

## LOGAN ELM DISTRICT ACTION PLAN – October 2005

**Need:** *No Child Left Behind* and SB 1 emphasize the need to increase academic performance in all test areas as determined by data supplied by the State.

**Goal #1:** To increase student academic performance within the next 3 years in order to meet accountability standards.

This correlates to new Federal Goal #1: All students will read high standards at a minimum attaining proficiency in reading and math by 2013-2014; Federal Goal #2: By 2013-2014, all students will be proficient in reading by the end of grade 3; Federal Goal #4: By 2005-2006, all students will be taught by highly qualified teachers; Federal Goal #5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**CIP Team Members:** Administrators, Teacher Representatives, Parents, Board Members

**Data Bases:** School Report Cards (1998-Present).

**Performance Results Indicators:** All indicators noted on the School Report Card will increase incrementally in order to meet accountability standards as determined by state and federal law. The data source will be the proficiency/achievement test passage rates. We will address the new state tests as they are phased in and replace the proficiency tests. Acceptable increases will be the “Adequate Yearly Progress” as determined by the Federal Government and/or the required indicator benchmarks set by the State.

	1997-98 (1998 School Report Card) <b>Actual</b>	1998-99 (2000 School Report Card) <b>Actual</b>	1999-00 (2001 School Report Card) <b>Actual</b>	2000-01 (2002 School Report Card) <b>Actual</b>	2001-02 (2003 School Report Card) <b>Actual</b>	2002-03 (August 2003 Report Card) <b>Actual</b>	2003-04 (August 2004 Report Card) <b>Actual</b>	2004-2005 (August 2005 Report Card) <b>Actual</b>
3 <sup>rd</sup>								
Reading							79.5%	73%
Math								75.9%
4 <sup>th</sup>								
Writing	51	73	80.5%	84.7	88.4	78.6%	81%	80.6%
Reading	41	61	54.4%	50	75.2	66.1%	76.8%	75.8%
Math	41	52	41.2%	50.5	67.1	56.9%	66.7%	69.8%
Citizenship	53	73	62.9%	61.6	71.6	58.0%	69%	77.2%
Science	54	57	41.2%	53.2	75.2	63.2%	68.5%	75.3%
5 <sup>th</sup>								
Reading								81.5%
6 <sup>th</sup>								
Writing	92	92	89.1%	89	89.3	85.7%	88.4%	81.8%
Reading	59	68	63.3%	68.8	64.5	72.2%	71.7%	77%
Math	55	67	65.3%	74	75.3	51.1%	65.3%	62.4%
Citizenship	67	87	80.3%	90.1	81.7	70.4%	67.1%	75.8%
Science	63	61	73.0%	79.2	70.4	72.2%	69.8%	78.2%
7 <sup>th</sup>								
Math								55.2%
8 <sup>th</sup>								
Reading								81.1%
Math								53%
9 <sup>th</sup>								
Writing	88	89	90.2%	93.4	90.2	89.4%	NA	NA
Reading	87	87	88.5%	93.4	95.5	87.2%	NA	NA
Math	75	78	80.5%	83.9	87.9	81.6%	NA	NA
Citizenship	72	71	86.3%	90.1	92.0	87.7%	NA	NA
Science	73	73	80.9%	79.2	85.7	79.9%	NA	NA

