DULUTH PUBLIC SCHOOLS
2010-11

Site Plan Details
Annual Report

Central/Denfeld SITE GOALS FOR 2010-11

School Site Goal: All students will make AYP in every recorded category as measured by the 2011 AYP report. All departments will participate in math or reading activities to help reduce the achievement gap between subgroups. Emphasis will be placed on students in the special education subgroup, students of color subgroup and free and reduced lunch subgroup.

Disaggregated student data used to determine each measurable objective: MCA II scores, NWEA results, failure rates in math and English courses.

Performance Target or Measurable Objective: Increase math proficiency for all students from the current index rate of 36.02 to 60.0. Increase reading proficiency for all students from the current index rate of 83.92 to 88.0.

Indicators	Measurement Tools		
A. All students: math and reading proficiency index.	MCA II Math results, as reported in 2011 AYP Report.		
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
Transition Math Beginning Algebra Algebra II Concepts Algebra/Geometry Labs Read 180	Math/SPED teachers Math TOSA Counselors Principals Reading TOSA	Smaller math classes, training for teachers, support from Math and Reading TOSA's.	2010-11
Identify strands and weak areas in MCA test results. Reading and math TOSA's will explain and review information/data with teachers and share strategies for applying the data to students.	Reading and Math TOSA's Principals	MCA data and test strand information	November 2010
All departments will integrate reading or math strategies into their curriculum.	Teachers		2010-11
Increase collaboration between regular and SPED staff.	Teachers Dean of Students		2010-11
Staff development opportunities offered to teachers in the areas of math and reading	Curriculum Specialists Reading and Math TOSA's		2010-11
Tutoring available before, during, and after school in the Academic Learning Center.	AmeriCorps staff NHS Tutors	Schedule of available tutors and their subject area.	2010-11
Integration Specialists will provide support for students of color.	Office of Education Equity – Integration Specialists Teachers	Assignment of specialists to students	2010-11

Central/Denfeld SITE GOALS FOR 2010-11

School Site Goal: All students will feel safe and welcome. By June 2011, 80% or more of all students will report they have not verbally bullied anyone in school during the past 30 days as measured by a spring survey.

Disaggregated student data used to determine each measurable objective: Feedback from students, student surveys and bullying circles.

Performance Target or Measurable Objective: Increase the percentage of students who report they have not verbally bullied (name calling) any one at school during the past 30 days as measured by pre-post survey data.

Indicators	Measurement Tools		
A. Percentage of 9th graders who report they have not verbally bullied (name calling) anyone at school in the past 30 days will increase. Percentage of 11th graders who report they have not verbally bullied (name calling) anyone at school in the past 30 days will increase.	Pre and post survey data Pre and post survey data		
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
Link Leaders welcome freshmen to the 2010-11 school year and continue to meet with them in large and small group settings.	Link Advisors Link Leaders Principals		2010-11
Facilitate/model discussions/bullying circles with staff	Principals Dean of Students		2010-11
Students will be able to define bullying behaviors, take pre survey on bullying behaviors, watch "Bullying …Starting the conversation" DVD, participate in circles facilitated by teachers discussing hurtful/harmful behaviors and take post survey in the spring.	Teachers Principals Counselors Social Workers		January 2011

Central/Denfeld SITE GOALS FOR 2010-11

School Site Goal: 100% of students and staff will read and sign off that they understood identified school policies and procedures by September 24, 2010. Faculty will agree by consensus that school procedures to implement identified policies are effective as measured at the end of each semester.

Disaggregated student data used to determine each measurable objective: Referrals to the office, feedback from staff and students.

Performance Target or Measurable Objective:

Indicators	Measurement Tools		
A. Staff and students will sign off that they have read and understand school policies and procedures B. Staff will indicate procedures are effective in implementing school policies	Sign-off sheets Survey data		
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
Review all information in student planners and have all staff and students sign off that they understand identified policies and procedures.	All teachers All students		October 2010
Clearly communicate procedures to students	Teachers		October 2010
Consistently implementing policies and procedures	All teachers Principals		2010-11

Chester Creek Academy Site Goal: Academic Achievement in Reading 2010-2011

School Site Goal: Increase reading proficiency of all students.
Disaggregated student data used to determine each measurable objective: 2010 AYP indicated a reading proficiency index rate of 45.00. The blended index target was 71.33.
Performance Target or Measurable Objective: Increase reading proficiency from 45.00 to the new blended target index of 70.50.

Indicators	Measurement Tools
Proficiency Index	2011 AYP Report
RIT Scores	NWEA
Reading Level	Stars Testing

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Staff training opportunities in best practices in teaching reading	Site team	Trainings provided by district; staff Dev. Funds.	2010-2011 School Year	
Continued support of Title 1	Title 1 staff	Accurate pre-testing information; grade level assessment in reading	2010-2011 School Year	
STAR pre test all students upon entry within the first 2 weeks	Case managing teacher and Title 1 staff	Time for testing; knowledge of new students	2010-2011 School Year	
Test implementation training	Testing coordinator	NWEA training by company or district	2010-2011 School Year	
Test/ curriculum implementation training	Elementary staff	Curriculum and evaluation training	2010-2011 School Year	

Chester Creek Academy Site Goal: Academic Achievement in Math 2010-2011

School Site Goal: Increase math proficiency of all students.
Disaggregated student data used to determine each measurable objective: 2010 AYP indicated a math proficiency index rate of 22.22. The blended index target was 64.23.
Performance Target or Measurable Objective: Increase math proficiency from 22.22 to the new blended target index of 62.55.

Indicators	Measurement Tools
Proficiency Index	2011 AYP Report
RIT Scores	NWEA
Math Level	Star Testing

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Staff training opportunities in best practices in teaching math	Site team	Trainings provided by district; staff Dev. Funds.	2010-2011 School Year	
Continued support of Title 1	Title 1 staff	Accurate pre-testing information; grade level assessment in math	2010-2011 School Year	
STAR pre test all students upon entry within the first 2 weeks	Case managing teacher and Title 1 staff	Time for testing; knowledge of new students	2010-2011 School Year	
Test implementation training	Testing coordinator	NWEA training by company or district	2010-2011 School Year	
Test/ curriculum implementation training	Elementary staff	Curriculum and evaluation training	2010-2011 School Year	

Chester Creek Academy Site Goal: School Environment 2010-2011

School Site Goal: The students will follow and meet classroom procedures and behavior expectations throughout the school year. This will be measured on a weekly basis through the use of behavior tracking sheets.
Disaggregated student data used to determine each measurable objective: Behavioral sheets. For the 2009-2010 school year, 67% of the students improved, 15% stayed the same, and 18% decreased the number of satisfactory marks.
Performance Target or Measurable Objective: Positive growth in the number of satisfactory marks as measured on the daily behavior sheets.

Indicators	Measurement Tools
Satisfactory marks	Behavior sheets

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Complete revised daily behavior sheet on each student	Classroom teachers and paraprofessionals	Trainings and behavior sheets for each student	2010-2011 School Year	
Develop individual student goals for behavior sheets	Case managing teacher	Goals for each student established	2010-2011 School Year	

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CONGDON PARK ELEMENTARY SITE GOALS 2010-11

School Site Goal: Increase math proficiency for all students with an emphasis on special education

Disaggregated student data used to determine each measurable objective: 2010 Math Proficiency Index (All students) = 90.87

2010 Math Proficiency Index (Special Education) = 56.25   2010 Math Proficiency Index (Free/Reduced Priced Lunch) = 85.9

Performance Target or Measurable Objective: Increase math proficiency for the special education subgroup from 56.25 in 2010 to 76.00 in 2011

Indicators	Measurement Tools		
A. 2011 Math Proficiency Index for special education students = 76.00	2011 MCA 2011 MTAS		
B. Special Education students show at least one year growth on district math assessments	End of year benchmark math test, unit tests and computation tests		
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
Special education students receive 70 minutes of core instruction	General education teachers Special education teachers	Math Expression curriculum Calendar Counts curriculum Math for Today (optional)	Fall 2010 – Spring 2011
Students receive 30 minutes additional instruction in math	Special education teachers Excel teachers, paraprofessionals	Teachers trained in *I succeed* math intervention and *Study Island* math	October 2010

School Site Goal: Increase reading proficiency for all students with an emphasis on special education

Disaggregated student data used to determine each measurable objective: 2010 Reading Proficiency Index (All Students)= 94.79

2010 Reading Proficiency Index (Special Education) =64.58   2010 Reading Proficiency Index (Free/Reduced Price Lunch) = 88. 46

Performance Target or Measurable Objective: Increase reading proficiency for the special education subgroup from the 2010 level of 64.58 to 76.00 in 2011

Indicators	Measurement Tools
A. 2011 Math proficiency index for special education students = 76.00	MCA MTAS
B. Special education students show at least one year growth on district reading assessments	End of year reading benchmark test, grade level reading assessments including oral reading fluency test and running records

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Special education students receive 90 minutes of core instruction in reading	General education teacher Special education teacher	Reading curriculum	Fall 2010 – Spring 2011
Special education students receive an additional 30 minutes of reading interventions	Special education teacher Paraprofessional staff	Strategic and Intensive Intervention curriculum	Fall 2010 – Spring 2011
Special education students receive 20 minutes additional practice in reading	Excel teacher Special education teacher Paraprofessional staff	Staff trained to use *Study Island* curriculum	October 2011

School Site Goal: Increase the percentage of students reporting that adults always put a stop to bullying or teasing when it happens

Disaggregated student data used to determine each measurable objective: 75.5 % of students reported that adults always stop bullying on the 2010 Safe Schools Healthy Students survey.

Performance Target or Measurable Objective: Increase the percentage of students reporting that adults always put a stop to bullying or teasing when it happens from 75.5% in 2010 to 90% in 2011.

Indicators	Measurement Tools
Students report adults always stop bullying and teasing when it happens	2011 Safe Schools Healthy Students survey

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Staff, students and parents review bullying policy and procedures	Administration and school leadership team	Bullying policy Instructional materials for staff, students and parents	Fall-Spring 2011
Develop protocol for reporting, investigating, and stopping bullying.	Administration and school staff	Report procedure	Fall -Spring 2011
Train students, staff and parents how to stop bullying behavior	Administration and school staff	Training materials and instruction	Winter/Spring 2011

East High School SITE GOALS FOR 2010-11

School Site Goal #1: All students will meet or exceed the MCA Index Rate for math and reading. All disciplines will participate in math and reading activities to help reduce the achievement gap between subgroups. A greater emphasis will be placed on those students in the special education subgroup and Students of Color.

Disaggregated student date used to determine each measurable objective: MCAII scores, NWEA results, failure rates in math and English courses.

Performance Target or Measurable Objective: Increase math proficiency for all students from the current index rate of 65.76 to 73.00. Increase reading proficiency with special education students from the current index rate of 56.26 to 62.0.

Indicators	Measurement Tools		
A. Spec. Educ. proficiency index	MCA II Reading results as reported in 2011 AYP Report		
B. All students: math and reading proficiency index.	MCA II Math results, as reported in 2011 AYP Report		
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
Transition math Beginning Algebra Algebra Concepts Algebra/Geometry Labs	Math Dept./Admin.	Address class size in math classes, training for teachers working w/at-risk students, support from Math TOSA	2010-11
Identify strands, weaknesses in MCA test results reviewed with teachers.	Admin., Counselors, Math TOSA	MCA and test strand information	September-November
All disciplines will integrate reading into their curriculum.	All Staff		2010-11
More deliberate collaboration with regular and special education staff.	All Staff		2010-11

Special Education teachers will monitor success/failure rates and implement strategies to help students succeed.	Special Educ. Staff		2010-11
Curriculum Specialists and TOSA's will support staff development opportunities for teachers in the areas of math and reading.	Curriculum Specialists, TOSA's/Data Coaches		2010-11
Tutoring available all day in the tutoring Ctr.	Admin., Student based leadership, NHS	Tutors volunteer time, disseminate tutoring schedule.	2010-11
Integration Specialists to work with Students of Color (academic, SEL)	Admin., OEE (Office of Education Equity)	Assignment of specialists to East.	2010-11
Post standards in classrooms so students know what they are learning and why.	Admin. , Teachers	Standards made available by curriculum specialists to all disciplines	Fall 2010

Teacher Strategies and Activities to Improve Achievement

-Communicate on a regular basis with parents of struggling/at-risk students.
-Connect routinely on a personal level with students.
-Work with and encourage students to come up with their own individual plans for success.
-Continue work with colleagues through PLC's.
-Have open communication with students, parents, teachers, and administrators.
-Practice conversion activities including metric and 24 hr. clock (weather and measurement conversions).
-Use primary sources to increase reading comprehension in content area.
-Clearly define sequence to overcome failing MCA test.
-Continue to use constructed response questions in class.
-Develop "Smart Response" lessons to integrate math (statistics/variables).
-Use self-assessment review.
-Increase outside reading in regular work to 2x a month.

-In-service for teachers on obtaining research based articles.
-Team taught classes with spec. educ. instructors.
-Teach test taking skills and strategies in resource classes.
-Bring in Data coaches to assist in classrooms.
-BRI assessments for reading.
-Pre-post testing for alt. and trans math.
-Encourage reading outside of school.
-Provide MCA practice material at home.
-Each student will interpret a poem/verse/text passage within their art medium of their current art class.
-Criteria of poems may be determined by the students' current reg. ed. Language arts or spec. ed. Teacher to integrate art across all disciplines.
-Participate in IEP mtgs., particularly during registration, to help determine appropriate placement in core courses.
-Screen for failing grades at the end of each grade period.
-Refer students to 9th grade core program for intervention, as needed.
-Identify students who need to re-take MCA tests and help set up remediation sessions.
-MCA; use of former exam prompts to prepare for GRAD writing exam.
-MCA; continued attention to close reading skills in vocabulary work, comprehension and literature.
-MCA; review actual strand questions from the MCA II.
-NWEA; have 9th graders meet with TOSA to analyze baseline data from the fall administration of the NWEA.
-NWEA; tenth grade teachers will be provided outgoing scores from the year before/meet with TOSA around those scores.
-Increase communication between departments and special education.
-Define roles between classroom teachers and special education teachers.
-Additional training and clarification of the roles of co-teachers in the classroom. (We'd like to see a more standardized, administratively directed, set of roles and responsibilities.)
-In co-teaching situations, we'd like to see ability grouping and more individualized work on specific skills.
-Scheduled planning time between general education and special education teachers to focus instruction and examine data.
-Work with TOSA in examining data in specific classrooms. Reflecting on how former students performed and the history of current students.

School Site Goal #2: All students and staff will feel safe, healthy, and secure in an environment conducive to learning with an emphasis on anti-bullying and a healthy building, physically, mentally, and environmentally.

Disaggregated student date used to determine each measurable objective: Responses on student/staff surveys. Graduation rate, attendance rate, dropout rate, and #of behavioral incidents reported.

Performance Target or Measurable Objective: Increase the % of students reporting that they feel safe in the hallways from 2010 level of 88.5% to 93% by spring 2011. Increase the % of students reporting that they feel welcomed at school from 84.6% to 90% by spring 2011.

Indicators	Measurement Tools
A. Percent of students who agree or strongly agree with the statement, "Hallways are safe".	Increase in student survey from 88.5% in spring of 2011
B. Percent of staff who agree or strongly agree with the statement, "Hallways are safe".	Increase in staff survey from 77.1% in spring 2011.

