

Alexandria Township School District

Honoring Our Past, Celebrating Our Present, Creating Our Future



**Strategic Plan
2009 – 2015**

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Committee Members

Board of Education Representatives

- Patrick McGuiness
- Douglas Linden
- Scott Saccal
- Shawn Shapiro

Parent Representatives

- Leigh Anne Walker
- Joan Monaco
- Alison Curry
- Patricia Walsh

Community Representatives

- Peggy Pauch
- Georgia Muhs

Administrative Representatives

- Jennifer Bills
- Joy Dominic
- Sandy Kacedon
- David Pawlowski

ATEA Representatives

- Pat Dale
- Fran Daley
- Joanne Mcluskey

Facilitator – Dr. Matthew Jennings

Introduction

The best way to predict the future is to invent it.

In May 2009, the Alexandria Township Board of Education made the decision to engage in a strategic planning process. More specifically, the Board delegated to the Superintendent the task of creating a five year strategic plan for the school district. This plan was to consist of 4-6 “SMART” goals, that once achieved would significantly increase the achievement of Alexandria Township students.

Since this plan would impact a wide variety of individuals, the Board decided the composition of this committee should reflect all of the major stakeholders. Thus, four Board of Education members were selected to serve on this team. In addition, the Superintendent selected four administrators and the Alexandria Township Education Association also selected four members. Parent representatives were solicited through the district website, the marquee at each building and an e-mail. Because of the number of parents that applied, a lottery was held to select the four parent representatives. Although four community representatives were desired, only two applied to serve on this committee.

This committee met for two to three hours one evening per month starting in October of 2009. The Superintendent served as the facilitator for the structured activities completed by this group. The plan was completed in March of 2009.

The materials contained within these pages represent the consensus agreement of the members of the strategic planning committee. We believe the content of this document will serve as a guide for meeting the issues and challenges the school district will face during the five year time period covered by this plan.

Executive Summary

Strategic planning is a journey from the known to the unknown, which helps create the future from a montage of facts, hopes, dreams, dangers and opportunities.

One of the key characteristics of high-performance organizations is that they have a clear picture of what they are trying to create together, they are excited and clear about their basic purpose and they share a common set of values. The values, mission, vision and goals of an organization form the core of that organization's identity. We believe this document reflects the identity we strive to have for our school system.

The committee realizes that school personnel do not control many of the factors that have a significant impact on the lives of their students. However, they do have substantial control over the quality of instruction provided. One theme evident throughout this document is the belief that even though all students may not be able to achieve 100% proficiency on a standardized assessment, every student can and should demonstrate significant growth as a result of their experiences in our schools. The committee believes that the primary means for achieving this growth is the quality of instruction provided by staff members.

A second theme evident throughout this document is the need for collaboration. Staff members working in isolation are rarely as effective as those participating in purposeful learning communities. Purposeful learning communities strive to develop the collective capacity to reach agreed upon goals. It is the committee's hope that the school staff will develop the collective sense of efficacy and agreed upon processes characteristic of this type of learning community. Parents and community members will be provided with ample and meaningful opportunities to serve as partners in this process.

One example of the outcomes possible with collaboration between parents, staff and community members is the completion of this document. Late nights, long hours and significant effort were required to produce this plan. Gratitude is owed to each planning team member for sharing their knowledge, insights and opinions. The school district will be more focused and intentional as a result of the work this committee has produced.

Mission Statement

The mission of the Alexandria Township School District is to achieve academic excellence through high quality instruction, a positive learning environment, and a strong partnership among staff members, family and community.

Vision Statement

Our vision is that every student will regularly demonstrate significant gains in their academic achievement. This will be accomplished because of the work of highly effective staff members and the cooperative spirit of students and parents, each of whom are connected to and strengthened by membership in our purposeful learning community.

Organizational Values

As an organization, the values that will guide our work are: Personal Growth, Dedication, Risk-Taking, Innovation, and Determination.

Beliefs

We believe that the desire for life-long learning, the development of positive character, and the development of a positive self-concept are essential outcomes of the school experience. Furthermore, we believe in an inclusive educational program that recognizes individual differences and encourages each child to reach his or her potential.

