

## School Improvement Plan – Part A Overview

School	<u>Colgan Alternative Center</u>	Principal	<u>Debbie Sisco</u>	Date	<u>June 1, 2008</u>
7 <sup>th</sup> Day Enrollment	07-08_____	08-09_____	09-10_____	10-11_____	11-12_____
% Free/Reduced Lunch	07-08_____	08-09_____	09-10_____	10-11_____	11-12_____

**Describe the primary focus of the school improvement efforts for the current school year.** This school year we began having the secondary teachers study in weekly PLC groups. We also began the journey into Positive Behavior Interventions and Supports.

**Describe the primary focus of the school improvement efforts for the upcoming school year.** During the 2009-2010 school year, our elementary teachers will move away from Reader’s Writer’s workshop study and into Inquiry. Secondary will continue to study in their content areas.

Our two fold big focus for next year will be data collection and analysis and continued efforts toward implementation of PBIS at the universal level.

**Please attach an organizational flowchart of your school’s governance structure used to update the SIP.**

No.	SIP Measurable Objectives One must be toward student achievement	MSIP Standard Correlation	Number(s) of BOE Goal
I	The number of students scoring at proficient or above in the content areas will increase by 2% per year with no more than a 5% gap between our black and white students as measured by district benchmark scores, MAP data, SRI and DRA tests.	MSIP Standards 6.2, 6.3, .6.4, 6.7	BOE Goals# 1,2,3
II	60% of students at the Colgan Alternative Center will graduate, remain persisting toward graduation, or make a positive transition back to their home schools or less restrictive environments as measured by passing grades, school surveys, discipline referrals, or number of students graduating.	MSIP Standards 6.5, 6.6, 7.1, 7.5	BOE Goals # 1, 2
III	The Colgan Alternative Center will achieve a 92% attendance rate.	MSIP Standard 6.5	BOE Goal #1

## School Improvement Plan – Part B Objectives – Strategies – Action Steps – PD Plan

School Colgan Alternative Center Updated for school year 2008-09

No.	SIP Objective (One objective per page.)	MSIP Standard Correlation	Number(s) of BOE Goals
1	The number of students scoring at proficient or above in the content areas will increase by 2% per year with no more than a 5% gap between our black and white students as measured by district benchmark scores, MAP data, SRI and DRA tests.	MSIP Standards 6.2, 6.3, 6.4, 6.7	BOE Goals 1,2,3

## Progress Measures

Year	Baseline 2008	Progress (2008-09)	Target	Target Met	Target Not Met
2007-2008	SRI 45% EOY Writing: Level 3: 24% Level 4: 0% MAP: Proficient: 4% Advanced: 5% % black in bottom 2 Math: 100% % white in bottom 2 Math: 90% % of black in upper 2 Math: 0% % of white in upper 2 Math: 10% % of black in bottom 2 Com Arts: 93% % of white in bottom 2 Com. Arts: 92% % of blacks in upper 2 Com Arts: 7% % of whites in upper 2 Com Arts: 8%	SRI EOY Writing MAP: Proficient: Advanced: % black in bottom 2: Math: % white in bottom 2 Math: % black in upper 2 Math: % white in upper 2 Math: % black in bottom 2 Com Arts: % white in bottom 2 Com Arts: % white in bottom 2 Com. Arts: % black in upper 2 Com Arts: % white in upper 2 Com. Arts:	SRI 47% EOY Writing Level 3: 26% Level 4: 0% Map: Proficient: Advanced:		
2008-2009	SRI 37%	-8%	47%		X