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Continue the conversation about the merging of high schools. Use Early Release days for planning.	Admin., teachers, counselors, student leadership groups,		2010-11
Develop a "New Student " Orientation	Counselors, student leadership groups		Fall/Spring 2010-11
Increase attendance rate	Admin., teachers, counselors, Integration Specialists, parents, students		2010-11
Continue to support Hound Pack program	Admin., teachers	$$ for training new adult trainers	2010-11

STAR (Student Transition And Resiliency) Program continues to be supported and expanded.	School Board, Superintendent, Admin., Curriculum Specialists	$$ to continue purchase of licenses and new programming	2010-11
Continue to conduct 9th grade orientation in the spring.	Admin., teachers, counselors, PTSA, student leadership groups		2010-11
Words of Wisdom program to continue	Admin.		2010-11
Graduation Rate to exceed 95%	Admin., Counselors, Int. Spec., teachers, TOSA's, parents, students		2010-11
Safety-reduce number of behavioral incidents.	Admin. Teachers, CASEL Committee, Circle of Courage	Reinstate referral room, teachers continue to build relationships with students.	2010-11
Support the Career Center	Admin., parent volunteers		2010-11
9th grade Teaming	Admin., Teachers	.5 counselor to facilitate teams and activities	2010-11
Promote activities that support healthy bodies and minds.	All Staff	TBD	2010-11
Promote/practice civility	All Staff		2010-11
Continue to support SEL (Social, Emotional Learning)	All Staff/SEL Comm.	TBD	2010-11
Support anti-bullying programs and educate students and staff on how to identify and address inappropriate and bullying behaviors among students and staff.	All Staff	District and School Admin.	2010-11

Teacher Strategies and Activities to Promote a Safe and Welcoming Environment

-Develop a "transfer student/displaced student" orientation.
-Continue to hold incoming 9th grade orientation in spring.
-Within the first few weeks of school year, go into 9th grade classrooms to welcome students to East and connect with them.
-Work with 9th grade core students as needed.
-Create a welcoming environment for all students in the Guidance area.
-When students participate in the critique/analysis process the art staff will establish and demonstrate appropriate ways of discussing each other's work.
-Mental health practioner available at site.
-Involve SSW in resources to address bullying & building of community.
-Be visible in the hallways.
-Continue to follow school/district policy on attendance.
-Increase hallway supervision. Tighten who can leave the school.
-Private discussions with students in regards to attendance.
-Frequent communication with parents/guardians on student progress.
-Welcome student by name.
-Follow up on student classroom concerns.
-Be approachable to students.
-Continue to use/teach social and emotional learning as part of the curriculum.
-Use a variety of teaching strategies to reinforce mental/emotional health lessons.
-Create a positive classroom-safe.
-Use homeroom time to clarify activities, traditions.
-Integrate emotional and social learning strategies about bullying.
-Continue to say "Hello" to students, use their names, and model civility as teachers.
-Hallway presence.
-Be visible in hallways before and after school, and between classes.
-Team with parents, students and admin. on behavior issues.
-Address any negative comments in class or elsewhere in a positive teaching manner.
-Encourage target behaviors.
-Be friendly and welcoming to encourage like behaviors.
-Periodically give quick climate surveys.
-Have a suggestion/concern box in classroom (or other location in school).
-Building teachers should make an effort to be in the hallway during passing time.
-Administrators should be assigned a specific floor for passing time walk through.

School Site Goal #3: Transition, unify, and energize community around the new East High School. Continue to transition Central students into East.

Disaggregated student date used to determine each measurable objective: Number of transition activities and student involvement.

Performance Target or Measurable Objective: Encourage participation by staff, parents, students, and community in transition activities.

Indicators	Measurement Tools
A. Participation in transition activities.	Number of activities supported by school and student organizations.

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Mailers for neighbors surrounding the new East High School.	Admin., HOCHS (K. Kaufman), student organizations.		2010-11
Scott Anderson Leadership Team, Exec. Bd., Student Forum, Association, Key Club, and Hound Pack participation in the transition process.	Group Advisors, students		2010-11
Curriculum Planning	Admin., teachers, curriculum specialist, parents, students	Time to meet and discuss programming opportunities for the new high schools.	2010-11
Regular staff updates on building progress. Tours for staff, students, and parents.	Admin. Eric Kaiser, Greg Repensky		2010-11
Boundary map of new East High School	HOCHS	Map	2010-11

Teacher Strategies and Activities to Develop Effective and Efficient Systems

-Include all in school sponsored events.
-Be positive and encourage students to be positive about changes.
-Encourage students, parents, and general public to attend new site open houses.
-Share and compare policies of both schools in an attempt to make the transition seamless.
-More diversity leadership training.
-Continuous monitoring and refining of policies.
-Revisit survey at semester to see the state of the climate.
-Tours of new building.
-Continue to acknowledge new students from Central.
-Be a person in which they can connect.
-Affirm concerns and continue to communicate with administration.
-Start Central support group in connection with Hound Pack.
-Meet and greet students.
-Be a part of orientation and transitional teams.
-Be a part of spring activities as Central closes.
-Review report cards at end of grade periods and share in success of students.
-Make an effort to communicate the East routines that may be unfamiliar to other teachers and students (e.g. assembly seating, open house format).
-Weekly staff bulletin to all staff to give information.
-Communication-communication-communication.
-How do we help transition the 10th grade students?

School Site Goal #4: "Inspire Brilliance" by increasing the rigor and relevance in all course offerings for all students. Develop a district wide curriculum for all students with special needs. Increase number of team taught classes offered with general education and special education teachers.

Disaggregated student date used to determine each measurable objective: The number of students participating in AP, CITS and Honors courses. The number of students, particularly females and students of color, participating in the PLTW (Project Lead the Way) program. Success of 9th grade teams.

Performance Target or Measurable Objective: To increase the number of students who are taking AP, CITS, and Honors courses by 10%. To increase the number of females and students of color taking PLTW and AP, CITS, and Honors courses by 25%.

Indicators	Measurement Tools
A. # of students participating in AP, CITS, and Honors courses.	Infinite Campus Data
B. # of females participating in the PLTW program.	Infinite Campus Data
C. # of students of color participating in the PLTW program, AP, CITS, and Honors courses.	Infinite Campus Data
D. Decrease # of absences during the school day.	Infinite Campus Data

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Encourage participation in AP, CITS, and Honors courses for all kids.	Teachers, counselors, admin.		2010-11
Continue to add Honors, CITS, and AP course opportunities in the curriculum and registration book.	Teachers, counselors, curriculum specialists, District/school admin.		2010-11
Increase PLTW opportunities for all students. Promote opportunities for young women and students of color. Recognize alternate credit for six period day. Give the course core credit.	School Bd., Admin., counselors, PLTW teachers	Commitment of FTE to continue the program.	2010-11
Teaming in 9th grade for at-risk students	Administration, counselors, teachers	.5 counselor to facilitate teams and activities.	2010-11
Committee work focusing on best practice and strategies to increase rigor, relevance, and high achievement in the classroom	Admin., teachers, curriculum specialists, Site Council	Staff Dev.$$ for training	2010-11
Continue to support tutoring options (Kennel Club, Tutoring Room, and Hound Pack).	Admin., counselors, teachers, student leadership groups.	Volunteers, NHS,6th assignments for teacher supervision, student leadership	2010-11
Algebra/Geometry labs, Beginning Algebra, Algebra Concepts	Admin., math Dept. Math TOSA	FTE for smaller class sizes	2010-11

Teacher Strategies and Activities to Inspire Brilliance

-Work with Integration Specialists to advise and encourage all students of color to challenge themselves academically.
-Work closely with Integration Specialists, IEP case managers, and TOSA's to help guide students to success through their IEP's or ILP's.
-Continue to make referrals to the tutoring room, Kennel Club, and Hound Pack, as needed.
-Expose students to current and up and coming artists who use traditional methods and concepts in new and unique ways that reflect modern/current society.
-Common prep for team taught teachers.
-Utilize tutoring rooms.
-Collaborate with general education department for curriculum.
-Utilization of data coaches in classes.
-Encourage pride in work.
-Own it.
-Request CITS option for Health (Medical Terminology) from UMD.
-Requirements and standards for projects to meet needs of English Dept. regarding APA, style guide, etc.
-Team-Freshmen Seminar-Teacher Advisor for 9th graders.
-Encourage math team and robotics participation.
-Increase reading comprehension.
-Encourage high achieving students to tutor students who need support.
-Encourage staying in school instead of early release.
-Promote CITS and AP over PSEO.
-Increase rigor and relevance in all courses.
-Encourage students to challenge themselves with their course choices and make the most of their education.
-Discuss future goals and pathways to achieve these goals.
-Encourage students to explore possible job choices and opportunities.
Inspire students to understand that they hold the key to their futures.
-English teachers will review the updated course outcomes.
-English teachers will work toward local assessments providing data for individual adjustments in classrooms.
-Work with our TOSA to co-teach around specific skills, including using a coaching model.
-Creating writing and reading labs to address specific student deficiencies. This may be done through work with NHS.
-Working with teachers who teach the same specific course and share best practices, share materials, and possibly observe other teachers.

Homecroft Elementary   SITE GOALS FOR 2010-11

School Site Goal: Increase the percentage of students scoring in the proficient range of the MCA II Math

Disaggregated student data used to determine each measurable objective: 2010 AYP Results indicated that our school's proficiency index was 83.06 in math for all students, with the FRPL proficiency rate of 78.81. Specifically our school continues to demonstrate a gap in achievement for our FRPL students.

<u>Performance Target or Measurable Objective</u>: Increase the percentage of students, who receive free and reduced price lunch, scoring in the proficient range of the MCA II Math from 78.81 (2010 AYP index rate) to 83.06 or higher on the 2011 AYP index.

Indicators	Measurement Tools		
A. Proficiency Index	2011 AYP Report; Math All Students, Math FRPL		

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
All Students receive 70 minutes of core instruction daily using newly adopted District Math Curriculum & Calendar Math	Principal; Classroom Teachers;	Class schedules	September 9, 2010
Continuously identify all students non-proficient in math & implement math interventions	Principal; Classroom Teachers; Data Coach	2010 MCA-II Results; District required assessments; strategic interventions; intensive interventions; Learning locator numbers;Excel; Study Island; Differentiated Instruction cards	Implement Excel - Oct. 18 Strategic & Intensive Interventions - Ongoing
Monthly grade level meetings; District & Site Staff Development; Early Release days	Teachers; Data Coach; Principal	Continued District Support	Ongoing
After School Excel to provide individualized math activities	Excel Staff;	Study Island Implementation Differentiated Instruction Cards	Oct. 18 – Excel Start Ongoing
Individual Student Goals	Teachers;Principal; Parents;Students	Goal Sheets;	Goal Setting Conference Oct. 7, 12 & 14

School Site Goal: Increase reading proficiency for all students.

Disaggregated student data used to determine each measurable objective: 2010 AYP results indicated that our school's proficiency index was 84.17 in reading for all students, with the FRPL proficiency rate of 75.42. Specifically our school continues to demonstrate a gap in achievement for our FRPL students.

Performance Target or Measurable Objective: Increase the percentage of students, who receive free and reduced price lunch, scoring in the proficient range of the MCA II Reading from 75.42% (2010 AYP index rate) to 80% or higher on the 2011 AYP index.

Indicators	Measurement Tools		
A. Proficiency Index	2011 AYP Report; Reading All Students, Reading FRPL		

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
All Students receive 120 minutes of language art instruction daily using adopted district curriculum including large & small group instruction	Principal; Classroom teachers	Class Schedules	September 9, 2010
Identify all student non-proficient in reading & implement reading interventions and modify as needed	Principal; Classroom teachers; Data Coach	Strategic Interventions; Intensive Intervention Kit; Reading Corp; district & classroom assessments; small group and individual instruction; tutors; planning time	October 16, 2010; ongoing progress monitoring
Monthly grade level meetings; District & Site Staff Development; Early Release days	Principal; teachers; data coach; district leadership	Monthly grade level meetings; cross grade level meetings; continued training on reading materials and interventions	Oct. and ongoing through 2010-2011 school year.
After School Excel to provide individualized reading activities	Excel Staff;	Study Island Implementation Learning Locator numbers; individualized instructional reading packets	Oct. 18 – Excel Start (2-4 times per week) Ongoing
Individual Student Goals	Teachers;Principal; Parents;Students	Goal Sheets;	Goal Setting Conference Oct. 7, 12 & 14

School Site Goal: Promote a positive school community to increase citizenship and reduce conflict.

Disaggregated student data used to determine each measurable objective: SSHS Student Survey. Student survey indicated that 30.9% of students experienced bullying at school and 26.8% reported that they had hit or beat someone up.

Performance Target or Measurable Objective: Decrease the number of students reporting bullying behavior from 30.9% to 10% or less and the number of students reporting hitting or beating someone up from 26.8% to 10% or less.

Indicators	Measurement Tools
Safe Schools Healthy Students Results	SSHS Survery(if conducted); or Student Survey conduct at Homecroft

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Increase community and cultural awareness	Teachers; Principal; District	Cultural Center Access: Latin, African American; Integration Specialists; Korean Exchange Teachers; District Curriculum; Celebration Opportunities; Field Trips	Ongoing
School Wide System for dealing with behaviors	Principal; Teachers; Site Council;	Restorative Learning Training; or Responsive Classroom Training; or PBIs Training; Cultural Sensitivity Training or other ideas/options	Ongoing
Define and implement programs to promote citizenship; anti-bullying; conflict resolution;	Principal; Teacher; District	Student Council; Site Council; Veterans Day Assembly & other appropriate assemblies	Ongoing

School Site Goal: Integrate the use of new technologies into classroom activities.

Disaggregated student data used to determine each measurable objective: teacher plans and use of technology; amount of training participation

Performance Target or Measurable Objective: Technology training participation and frequency of classroom usage from current level of 3 Power Users to all staff trained Power Users.

Indicators	Measurement Tools
Identified # of staff participating in district training.	Identified # of staff participating in district training; survery of classroom usage

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
All Teachers/Staff Attend Power Users	Teachers;principal; support staff; district	Offered Course Schedule from district and opportunities to participate	On-going
Integration of technology in lessons	Teachers; principal ;Data Coach; other staff	Collaboration opportunities among staff	On-going

LAKEWOOD ELEMENTARY SITE GOALS FOR 2010-2011

School Site Goal: HIGH ACADEMIC MATH ACHIEVEMENT FOR ALL

Disaggregated student date used to determine each measurable objective: 2010 MCA II math test scores

Performance Target or Measurable Objective: All students will increase in math proficiency from the 2009-2010 A.Y.P. level of 93.14 to 94.14 in 2010-2011.

