the test results yet. Our goal for next year is 90% passing	<b>2007-2008 CRT/EOI</b> Number Advanced and Satisfactory in Mathematics ____, ____%	<b>2008-09 CRT/EOI</b> Number Advanced and Satisfactory in Mathematics ____, ____%	<b>2009-2010 CRT/EOI</b> Number Advanced and Satisfactory in Mathematics ____, _90_%	Pending for 2009-2010 school year	Pending for 2009-2010 school year	Pending for 2009-2010 school year
	Number Limited Knowledge and Unsatisfactory in Mathematics ____, ____%	Number Limited Knowledge and Unsatisfactory in Mathematics ____, ____%	Number Limited Knowledge and Unsatisfactory in Mathematics ____, _10_%			
Intervention Strategy: Core Program	<b>Core Program Activities and Frequency</b>			<b>Documentation for Evaluation (OSDE and USDE review)</b>  CRT Testing District Benchmark Testing Locally Generated Testing Teacher Lesson Plans PASS Checklists	<b>Resources: Funding Sources, Partnership, etc.</b>  Title I Funding OKSDE Local, State, Federal, and Private Grants Teachers Students Volunteer Tutors	
a. Harcourt Program b. After school tutoring c. Saturday tutoring d. Monthly assessments	b. Meet twice a week for an hour in small groups, no more than 10 kids per teacher, to work on improving Math skills.  c. Meet on Saturdays for 2 hours in small groups to improve Math skills.  d. Conduct monthly practice tests which mirror the CRT tests.					
Intervention Strategy: Supplemental	<b>Supplemental Program Activities and Frequency</b>					
e. competitive Math challenge f. Math Competitions	e. Implement a Math Challenge question that can be solved for reward points. The reward points can be redeemed for prizes. (Everyday)  f. Math Counts and Math Contests to improve student skills and interest in Math. (As needed)					

<p><b>Intervention Strategy: Acceleration</b></p> <p>h. Individual student, one on one skill building.</p> <p>i. Additional use of technology to enhance math skills.</p>	<p align="center"><b>Acceleration Program Activities and Frequency</b></p>		
	<p>h. Tutoring through teacher pull outs, peer tutoring. (As Needed)</p> <p>i. Use of computer lab to access programs, various tutoring websites, such as StudyIsland</p>		

## 2009-2010 Campus Social Studies and Science Goals

**NCLB Goal 1:** Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate **academic skills** at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.

**OSDE Essential Element 1.1:** Academic expectations are aligned with the *Priority Academic Student Skills (PASS)*.

**District AIM 1: Learning Focus**

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

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

School SS and Science Goal(s)	Measure	Measure	Projection	Edusoft Q1 09-10 Benchmark Review	Edusoft Q2 09-10 Benchmark Review	Edusoft Q3 09-10 Benchmark Review
<p>This is our first year. We haven’t got the test results yet. Our goal for next year is 80% passing for Science and 85% passing for SS</p>	<p><b>2007-2008 CRT/EOI</b>                      Number Advanced and Satisfactory in Science and Social Studies _____, _____%</p> <p>Number Limited Knowledge and Unsatisfactory in Science and Social Studies _____, _____%</p>	<p><b>2008-09 CRT/EOI</b>                      Number Advanced and Satisfactory in Science and Social Studies _____, _____%</p> <p>Number Limited Knowledge and Unsatisfactory in Science and Social Studies _____, _____%</p>	<p><b>2009-2010 CRT/EOI</b>                      Number Advanced and Satisfactory in Science and Social Studies _____80____, _____85____%</p> <p>Number Limited Knowledge and Unsatisfactory in Science and Social Studies _____20____, _____15____%</p>	<p>Pending for 2009-2010 school year</p>	<p>Pending for 2009-2010 school year</p>	<p>Pending for 2009-2010 school year</p>
	<p><b>Core Program Activities and Frequency</b></p>					
<p>Intervention Strategy: Core Program</p> <p>Student will attend SS and Science classes.</p>	<p>Students will attend classes with a hands-on curriculum. In SS, students will engage in learning about people, places and events that took place in history. In Science, students will learn the processes of the world around them while engaging hands-on investigation and a Science Fair project. Teachers will be able to use United Streaming to integrate educational media into their curriculum</p>			<p><b>Documentation for Evaluation (OSDE and USDE review)</b></p> <p>BuckleDown                      Class Attendance                      Competition                      Judging                      Investigations</p>	<p><b>Resources:                      Funding Sources,                      Partnership, etc.</b></p> <p>Harcourt Science and Social Studies Curriculum                      United Streaming</p>	
<p>Intervention Strategy: Supplemental</p> <p>Science and SS class for all students not performing on grade level.</p>	<p><b>Supplemental Program Activities and Frequency</b></p>					
	<p>Activities: Students scoring below average in everyday class work will attend after school tutoring for 40 minutes, 1 day a week.</p>					

