

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
GOAL 1: <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
In each grade level all student groups will improve performance in reading, writing, and math problem-solving by at least 2.5% each year on: State measures and/or ASD measures, over the previous year.	↑ 2.5% achievement all student groups	↑ 2.5% achievement all student groups	↑ 2.5% achievement all student groups	↑ 2.5% achievement all student groups	↑ 2.5% achievement all student groups
In grade three, the percentage in each student group that masters basic skills and strategies in reading based on state and ASD assessments will increase by at least 3% each year.	↑ 3% third grade mastery of basic reading skills	↑ 3% third grade mastery of basic reading skills	↑ 3% third grade mastery of basic reading skills	↑ 3% third grade mastery of basic reading skills	↑ 3% third grade mastery of basic reading skills
All principals and teachers analyze and use current student assessment data in reading, writing, and math: <ul style="list-style-type: none"> ▪ August Year 1: All principals trained in Analysis Plan. ▪ Principals and teachers in all schools analyze student data and use information to drive decision-making. 	→	<u>Use assessment data in reading writing and math to drive school action plan, school improvement plans and learning opportunity interventions.</u>	→	→	→
K-6 student reading assessment information recorded on database. All students are assessed in the fall; non-proficient students are post-tested in the spring. Information follows students when they enroll in new school.	→	<u>Use additional assessments in schools implementing Houghton-Mifflin to further ascertain needs of students identified as not proficient. Assess all first grade students both pre and post.</u>	→	→	→
Provide training to all first grade teachers in area of phonics instruction and using assessment information to guide instruction for struggling readers.	Provide training, including Multi Sensory Instruction (MSI), to all kindergarten and second grade teachers in	<u>Implement a core reading curriculum in 29 elementary schools. Provide training in use of the curriculum,</u>	<u>Add 10-12 elementary schools to core reading adoption.</u>	<u>Add 10-12 elementary schools to core reading adoption.</u>	<u>Add 10-12 elementary schools to core reading adoption.</u>

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	<i>area of phonics and phonemic awareness instruction.</i>	<u>assessments, as well as on-site support.</u>			
All K-6 grade teachers learn and apply grade-appropriate comprehensive literacy strategies.	→	<u>Training in comprehensive literacy strategies continued via implementation of the Houghton-Mifflin curriculum at 29 elementary schools.</u>	<u>Add 10-12 elementary schools to core reading adoption. Provide training in use of curriculum as well as assessments.</u>	<u>Add 10-12 elementary schools to core reading adoption. Provide training in use of curriculum as well as assessments.</u>	<u>Add 10-12 elementary schools to core reading adoption. Provide training in use of curriculum as well as assessments.</u>
<i>Sixth grade teachers trained in appropriate literacy strategies.</i>					
<i>All new-to-district and new-to-grade teachers trained in grade-appropriate comprehensive literacy strategies.</i>	<i>All new-to-district and new-to-grade teachers trained in grade-appropriate comprehensive literacy strategies, including MSI.</i>	→	→	→	→
	<i>K-6 focus on fidelity of implementation of comprehensive literacy, through regular on-site support to the schools.</i> <i>Focus is on guided reading and using assessment information to drive instruction.</i>	<u>Implement core curriculum with fidelity in 29 of 30 elementary schools.</u> <u>Implement Reading First program in 6 elementary schools.</u> <u>Use assessment data to guide instruction.</u>	→	→	→
<i>K-6 teachers and teachers who have not had training attend Sheltered Instruction/Culturally Responsive Approaches training, and apply it to their instructional practice.</i>		<u>Provide a training created specifically for elementary office staff (AA's and secretaries).</u> <u>Create a "Promoting Success Part IV" that will focus on hands-on application of sheltered instructional strategies to elementary curriculum.</u>	All K-6 teachers will have been trained in and will use Sheltered Instruction/Culturally Responsive Approaches. <u>Continue to offer staff development in sheltered instruction and culturally responsive practices to elementary staff members.</u>	→	All K-6 teachers who have been in ASD for three or more years will have been trained in and will use Levels I, II, III, IV Sheltered Instruction/Culturally Responsive Approaches. →

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Goal 2: Supportive and Effective Learning Environment					
The number of schools that develop and implement Positive Schoolwide Discipline Plans will increase each year. By the end of Year 1: 20 schools will implement plans.	+ 10 schools	+ 10 schools	+ 10 schools	+ 10 schools	60 schools implement Positive Schoolwide Discipline Plans
Each year, a greater proportion of students districtwide in grades 3-6 who take annual school report card survey will report that they feel safe and cared for at school.	↑ 5% students who feel safe and cared for at school	↑ 5% students who feel safe and cared for at school	↑ 5% students who feel safe and cared for at school	↑ 5% students who feel safe and cared for at school	↑ 5% students who feel safe and cared for at school
	<i>Train trainers from every elementary school in fidelity of implementation of the "Great Body Shop".</i>	<i>Train principals and teachers at every elementary school in most recent edition the elementary health curriculum, "Great Body Shop".</i>	<i>Train new to district, new to grade level teachers in use of GBS.</i>	→	→
		<u>Implement Creating Successful Futures (CSF) program (existing at 2 sites, serving K-3 students) and new CSF II grant funded program to serve at risk students in grades 4,5,6.</u>	→	→	→
Goal 3: Public Accountability					

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	<p><i>Work with Curriculum Department, Assessment and Evaluation, Special Education, and task force of teachers, principals, and parents to develop standards based elementary report card.</i></p>	<p><u>Continue work with standards-based report card committee. Create action plan that includes staff development for standards-based report card implementation.</u></p>	<p><u>All elementary schools will use have a standards-based report cards.</u></p> <p><u>Provide inservice on topic of standards-based report cards to elementary principals and teachers.</u></p>	<p>All elementary schools will <u>use have</u> a standards based report cards.</p>	<p style="text-align: center;">→</p>
<p><i>Home-school support guides will be shared with K-3 parents at fall parent teacher conferences. These guides will help parents support their students in learning activities at home.</i></p>	<p><i>In the first quarter, pilot a model individual parent conference on home reading strategies for identified students, K-3. Strategies will include MSI.</i></p>	<p><i>In the first quarter, pilot a model individual parent conference on home reading strategies for identified students, 4-6. 1st grade teachers will use "What's Next" from Developmental Reading Assessment (DRA) as a guide for discussing student progress about identified students with parents.</i></p> <p><u>Revise the home school support guides to reflect the GLE's (grade level expectations).</u></p>	<p><u>Continue to use "What's Next" from DRA as a guide for discussing student progress in reading with parents of students in 1st through 3rd grades.</u></p> <p><u>Use revised home-school support guides at all grade levels in parent/teacher conferences to help parents identify strategies for helping their students with learning activities at home, especially for students who are identified as below proficient on district and state assessment measures.</u></p>	<p style="text-align: center;">→</p>	<p>Individual parent conference on reading strategies to use at home is implemented in all schools for every identified student, K-6.</p> <p style="text-align: center;">→</p>