Indicators	Measurement Tools		
A. Number of students who were proficient or exceeding standards	2010 MCA II math test scores		
B. Number of students who were not proficient	2010 MCA II math test scores		
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
A. /B. Grade Level meetings/Release Time for PLC's.	Data coach/Kathy Levine	Data from MCA'S BENCHMARKS, ETC.	Fall, 2010-Spring, 2011
A/B. Strategic zone students will receive 20-30 minutes of small flex groups	Teachers/Kris/Kathy Levine	Math Expressions Strategic Interventions	Fall, 2010-Spring, 2011
A./B. All students will receive 70 minutes of Harcourt plus ten additional minutes for facts/computation/fluency for grades 2-5.	Teachers/Kris/Kathy Levine	Math Expressions and Every Day Counts	Ongoing
A./B. Intensive zone students will receive individualized instruction	Teachers/Kris/Kathy Levine	Soar To Success and core supplemental materials. Ie. Differentiation cards.	Ongoing
A/B. All Day Kindergarten	Teachers	Math Expressions	
A/B. Integrate smart boards/technology	Teachers/Mary Churchill	Differentiated materials and Time	Ongoing 2010-2011
A/B. Parent volunteers	Teachers	Volunteer lists / activities	Fall, 2010

A/B. Math buddies	Teachers	Pairings of classrooms	Fall, 2010
B. Brain Gym/ Boost Up	Phy Ed Specialist/Teachers	Materials/lessons	Fall, 2010
B. Excel classes	Bolf-Evavold	Study Island	Fall, 2010
B. Excel classes	Bolf-Evavold	Learning Locator #'s from MCA	Fall, 2010
B. Learning Locator	Teachers/Parents/Excel teachers	MCA II's	Fall, 2010
A/B. School's Out Program	Heather Anderson	Homework Math Club	Ongoing 2010-2011

School Site Goal: HIGH ACADEMIC READING ACHIEVEMENT FOR ALL

Disaggregated student date used to determine each measurable objective: 2009 MCA II reading test scores

Performance Target or Measurable Objective: All students will increase in reading proficiency from the 2009-2010 A.Y.P. level of 87.58 to 89.00 in 2010-2011.

Indicators	Measurement Tools
A. Number of students who were proficient or exceeding standards	2010 MCA II reading test scores
B. Number of students who were not proficient	2010 MCA II reading test scores

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
All students will receive 90 minutes of reading plus 30 minutes writing	**Teachers/Kris/Kathy Levine**	**Harcourt Story Town Reading Series**	**Ongoing 2010-2011**
Strategic Zone students will receive 20-30 minutes of small flex groups.	**Teachers/Kris/Kathy Levine**	**Harcourt Strategic Interventions**	**Ongoing**
Intensive zone students will receive small group/individualized instruction	**Teachers/Kris/Kathy Levine Carrie Plaaman for SPED students**	**Harcourt Intensive Interventions for 37 Free/Reduced Lunch Students And 11 SPED students.**	**Ongoing**
Review Benchmark Assessments quarterly in order to group students for areas that need improvement	**Teachers/Kris/Kathy Levine**	**Data from Benchmarks**	**Ongoing**
Literacy Circles to build Comprehension and Literature	**Upper Elementary Students Grades 4-5**	**Harcourt Reading Series**	**Ongoing**
A/B. Internal spelling bees for primary students	2nd and 3rd grade teachers, Kirsta Steinmetz, Kris Teberg	Spelling lists	Winter, 2011
A. Junior Great Books	Jill Hinners and Susan Brashaw	Books and Volunteers	Winter, 2010-2011
A/B. "Discover a Book"	PTA	Materials	Fall, 2010
A/B. Grade level Meetings	Data Coach/Kathy Levine	Data from MCA's, benchmark	Fall, 2010-Spring, 2011

		assessments	
A/B/ Leveled Reader Books	Teachers	Harcourt Series	Fall, 2010
B. AmeriCorps	Lara Olsen/Jill Hinners	Benchmark Scores/Aims Web Scores Ten reading interventions	Fall, 2010
B. Excel classes	Kim Bolf	Learning locator #'s from MCA's	Fall, 2010
B. Excel Classes for Core students	Kim Bolf	Study Island	Fall, 2010
A/B. School's Out	Heather Anderson	Computer Club, Science Club, Chess, etc.	Ongoing
A/B Jump Start Kindergarten	Lara Olsen	Kindergarten preparation	August, 2010
A/B. Parent volunteers	Teachers/PTA/Jill Hinners	Directory / Newsletter	Fall, 2010

School Site Goal: HIGH ACADEMIC SCIENCE ACHIEVEMENT FOR ALL

Disaggregated student date used to determine each measurable objective: 2010 MCA II science test scores

Performance Target or Measurable Objective: All students will increase in science proficiency from the 2009-2010 A.Y.P. level of 51.02 to 53.00 in 2010-2011

Indicators	Measurement Tools
Proficiency index	2010 MCA II science test scores

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
A/B. Nature trail	Teachers	Backpacks with lesson plans, Grant, Project Learning Tree Membership, DNR	FALL, 2010
A/B. Field trips	Teachers	Bus fund/Hartley Center	ONGOING
A/B. Assemblies and class experts	Kris Teberg/Kathy Levine/WLSSD	PTA funds that are science oriented from St. Paul Science Museum	ONGOING
A/B. Smart board activities/technology	Teachers	Virtual tours, interactive lessons and activities, habitat viewing through webcams	FALL, 2010
A/B. Foss Kits	Teachers	FOSS KITS	WINTER, 2011
A/B. Science Fair	Staff/PTA	PTA	APRIL, 2011
A/B. Children's Museum	Kris Teberg/Teachers	Rotating Satellite programs from Museum during Second Semester	WINTER, 2010
A/B. Kindergarten Activity Centers	Cheryl Scianni/Paul Davis	Science Experiment Kits	FALL, 2010
A/B Upper elementary	Beth Miller/Phyllis Makila	Science Binoculars lesson plans	WINTER, 2011
A/B RECYCLING WLSSD	Dee Angradi/Kris Teberg	WLSSD assembly	FALL, 2010
Practice MCA Science Test	5th grade teachers	ISD 709	SPRING, 2011

School Site Goal: MAINTAIN AND FOSTER WELCOMING AND SAFE CULTURE

Disaggregated student date used to determine each measurable objective: Family SSHS survey 1st and 3rd quarter , STUDENT AND Staff Survey TWO TIMES DURING THE YEAR IN FALL AND SPRING.

Performance Target or Measurable Objective: Strengthen staff-staff, staff-parent, staff-student and student-student relationships.

Indicators	Measurement Tools		
Increase positive school climate.	SSHS survey of 4th and 5th graders in the first and third quarters of the school year.		
Create environment of 5 B's throughout building	SSHS survey of parents, students, and staff		
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
Create Parent Educational Opportunities for them to feel welcomed, safe and valued.	**Parents on Site Council and PTA Kathy Levine and her RC training**	**Survey parents of their expertise and careers.** **Demonstrate RC strategies to parents**	**NOVEMBER, 2010 Ongoing training/opportunities**
Provide Morning Meeting Time in teacher workday	Teachers	RC manuals	FALL, 2010
SEL In-servicing of bus drivers of 5 B's and Lakewood Kindness Pledge for all busses and playground monitors.	Kris Teberg	5 B's, ASK SIGNS, MONITOR JOB DESCRIPTIONS AND SITE COUNCIL GOALS THROUGHOUT THE BUILDING.	OCTOBER, 2010
Revise Teacher Work Day to provide safe and welcoming environment in Arnold Hall	Kris Teberg	Teacher Contract and what other school's are doing for arrival and dismissal procedures.	FALL, 2010
Communicate to Parents of Morning Arrival Time Changes Emphasizing safety, 5 B's etc.	Kris Teberg	Flyers, Phone Messenger System	OCTOBER, 2010
Utilize Responsive Classroom components in classrooms	Teachers/ Administrator	EASELS, CHARTS, ETC.	ONGOING
Greeting at classrooms	Teachers/Kris Teberg	EXPECTATIONS OF ALL STAFF,STUDENTS	ONGOING
Showcasing students and work	Teachers/PTA	SHOWCASE / SCHEDULE	ONGOING

Buddy systems with new staff/students who are new	Teachers	SCHEDULING	FALL, 2010
Highlight support staff in newsletter	Kris Teberg/Support staff	NEWSLETTER	NOVEMBER, 2010
Monthly Assemblies for RC	Kris Teberg/Kathy Levine	CALENDAR SCHEDULE	September 2010-May 2011
CASEL SURVEY FROM SSHS	Erica Wittmers-Graves	CASEL SURVEYS	First and Third Report Card Period 2010-2011

School Site Goal: EFFECTIVE AND EFFICIENT SYSTEMS

Disaggregated student data used to determine each measurable objective: Parent, Staff and Student Surveys using SSHS survey format

Performance Target or Measurable Objective: Establish a system to prepare the Lakewood Community for an earlier elementary school day which will maximize the best learning times for our students should changes to the student school day occur district-wide.

Increase knowledge and understanding of Lakewood's Site Council Infrastructure with all stakeholders as to how decisions are made at our school.

Indicators	Measurement Tools		
A System will be in place by March 1st.	Whether the system was established or not through the district QSC subcommittee by January.		
B. All Stakeholders will be informed by Kindergarten Round Up	Data that will measure level of communication and satisfaction level will be surveyed in the Parent Survey.		
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
A Align the new day to with the teacher's contract	Kris Teberg/Union/Transportation Representative/Keith Dixon and Leadership Team	Schedule / Plan of Action Leadership Team	March 1, 2011
A. Communicate and involve Schools Out Program to establish new plans for their program	Heather Anderson	Plan for year by March 1, 2011	ONGOING
A. Communicate to parent community through newsletter of the upcoming changes.	Kris Teberg/PTA Member at Large	Plan of Action and written agreement from the Office of Superintendent and Director of Transportation.	March 1, 2011
A, Inform new families at Kindergarten of the changes	Kris Teberg/PTA Member at Large	Plan for the upcoming year	March 10, 2011

Lincoln Piedmont Elementary School Site Goal: Efficient and Effective Systems – 2010.2011

School Site Goal: Efficient and effective systems. All stakeholder groups will report satisfaction in effective communication by the end of the 2010.2011 school year as measured by a school survey.

Disaggregated student data used to determine each measurable objective: school survey.

Performance Target or Measurable Objective: 100% satisfaction results on school survey.

Indicators	Measurement Tools
# of positive results	stakeholder survey

Site Action Steps	Staff Leadership Involved	Information and Resources Needed	Implementation / Completion	Notes
Develop and maintain school-wide calendar of events.	Site Team, administrator, office personnel, technology coordinator.	Collaboration and information-sharing between staff and office, space for display.	Aug.-June	
Weekly class bulletin.	Classroom teachers.	Colored paper, tech training.	Sept.-June	
Weekly communication folder.	Office, parent group.	Collaboration and information-sharing between all parties, folder supplies.	Sept.-June	
School Memo Notepad (Panther Pad)	Staff, office personnel, media specialist.	Funding for notepads.	Sept.-June	

Lincoln Piedmont Elementary School Site Goal: High Achievement for All – 2010.11

School Site Goal: High Achievement for All. All reporting subgroups will make AYP in both Reading and Math in every subgroup.
Disaggregated student data used to determine each measurable objective: MCA II Math, MCA II Reading scores.
Performance Target or Measurable Objective: Make AYP by achieving a 7% increase in Math and a 6% increase in Reading.

Indicators	Measurement Tools
% proficient in all students in Reading	MCA II Reading results from ISD 709 2010 AYP report
% proficient in all students in Math	MCA II Math results from ISD 709 2010 AYP report

Site Action Steps	Staff Leadership Involved	Information and Resources Needed	Implementation / Completion
Incorporate MCA II Learner Locator Program information in developing class-wide and individual reading, math strategies.	Classroom teachers, reading specialists , curriculum specialists, special education teachers, data coach, and paras.	Learner Locator Program training, subs for staff collaboration, appropriate sharing of student info.	Sept- June
Increase use of MCA II data to guide instruction .	Administrator, data coach, classroom teachers, specialists, district assessment specialist	Student specific MCA data, MCA trend data, collaboration time between staff and district assessment specialist, appropriate sharing of student info.	Nov – March
Concentrate on subgroups and "at-risk" students while maintaining math, reading focus.	Academic affairs committee, data coach, sped team, classroom teachers, specialists, administration	Sped TOSA training, curriculum specialist training, interventions training, appropriate sharing of student info.	Nov – March
Curriculum based family nights.	Parent liaison, data coach, and PTA.	Trend data, materials, publicity opportunities.	Nov - March
Excel Classes focused on Reading and Math using Study Island	Classroom teachers, Excel teachers, data coach.	Study Island training, computer lab time.	Oct-April
Grades 4 & 5 morning 30 minute group rotations based on D, P, M, E and benchmark assessment scores for Reading and Math.	Classroom teachers, data coach, sped team.	Interventions training, strategic inventory of interventions.	Sept-June
Special Education interventions.	Sped Teachers, administration, TOSAs.	Calendar of IEP and Eval Due Dates, and Tru-Thought/intervention trainings.	Sept-June
Summer School	Teaching staff, community liaison.	Funding and curriculum.	June, August

Lincoln Piedmont Elementary School Site Goal: Safe & Welcoming Environment – 2010.11

School Site Goal: Safe and Welcoming Environment. At least 80% of Lincoln Piedmont students will feel most students at this school behave well.
Disaggregated student data used to determine each measurable objective: student survey
Performance Target or Measurable Objective: 80% of students

Indicators	Measurement Tools
% positive	Student survey

Site Action Steps	Staff Leadership Involved	Information and Resources Needed	Implementation / Completion	Notes
Individual and school-wide incentive plans to promote positive behaviors.	Administrative Affairs Committee, PTA, entire staff.	Appropriate shared student info, assembly info, funding, info and materials on programs such as Characteristics of Successful Learners, Peer Mediation, Student of the Month, etc., scheduled time for incentives.	Sept.-June	
Staff will teach school wide behavior procedures & expectation policy to students.	Entire staff.	Behavior procedures and expectation policy, Characteristics of Successful Learners, bullying training and poster, character development materials, Tru-Thought materials.	Sept. – June	
Increased behavior communication between home and school.	Teachers, behavior specialist, monitors, administration, community liaison.	Appropriate sharing of student info, collaboration time.	Sept.-June.	
Student survey	Parent liaison, coordinators, social worker, Site Team	Survey developed and implemented	April-May	

(LOWELL ELEMENTARY)   SITE GOALS FOR 2010-11

School Site Goal_____ Increase Reading Proficiency for all students/High Achievement for all

Disaggregated student date used to determine each measurable objective: 2010 AYP Results indicated that our school's proficiency rate was 87.61 in reading; our target was 89.40

Performance Target or Measurable Objective: Increase the reading proficiency index for all the students subgroup from the 2009-10 level of 87.61 in 2010-2011.

Indicators	Measurement Tools
A. Proficiency Index	2011 AYP Report; Reading All Students
B.	