<b>No.</b>	<b>School Strategies</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
1-A	Incorporate Reader's / Writer's Workshop into all Communication Arts classrooms at the Colgan Center.	Building P.D. funds	D. Sisco Com. Arts staff	August, 2008	May, 2009 ongoing
1-B	Provide Guided Reading to all students in the elementary level classrooms as a part of their Reader's Workshop.	Program supply funds	Elementary teachers	September, 2008	May, 2009 ongoing
1-C	Teachers will study content-specific material related to inquiry and essential questions through weekly job-embedded professional development and attendance at workshops / conferences.	Building P.D. funds	Building teachers D. Sisco	August, 2008	May, 2009 ongoing
1-D	Raise staff awareness of sub-group data in the areas of academics, attendance and discipline.	No funding needed	Leadership Team	September, 2008	May, 2009 ongoing
1-E	Increase the amount of personalized attention given to students from faculty.	No funding needed	Colgan Center Staff	September, 2008	May, 2009 ongoing
1-F	Begin a student leadership team consisting of students from the middle and high school programs.	Program supply budgets	D. Sisco Leadership team	September, 2008	May, 2009 complete

## Action Steps

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
Provide professional development to all secondary language arts staff regarding the implementation of reading strategies in the Reader’s and Writer’s Workshop model through book study of the book, “Strategies That Work, 2 <sup>nd</sup> edition” by Harvey & Goudvis, studies of student work and lesson plans, and site visits to classrooms in other schools. Two members of the Secondary Com. Arts team will attend district-wide in-services at the middle and high school level to acquire and disseminate information to the Com. Arts PLC group.(Student notebooks, student work, teacher lesson plans, benchmark scores, SRI scores)	1A-1	Building P.D. funds	D. Sisco	September, 2009	May, 2010
Build classroom libraries in all classrooms at the Colgan Center. (Student notebooks, student work, benchmark data, student skills checklist)	1A-2	Safe Schools Grant Program supply budgets	D. Sisco	September, 2009	May, 2010
Purchase “Step-Up-To Writing” materials for 9 / 10 grades and incorporate Step-Up into the format of the Writer’s Workshop model.	1A-3	Program Supply Budget	D. Sisco	September, 2008	May, 2008 (complete)
Provide professional development to all staff regarding reading and writing across the curriculum and student writing of Constructed Response. (Student notebooks, student work, teacher lesson plans, benchmark scores, SRI scores)	1A-4	Building P.D. Funds	D. Sisco	September, 2009	February, 2009 (complete)

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
Provide weekly job-embedded professional development to all elementary level staff regarding the implementation of Guided Reading, student work study, and the target of G.L.E.'s in the areas of reading and writing. (Student work, SRI scores, DRA scores, Student skills checklist)	1B-1	Building P.D. funds	D. Sisco	September, 2008	May, 2009 (complete)
Implement Guided Reading into all elementary level classrooms at the Colgan Center. (Student work, SRI and DRA scores)	1B2	Program supply budgets	Elementary teachers	September 2008	May 2009 (ongoing)
Research and purchase materials for Guided Reading implementation in the elementary classrooms. (Student work, SRI and DRA scores)	1B-3	Program supply budgets	Elementary teachers D. Sisco	September, 2008	May, 2008 (ongoing)
Monitor the implementation of Guided Reading through administrative and collegial walk-throughs, student notebooks, and principal review of teacher lesson plans bi-weekly. (Student work, SRI and DRA scores)	1B-4	No funding needed	D. Sisco	September, 2008	May, 2009 (ongoing)
Provide weekly job-embedded P.D. in the content areas related specifically to inquiry and essential questions.	1C-1	Building P.D. budget	D. Sisco Classroom teachers	September, 2008	May, 2009 (ongoing for secondary, initial implementation for elementary)

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
The administrative team will compile a weekly data report regarding academic data and disseminate this data to staff. Building administration will review data with staff and guide the staff through the evaluation of the data as a formative tool during early-out, in-service days, PLC meetings, and individualized conferences with teachers. (Student attendance report, SRI, DRA, benchmarks, MAP & EOC data)	1D-1	No funding needed	Building leadership team	September, 2008	May, 2010
Staff will develop individualized academic plans for any student receiving a grade less than a “C” in any class. (Student grades, SRI scores, benchmark scores, MAP scores)	1D-2	No funding needed	Program staff	September, 2008	May, 2009 (ongoing)
Assign a staff mentor to each student upon intake. (Mentor assignment list)	1E-1	No funding needed	Building Leadership Team	September, 2008	May, 2009 (ongoing)
Staff mentors will make contact one time per week with each of their assigned students to discuss attendance, academics, and behavior. (Student grades, SRI scores, benchmark scores, MAP scores, attendance data, discipline by office referrals, ISS and OSS)	1E-2	No funding needed	Building Leadership Team	September, 2008	May, 2009 (ongoing)
Develop and train a student leadership team with student subgroup representation. Train the students using Search Institute’s student leadership materials. (Meeting / training notes)	1F-1	Program supply budgets	Building Leadership Team	October, 2008	May, 2009 (ongoing)