Goal Statement 1: Implement all appropriate recommendations resulting from an external assessment of the academic programs at AMS and LDW by the end of the 2012 school year.			
Action Step	Timeline	Person(s) Responsible	Evaluation
Identify appropriate organizations to perform building level assessments	June 2009	Building Principal	Completed list of identified organizations
Attend information sessions with regard to determined program of self-assessment	July 2009	Building Principal, School Based Planning Committee	Individuals attend and bring to the SBPC any and all pertinent information regarding the process and school needs for success
SBPC half day meeting to discuss items required Academic / Program / Curriculum that need implementation to find success	September 2009	Building Principal, SBPC	Identification of program needs before application process to ensure compliance
Develop school goals around items determined necessary for success with regard to areas in need	September 2009	Building Principal, SBPC	SBPC and Principal will create programs that are determined necessary for success.
Set implementation calendar for the school year, including PD days for SBPC	September 2009	Building Principal	Utilization of schedule and calendar that allows SBPC and Team Leaders to work on tasks related to external assessment
Professional Development provided to implement school goals	September 2009 – June 2010	Building Principal, SBPC, Service Learning Task Force	SBPC delivers effective PD during Faculty Meetings to ensure the success of school goals.
Survey Teachers, Parents, Board of Education members, and Administrators with regard to school program	September 2009 – March 2010	Building Principal	Results of survey examined and provided all constituents
Develop application packet designed to meet the needs of predetermined organization to provide assessment	April 2010 – May 2010	Building Principal, SBPC	Comprehensive application is developed and distributed to Superintendent for approval
Applications submitted to determined organizations	September 2010 - November 2011	Building Principal	Application on file with organization
Site visits scheduled by assessing organization	January 2011 -	Building Principal	Assessing organization visits building
Reports are developed and reviewed by all constituents	May 2011	Building Principal, SBPC, Administrative Team, BOE	Reports are shared and feedback allows for program development based on assessing organizations recommendations.
Based on outcomes of assessment, school goals are developed to ensure a	June 2012	Building Principal, SBPC	School goals reflect the recommendations of the assessing organization

comprehensive program is delivered			
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Required resources:

Release time for teachers

Building space for meetings

Funding for Professional Development

Goal Statement 2: Increase community involvement so that 25% of the population of parents and 10% of community members without children in the schools are volunteering on a regular basis, by the end 2013-2014 school year.			
Action Step	Timeline	Person(s) Responsible	Evaluation
Identify the needs that could be met by volunteers in both schools.	September – October 2010	School Principal	Completed list of identified needs to be met by school volunteers
Create a handbook for school volunteers	September - November 2010	Superintendent	Completed volunteer handbook
Identify a space in each building for volunteers to use for working, meeting and accessing school resources	December 2010	School Principal, School Business Administrator	Space identified in each school building
Initiate a recruitment process designed to identify school volunteers	January - February 2011	Instructional Technology & Communications Specialist	Newspaper articles, posters, website and mailings
Provide an orientation program for potentially interested school volunteers	March 2011	Superintendent, School Principals	Orientation agenda and list of attendees
Match committed volunteers with identified needs	April 2011	School Principals	List of matched volunteers with assignments
Complete preparation of a volunteer room in each school building	July 2011	School Principals, Business Administrator	Volunteer room containing necessary materials and resources
Implement training program for school volunteers	August 2011	School Guidance Counselors	Training manual, agenda, attendance record and results of evaluation forms
Implement training program for staff in roles and responsibilities of school volunteers	September 2011	School Guidance Counselors	Handouts, agenda, attendance records and results of evaluation forms.
Volunteers begin working in school setting	September 2011	Volunteers and staff members	Records of volunteer activities in schools
Identify new needs that could be met by volunteers in both schools.	December 2012	School Principal	Completed list of needs to be met by volunteers
Continue recruitment of volunteers	January – February 2012	Instructional Technology & Communications Specialist	Newspaper articles, posters, website and mailings
Provide an orientation program for potentially interested school volunteers	March 2012	Superintendent, School Principals	Orientation agenda and list of attendees
Conduct a recognition program and program evaluation for volunteers and	May 2012	Superintendent, School Principals	Results of program evaluation and newspaper article describing recognition

staff participating each school year.			activities
Implement training program for new school volunteers	August 2012	School Guidance Counselors	Training manual, agenda, attendance record and results of evaluation forms
Additional volunteers begin working in school setting	September 2012	Volunteers and staff members	Records of volunteer activities in schools

- Continue process described above through the 2013-2014 school year

Required resources:

- Volunteer management software
- Photocopying of volunteer handbooks
- Refreshments for orientation and training programs
- Recognition materials for school volunteers
- School guidance counselor - Summer time for training
- Miscellaneous supplies, materials and resources for “volunteer room”

Goal Statement 3: Implement all appropriate recommendations resulting from an external assessment of the academic programs at LDW by the end of the 2011-2012 school year.