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
120 minutes-Lang Arts –Dist. Cumc	Classroom teachers	Storytown materials	Grade level Mtgs-monthly
ID non proficient in Rdg students	Grade level leaders/Data coach	2010 MCA results	Review/ongoing
Yellow triangle snd/const/add intervention/	Principal/Gr level teacher/Data Coach	Harcourt Strategic Intervention Kit	Rdg Corp/Sr Corp/ongoing benchmarks
Modify Instruction/practices-via Data	Data Coach	Planning time/Data fr; classroom assess	All year-Gr level mtgs
Staff develop-vs Data to guide instruction	Site team, Gr level reps, Data coach	Time to plan/triangle/data journal –wall	Gr level mtgs/Early release Days
After school Excel Program, Individual rdg	Excel staff & Deseg assistant	Learning locator #'s	Survey families/students
Deseg Assistants-tutoring	Principal	Deseg support/data guidance	K-5 Staff/ongoing Sept-May
Early Release Days	K-5 Staff	Review assessments/data	All year
Support Rdg stats	Data Coach/K-5 teachers	Review teaching methods, share work methods	All year

Goal setting conferences	K-5 Staff/Data Coach	Review-plan Goal sheets	Oct/Feb/ongoing
PLC/Daily 5	Principal/K-5 Staff/Data Coach	Daily 5 Book/Grade level Mtgs/Staff mtgs	Throughout school year/credits provided
Small groups-literacy coach 4-5 students pull out	Data/Literacy Coach, K-2 teachers	Strategic interventions kit, Study Island	Nov-Jun 20 minute lessons 6 out of 8 days
Integration Specialists working w/students	Dist EEAC office/Int specialist/Data coach/K-5 teachers/Principal	Give Data info/Mtg w/families/share ideas/check on students	Ongoing all yr/Data focuser

School Site Goal_____ Increase Math Proficiency for all students/High Achievement for all

Disaggregated student date used to determine each measurable objective: 2010 results indicated that our school's proficiency index was 78.17 in math; our target was 79.27.

Performance Target or Measurable Objective: Increase the math proficiency index for all students subgroup from the 2009-2010 level of 78.17 to 80.57.

Indicators	Measurement Tools
A. Proficiency Index	2011 AYP Report; Math all students
B.	

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
New math series implemented	Dist. Chair-Patty Bambenek	Training/workshops/modeling	All year-ongoing
70 Minutes core math Instruction	Data Coach/Principal/K-5 teachers	Schedule to reflect at interviews	All yr/share at Staff & Gr level mtgs
ID all nonproficient math students	Gr level Leaders/Data Coach/K-5 Teachers	Data wall/Benchmark assessments/MCA reports	Gr level mtgs/Data Mtgs
Individualized interventions-yellow	Data Coach/K-5 Teachers/Principal	RTI yellow Indentified	Ongoing/choir mtgs/Gr level mtgs
Implement math interventions	K-5 teachers/Principal/data Coach	Monitoring device by teachers	Gr level mtgs/Data Choir Mtgs
Modify Instr approaches using data	Data coach/K-5 teachers	Data from ch rm assessment	k-5 strategies continually share all yr.
Staff Develop-Data Driven	Site team/Gr level reps/Data coach/ Principal	Dist staff & Bldg staff together/MCA info	Learning locators, MCA Information
After school Excel-individualized math	Excel staff	Lrng locator #'s/Indiv packets/Study Island	Survey/assess needs-ongoing
Support-Dist office to Lowell	Data Coach/k-5 staff/Patty B	Review teaching strategies/New curric	Benchmarks & end of yr
Deseg assistants-tutor, relationship bldg	Deseg asst/classrm teacher/Data coach/bldg principal	Deseg asst-hired-Integration-office-assess sharing, tutoring techniques, alignment	Ongoing surveys, student success/data
K-5 Student Activities	Every day counts/Calendar math/Pre/Post tests	Calendar math	K-5 Ongoing
Goal Setting Conference Feb follow-	K-5 staff/Principal/Data Coach	Set goals/review goals/share new math	Oct/Feb Conferences, in

ups		series insights	between also
Integration Specialists working w/students	Dist EEAC office/Int specialist/Data coach/K-5 teachers/Principal	Give Data info/Mtg w/families/share ideas/check on students	Ongoing all yr/Data focuser
Staff mtgs/Gr lev mtgs/Data mtgs	Principal/Data Coach/K-5 Tchrs/Patty B	Share stories, circle mtgs re frustrations, successes , brain storm, share data	Start of mtgs for Data/Staff

School Site Goal: Develop Goal Setting Conferences to align with Data planning and Sharing/Welcoming and Safe Culture

Disaggregated student date used to determine each measurable objective: Informal Lowell survey (Spring 2010) showed overwhelming amount of staff desiring Goal setting Conferences

Performance Target or Measurable Objective: Having 100% of Grade Level Teachers develop Goal setting forms,

process/procedure, to parallel proactive alignment with data (Ex: Achievement, behavior, social/emotional)

Indicators	Measurement Tools
100% of Goal setting forms align with 66% (2/3) of focus items (student achievement, behavior, social/emotional	Follow up staff survey-Early Release-Oct 21, 2010 Follow up February-conference survey 2011

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Preview/discuss pros/cons	Principal/Grade level Reps	Samples of P/T Goal setting conference sheets to share/discuss	Fall 2010-Sept
Create Indiv Goal sheets	Grade levels	Indiv. Teachers and Grade levels align/discuss choices-get final copies	Before October conferences
Staff mtg reflection	Principal/All certified staff	Final alignment for Goal sheets	Prior to October Goal setting conferences
Going over Goals w/students	Teachers at Grade levels	Indiv sheets/pre-planning stage	Prior to October conferences
P/T Conferences	Teachers/Parents/students	October Goal setting Dates/forms	October 12, 14, 18 2010
Review of Conferences	Data Coach/Principal/Staff	Early Release Day-October	October 21, 2010
Planning for February Conferences	Data Coach/Principal/Staff	Early Release Day-October	October 21, 2010
Align Goals/use triangle	Data Coach/Principal	Triangle/Flip charts/C.P.R.	October 21, 2010
Recognize student referrals	Data Coach/Principal/Teachers	Student profile sheet "Who am I"	October 21, 2010

Recognize Red, Yellow, Green needs-Triangle	Data Coach/Principal/Teachers/Integration Specialists	R.T.I. Info Gr 1-5 Rating Info	October 21, 2010 through end of yr
Survey staff regarding P/T Conferences/survey parents re: P/T Conferences	Data Coach/Grade level Reps/Principal/Site Team Reps (Staff & Parent surveys)	Survey questions, All call to give heads up, survey tally process,	October 21, 2010 –staff Feb- Conference conclusion staff & parents, November parents

School Site Goal: Enhance Communication System and overall process to improve communication/Effective and Efficient systems

Disaggregated student date used to determine each measurable objective: Develop survey(s) to measure level(s) of understanding for building and individual classrooms.

Performance Target or Measurable Objective: Break down communication styles to measure percent of staff who participate with their process listed: (within the school) (school to home) (adults/students)

Indicators	Measurement Tools
% who use communication style	Lowell developed survey

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Adopt Goal Setting Conferences	Indiv classroom Teachers	Conference nights, schedulers, Early Release time	Spring 2011
Update web site	Web/Technology Staff	Web, Data to enter, Computer	Ongoing
Continue Weekly All Call	All call system/Principal	All call system/updates	Ongoing
Continue Wednesday Envelopes	PTA Envelope stuffers	Office updates, Special events	Ongoing
Update School Calendar	Secretary updates/Grade levels	Data entry-secretary-updates	Bi-monthly
Daily announcements	Teachers/Principal/Students	Web cam/P.A. system	AM Web cam/ ongoing
Design Committee meeting update to be shared	Committee Point person	Meeting, monthly, committee minutes	1 time per month
½ Day Grade level Mtgs	Data Coach/Teachers	Data books/updates	Monthly
Staff Mtgs	Teachers/Principal	Updates/Responsive Classroom	Bi-monthly

PTA Mtgs	PTA co-presidents/Site Rep	PTA Board/Agenda/Time lines	Ongoing
Site Team Mtgs	Site Chair/Members	Assessment/Data needs/choir	1 time each month
Grade Level Mtgs	Data Coach/Teachers/Choir Teacher	Assessment/Data Needs	1 X every 4 days ongoing all year

School Site Goal: Increasing Intercultural Competence/Welcoming and Safe Culture

Disaggregated student date used to determine each measurable objective: 2009 SSHS Staff Survey showed 75.6% of school staff agreed with the statement: Intercultural competence is a priority at my school.

Performance Target or Measurable Objective: To increase from 76.5% (Fall2009) that agree /strongly agree to 82% (in Spring 2010) that agree/strongly agree with the statement: Intercultural Competence is a priority at my school.

Indicators	Measurement Tools
100% of Lowell Mtgs (Data, K-2 Literacy, Staff, Surveys)	Pulling Minutes/Surveys

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Deseg. Assistants Tutoring	EEAC/Classroom Teachers/Principal	EEAC Support/Ron Haglund	Ongoing-All year
Drumming Group mtgs	Jill Dalbacka/Peg LaForge/ College of St Scholastica-Jeremy Craycraft	Drums, CSS Instructor, Lowell Teachers/Provision for Assemblies	Ongoing-All year
Lion Dance Team Performance	Jill Dalbacka/Lion Dance Coordinator	Lion Dance Team	Assembly/Winter 2011
Integration Specialists-Lowell	Ron Haglund-EEAC	Info. Re: Lowell Data/Student needs	Ongoing-All year
International/Intercultural Music Assemblies	Lowell Staff/Music Teachers/EEAC/Ron Haglund/Principal	Support for providing assemblies, EEAC scheduling-Music Teachers	4 times throughout school year
Presentations at Site Team and PTA Mtgs	Cultural Specialists/Integration Specialists sharing plans/goals	Members to present	Ongoing at scheduled mtgs
Data provided regarding students	Data/K-2 Literacy Coach/ Classroom teachers/Infinite Campass/District Specialists	Data Journal/Data Cards	Ongoing-All year

Laura MacArthur   *SITE GOALS FOR 2010-11*

School Site Goal: Identify and Decrease Bullying

Disaggregated student date used to determine each measurable objective:

Performance Target or Measurable Objective: Baseline bullying data will be collected using a student survey done in January. We will target selected areas of most concern based on this data. Results will be determined by a post survey administered by the end of May.

Indicators	Measurement Tools		
A.	Pre- and Post bullying survey		
B.			
Action Steps	**Staff Leadership Involved**	**Information/Resources Needed**	**Implementation Completion**
Staff conversation	Leadership Team	Video – scripted question	November
5th grade service-learning project targeting cyber-bullying	5th grade team & community members	comm. meeting and dialogue	November
Administer student survey	Classroom teachers	Student surveys	January
Identify & Address targeted areas	Classroom teachers – community Leadership Team	Discussions, assemblies - CLIMB Theater	January – May
Post student survey	Classroom teachers	Students Surveys	May

Effective & Efficient Systems-

School Site Goal: Restructuring our Student Support Team (SST)

Disaggregated student date used to determine each measurable objective:

Performance Target or Measurable Objective: By June, our Student Support Team will create a three-ring binder of resources available to classroom teachers that will streamline that process of identifying student concern, developing well-written and measureable PDI's, and focus on helpful strategies and interventions to implement for student success.

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
PDI's and referrals to SST will be handled at grade level mtgs.	Classroom teachers, support team members and principal	Appropriate forms and conversation	On-going
SST will:	SST members		On-going
Assemble references for quick checks of speech, OT, PT			
Revise the referral form and agenda format			
Develop check lists (CZCO) for easy reference for classroom teachers			
Develop resource library (on-line)			
Develop a Response Team			
Continue open dialogue with teachers and staff			
Streamline assessment process			
End result – A three-ring resource binder to use for years to come.			

School Site Goal: High Achievement for All Students

Performance Target or Measurable Objective: Increase Math Proficiency Index from 66.93 to 71.00 and Reading Proficiency Index from 75.25 to 85.00, as measured by 2011 AYP Report.

Indicators	Measurement Tools
A.	MCA results, district assessment, unit tests, formative assessments

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
UMD Bulldog buddies	Classroom teachers	UMD students assigned to at-risk students 1 on 1 and whole group targeting reading and math	Dec for 1st semester May for 2nd semester
EXCEL (new to MacArthur)	Teachers – Data Coach	Study Island, computer lab, other instructional activites	June and on-going through the summer
PASS – Parents and Students Succeeding	Integration Specialists	7 week parenting course	October/November
Grade level meeting	Classroom teachers, data coach, social worker, psychologist, spec ed	Data and interventions – assessments Create data wall reflecting <u>all</u> students	June
Compelling conversations	Teachers, data coach, principal	Dialogue and data, documentation	June

Other resources this year:
   Integration Specialist
   Hourly Certified teachers tutoring at-risk students
   Data Coach
   Study Island
   Focused staff meetings – topic driven

Merritt Creek Academy Site Goal: Academic Achievement in Reading 2010-2011

School Site Goal: Increase reading proficiency of all students.

Disaggregated student data used to determine each measurable objective: 2010 AYP indicated a reading proficiency index rate of 45.59. The blended index target was 75.13.

Performance Target or Measurable Objective: Increase reading proficiency from 45.59 to the new blended target index of 70.95.

Indicators	Measurement Tools
Proficiency Index	2011 AYP Report
RIT Scores	NWEA
Reading Level	Stars Testing

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Staff training opportunities in best practices in teaching reading	Site team	Trainings provided by district; staff Dev. Funds.	2010-2011 School Year	
Continued support of Title 1	Title 1 staff	Accurate pre-testing information; grade level assessment in reading	2010-2011 School Year	
STAR pre test all students upon entry within the first 2 weeks	Case managing teacher and Title 1 staff	Time for testing; knowledge of new students	2010-2011 School Year	
Test implementation training	Testing coordinator	NWEA training by company or district	2010-2011 School Year	
Test/ curriculum implementation training	Elementary staff	Curriculum and evaluation training	2010-2011 School Year	

Draft 10-25-10

Merritt Creek Academy Site Goal: Academic Achievement in Math 2010-2011

School Site Goal: Increase math proficiency of all students.

Disaggregated student data used to determine each measurable objective: 2010 AYP indicated a math proficiency index rate of 20.00 The blended index target was 61.23.

Performance Target or Measurable Objective: Increase math proficiency from 20.00 to the new blended target index of 63.60.

Indicators	Measurement Tools
Proficiency Index	2011 AYP Report
RIT Scores	NWEA
Math Level	Star Testing

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Staff training opportunities in best practices in teaching math	Site team	Trainings provided by district; staff Dev. Funds.	2010-2011 School Year	
Continued support of Title 1	Title 1 staff	Accurate pre-testing information; grade level assessment in math	2010-2011 School Year	
STAR pre test all students upon entry within the first 2 weeks	Case managing teacher and Title 1 staff	Time for testing; knowledge of new students	2010-2011 School Year	
Test implementation training	Testing coordinator	NWEA training by company or district	2010-2011 School Year	
Test/ curriculum implementation training	Elementary staff	Curriculum and evaluation training	2010-2011 School Year	

Draft 10-25-10

Merritt Creek Academy Site Goal: School Environment 2010-2011

School Site Goal: The students will follow and meet classroom procedures and behavior expectations throughout the school year. This will be measured on a weekly basis through the use of behavior tracking sheets.
Disaggregated student data used to determine each measurable objective: Behavioral sheets. For the 2009-2010 school year, 69% of the students improved, 7% stayed the same, and 24% decreased the number of satisfactory marks.
Performance Target or Measurable Objective: Positive growth in the number of satisfactory marks as measured on the daily behavior sheets.