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
Share student sub-group information with the student leadership team and gain student input into solutions to increase student performance. Have students develop a building student plan. (Student grades, SRI scores, benchmark scores, MAP scores, attendance data, discipline by office referrals, ISS and OSS)	1F-2	Program supply budget	Building Leadership Team	October, 2008	May, 2009 (ongoing)

**Professional Development Plan  
PD Activities to Accomplish Strategies & Action Steps**

<b>Date</b>	<b>Name of Activity</b>	<b>Description</b>	<b>Budget Projection &amp; Funding Source</b>	<b>PD Implementation Evaluation</b>
Weekly throughout the school year	Secondary job-embedded P.D. (Language Arts)	Secondary language arts teachers will meet weekly to develop lesson plans, study student work, target and develop plans to teach the specific GLE's and study the book "Strategies That Work 2 <sup>nd</sup> edition" by Harvey & Goudvis to target specific strategies for in-depth study over the course of the next 3 years.	\$300.00 for supplies \$200.00 for books Building P.D. budget	Student notebooks, student work, teacher lesson plans, benchmark scores, SRI scores Team generated calendar of strategies study

<b>Date</b>	<b>Name of Activity</b>	<b>Description</b>	<b>Budget Projection &amp; Funding Source</b>	<b>PD Implementation Evaluation</b>
Weekly throughout the school-year	Secondary job-embedded P.D. (Math & Science) Elementary job embedded PD (Science)	Staff will meet weekly in the content areas to develop lesson plans, study student work, target and develop plans to teach to specific GLE's, and study the concept of inquiry in the content areas. Staff will study the book, "Inquiry Circles in Action" by Harvey & Daniels.	\$600.00 for supplies and books Building P.D. budget Dollars as approved for workshop / conference attendance Building P.D. budget	Student notebooks, student work, teacher lesson plans, benchmark scores, MAP data EOC data, administrative walk-through log
Weekly throughout the school-year	Secondary job-embedded P.D. (Social Studies)	Secondary social studies staff will study the implementation of Problem Based Learning through site visits to other schools, shared lesson plans, and study of the book "Problem Based Learning, An Inquiry Approach, 2 <sup>nd</sup> edition" by John Barell.	\$200 books \$400 subs for site visits \$300 supplies	Student work Administrative walk-throughs EOC scores Lesson plans
District-wide P.D. dates	Secondary P.D. attendance	One representative from each secondary content area will attend district-wide P.D. sessions and bring that information back to their PLC teams.	No budget needed	Student work Teacher lesson plans Benchmarks EOC scores

Date	Name of Activity	Description	Budget Projection & Funding Source	PD Implementation Evaluation
October 15 November 19 January 4 March 4	Data analysis and planning	Staff will study how to formatively use data to make decision, study building academic and behavioral data and make data based decisions regarding building-wide interventions for academic and behavioral progress.	\$500 materials Building P.D. funds \$500 stipend for Zach Coughlin to plan for presentations	Student grades, SRI scores, benchmark scores, MAP scores, attendance data, discipline by office referrals, ISS, and OSS.

**Principal Comments:** This year the elementary teachers will move away from Reader’s and Writer’s Workshop as their “big wheel” of study and begin to tackle the concept of Inquiry Learning.

One of our weakest areas is in that of using data formatively to make decisions at the school. Making data based decisions and having the staff learn how to take data appropriately are the big wheels of study for our P.D. days.

