



“The job of the school improvement team is to lead the development of a school improvement plan that addresses student achievement needs, to monitor the implementation of the plan, and to revise it when appropriate.”

<http://mdk12.org/process/leading/index.html>

“School improvement is the work of the entire staff. Even when the school has identified a school improvement team, they cannot replace the critical, ongoing work that grade level teams, interdisciplinary teams and departments play in improving student achievement. It is important for you to clearly delineate the role of each team in the school improvement process. Equally important is making sure that everyone on staff knows the student achievement goals for the school and their role in attaining them.”

Lani Seikaly M.S.D.E. <http://mdk12.org/process/leading/tips.html>

**Baldrige Guided School Improvement Process
Strawberry Knoll Elementary School
2011-2012**

Literacy

Student and Stakeholder Focus

An analysis of the disaggregated 2011 MSA student data indicates the following:

All subgroups met the AMO target of 85.9% in reading except Hispanic, FARMS, and LEP students! Special emphasis will be directed towards professional development and articulation /collaboration of ESOL teachers with general education teachers to ensure that our LEP students meet the 2012 AMO target of 90.6% for reading as measured on the MSA.

Sub group	Basic	Advanced
ALL	7.7	33.2
A	*	43.3
AA	7.9	26.3
W	*	68.0
H	12.1	24.2
FARMS	17.4	27.2
SPED	9.1	36.4
LEP	20.6	*

*An analysis of TN2 data indicates that 61% of second grade students met the 50th percentile NCE for overall reading performance.

*An analysis of MClass data found that

- 86.8% of K students met the end of year benchmark of level 4
- 85.1% of grade 1 students met the end of year benchmark of level 16
- 67.8% of grade 2 students met the end of year benchmark of level M

Leadership

Vision: SKES is a premier school that Strives for Knowledge, Excellence, and Success.

Mission: "We are a caring, hardworking community of learners and leaders who motivate and encourage each other to set and meet high expectations."

Communication: We will communicate our vision, mission, and plan at staff, team, PTA meetings, and through the principal's newsletter & the SKES website.

We will monitor the progress of our plan at monthly instructional council meetings, bi-monthly grade level team meetings, monthly staff and committee meetings, along with quarterly data chats to enhance strategic monitoring.

Instructional Council members will include the following: grade level team leaders, administrators, Reading Specialist, Media Specialist, SDT, NAACP parent representative, ESOL teacher, PTA Co presidents, Guidance Counselor, Elected Faculty, and SEIU Representatives. The instructional council will meet twice each month to review the plan.

Literacy Committee members will include at least one representative from each grade level, the Principal, Reading Specialist and Media Specialist. The literacy committee will meet once each month to review the plan.

Organizational Performance Results: Reading

Sub group	2009 MSA Scores AMO	2010 MSA Scores AMO	2011 MSA Scores AMO	2012 MSA Scores AMO
	76.5	81.2	85.9	90.6
ALL	88.7↓	92.1☺	92.3 ☺	June 2012
A	89.3↓	96.3☺	>95.0 ☺	June 2012
AA	86.5☺	90.2☺	93.3 ☺	June 2012
W	97.5☺	100☺	>95.0 ☺	June 2012
H	85.0↓	88.7☺	89.4 ↑	June 2012
FARMS	82.3↓	87.4☺	83.9 ↓	June 2012
SPED	66.7↓ (56.2 Low Band)	92.9☺	>95.0 ☺	June 2012
LEP	80.9↓	87↑	87.5↑	June 2012
MU	NA	NA	80.0	June 2012

*Source: mdk12.org (August 2011)

Subgroup	2010 MClass Benchmark	2011 MClass Benchmark	2010 TN2 Reading Scores *50%NCE	2011 TN2 Reading Scores *50%NCE
ALL	61 %	80%	59%	61%
A	81%	86%	69%	67%
AA	59 %	71%	56%	54%
W	76 %	93%	100%	79%
H	45 %	78%	46%	53%
FARMS	Not available	73%	59%	61%
SPED	52 %	44%	75%	57%
LEP	41 %	72%	45%	50%

