

**School Name: St. Stephens Elementary**

*Catawba County Schools*

**2009-2012 School Improvement Plan**

## **Mission Statement**

St. Stephens Elementary's mission is to teach, learn and lead for the future.

*Teach, Learn and Lead*

## **St. Stephens Elementary School Core Beliefs**

- Establish relationships which are essential for learning to take place.
- Provide an environment that promotes an expectation for excellence through rigorous and relevant curriculum.
- Strive to educate the whole student and embrace their unique differences.
- Provide a safe and nurturing learning environment.
- Offer differentiated learning opportunities so all students will be prepared for an ever-changing global society.
- Encourage the school community to model themselves in the nine character traits: Courage, Good Judgment, Integrity, Kindness, Perseverance, Respect, Responsibility and Self-discipline.
- Ensure that all stakeholders' voices are reflected in the curriculum, instruction, and culture at our school.
- Develop parent, business and community partnerships that are essential to the success of our school.

# Catawba County Schools

## Board of Education

Joyce Spencer .....Chairperson  
Charlie Wyant.....Vice Chairperson  
Betty Blackburn ..... Member  
Sherry Butler ..... Member  
Carolyn Connor..... Member  
Steve Hilton ..... Member  
Marilyn McRee ..... Member  
Crystal Davis .....Attorney

## Administration

Dr. Timothy Markley .....Superintendent  
Steve Demiter .....Assistant Superintendent Operations  
Pat Hensley ..... Assistant Superintendent Human Resources  
Beth Isenhour .....Assistant Superintendent Curriculum & Instruction

## Building Leadership Team Members

The following individuals constitute St. Stephens Elementary Building Leadership Team that **collaboratively** developed the 2009-2012 School Improvement Plan. The following **assurances** were in place in compliance with G. S. 115C-105.27 Development and Approval of School Improvement Plans:

- BLT Composition:
  - Principal
  - Assistant Principal
  - Certified Staff (Instructional Personnel)
  - Certified Instructional Support Staff (i.e. media, counselor, school social worker)
  - Classified Staff
  - Parents
- The representatives were elected by their representative groups by secret ballot.
- The parents serving on the School Improvement Team reflect the racial and socioeconomic composition of the students enrolled in the school and **are not** members of the building level staff.
- School Improvement Team meetings are held at a convenient time to assure **substantial** parent participation.
- School Improvement Team includes representative members of the student body.
- The principal has presented the 2009-2012 School Improvement Plan to all affected staff for review and vote by secret ballot.
- A peer review representative from the Central Office has reviewed this document with the principal.
  - Voting results (Note: Total eligible to vote = Number of certified instructional personnel + number of classified staff members)

Total Eligible to Vote: 83

(Note: The plan must be approved by a simple majority (50% + 1) of the TOTAL Eligible to Vote.)

Vote Talley:                      Yes 83                      No 0

## Additional Assurances

1. The Building Leadership Team has developed a plan to provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the BLT.
2. The plan provides a duty-free instructional planning time for every teacher under G. S. 115C-301.1 with the goal of providing an average of at least five hours of planning time per week.
3. If the school is designated as a Title I school, the 10 components required under Title I directives is included in the document.
4. If the school serves students in kindergarten or first grade, a plan for preparing students to read at grade level by the time they enter second grade is included in the document. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.
5. The Building Leadership Team understands that meetings relative to the school improvement plan are subject to North Carolina's Open Meetings Law. To comply with the law, the public must be notified of meetings.
6. The Building Leadership Team will ensure that Professional Development addresses "Training appropriate school personnel in the management of disruptive or dangerous student behavior (Effective July 1, 2006).
7. The Building Leadership Team will ensure that procedures for informing staff and implementing General Statute 391.1, "Permissible use of seclusion and restraint," is reviewed.
8. The Building Leadership Team will assure that the Healthy Active Children Policy, 150 minutes of physical activity per week in elementary schools and 225 minutes per week in middle schools is upheld

## Building Leadership Team

Name	Position or Role	Term Expiration Date	Signature	Date of Official Sign-Off
Donna Sigmon	Principal	0 / 0 / 0000	On File	0 / 0 / 0000
Kim Jordan	Assistant Principal	0 / 0 / 0000	On File	0 / 0 / 0000
Delaina Bryan	BLT Chair/Support Staff	8 / 1 / 2010	On File	/ /
Maria Caldwell	BLT Chair/3 <sup>rd</sup> Grade	8 / 1 / 2010	On File	/ /
Paula Lyford	Secretary	0 / 0 / 0000	On File	0 / 0 / 0000
Sue Seabock	Kindergarten	8 / 1 / 2012	On File	/ /
Kathryn Pingel	1 <sup>st</sup> Grade	8 / 1 / 2012	On File	/ /
Debra Joines	2 <sup>nd</sup> Grade	8 / 1 / 2012	On File	/ /
Angela McAllister	4 <sup>th</sup> Grade	8 / 1 / 2012	On File	/ /
Kevin Watts	5 <sup>th</sup> Grade	8 / 1 / 2011	On File	/ /
Tanya Mikeal	6 <sup>th</sup> Grade	8 / 1 / 2010	On File	/ /
Vicki Frederick	Counselor	8 / 1 / 2012	On File	/ /
Sarah Story	EC	8 / 1 / 2012	On File	/ /
Ana Xiong	ELL	8 / 1 / 2010	On File	/ /
Cheryl Stemple	PEMA	8 / 1 / 2012	On File	/ /
Open	Instructional Assistant	8 / 1 / 2012	On File	/ /

Debbie Gautreau	Parent	8 / 1 / 2012	On File	/ /
Delia Godoy	Grandparent	8 / 1 / 2012	On File	/ /
Erica Mudrick	Parent/TPA Co-Pres.	8 / 1 / 2012	On File	/ /
Ragan Punch	Parent/TPA Co-Pres.	8 / 1 / 2012	On File	/ /

# Catawba County Profile

Catawba County, from a historical perspective, was the largest producer of gold in the country prior to the 1848 California Gold Rush. The county, nestled comfortably between the foothills and the Piedmont of North Carolina, gained national attention for its citizens' concerted efforts to fight the 1940's polio epidemic. Catawba County also boasts the longest running live radio broadcast in the country, the Men's Bible Class Sunday School hour, from First United Methodist Church in Newton.

As part of its Sesquicentennial Celebration in 1992, the county adopted the theme "Keeping the Spirit Alive Since 1842." That spirit has produced many nationally recognized individuals, including: Bobby Lutz, head basketball coach for the University of North Carolina-Charlotte; Pauletta Pearson Washington, Broadway star and wife of Denzel Washington; Phillip Moose, world-renowned artist; and Jon Reep, winner of the nationwide Last Comic Standing contest. Artisans and county natives Eddie Hamrick and Burlon Craig have pieces displayed in the Smithsonian Museum of Art.