Indicators	Measurement Tools
Satisfactory marks	Behavior sheets

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Complete revised daily behavior sheet on each student	Classroom teachers and paraprofessionals	Trainings and behavior sheets for each student	2010-2011 School Year	
Develop individual student goals for behavior sheets	Case managing teacher	Goals for each student established	2010-2011 School Year	

Draft 11-08-10

Revised 9/2/10

Morgan Park Middle School

All School Title I/Site Improvement Summary/2010-2011

Goal Area #1: Reading

<u>School Site Goal</u>: **Increase reading proficiency for all students.**

<u>Disaggregated student data used to determine each measurable objective:</u>
**2010 AYP results indicated that our school's reading proficiency index
was 71.44: our target was 78.32**

<u>Performance Target or Measurable Objective:</u>
**Increase the reading proficiency index for all the 'All Students
Subgroup' from the 2009-2010 level of 71.44 to 83.37 in 2010-2011.**

<u>Indicators:</u> **Proficiency Index on the MCA II**
<u>Measurement Tools:</u> **2011 AYP Report: Reading All Students**

<u>In addition, the following subgroups will be targeted:</u>
**American Indian
African American
Special Education
Free/Reduced**

(Indicates Ten Elements of School-Wide Title I Plan)

Funds	
T	**Title I**
S	**Staff Development**
C	**Compensatory Ed.**
M	**Middle Level Fund**
G	**General**
E	**Excel**
ALC	**ALC**
D	**Desegregation**
SP	**Special Ed.**

Instructional Strategies/Plans for Reading Goal Area

Fund*	Strategy	Basic/High	New?	Who Is Responsible? Carry Out?	Who Will Evaluate?	How? (What Tool?)
C T M	R1 Reduce student/teacher ratio (1:28). (5) (3)	Both	Cont.	Admin	Admin	Report
T	R2 Students taught MCA test taking skills and given MCA pretests, in English/Social Studies/Science classes in grades 6 – 8 (Some options: Study Island, Read Excel, Story Town). (1) (9) (3)	Both	Cont.	Team Data Coaches	Teams Data Coaches	Checklist
T M	R3 Offer extended day activity programs/clubs which provide reading strategies for students (Some options: Excel, Book Club, Tutoring). (3) (2) (9)	Both	Cont.	Staff	Staff	Checklist
M T	R4 Use advisor/advisee programs to enhance reading comprehension, an average of twice per month, all year (SSR, Newspapers). (3)	Both	Cont.	HB	Homebase Teachers	Checklist
T E ALC	R5 Provide instruction for reading/study skills, grades 6 – 8, (direct instruction) through Excel, Read 180, Title I small group instruction, Trans English. (1) (2) (10) (3)	Basic	Mod.	Title I Teacher Sped Teachers Excel Date Coach Read 180 Teacher	Read 180 Teacher Sped Teachers Excel Trans Eng. Coach Data Coach	Checklist

(Continued)
Instructional Strategies/Plans for Reading Goal Area

Fund*	Strategy	Basic/High	New?	Who Is Responsible? Carry Out?	Who Will Evaluate?	How? (What Tool?)
G	R6 Use data to coach to facilitate MCA/NWEA data analysis. Use this data to develop strategies to increase student reading achievement. (1) (3) (8) (9)	Basic	Mod.	Data Coaches Teachers	Data Coaches All Teachers	Checklist
SP	R7 An alternative English 7/8 and Reading Language Arts 6 classes will be provided for 6th - 8th grade students to comply with IEP goals. (2) (3) (8) (9)	Basic	Mod.	Sped. Teachers	Sped. Teachers	Checklist
SP	R8 Re-evaluate all IEPs to consider alternative Reading MCA II, MTAS, MCA II Modified and/or accommodations. (8) (9)	Basic	Cont.	Sped Teachers Data Coaches	Sped Teachers Data Coaches	Checklist
	R9 All Sped teachers will provide a case load list, program modifications and support to all teachers and paras who work with those students w/IEPs by October 1.	Basic	New	Sped Teachers	All Teachers	Checklist
	R10 All teachers will use constructed response questions on assignments and tests. (2) (3)	Both	Cont.	All Teachers	All Teachers	Checklists

(Continued)
Instructional Strategies/Plans for Reading Goal Area

Fund*	Strategy	Basic/High	New?	Who Is Responsible? Carry Out?	Who Will Evaluate?	How? (What Tool?)
G SP	R11 Co-taught English instruction will be provided for 7th and 8th grade students who are identified through NWEA/MCA scores. (2) (3) (8) (9)	Basic	New	Co-Teaching Teams Data Coaches	Co-Teaching Teams Data Coaches	Checklist
T	R12 Individual tutoring provided during the school day for 6-8 students who are not proficient in reading. Identified through team analysis of data and teacher recommendation.	Basic	Cont.	Tutors Teams Counselors Data Coaches	Tutors Teams Data Coaches	Checklist
T	R13 All 6-8 students will take NWEA MAP test 3 times each year (beginning, middle, end-of-year).	Both	Cont.	Data Coaches Counselors Lang/Eng Teachers Math Tchrs.	Teams Counselors Data Coaches	Checklist
ALC G T	R14 A Data Coach will be available to provide data analysis, support student achievement and provide professional development.	Both	New	Admin	All Teachers	Checklist
D	R15 Integration specialists will be available to help facilitate the home/school connections w/students of color who are academically at risk.	Basic	New	Int. Spec.	Int. Spec.	Checklist

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Goal Area #2: Math

School Site Goal: **Increase math proficiency for all students.**

Disaggregated students data used to determine each measurable objective:
2010 AYP results indicated that our school's math proficiency index was 55.51; our target was 73.62.

Performance Target of Measurable Objective: **Increase the math proficiency index for the "All Students Subgroup"**
From the 2009-2010 level of 55.51 to 79.91.

Indicators	Measurement Tools
MCA II Proficiency Index	2011 AYP Report: Math All Students

In addition, the following subgroups will be targeted:
American Indian
African American
Special Education
Free/Reduced
White

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Instructional Strategies/Plans for Math Goal Area

Fund*	Strategy	Basic/High	New?	Who Is Responsible?	Who Will Evaluate?	How? What Tool?
C T M	M1 Reduce student/teacher ratio (1:28). (5) (3)	Both	Cont.	Admin	Admin	Checklist
	M2 Students taught MCA test taking skills and given pretest for MCA in math classes grades 6 – 8. (Options: Study Island, practice tests) (9) (3)	Both	Cont.	Math Teachers	Math Teachers	Checklist
T	M3 Provide instruction for math skills – Grades 6 – 8th in homebase, on average twice per month (3)	Both	Cont.	Homebase Teachers	Homebase	Checklist
T S	M4 Use Data Coach to facilitate MCA data analysis. Use this data to develop strategies to increase student math achievement. (2) (9)	Basic	Mod.	Data Coaches All Teachers	Data Coaches All Teachers	Checklist
G	M5 Trans Math 6, 7, & 8 will be provided to students who are identified by NWEA/MCA II test scores. (2) (3) (9) (10)	Basic	New	Data Coach Trans Math Teachers	Data Coaches Trans Math Teachers	Checklist

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(Continued)
Instructional Strategies/Plans for Math Goal Area

Fund*	Strategy	Basic/High	New?	Who Is Responsible?	Who Will Evaluate?	How? What Tool?
M	M6 Co-taught Math 6, 7 & 8 will be provided for students who are indicated through MWEA/MCA II test scores. (2) (3) (8) (9)	Basic	Mod.	Co-Teaching Teams Data Coaches	Co-Teaching Teams Data Coaches	Checklist
SP	M7 An alternative math class will be provided for 6th, 7th and 8th grade students to comply with IEP goals. (3) (8) (9) (10)	Basic	Cont.	Sped. Ed Teacher	Spec. Ed Teacher	Checklist
G	M8 Supplemental math instruction will be provided for 6-8th grade students who partially passed the MCA II Math Test. (Through Math Lab). (2) (3) (9) (10)	Basic	New	Math Lab Teachers Data Coaches	Math Lab Teachers Data Coaches	Checklist
SP	M9 Re-evaluate all IEPs to consider alternative Math MCA II, MTAS, MCA II Modified and/or accommodations. (8) (9)	Basic	Cont.	Sped Teachers Data Coaches	Sped Teachers Data Coaches	Checklist
G	M10 Offer extended day activity programs/clubs which provide math strategies for students. (Excel, tutoring) (3) (2) (9)	Both	Cont.	Staff	Staff	Checklist

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(Continued)
Instructional Strategies/Plans for Math Goal Area

Fund*	Strategy	Basic/High	New?	Who Is Responsible?	Who Will Evaluate?	How? What Tool?
G	M11 All 6-8 students will take NWEA MAP test 3 times each year (beginning, middle, end-of-year)	Both	New	Counselors Lang/English Teachers	Teams Counselors	Checklist
ALC C	M12 A Data Coach will be available to provide data analysis, support student achievement and provide professional development	Both	New	Admin	All Teachers	Checklist
D	M13 Integration specialists will be available to help facilitate the home/school connections w/students of color who are academically at risk.	Basic	New	Int. Spec.	Int. Spec.	Checklist

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Goal Area #3: Systems

<u>School Site Goal</u>: **Increase staff satisfaction and understanding of school-wide systems during this time of transition (assimilating new staff, new teams, new room assignments).**

<u>Indicators</u>: Percent of positive responses
<u>Measurement Tools</u>: **2011 Site Plan Strategy Evaluation Checklists**

Systems Strategies

Fund*	Strategy	Basic/High	New?	Who Is Responsible? Carry Out?	Who Will Evaluate?	How? (What Tool?)
M	S1 Teachers will develop and maintain a plan to communicate with each student and parent/guardians. (6)		Cont.	Site Team Parents All Staff	All Teachers	Checklist
T	S2 Teams will maintain a team binder and communicate weekly to all staff using a universal team template. (1) (2) (9) (10)		Cont.	Team Leaders	Teams	Checklist
T S	S3 Leadership group will continue to oversee a plan for smooth transition of new staff and students.		Cont.	Administration Leadership Group	All Staff	Checklist
T S	S4 A decision-making and communication flow chart will be modified, distributed and displayed for use by all staff.		Mod.	Administration' Leadership Group	All Staff	Checklist
T S	S5 All staff will have a secure work area, including staff who are displaced because of shared rooms. (3) (2) (9)		Cont.	Administration Leadership Group	All Staff	Checklist

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(Continued)
Systems Strategies

Fund*	Strategy	Basic/High	New?	Who Is Responsible? Carry Out?	Who Will Evaluate?	How? (What Tool?)
T S	S6 Staff "Blue Binders" will be updated.		Mod.	Administration Leadership Group	All Staff	Checklist
	S7 Assessment team will be created and meet quarterly to plan implementation of NWEA/MCA-II assessment.		New	Data Coaches Admin Counselors Sped Rep. School Psych. Content Rep. Team Leaders Teacher Rep. Int. Spec.	All Participants	Checklist Sign-in

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Goal Area #4: Climate

School Site Goal: **Increase Student and Staff feeling of Safety, Satisfaction and Engagement at Morgan Park**
Indicators**: Percent of positive responses on items relating to safety, satisfaction, and engagement**
Measurement Tools: **2011 SurveyMonkey Student and Staff Survey**

Fund*	Climate Strategy	Staff Participating	Who Will Arrange, Provide Direction	Who Will Evaluate?	Evaluation Tool	Timeline
M C S	C1 Continue to implement and refine the school-wide system to address discipline and social/emotional needs of students. (Developmental Des.)	All staff	Administration Site Team	All staff	Checklist	2010-2011 School Year
	C2 Monthly meetings of the At-Risk Team will assess and develop action plans for at-risk students. At-Risk Team will communicate action plans to team leaders.	Administration Counselors Social Worker Liaison Officer	Administration Site Team	At-Risk Team Team Leaders	Checklist	2010-2011 School Year
Deseg	C3 Full time multi-cultural community advocate to provide tutoring/clubs/conflict resolution for students and communicate with teachers and parents.	Community Advocate Int. Spec.	Admin Comm. Advocate Int. Spec.	Comm. Adv. Admin Teachers Int. Spec.	Checklist	2010-2011 School Year

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(Continued)
Climate Strategies

Fund*	Climate Strategy	Staff Participating	Who Will Arrange, Provide Direction	Who Will Evaluate?	Evaluation Tool	Timeline
	C4 Mental health therapist available for student and family therapy.	Counselor HDC Therapists	Counselors Admin	HDC Counselors Admin	Checklist	2010-2011 School Year
	C5 Schedule staff for hall/bathroom monitoring.	Admin Staff Supervisory Asst.	Admin	All Staff	Checklist	2010-2011 School Year
SD	C6 Homebase will include elements of Developmental Designs	Homebase Staff	Homebase Committee	Homebase Staff	Checklist	June 2010 through 2010-2011 School Year
T	C7 Leadership Team and administration will meet weekly to share information, address staff/student concerns and communicate back to teams.	Leadership Team	Administration Leadership Team	Leadership Team Admin	Checklist	2010-2011 School Year
	C8 Counseling staff will develop and teach developmental guidance lessons to students grades 6-8 using Second Step Curriculum.	Counselors	Administration Counselors	Counselors	Checklist	2010-2011 School Year

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(Continued)
Climate Strategies

Fund*	Climate Strategy	Staff Participating	Who Will Arrange, Provide Direction	Who Will Evaluate?	Evaluation Tool	Timeline
	C9 Intervention Team will meet monthly.	Data Coaches Community Liaisons Integration Spec. Indian Advocates TAP	Data Coaches	Data Coaches Community Liaison Int. Spec. Indian Adv. TAP	Checklist	2010-2011 School Year
T	C10 Plan and implement at least 2 activities at Morgan Park that incorporate parent involvement (family library night, curriculum fair).	All Interested Staff	Data Coaches Admin	Part. Staff Parents	Eval Form	2010-2011 School Year

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Staff development plan to improve school-wide reading/math achievement, systems and climate.

Fund*	Staff Development Strategy	Staff Participating	Who Will Arrange, Provide Direction	Who Will Evaluate?	Evaluation Tool	Timeline
Data Coach	SD1 - Achievement Data coaches will provide materials and guidance to incorporate math/reading skills into other content areas. (R2) (M2)	Data Coaches All Staff	Data Coaches	All Staff	Sign-in Eval Form	2010-2011
	SD2 - Achievement Provide tutoring training for all staff. (R3) (M10)	All Staff	Data Coaches Administration	All Staff	Sign-in Eval Form	Oct 21, 2010
	SD3 – Achievement Provide training in preparation and administration of NWEA tests. Provide further training for using data to drive instruction and evaluate interventions. (R13) (M11)	All Staff	Data Coaches Administration	All Staff	Sign-in Eval Form	Sept 24 - Ongoing 2010-2011 School Year
	SD4 - Achievement Provide training for student prep for MCA II Math Assessment on computers. (M2)	All Staff	Admin Data Coaches	All Staff	Sign-In Eval Form	Prior to April 2011 Assessments
S SP	SD5- Achievement Mandatory staff training for administering. MCA II Assessment.	All staff	Admin Counselors Data Coaches	All Staff	Sign-in Eval Form	Prior to April 2011 Assessment

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(Continued)
Staff development plan to improve school-wide reading/math achievement, systems and climate.