*Source: 2011 AP_PR Appendix_Final

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Faculty and Staff Focus	Strategic Planning	Measurement, Analysis, and Knowledge Management																																																									
<ul style="list-style-type: none"> Staff will continue to use William and Mary, Junior Great Books, and Jacob’s Ladder strategies for all students and fully implement William and Mary for advanced students (grades 2-5) Maryland Artist Teacher Institute (MATI)-Trained staff will integrate the MATI methods throughout the Reading/Language Arts Curriculum. Staff will use various monitoring tools to assess and monitor student progress toward mastery of the essential learnings and targets identified in the Common Core State Standards. Professional development will include data triangulation and data chats at grade level team meetings with Reading Specialist, SDT, and administrators. Staff will use a 9 week calendar and guided reading planning sheets to monitor student progress towards flexible use of the 7 major areas of comprehension (self monitoring, asking questions, synthesizing, determining importance, making connections, visualizing, summarizing) as identified in the CCSS via anecdotal notes, and formal and informal assessments Evaluation for effectiveness of staff development will be identified through the 6 Levels of Evaluating Professional Development; specifically Levels 4 & 5. (Level 4: Application of New Knowledge and Skills; Level 5 Impact on Student Learning) To increase staff accountability of student achievement, data chats will include focusing on equitable practices for grouping students for instruction, as well as analyzing formative and summative assessment data in looking at and addressing the achievement gap. Professional development will include mini trainings/work sessions to present new technology, strategies, myMCPS, and the Curriculum 2.0 Create a “bank” of reading strategies for teachers to consult in order to provide instruction and/or intervention in the 7 major areas of comprehension. 	<ul style="list-style-type: none"> By June 2012, students will meet the AMO of 90.6 % for reading in all subgroups demonstrating proficiency in comprehending text. The subgroup data below represents the percentage and student increase required to meet AMO for FY12 <table border="1" data-bbox="800 350 1272 703"> <thead> <tr> <th>Sub group</th> <th>% increase to meet AMO</th> <th>n= number of students</th> </tr> </thead> <tbody> <tr><td>ALL</td><td></td><td></td></tr> <tr><td>A</td><td></td><td></td></tr> <tr><td>AA</td><td></td><td></td></tr> <tr><td>W</td><td></td><td></td></tr> <tr><td>H</td><td>1.2</td><td>1</td></tr> <tr><td>FARMS</td><td>6.7</td><td>6</td></tr> <tr><td>SPED</td><td></td><td></td></tr> <tr><td>LEP</td><td>3.1</td><td>2</td></tr> <tr><td>MU</td><td>10.6</td><td></td></tr> </tbody> </table> <p>The subgroups data below represents the percentage and student increase required to meet our target of 35% advanced. Subgroups that met target will demonstrate a 20% growth on MSA FY12</p> <table border="1" data-bbox="800 805 1272 1127"> <thead> <tr> <th>Sub group</th> <th>% increase to meet AMO</th> <th>n= number of students</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>1.8</td><td>4</td></tr> <tr><td>A</td><td></td><td></td></tr> <tr><td>AA</td><td>8.7</td><td>7</td></tr> <tr><td>W</td><td></td><td></td></tr> <tr><td>H</td><td>10.8</td><td>8</td></tr> <tr><td>FARMS</td><td>7.8</td><td>7</td></tr> <tr><td>SPED</td><td></td><td></td></tr> <tr><td>LEP</td><td>*</td><td>*</td></tr> </tbody> </table> <ul style="list-style-type: none"> Process Management The student progress towards this goal will be monitored using the school wide action plan and grade level action plans that support the school wide action plan. The plans will be monitored and updated at Instructional Council, Literacy Committee, and grade level team meetings. Other monitoring processes will include collaborative team planning and data chats. Individual Professional Development teacher plans will reflect the school wide goal to increase reading comprehension. 	Sub group	% increase to meet AMO	n= number of students	ALL			A			AA			W			H	1.2	1	FARMS	6.7	6	SPED			LEP	3.1	2	MU	10.6		Sub group	% increase to meet AMO	n= number of students	ALL	1.8	4	A			AA	8.7	7	W			H	10.8	8	FARMS	7.8	7	SPED			LEP	*	*	<p>Measurement, Analysis, and Knowledge Management</p> <p>Student Data</p> <ul style="list-style-type: none"> William and Mary assessments Quarterly writing assessments or tasks for grades K-5 MClass, Fountas & Pinnell Benchmark Assessment Results, MAPR Curriculum 2.0 Monitoring Tools Progress Monitoring <p>Teacher Data</p> <ul style="list-style-type: none"> Walk throughs or peer observations Collaborative problem-solving notes on student achievement Anecdotal teacher records Grading sheets
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Mathematics