Catawba County's seal, adopted in 1925, depicted four key representations of life in this county at that time. The cross symbolized the religious life of the area; the yellow torch on a field of white embodied the county's commitment to education; the cow spoke to the agrarian roots of the area; and the wheel represented manufacturing – specifically furniture and textiles.

According to July 2007 statistical data from the North Carolina Department of Commerce, EDIS Database, Catawba County's population is 153,404. When broken down by ethnicity, United States Census estimates (projected from Census 2000) indicate: White 81.8%; African American 8.0%; American Indian and Alaska Native .4%; Asian 2.6%; Native Hawaiian and other Pacific Islander 0.1% Hispanic 8.3% and those listing two or more ethnic affiliations 2.1%.

The median age of Catawba County residents is 37.0. According to data from the Catawba County Economic Development Corporation, educational status for Catawba County citizens is:

Less than high school graduate:	20.5%	Associate Degree	7.8%
High School Graduate:	33.3%	Bachelor's Degree	13.3%
Some College:	20.4%	Master's Degree	4.7%

The economic downturn of the last decade has virtually annihilated all vestiges of manufacturing in Catawba County. Furniture and textile plants have been closed or relocated overseas. Such impenetrable cornerstones as Corning Fiber Optics and CommScope have significantly reduced employment.

Staggering unemployment rates have transcended every socio-economic group. Statistics from the North Carolina Employment Security Commission (February 2009) showed Catawba County with a twenty-five year high unemployment rate of 15.0%, compared to the state's unadjusted jobless rate of 11.3%.

Three public school systems: Newton-Conover with 2,802 students; Hickory Public with 4,474 students; and Catawba County Schools with 17,407 students operate within the county. In addition, 8 church-related schools and academies and two private schools are located here. The 2008 North Carolina Home School Statistical Summary identifies 615 home schools licensed in Catawba County.

Higher Education opportunities include Catawba Valley Community College, offering one- and two-year vocational programs as well as two-year college transfer programs. CVCC is also home to myriad continuing education programs and serves as a satellite campus for Appalachian State University. CVCC offers MagNIT, information highway, dual enrollment and Huskins courses to Catawba County Schools students. In addition, CVCC is home to the Hickory Metro Higher Education Center (HMHEC) and Challenger Early College High School. Lenoir-Rhyne University is a private liberal arts institution located in Hickory. The High School Scholars Academy (HSSA) located on Lenoir-Rhyne's campus affords 30 high school students in the greater Hickory-Metro the opportunity to complete their senior year in a university setting while earning college credits.

Collectively, business and industry have made a commitment to educational excellence in Catawba County. The Chamber of Commerce identifies education as its "number one economic development priority" in its Strategic Plan for 2008-2010. The Champions of Education targets pre-K-12 grade education and teacher recruitment and retention as two key foci of their mission to enhance education in Catawba County.

In an era where there are few constants and known variables within Catawba County, the area's commitment to education has intensified. Building on that support and the undaunting spirit of the citizens of Catawba County, this school system is certain to see each identified goal to successful completion.

# Self Assessment

Year	AYP Status	ABC Status		
2008-2009	Met <u>26</u> out of <u>27</u> target goals	_____ High Growth	<u>Yes</u> Expected Growth	_____ No Recognition
2009-2010	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition
2010-2011	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition
2011-2012	Met _____ out of _____ target goals	_____ High Growth	_____ Expected Growth	_____ No Recognition

## Synthesized Narrative of School

St. Stephens Elementary School, located in Conover, North Carolina has a student population of 723 students, based on the 8<sup>th</sup> month Principal's Monthly Report (PMR) for 2008-2009. In examining our school, we note the following strengths based on North Carolina ABC Accountability testing data, No Child Left Behind Adequate Yearly Progress (AYP) data, demographic data, district-generated survey data, EVAAS data, attendance data from NC WISE, discipline data from the North Carolina Crime and Violence Report, information from the North Carolina Teacher Working Conditions Survey, and Teacher Quality data.

Identified Strength	Supporting Evidence and Reflection	Data Source
Safe and Orderly Environment	Survey: Community 84%, Staff 93%, Students and Parents 84% Agree or Strongly Agree	2008-2009 Survey Results
Technology	Survey: Community 75%, Staff 83%, Students and Parents 80% Agree or Strongly Agree	2008-2009 Survey Results
Student Engagement	Survey: Staff 93% and Student 83% Agree or Strongly Agree	2008-2009 Survey Results
High Expectations	Survey: Community 76%, Staff 93%, Parents 94%, Students 94% Agree or Strongly Agree	2008-2009 Survey Results
Math Proficiency Percentage	84.5 % Proficient in Math	EOG Data

Hop Sports	85% Improved	Physical Fitness Data
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## Self Assessment (continued)

Our examination of the aforementioned data sources also leads us to recognize the following areas requiring focus within the School Improvement Plan. These weaknesses serve as the impetus for our school's **SMART Goals** that will span the 2009-2010, 2010-2011 and 2011-2012 school years.

Identified Weakness	Supporting Evidence and Reflection	Data Source
K-2 Literacy	83% Proficient	2009 EOG Data
3-6 Reading	63.6% Proficient	2009 EOG Data
5 <sup>th</sup> Grade Science	55.7% Proficient	2009 EOG Data
Lack of Progress Monitoring	Formal/Informal Observations	ClassScape, Formative Assessments, RTI Data, Etc.
SWD Math	EVAAS Data	EVAAS Data
Bullying	Survey: Community 57%, Staff 27%, Students 37%, Parents 30% Moderate or Great Concern	2008-2009 Survey Results
Parental Involvement	Lack of Returned Materials, PTO Attendance, Volunteer Hours, Conference Attendance	Sign In Sheets, Attendance Log, Agendas

# Summarization of SMART Goals for St. Stephens Elementary School

SMART Goal One: By June 2012, All subgroups will make growth and will increase overall Reading proficiency from 63.6% to 73% as measured by the end of the year testing data.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8  
NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Two: By June 2012, All subgroups will make growth and will increase overall Math proficiency from 84% to 92% as measured by the end of year testing data.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8  
NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Three: By June 2012, Science proficiency will increase from 55.1% to 71% as measured by end of year science testing data.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8  
NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Four: By June 2012, \_\_\_\_\_.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8  
NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

SMART Goal Five: By June 2012, \_\_\_\_\_.

Aligns with: District Strategic Priority:  1  2  3  4  5  6  7  8  
NC 21<sup>st</sup> Century Priority Goals:  1  2  3  4  5

# SMART Goal #1 2009-2010

**Overall SMART Goal:** All subgroups will make growth and will increase overall Reading proficiency from 63.6% to 77.2% as measured by the end of the year testing data.