Fund*	Staff Development Strategy	Staff Participating	Who Will Arrange, Provide Direction	Who will Evaluate?	Evaluation Tool	Timeline
S	SD6-Achievement Provide training for use of Developmental and Designs Strategies (Buddy room, TAB, DD Games). (C1)	All Staff	Admin Leadership Team	All Staff	Sign-In Eval Form	Sept-Oct 2011
S	SD7-Achievement Research and implement materials and activities to enhance homebase. Prepare HB binders.(M3) (C6) (R4) (R8)	Committee of Interested Staff	Committee Members Administration Site Team	Homebase Staff	Eval in R4 & M3 & C6	July – Sept 7, 2010
S T	SD8 – Achievement/Climate Refine and improve a universal framework for team meeting that includes all staff. (S2)	All Staff	Team Leaders Teaming Group Administrator Site Team	All Staff	Eval in S2	June 2010
S SP	SD9- Achievement Provide co-teaching training for 6-8 math, English, Science and Sped teachers who will be co-teaching. (M6) (R11)	Co-teaching staff	TBD	Participating Staff	Sign-in Eval Form	Sept 2010

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(Continued)
Staff development plan to improve school-wide reading/math achievement, systems and climate.

Fund*	Staff Development Strategy	Staff Participating	Who Will Arrange, Provide Direction	Who will Evaluate?	Evaluation Tool	Timeline
S Spec Ed	SD10 - Achievement Provide sped. teacher training in MCA II, MTAS, MCA II Modified tests and/or curriculum modification for students on IEPs. (M9) (R8)	Sped Teachers Data Coaches	District Assessment Coordinator Data Coaches	Sped Teachers Data Coaches	Sign-in Eval Form	2010-2011 School Year
S	SD11 - Achievement Offer Infinite Campus parent portal training to parents during open house. Offer academic strategies, MCA Perspectives for Learning and Study Island instructions to parents through parent newsletter quarterly. (S1)	Teachers Parents	Admin Teams Data Coaches	Teachers Parents	Spring Conference Survey Spring Parent Newsletter Survey	2010--2011 School Year

Nettleton Site Goal: Increase Reading Proficiency for all students

Disaggregate student data used to determine each measureable objective: 2010 AYP results indicates that Nettleton's Proficiency index was 73.18 in reading; our target was 80.00

Performance Target or measurable objective: Increase the reading proficiency index for all students subgroups from 2009-2010 level of 73.18 to 80.00 in 2010-2011

Action steps	Staff leadership involved	Information and resources needed	Proposed Timeline	Implementation Completion
Ensure that all students receive 120 minutes of language arts instruction each day using the districts adopted curriculum. If student is receiving additional support they must remain in the classroom for the core instruction	Principal, Classroom teacher, Special education teachers, data coach, reading support teachers	Schedule for all classrooms reflect this allotted time and reviewed by the principal and data coach. To ensure that when students are not in direct instruction that they are working on reading in a rigorous and focused manner that supports stamina the Daily Five procedures will be used,	First day of the year and a continuation throughout the year	
All students that are non-proficient in reading as measured by district assessments, MCA and teacher assessments/observations will be involved in an intervention program with progress monitoring which will take place regularly (at least once every 2 or	Principal, reading teachers, classroom teachers, special education teachers, Reading	Harcourt Strategic Intervention kits, Fluency, running records, QRI's, Think Central Site, Learning Locator site for	All non-proficient students assigned a reading intervention by Oct.12	

3 weeks).	Corps, after school teachers, reading/data coach	g. 3,4 and 5, Study Island. An Individual Learning Plan will be developed for all students not making AYP progress		
Implement reading interventions and means of monitoring progress ✓ Interventions include: **Strategic Intervention** ✓ **Intensive Intervention** ✓ Graphic Organizers ✓ Reading Response Journals-paraphrasing-summarizing ✓ Reciprocal Teaching Groups ✓ Literature Circles ✓ Book Club ✓ Small Group Reading Specialist ✓ Study Island ✓ EIR for grades K-2	Classroom teachers, reading teachers, special education teachers, reading coach, reading Corps, after school teachers	Classroom assessments, running records, AIMSWEB, Harcourt Strategic intervention kids, QRI's, Think Central Site, Learning Locator site for g. 3,4 and 5, Sources providing intervention could include classroom teacher(CL), (AF) After school, (BS) Before School, (MW) mentoring works, (TR) transition teacher, (RS) Reading Specialist small group, (MS) math specialist small group, (RSI) Reading specialists individual tutoring, (RC) Reading Corps, (PT) Peer tutor, (ST) older student tutor, (PT) Private	Intervention implemented by Oct. 12 and progress monitored every 2 to 3 weeks	

		tutoring agency, (GP) Girl Power, (VT) Volunteer tutor		
Modify instructional practices based on data	Classroom teachers, reading teachers, special education teachers, reading coach, reading Corps, EXCELL after school teachers	Planning, time, data from classroom assessments, training in additional interventions. All grade levels will meet for 1 day, 6 times throughout the school year to analyze data and determine if the interventions provided are meeting the improvement goal. If Data reflects that improvement has not been reached, another intervention will be decided on.	On-going	
Provide staff development opportunities on using data to guide instruction	Site team, district curriculum specialist, Classroom teachers, reading teachers, special education teachers, reading/data coach,	District staff and Nettleton data/reading coach to work with building site team/staff to help plan for staff development days and full day teacher planning meetings.	Full day grade level team planning days have been established for the year.	

	reading Corps, EXCELL after school teachers			
Provide school-home connections for families to support literacy at home	Classroom teachers, reading teachers, Grant Collaborative staff, Principal	Weekly classroom newsletters, once a month in school newsletters, at least 6 family nights during the year will focus on reading	First reading family night will be in October and they will then be spread throughout the year	
School wide initiative in supporting vocabulary growth for all students	All teachers and after school staff	All students not making AYP will have an individual learning plan that will be shared with families and reviewed every 5 weeks.	First day of school and every day after that.	

Nettleton Site Goal: Increase math proficiency for all students

Disaggregate student data used to determine each measureable objective: 2010 AYP results indicate that Nettleton's proficiency index was 72.04 in math; our target was 72.98.

Performance Target or Measureable Objective: Increase the Math Proficiency index for all Nettleton student subgroups from the 2009-2010 level of 72.04 to 80.00 in 2010-2011

Action steps	Staff leadership involved	Information and resources needed	Proposed Timeline	Implementation Completion
Ensure that all students' receive70 minutes of math instruction each day using the districts adopted curriculum. If student is receiving additional support they must remain in the classroom for the core instruction	Principal, Classroom teacher, Special education teachers, data coach and math support teachers	Schedule for all classrooms reflect this allotted time	First day of the year and a continuation throughout the year	
All students that are non-proficient in reading as measured by district assessments, MCA and teacher assessments/observations will be involved in an intervention program and that progress monitoring will take place regularly (at least once every 2 or 3 weeks). Small group explicit instruction will take place a minimum of three days a week with the support of the classroom and math teachers	Principal, math teachers, classroom teachers, special education teachers, data coach after school teachers	2009 MCA results, district assessments, classroom assessments. All students not making AYP in math will have and Individual Learning Plan developed by Oct. 12.	All non-proficient students assigned a math intervention by Oct.12	
Implement math interventions and means of monitoring progress. Intervention strategies include: **Math Strategic**	Classroom teachers, math teachers, special education	Classroom assessments, Learning	Intervention implemented by Oct. 12 and progress monitored	

Interventions	teachers, and EXCELL after school teachers	Locator site for gr. 3,4 and 5, Assessments connected with the math series being taught. Interventions could be provided by: classroom(CL), (AF) After school, (BS) Before School, (MW) mentoring works, (TR) transition teacher, (RS) Reading Specialist small group, (MS) math specialist small group, (IT)individual tutoring, (MSI) Math Specialists individual tutoring, (RC) Reading Corps, (PT) Peer tutor, (ST) older student tutor, (PT) Private tutoring agency, (GP) Girl Power, (VT) Volunteer tutor	every 2 to 3 weeks	
✓ Learning Locator				
✓ Study Island				
✓ One on One tutoring				
✓ math specialist small group				

Modify instructional practices based on data	Classroom teachers, math teachers, special education teachers, data coach, and after school teachers	Planning, time, data from classroom assessments, training in additional interventions. All grade levels	On-going	
Provide staff development opportunities on using data to guide instruction	Site team, district curriculum specialist, Classroom teachers, math teachers, special education teachers, and EXCELL after school teachers	District staff to work with building site team/staff to help plan for staff development days. All grade levels will have 6 full day opportunities to work on reading and math data and interventions	All in school staff development days and 6 full day grade level meetings with a sub	
Provide school-home connections for families to support math at home	Classroom teachers, math teachers, after school programming staff, Principal	Weekly classroom newsletters, once a month in school newsletters, at least 4 family nights during the year	First family night will be in October	
School wide initiative in supporting vocabulary growth for all students making sure that math vocabulary is integrated in all content areas	All teachers and after school staff	All teachers and after school staff will explicitly teach grade level math vocabulary to all students. Once a month the school words of the week will focus on math words.	First day of school and every day after that.	

Nettleton Site Goal: Increase the family connection in the area of math and reading

Support families in how to encourage reading and math activities at home through a variety of methods including free family events for Nettleton and Grant families throughout the year.

Goal: 100% of our teachers and administration will send home a weekly newsletter which includes vocabulary, a question of the week, events happening in the classroom and information concerning curriculum units.

Action Steps	Staff leaderships involved	Information and resources needed	Proposed Timeline	Implementation Completed
Provide opportunities for families to support their child at home or during after school events in the area of reading	All teachers, principal, after school staff and after school programming	**1.** Each grade level will establish a read at home program with an expectation that all students will be involved in some type of literacy activity for a minimum of 20 minutes, 5 days a week. 2. During fall conferences families of students in grades 3, 4 and 5 will have the opportunity to learning how to use the Study Island computer site 3. There will be 6 family nights specific to grade levels that will focus on reading skills and strategies 4. A reading question of the week will go home in every weekly classroom newsletter that focuses on a skill, strategy and/or lesson that the students have had	Beginning in October and lasting throughout the year	

		during the week 5.Once a month the weekly school newsletter will feature a page devoted to at home math activities 6. Bookmarks and other support materials will be sent home throughout the year. 7. During the Winter Family Conference families will have the opportunity to learn about the Study Island computer site that supports the classroom reading series		
Provide opportunities for families to support their child at home or during after school events in the area of math		1.During fall conferences families of students in grades 3, 4 and 5 will have the opportunity to learning how to use Study Island computer site 2.There will be 2 family nights specific to grade levels that will focus on math skills and strategies 3.A math question of the week will go home in every weekly classroom newsletter that focuses on a skill, strategy and/or lesson that the students have had during the week 4.Support teachers will have an		

		informational table at conferences to share with families ideas for math activities and games 5.Encourage families to have a positive attitude towards math 6.When new strategies are learned in the classroom they will be sent home in a format that families can use to help their child 7. At least once a week a math activity, fact practice, or activity will be sent home with a focus on the child to explain/teach a family member what to do. 8.Once a month the weekly school newsletter will feature a page devoted to at home math activities 9. Bookmarks and other support materials will be sent home throughout the year.		

<u>Nettleton Climate Goal:</u> Create and maintain a safe and welcoming environment where all members are welcome, supported, and feel safe to grow: socially, emotionally, intellectually, and physically.

Results from the Staff Climate survey taken Fall of2009 indicates the following for Nettleton:

I believe that our schools are generally safe educational sites-

Strongly agree 28.6%   Agree 67.9%

Our school handbook clearly communicates behavior expectations and consequences-

Strongly agree 28.6%   Agree 67.9%

This school fosters an appreciation of diversity and respect for individual differences-

Strongly agree 67.9%   Agree 25%

Inter-cultural competence is a priority on my school

Strongly Agree 50.0%   Agree 42.9%

Our school fosters a healthy and physically fit environment

Most 25.9%   Some 66.7%

The goal for the 10-11 school year would be that all of the questions would have a positive response rate of 90% or greater

Action Steps	Staff Leadership Involved	Information and resources needed	Proposed timeline	Implementation completions
Continue with the Implementation of Responsive Classroom in all classrooms and throughout the school i.e. café, playground, busses,	Staff, Responsive Classroom Coaches, Principals Healthy Climate Team	-Integrate RC in all connect areas including math and reading -Monthly all school meetings -Provide continual training and	Throughout the year	

afterschool programs		modeling for staff who have not had training -integrate Responsive classroom skills in PLC's		
Update the staff manual to ensure that all staff is trained in school procedures and expectations	Principal and site team Healthy Climate team	New staff manual was presented to staff before school started Monthly surveys to staff	Staff in service before school began on Responsive Classroom and revisited goals throughout the year at staff meetings	
Meaningful staff development activities for Nettleton professional staff development PLC's and encourage district staff development to continue to support goals of the site PLC's in reading and math	Site team, staff	Time for staff to meet together, analyze data, share interventions that are working as well as other sources of information	Process started with staff workshops in August	
Focus on Intercultural competence and appreciation of diversity and respect for individual differences	Staff, district staff, Humanities Commission	-Training for teachers in the area of inter-cultural competency and absent narratives in their curriculum—All grade levels must work on a curriculum map for the year that includes lessons from other	Summer 2010 training and throughout the year	

		cultures. One course in using the concept of absent narratives.		
Ensure that the learning environment is physically healthy and safe for all students, staff, and families	Healthy Climate Team Staff, students, families	Participate in professional development activities that address physical health and safety concerns Communicate with families to address the healthy needs of students Model respectful and appropriate healthy lifestyles Participate in healthy enhancing activities with students	Throughout the 2010-2011 school year and beyond Ongoing monthly healthy focus groups	

Rockridge/Lester Park   SITE GOALS FOR 2010-11

School Site Goal #1 High Achievement for All

Disaggregated student date used to determine each measurable objective: 2010 MCA II scores

Performance Target or Measurable Objective: Proficiency of FRLP Students will increase

Indicators	Measurement Tools
A. 85% of FRLP students (37.4/44) proficient in math	2011 MCA II math data
B. 89.17% of FRLP students (39.23/44) proficient in reading	2011 MCA II reading data
C. 75.03 % of FRLP fifth grade students (12.76/17) proficient in science	2011 MCA II science data

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Provide Excel programming in math and reading for identified students grades k-5	Excel coordinators in both Rockridge and Lester Park, District Excel Coordinator, principal support	Excel teachers, benchmark information, computer lab, classrooms, PLP's (personal learning plans) for each student	Benchmark information will indicate goal completion for individual students
MN Reading Corps tutoring	Building coordinator, principal	2 Reading Corps tutors, assessment/benchmark information	Regular fluency assessment of students in program will indicate when they have reached their proficiency goal.
GIZMO.com science program	5th grade classroom teachers	Gizmo programming (net-based), computer lab	Program assessments
Use research based strategies to work with identified students	Data Coach, classroom teachers, principal support, district curriculum coordinators	Half-day grade level team planning meetings, staff development days (Early Release), strategies	MCA II assessment, Spring 2011

School Site Goal   #2 Safe and Welcoming Environment

Disaggregated student date used to determine each measurable objective: 2010 SSHS student and staff survey

Performance Target or Measurable Objective: A. Successful transition to new Lester Park School; B. Bully Free Environment

Indicators	Measurement Tools
A. Positive response to move from families, students and staff	Anecdotal information, SSHS staff/student survey questions
B. Reduced indicators of bullying on SSHS student survey questions #5, #6, #7 #12, #13, #19, #21, #22 Reduced indicators of unsafe school environments on SSHS staff survey questions #8, #17, #31, #37, #43	SSHS student survey SSHS staff survey

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Critters and CO. presentation on bullying (B)	Principal	$1300.00	Nov. 1, 2010
Youth Frontiers fifth grade retreat (B)	Principal, classroom teachers	$1800.00	Nov. 5, 2010
Morning Meeting(A) (B)	Teachers	Scheduled time, training	June 2011
Referral of students for mental health services (B)	Principal, nurse, parents, teachers, SST	HDC	June 2011
Grade Level team planning to build relationships and develop expertise (A) (B)	Teachers, data coach, support of principal, staff development team	Data Coach, time, substitutes	June 2011
Clear, frequent communication (A) (B)	Principal, district facilities staff, superintendent	Newsletter, Infinite Campus, Parent Portal, Dial Out, PTA, parent meetings	June 2011
School Events- Spring Festival, building tours etc (A)	PTA, parent volunteers, principal, Johnson Controls representatives	Volunteers, scheduled tours	June 2011

School Site Goal: #3 Effective and Efficient Systems

Disaggregated student data used to determine each measurable objective: % of families registered for Parent Portal

Performance Target or Measurable Objective: Increased number of Parents/Families will be registered to Use Parent Portal

Indicators	Measurement Tools
Increase from 75% to 90% of parents signed up	Infinite campus

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
Remind parents to use Parent Portal for information about school and students	School Staff, principal, parent groups (PTA, Foundation)	Forms from district, scheduled times such as parent conferences, Kindergarten Roundup, individual enrollment, information about value to parents in newsletters, dial outs, etc.	June 2011

Secondary Technical Center
Site Goals For 2010-2011
STC Site Goal - High Achievement For All – 2010-2011

School Site Goal: Students and staff will be aware of "value added" opportunities that enhance rigor and relevance of programs and courses.
Disaggregated student data used to determine each measurable objective: Staff semester and year end accountability reports
Performance Target or Measurable Objective: Assess 100% of programs will provide "value added" opportunities to students.
Staff will offer one or more of the "value added" options and deliver them in the classrooms.