## School Improvement Plan – Part B Objectives – Strategies – Action Steps – PD Plan

School Colgan Alternative Center Updated for school year 2008-09

No.	SIP Objective (One objective per page.)	MSIP Standard Correlation	Number(s) of BOE Goals
2	60% of students attending the Colgan Alternative Center will graduate, remain persisting toward graduation, or make a positive transition back to their home schools or less restrictive environments as measured by passing grades, school surveys, discipline referrals, or number of students graduating.	MSIP Standards 6.6, 7.1, 7.5	BOE Goals 1,2

### Progress Measures

Year	Baseline 2008	Progress	Target	Target Met	Target Not Met
2007-2008	Graduates: 46 (17%) Persisting: 128 (47%)		60%		
2008-2009	Graduates: 27 (10%) Persisting: 125 of 266 total (47%)				? We do not have the numbers from Ruth Huston
2009-2010					

<b>No.</b>	<b>School Strategies</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
2-A	Provide a school-wide system of positive behavior supports as a means to provide students and their families with a positive school experience conducive to student academic and social growth.	Program supply budgets Title II funds Building P.D. Funds	D. Sisco Building PBIS Cadre Team	September, 2009	Ongoing
2-B	Increase positive parental involvement in student academic, behavioral, and social progress by 10% per year.	Program Supply budgets	Colgan Center staff	September, 2009	Ongoing
2-C	Increase student use of pro-social skills and positive conflict resolution.	Program supply budgets	Colgan Center staff	September, 2009	Ongoing
2-D	Incorporate service learning into all secondary grade levels.	Heartland Health Grant Program supply budgets	D. Sisco D. Lawrence	September, 2009	May, 2010

## Action Steps

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
<p>Staff will complete in-service training regarding an overview of positive behavior supports and create a five year time line for PBIS implementation. (Components: Functional Behavior Assessment, data study and evaluation in planning behavioral and academic intervention, enhancing quality of life, teaching / encouraging desirable behaviors, supporting caregivers, managing crisis situations, individualized interventions for difficult behavior) (Student discipline reports, juvenile referrals, suspensions)</p>	2-A 1	Building P.D. funds	D. Sisco Building Leadership Team	September 17, 2008 January 20, 2009	May, 2009 (ongoing)
<p>Staff at the Colgan Center will make referrals to the FBA team for any student receiving more than 5 office referrals and / or two juvenile referrals for repeated problematic behavior. (Student discipline reports, juvenile referrals, suspensions)</p>	2A-3	No funding needed	Colgan Center Staff	August, 2008	May, 2009 (ongoing)
<p>Staff will complete in-service training regarding the 40 Developmental Assets. Staff will choose the assets deemed appropriate for the building and create an implementation plan for asset building. (Student discipline reports, juvenile referrals, suspensions, student and parent surveys, number of students returned to their home schools or graduating)</p>	2A-4	Building P.D. funds	D. Sisco C. Becker	August, 2008	May, 2009 Complete

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
Send home parent monthly newsletters that inform parents of current academic and social skills lessons, upcoming testing, upcoming school events, and tips for at-home assistance. (Copies of newsletters, parent attendance at school functions, parent surveys)	2B-1	No funding source needed	Building Leadership Team	August, 2008	May, 2009 (ongoing)
Plan and provide at least 4 parent social events per year. (Parent attendance at school functions, parent satisfaction surveys)	2B-2	Program supply budgets	Building social committees	August, 2008	May, 2009 (ongoing)
Make bi-weekly phone calls home to discuss student progress, concentrating on student strengths. (Phone logs, parent satisfaction surveys)	2B-4	No funding needed	Colgan Center Staff	September, 2008	May, 2009 (ongoing)
Host monthly "Parents for Lunch" Day. (Parent attendance, parent satisfaction surveys)	2B-5	No funding needed	Colgan Center Staff	September, 2008	May, 2009 (ongoing)
The Colgan Center will host the monthly parent support group sponsored by "Circle of Hope." (Parent attendance, parent satisfaction surveys)	2B-6	No funding needed	D. Sisco	June, 2008	May, 2009 (ongoing)
The leadership team will meet each April with parents from the program to receive input from parents regarding how the school can best meet the needs of students and families. (Parent attendance, parent satisfaction surveys)	2B-7	Program supply budgets	D. Sisco	April 16, 2009	April 16, 2010 (ongoing)