Intervention Strategy: Acceleration	<b>Acceleration Program Activities and Frequency</b>		
Students who are exceptionally performing above grade level will compete in competitions relating to Science and SS	Students will participate in after school preparation to gain further knowledge in the subject matter for which they will compete. Students will participate in Geography Bee, and Science Fair		

## 2009-2010 Campus Professional Development Goals

**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.

School PD Goal(s)	Measure 2007-2008	Measure 2008-09	Projection 2009-2010	
100% of staff and admin will complete A+ and DI training. 100% of K-3 teachers will participate DIBELS and Summer Reading Academy 100% of teachers will participate quarterly cluster meetings. 100% of teachers will be trained for SRA Curriculum and AR Program			All K-3 reading teachers are trained for DIBELS and reading first	
a. All Staff continued staff development, Schools Attuned, Gear-Up, A+, ELL teaching, core knowledge and technology, DIBELS, Reading First, OCU	<b>Staff Development/Technical Assistance Activities and Frequency</b>		<b>Documentation for Evaluation (OSDE and USDE review)</b>	<b>Resources: Funding Sources, Partnership, etc.</b>
	a.1 Core Knowledge a.2 Technology a.3 A+ a.4 Schools Attuned a.5 Gear Up a.6 Sheltered Instruction Observation Protocol (SIOP) a.7 DIBELS a.8 Reading First a.9 Workshops provided by OCU			
b. Content: Reading and Mathematics	<b>Staff Development/Technical Assistance Activities and Frequency</b>			

	<p>b.1 implementation of computer-based study and testing Programs such as Exam View and Study Island, AR</p> <p>b.2 integrating peer-to-peer discussions into inter-departmental meetings.</p> <p>b.3 encourage continuing education, not only in core subjects, but also in classroom management, technology and the psychology of the adolescent mind.</p>		
c. Cluster Meetings	<p style="text-align: center;"><b>Staff Development/Technical Assistance Activities and Frequency</b></p> <p>c.1 Quarterly cluster meeting with other Dove Schools to share best-practices among teachers. There will be at least 2 meetings in a year.</p>		

## 2009-2010 Campus Student Engagement Goals

**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.

School Goal (s)	Measure	Measure	Projection
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
To increase attendance and participation while decreasing discipline referrals	Attendance Rate: Graduation Rate: Dropouts:  # Student Fights: # Weapons Found: # Drug Related:	Attendance Rate: %97 Graduation Rate: %100 Dropouts: 0  # Student Fights: 0 # Weapons Found: 0 # Drug Related: 0	Attendance Rate: 98.5% Graduation Rate: 100% Dropouts: 0  # Student Fights: None # Weapons Found: None # Drug Related: None
Intervention Strategy: Core Program	<b>Core Program Activities and Frequency</b>		<b>Documentation for Evaluation (OSDE and USDE review)</b>
a. Technology integration into every classroom b. Off-site Research c. Student Recognition Awards d. Student Rewards and Incentives	a.1 Computer lab is available for group and individual instruction, research and projects a.2 Interactive multi-media presentations incorporated into lesson plans a.3 On-line testing and review available to students, parents, and teachers at or away from school  b.1 Partnership with Oklahoma City University allowing student visits, tutoring, writing lab and library access. b.2 Educational field trips and research expeditions  c.1 All-school ceremonies acknowledging student progress at all levels of various achievements c.2 Evening ceremonies and dinners for student families acknowledging student progress at all levels of various achievements c.3 Quarter, Semester, and yearly awards for attendance, participation, academics, and improvement  d.1 Free dress days for special achievements		Attendance reports Referral reports Suspension reports Lesson Plans Unit Plans Yearly Plans After-school sign in attendance sheets
Intervention Strategy: Supplemental	<b>Supplemental Program Activities and Frequency</b>		
			<b>Resources: Funding Sources, Partnership, etc.</b>
			Title I OKSDE Local, State, Federal, and private grants Teachers Community Partners Parents

<p>e. after school clubs, sports, and organizations</p>	<p>e.1 students cannot attend an after-school programs if they have been absent that day  e.2 students cannot participate in after-school programs if they have received a discipline referral within two weeks of activity</p>		
<p>Intervention Strategy: Acceleration</p> <p>f. home visits</p>	<p style="text-align: center;"><b>Acceleration Program Activities and Frequency</b></p> <p>f.1 All teachers are required to visit the homes of each of their home room students at least once within the same school year</p>		

## 2009-2010 Campus Student Transition Goals

**NCLB Goal 2:** Increase the number of students making **successful transitions** between schools, between school levels, and including high school graduation and college access opportunities.