	1997-98 (1998 School Report Card) <b>Actual</b>	1998-99 (2000 School Report Card) <b>Actual</b>	1999-00 (2001 School Report Card) <b>Actual</b>	2000-01 (2002 School Report Card) <b>Actual</b>	2001-02 (2003 School Report Card) <b>Actual</b>	2002-03 (August 2003 Report Card) <b>Actual</b>	2003-04 (August 2004 Report Card) <b>Actual</b>	2004-2005 (August 2005 Report Card) <b>Actual</b>
10 <sup>th</sup>								
Writing	89	95	92.2%	96.5	95.2	88.8%	98.1%	
Reading	94	92	91.8%	96	95.2	90.6%	100%	
Math	82	84	82.6%	91.9	93.0	85.5%	98.1%	
Citizenship	83	78	84.5%	94.8	96.6	90.0%	98.8%	
Science	NA	82	80.4%	88.4	88.4	86.7%	95.5%	
10 <sup>th</sup> OGT								
Writing								83%
Reading								90.4%
Math								82.5%
Citizenship								87%
Science								73.3%
12 <sup>th</sup>								
Writing	69	79	70	74.4	NA	NA	NA	NA
Reading	60	65	64	58.1	NA	NA	NA	NA
Math	44	46	50	47.9	NA	NA	NA	NA
Citizenship	55	57	64	62.9	NA	NA	NA	NA
Science	47	55	51	68.4	NA	NA	NA	NA

**Improvement Strategy #1:** In order to raise academic achievement, we will target areas of academic weaknesses by using available data.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
1. Rank and analyze subscale data from Ohio Achievement tests, and OGT.  <b>(ON-GOING)</b>	1. Teachers; Special Education Director; Principals.	1. Ohio Achievement tests; General Fund; Title Funds; State Department of Education.	1. Each year during the plan, in May/June, available data will be analyzed and ranked.	1. We will compare annually the data from all testing.
2. Use individual student progress reports, grade cards, IEP's, WEP's over time to determine improvement or decline in each student's classroom performance. <b>(ON-GOING)</b>	2. Teachers; Special Education Teachers & Director; Principals; Guidance Counselors; Students; Parents; Technology Director; Gifted Coordinator; Gifted Educators.	2. Time; General Fund; CCC Reports; North Caroline Quality Schools; Muriel Summers.	2. Every nine weeks during the plan, student progress reports will be closely examined; CCC reports will be monitored monthly; IEP's will be reviewed every nine weeks; WEP's will be reviewed annually.	2. Regular local data will be used to target areas of academic weaknesses.
3. Use Developmental Reading Assessment (K-3) and Qualitative Reading Inventory (4-6) to determine a student's strengths and weaknesses in reading. <b>(ON-GOING)</b>	3. Teachers; Special Education Teachers; Principals; Curriculum Director; Reading Specialists.	3. Title Funds; General Fund; Time; Developmental Reading Assessment Kits; Qualitative Reading Inventory III; Reading Recovery Personnel.	3. At beginning of each year, pre-assessment will be completed to determine reading level; each quarter, reading level will be determined; at the end of the year, DRA & QRI levels will be ranked & analyzed.	3. Reading levels will be shared annually among K-6 grade levels.
4. Use assessment data to guide instruction.	4. Teachers; Curriculum Supervisor; Principals; Guidance Counselors; Special Education Teachers & Director.	4. Locally developed assessments; purchased assessments; General Fund; Title Funds, Access Funds.	4. Regularly, assessment data will be used to inform instruction.	4. Assessment results will be shared within and across grade levels.

**Improvement Strategy #2:** Curriculum alignment and instructional alignment to the Academic Content Standards and Learner Outcomes for the Ohio Proficiency Tests will be completed in the next 3 years. Necessary additional alignment will occur as the new standards are phased in.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
<p>1. Correlate the Grade Level Indicators in the Academic Content Standards to the Benchmarks for the achievement tests and OGT in language arts, math, social studies, &amp; science; fill in gaps and remove unnecessary repetition of content.</p> <p>2. Provide staff development for teachers about curriculum and instructional alignment that will help improve academic performance on achievement &amp; diagnostic tests and OGT, &amp; proficiency tests. <b>(ON-GOING)</b></p>	<p>1. Curriculum Director; Classroom Teachers; Principals, Access Grant teams</p> <p>2. Teachers (Regular and Special Education); Teacher Leaders; Consultants; Technology Director; Gifted Coordinator; Principals; Special Education Director, Access Grant teams.</p>	<p>1. Time for grade level meetings and department meetings during the school year and scheduled work days during the summer (covered by stipend); Title Funds; General Fund; Courses of study; Academic Content Standards; Achievement Tests; Diagnostic Tests; Proficiency Tests; State Department; Math &amp; Science Network, Access Grant.</p> <p>2. Time for grade level meetings and departmental meetings; General Fund; ESC; LPDC and Service Providers; Science and Math Network; Title Funds; Technology Funds; RPDC, Access Grant Funds.</p>	<p>1. During 2003-2004, language arts &amp; math standards will be aligned; during 2004-2005, science and social studies will be aligned.</p> <p>2. For the 1<sup>st</sup> year of the plan, 50% of teachers at elementary, junior high, and high school will be involved in at least 1 professional development activity related to meeting the proficiency outcomes; for each year after, there should be a 15% gain.</p>	<p>1. A completed curriculum and instructional alignment report for each subject will be distributed and implemented.</p> <p>2. We will document professional development participation.</p>