Action Step	Timeline	Person(s) Responsible	Evaluation (Product)
Complete Registration form	March 2010	LDW Principal	Copy of Registration form
Submit Registration form to MSA- CES with check for \$300.00	March 2010	LDW Principal and Business Office	Copy of Registration form
Schedule visit when contacted by MSA-CES	Prior to June 2010	LDW Principal	Visit confirmation
Collect suggested documents: <ul style="list-style-type: none"> • Mission Statement & similar documents/statement of beliefs • Governance structure & Organization chart • Staff qualification & Job descriptions • Current license or other documents affirming legal status • Curriculum overview • Personnel handbook & sample performance reviews • Parent handbook • Promotional materials • Sample assessment of child learning • Information about finances, e.g., current budget, current financial review, current balance sheet 	March 2010 through one week prior to candidacy visit	LDW Principal B. Prowker K. LaFerrara	Copy of suggested documents
Submit Candidacy form when received from MSA-CES (due 1 week in advance of scheduled visit)	Prior to June 2010	LDW Principal	Copy of Candidacy form
Candidacy visit (1/2 day) Gain information on: <ul style="list-style-type: none"> • Accreditation • Self-Study Process • Process time line • Feedback – verbal (pending written recommendation) 	Prior to June 2010	LDW Principal B. Prowker	Representative from MSA-CES
Final written candidacy report to Middle States for review & final determination	Prior to September 2010	Candidacy visitor Planning Committee	Written report from MSA-CES
Final candidacy report and formal decision regarding candidacy (or denial)	Prior to September 2010	MSA-CES	Formal report and letter of formal offer or denial of candidacy.
Accept formal offer of candidacy and complete the Acceptance of Candidacy form	September 2010	LDW Principal Planning Committee LDW Staff	Acceptance of Candidacy form and become Candidate for Accreditation
Self Study Phase (compliance with MSA-CSE 12 Standards) <ul style="list-style-type: none"> • Create a timeline • Conduct Mission/Philosophy Study (Standard 1) • Conduct Community Study 	September 2010 – September 2012	LDW Principal Steering Committee Planning Committee LDW Staff	Documentation required from Alexandria Township School District

<p>(No Standard)</p> <ul style="list-style-type: none"> • Assess Standards covered by above studies • Make readily implemented improvements suggested by above studies • Develop a plan to achieve compliance with the Standard where compliance is not yet achieved • Write relevant sections of the self-study report • Conduct Student Services, Student Life, Student Activities Study (Standards 10 and 11) • Conduct Program Study (Standards 8 and 9) • Conduct Resources Study (Standards 4, 5, 7 and 12) • Conduct the Leadership, Climate, Organization Study (Standards 2 and 6) • Assess Standards covered by above Studies • Make readily implemented improvement from above studies • Develop a plan to achieve compliance with Standards where compliance is not yet achieved • Develop an Action Plan (Standard 3) • Conduct the School Improvement Planning Study (Standard 3) • Make readily implemented improvements suggested by above study • Develop a plan to achieve compliance with Standards where compliance is not yet achieved • Reassess compliance with Standards to assure they are met • Write relevant section of the Self-Study • Schedule a team visit with Middle States staff 			
<p>Year Two</p> <ul style="list-style-type: none"> • Finalize Self-Study report and Action Plan • Submit Self-Study report and Action Plan to Middle States and visiting team • Schedule and host a pre-visit with team chairperson • Host a team visit 	<p>September 2011-2012</p>	<p>LDW Principal Steering Committee Planning Committee LDW Staff</p>	<p>Documentation and Self-Study Report, Action Plan, team visit report</p>

Registration Fee \$300.00

Candidacy Visit – Fees are dependent on cost of transportation, meals and accommodations – payable at the end of the visit.

Pre-visit and team visit – Fees are dependent on cost of transportation, meals and accommodations –

payable at the end of the visit.

Additional Fees – Accreditation Flag

Communication – Publicize the achievement of receiving accreditation

Create a brochure to distribute to the community

Goal Statement 4:

By the end of the 2014-2015 school year students will be using digital tools and resources multiple times a day at the middle school and at least once a day in the elementary school to explore real-world issues, solve authentic problems and promote student learning and creativity. Emphasis is placed on applied learning that requires higher levels of student cognitive processing and in-depth examination of the content.

