

**Initiative 1
Implement District's Project for Academic Excellence to help improve student achievement.**

Area	Details	Progress
Environment for Learning	-Student work is recognized in a variety of ways, including, displays of student work, verbal praise, awards, ceremonies, etc.	Hall displays, web sites, publishing celebrations.
Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths	-Will develop curriculum maps that are aligned with the standards, and will guide instruction in all classrooms.	Begun this Fall.
	- Grade level teams will continually review classroom data to make instructional decisions based on perceived student performance.	Done in weekly meetings.
	- Teachers will use a variety of instructional strategies including differentiated instruction, cooperative grouping, public performance/presentations, peer assistance, manipulatives, literacy groups, journaling, assessment folders, and re-teaching.	Implemented. Publishing parties in 1,2,4. K Halloween performance. 3 reading their stories to 1. 5&6 plays attended by parents. 3-6 literature circles. Assessment portfolios school wide.
	- Students will understand the State/district standards and will be able to monitor own learning.	Clear Expectations is the Principle of Learning we have chosen to focus on first.
Staff/Professional Development	- Provide common planning time through Early Release Days, staff meetings, and Professional Development Days, to allow teachers to meet and discuss teaching strategies, observe other teachers, and co-teach lessons.	Professional days are for curriculum planning. Funding is available for teachers to observe each other through the project and the tenure program.
	- At least 70% of teachers will receive training, starting this summer, in Writer's and Reader's workshops as an organizing strategy for meeting individual student's needs in reading and writing.	Done (89%)
Parent/Family Involvement	- Teachers will regularly communicate with parent/family members about studied themes. Parent/family members will be encouraged to support the learning process through reading, sharing new knowledge (topical and linguistic) and / or through family interaction and discussion.	All teachers send newsletters home at least once a week. Web site has been updated and class pages are under construction. Math & literacy Home Links. Publishing celebrations. Family projects.
	- Host Parent Information Night in the fall to discuss curriculum and student progress.	Done
Other (As identified by school/program)	- Principal and teachers will monitor instruction through "Learning walks."	Starting second semester.
	- Principal will visit classrooms regularly as part of the school's ongoing professional development.	Implemented
	- Principal, teachers and the Site Council will identify intervention programs for students not making adequate progress on state and district assessments.	

Initiative 2		
Promote a school-based staff development program to enable all staff members to increase student achievement.		
Area	Details	Progress
Environment for Learning	-Teacher recruitment plan addresses diversity, multicultural and gender fair issues.	
	- Creating an environment of respect and collegiality among staff as part of staff development initiatives.	Sunshine club, birthdays celebrated, meet twice a month.
Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths	-Grade level teams will meet regularly to discuss and plan instruction.	Teams meet once a week after school and with specialists on a regular basis.
	-Teachers will receive in-service training on content area subjects, standards, and curriculum maps.	In progress. Technology, math, STEPS, the Project. Training day talk on curriculum mapping.
	-Teachers will engage in a continual activity of analyzing student work/data, action planning, scoring with rubric, and implementation to ensure students learn the curriculum.	In progress with literacy coach and the Project.
Staff/Professional Development	-Professional development will occur in a variety of ways within and outside the school, analysis of professional work/research based books on teaching strategies (ex. Classroom Instruction That Works by Robert Marzano), grade level planning, peer coaching/learning, peer presentations, etc.	Implemented. Writer's and Reader's Workshop training ongoing. Everyday Math training. Literacy coach one day a week. Visits by the SEM coach.
	- Teachers will be trained to examine, evaluate, interpret, and discuss student work.	Part of the Project. Grades K & 1 portfolio assessment training.
	- Teachers who attend local, national or international conferences will provide training and make presentations to staff on some workshops attended that are relevant to the school's professional development and improvement plans.	Staff who went to Canada will be doing a presentation in the Spring
Parent/Family Involvement	-Provide informational workshops for our parent/family members to assist them in understanding the reasons for bringing aspects of the Readers and Writers Workshop, FOSS science instruction, Everyday Math, and the integration of social studies and English Language Arts into classroom instruction.	Curriculum night
Other (As identified by school/program)	-School will establish a beginning teacher support (mentoring) and assessment program that supports the principles of Career in Education and Achievement of Tenure Program.	Implemented

Initiative 3		
LNFI will use a comprehensive system to monitor attendance and design intervention strategies that would minimize "unexcused absences/tardies."		
Area	Details	Progress
Environment for Learning	Struggling students with excessive tardies/absences will receive priority in support, resources, and extra coaching.	They receive tutoring. We are currently meeting our attendance goals.
	Formal and informal recognition for perfect attendance, punctuality, and presence.	School wide.
Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths	- Academic Improvement Plans (AIP) will be developed for all students not making adequate progress due to absences/tardies.	In progress
	- Curriculum teams, in cooperation with the school's attendance facilitator will identify students with excessive tardies so that teacher teams will prepare and implement structured intervention lessons for students who are struggling with school, largely due to excessive tardiness.	In progress through tutoring and AIP (Academic Improvement Plan)
	- Will use a variety of schedule arrangements/strategies to meet their educational needs.	
Staff/Professional Development	Attendance facilitator will attend district-wide meetings/in-service regarding intervention procedures and FTIP referrals.	Done last year.
	New classroom teachers will receive training on how to enter attendance accurately using the student Information system, CAMPUS.	Implemented
	Teachers will receive training on how to use attendance data throughout the year to map the necessary steps for closing the achievement gap that is created by inadequate attendance.	To be reviewed for next year's SCIP.
Parent/Family Involvement	-Communication with parents is established early and as soon as a student misses one day of school unexcused.	Mr. Berg calls home that day.
	-Establish a systematic process of procedures for taking students out of school for family vacations and other travels outside of the the regularly scheduled holidays.	Form is provided.
	-Communicate to families the importance of school attendance and the effect of excessive absences and tardies on student achievement, school rating, and the NCLB requirements.	Done at open house, in introductory letters home, and by phone if necessary.
Other (As identified by school/program)	Call and/or arrange a home visit to a family whose child is at risk of being dropped off the school list before the 15th day of unexcused absence.	There is no home visit. Communication is by telephone and a lot of communication will have been attempted or have taken place before this point.

Initiative 4**Promote the development of a strong immersion education model that is based on best practices, starting with curriculum mapping.****Complete the multi-layered curriculum mapping process for French Language Arts, math, English Language Arts, Science, Physical Education and Health.**

Area	Details	Progress
Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths	-An in-house curriculum mapping team composed of a group leader and two or three support teachers will guide the faculty through a systematic, outlined process of curriculum mapping that will be articulated in calendar form in the fall of the year. This process will involve individual mapping, team review, reflection, and implementation.	In progress at the grade level. One all-staff meeting discussed timeframes.
Staff/Professional Development	-The team leader will attend curriculum mapping workshops and later articulate his or her findings to the faculty through workshops and help sessions. Teachers will do research and reading on mapping techniques and improved curriculum design. Provide opportunity for teams to network with other schools that have had experience with curriculum mapping, especially in an immersion setting.	A representative from Adams Immersion will be coming to work with us.
Parent/Family Involvement	-Provide curriculum/Parent Information nights for parent/family members to highlight the mapping process and explain the importance of a strong, aligned curriculum that has been reviewed for redundancies and gaps.	
Other (As identified by school/program)	-Develop a calendar of events where parent/family members will play an important role in the success of these events. Print the calendar in the student handbook. Send timely reminders via the website, the school's newsletter, and the student backpacks. Upon completion, share the mapped curriculum with parents and other stakeholders.	