**Strategy #3:** Following our courses of study based on Academic Content Standards, we will implement a student-centered, comprehensive, integrated PreK-12 curriculum that engages the students in active learning. As new standards become operational, they will guide the curriculum development.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By When?	<b>Evaluation Process</b>
<p>1. Provide on-going staff development:</p> <p>A. Grades PreK-2: Comprehensive Balanced Literacy Program/content areas.</p> <p>B. Grades 3-6: Language Arts and content areas (science, math, and social studies).</p> <p>C. Grades 7-12: Using standards to guide/ plan instruction.</p> <p>D. Grades Prek-12: Technology training.</p> <p>E. Curriculum for the exceptional student. <b>(ON-GOING)</b></p>	<p>1. Teachers; Principals; Special Education Teachers &amp; Director; Title Teachers; Technology Director; Superintendent; Parents; Gifted Coordinator; Gifted Educators.</p>	<p>1. Time; General Fund; Title Funds; Pickaway Co. ESC: Universities (Ohio State, Ashland, Ohio University); LPDC; Service Providers; CCC; Consultants.</p>	<p>1. A. During the plan, primary teachers will continue training in Balanced Literacy and content areas.</p> <p>1. B/C. During Year One, 50% of teachers will be trained in content standards. Each year following, another 10% will be trained.</p> <p>1. D. During Year One, 50% of staff will complete technology training. During rest of plan, all additional teachers will be trained to reach 100%.</p> <p>1. E. During each year of plan, staff will complete training about gifted education.</p>	<p>1. Principals and LPDC will document professional development participation.</p>
<p>2. Visit other schools that have successfully implemented content standards and do quality work.</p>	<p>2. Teachers; Principals; Superintendent; Board Members; Parents; Technology Director; Curriculum Director; Special Education Teachers &amp; Director; Gifted Coordinator.</p>	<p>2. Time; other districts; Title Funds; LPDC.</p>	<p>2. During Year One, a representative team from each building will complete visits; each year following, successive teams will complete visits.</p>	<p>2. Teachers' self-reports about the implementation of the new techniques they're using will be completed; principals and LPDC will document professional development participation.</p>
<p>3. Plan collaboratively for support between the</p>	<p>3. Curriculum Director; Teachers; Principals; Technology Director;</p>	<p>3. Time; Professional Library; Pickaway Ross</p>	<p>3. During Year One, a building team of two</p>	