**Target SMART Goal/Measure:** By June 2010, All subgroups will make growth and increase overall proficiency from 63.3% to 68%.

**Target SMART Goal/Measure:** By June 2011, All subgroups will make growth and increase overall proficiency from 68% to 72%..

**Target SMART Goal/Measure:** By June 2012, All subgroups will make growth and increase overall proficiency from 72% to 77%..

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>		1. What does the data tell us? 2 What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?	<ul style="list-style-type: none"> <li>• <b>Scott Foresman Benchmark Data</b></li> <li>• <b>IRI Data</b></li> <li>• <b>AimsWeb Data</b></li> </ul> <p><b>(have been collected and are being analyzed at this time)</b></p>		
	Data Analysis:  (SWOT) analysis  SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats	<ol style="list-style-type: none"> <li><b>1. Made AYP in Reading; Improvements in All Areas and Grade Levels; did not make AYP in SWD Math</b></li> <li><b>2. Test Not Comparable To Last Year</b></li> <li><b>3. Reading Proficiency 57.3% in 2008 to 63.6% in 2009</b></li> <li><b>4. Implement Imagine Learning for ELL; Provide Staff Development to Increase Comprehension, Vocabulary Development, Informational Reading.</b></li> </ol>	<ol style="list-style-type: none"> <li><b>3. training and assessments completed</b></li> <li><b>4. Analyze and use data to implement changes</b></li> <li><b>5. Planning and teaching driven by data</b></li> </ol>		

# SMART Goal #1 2009-2010

**Action Step/Strategy:** Implement and utilize progress monitoring techniques to track student growth in reading for all students in K-6 classrooms.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>RTI Personnel, Literacy Specialists, K-6 Classroom Teachers</b>	<b>RTI Personnel, Literacy Specialists, K-6 Classroom Teachers</b>		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Title 1 Funding</b>	<b>Title 1 Funding</b>		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<ul style="list-style-type: none"> <li>• <b>K-2 AIMSweb Training for RTI Training for 4-6 hours</b></li> <li>• <b>K-2 Assessment Training for K-2 Classroom Teachers 4-6 Hours</b></li> <li>• <b>ClassScape Training Grades 3-6 Teachers 2-4 hours</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>K-2 Assessment training for K-2 teachers</b></li> <li>• <b>ClassScape Data use training for 3-6</b></li> <li>• <b>4-6 EVAAS training</b></li> <li>• <b>Sustained AimsWeb training for K-2</b></li> </ul>		

Parent & Community Involvement during each quarter	<b>Progress reports and individual parent conferences</b>	<b>Progress reports and individual parent conferences</b>		
How is technology an integral part of the strategy's deployment?	<b>ClassScape, AIMSweb online</b>	<b>ClassScape, AIMSweb online</b>		
Set up deployment plan.				

# SMART Goal #1 2009-2010

**Action Step/Strategy:** Implement and utilize progress monitoring techniques to track student growth in reading for all students in K-6 classrooms.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>A. AIMSweb, K-2 Assessment, Scott Foresman Benchmark tests; ClassScape Reports</b></p> <p><b>B. ClassScape Reports, AIMSweb Data, RTI Fidelity Checks</b></p> <p><b>C. K-2 Assessment Data, ClassScape Data, Scott Foresman Data, AIMSweb Data, LDP Data</b></p>	<p><b>A. AIMSweb, K-2 Assessment, Scott Foresman Benchmark tests; ClassScape Reports</b></p> <p><b>B. ClassScape Reports, AIMSweb Data, RTI Fidelity Checks</b></p> <p><b>C. K-2 Assessment Data, ClassScape Data, Scott Foresman Data, AIMSweb Data, LDP Data</b></p>		

# SMART Goal #1 2009-2010

**Action Step/Strategy: Implement and utilize progress monitoring techniques to track student growth in reading for all students in K-6 classrooms.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	<ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2. What cannot be gleaned from the data?</li> <li>3. What improvements have been made to this point?</li> <li>4. What are the opportunities for improvement?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2. What cannot be gleaned from the data?</li> <li>3. What improvements have been made to this point?</li> <li>4. What are the opportunities for improvement?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2. What cannot be gleaned from the data?</li> <li>3. What improvements have been made to this point?</li> <li>4. What are the opportunities for improvement?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2. What cannot be gleaned from the data?</li> <li>3. What improvements have been made to this point?</li> <li>4. What are the opportunities for improvement?</li> </ol>
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input checked="" type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

# SMART Goal #1 2009-2010

**Action Step/Strategy: Implement and utilize progress monitoring techniques to track student growth in reading for all students in K-6 classrooms.**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Reading PLC met to analyze EOG Data to determine opportunities for improvement	PLC	Minutes	8 / 26 / 2009
2.	Conduct a survey to determine levels of progress monitoring in K-6	Administration	Survey	9 / 30 / 2009
3.	RTI Team / K-2 Assessment Team trained on the new assessment tools	County Office	Attendance	8 / 27 / 2009
4.	Provide staff development on AIMSweb, RTI Progress Monitoring Instrument, K-2 Assessment to appropriate staff	RTI Team, Literacy Specialist, Instructional Coach	Attendance Logs	9 / 30 / 2009
5.	Provide staff development on ClassScope for all 3-6 Teachers	Lead Fifth Grade Teacher	Attendance Log	9 / 9 / 2009
6.	RTI Team will complete universal screening for K-2 students	RTI Team	AIMSweb Data	9 / 24 / 2009
7.	Reading PLC will meet monthly to discuss implementation of progress monitoring	PLC	Minutes	10 / 23 / 2009
8.	Analyze ClassScope reports weekly	Administration	Class reports	10/23/09

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Met as PLC	PLC	Attendance	11 / 4 / 09
2.	Conduct survey to determine levels of progress monitoring in K-6	PLC	Survey	12/10/09
3.	Continue to provide staff support on AIMSweb, RTI Progress Monitoring Instrument, K-2 Assessment to appropriate staff	RTI Team, Literacy Specialist, Instructional Coach	Attendance Logs	1 / 22 / 10
4.	Continue to provide staff development on ClassScope for all 3-6 Teachers	Lead Fifth Grade Teacher	Attendance Log	1 / 22 / 10

5.	Utilize Universal Screening Data to implement interventions/progress monitoring	RTI team	RTI Data	1 / 22 / 10
6.	Reading PLC will continue to meet monthly to discuss implementation of progress monitoring	PLC	Minutes	1 / 22 / 10
7.	Analyze ClassScape reports weekly	Administration/classroom teachers	Class reports	1/22/10
8.	Plan and implement Curriculum Night	PLC	Attendance Rosters	1 / 22 / 10
9.	Every teacher use benchmark data to plan and teach	3-6 teachers	Lesson Plans	1/22/10