**OSDE Essential Element 1.4:** Key curriculum vertical transition points are communicated.

**OSDE Essential Element 3.3:** Strategies are monitored and aligned to address learning styles.

**OSDE Essential Element 3.5:** Teachers incorporate technology in classrooms.

**District AIM 1: Learning Focus**

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

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

School Goal (s)	Measure	Measure	Projection
To provide smooth transitions for all students as they enter, attend and graduate from Dove Science Academy	<b>2007-08</b>  Student Retention:	<b>2008-09</b>  Student Retention: 1%	<b>2009-10</b>  Student Retention: % 1
Intervention Strategy: Entry/Exit-Feeder Schools  a. Effective transition into Dove Elementary from Home, and district elementary schools.  b. Effective transition from Dove Elementary to another school.	<b>Entry/Exit Feeder School Activities and Frequency</b>		<b>Documentation for Evaluation (OSDE and USDE review)</b>  Summer Program Attendance rolls School records
	<p>a. All incoming 3<sup>rd</sup>-5<sup>th</sup> graders are required to attend an orientation in the summer which explains the expectations of DSA and helps determine the academic ability of students so teachers can begin addresses those areas of weakness immediately.</p> <p>b. complete records of success and weakness (monthly test scores, student grades, attendance, etc...) will be transferred to new school.</p> <p>b. Kindergarten and 5<sup>th</sup> grade promotion ceremonies, as well as an awards assembly for all grades at the end of the school year will be held. These assemblies will praise the success of students thus far and encourage them to continue their hard work and perseverance through the coming years.</p>		<b>Resources: Funding Sources, Partnership, etc.</b>  Teachers Students Community partners Parents
Intervention Strategy: Grade-to-Grade  c. Effective transition from elementary school to middle school curriculum	<b>Grade-to-Grade Activities and Frequency</b>		
	<p>C1. 5<sup>th</sup> grade promotion ceremony which praises the success of students thus far and encourages them to continue their hard work and perseverance through middle and high school.</p> <p>C2. 4<sup>th</sup> and 5<sup>th</sup> grade classes have more specials, lockers, etc..</p>		

<p>Intervention Strategy: Homeless/Juvenile Justice</p> <p>d. Provide community resources for homeless children and families.</p>	<p style="text-align: center;"><b>Homeless/Juvenile Justice Activities and Frequency</b></p> <p>d.2. Provide students with uniform, school supplies and other basic school necessities free of charge.</p> <p>d.1. Refer student/family to school counselor, who will provide them with the information and assistance they need to obtain available community resources. We participate in the Local FoodBank's Food 4 Children Program. Students can take home a back-pack full of food every Friday afternoon to enable them to eat during the weekend when the free school lunch is unavailable.</p>		

## 2009-2010 Campus Parental Involvement/Priorities for Change Goals

**NCLB Goal 1:** Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate **academic skills** at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.

**OSDE Essential Element 5.1:** Families and communities are active partners.

**OSDE Essential Element 5.3:** School provides organizational structure that reduces barriers to learning.

**District AIM 1: Learning Focus**

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

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

Goal 4: Engage and maximize community and school partnerships to foster learning.

**District AIM 6: Clear, Concise, Effective Communication**

Goal 1: Develop and strengthen family involvement in schools.

Goal 3: Develop, implement and sustain internal and external communication that is proactive, open, clear and honest.

School Goal (s)	Measure	Measure	Projection	
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	
To increase the amount of parental involvement at school	PTA Membership: _____ # Parent conference days: _____ # in attendance _____ # Parent activities: _____ # in attendance: _____	PTA Membership: <u>50%</u> ____ # Parent conference days: <u>2</u> ____ # in attendance <u>74.8%</u> ____ # Parent activities: <u>7</u> ____ # in attendance: <u>75%</u> ____	PTA Membership: <u>50%</u> ____ # Parent conference days: <u>2</u> ____ # in attendance <u>80%</u> ____ # Parent activities: <u>10</u> ____ # in attendance: <u>80%</u> ____	
Intervention Strategy: School Involvement	<b>School Involvement/Outreach Activities and Processes</b>		<b>Documentation for Evaluation (OSDE and USDE review)</b>	<b>Resources: Funding Sources, Partnership, etc.</b>
a. Provide opportunities for parents to become involved in school activities.	a.1. Offer Bilingual PTA meetings. a.2. Open House night a.3. Convenient Parent/Teacher conference times a.4. Carnival a.5. 5 <sup>th</sup> grade promotion/graduation ceremony a.6. Family picnic barbeques a.7. Various school activities (dances, field trips, etc...) a.8 Monthly Bilingual parent newsletter a.9 End of year musical a.10 Science Fair a.11 Language Contests			
Intervention Strategy: Support for Learning	<b>Support for Learning/Outreach Activities and Processes</b>			
b. to involve parents with the learning of their children. c. To provide learning opportunities for Parents.	b. Access to student grades, assignments, discipline records via the Internet (school database)  c. DSA ELM offers evening and weekend courses in English, Spanish and Turkish for parents.			