<p>academics and vocational education. <b>(ON-GOING)</b></p>	<p>Special Education Teachers; Pickaway Ross CTC staff; Gifted Coordinator</p>	<p>CTC; General Fund.</p>	<p>teachers representing different disciplines will plan collaboratively; each year, teams will be added so that by the end of the plan, 50% of each staff is planning collaboratively.</p>	<p>3. Collaborative instruction will be documented.</p>
<p>4. Use previously trained literacy coordinators to provide professional development, grades K-6).</p>	<p>4. Teacher leaders (formerly Lit. Coordinators); Teachers; Local Universities; Superintendent; Board Members.</p>	<p>4. Time; General Fund; Title Funds; professional library; ESC.</p>	<p>4. Professional development offerings will refine the work and support Balanced Literacy in K-6.</p>	<p>4. Teacher leaders who were trained as Literacy Coordinators will monitor literacy programs.</p>
<p>5. Examine use of time at grades 7-12 in academic and vocational classes for effectiveness. <b>(ON-GOING)</b></p>	<p>5. Principals; Guidance Counselors; Teachers; Superintendent; Technology Director; Gifted Coordinator</p>	<p>5. Time; General Fund; Competitive Grants; ESC; Distance Learning.</p>	<p>5. During each year of the plan in the spring, schedules will be designed to effectively use instructional time.</p>	<p>5. Effective and efficient schedules will be documented.</p>
<p>6. Integrate the arts and physical education into academic and vocational education topics. <b>(ON-GOING)</b></p>	<p>6. Teachers; Curriculum Director; Principals; Gifted Coordinator</p>	<p>6. Time for planning; Pickaway Ross CTC; Ohio Department of Education; Ohio Arts Council; General Fund; Competitive Grants.</p>	<p>6. During each year of the plan, teachers representing academic, vocational, and the arts, will examine integrated curriculum opportunities.</p>	<p>6. Integrated plans and evidence in curriculum maps will be available.</p>
<p>7. Purchase appropriate leveled texts for reading instruction in all content areas. <b>(ON-GOING)</b></p>	<p>7. Superintendent; Board members; Teachers; Principals; Reading Specialists; Special Education Teachers.</p>	<p>7. General Fund; Title Funds; Competitive Grants; Publishers' Representatives.</p>	<p>7. Every year during the plan, leveled texts will be added to classroom resource libraries.</p>	<p>7. Classroom books will be leveled to support a student-centered learning center. Documentation of use will be recorded.</p>
<p>8. Provide a mentor for each entry-year teacher.</p>	<p>8. Curriculum Director; Teacher-Mentors; Superintendent; Pathwise</p>	<p>8. Mentor Support Group; General Fund;</p>	<p>8. Each year of the plan, all</p>	

<p><b>(ON-GOING)</b></p> <p>9. Select appropriate computer software. <b>(ON-GOING)</b></p> <p>10. Assess in order to plan instruction.</p>	<p>Trainer; LPDC; Pickaway Co. ESC.</p> <p>9. Technology Director; Teachers; Students; ITSCO; School Net; Gifted Coordinator, Special Education Supervisor.</p> <p>10. Teachers; Curriculum Director; Special Education Director; Principals.</p>	<p>Educational Testing Service; RPDC; Entry-Year Funds.</p> <p>9. Technology Funds; General Fund; School Net Plus; ITSCO., IDEA-B.</p> <p>10. General Fund; Time; Publishers; Academic Resources.</p>	<p>entry-year teachers will be assigned a mentor.</p> <p>9. Every year of the plan, appropriate computer software will be added to the classrooms.</p> <p>10. Regularly, appropriate pre- and post-assessment and on-going assessment will occur.</p>	<p>8. A large pool of trained mentors will exist to accommodate new licensure requirements and meet the needs of all grade levels/subject areas; documentation of completed mentor training will be compiled.</p> <p>9. Documentation of software use will be collected and monitored.</p> <p>10. Assessments (based on content standards) will be shared among teachers and with parents and administrators as appropriate.</p>
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<b>Improvement Strategy #4:</b> We will provide intervention for academically at-risk students.
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<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
<p>1. Provide summer intervention for academically at-risk students. <b>(ON-GOING)</b></p>	<p>1. Students; Teachers; Principals; Transportation Director; Special Education Teachers &amp; Director; Reading Specialists; Parents; Technology Director.</p>	<p>1. Materials; Staffing; General Fund; Title Funds; Facility Use; Transportation Funds.</p>	<p>1. Targeted students in Grade 3 will be invited to attend summer school—with 80% participation as a goal; intervention for other grades will be offered as district finances allow.</p>	<p>1. Performance data at the conclusion of summer school will be documented.</p>
<p>2. Identify at-risk Pre-kindergarten and kindergarten students and provide intervention. <b>(ON-GOING)</b></p>	<p>2. Teachers; Superintendent; Principals; Head Start Personnel; Volunteers; Guidance Counselor; At-Risk Program Coordinators; Special Education Teachers &amp; Special Education Director; IAT members; Parents</p>	<p>2. General Fund; Title Funds.</p>	<p>2. During Year One, 50% of targeted Pre-K and K students will receive appropriate intervention; each following year of the plan, participation will increase 10%.</p>	<p>2. Participation data for identified students will be collected.</p>
<p>3. Provide intervention at school for students not proficient in any tested area on achievement and/or diagnostic tests and OGT. <b>(ON-GOING)</b></p>	<p>3. Teachers; Principals; Curriculum Director; Guidance Counselor; Special Education Teachers; Tutors; Volunteers; Parents; Students; IAT members; Technology Director; Gifted Coordinator.</p>	<p>3. Time; General Fund; Title Funds; Competitive Grants; Texts and materials; RPDC; CCC.</p>	<p>3. All targeted students will receive appropriate intervention annually, in an on-going manner.</p>	<p>3. Teachers will identify and document intervention.</p>