# SMART Goal #1 2009-2010

Action Step/Strategy: Implement and utilize progress monitoring to track student growth.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #1 2009-2010

**Action Step/Strategy:** Implement guided reading across all grade levels.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Literacy Specialists, Classroom Teachers, Administration, Curriculum Specialists</b>	<b>Literacy Specialists, Classroom Teachers, Administration, Curriculum Specialists</b>		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Material Cost</b>	<b>Material Cost</b>		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Guided Reading Training for K-6 Teachers, 2-4 Hours. Daily5 Training, K-2 Teachers, 2-4 Hours</b>	<b>Guided Reading Training for K-6 Teachers, 2-4 Hours. Daily5 Training, K-2 Teachers, 2-4 Hours</b>		
Parent & Community Involvement during each quarter	<b>Reading Logs, Curriculum Nights, Parent/Teacher Conferences, Partners in Print</b>	<b>Reading Logs, Curriculum Nights, Parent/Teacher Conferences, Partners in Print</b>		
How is technology an integral part of the strategy's deployment?	<b>Reading A to Z, Imagine Learning, Scotts Foresman Online</b>	<b>Reading A to Z, Imagine Learning, Scotts Foresman Online</b>		
Set up deployment plan.				

# SMART Goal #1 2009-2010

**Action Step/Strategy: Implement guided reading across all grade levels.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>D. What data will you use to determine if the strategy was deployed?</p> <p>E. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>F. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>Formal/Informal Evaluations, Grade Level Minutes, classroom observations</b></p> <p><b>Formal/Informal Evaluations, Grade Level Minutes, guided reading checklists</b></p> <p><b>Formative Assessment Data</b></p>	<p><b>K-2 Reading Assessment Data</b></p> <p><b>Scott Foresman K-2 and 3-6 Benchmarks</b></p> <p><b>Formative Assessment Data</b></p>		

# SMART Goal #1 2009-2010

**Action Step/Strategy: Implement guided reading across all grade levels.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?	5. What does the data tell us? 6. What cannot be gleaned from the data? 7. What improvements have been made to this point? 8. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

# SMART Goal #1 2009-2010

**Action Step/Strategy: Implement guided reading across all grade levels.**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Administration conduct observations in all K-6 classrooms during Literacy block to determine usage of guided reading	Administration	Observation Data	9 / 30 / 2009
2.	Provide staff development based on needs assessment results	Curriculum Specialist	Attendance	/ /
3.	Implement/extend guided reading	Classroom Teachers	Lesson Plans, Observations	/ /
4.	Monitor guided reading in all classrooms monthly	Administration	Observations	/ /
5.	Reading PLC will meet monthly to determine additional training	PLC	Minutes	10 / 23 / 2009
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Administration conduct observations in all K-6 classrooms during Literacy block to determine usage of guided reading	Administration	Observation Data	1 / 22 / 10
2.	Guided Reading/Daily 5 training	Kathy Keane/Lora Drum	Attendance Roster	1 / / 22 / 10
3.	Implement/Extend Guided Reading	Classroom Teachers	Lesson Plans, Observation	1 / 22 / 10
4.	Monitor guided reading in all classrooms monthly	Administration	Observations	1 / 22 / 10
5.	Reading PLC will meet monthly to determine additional training	PLC	Minutes	1 / 22 / 10
6.				/ /
7.				/ /

# SMART Goal #1 2009-2010

Action Step/Strategy: Implement guided reading across all grade levels.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #2 2009-2010

**Overall SMART Goal:** All subgroups will make growth in math and increase overall Math proficiency from 84.0% to 92% as measured by end of grade testing.

**Target SMART Goal/Measure:** By June 2010, All subgroups will make growth and increase overall Math proficiency from 84% to 87%.

**Target SMART Goal/Measure:** By June 2011, All subgroups will make growth and increase overall Math proficiency from 87% to 90%.

**Target SMART Goal/Measure:** By June 2012, all subgroups will make growth and increase overall Math proficiency from 90% to 92%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>		<ol style="list-style-type: none"> <li>1. What does the data tell us?</li> <li>2 What cannot be gleaned from the data?</li> <li>3. What improvements have been made to this point?</li> <li>4. What are the opportunities for improvement?</li> </ol>			
	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p><b>1. Math Improvement, Below State Percent, AYP Not Met in SWD Subgroup</b></p> <p><b>2. Returned EC Scores due to EXTEND2 Cap</b></p> <p><b>3. Math Proficiency Increased from 77.5% to 84.5%</b></p> <p><b>4. Provide Staff Development in</b></p>	<ol style="list-style-type: none"> <li><b>1. No data available at this time</b></li> <li><b>2. Nothing</b></li> <li><b>3. Math Foundations, Math Curriculum Night, Math Destinations, Model Classroom use</b></li> <li><b>4. Staff Development for guided math</b></li> </ol>		

		<b>math</b> <b>5. Increase proficiency to 92%</b> <b>6. All subgroups will make growth in math</b>			
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## SMART Goal #2 2009-2010

**Action Step/Strategy:** Implement guided math across all grade levels.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Administration, Instructional Coach, Curriculum Specialists</b>	<b>Administration, Instructional Coach, Curriculum Specialists</b>		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Federal Funds</b>	<b>Federal Funds</b>		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Guided Math for Select Teachers 4-6 Hours HQ</b>	<b>Guided Math for Select Teachers 4-6 Hours HQ</b>		
Parent & Community Involvement during each quarter	<b>Family Night, Home/School Connection with Math Activities</b>	<b>Family Night, Home/School Connection with Math Activities</b>		
How is technology an integral part of the strategy's deployment?	<b>Guided Math Online Activities and Computer Games; ClassScape data</b>	<b>Guided Math Online Activities and Computer Games; ClassScape data</b>		
Set up deployment plan.				