Indicators Focus - 100% of STC Staff Delivering	Measurement Tools Results – STC Accountability Report
• Training • Staff Development • Current Personal Certifications • Time For Meetings With Advisory Committee, Colleges And Administration • Money For Meetings • Cooperation • Information About Other Possible Schools Available To Articulate	• Articulation Credit At Local Colleges • Automotive Youth Educational Systems (AYES) Certification • Curriculum For Agricultural Science Education (CASE) • National Articulation • Internships/Scholarships • Determine Number Of Programs Participating • High School Credit • Industry Certification • Number Of Students Earning College Credit • Number Of Students In Alternative Credit Programs • More Teachers Certified In Program Area
• Time • Software • Hardware	• Update Programs • State Of The Art Technology • No Child Left Behind (NCLB) • Media Technology
• Competition • Fundraisers • Community Service • Students Develop Leadership Skills	• Scholarships • Leadership Training • Employability • Sustainability Of Student Organizations
• Community Opportunities • Student Involvement • Staff Support	• Positive Community Feedback • Student Feedback/Reflection • Community Involvement
• Screen Students • Apprenticeship Orientation	• Employment • Real World Experience • Internship - Suspended • Apprenticeship - Suspended • Positive Community Feedback Career • Career Development
• Time • Reference Materials • Templates • Self Assessment	• Staff Retention • Program Approval December 2012 • Future Planning
• Staff • Leadership • Recourses	• Effective Classroom Management • Staff Retention • Thriving Students Learning • Leadership • Curriculum Understanding • Process In Place

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
"Value Added" Areas: • College In The Schools (CITS) • College Articulated Credit • Equal Opportunity Credit (Alternate High School Graduation) • Industry Certification • National Certification	• Instructors • Advisory Committee • Administration	• Program Of Study • Automotive Program Recertified 2010-2011 • Communicate With Colleges And Instructors • Inform School Board • Schools • Administration • Current Course Offering Book • Online/Computer Access • Industry Standards • Software/Hardware • Cooperation • Meetings With Advisory Committee, Colleges And Administration • Time For Curriculum Development • Time To Create Articulation Agreements • Money For Meetings • Training • Time To Research, Establish And Implement Industry Certification	• On-Going
• Technology Integration And Implementation	• Instructors • Technology • Industry	• Training • Time • Knowledge Available • Innovative Programs • SMART Boards • Trainers	• On-Going

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion

• Options For Student Organizations
   ✓ BPA
   ✓ DECA
   ✓ FFA
   ✓ FCCLA/HERO
   ✓ HOSA
   ✓ SKILLS USA
	• Advisor
	• Students
		• Information About Organization
		• Funding
		
		• Time
		• Administrative Support
		• Maintain CTE Organizations
		• Funding
			• On-Going

• Service Learning Options For Staff And Students	• Service Learning Committee • Administration	• Community Support • Ideas • Staff Involvement • Time • Community Options	• On-Going
• Student Options For Internships/Apprenticeship (Suspended 2009-2010)	• Teacher • Coordinator	• Job Shadowing • Sites • Community Involvement • Teacher/Coordinator • Forms • Time • Incentive/Initiative	• Suspended
• Professional Development Plan	• Administration • Instructors • Licensed Staff • Staff	• Training • Staff Development • Time • Rubric • Staff Development	• On-Going
• Involved With The Foundations In Mentoring	• Experienced Instructors • District Specialists	• Training Time • District Meetings • Time For Training • Group Meetings • District Connections	• On-Going

Secondary Technical Center
STC Site Goal - Inspire Brilliance – 2010-2011

- **School Site Goal:** Staff will identifying and intervene potential students at risk of becoming "Early Leavers" and/or disconnecting from public education.
- **Disaggregated student data used to determine each measurable objective:** Staff semester and year end accountability reports
- **Performance Target or Measurable Objective:** 100% of the students will participate in the identifying assessments.

Indicators Focus – 87% of Students Identified Remain At STC	Measurement Tools Results – Demos D Scale Survey
- Understanding Of Student Motivation /Thoughts - Clear Directions For Administrating The DEMOS D Scale - Background Information Of The Student - Follow-Up Of The Student - Time To Administer The DEMOS D Scale - Learning Styles - Teaching Styles	- Identify Potential "Early Leavers" - Retention Of Potential "Early Leavers"
- Provide Opportunities For Identified Students - Knowledge Of At-Risk Students - Opportunity To Earn High School Credit - Nurturing Environment - Understanding Of IEP Goals/Object/ Adaptations - Para-Professional Support - Intervention	- Successful Student Completion Of STC Course(S) - Re-Enrollment In 9th – 12th Grade - Students Passing At STC - Continued Enrollment In Duluth Public Schools - Improved Academic Achievement In School
- Provide Opportunities - Understanding Of IEP Goals/Objectives/Adaptations	Successful Completion Of STC Course
- Understanding Of Special Needs - Willingness To Adapt Curriculum - Assistance To Meet Student Needs - Paraprofessional Training - Special Services Assist Staff Training And Adaptations	- Successful Completion Of STC Course - Students Are Identified - Meaningful Experience
- Counseling Skills - Referral Process - Telephone Parents Regarding Absences	- Improved Attendance - Improved Retention - Documentation

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
• Demos D Scale Survey	• Teachers • Administration • Program Instructor • Site Council – Hoyt • Home School Counselor	• Forms • Time • Knowledge • Surveys • High Behavioral Expectation • Continued Support 9-12 • Supportive STC Environment • Open Communication • Treatment Staff Support • Identification Of At-Risk Students • Assess The Student Environment • Accurate Identification Of Students With Interest In Specific Program Areas • Student Time • Process Time • Class Time • Students In Attendance • Printing Of Demos D Scale • Time For Scoring And Evaluation	• Test 9/9/2010 & 1/16/2011 • Administer 9/10/2010 – 9/18/2010 & 1/26/2011 – 1/29/2011 • Score 10/22/2010 & 2/28/2011 • Intervention On-Going (70 or Higher) • Evaluation 1/15/2011 & 6/4/2011
• Maintain And Enhance The Residential Day Treatment Program	• Coordinator • All STC Teachers/Staff • Administrators • Treatment Staff	• High Behavioral Expectations • Supportive STC Environment • Open Communication • Treatment Staff Support • Meeting Time • Coordinator And Staff Support • Transportation • Para-Professional	• On-Going
• Obtain Copies Of IEP's For All Special Needs Students	• Director Of Special Services • Administration • Teachers/ Special Needs Staff At High Schools	• IEP Forms • Collection Process • Maintain, Develop Communication Process • Time • Cooperation From All Teachers Of Special Needs Students	• On-Going

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
• Attendance Monitoring • Behavior Issues • Attendance Issues	• Administration • Counselors • STC Teachers	• Teachers Input • Time • Counselor • Forms • Rubrics	• On-Going

Definitions: An **Individual Education Plan (IEP)** is a way of establishing educational goals recognizing that a student has highly individual needs. An IEP is a document that identifies the student's academic, physical, social and emotional needs. It outlines a continuing plan to meet the student's needs and specifies the resources required.

Special Populations

504 (has a physical or mental impairment that substantially limits one or more major life activities, including learning, or has a record of such impairment, or is regarded as having such impairment).

OTHERS - any individual, group or community with any physical, mental, emotional, cognitive, cultural, ethnic, socio-economic status, language, or other circumstance that creates barriers to understanding or acting as expected or requested. (Language, Mobility, Developmental, Ethnicity, Religion, Income, Age, Immigration Status)
For more information go to the following site page 8:
http://cpheo.sph.umn.edu/img/assets/8805/SPGuide.pdf
ie: disabilities, economically disadvantaged families, foster children, nontraditional training and employment, single parents, single pregnant women, displaced homemakers, barriers to educational achievement, limited English proficiency.

Secondary Technical Center
STC Site Goal - Efficient and Effective Systems – 2010-2011

School Site Goal: Staff will research, develop and assess all aspects of programming through an on-going program approval process.

Disaggregated student data used to determine each measurable objective: Minnesota Department of Education (MDE) State approval reports. Update process.

Performance Target or Measurable Objective: 100% of the programs/courses are approved and will continue in a program approval/review process.

Indicators Focus – 100% of Programs Approved	Measurement Tools Results – MDE State Approval
• Assistance With Process • Internet Resources • Time • National Standards • Benchmark • Curriculum • Syllabus • Career And Technical Education • Duluth Public Schools (DPS) Standards • Minnesota (MN) Standards • National Education Technology Standards (NETS) Standards • International Society For Technology In Education (ISTE) Standards • Information Technology Standards • Secretary's Commission on Achieving Necessary Skills (SCANS) Standards	• Re-Approval Dollars • Program Approval (5 Year Cycle) – 2012 • On-Going Program Review Process.
• (Career Technical Education) CTE Future	• Integration Of CTE Across District
• Meeting With Cross Grade Level	• Student Success
• MDE Program Of Study (POS)	• Integration Of MDE Program Of Study

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion

• Each Program Will Update State Approval Process-Inclusive Of:
  ✓ Application
  ✓ Rubric
  ✓ Self Assessment
	• Administration
	• Instructional Staff
	• CTE Curriculum Coaches
	• Paraprofessionals
		• Requirements:
		  o Community Involvement
		  o Personnel,
		  o Program Administration
		  o Program Assessment
		  o Program Design
		  o Resources
		  o Support Services
		
		• Time: 10-40 Hours
		• Portfolio For Holding Information
		• Training On How To Prepare Each Kind Of Document
		• Support Staff
		• Past Records:
		  ✓ Advisory Committee Members And Minutes
		  ✓ Licensure Records
			• Program Re-Approval Due December 2012 To The MN Department Of Education
			• On-Going Process
			• Update Annually Within Five Year Cycle

• Design Of CTE	• CTE Staff • Curriculum Coaches • Administration	• Trends • Research Data • Time • Training • Research • Advisory Committees	• On-Going • Tentative March 2011
• Scope And Sequence CTE	• CTE Staff • Curriculum Coaches • Administration	• Standards • Licensure	• On-Going
• MDE Program Of Study mnpos.com	• CTE Staff • MDE Staff • Administration	• Research Program Of Study • Review Program Of Study • Revise Program Of Study • Finalization Of Program Of Study • Availability Of MDE Program Of Study • Training • Advisory Committees	• On-Going

Secondary Technical Center
STC Site Goal - Safe And Welcoming Environment – 2010-2011

School Site Goal: Students and staff will be aware of relationship building process utilitizing various concepts such as "Restorative Learning", Tru Thoughts, Bullying, and/or Circle Of Courage.

Disaggregated student data used to determine each measurable objective: Staff semester and year end accountability reports.

Performance Target or Measurable Objective: Minimum of 80 % staff will participate in training to build positive relationships with students.

Indicators Focus – 100% of Staff Participating	Measurement Tools Results – STC Accountability Report
• Group/Staff Meeting For Discussing What We Are Doing And What Works	• Create A Survey About Use In Classrooms Semester And Year-Long Assessment
• Informational Meetings	• Staff Are Better Informed About "Restorative Learning"
• Application Of "Restorative Learning" Process	• Staff Are Trained In Target Behaviors ✓ Tolerant ✓ Open ✓ Appropriate ✓ Direct ✓ Respectful ✓ Accepting ✓ Positive ✓ Prepared
• Staff Training • Experiencing "Restorative Learning" In The Classroom • Telephone Parents Regarding Absences • Telephone Parents Regarding Behavior	• Staff Feeling More Confident Using "Restorative Learning" Improved School Climate • Improved Enrollment • Improved Attendance
• Consistency Of Application	• Improved Classroom Atmosphere • Improved School Climate • Improved Student Retention

Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion
• Provide Staff Lead Training • "Restorative Learning" • Circle Of Courage • Bullying	• Administration • Staff	• Training • Target Behavior • Posters • Cards • Time For Discussion	• On-Going
• Staff Attend Training • "Restorative Learning" • Circle Of Courage • Bullying	• Administration • Staff	• Trainer • Time • Money • Board Approval	• On-Going • From Date Of In-Service To Present
• Staff Attend Follow-Up Training • "Restorative Learning" • Circle Of Courage • Bullying	• Trainers • Administration • "Restorative Learning" Committee • Circle Of Courage Steering Committee • Bullying	• "Restorative Learning" Staff • "Restorative Learning" Trainer • Time • Space • Money • Board Approval	• On-Going
• Staff Implement In The Classroom • "Restorative Learning" • Circle Of Courage • Bullying	• All Staff • Administration • Support Staff	• Staff As A Resource • Target Behavior • Behavioral Expectations • Supportive STC Environment • Open Communication • Time For Meetings • Staff Volunteer For Committee	• On-Going
• Advisory/Steering Committee Developed • "Restorative Learning" • Circle Of Courage • Bullying	• Staff • "Restorative Learning" Committee • Circle Of Courage Steering Committee • Bullying Committee	• Site Policy • Materials • Meeting Time With Other Staff • Groups Established	• On-Going

Stowe Elementary School Site Systems Goal (Effective and Efficient Systems) – 2010-11

School Site Goal: Through the implementation of Stowe's Title I program, two SMART goals will be targeted:

SMART Goal #1: By the end of the 2010-2011 school year the number of identified Title I students performing at the MCA Proficiency Level will increase from 50% to 55% in Reading and from 50% to 55% in Math, as reported in the State's 2010-2011 MCA Report.*

*Note: Calculated results to meet our goals do not include students served who exited the Title I program during the school year prior to MCA testing dates. Students automatically exit the Title I program after fourth grade which is determined by our Title I budget allocations.

