



Link Strategic Plan

Year 3 of 5

August, 2011

Mission Statement: Harlem Link, a K-5 public school, links academics, values and community to graduate **articulate scholars** who meet or exceed New York State Performance Standards and **active citizens** who learn and serve in their communities. Families, staff and community join together to provide a safe, supportive learning environment that empowers students to take an active role in learning and demonstrate good character.

Link Improvement Plan
Table of Contents

Link Strategic Plan Summary of Goals & Measures..... - 1 -

Process Description - 3 -

2011-2012 Action Plans - 4 -

Link Strategic Plan Summary of Goals & Measures

1) Curriculum, Assessment, and Student Support Priority Area

Goal: By 2014, 95% of Harlem Link students continuously enrolled since kindergarten or for at least two full school years will meet or exceed school and state learning standards through a mission-driven, standards-based curriculum supported by resources and meaningful assessments; 80% of school-wide CST and IEP goals will be met through an effective CST system and student support tier structures.

Measures: State assessments (Grades 3-5), Terra Nova (Grades K-2), CST trackers, IEP trackers, board survey and SUNY report

Annual Goals:

Targets	2008-09 (historical)	2009-10 (historical)*	2010-11	2011-12	2012-13	2013-14
State ELA	72.6%	31.9%*	60.0%	75.0%	85.0%	95.0%
State Math	89.3%	62.7%*	75.0%	75.0%	88.3%	95.0%
MAP Reading (K-2 Terra Nova ELA)	65.2% (Terra Nova)	55.9% (Terra Nova)	75.0% (Terra Nova)	50 th percentile growth	50 th percentile growth	50 th percentile growth
MAP Math (K-2 T.Nova Math)	50.9% (Terra Nova)	62.7% (Terra Nova)	75.0% (Terra Nova)	50 th percentile growth	50 th percentile growth	50 th percentile growth
State Science	87.8%	80.6% (target 89.2%)	100.0% (target 83.1%)	95.0%	95.0%	95.0%
State Social Studies	N/A	80.6% (target 75.0%)	N/A	N/A	N/A	N/A
% CST/IEP goals met	N/A	N/A	N/A	70.0%	75.0%	80.0%

2) Professional Development Priority Area

Goal: Professional development at Harlem Link will take place within a collegial, purposeful professional learning community. Our professional learning community will be primarily teacher-led and differentiated in that it is responsive to the individual and collective needs of the Harlem Link community. By 2014, professional development at Harlem Link will have an 80% member satisfaction rate and 60% of individual and collective professional goals will be attained, and 100% of classrooms will reflect high quality teaching (HQT).

Annual Goals:

<u>Measure</u>	<u>2008-09</u> (baseline)	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Member Satisfaction Rate	65.7%	68.6%	71.4%	74.3%	77.1%	80.0%
% PD Goals Met	N/A	60.0%	65.0%	70.0%	75.0%	80.0%
% Classrooms Reflecting HQT	N/A	73.3%	80.0%	86.7%	93.3%	100.0%

Measures: Professional development survey, Teacher evaluations, High Quality Teaching Checklists

3) School Culture Priority Area

Goal: By 2014, 75% of stakeholders will be satisfied that the school culture proactively and positively supports the mission. School culture is defined as the tone created by the physical environment and all the actions and words of the people in it.

Measures: Survey using a Likert scale assessing each action plan result; Suspension and bus strike data

Annual goals: 2010: 55% of stakeholders
2011: 60% of stakeholders
2012: 65% of stakeholders
2013: 70% of stakeholders
2014: 75% of stakeholders

4) Parent Involvement Priority Area

Goal: By 2014 75% of our families will commit to, actively engage in and have a clear role in four school activities and maintain consistent communication with the school.

Annual goals: 2010: 55% of families
2011: 60% of families
2012: 65% of families
2013: 70% of families
2014: 75% of families

Measures: Family Attendance rate (tracked at end of January and end of May); Parent Surveys at each parent conference; Parent Surveys-at each parent conference.