## SMART Goal #2    2009-2010

**Action Step/Strategy:** Implement guided math across all grade levels.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>G. What data will you use to determine if the strategy was deployed?</p> <p>H. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>I. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>G. Sign in sheets for training</b></p> <p><b>H. Formal and informal observations</b></p> <p><b>I. Quarterly assessments and progress monitoring.</b></p>	<p><b>G. Sign in sheets for training</b></p> <p><b>H. Formal and informal observations</b></p> <p><b>I. Quarterly assessments and progress monitoring.</b></p>		

# SMART Goal #2    2009-2010

**Action Step/Strategy: Implement guided math across all grade levels.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?	9. What does the data tell us? 10. What cannot be gleaned from the data? 11. What improvements have been made to this point? 12. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #2 2009-2010

**Action Step/Strategy: Implement guided math across all grade levels.**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Reviewed EOG Data	Administration/Math Coach	Data	8 / 20 / 2009
2.	Met as PLC	PLC	Attendance	8 / 26 / 2009
3.	Provide resources in model classroom for teachers to use in guided math lessons	Math Instructional Coach	Resource Acquisition	9 / 2 / 2009
4.	Needs assessment/teachers use of guided math	Administration/Math Coach	Survey	8 / 31 / 2009
5.	Focus on at least two teachers per grade level to train in guided math	Administration/Math Coach	Survey	9 / 23 / 2009
6.	Math PLC will meet monthly to evaluate use of guided math in classrooms	PLC	Minutes	10 / 23 / 2009
7.				/ /

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Met as PLC	PLC	Attendance	11 / 4 / 09
2.	Provide resources in model classroom for teachers to use in guided math lessons	Math Instructional Coach	Resource Acquisition	1 / 22 / 10
3.	Focus on at least two teachers per grade level to train in guided math	Administration/Math Coach	Attendance	1 / 22 / 10
4.	Provide math instructional coaching and activities, and opportunities to observe math lessons	Math Instructional Coach; coordination with other schools	Attendance, observation	1 / 22 / 10
5.	Plan and implement Math Instructional Night for Students and Parents	PLC	Attendance rosters	11 / 16 / 09
6.	Math PLC will continue to meet monthly to evaluate use of guided math in classrooms	PLC	Minutes	1 / 22 / 10
7.				/ /

## SMART Goal #2 2009-2010

Action Step/Strategy: Implement guided math across all grade levels.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #2 2009-2010

**Action Step/Strategy:** Implement the use of ClassScape weekly for reading, math, and science in all 3-6 classrooms.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Administration, Instructional Coach, ClassScape Trainer</b>	<b>Administration, Instructional Coach, ClassScape Trainer</b>		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Sub Costs/Federal Funds</b>	<b>Sub Costs/Federal Funds</b>		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>ClassScape Trainings Grades 3-6 Teachers 2-4 Hours HQ</b>	<b>ClassScape Trainings Grades 3-6 Teachers 2-4 Hours HQ</b>		
Parent & Community Involvement during each quarter	<b>Student Progress Reports; weekly ClassScape reports.</b>	<b>Student Progress Reports; weekly ClassScape reports.</b>		
How is technology an integral part of the strategy's deployment?	<b>ClassScape Online Interactive Software Application</b>	<b>ClassScape Online Interactive Software Application</b>		
Set up deployment plan.				



# SMART Goal #2 2009-2010

**Action Step/Strategy: Implement the use of ClassScope weekly for reading, math, and science in all 3-6 classrooms.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?	13. What does the data tell us? 14. What cannot be gleaned from the data? 15. What improvements have been made to this point? 16. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #2 2009-2010

**Action Step/Strategy:** Implement the use of ClassScope weekly for reading, math, and science in all 3-6 classrooms.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Met as a PLC	PLC and Administration	Attendance	8 / 26 / 2009
2.	Analyze current math data	PLC	Data	8 / 26 / 2009
3.	Train 3-6 teachers in ClassScapes	Trainer	Attendance	9 / 9 / 2009
4.	Set schedule for computer use	Administration	Schedule	9 / 30 / 2009
5.	Supplement ClassScapes instruction in specialty area classes (PEMA)	Computer Teacher	Formal and Informal Observations	10 / 1 / 2009
6.	K-2 teachers observe 3-6 teachers during ClassScapes sessions	Administration	Attendance	11 / 1 / 2009
7.	EC and ELL access and use of ClassScope	Trainer	Usage	11 / 30 / 2009
8.	<b>Collect and analyze ClassScope reports weekly</b>	<b>Administration; teachers</b>	<b>ClassScope reports</b>	<b>11/30/09</b>

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Met as a PLC	PLC and Administration	Attendance	11 / 4 / 2009
2.	Analyze current math data	PLC and classroom teachers	Data	1 / 22 / 10
3.	Continue to monitor schedule for computer use	Media Coordinator	Schedule	1 / 22 / 10
4.	Supplement ClassScapes instruction in specialty area classes (PEMA)	Computer Teacher	Formal and Informal Observations	1 / 22 / 10
5.	K-2 teachers observe 3-6 teachers during ClassScapes sessions	Administration	Attendance	1 / 22 / 10
6.	EC and ELL access and use of ClassScope	Trainer	Usage	1 / 22 / 10

## SMART Goal #2 2009-2010

Action Step/Strategy: Implement the use of ClassScape weekly for reading, math, and science in all 3-6 classrooms.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# SMART Goal #3 2009-2010

**Overall SMART Goal:** Science proficiency will increase from 55.7% to 71%.

**Target SMART Goal/Measure:** By June 2010, Science proficiency will increase from 55.7% to 61%.

**Target SMART Goal/Measure:** By June 2011, Science proficiency will increase from 61% to 66%.

**Target SMART Goal/Measure:** By June 2012, Science proficiency will increase from 66% to 71%.

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p>Data Analysis: (SWOT) analysis</p> <p>SWOT: Strengths, Weaknesses, Opportunities for Improvement, and Threats</p>	<p>1. What does the data tell us? 2. What cannot be gleaned from the data? 3. What improvements have been made to this point? 4. What are the opportunities for improvement?</p> <p><b>1. Plants and Animals strand found to be a strength</b></p> <p><b>2. Subgroup Data, Instructional Strategies used</b></p> <p><b>3. scores indicate that all subgroups obtained growth in science</b></p> <p><b>3. Emphasized weather in 2008 scores, Used community experts</b></p>	<p><b>1. Plants and Animals strand found to be a strength</b></p> <p><b>2. Subgroup Data, Instructional Strategies used</b></p> <p><b>3. scores indicate that all subgroups obtained growth in science</b></p> <p><b>3. Emphasized weather in 2008 scores, Used community experts to demonstrate science lessons and hands-on activities</b></p> <p><b>4. Focus on Force and Motion strand</b></p>		

		<b>to demonstrate science lessons and hands-on activities</b>	<b>in science</b>		
		<b>4. Focus on Force and Motion strand in science</b>			