<p>4. Provide intervention for special education qualified students in areas of reading and math in order to obtain AYP by formula or through Safe Harbor (10% decrease in the number of “non-proficient” students.</p>	<p>4. Teachers, Principals, Curriculum Director, Guidance Counselor, Education Specialists, Special Education Supervisor, Tutors, Volunteers, Parents, Students, IAT members, Technology Director, Gifted Coordinator, Title 1 teachers.</p>	<p>4. Time; General Fund; Title Funds; IDEA-B Funds; Competitive Grants; Access Grant; Texts and Materials; Software; RPDC; CCC.</p>	<p>4. IEP students requiring additional strategies and skills to access assessments and to succeed.</p>	<p>4. Teachers and building level Intervention Teams will identify specific students and document interventions.</p>
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**Improvement Strategy #5:** We will create a variety of volunteer opportunities that will contribute to district student achievement increases.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
<p>1. Involve numerous stakeholders in district CIP monitoring team, including students and business representatives. <b>(ON-GOING)</b></p> <p>2. Review a directory of volunteer opportunities, business partnership opportunities, and community expertise to be used in the district continuous improvement plan. <b>(ON-GOING)</b></p>	<p>1. Superintendent; Certified and Noncertified Staff; Business Representatives; Parents; Students; Members of Civic and Volunteer Organizations.</p> <p>2. District CIP Improvement Members; Support Staff; Teachers; Principals; Technology Director; Technology Teachers; Parents; Gifted Coordinator.</p>	<p>1. Time; Mailing resources; Sample Existing Volunteer Programs; General Fund; Grants.</p> <p>2. Mailing materials; Office supplies; Secretarial Services; Principals; Computer Labs.</p>	<p>1. During Year One, involve business people, students, and community members who will form an advisory to critique and discuss components of the school district; each year, this advisory will monitor the district plan.</p> <p>2. By the end of Year One, directory will be completed. Each year of the plan, it will be reviewed.</p>	<p>1. CIP Monitoring Team participation will be documented.</p> <p>2. Directory of volunteer opportunities, business partnership opportunities, and community expertise will be completed and made available for both regular school day and extracurricular events.</p>