5) Operations Priority Area

Goal: By 2014 communication at Harlem Link will be clear, streamlined & efficient. This will be accomplished through the effective implementation of a monthly calendar review, an operations handbook and budget transparency.

Measures: Operations Survey, timely completion of calendar and Operations Handbook revisions.

Link Strategic Plan

Process Description

The 2011-2012 Link Strategic Plan was developed in consultation with the following stakeholder groups: trustees, school leadership, parents, faculty and non-teaching staff.

Purpose

The primary aim of the planning process is to set long-term strategic goals for the school and interim action plans to achieve those goals. Essential to the success of this plan is alignment in purpose and understanding of roles across the entire school community.

Development of Priorities

On May 2, 2009, the Board of Trustees hosted a retreat wherein members of each group were invited to discuss long-term priorities for school improvement. Participants in this retreat developed the five priority areas and a list of suggested actions under each area. SchoolWorks, Inc., a consultant advising Harlem Link on this process, facilitated the retreat.

Design Team Work and Board Approval

In 2009 and in each year since, the school has formed Design Teams for each priority area, charged with fleshing out a SMART goal and determining an Action Plan of steps for the coming school year. Each staff member was assigned a team based on individual preference but ensuring a diversity of representation across stakeholder groups on each team. Teams meet for several sessions before recommending a set of action items to the Leadership Team and school board for approval.

Each June, the school's Leadership Team meets to analyze the action plans and edit them according to school priorities. In the summer, with test score and authorizer feedback information in hand, the board makes final decisions on approval.

Follow-up

At various times during the school year, staff members come together to review the priorities and action plans and mark progress against them.

Link Strategic Plan

2011-2012 Action Plans

1) Curriculum, Assessment, and Student Support Priority Area

Goal: In the 2011-2012 School Year the percent of Harlem Link students (those continuously enrolled since kindergarten or for at least two full school years) meeting or exceeding Harlem Link and New York State learning standards will increase by an appropriate percentage through a **mission-driven**, standards-based curriculum supported by resources and meaningful assessments; 80% of school-wide CST and IEP goals will be met through an effective CST system and student support tier structures.

Measures: State assessments (Grades 3-5), Terra Nova (Grades K-2), CST trackers, IEP trackers, board survey and SUNY report

Targets	2008-09 (historical)	2009-10 (historical)*	2010-11	2011-12	2012-13	2013-14
State ELA	72.6%	31.9%*	60.0%	75.0%	85.0%	95.0%
State Math	89.3%	62.7%*	75.0%	75.0%	88.3%	95.0%
MAP Reading (K-2 Terra Nova ELA)	65.2% (Terra Nova)	55.9% (Terra Nova)	75.0% (Terra Nova)	50 th percentile growth	50 th percentile growth	50 th percentile growth
MAP Math (K-2 T.Nova Math)	50.9% (Terra Nova)	62.7% (Terra Nova)	75.0% (Terra Nova)	50 th percentile growth	50 th percentile growth	50 th percentile growth
State Science	87.8%	80.6% (target 89.2%)	100.0% (target 83.1%)	95.0%	95.0%	95.0%
State Social Studies	N/A	80.6% (target 75.0%)	N/A	N/A	N/A	N/A
% CST/IEP goals met	N/A	N/A	N/A	70.0%	75.0%	80.0%

*There was a dramatic reformulation of the Math and ELA passing score in 2010

** This figure represents the *percentage of tested students at or above the national 50th percentile*

Action Plan Overarching Objectives

- Ensure that curriculum and instruction are aligned with state and national standards
- Continue to raise the quality of instruction and build structures to support that effort
- Ensure that student interventions are consistent with mission, instruction and student needs