Action Step	Timeline	Person(s) Responsible	Evaluation
<p>Establish Technology Leader Academy –one teacher per team</p> <ul style="list-style-type: none"> • Meet for two days in summer for training on digital tools & infusion with curriculum* • Meet for one full day every other month during school year for professional** development & planning for team meetings • Tech leaders turnkey training with their team, designating one team meeting per week for technology staff development, lesson planning and sharing. 	<ul style="list-style-type: none"> • Contact staff end of year 2010 to join. • 2 days training in summer 2010, 2011, 2012 	<ul style="list-style-type: none"> • Organized by Instructional Technology Specialist 	<ul style="list-style-type: none"> • Staff feedback • Walkthrough evaluations • Observation/Evaluations
<ul style="list-style-type: none"> • Technology leaders create links to high quality digital content, resources and lesson plans aligned with our curriculum documents (online content sharing). <ul style="list-style-type: none"> ○ Teachers submit content to Tech Leader Academy for review before it is shared • Engage teachers in online collaboration to increase sharing outside of classroom walls and to increase support for special area teachers between buildings. 	<ul style="list-style-type: none"> • Summer 2010 • Updated/revisions made during school year as needed • 2011-2012 school year 	<ul style="list-style-type: none"> • Instructional Technology Specialist • Media Specialists (AMS, LDW) • Members of Technology Leader Academy 	<ul style="list-style-type: none"> • Completed documents on website
<p>Provide staff “Time to Learn, Practice, and Plan” at monthly staff meetings.</p>	<ul style="list-style-type: none"> • Plan with principals at end of each school year and in summer 	<ul style="list-style-type: none"> • Facilitators will include Instructional Technology Specialist, Media Specialists and members of Technology Leader Academy 	<ul style="list-style-type: none"> • Professional Development Evaluation filled out on My Learning Plan
<ul style="list-style-type: none"> • Provide staff development (in all areas) that models best practices in integrating higher-order thinking skills and engaged learning with the available digital tools and resources. 	<ul style="list-style-type: none"> • Meet with Professional Development Committee end of 2010 school year • Staff developers & Administrators trained on 	<ul style="list-style-type: none"> • Professional Development Committee • Instructional Technology Specialist • Curriculum Supervisor 	<ul style="list-style-type: none"> • Professional Development Evaluation filled out by teachers on My Learning Plan

<ul style="list-style-type: none"> • Course description will explain how technology will be used to enhance adult learning. 	<p>digital tools and resources available in the district (Summer & Admin meetings during school year)</p> <ul style="list-style-type: none"> • Staff Developers consult with Instructional Technology Specialist and other Technology Leaders in the planning of staff development during the summer and school years • Revise Professional Development Evaluation Form to include feedback on how technology use was modeled by the facilitator (Summer 2010) 	<ul style="list-style-type: none"> • Superintendent • Other staff members delivering staff development 	
<p>Teachers will increase student use of technology by including the following goals in their PIP 2010-2013.</p> <p>2010-2011: LDW: Teachers will develop an integrated technology unit with a LoTi level 3 or above. Each grade level will implement a variety of different web 2.0 tools so that each grade level can share their experience with the staff. For example, 3rd grade implements Skype for videoconferencing, 2nd grade participates in an online collaborative project, and 1st grade uses ePals to communicate with a school abroad.</p> <p>2010-2011: AMS: Teachers will explore new ways that students can use digital tools and resources at least once a day to explore real-world issues, solve authentic problems and promote student learning and creativity. Emphasis is placed on applied learning that requires higher levels of student cognitive processing and in-depth examination of the content. This may include refining/reworking current LoTi units to</p>	<ul style="list-style-type: none"> • During team time, Tech Leaders will offer coaching in integrating web 2.0 tools such as: <ul style="list-style-type: none"> • Webquests • Simulations • Wiki • Blog • Epals • Collaborative Projects • Real time data projects • Revise unit plan template to include technology component. (Summer 2010) • Tech Leaders will communicate “quick & easy” ways to integrate technology everyday. For example, every morning students can report on “This Day in History” by using Discovery Education 	<ul style="list-style-type: none"> • Instructional Technology Specialist • Technology Leaders • Teachers • Principal/Superintendent 	<ul style="list-style-type: none"> • Staff takes LoTi (Level of Technology Innovation) survey each year to show growth. The district-wide goals that will be measured by the LoTi survey: <ul style="list-style-type: none"> ➤ Move 32% of the staff members at Level 2 implementation of technology to a Level 4a. ➤ Move 68% of the staff members at Level 2 to Level 3. ➤ Move 100% of the staff members at Level 0 to Level 2. • Progress on PIP • Lesson plans/unit plans showing evidence of LoTi levels and technology implementation • Observations/Evaluations to report on progress toward these goals. • Teachers use LoTi walkthrough as a self-assessment

