

- 2004-05
- 2005-06
- 2006-07

MAPPING THE MILLENNIUM: 2007 Action Planner

I. Unit (school, department, etc.) – Orchard Hill Elementary School

II. Action Plan: Promote positive character development through activities that reflect the CARE philosophy.

III IMPLEMENTATION ACTIVITIES	IV TIME LINE	V. RESOURCES	VI. EVALUATION	Proc.	Prod.
1. Continue and expand the use of MAC's Apple Cores (base groups) 2. Develop base group lesson plans that address CARE curriculum 3. Integrate Service Learning projects at each grade level and with curriculum studies 4. Familiarize parents with Character Education curriculum and Service Learning projects 5. Use the cafeteria as a forum for socially appropriate skills 6. Expand student responsibility in delivering and modeling the CARE message 7. Increase the participation of special educators, specialists and support staff with delivering the CARE philosophy 8. Investigate additional practices that instill the CARE philosophy among all OH community members.	By May 2005 , document current Service Learning projects within the building By June 2005 , meet 3x with base groups By June 2005 , refine and add to uniform base group activity resource book By June 2005 document student activities that reflect the CARE philosophy By June 2005 , expand student leadership roles By December 2005 , list ways that the PAC can facilitate the community involvement By June 2006 , bring staff together for team building activities By June 2006 , document investigated practices that show promise in addressing the CARE philosophy	CARE Resource book ASCI Staff Budget Funds CARE Committee Town wide organizations: Police, South Windsor Youth and Family Services Community Resource Coordinator Project Wisdom messages PTO Parent volunteers Release time for staff Funds for presenters, activities Cultural Arts Council Student representative organizations Curriculum writing for base group instruction Student CARE committee members Peer Educators	Curriculum documents for base group activities Student surveys results Journal reflections Service Learning projects per grade level Base group activities Number of student organizations and participants Student organization activities Newsletters- CARE Corner and Student articles	X X X X X	X X X

Principal Approval _____
Signature

Date _____

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II. Action Plan: Examine and review instructional approaches, through the use of data, to determine reading and writing practices that improve student performance.

III IMPLEMENTATION ACTIVITIES	IV TIME LINE	V. RESOURCES	VI. EVALUATION	Proc.	Prod.
1. Examine current student performance in Reading and Writing	By June 2005 , collect and analyze assessment data with staff	Curriculum Specialists	Assessment data Analysis	X	X
2. Collect Reading and Writing data- local and state assessments, instructional practice data, support data i.e. Strategy Team referrals and results, schedules	By June 2005 , analyze assessment data as it relates to curriculum and instructional practices	ASCI Reading Consultant	Data walls Training evaluations	X	X
3. Train staff in data analysis	By June 2005 , examine and evaluate strategies and practices for improved student learning, list conclusions	Study groups Staff meetings	Professional development activities	X	
4. Analyze data with staff and correlate information to curriculum and instructional practices	By September 2005 , implement listed strategies and practices	District curriculum CT standards	Schedules	X	
5. Provide staff members with ongoing professional development factors that impact student achievement related to Reading and Writing	By December 2005 , correlate practices with local assessment data	National standards Professional	Mini workshop content	X	
6. Utilize staff meetings as a means to focus on the use of data	By June 2006 , train all staff in data use and analysis	Development days Summer curriculum	Study group materials	X	
7. Meet as professional learners through focused study groups	By September 2006 , videotape promising practices	writing Release days			
8. Share expertise among staff members	By June 2007 , train all staff in exemplary practices that have the most impact on student learning				

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