Action	Person in Charge	Cost	When Finished/Timeline	Result	Status
CURRICULUM					
<ul style="list-style-type: none"> Adopt curriculum map that incorporates vertical alignment, stronger units of study (clearer big picture and end product, increased engagement and student investment, explicit expectations for spiraling) 	Head of School, outgoing principal, Curriculum consultant and curriculum team	\$25,000 – curriculum team time; admin time (summer 2011)	August 2011	Authentic rigor, higher quality teaching and learning, stronger student outcomes, higher quality student products. Curriculum map is linked to state standards.	
<ul style="list-style-type: none"> Purchase more lower grade guided reading books and incorporate needed materials into the curriculum maps and ensure resources are available 	Ops team and Grade Team Leaders		August 2011	Teachers have resources available that are needed to meet demands of curriculum map	
<ul style="list-style-type: none"> Adopt mission-aligned writing program K-5 (vertical alignment of content and mechanics) for classroom and AIS 	Head of School, outgoing principal, Curriculum consultant and curriculum team		August 2011	Higher quality instruction in writing, more guidance with teaching writing content and mechanics	
<ul style="list-style-type: none"> Professional development with effective writing instruction 	Coach, curriculum consultant		Curriculum consultant helps to target programs. Admin and teacher input and final decision by leadership		
<ul style="list-style-type: none"> Track student progress through the curriculum throughout the year 	Principal		PD time for teachers	Grade teams develop trackers as part of their planning in each unit; assessment at the end of each unit	We have real time school wide data on student achievement against standards, which are organized by unit of study. Assessments are linked to spreadsheets that consistently track student performance across the school.
TUTORING					
<ul style="list-style-type: none"> Choose point person on staff Develop a tutoring approach (i.e. intervention or test prep) 	Principal	?	Choose committee by August 2011	Devote resources to spending the year researching and developing a strong plan	
<ul style="list-style-type: none"> Develop tutoring plan based on 	Principal	?	August 2012	Intervention sooner, based on September	

assessments	chooses a lead teacher to head committee			assessments for the 2012-2013	
• Option for Saturday school	Principal and tutoring team	?	June 2011-decision Implemented by Oct/Nov/Dec	Intervention sooner	
• PID on Dec report card	ILT		Dec 2011	Intervention sooner More parent support	
DATA					
• Streamline grading process to ensure grade books can track student progress on standards	Principal and ILT		August 2011	<ul style="list-style-type: none"> • Cut down on manual labor to convert from scale to percentage • More accurate picture of student achievement 	
• Review report language and terminology	Principal chooses a lead teacher to head committee		Committee meets November and January, conclusions by April 2012	Incorporate state and common core standards; review best practices from other schools and districts. Common language between teachers, children, and parents	
• Implement new interim assessment system	Principal	Cost of program; PD time for teachers to utilize assessment		Teachers respond to student data; choose interim assessment that can provide earlier predictive state test data. Baseline assessment is in place at the start of the school year.	

2) Professional Development Priority Area

Goal: Professional development at Harlem Link will take place within a collegial, purposeful professional learning community. Our professional learning community will be primarily teacher-led and differentiated in that it is responsive to the individual and collective needs of the Harlem Link community. By 2014, professional development at Harlem Link will have an 80% member satisfaction rate and 80% of individual and collective professional goals will be attained, and 100% of classrooms will reflect high quality teaching (HQT).

Annual Goals:

<u>Measure</u>	<u>2008-09 (baseline)</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Member Satisfaction Rate	65.7%	68.6%	71.4%	74.3%	77.1%	80.0%
% PD Goals Met	N/A	60.0%	65.0%	70.0%	75.0%	80.0%
% Classrooms Reflecting HQT	N/A	73.3%	80.0%	86.7%	93.3%	100.0%

Measures: Professional development survey, Teacher evaluations, High Quality Teaching Checklists

Action Plan Overarching Objectives

- Ensure professional development structures meet the needs of the staff in light of new curricular and pedagogical expectations and student achievement goals.
- Differentiate professional development for diverse roles and needs.
- Revise, streamline and communicate PD opportunities across the school into an accessible and engaging structure.