<p>increase the LoTi level and utilize new tools.</p> <p>2011-2012 LDW Teachers will explore new ways that students can use digital tools and resources at least several times a week to explore real-world issues, solve authentic problems and promote student learning and creativity. Emphasis is placed on applied learning that requires higher levels of student cognitive processing and in-depth examination of the content. This may include refining/reworking current LoTi units to increase the LoTi level and utilize new tools.</p> <p>2011-2012 AMS: Same as previous year except student use changes to “multiple times a day”.</p> <p>2012-2013 LDW: Same as previous year except student use changes to “at least once a day”.</p> <p>2012-2013 AMS continues to refine strategies for using technology “multiple times a day”</p>	<p>Streaming and sharing a video clip with the class. (2010-2013)</p> <ul style="list-style-type: none"> • End of year 2010-2011 Teachers share their experience with Tech unit at a staff meeting. 		
<p>Provide staff with “just in time” support in the classroom when implementing technology</p>	<ul style="list-style-type: none"> • Communicate with staff via email to call ext 254 with an emergency request in beginning of school year 2010 • Bob to carry a radio for more efficient communication of problems (Sept 2010) • Add a Systems Administrator 2012-2013 school year*** • Explore the possibility of having a dedicated Technology Coach at each building 2012-2013 	<ul style="list-style-type: none"> • Instructional Technology Specialist provides “emergency” support or dispenses technician to location • Media Specialists, Instructional Tech Specialist collaborates with teachers in the planning & implementation of technology lessons 	<ul style="list-style-type: none"> • Staff feedback during Team Leader Meetings • Staff Survey
<p>Require staff to BYOL (bring your own laptop) to meetings/staff development.</p>	<ul style="list-style-type: none"> • Begin in 2010-2011 school year 	<ul style="list-style-type: none"> • Principals, Superintendent 	<ul style="list-style-type: none"> • Technology survey in 2013 should show increase in Personal Computer Use (PCU)

RESOURCES NEEDED:

*Summer Training- Teacher Leader Academy, 9 teachers for 2 days, \$75/day=\$1350.00 per summer

**Substitute costs for 9 teachers 5 times per year=\$2880.00 per year

***Salary range \$55-\$65K; possibility of shared services with neighboring districts

Goal Statement 5: Increase the use of differentiated instructional strategies in classrooms (Learning style, choice and readiness) so that they are used for 75% of all of the daily classroom lessons by the end of the 2015 – 2016 school year.

Action Step	Timeline	Person(s) Responsible	Evaluation
Complete revisions to curriculum guides in all subject areas	June-July 2010	Curriculum Supervisor	Completed curriculum
Develop rubrics for specific strands in curriculum guides	July-August 2010	Curriculum Supervisor,	Completed rubrics for every subject area
Develop benchmark assessments (pre and post) for each core content area	July-August 2010	Curriculum Supervisor, Selected subject area teachers, Literacy Specialist	Completed benchmark assessments
Implement revised curriculum guides, rubrics and benchmark assessments	September 2010-June 2011	Curriculum Supervisor, School Principals	Teacher Observation, student performance
Identify staff personality types via Meyers-Briggs survey. Provide professional development on the topics of Personality Type and Communication and Change	½ of Staff Development Day #1	Superintendent	Staff understanding of individual personality type and appreciation of individual differences as strengths and/or possibilities.
Professional development for staff on Personality Type and Problem-Solving/Decision-Making and Conflict	½ of Staff Development Day #2	Superintendent	Assessment of Team Effectiveness
Professional development for staff on Personality Type and Learning and Teaming	½ of Staff Development Day #3	Superintendent	Assessment of Team Effectiveness
Selection of Cohort Members for Differentiated Instruction.	February - 2011	Administrative Team	12 cohort members representative of the various positions in the school district.
Initial two-day training of Cohort members	March - 2011	Curriculum Supervisor	Training agenda and Evaluation of Training
Implementation Year for Cohort #1 – Monthly ½ day meetings to provide support, celebration, coaching and problem-solving	September 2011 – June 2012	Curriculum Supervisor	Training agenda and Evaluation of Support Sessions. Implementation data collected via walkthrough observations and lesson plans.
Implementation of assessment tool for identifying student learning styles – MMTIC for Children.	September 2011	Superintendent	Every student will have their learning profile identified and every teacher will have access to that profile.
Initial Training for Cohort #2	March 2012	Curriculum Supervisor	Training agenda and Evaluation of Training
Implementation Year for Cohort #2 – Monthly ½ day meetings to provide support, coaching, celebration and problem-solving	September 2012 – June 2013	Cohort Leaders	Training agenda and Evaluation of Support Sessions. Implementation data collected via walkthrough observations and lesson plans
Initial Training for Cohort #3	March 2013	Curriculum Supervisor	Training agenda and Evaluation of Training
Implementation Year for Cohort #3 – Monthly ½ day meetings to provide support, coaching, celebration and problem-solving	September 2013 – June 2014	Cohort Leaders	Training agenda and Evaluation of Support Sessions. Implementation data collected via walkthrough observations and lesson plans
Initial Training for Cohort #4	March 2014	Curriculum Supervisor	Training agenda and Evaluation of Training
Implementation Year for Cohort #4 – Monthly ½ day meetings to provide support, coaching,	September 2014 – June 2015	Cohort Leaders	Training agenda and Evaluation of Support Sessions. Implementation data collected via walkthrough

celebration and problem-solving			observations and lesson plans
Initial Training for Cohort #5 – All remaining staff members	March 2015	Curriculum Supervisor	Training agenda and Evaluation of Training
Implementation Year for Cohort #2 – Monthly ½ day meetings to provide support, coaching, celebration and problem-solving	September 2015 – June 2016	Cohort Leaders	Training agenda and Evaluation of Support Sessions. Implementation data collected via walkthrough observations and lesson plans