Student and Stakeholder Focus	Leadership	Organizational Performance Results: Mathematics																																																																																																																																			
<p>An analysis of the disaggregated 2011 MSA student data indicates the following:</p> <ul style="list-style-type: none"> All subgroups met the AMO target of 84.5% in mathematics except FARMS (80.5), and LEP (80.4). Hence special emphasis will be directed towards professional development and articulation/collaboration between ESOL, and general education teachers to ensure LEP students meet the 2012 AMO target of 89.7% for mathematics as measured on the MSA. Special attention will be directed at grade 4 in math as documented in their TN2(FY10) and MSA (FY11) scores. 	<p>Vision: SKES is a premier school that Strives for Knowledge, Excellence, and Success.</p> <p>Mission: "We are a caring, hardworking community of learners and leaders who motivate and encourage each other to set and meet high expectations."</p> <p>Communication: We will communicate our vision, mission, and plan at staff, team, PTA meetings, and through the principal's newsletter & the SKES website. We will monitor the progress of our plan at monthly instructional council meetings, bi-monthly grade level team meetings, monthly staff and committee meetings, along with unit (1week after unit reporting due date) data chats to enhance strategic monitoring. We will also communicate with parents by using the Parent Newsletters created by the math office as well as the parent sheet with the end of unit data.</p>	<table border="1"> <thead> <tr> <th>Sub group</th> <th>2009 MSA Scores</th> <th>2010 MSA Scores</th> <th>2011 MSA Scores</th> <th>2012 MSA Scores</th> <th></th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>74.2</td> <td>79.4</td> <td>84.5</td> <td>89.7</td> <td></td> </tr> <tr> <td>ALL</td> <td>83.7↓</td> <td>86.5☺</td> <td>88.9↑</td> <td></td> <td>June 2012</td> </tr> <tr> <td>A</td> <td>89.3☺</td> <td>96.3☺</td> <td>> 95.0☺</td> <td></td> <td>June 2012</td> </tr> <tr> <td>AA</td> <td>74.3</td> <td>80.7↑</td> <td>86.7 ↑</td> <td></td> <td>June 2012</td> </tr> <tr> <td>W</td> <td>97.5↓</td> <td>93.9↓</td> <td>> 95☺</td> <td></td> <td>June 2012</td> </tr> <tr> <td>H</td> <td>83.3↓</td> <td>84.7☺</td> <td>84.8↑</td> <td></td> <td>June 2012</td> </tr> <tr> <td>FARMS</td> <td>81.0☺</td> <td>78.2↓</td> <td>80.5 ↑</td> <td></td> <td>June 2012</td> </tr> <tr> <td>SPED</td> <td>50.0 <small>(53.6 low band) Safe Harbor</small></td> <td>57.1↑</td> <td>>95 ☺</td> <td></td> <td>June 2012</td> </tr> <tr> <td>LEP</td> <td>87.2☺</td> <td>79.3↓</td> <td>80.4↑</td> <td></td> <td>June 2012</td> </tr> <tr> <td>MU</td> <td>NA</td> <td>NA</td> <td>80.0</td> <td></td> <td>June 2012</td> </tr> </tbody> </table> <p>*Source: mdk12.org (August 2011)</p> <table border="1"> <thead> <tr> <th>Sub group</th> <th>2010 TN2 Math Scores *50%NCE</th> <th>2011 TN2 Math Scores *50%NCE</th> <th>2010 Math 6 