Action	Person in Charge	Cost	When Finished/ Timeline	Result	Status
Leadership provides ample ongoing training for new interim	Principal and Coach	\$10,000 in consultants	Specific days in summer institute;	Teachers are able to implement the new curriculum structures	



2011-12 Link Strategic Plan

Professional Development

assessments, curriculum map and curriculum programs (including dedicated focus of summer institute for curriculum; regular days of training from interim assessment partner organization)		and coaching time	coaching after each interim assessment; curriculum check-ins in December and March	successfully and use the interim assessments to drive instruction	
<p>Create school visit protocol:</p> <ul style="list-style-type: none"> - Create directory: list of schools and their strengths for which to visit - Create structure to frame the visit - Create structure to share the learning with the school community 	LT	Time and Labor	Directory and protocol in place by October 15, 2011	Teachers and staff members have a way to visit schools in a timely and purposeful manner.	
<p>Revise walkthrough protocol:</p> <ul style="list-style-type: none"> - include one or two LT members per - consider the calendar (less frequent, not including all teachers/staff?) - provide teaching staff with useful, actionable feedback 	Head of School and Principal	Time	August 29, 2011	Walkthroughs are more purposeful, and less disruptive to school culture and student learning.	
Co-teaching PD (including inter-visitation recommendation if an appropriate model school exists)	LT	Institute time; Tuesday session time to revisit	<p>August 16, 2011, revisited two times during the year</p> <p>By August 16, 2011, have an intra-visitation protocol</p>	We have a shared understanding of our co-teaching model and teachers have the skills needed to implement it consistently	



			for modeling co-teachers.		
New Staff Enculturation through mentorship	Assistant Principal and Coach	Coverage for preps for teachers to observe and meet; \$50 per new/returning teacher pair for meal	Assign partners beginning in summer 2011; “syllabus” set by August 15, 2011; complete mentoring cycle by Dec. 2011	All new teachers form an informal mentoring relationship with a returning teacher, including specific information to share and expectations for partnering for support during the fall	
Content Group lesson studies continue at least eight times during the year, led by teachers who receive support from admin, and continue to be linked to larger school wide PD goals	Coach and lead teachers, training through MITC or inter-visitation for lead teachers	Scheduling time	Confirm Kate (K-2) and identify lead teacher (3-5) by August 15, 2011. Plan complete by August 29, 2011	Content groups support High Quality Teaching and provide ample time for teachers to complete protocol without disrupting the schedule (including avoiding half days and missing double preps when possible; grades K-2 and 3-5 groups are scheduled on different days; explore some CG’s combining upper and lower grades)	
Differentiate Tuesday after school time	Principal and coach	Time	August 2011, revisit plan in December 2011 and add new options and requirements as needed	We have a calendar of school wide trainings throughout the year and a plan for that includes differentiated PD opportunities for Tuesday sessions for faculty and non-teaching staff, both self-directed and directed by admin as appropriate.	

2011-12 Link Strategic Plan

Professional Development

Diversify use of Critical Friends Groups	Lead teachers	Training for lead teachers	Lead teachers affirmed by July 1, 2011; Plan determined by August 29, 2011	Critical Friends Groups are options during Tuesday PD time that meet a variety of staff needs	
Design and implement Adult Learning Plan template	Principal, AP and Coach		Template confirmed by August 15, 2011; Teachers draft goals by August 29, 2011; All teachers have goals affirmed after first feedback, by November 1, 2011; revisited at each formal observation	All teachers have individual goals that help them demonstrate High Quality Teaching and a reflection tool that allows them to use inter-visitation and Tuesday resources (including coach, CFGs and workshops) to advance goals between observations.	