**Improvement Strategy #6:** We will explore alternative kindergarten schedules in order to offer the most academically beneficial schedule allowed by district finances.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
1. Visit other existing all-day, everyday kindergarten programs.	1. Superintendent; Teachers; Parents; Board Members; Principals; Gifted Coordinator.	1. Facilities; Materials; General Fund; Title Funds; Other schools with alternative schedules.	1. During Year One, visitations will be made to existing programs.	1. Documentation of visits by 100% of all kindergarten teachers will be made.
2. Participate in staff development about teaching all-day, everyday kindergarten. <b>(ON-GOING)</b>	2. Teachers; Principals; Parents; Curriculum Director; Gifted Coordinator.	2. General Fund; Title Funds; Local Universities; Consultants.	2. All kindergarten teachers will participate in training for all-day, everyday kindergarten prior to implementation, and in an on-going manner.	2. Documentation of training will be kept and monitored.
3. Provide literacy training for parents of kindergartners. <b>(ON-GOING)</b>	3. Parents; Teachers; Principals; Students.	3. General Fund; Trainers; Consultants; Teachers; Literacy grants.	3. During each year of the plan, on-going training for parents of kindergartners will be offered.	3. Documentation of training that is offered and participation in the training will be kept.

**Improvement Strategy #7:** We will serve all special needs students (including exceptional children) in the regular academic and vocational classrooms to the fullest extent possible with curriculum modified as necessary.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
<p>1. Use planning time for modifying the curriculum. <b>(ON-GOING)</b></p>	<p>1. Parents; Teachers; Special Education Teachers; IAT members; Consultants; Psychologist; Speech Pathologist; Principals; Guidance Counselor; Gifted Coordinator; Aides; Gifted Educators; Special Education Director.</p>	<p>1. Time; General Fund; COSERRC; Pickaway Ross CTC; Special Education Competitive Grants.</p>	<p>1. During Year One, special education teachers and administrators will meet to plan for inclusive classrooms, along with regular education teachers; each year of the plan, the program will be assessed to insure that individual needs are being met on a continuous basis. Yearly, Gifted Coordinator will provide WEP's for regular classroom teachers. WEP's will be reviewed to insure that individual needs are being met.</p>	<p>1. Service plan that document modified curriculum will be available that reflect active, integrated learning.</p>
<p>2. Regularly review IEP's and WEP's. <b>(ON-GOING)</b></p>	<p>2. Teachers; Special Education Teachers; Principals; Psychologist; Speech Pathologist; Parents; Students; Special Education Director; Gifted Coordinator; IAT members; Gifted Educators.</p>	<p>2. Time; General Fund.</p>	<p>2. Each year of the plan, all IEP's and WEP's will be reviewed. Monthly, building level meetings will be held to review IEP and MFE due dates so that documents remain current and active.</p>	<p>2. Documentation of IEP review will be kept. Documentation of monthly building level special education meetings will be kept.</p>

**Improvement Strategy #8:** We will provide technology in the learning environment for students, staff, and community.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
1. Create a systematic method of evaluating the status of current technology. <b>(ON-GOING)</b>	1. Technology Director; Teachers; Media Specialists; Administrators; Curriculum Director; Gifted Coordinator; Community members	1. General Fund; Time; Ohio SchoolNet; ITSCO; Grants.	1. Twice during each year of the plan, inventories of technology status will be completed; BETA surveys will be completed every 2 years.	1. Records of current available technology will be available in each building. SMS server will inventory computer equipment.
2. Determine how new and emerging technologies will be integrated into current holdings. <b>(ON-GOING)</b>	2. Technology Director; Consultants; Administrators; Teachers; Parents; Students; Media Specialists; Gifted Coordinator	2. General Fund; Time; Ohio SchoolNet; ITSCO; Grants	2. During Year One, needs assessments will be completed to determine what new technologies to add. Each year of the plan, needs assessments will be completed.	2. Evidence of the use of new technologies will exist in each building.
3. Integrate technology in the K-12 curriculum. <b>(ON-GOING)</b>	3. Technology Director; Teachers; Media Specialists; Administrators; Curriculum Director; Gifted Coordinator; Students; Parents; Community	3. General Fund; Technology Fund; Ohio SchoolNet; Competitive Grants; ITSCO	3. Each year of the plan, use of technology will be seen in project-based learning. By the end of the plan, 75% of student work will show evidence of the use of technology.	3. Project-based learning with evidence of technology use will be available in all buildings.
4. Provide access to technology for the community. <b>(ON-GOING)</b>	4. Administrators; Media Specialists; Volunteers; Community; Technology Director	4. Facilities; General Fund; Grants	4. During Year One of the plan, community hours for technology use will be established; needs assessments/surveys will be completed by participants.	4. Participation of community in school technology sites will be documented.
5. Provide information for parents, students, and teachers on district website.	5. Administration; Media Specialists; Volunteers; Tech. Director; Tec. Technician.	5. Time; General Fund.	5. Each year of the plan, current information will be housed on the district website. The site will be updated daily.	5. Number of hits to the website will be recorded and feedback through website will be available.