Resources Required:

1. Summer professional development for curriculum guides, rubrics for strands & benchmark assessment development - \$18,000
2. On-line administration of MMTIC for Children - \$9.00 per child.
3. Training for one staff member in the administration and interpretation of the MMTIC for Children - \$2,000
4. Substitute teachers for staff development during the school year - \$9,600 per year
5. Professional development supplies and materials - \$50 per staff member - \$4,000
6. Professional development supplies and materials, presenter - \$1,000

Goal Statement 6: Measurably increase the enthusiasm of all students in their attitudes towards reading by the end of the 2013 – 2014 school year.

Action Step	Timeline	Person(s) Responsible	Evaluation
LDW- In accordance with established reading research, we will utilize best practices to update and expand the LDW Library media collection. These acquisitions will support the new curriculum and increase student engagement.	September 2010 & Ongoing	<ul style="list-style-type: none"> • Librarian • Principal 	<ul style="list-style-type: none"> • Collection Analyses
LDW-Reading Program Services: Purchase an online module of the Follett Destiny Library system <ul style="list-style-type: none"> • RPS helps guide each student to their optimal reading zone by reading level, • Students spend less time searching for appropriate material and more time reading books • Teachers can easily assign books that support individualized, differentiated instruction. • Aligned with the Lexile reading measure. This scale will be cross-referenced with the Developmental Reading Assessment (DRA) level for each student. 	September 2010 & Ongoing	<ul style="list-style-type: none"> • Librarian • Principal • Literacy Coach • Classroom Teachers 	<ul style="list-style-type: none"> • Collection Analyses • Increased number of books read
LDW- We will administer the "Elementary Reading Attitude Survey" to students in first through third grades during two successive school years.	June 2010 & June 2011	<ul style="list-style-type: none"> • Supervisor of Curriculum and Instruction • Classroom Teachers 	<ul style="list-style-type: none"> • We will analyze the survey data for comparison between the two school years. We will employ this information to further articulate the goal statement.
LDW- We will maintain the Read Across America program to increase	Annual program: October to March 2010 &	<ul style="list-style-type: none"> • Supervisor of 	<ul style="list-style-type: none"> • Data Collection for comparison

the number of reading minutes.	Ongoing	Curriculum and Instruction <ul style="list-style-type: none"> • Classroom Teachers 	
LDW- Institute the Sustained Silent Reading program from April to June to increase the number of reading minutes.	Annual program: April to June 2010 & Ongoing	<ul style="list-style-type: none"> • Supervisor of Curriculum and Instruction • Classroom Teachers 	<ul style="list-style-type: none"> • Data Collection for comparison

<p>LDW- We will initiate the Book Bags to Go Program</p> <ul style="list-style-type: none"> • We will facilitate Teacher Review Committee for the Book Bags to Go Program. The committee will include one member from each grade level team. • We will facilitate a parent workshop • We will introduce the Book Bags to Go Program at a staff meeting. 	<p>September 2010</p>	<ul style="list-style-type: none"> • Literacy Coach • Classroom Teachers • Literacy Coach, LDTC, Librarian • Literacy Coach, Librarian 	<ul style="list-style-type: none"> • Completed Student Reading Logs and Activities • Teachers will review materials to determine the appropriateness of selections for their grade level and students' reading levels.
<p>LDW- LIVE: The Morning Show- We will initiate a new segment of the program called "Genre of the Month," where student presenters will promote the featured genre and share their book.</p>	<p>October 2010</p>	<ul style="list-style-type: none"> • Technology Teacher • Librarian • Literacy Coach • Classroom 	<p>Classroom teachers' observation of reading behaviors during class.</p>
<p>LDW- We will host an annual author visit</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Literacy Coach 	<p>Evaluation data-teachers' and students surveys</p>
<p>LDW- We will maintain the Literary On-Line Journal</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Librarian • Literacy Coach 	<p>Number of published student works</p>
<p>LDW- Increase our student writing submissions to outside publications. For example, local newspaper and literary journals</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Classroom Teachers, Librarian, Literacy Coach 	<p>Number of published student works</p>
<p>LDW- Third Grade Character Education Reading Program- The PTA will recognize students who read books from this collection with a reward for reaching their goals.</p>	<p>Spring, commencing 2010</p>	<ul style="list-style-type: none"> • PTA Character Ed. Committee • Librarian 	<p>Number of books read by third grade students</p>
<p>LDW- Summer Reading Program- We will promote record-keeping of student reading in online logs and open the</p>	<p>2011</p>	<ul style="list-style-type: none"> • Librarian 	<p>Student logs, library use statistics, and post-program survey.</p>