3) School Culture Priority Area

Goal: By 2014, 85% of stakeholders will be satisfied that the school culture proactively and positively supports the mission. School culture is defined as the tone created by the physical environment and all the actions and words of the people in it.

Measures: Survey using a Likert scale assessing each action plan result; Suspension and bus strike data

Annual goals: 2010: 72% of stakeholders
 2011: 78% of stakeholders
 2012: 85% of stakeholders
 2013: 85% of stakeholders
 2014: 85% of stakeholders

Action Plan Overarching Objectives
<ul style="list-style-type: none"> • Document, share and manage toward school-wide best practices to focus culture on enduring high achievement. • Promote stakeholder buy-in of the school’s mission. • Expand efforts toward active citizenship.

Action	Person in Charge	Cost	When Finished/Timeline	Result	Status
Working with grade team leaders, develop a list of best practices for cheers, classroom routines, and general expectations. In addition, Kevin will reach out to teachers to collect best practices school wide.	Steph DaCosta & Kevin hall	\$0	July 2011	Best Practice Handbook cultivates the value of using instructional time well in every classroom and the expectation of 100% compliance with routines.	
Leadership Team responds to breakdowns in culture in the moment or via written feedback.	Head of School, Principal and Dean		Prior to summer institute 2011	All staff members receive prompt and consistent support in meeting the classroom and school wide culture norms and expectations.	
Among the best practices collected from the	Kevin Hall and	\$0	August 2011	HLCS will have a prioritized strategy for	



2011-12 Link Strategic Plan

School Culture

school , prioritize the practices to share school wide.	team			increasing schoolwide culture.	
In an institute professional development session, teachers will train each other in best practices to be shared school-wide.	Kevin Hall	\$0	August 2011	HLCS teachers will see a model of best practices to apply in their classroom based on the Best Practices Handbook. Teachers will be expected to apply these in their classrooms from the first day of school.	
Lead culture professional development sessions 3 times per year	Kevin Hall	\$0	August 2011	HLCS faculty will receive ongoing professional development related to their classroom culture.	
Develop toolbox for struggling students	Kevin Hall, Alana Shamah, Summer Sheridan	\$0	November 2011	Faculty members will have a resource packet to use when intervening with students who are struggling to meet social/behavioral expectations.	
Create an assemblies committee to increase student voice, to develop school-wide community-building activities, purchase equipment, and focus assemblies on core values.	Christine Murray/Kevin Hall	\$0	July 2011	A teacher-driven committee will develop a plan for assemblies that increase our school spirit and schoolwide culture.	
Lead upper grade college tours	Kevin Hall	\$1,000	June 2012	Students will feel invested in the goal of going to college in the future.	
Reiterate college T-shirt Fridays	Kevin Hall	\$0	August 2011	Students will feel invested in the goal of going to college in the future.	
Build traction with Change for Change earlier in the year	Melissa Loeffler	\$0	December 2011	Students will develop their citizenship by seeing themselves as individuals who can and should contribute to the world \$0community.	
Adopt an external organization to support—make a committee	Melissa Loeffler	\$0	October 2011	Students will develop their citizenship by seeing themselves as individuals who can and should contribute to the world community.	
Organize a list of read alouds that can address core values	Tara Lafferty and Julie Sutera	\$0	August 2011	Students will have access to touchstone texts to help develop their connection to our core values.	
Increase awareness of Second Step language among staff and students	Kevin and LT	\$100	August 2011	Second Step posters are around the school including common areas and language is shared during assemblies and other common times. A Second Step expectation is laid out in the routines for school wide	

2011-12 Link Strategic Plan

School Culture

				transitions.	
Identify and plan to overcome obstacles to full use of Second Step schoolwide	Kevin, Alana, Summer	\$1,000 in training time	April 2012	We have full investment and application of Second Step across the school.	

4) Parent Involvement Priority Area

Goal: By July 2012, 65% of our families will commit to, actively engage in and have a clear role in four school activities and maintain consistent communication with the school.