**Need:** The 1998 Report Card-Present emphasize the need to increase graduation rate as determined by data supplied by the State.

**Goal #2:** To increase graduation rate within the next 3 years in order to meet the requirement set on the School Report Card. Correlates to Federal Goal #6: All students will graduate from high school.

**Data Base:** School Report Card (1998 – Present)

**Performance Results Indicator:** The graduation rate will meet or exceed the State Standard each year of the plan..

**Improvement Strategy #1:** In order to decrease the dropout rate/increase graduation rate, we will identify potential causes for students to drop out by using available data.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
1. Analyze data (in relation to dropouts), from the following sources: failure on proficiency tests/high stakes testing, impact of early home schooling on new enrollees, lack of sufficient number of credits, attendance, free/reduced lunch status, survey of student attitude, survey regarding PreK education, discipline records, CTC student dropout rate, age and grade at which students drop out. <b>(ON-GOING)</b>	1. Superintendent; Principals; Guidance Counselors; Teachers; CTC Staff; Special Education Director.	1. Time; General Fund; Student Records; Student Test Results; Surveys; EMIS.	1. During each year of the plan, data will be analyzed about current at-risk population (quarterly).	1. We will use all collected data annually about causes for dropping out to determine needs and identify students.

**Improvement Strategy #2:** Using the data, we will identify programs to decrease dropout rate and increase graduation rate.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
1. Examine our existing at-risk programs to determine strengths. <b>(ON-GOING)</b>	1. Superintendent; Principals; Teachers; Guidance Counselors; CTC Staff; Staff of Alternative School; Pickaway County ESC; Court System; Attendance Officer; Teen Mentors; OWE, OWA, and CBIP Teachers; Special Education Director.	1. Time; General Fund; Data; CTC; Alternative School.	1. On-going examination of programs will occur each year of the plan.	1. Existing programs will be strengthened and enhanced by applying the set criteria for targeting students.

**Improvement Strategy #3:** We will design and implement programs to decrease dropout rate/increase graduation rate.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
1. Seek financial resources to support program implementation. <b>(ON-GOING)</b>  2. Complete home visits for identified at-risk students for dropping out. <b>(ON-GOING)</b>  3. Complete conferences with parents of at-risk students for dropping out. <b>(ON-GOING)</b>	1. Principals; Board Members; Superintendent; Treasurer.  2. Principals; Teachers; Superintendent; Guidance Counselor; Health Services Staff; Parents; Truancy Officer.  3. Teachers; Principals; IAT; Guidance Counselors; Parents	1. Time; General Fund; Competitive Grants; Title Funds.  2. Time; General Fund.  3. Time; Office support; Phone system support.	1. During the plan, financial resources will be used to support program implementation for decreasing dropout rate/increasing graduation rate.  2. Home visits for students who are at-risk for dropping out will be completed.  3. Teachers/Principals will complete conferences with parents of at-risk students for dropping out.	1. Support from a variety of resources will be used to implement programs to decrease dropout rate/increase graduation rate.  2. Documentation (school-based & by truancy officer) about home visits will be kept and reviewed to note impact on keeping at-risk students in school.  3. Documentation of contacts will be completed.

**Need:** The 1995-96 facility study by Steed Hammond Paul and the 2001 OSFC assessment by Resource International revealed that Logan Elm facilities are over capacity and that the existing four elementary buildings need replaced, the middle school building and existing high school building need improvements/additions to meet minimum standards, and a new high school must be built.