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Reorganize fifth grade science department in order to maximize science instruction.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>Classroom Teachers, Fifth Grade Science Specialist</b>	<b>Classroom Teachers, Fifth Grade Science Specialist</b>		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Federal Funding, Materials</b>	<b>Science Center; Science Curriculum Night</b>		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Inquiry-based science training for 5<sup>th</sup> Grade Teachers 2-4 Hours HQ</b>	<b>LabQuests training 5<sup>th</sup> grade teachers 2-4 hours HQ</b>		
Parent & Community Involvement during each quarter	<b>Business Partners, Science Night; GE Science Day</b>	<b>GE Science Day on Dec. 8</b>		
How is technology an integral part of the strategy's deployment?	<b>Online science resources; use of digital technology within curriculum</b>	<b>ClassScape; United Streaming;</b>		
Set up deployment plan.		<b>Notebooking; Staff share; science night</b>		

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Reorganize fifth grade science department in order to maximize science instruction.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<p>Evaluation:</p> <p>M. What data will you use to determine if the strategy was deployed?</p> <p>N. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>O. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>M. Professional development roster sheets; classroom observations</b></p> <p><b>N. Formal/Informal Observations, Class Reports</b></p> <p><b>O. Quarterly Assessments and Progress Monitoring</b></p>	<p><b>M. Professional development roster sheets; classroom observations</b></p> <p><b>N. Formal/Informal Observations, Class Reports</b></p> <p><b>O. Quarterly Assessments and Progress Monitoring</b></p>		

# SMART Goal #3 2009-2010

**Action Step/Strategy:** Reorganize fifth grade science department in order to maximize science instruction.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?	17. What does the data tell us? 18. What cannot be gleaned from the data? 19. What improvements have been made to this point? 20. What are the opportunities for improvement?
Target Goal Met?	<input checked="" type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Reorganize fifth grade science department in order to maximize science instruction.

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Block out Science instructional time for 5 <sup>th</sup> grade	Administration	Schedule	8/20/2009
2.	Science PLC met to disaggregate Science EOG scores	PLC	Minutes	8/26/2009
3.	Assigned each 5 <sup>th</sup> grade teacher a Science strand for instruction	Administration	Daily Schedule	8/27/2009
4.	Implement science instruction by strands and monitor instruction	Teachers; Administration	Observation data	<b>8/27/09</b>
5.	Train 5 <sup>th</sup> grade teachers on the use of ClassScape for formative assessment purposes	Trainer	Attendance	9/9/2009
6.	PLC will meet with Science Curriculum Specialist to discuss Science strategies	Science Curriculum Specialist	Minutes	10/23/2009
7.	Conduct a needs assessment for Science materials	Administration	Survey	11/1/2009

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Met as PLC	PLC	Minutes	11 / 4 / 09
2.	Continue to implement science instruction by strands and monitor instruction	Teachers; Administration	Observation data	<b>1/22/10</b>
3.	Provide 5 <sup>th</sup> grade teachers professional development on Science House; continue Notebooking and ClassScape support	Trainers	Attendance	1/22/10
4.	Plan and implement GE Science Day	Classroom Teachers	Observation; feedback	12 / 8 / 09
5.	Utilize Catawba Science Center	Classroom Teachers	Schedule; attendance	1 / 22 / 09
6.	Plan and implement Science Curriculum Night	PLC	attendance	1 / 22 / 10
7.	Staff Share/ Notebooking sharing	Classroom teachers	Meeting agendas	1 / 22 / 10
8.	Continue to meet monthly as Science PLC	PLC	Minutes	1/22/10

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Reorganize fifth grade science department in order to maximize science instruction.

<b>Steps</b>	<b>Quarter 3 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

<b>Steps</b>	<b>Quarter 4 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

## SMART Goal #3 2009-2010

**Action Step/Strategy:** Improve the quality of Science instruction through notebooking.

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Person Responsible for ensuring the strategy is deployed.	<b>5<sup>th</sup> Grade Teachers, Administration, Science Curriculum Specialist</b>	<b>5<sup>th</sup> Grade Teachers, Administration, Science Curriculum Specialist</b>		
Financial Resources Needed per Quarter (Include \$ figures and funding sources)	<b>Federal Funding, Materials</b>	<b>Federal Funding, Materials</b>		
Professional Development required during each quarter (Indicate title, audience, # of hours, and HQ status)	<b>Notebook Training, 5<sup>th</sup> Grade Teachers, 2-4 Hours HQ</b>	<b>Notebook Training, 5<sup>th</sup> Grade Teachers, 2-4 Hours HQ</b>		
Parent & Community Involvement during each quarter	<b>Science Curriculum Night, Parent/Teacher Conferences, Partners in Print</b>	<b>Science Curriculum Night, Parent/Teacher Conferences, Partners in Print</b>		
How is technology an integral part of the strategy's deployment?	<b>United Streaming FMA Live Website and WeatherBug</b>	<b>United Streaming FMA Live Website and WeatherBug</b>		
Set up deployment plan.				

# SMART Goal #3 2009-2010

**Action Step/Strategy:** Improve the quality of Science instruction through notebooking.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Evaluation:</p> <p>P. What data will you use to determine if the strategy was deployed?</p> <p>Q. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>R. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p><b>P. Student Notebooks, Formal/Informal Observations, Quarterly Science Assessments</b></p> <p><b>Q. Student Notebooks, Formal/Informal Observations, Quarterly Science Assessments</b></p> <p><b>R. Student Notebooks, Formal/Informal Observations, Quarterly Science Assessments</b></p>	<p><b>P. Student Notebooks, Formal/Informal Observations, Quarterly Science Assessments</b></p> <p><b>Q. Student Notebooks, Formal/Informal Observations, Quarterly Science Assessments</b></p> <p><b>R. Student Notebooks, Formal/Informal Observations, Quarterly Science Assessments</b></p>		

# SMART Goal #3      2009-2010

**Action Step/Strategy: Implement science notebooking in 5<sup>th</sup> grade.**

	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Report the data from the current quarter deployment plan and use the data questions to analyze the results	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?	21. What does the data tell us? 22. What cannot be gleaned from the data? 23. What improvements have been made to this point? 24. What are the opportunities for improvement?
Target Goal Met?	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input checked="" type="checkbox"/> NO. If no, check the appropriate action below. <input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.	<input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal. <input type="checkbox"/> NO. If no, check the appropriate action below. <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

## SMART Goal #3 2009-2010

**Action Step/Strategy: Implement science notebooking in 5<sup>th</sup> grade.**

<b>Steps</b>	<b>Quarter 1 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Conduct a needs assessment to determine Science supplies	Administration, PLC	Materials List	09 / 10 / 2009
2.	Determine supplies needed to implement Science notebooking	PLC	Materials List	09 / 10 / 2009
3.	Seek business partners to enhance Science instruction	Administration	Letter	10 / 15 / 2009
4.	Secure resources needed to implement notebooking	Administration	Purchase Order	10 / 23 / 2009
5.	Train 5 <sup>th</sup> grade teachers on Science Notebooking	Curriculum Specialist		9 / 15 / 2009
6.	Implement Science Notebooking in 5 <sup>th</sup> grade	5 <sup>th</sup> Grade Teachers	Rubric	9 / 20 / 2009
7.	Science PLC will meet to analyze results	5 <sup>th</sup> Grade Teachers, PLC	Notebooks	10 / 23 / 2009