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
Certify all staff in the use of the MANDT Crisis Management program. (Staff must pass all written and physical tests by 100%)	2C-1	Trainer stipend & food paid by Special Services budget \$300.00 supplies Building P.D. funds	Denise Buersmeyer Deb Sisco Deb Lyons	August, 2008	January, 2010 (All staff must certify annually)
Initiate the use of the “Second Step” and “Skillstreaming” curriculums in the building’s 9/10 program. (teacher lesson plans, administrative walk-throughs, student suspensions, office referrals)	2C-2	Building Supply funds	D. Sisco 9 / 10 teachers	August, 2008	May, 2009 (complete)
In-service all new staff on the implementation of the “Second Step” and “Skillstreaming” curriculums and the PBIS behavioral matrix. (office referral data, administrative walk-throughs, ISS, OSS)	2C-3	Building P.D. funds	D. Sisco	August, 2010	August, 2010 (ongoing)
Develop a school-wide scope and sequence for the delivery of “Second Step” and “Skillstreaming” curriculums as well as lessons tied to the school PBIS behavioral rubric (Completed scope and sequence document for elementary, middle, and high school)	2C-4	No funding needed	D. Sisco PBIS Cadre	August, 2009	May, 2010

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
PBIS team will complete training by attending the national PBIS conference in Chicago and the International conference in St. Louis. PBIS coach and building principal will attend coach's training with the Northwest RPDC.	2C-5	Title II	D. Sisco Z. Coughlin PBIS Cadre	October, 2009 March, 2010	May, 2010
PBIS team will write and implement an action plan for Tier 1 PBIS interventions school-wide.	2C-6	No budget needed	PBIS Cadre	August, 2009	May, 2010
Staff at the Colgan Center will use formative data to drive decision making regarding school climate and discipline.	2C-7	No budget needed	PBIS cadre Z. Coughlin	August, 2009	May, 2010
The Colgan Center will initiate the use of the SWIS program to gather and evaluate behavioral data throughout the building. (SWIS is recommended by DESE)	2C-8	Program supply budgets	D. Sisco Z. Coughlin PBIS Cadre	August, 2009	May, 2010
Students in grades 7-10 will attend the Empower Plant and develop and carry out a service learning project.	2D-1	Heartland Health Grant? Program supply budget	D. Sisco D. Lawrence	September, 2009	May, 2010
Building administration will develop a plan for implementation of service learning for students in grades 11 & 12.	2D-2	No budget needed	D. Sisco Z. Coughlin J. Schlange	September, 2009	May, 2010

**Professional Development Plan  
PD Activities to Accomplish Strategies & Action Steps**

<b>Date</b>	<b>Name of Activity</b>	<b>Description</b>	<b>Budget Projection &amp; Funding Source</b>	<b>PD Implementation Evaluation</b>
Monthly throughout the school year	Behavior Intervention Training	The morning “all staff” meetings will concentrate on teaching staff specific strategies to manage problematic behaviors in their classroom and non-classroom areas of the school.	\$300 Stipend for Debbie Lyons for planning. Building PDC Funds	Office discipline referrals OSS ISS Attendance data
August 14&15, 2009 November 16, 17, 18, 19	Mandt Crisis Management Training	Staff will certify in crisis management training and physical intervention strategies needed to manage students with problematic or dangerous physical behaviors.	\$300 materials and supplies \$300 snacks / drinks for training	Staff must pass all Mandt tests at 100% accuracy to receive certification.
Throughout the 2009-10 school year	PBIS Coach and administrator training	The Colgan Center’s internal PBIS coach and administrator will attend training sessions with the Northwest RPDC coach.	\$500 registration Title II	Office discipline referrals OSS ISS Attendance data
Twice monthly throughout the school year	PBIS Cadre Meetings	The PBIS cadre will meet to write and monitor implementation of the PBIS action plan as well as review behavioral data monitored through the plan.	\$300 materials and supplies \$200 snacks / drinks for after school meetings.	Office discipline referrals OSS ISS Attendance data