Enrollment Data %</th> <th>1010 Math 6 Successful Completion Data</th> <th>2011 Math 6 Data</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>45%</td> <td>57%</td> <td>36 %</td> <td>100 %</td> <td>100%</td> </tr> <tr> <td>A</td> <td>77%</td> <td>67%</td> <td>29 %</td> <td>100 %</td> <td>100%</td> </tr> <tr> <td>AA</td> <td>44%</td> <td>54%</td> <td>25 %</td> <td>100 %</td> <td>100%</td> </tr> <tr> <td>W</td> <td>57%</td> <td>79%</td> <td>14 %</td> <td>100 %</td> <td>100%</td> </tr> <tr> <td>H</td> <td>25%</td> <td>48%</td> <td>32 %</td> <td>100 %</td> <td>100%</td> </tr> <tr> <td>FARMS</td> <td>45%</td> <td>57%</td> <td>39 %</td> <td>100 %</td> <td>100%</td> </tr> <tr> <td>SPED</td> <td>50%</td> <td>29%</td> <td>3.5 %</td> <td>100 %</td> <td>100%</td> </tr> <tr> <td>LEP</td> <td>30%</td> <td>43%</td> <td>11 %</td> <td>100 %</td> <td>100%</td> </tr> </tbody> </table> <p>*Source: mymcp</p>						Sub group	2009 MSA Scores	2010 MSA Scores	2011 MSA Scores	2012 MSA Scores		ALL	74.2	79.4	84.5	89.7		ALL	83.7↓	86.5☺	88.9↑		June 2012	A	89.3☺	96.3☺	> 95.0☺		June 2012	AA	74.3	80.7↑	86.7 ↑		June 2012	W	97.5↓	93.9↓	> 95☺		June 2012	H	83.3↓	84.7☺	84.8↑		June 2012	FARMS	81.0☺	78.2↓	80.5 ↑		June 2012	SPED	50.0 <small>(53.6 low band) Safe Harbor</small>	57.1↑	>95 ☺		June 2012	LEP	87.2☺	79.3↓	80.4↑		June 2012	MU	NA	NA	80.0		June 2012	Sub group	2010 TN2 Math Scores *50%NCE	2011 TN2 Math Scores *50%NCE	2010 Math 6 Enrollment Data %	1010 Math 6 Successful Completion Data	2011 Math 6 Data	ALL	45%	57%	36 %	100 %	100%	A	77%	67%	29 %	100 %	100%	AA	44%	54%	25 %	100 %	100%	W	57%	79%	14 %	100 %	100%	H	25%	48%	32 %	100 %	100%	FARMS	45%	57%	39 %	100 %	100%	SPED	50%	29%	3.5 %	100 %	100%	LEP	30%	43%	11 %	100 %	100%	<p>Instructional Council members will include the following: grade level team leaders, administrators, Reading Specialist, Media Specialist, SDT, NAACP parent representative, ESOL teacher, PTA Co presidents, Guidance Counselor, &. Elected Faculty Representatives. The instructional council will meet twice each month to review the plan.</p> <p>Math Committee members will include at least one representative from each grade level, the Assistant Principal, Staff Development Teacher, and Instructional Data Assistant and arts team. The committee will meet once each month to review the plan.</p>					
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<ul style="list-style-type: none"> Staff will continue to focus on student discourse by modeling and facilitating reflective classroom discussions that focus on strategy use, connections, clarifications, 	<ul style="list-style-type: none"> By June 2012, students will meet the AMO of 89.7% for mathematics in all subgroups demonstrating proficiency in analyzing and applying mathematical knowledge to solve problems. The subgroup data 	<p>Student Data</p> <ul style="list-style-type: none"> Formative assessments 																																																																																																																																			