<b>Steps</b>	<b>Quarter 2 – Deployment Plan</b>	<b>Person Responsible</b>	<b>Measure(s)</b>	<b>Action Step Completion Date</b>
1.	Met as PLC	PLC	Minutes	11 / 4 / 09
2.	Notebooking Staff Development	trainer	attendance	1 / 22 / 10
3.	Record 5 <sup>th</sup> grade notebooking in action	PLC members/M. Flynt	Observation data	1 / 22 / 10
4.	Collect Student Notebooking samples	Kevin Watts, 5 <sup>th</sup> teacher	Notebook samples	1 / 22 / 10
5.	Present student Notebooking samples to staff	Kevin Watts, 5 <sup>th</sup> teacher	Meeting agenda	1 / 22 / 10
6.	Call Science House to share with staff	Joyce Winburn, 5 <sup>th</sup> teacher	Meeting agenda/roster	1 / 22 / 10
7.				/ /

## SMART Goal #3 2009-2010

Action Step/Strategy: Implement science notebooking in 5<sup>th</sup> grade.

Steps	Quarter 3 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

Steps	Quarter 4 – Deployment Plan	Person Responsible	Measure(s)	Action Step Completion Date
1.				/ /
2.				/ /
3.				/ /
4.				/ /
5.				/ /
6.				/ /
7.				/ /

# Waiver Requests

## School-Based Management and Accountability Program School-Based Waiver Request for 2009-2012

LEA: Catawba County Schools

LEA Code: 180

School Name: St. Stephens Elementary School Code: 372

### Requests for Waivers

Type	Class size waiver in Grades 4-12 (This excludes class limitation in Grades K-3)
Legal Reference	North Carolina General Statutes Section 115C-301(c) Maximum Class Size North Carolina General Statutes Section 115-301 (d) Maximum Teaching Load
Rationale	The waiver will allow flexibility to ad hoc grouping in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty/staff.
Congruency to Student Achievement	More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessment indicates. The waiver also diminishes the possibility of whole-school reorganization if student enrollment is significantly higher than student projections.

# *Appendices*

## Catawba County Schools Profile

Catawba County Schools is fully accredited by the Southern Association of Colleges and Schools, now known as Advanc-Ed, and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. Challenger Early College High School received initial accreditation during the 2008-2009 school year, and the five traditional high schools are slated for reaccreditation visits during the 2009-2010 school year.

Funding for the Catawba County School System comes from a combination of federal, state and local funds. The state contribution is the highest at 71% of the total budget, followed by local at 23% and federal at 6%.

In terms of student population, the following chart indicates the breakdown by ethnicity of Catawba County Schools as of the 5<sup>th</sup> month of the 2008-2009 school year:

<b>Ethnicity</b>	<b>Number of Students</b>	<b>Percentage of CCS Population</b>
American Indian	51	.29%
Asian	1,270	7.30%
Hispanic	1,584	9.10%
Black	1,021	5.86%
White	12,793	73.50%
Multi-Racial	688	3.95%
Total Enrollment	17,407	

## St. Stephens Feeder Area Profile

There are 4 elementary schools, one middle school and one high school in the St. Stephens feeder area. All schools fully accredited by the Southern Association of Colleges and Schools, now known as Advanc-Ed, and the State of North Carolina. Elementary and middle schools went through the reaccreditation process during the 2007-2008 school year. St. Stephens High School is slated for reaccreditation visits during the 2010-2011 school year.

In terms of student population, the following chart indicates the breakdown by ethnicity of the St. Stephens feeder area as of the 5<sup>th</sup> month of the 2008-2009 school year:

Ethnicity	Number of Students	Percentage of CCS Population
American Indian	2	.002%
Asian	78	6.31%
Hispanic	147	11.88%
Black	90	7.28%
White/Multi	888/32	71.79/2.59%

# **St. Stephens Elementary School Profile**

St. Stephens is a K-6 elementary school that is located in the St. Stephens High School district of Catawba County. St. Stephens currently employs 83 staff members and serves 738 students. The following percentages represent each ethnic group this 2009-2010 school year: Asian- <1%, Hispanic-39%, African-American- 12%, Caucasian- 48%, American Indian- <1%, and Multi-racial- <1%. St. Stephens Elementary has 67.17% of its students on Free and Reduced lunch, therefore qualifying SSE as a Title 1 school.

Testing results over the last three years have shown an increase in our overall proficiency but growth with all subgroups has not been adequate which has resulted in SSE being in their second year of school improvement. The following chart displays testing results for the past two school years.

	<b>2007-2008</b>	<b>2008-2009</b>
<b>Reading EOG Proficiency</b>	<b>57.3%</b>	<b>63.6%</b>
Math EOG Proficiency	77.5%	84.5%
Science EOG Proficiency	47.1%	55.7%
Performance Composite	67.5%	71.6%

**School: St. Stephens Elementary School**

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## **Catawba County Schools**

### **Title I Schoolwide Plan**

This comprehensive school improvement plan addresses all of the components defined in the ESEA [Section 1114(b) of Title I of ESEA-NCLB]. Each required component is listed below and described in the plan.

1. **Comprehensive Needs Assessment-** St. Stephens Elementary School uses a variety of needs assessments, as referenced in our SIP
2. **Schoolwide Reform Strategies-** - Please refer to our SIP Action Plans for Smart Goals 1, 2, and 3.
3. **Instruction by Highly Qualified Staff** – 100% of certified staff at St. Stephens Elementary School is highly qualified.
4. **High Quality and Ongoing Professional Development** – relevant, high-quality professional development is aligned to our SIP goals and strategies and is delineated in our deployment plans.
5. **Strategies to Attract Highly Qualified** –SSE school administration personnel participate in a system-wide job fair to allow face to face interviews with job candidates. We strive to provide a positive working environment through Positive Behavior Support initiatives for staff members and also provide relevant professional development and staff support through Professional Learning Communities.
6. **Strategies to Increase Parental Involvement** –SSE works to increase parent participation through use of parent volunteers, parent curriculum nights, implementation of volunteer programs such as WatchD.O.G.S., and other initiatives as outlined in our SIP.
7. **Pre-school Transition Strategies** School kindergarten staff, school administration, and, at times, program specialists, participate in pre-school transition meetings and/or examine paperwork on students transferring from Head Start, More at Four, and other pre-school groups in order to gather data and assess needs for students entering kindergarten in the coming school year. In addition, early RTI universal screening provides initial entering data so that early interventions and progress monitoring can be utilized when necessary.
8. **Including Teachers in Decisions Regarding the Use of Assessments-** Our SIP plan vote ensures that all certified staff as SSE have read and provided input into use of assessments at SSE.
9. **Activities for Children Experiencing Difficulty-**Specific strategies and activities for all subgroups are delineated in the SSE SIP. Some of these include use of ClassScope, Aimsweb, RTI interventions and progress monitoring, use of literacy specialists, use of math coach and model classroom.
10. **Coordination and integration of Federal, State, and Local Services-** SSE uses Title I and Exceptional children funds to implement Response to Intervention (RTI) and Title I funds and Title III funds to provide translators and additional ESL teachers.