Measures: Family Attendance rate at meetings and events (reported at end of January and end of May); Parent Surveys at each parent conference

Action Plan Overarching Objectives

- Provide increased opportunities and support for greater parent involvement
- Improve communication pathways between home and school
- Develop a tracking system for tracking parent involvement and attendance at events and school activities

Action	Person in Charge	Cost	When Finished/Timeline	Result	Status
<p>Day long institute of workshops for kindergarten parents on September 1st – third day of school.</p> <ul style="list-style-type: none"> • Attendance is mandatory and parents who do not attend will attend a later Sept. Saturday session • Only chance for kindergarten parents to sign home-school expectations document • Parents (K-5) who do not sign the document 	<p>PC, LT, SW</p>	<p>Parent coordinator time and office team time</p>	<p>Summer long campaign for parent investment (letters, calling etc.)</p>	<ul style="list-style-type: none"> • Part of well-planned campaign for year long investment in accountability of families • School familiarizes parents with policies and procedures • Parents gain valuable instruction and skills that will support the parenting process and HL’s efforts. • Parents gain insight into their children’s daily school routine and structure • Parents and staff members internalize shared expectations 	

<p>not have access to events or open door policy until attending a session (K) /signing document (1-4)</p> <ul style="list-style-type: none"> Pilot for potential expansion to all grades in the future 				<p>document</p>	
<p>Promote the message behind the home-family expectations document</p>	<p>PC, Leadership Team, office</p>	<p>\$0</p>	<p>Ongoing – have document on hand at all parent meetings</p>	<ul style="list-style-type: none"> Parents hear a unified message from the school regarding our expectations for parent involvement and support 	
<p>Summer packet</p> <ul style="list-style-type: none"> To be given at last parent/teacher report card meeting. Parents will sign for it just like for report cards. Campaign for parent orientation Review up-coming school expectations concerning uniforms Pertinent info about beginning of school year Work packet with leveled reading list for K-4 	<p>PC</p>		<p>Completed by June of 2011-2012 school year</p>	<ul style="list-style-type: none"> Uniform purchases finalized by Aug 1 Establishing the expectations for parent orientation in the fall Fighting against summer brain drain. Parents will be aware of required dates in the fall and can plan accordingly Better way of ensuring that families receive pertinent info. Less money spent and better return on the dollar to distribute at conferences instead of by mail. 	

Robocalling and texting – setting up <u>Call ‘Em All</u> for school and class wide announcements	PC	\$1,500	August 2011: coherent list of purposes for robocalling Summer 2011 to be implemented for 2011-2012 school year	Mass communication with minimal manpower	
Develop content for parent link on HL website	PC		Content ready by April 2012	Parent access with password/login	
Develop and share plan for HLPAs goals and activities for school year	PC		June 2011	Parent leaders have staff support for activities; school staff understand activities of HLPAs and their role	
Middle School Placement Process <ul style="list-style-type: none"> Start the process for families at the beginning of 4th grade and continue with a consistent and clear program throughout the year Clearly define & organize district, independent, parochial, and charter school options for parents Include MS element in summer packets, parent orientation and BTSN 	Principal, PC		Plan for year is devised during summer institute and communicated to classroom teachers then	All stakeholders have a clear understanding of the middle school process for an early point, prior to their full involvement	
Pilot volunteer program to	PC		Begin in January 2012	Increased supervision during non-	

<p>have extra hands at recess</p> <ul style="list-style-type: none"> • Training needs to take place before hand for active parents (Leadership team) 			<p>with an appropriate match and after a plan is developed</p>	<p>academic times</p>	
<p>Develop attendance and tracking system for parents at events</p>	<p>Principal, PC</p>		<p>A simple protocol for parents signing in and for tracking attendance is in place by August 2012</p>	<p>We are able to measure progress against the goal.</p>	
<p>Ensure Leadership Team presence at all parent events</p>	<p>LT, PC</p>		<p>Schedule in place by August 2011</p>	<p>Parents see consistent, visible leadership presence at parent events and recognize all the members of the Leadership Team in their roles.</p>	

5) Operations Priority Area

Goal: By 2014 communication at Harlem Link will be clear, streamlined & efficient. This will be accomplished through the effective implementation of a monthly calendar review, more efficient practice, an operations handbook and budget transparency.