Date	Name of Activity	Description	Budget Projection & Funding Source	PD Implementation Evaluation
October 2009 March 2010	PBIS Conference attendance	The PBIS cadre and building administrator will attend the national PBIS conference in Chicago and the international PBIS conference in St. Louis for further training on implementation of PBIS.	Estimated \$3,500 Travel, lodging, food Estimated \$1,200 registration	Office discipline referrals OSS ISS Attendance data

**Principal Comments:**

We have joined hands with DESE and the Northwest RPDC to guide us through our implementation of PBIS. The PBIS cadre attended the Missouri PBIS Summer Institute and came away from the event with a plan in place to begin implementation of the concepts we learned this past school year. We surveyed staff prior to the close of the 2008-09 school year to identify areas of need regarding building climate and discipline concerns and will use that data to develop our PBIS action plan.

We are hoping to receive the Heartland Foundation Jump Start grant in order to begin implementation of service learning into our secondary classrooms this school year.

## School Improvement Plan – Part B Objectives – Strategies – Action Steps – PD Plan

School Colgan Alternative Center Updated for school year 2008-09

No.	SIP Objective (One objective per page.)	MSIP Standard Correlation	Number(s) of BOE Goals
3	The Colgan Center will achieve a 92% attendance rate.		

### Progress Measures

Year	Baseline 2008	Progress	Target	Target Met	Target Not Met
2007-2008	High School 64.29% Middle School 84.73% Elementary 89.38% (April YTD numbers)		92%		X
2008-2009	High School 76.88% Middle School 86.72% Elementary 90.45%	High School 12.59% increase Middle School 1.99% increase Elementary 1.07% increase	92%		X
2009-2010					

<b>No.</b>	<b>School Strategies</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
3-A	Colgan Center staff will monitor student attendance and make personal contact with students and parents regarding attendance.	No funding needed	Colgan Center staff	September, 2008	Ongoing
3-B	The Colgan Center will offer incentives for student attendance.	Program supply budgets	Colgan Center staff	September, 2008	Ongoing

	<b>No.</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
3-C	The principal will contact the Buchanan County Prosecutor's Office for any elementary or middle school student having excessive days of unexcused absence.	No funding needed	D. Sisco	September, 2008	Ongoing

### **Action Steps**

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
Colgan Center staff will make phone calls home when students are absent. (Phone logs, student attendance rate)	3A-1	No funding needed	Colgan Center staff	September, 2008	May, 2009

<b>Action Steps to Implement Strategy:</b>	<b>Action Step #</b>	<b>Funding Source</b>	<b>Person Responsible</b>	<b>Date to Implement</b>	<b>Date to Complete</b>
The leadership team will speak personally with any student having two or more absences in a one month period and call the student's parents to discuss the student absence and the importance of the student being at school. (meeting log, student attendance rate)	3A-2	No funding needed	D. Sisco	September, 2008	May, 2009
Have a monthly drawing for a gift incentive for any student having perfect attendance for the month. (Student attendance rate)	3B-1	Program supply budget	D. Sisco	September, 2008	May, 2009
In the 9 /10 program students will receive 5 bonus points per day for each day in attendance. (Student attendance rate)	3B-2	No funding needed	J. Schlange	September, 2008	May, 2009
The principal will refer the case of any elementary or middle school student with unexcused absences of 10 days to the Buchanan County Prosecutor's Office. Any student whose unexcused absences were in excess of 15 days during the 2007-08 school year will be referred to the prosecutor's office after the first 5 days of unexcused absence. (Student attendance rate)	3C-1	No funding needed	D. Sisco	September, 2008	May, 2009

### **Professional Development Plan PD Activities to Accomplish Strategies & Action Steps**

Attendance will be tracked and reported during building early-out P.D. days as well as during weekly leadership team meetings.