**Goal #3:** To provide adequate student space in an environment that is safe and conducive to learning, resulting in higher academic achievement during the next 3 years.

**Data Base:** Facilities Master Plan

**Performance Results Indicators:** By the end of year 2014, adequate facilities will be in place, 20 students in K-2 classrooms and 25 students in 3-12 classrooms, and minimum standards for facilities will be met.

**Improvement Strategy #1:** We will provide additional and renovated facilities through the passage of a levy.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
1. Inform community of Facilities Master Plan derived from OSFC assessment and Parent Advisory Council input.  A. Board resolutions B. Staff meetings C. Newsletter D. Visit community groups	1. A. Board Members; Superintendent; Treasurer; Media; OSFC; Project Consultants and Attorneys. 1. B. Superintendent; Treasurer; Principals; Building Staff Members 1. C. Superintendent; Treasurer; Secretary. 1. D. Superintendent; Treasurer.	1. A. Time; Board Materials; Presentation 1. B. Time; Office supplies. 1. C. District Funds; Office Supplies; Time. 1. D. Time; PowerPoint presentation; office supplies.	1. A. May 6, 2003. 1. B. Completed 1. C. Completed 1. D. May 6, 2003..	1. Documentation of all activities will be maintained; feedback and questions will be documented and addressed..
2. Raise private dollars for the levy campaign.	2. Levy Committee	2. Vendors; Parents; Businesses; Employees, Citizens.	2. Prior to May 6, 2003 election, funds will be raised.	2. Financial reports will be submitted to the Board of Elections.
3. Present the levy campaign.  A. Train members of levy committee for comprehensive work. B. Advertise in newspaper and on radio.	3. Board; Administration; Taxpayers; Teachers; Support Staff; PTO officers; Superintendent; Treasurer; Secretary; Levy Committee Members.	3. Levy campaign funds; Time.	3. Prior to May 6, 2003 election	3. Gain approval of electorate.

<p>C. Door-to-door campaign.  D. Informational meetings  E. In-house meetings  F. Presence at district functions  G. Website  H. Video</p> <p>4. Design facility to meet needs.</p>	<p>4. Administrative Staff; Architects; Residents of District; Employees.</p>	<p>4. Time; Consultants; Other Facilities; Levy Funds; General Fund</p>	<p>4. One year from passage of levy, the design will be completed.</p>	<p>4. Design will be approved by the Board of Education.</p>
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**Improvement Strategy #2:** We will improve existing facilities until they are renovated or replaced.

<b>Tasks</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> How will we support?	<b>Timeline/Process Indicators</b> By when?	<b>Evaluation Process</b>
1. Assess needs.	1. Maintenance supervisor; Superintendent; Board; Principals; Custodial Staff; Technology Coordinator.	1. General Fund; Time.	1. Ongoing	1. A written plan for improvement exists.
2. Implement Improvement Plan. <ul style="list-style-type: none"> <li>a. Boiler replacement, piping for heating system controls.</li> <li>b. Modular classrooms as needed.</li> <li>c. Energy management system for high school heating system.</li> <li>d. Furnace system Laurelville main building. Major repairs and energy management system all three buildings.</li> <li>e. Asbestos removal.</li> <li>f. Continuing air quality improvements districtwide.</li> <li>g. Continue needed roof repairs.</li> <li>h. Tuck point mortar joints, brick repair all old buildings.</li> </ul>	2. Board of Education; Superintendent; Maintenance Supervisor; Custodial Staff.	2. Permanent Improvement Fund; FERP Grant; General Fund; Competitive Grants; Title Funds.	2. Each year of the plan, projects will be completed based on available resources and priority.	2. Projects outlined will be completed.
	3. Technology Director;		3. During Year One, all	3. Documentation of the

3. Establish technology infrastructure.	Superintendent; Maintenance Supervisor; Principals; Teachers; Board.	3. General Fund; Competitive Grants	local area networks will be operating; By Year Two, a wide area network will exist.	number of work stations that connect with the Internet will be kept.
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