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confirmations, new information, and questions. Professional development will focus on increasing student discourse and will include model lessons in K-5

- Staff will use various monitoring tools including those on MDK12 to assess and monitor student progress toward mastery of the targets identified in the state curriculum and curriculum 2.0
- Professional development will include staff implementation of data triangulation and participation in data chats.
- Staff will pre-assess, re-teach and re-assess to continue monitoring student progress in mathematics.
- Evaluation for effectiveness of staff development will be identified through the 6 Levels of Evaluating Professional Development; specifically Levels 4 & 5. (Level 4: Application of New Knowledge and Skills; Level 5 Impact on Student Learning)
- To increase staff accountability of student achievement, end of unit test data chats will include focusing on equitable practices for grouping students for instruction, as well as analyzing formative and summative assessment data in looking at the achievement gap.
- The SDT will model small group math instruction in each grade level for several consecutive days to allow time for colleagues to observe and replicate in their classrooms with continued support by the SDT.

below represents the percentage and student increase required to meet AMO for FY12

Sub group	% increase to meet AMO	n= number of students
ALL	.8	2
A		
AA	3	3
W		
H	4.9	3
FARMS	9.2	8
SPED		
LEP	9.3	5
MU		

The subgroups data below represents the percentage and student increase required to meet our target of 35% advanced. Subgroups that met target will demonstrate a 20% growth on MSA FY12

Sub group	% increase to meet AMO	n= number of students
ALL	4.7	12
A	5	2
AA	16.6	12
W		
H	4.7	3
FARMS	13.3	12
SPED	26.7	3
LEP	29.1	3

Process Management

The student progress towards this goal will be monitored using a school wide action plan and grade level action plans that support the school wide action plan. The plans will be monitored and updated at monthly Instructional Council, Math PLC, and grade level team meetings. Other monitoring processes will include collaborative team planning and data chats. Individual Professional Development plans may reflect the school wide goal to increase mathematics proficiency.