Measures: Operations Survey, timely completion of calendar and Operations Handbook revisions.

<p>Action Plan Overarching Objectives</p> <ul style="list-style-type: none"> • Streamline communications internally • Maximize & update technology • Improve efficiency of ops. Practice
--

Action	Person in Charge	Cost	Timeline	Result	Status
Train teachers on use of computer based assessments and provide troubleshooting technology support	Steve, Ruby, NIT and NWEA			We are able to implement the MAP assessment on student laptops without interruptions or technology issues getting in the way	
Pilot SMART boards in four classrooms	LT		Two grade teams designated by July 1, 2011 Install donated SMART boards by July 15, 2011 Determine brief list of uses and norms during Summer Institute	Grade teams with experience using SMART boards pilot their use	
Transition to new tech support providers	Ruby & NIT		Complete transition plan in August 2011	Increase wireless band width capabilities and improve tech support for all staff	



	Ruby		Prior to summer institute	Create & use shared calendar/exchange	
	John W. & NIT		Equipment analysis: August 29, 2011 Replace obsolete machines: by November 1, 2011	All staff have access to highly functional laptops	
	Ruby		During summer institute	Staff members understand updates, changes and new protocols	
Create and implement communication norms using DAG and Exchange shared calendar	Steve		August 16, 2011	<p>Communicate norms to staff:</p> <p>DAG</p> <ul style="list-style-type: none"> • Shout outs to Steve by 5:00pm day before • DAG again sent daily by midnight • Use Constant Contact to prevent “reply all,” limit mass emails • Only Steve sends updates • DAG content items remain consistent <p>CALENDAR</p> <ul style="list-style-type: none"> • Master calendar only for events that affect whole staff • Submit whole staff additions a week ahead 	
Develop clear discretionary spending budgets and provide regular updates to staff	Biff & John W.		August 16, 2011	Develop and flesh out record keeping system and process	
	Biff & Steve		August 16, 2011	Release annual team budgets	
	Biff		Begins September 8, 2011 (and then monthly on eighth day or next business day of each month)	Provide monthly budget reports to teams	
Expand use of Rediker for all staff by piloting	Ruby, Nicole & Martine	Staff time for internal	Choose classrooms by December 2011, pilot taking	Teachers/office pilot attendance being taken in Rediker in specific grades	

teachers taking attendance using Rediker directly in the classroom and preparing for 2012-13 adoption of full use of more Rediker modules in place of Excel such as Discipline and Report Cards		training	attendance using Rediker by March 2012		
	Kevin	\$1,000 for external consultant to translate letters to Rediker encoding	Prepare to implement by June 1, 2012	We prepare to use Rediker for uniform violations and discipline	
	Ruby, Nicole & Martine	Training time	Prepare to implement by June 1, 2012	Use contacts module	
Research, define and create a document retention policy	Nicole & Martine		December 1, 2011	Create list of all records kept on students	
	Ruby		March 1, 2012	Research legal requirements and best practices for document retention	
	Ruby		March 1, 2012	Research appropriate methods for document destruction	
	Ruby & Steve		April 1, 2012	Create ongoing schedule for implementation of document retention policy	
Promote and enforce use of operations handbook	Ruby & Ops. Team		During summer institute	Collect research questions and concerns around operations procedures from staff	
	Ruby & Ops. Team		By December 1, 2011 (possible Tuesday PD session)	Design new summer institute question to provide answers to these questions through jigsaw and scavenger hunts	