library for four nights throughout July and August.			
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Book Bags to Go Program – This themed program contains a book and related artifacts. The bag travels with each student from school to home. Parents and caregivers are encouraged to read to and with their child. These fun, educational activities are to be completed at home with parental support. A parent workshop will be held at the beginning of each school year. The workshop will focus on teaching strategies to parents that will promote an enthusiasm for reading. Prior to the parent workshop, classroom teachers will have the opportunity to choose the appropriate books and activities for their grade level.

Genre of the Month –The Genre Wheel will be displayed in the Library to generate a greater awareness of the variety of genres in literature. When students choose their books, they will be encouraged to diversify their book selections throughout the year.

Literary Journal – Selected students in grades two and three learn about the different types of writing as they produce finished products for publication. The student writers regularly contribute to our local newspapers and the school newsletter. Newspaper personnel are invited to visit our school in order to share their craft and stimulate interest in careers in journalism.

Author's Visits – These visits will encourage and motivate students to become comfortable with the writing, editing, and creative processes.

Resource	Possible Funding Sources	Cost
Author Visit	<ul style="list-style-type: none"> • ATEF • PTA • School Budget 	\$1,000.00
Book Bags to Go Program with Library Copies	<ul style="list-style-type: none"> • HIPP Grant • ATEF Grant • School Budget 	\$4,200.00
Follett Destiny Library System- Reading Program Services	<ul style="list-style-type: none"> • School Budget, IDEA Funds 	Initial Fee \$700.00 Annual Fee \$200.00
Library Collection Development	<ul style="list-style-type: none"> • School Budget 	Emergency Annual Book Budget of \$10,000 for Three Years to Become \$6,500 Annually Thereafter (This is only the book budget. Other library expenses should be budgeted for accordingly.)
Summer Reading Online Log	<ul style="list-style-type: none"> • School Budget 	\$400 Annually
Summer Reading Librarian Salary	<ul style="list-style-type: none"> • School Budget 	\$400 Annually for Twelve Hours

AMS

Goal Statement: Measurably increase the enthusiasm of all students in their attitudes towards reading by the end of the 2013 – 2014 school year.			
Action Step	Timeline	Person(s) Responsible	Evaluation
1. AMS- Administer the Elementary Reading Attitude Survey to students in grades 4-5 and the Mikulecky Behavioral Reading Attitude Measure to students in grades 6-8 to determine if there is a need for student improvement and the possible extent of the need.	June 2010	Supervisor of Curriculum & Instruction with Classroom Teachers	Test data.
2. AMS- Rearrange schedule to include thirty minutes two times per week for Sustained Silent Reading of free choice materials (and no other activity choices).	September 2011	Principal, Teacher Teams (to determine where the 60 minutes will come from each week)	Student logs and teacher observations.
3. AMS- Administer professional development opportunities for teachers regarding SSR programs research and practice.	Summer 2011	Reading Specialist	Program evaluations by teachers.
4. AMS- Begin before- or after-school book club to meet once monthly for grades 4-6 and once monthly for grades 7-8 (2 programs per month).	October 2010	Librarian	Program attendance data.
5. AMS- Begin full student choice summer reading program to include online reading logs and four open library nights throughout July and August.	July 2010	Librarian	Student logs, library use statistics, and post-program surveys.
6. AMS- Begin literature circles in a moderated online environment.	July 2010	Librarian	Posting data volume and content.
7. AMS- Repair library collection to reflect students' interests	Ongoing	Librarian and Principal	Annual collection analyses and budget data.

through consistent management and funding.			
8. AMS- Promote county library resources to students and their families through bookmobile and HCL staff visits.	Ongoing	Librarian with HCL Staff	Number of library cards issued and event attendance.
9. AMS- Repeat the Elementary Reading Attitude Survey to students in grades 4-5 and the Mikulecky Behavioral Reading Attitude Measure to students in grades 6-8 to determine possible program outcomes.	September 2012	Supervisor of Curriculum and Instruction with Classroom Teachers	Test data.
10. AMS- Begin hosting Skype author visits to classes or the book club.	September 2012	Librarian, Classroom Teachers	Number of visits and student reflections.
11. AMS- Collaborate with local bookstores and libraries to coordinate an annual in-person author visit.	October 2013	Librarian	Number of visits and student reflections.