**10.1. Resources Used in Programs** –Funding and resources for specific programs are listed in the SSE SIP.

**10.2. How Assessment Results are Reported to Parents** SSE reports assessment results to parents through use of parent conferencing, progress reports, phone contact, letters sent home, and release of individual EOG score reports at the end of the school year.

## Frequently Used Educational Acronyms

<b>ACT-</b>	Adolescents and Children in Treatment Program
<b>ADA-</b>	Americans with Disabilities Act
<b>AESOP-</b>	Substitute Management System
<b>AIG-</b>	Academically/Intellectually Gifted
<b>AM-</b>	Accelerated Math
<b>AP-</b>	Assistant Principal
<b>AP-</b>	Advanced Placement
<b>AR-</b>	Accelerated Reader
<b>ASCA-</b>	American School Counselors' Association
<b>AT-1-</b>	Written Plan for Student Assistance Team Operation
<b>AUP-</b>	Acceptable Use Policy
<b>AVID-</b>	Advancement via Individual Determination

<b>AYP-</b>	Adequate Yearly Progress
<b>BIP-</b>	Behavior Intervention Plan
<b>BLOG-</b>	Abbreviation for “web log”; an online linear commentary forum
<b>BLT-</b>	Building Leadership Team
<b>BT-</b>	Beginning Teacher
<b>BTI-</b>	Beginning Teacher Induction
<b>CAT-</b>	Central Assistance Team
<b>CDC-</b>	Career Development Coordinator
<b>CDSA-</b>	Children’s Developmental Services Agency
<b>CECAS-</b>	Comprehensive Exceptional Children Accountability System
<b>CEU-</b>	Continuing Education Credit
<b>CRISS-</b>	Creating Independence through Student-Owned Strategies
<b>CTE-</b>	Career and Technical Education
<b>CTSO-</b>	Career and Technical Student Organization

<b>CVCC-</b>	Catawba Valley Community College
<b>CVHS-</b>	Catawba Valley High School
<b>DHR-</b>	Department of Human Resources (Public Health, Mental Health, Social Services)
<b>DLT-</b>	District Leadership Team
<b>DOP-</b>	Dropout Prevention
<b>DPI-</b>	Department of Public Instruction
<b>DSS-</b>	Department of Social Services
<b>EAP-</b>	Employee Assistance Program
<b>ED-</b>	Economically Disadvantaged
<b>EEO/AA-</b>	Equal Employment Opportunity/Affirmative Action
<b>ELL-</b>	English Language Learner
<b>EOC's-</b>	End-of-Course Tests (9-12)
<b>EOG's-</b>	End-of-Grade Tests (3-8)
<b>ERATE-</b>	Federal Program for Technology Connectivity Reimbursement

<b>ESL-</b>	English as a Second Language
<b>EVAAS-</b>	Educational Value-Added Assessment System
<b>FAPE-</b>	Free and Appropriate Public Education
<b>FERPA-</b>	Family Education Rights and Privacy Act
<b>FMLA-</b>	Family Medical Leave Act
<b>FRL-</b>	Free and Reduced Lunch
<b>FY-</b>	Fiscal Year
<b>GED-</b>	General Educational Development Program
<b>HQ-</b>	Highly Qualified
<b>HRMS-</b>	Human Resource Management System
<b>NAEP-</b>	National Assessment of Educational Progress
<b>NASW-</b>	National Academy of Social Workers
<b>NBCT-</b>	National Board Certified Teacher
<b>NBPTS-</b>	National Board for Professional Teaching Standards

<b>NCIH-</b>	North Carolina Information Highway
<b>NCLB-</b>	No Child Left Behind
<b>NCSIP-</b>	North Carolina State Improvement Project
<b>NCVPS-</b>	North Carolina Virtual Public School
<b>NCWISE-</b>	North Carolina Window of Information for Student Education
<b>NOM-</b>	National Origin Minority
<b>OCR-</b>	Office of Civil Rights
<b>PAT-</b>	Parent as Teachers
<b>PBS-</b>	Positive Behavior Support
<b>PD-</b>	Professional Development
<b>PEP-</b>	Personalized Educational Plan
<b>PIO-</b>	Public Information Officer
<b>PLC-</b>	Professional Learning Communities
<b>PODCAST-</b>	Combination of iPod and Broadcast; Digital audio files subscribed to through the internet

<b>PSAT-</b>	Pre-Scholastic Assessment Test
<b>RALC-</b>	Regional Alternative Licensing Center
<b>RC-</b>	Reading Counts
<b>RESA-</b>	Regional Educational Service Alliance
<b>RSS-</b>	"Really Simple Syndication" used to subscribe to information through the internet
<b>SACS-CASI-</b>	Southern Association of Colleges and Schools Council on Accreditation and School Improvement
<b>SADFSCA-</b>	Safe and Drug-Free Schools Communities Act
<b>SAT-</b>	Scholastic Aptitude Test
<b>SCOS-</b>	Standard Course of Study
<b>SD-</b>	Staff Development
<b>SD-9A-</b>	Prior Approval Form for Staff Development (aka: the pink sheet)
<b>SEA-</b>	State Education Agency
<b>SHAREPOINT-</b>	CCS web portal that will host district, school, and teacher web pages
<b>SIP-</b>	School Improvement Plan

<b>SIT-</b>	Student Intervention Team
<b>SLD-</b>	Specific Learning Disabled
<b>SLMC-</b>	School Library Media Center
<b>SPC-</b>	Special Populations Coordinator
<b>SRO-</b>	School Resource Officer
<b>SWD-</b>	Student with Disabilities
<b>TA-</b>	Teacher Assistant
<b>TAC-</b>	Teacher's Advisory Council
<b>TPAI-R-</b>	Teacher Performance Appraisal Instrument, Revised
<b>TPAS-R-</b>	Teacher Performance Appraisal System, Revised
<b>TSP-</b>	Technology Service Provider
<b>VIF-</b>	Visiting International Faculty
<b>VOCATS-</b>	Vocational Competency Achievement Tracking System