<p>Intervention Strategy: Increase Expectations</p> <p>d. To involve parents in the high expectations of DSA ELM students.</p>	<p><b>Increase Expectations/Outreach Activities and Processes</b></p> <p>d.1. Student handbook  d.2. Parent/Student contract  d.3. Monthly bilingual parent newsletter  d.4. regular parent meetings, events, etc.</p>		

## 2009-2010 Campus Technology Integration Goals in Curriculum

<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>		
School Technology Goal (s)	Measure	Projections
	<b>2008-2009</b>	<b>2009-10</b>
All students and teachers will have access to information technology in their classrooms, schools, communities and homes	# of Computer Labs: <u>  1  </u> # of desktop computers used for student learning: <u>  0  </u> # of Laptops used for student learning: <u>  45  </u> # of IPODS/MP3 Players used for student learning: <u>  0  </u> # of Smartboards used by instructors for student learning: <u>  0  </u>	Having another computer lab with 20 computers. Buying Study Island, SRA Technology programs
Technology Activities that Support Reading	<b>Technology Needs (Purchases) to Better Support Reading</b>	<b>Software Used to Support Academic Achievement through Curriculum</b>  <b>Accelerated Reader Student Information System Testing Software</b>
Accelerated Reader StudyIsland Projectors, Computers, Speakers in the classroom SRA Technology	SRA Technology Program Study Island Software Accelerated Reader	
Technology Activities that Supports Math	<b>Technology Needs (Purchases) to Better Support Math</b>	
Study Island software Projectors, Computers, Speakers in the classroom	Study island software Smart board	
Technology Activities that Supports SS/Science	<b>Technology Needs (Purchases) to Better Support SS/Science</b>	
Discovery Education	Discovery Education	

## *2009-2010 Campus Technology Integration Goals in PD and PI*

**NCLB Goal :** Strengthen the school’s core academic program [Reading and Mathematics] so that by 2013-2014 all students will demonstrate **academic skills** at the “proficient” level or above on the State’s assessment and be engaged in high quality teaching and learning.

**OSDE Essential Element 3.5:** Teachers incorporate technology in classrooms.

**District AIM 1: Learning Focus**

Goal 1: Adhere to consistent, rigorous, relevant academic PASS standards.

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

<b>School Technology Goal (s)</b>	<b>Measure</b>	<b>Projections</b>
	<b>2008-2009</b>	<b>2009-10</b>
All teachers will use technology effectively to help students achieve high academic standards	# of Computer Labs: <u>  1  </u> # of desktop computers used for student learning: <u> 25 </u> # of Laptops used for student learning: <u> 1 </u> # of IPODS/MP3 Players used for student learning: <u> 0 </u> # of Smartboards used by instructors for student learning: <u> 0 </u>	All teachers will have a projector installed in the class, a cell phone, and a laptop computer.
Technology Activities that Supports Professional Development	<b>Technology Needs (Purchases) to Better Support Professional Development</b>	<b>Implementation Strategy if Purchases are Provided</b>
Our principal participated in K20 Center training in order to get OEET Technology Grant.  School has applied to E-rate grant  Staff has been trained for student information system	a. Projectors for all classes b. Laptops for all teachers c. Cell phones for all teachers d. Speakers for all classes	a. Teachers will be able to use projectors for multimedia application in the class b. Teachers will be able to work even at home c. Teachers will be able communicate with each other and parents
Technology Activities that Supports Parental Involvement	<b>Technology Needs (Purchases) to Better Support Parental Involvement</b>	<b>Implementation Strategy if Purchases are Provided</b>
Parents are informed with school activities by e-mail and school web site	a. AlertNow b. Colored Printers c. Study Island d. United Streaming e. AR and Star Reader	a. Parent will be informed with an automatic phone call about school activities and student attendance b. Teacher will be able send colored notes to parents

## **E. Appendix**

Parent/Guardian Contract  
Parent/Student Commitment  
Parent Involvement Policy  
Budget  
Calendar for the 2009 – 2010 School Year