Required Resources

1. Paper to print tests, possible testing fees. The ERAS seems to be a free test to use. The cost of the MBRAM is not known.
2. Possible additional compensation to teachers if their schedule is increased.
3. None.
4. Books at \$12 each per student (about \$1920 for 10 students per group October - May). Books will then circulate for online literature circles. Compensation for additional extracurricular staffing (about \$540 for an additional 16 hours).
5. Compensation for a librarian to staff the library for 3 hours every other week for 8 weeks (about \$400 for an additional 12 hours). Compensation for custodial staff to have building open (unknown).
6. None. A few multiple copies of certain titles are already in the library. Additional titles for literature circles have already been ordered. Titles to be added in the future should be incorporated into the annual library book budget.
7. Emergency funding of the library book budget at \$12,500 annually for three years to be eventually reduced to a sustenance budget of \$8,500 annually. (This is only the book budget. Other library expenses should be budgeted for accordingly.)
8. None.
9. Paper to print tests, possible testing fees. The ERAS seems to be a free test to use. The cost of the MBRAM is not known.
10. Software and the first 15 minutes of a visit are usually free. Extended visits are approximately \$150 per hour.

11. Popular author visits are often \$800-1200 for a full day of presentations and workshops. This cost may be split to accommodate a half-day with another local school, library, or bookstore.

NOTE February 26, 2010: The MBRAM appears to be unavailable. We may consider using the ERAS for all AMS students. The Librarian is still exploring other potential assessments and their affordability.

**APPENDIX A – Organizational History and Profile
Developed during Meeting #1**

Recent Major Historical Events Impacting on the School Today

Year	Positive	Negative
2008-2009	<ul style="list-style-type: none"> • Large number of non-tenured staff members • Implementation of Responsive Classroom. • SMART Boards in every classroom. • Implementation of new curriculum 	<ul style="list-style-type: none"> • Budget Defeat • Turnover on School Board
2007-2008	<ul style="list-style-type: none"> • Policy Revisions • Increased emphasis on in-district professional development opportunities • Increased focus on mentoring of new staff • Increased attempts at communication with the community • Implementation of inclusive preschool program 	<ul style="list-style-type: none"> • Delaware Valley Corruption Scandal • Budget defeat
2006-2007	<ul style="list-style-type: none"> • Change in administration 	<ul style="list-style-type: none"> • Budget defeat
2005-2006	<ul style="list-style-type: none"> • Established class for students with multiple disabilities • Change in administration • Establishment of peer leadership program & new schedule 	<ul style="list-style-type: none"> • Lockdown • Retirement of long-time board member
2004-2005	<ul style="list-style-type: none"> • AMS addition • Change in administration 	<ul style="list-style-type: none"> • Budget defeat

Who We Are.....

We are an organization consisting of 625 pre-k to grade 8 students and approximately 100 staff members. Alexandria Township is a rural, conservative community. The students are well-behaved and come from varied economic levels. However the majority of students are white, Christian, and come from an upper middle class background.

Our primary stakeholders are the community members of Alexandria Township.

What our stakeholders want from the school system includes:

- A safe and nurturing environment for children
- A strong academic program
- Opportunities to be informed and involved
- Demonstration of fiscal responsibility

Our culture & values include:

- Pride in our school & community
- Desire to maintain respect for the history of the organization
- Commitment to our students
- Encouragement of the professional development and improvement of staff
- Being polite to colleagues

We are unique because of...

- Our large percentage of staff members with three years or less in the school district.
- Our large percentage of administrators that have joined the organization during the past five years.
- We are not currently driven by the need to improve test scores.

APPENDIX B – SWOT ANALYSIS
Developed During Meeting #2

Strengths

- ❖ Growing professional development
- ❖ Technology improvements
- ❖ Strong core of teachers with experience and enthusiasm
- ❖ Administrative direction/new superintendent
- ❖ Students are happy
- ❖ Great kids in district (morally, academically)
- ❖ Curriculum development – good foundation

Weaknesses

- ❖ Lack of community support/understanding
- ❖ Limited fund-budget defeats
- ❖ Communication/miscommunication
- ❖ Confidentiality
- ❖ Professionalism

External Threats

- ❖ Consistent budget defeats
- ❖ Misinformation – gossip
- ❖ Lack of community interest (consistency)
- ❖ Economy – lower tax base
- ❖ Rises in costs (ex: busing)

External Opportunities

- ❖ Build upon the engaged community
- ❖ Partnerships with other educational institutions, professionals, businesses and public institutions (globally)
- ❖ Changes in Technology