- MAP M and MAP P
- Data Displays

Teacher Data

- Peer Walk Throughs

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Social Skills

<p align="center">Student and Stakeholder Focus</p> <ul style="list-style-type: none"> • Reduce the number of office referrals by 20%. • Students will apply appropriate social skills in all school settings and situations including lunch and recess. 	<p align="center">Leadership</p> <p>Vision: SKES is a premier school that Strives for Knowledge, Excellence, and Success.</p> <p>Mission: "We are a caring, hardworking community of learners and leaders who motivate and encourage each other to set and meet high expectations."</p> <p>Communication: We will communicate our vision, mission, and plan at staff, team, PTA meetings, and through the principal's newsletter & the SKES website. We will monitor the progress of our plan at monthly instructional council meetings.</p> <p>Instructional Council members will include the following: grade level team leaders, administrators, Reading Specialist, Media Specialist, SDT, NAACP parent representative, ESOL teacher, PTA Co presidents, Guidance Counselor, &. Elected Faculty Representatives. The instructional council will meet twice each month to review the plan.</p>	<p align="center">Organizational Performance Results Office Referrals</p> <table border="1"> <thead> <tr> <th>Sub group</th> <th>2009 Referral Data</th> <th>2010 Referral Data</th> <th>2011 Referral Data</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>56</td> <td>63</td> <td>63</td> </tr> <tr> <td>A</td> <td>0</td> <td>3</td> <td>4</td> </tr> <tr> <td>AA</td> <td>34</td> <td>37</td> <td>23</td> </tr> <tr> <td>W</td> <td>9</td> <td>10</td> <td>9</td> </tr> <tr> <td>H</td> <td>13</td> <td>13</td> <td>21</td> </tr> <tr> <td>M</td> <td></td> <td></td> <td>4</td> </tr> </tbody> </table> <p align="center">*Total number of office referrals by school year.</p>	Sub group	2009 Referral Data	2010 Referral Data	2011 Referral Data	ALL	56	63	63	A	0	3	4	AA	34	37	23	W	9	10	9	H	13	13	21	M			4
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<p align="center">Faculty and Staff Focus</p> <ul style="list-style-type: none"> • Staff will continue to engage students in "Stop and Think" and Social Skills lessons • Behavior referrals will be tracked and analyzed at quarterly Social Skills committee meetings. • Classroom teachers will determine on a monthly bases; which social skills lesson their students need. 	<p align="center">Strategic Planning</p> <p>By June 2012, students will demonstrate proficiency in applying appropriate social responses to classroom and school situations.</p> <p align="center">Process Management</p> <p>The student progress towards this goal will be monitored using a school wide action plan and grade level action plans that support the school wide action plan. The plans will be monitored and updated at monthly Instructional Council meetings. The action plans will also be reviewed at monthly grade level team meetings.</p>	<p align="center">Measurement, Analysis, and Knowledge Management</p> <p>Student :Office referrals will decrease because students will be making better choices based on Stop and Think lessons.</p> <p>Teacher: Teachers will be successfully implementing the lessons as outlined in the Stop and Think program and their monthly calendar goals. Staff will recognize and reinforce hallway, playground, and cafeteria behavior by giving classes that demonstrate appropriate behavior a "red knight".</p>																												

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Technology

<p style="text-align: center;"><u>Student and Stakeholder Focus</u></p> <ul style="list-style-type: none"> See attached chart 	<p style="text-align: center;"><u>Leadership</u></p> <p>Vision: SKES is a premier school that Strives for Knowledge, Excellence, and Success.</p> <p>Mission: "We are a caring, hardworking community of learners and leaders who motivate and encourage each other to set and meet high expectations."</p> <p>Communication: We will communicate our vision, mission, and plan at staff, team, PTA meetings, and through the principal's newsletter & the SKES website. We will monitor the progress of our plan at monthly instructional council meetings.</p> <p>Instructional Council members will include the following: grade level team leaders,</p>	
<p style="text-align: center;"><u>Faculty and Staff Focus</u></p> <p>Staff will continue to work to provide appropriate technology training to staff and improve equitable technology available to all stakeholders.</p> <p>Staff will continue to work towards guiding students to meeting two of six state technology standards (determined by the school's Technology Committee.)</p>	<p style="text-align: center;"><u>Strategic Planning</u></p> <p>By June 2012, students will demonstrate proficiency in meeting at least two of six state technology standards as agreed upon by the Technology Committee.</p> <p style="text-align: center;"><u>Process Management.</u></p> <p>Student progress towards this goal will be monitored using grade level action plans that support the school-wide action plan. The plans will be monitored and updated quarterly at Technology Committee meetings. The plans will also be reviewed at monthly grade level meetings. The plans will also be reviewed biannually at IC meetings.</p>	<p style="text-align: center;"><u>Measurement, Analysis, and Knowledge Management</u></p> <p style="text-align: center;"><u>How will we measure?</u></p> <p><u>Student Data:</u></p> <ul style="list-style-type: none"> Student progress will be evidenced by teacher plan books, grade books, student data notebooks/portfolios to be reviewed quarterly. Division of Technology Innovation data showing student usage and Student log-in records will show an increase of ___% compared to FY 2010-2011. <p><u>Staff Data</u></p> <ul style="list-style-type: none"> Request and receive quarterly Division of Technology Innovation data, showing computer use Software usage records Walk-through observations