Disaggregated student data used to determine each measurable objective:
Spring 2011 individual student MCA test scores reported to schools.

Performance Target or Measurable Objective:

Indicators	Measurement Tools
SMART Goal #1: The % of Title I students reaching the proficiency level	Spring 2011 MCA Assessments Results reported by the SDE

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Identification of educationally disadvantaged students, beginning with Grades K-3 (Also, Grades 4-5 dependent on Title I staff when final budgets are allocated in the Fall)	Title I Lead Teacher and classroom teachers and Stowe Data Coach	Needs assessment through 2010 MCA test scores and K-3 qualification guidelines provided by the school district	September	
Provide pull-out services to identified students in small groups at their instructional levels on a daily basis in the Title I Resource Room	Title I Lead Teacher, Title I teacher and assistants	-Highly qualified teachers and educational assistants -Monthly meetings for Title I staff to assess program and evaluate student progress	September-June	
Implement Best Practice instructional strategies to increase student achievement	Title I staff	Highly qualified staff	September-June	
Supplemental classroom strategies in addition to the District reading and math curriculum will include: -Direct Instruction -Reading Reflex (Phonics) -Guided Reading -Soar To Success -Read Naturally -Project Read/Book Bags -Vocabulary development -Implementation of Study Island	Title I staff Data Coach	Program materials	September-June	
Implement the Stowe Parent and Family Partnership Policy	Title I staff, parents, and principal	Policy Plan includes: -Title I Community Liaison meetings within parents homes twice per year -Title I student progress reports disseminated to parents twice per year -Development of Individual Learning Plan for each student -Title I site and district level teacher meetings with parents once per month -Title I parents program planning meetings -Staff Devel. opportunities for parents and Title I staff	September-June	

Stowe Elementary School Site Goal: High Achievement for All/Reading and Math – 2010-11

School Site Goal: All students will increase reading and math proficiency as measured by the Minnesota Department of Education evaluation indicators in meeting the 2011 NCLB Federal Legislation expectations. This will include closing the achievement gap between the identified student subgroups, a focus on impacting students most at-risk, and striving to meet Adequate Yearly Progress and continuous improvement.
Stowe's 2010 MCA baseline score (index rate) in reading for all students is 88.79; exceeding the state index target rate of 79.15.
Stowe's 2010 MCA baseline score (index rate) in math for all students is 90.36; exceeding the state index target rate of 78.23.
All other subgroups will continue to meet the above target status as reported in previous years.

Disaggregated student data used to determine each measurable objective:

   Spring 2011 AYP Report reported to schools in August.

Performance Target or Measurable Objective:

   All students will meet or exceed the index target rate for the 2011 MCA assessment as determined by the MDE with Stowe results assessed following Fall SDE distribution of student scores.

Indicators	Measurement Tools
Proficiency Index from 2011 MCA results	2011 AYP Report

Site Action Steps	Staff Leadership Involved	Information/Resources Needed	Implementation Completion	Notes
Access the School District Integration Specialists to support respective students	Integration Specialists	Collaboration with principal and respective classroom teachers, students and parents	September-June	
Grade-level Teacher meetings	All instructional teachers	Staff Development funds for substitute teachers or teacher stipends	Once per month: September-May	
Grade-Level Teacher Meetings with the Site Data Coach	All instructional teachers	Time; Site-specific data; Substitute teacher budget resources	September-May	
Identify and monitor respective at-risk students and apply specific and appropriate instructional strategies.	All instructional teachers (including Title I) and Data Coach	MCA individual student scores Individual and District Assessments results	September-May	
Ensure that all students receive 120 minutes of language arts instruction and 70 minutes of math instruction each day	Principal Classroom Teachers	Schedule to reflect allotted time focusing on language arts	Identified by September 20	
Assign all identified partial and non-proficient students an individualized intervention plan	Principal Title I Teachers Grade Level Teachers	MCA individual student scores Individual and District Assessment results	Intervention in place by October 15	

Modify instructional practices based on data in reading and math	Data Coach and Classroom Teachers	Planning time Data from classroom assessments	On-going	
After-school Excel program to provide individualized reading and math activities using Learner Locator Numbers and Study Island	Excel Staff (directed by Title I Lead Teacher)	Learning Locator numbers Individualized packets for each student	To be determined	

Attendance at high-quality professional development activities including reading, math and technology	Attendance by all Stowe staff and funding monitored by Site Professional Development Advisory Team (required by SDE)	District (if available) and Site Staff Development funds	September-July	
Promotional Reading Activities 　　*Stowe Reading Partner Program 　　*PTA sponsored Reading Night	Teachers /Volunteers Principal & PTA	Teachers/Volunteers Title I and PTA funds	September-May February	
Plan meaningful staff development activities during Early Release days to in-service teachers (classroom and special education) in the new math series, Study Island, as well as improvement of instructional practice and learning	District Curriculum Personnel and Data Coach	Time and District Personnel	September-May	

Stowe Elementary School Site Goal: Safe and Welcoming Environment – 2010-2011

School Site Goal: SMART Goal #1: Stowe student participation on the annual MCA testing will be maintained at the current 100% and exceed the 95% Federal Guideline for the NCLB Federal Legislation.

SMART Goal #2: Stowe percentage of students who feel safe in our school, as reported by the SSHS Survey in 2009 will be increased from the current 89.5%.

SMART Goal #3: 95% or more of Stowe staff will maintain and continue to improve the Environmental Education emphasis at Stowe School from September through June as determined by the Stowe EE Committee's yearly end of the year meeting.

SMART Goal #4: Stowe staff will continue to build upon and implement our Sustainable School-wide Social-Emotional plan as determined by the Stowe CASEL Committee by increasing the number of S-E-L activities.

SMART Goal #5: Stowe will proactively support the district-wide Bullying policy raising the level of awareness to 'Zero Tolerance' within students, parents, and staff. Results would be measured within the SSHS or other district-wide survey to be developed.

Disaggregated student data used to determine each measurable objective: Listed in SMART Goals above.

Performance Target or Measurable Objective:

Indicators	Measurement Tools
SMART Goal #1: % of MCAII Participation Rate	Spring 2011 MCA Assessment Results reported by the SDE
SMART Goal #2: % of students (averaged over ten questions)	ISD 709 SSHS Survey results reported by the SSHS Grant Program
SMART Goal #3: % of Stowe staff reporting satisfaction with the 2010-2011 EE activities	Stowe EE Committee end of the year meeting assessment
SMART Goal #4: Encourage an Increase in the number of activities in Responsive Classroom Design and Second Step Curriculums	Stowe CASEL Committee end of the year assessment
SMART Goal #5 Bullying Prevention	SSHS district-wide student survey

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Encourage 100% MCA Participation	Principal	Newsletters	September-April	
Update and monitor Stowe's Emergency Response Crisis Management Plan	Principal and Stowe ERCM Committee	Newsletter and staff & committee meetings	October 21 Early Release Day	
Implementation of SEL Plan	Principal, all staff, and CASEL Committee members	Newsletters, committee meetings, and early-release day in-service plans	September-June	
Practice Stowe ERCM situations including five fire drills, five lockdown drills and one severe weather drill	Principal and all staff	Planned drills	September-June	
Stowe Environmental Education Committee meetings	Principal and EE Committee members	Bi-monthly meetings	October-June	

Implement planned Stowe Environmental Education activities including, but not limited to:
    *Annual grade-level Service Learning projects
    *Worm composting
    *Lunchroom waste-reduction program during breakfast and lunch
  *Grant writing to support the Stowe EE Program
  *Plan and Implement Stowe's annual EE Resource Fair
  *Continue school-wide recycling
  *Host visiting groups interested Stowe's EE Program
  *Maintain the MESPA School of Excellence status for Stowe
	Principal, all Stowe staff and EE Committee members	District monitor fund assistance, field trip funding for buses, and instructional supply funds	September-August	

Increase Bullying Awareness and implement district-wide policy upon completion	All Staff	District Policy	October-June	

Unity ALC Site Goal: Efficient and Effective Systems – 2010-11

School Site Goal: The communication efficiencies with the internal systems of the ALC.

Disaggregated student data used to determine each measurable objective: Development of the Independent Study program referral/enrollment processes in communicating with the ALC office. Student data collected on credit information recorded on transcripts. Records collected on student incidents and responses.

Performance Target or Measurable Objective: Increase communications of the ALC internal systems

Indicators	Measurement Tools
Independent Study program referrals/enrollments	Development of program referral/enrollment forms for the Independent Study program.
Increase efficiency in communication at ALC	Interview of staff in all areas of the ALC program at HOCHS. Records of student issues within the ALC setting.

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Development of new forms for communication of student information between office and Independent Study program	Educational staff/ office staff	Access to infinite campus/ training on the process and procedures of program	2010-2011 school year	
Obtain radios for staff to communicate with in the HOCHS ALC program	Principal	Training on radio use	Fall 2010	Work with district crisis coordinator to acquire radios

Unity ALC Site Goal: School Environment – 2010-11

School Site Goal: Unity ALC will show a positive increase in the school culture for all students through the implementation of Restorative Learning practices.

Disaggregated student data used to determine each measurable objective: Conduct student survey and use the results of the pre and post survey data to measure outcome. Review student attendance patterns and retention throughout school year.

Performance Target or Measurable Objective: Increase in overall student retention compared to past school year. Increase in positive responses to student survey between pre and post survey data.

Indicators	Measurement Tools
Student survey results	Pre and post student survey – Restorative Learning
Students moved in/out of seat based/Independent study programs.	Student data on moving from seat based to independent study status and in the reverse pattern. Looking at student retention.

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Staff training	Principal/Restorative Learning Staff	Restorative Learning materials/ training opportunities	2010-2011 school year	Start training summer 2010
Restorative Learning student survey	Staff	Time to conduct survey/ teacher training on implementation of survey	Fall 2010: 2010-2011 school year	Survey provided by Restorative Learning
Site Restorative Learning meetings	School team	Minutes to be taken; time to meet; reports on events shared	2010-2011 school year	Staff will share information

Unity ALC Site Goal: Academic Achievement – 2010-11

School Site Goal: 80% of the students will make a gain of points between previous and current state graduation test results in math and reading. 70% of the students will make at least .5 grade level gain on the MN Written Language Test. Increase the number of credits earned during the school year at each grade level in the Unity and Independent Study programs.

Disaggregated student data used to determine each measurable objective: MCAII Grad test results; Transcript information.

Performance Target or Measurable Objective: Positive growth in testing scores; increase number of credits earned per student compared to previous years.

Indicators	Measurement Tools
MCA II results	MCAII Grad test
Credits Earned	Transcript data

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
MCA II preparation in all courses; writing, reading and math skills development	Educational staff	Current curriculum that has standards embedded within	Summer 2011	
MCA II preparation for math and reading assessment	Math and English staff	Learner locator; MCA II prep materials	2010-11 year	
Review individual transcripts to verify course required for graduation	Counselor/administration	Transcripts from all schools attended by students	2010-2011 year	Start fall 2010

2010-11 Woodland Middle School
Effective and Efficient Systems

School Site Goal: **Increase the usage of Infinite Campus Parent Portal as a means of communicating with students and families.**

Disaggregated student data used to determine each measurable objective: **Infinite Campus Parent Portal account percentages based on Infinite Campus report.**

Performance Target or Measurable Objective: **80% of Woodland Middle School families will be registered with an Infinite Campus Parent Portal account.**

Indicators	Measurement Tools
Data from Aug '10-Jun '11	Infinite campus report
2010 Fall & 2011 Spring poll	Staff poll related to IC communication

2010-11 Woodland Middle School
High Achievement for All

School Site Goal: **Students in every reporting group will meet or exceed state proficiency and/or safe harbor and attendance target rates.**

Disaggregated student data used to determine each measurable objective: **MCA II 2011 AYP reports for Spring.**

Performance Target or Measurable Objective: **All students, in every reporting group, will meet or exceed state proficiency and/or safe harbor and attendance target rates.**

Indicators	Measurement Tools
AYP verification summary report	2011 AYP results

2010-11 Woodland Middle School
Safe and Welcoming Environment

School Site Goal: **Students will feel safe, welcomed, and a sense of pride within Woodland Middle School.**

Disaggregated student data used to determine each measurable objective: **Student pre/post survey**

Performance Target or Measurable Objective: **80% of Woodland Middle School students surveyed will report feeling safe, welcomed and a sense of pride as measured by the Safe School Healthy Survey experience increased safety, satisfaction, and pride.**

Indicators	Measurement Tools
Specific question results from the SSHS survey	SSHS Survey

Staff action plans are in written draft form as of 10/21/10.

Woodland Hills Academy Site Goal: Academic Achievement in Reading 2010-2011

School Site Goal: Increase reading proficiency of all students.

Disaggregated student data used to determine each measurable objective: 2010 AYP indicated a reading proficiency index rate of 72.73. The blended index target was 75.13.

Performance Target or Measurable Objective: Increase reading proficiency from 72.73 to 80.00.

Indicators	Measurement Tools
Proficiency Index	2011 AYP Report
RIT Scores	NWEA
Reading Level	Stars Testing

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Staff training opportunities in best practices in teaching reading	Site team	Trainings provided by district; staff Dev. Funds.	2010-2011 School Year	
Continued support of Title 1	Title 1 staff	Accurate pre-testing information; grade level assessment in reading	2010-2011 School Year	
STAR pre test all students upon entry within the first 2 weeks	Case managing teacher and Title 1 staff	Time for testing; knowledge of new students	2010-2011 School Year	
Test implementation training	Testing coordinator	NWEA training by company or district	2010-2011 School Year	
Test/ curriculum implementation training	Elementary staff	Curriculum and evaluation training	2010-2011 School Year	

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Woodland Hills Academy Site Goal: Academic Achievement in Math 2010-2011

School Site Goal: Increase math proficiency of all students.

Disaggregated student data used to determine each measurable objective: 2010 AYP indicated a math proficiency index rate of 26.67. The blended index target was 35.06.

Performance Target or Measurable Objective: Increase math proficiency from 26.67 to the new blended target index of 49.89.

Indicators	Measurement Tools
Proficiency Index	2011 AYP Report
RIT Scores	NWEA
Math Level	Star Testing

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes
Staff training opportunities in best practices in teaching math	Site team	Trainings provided by district; staff Dev. Funds.	2010-2011 School Year	
Continued support of Title 1	Title 1 staff	Accurate pre-testing information; grade level assessment in math	2010-2011 School Year	
STAR pre test all students upon entry within the first 2 weeks	Case managing teacher and Title 1 staff	Time for testing; knowledge of new students	2010-2011 School Year	
Test implementation training	Testing coordinator	NWEA training by company or district	2010-2011 School Year	
Test/ curriculum implementation training	Elementary staff	Curriculum and evaluation training	2010-2011 School Year	

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Woodland Hills Academy Site Goal: School Environment 2010-2011

School Site Goal: This a "work in progress"
Disaggregated student data used to determine each measurable objective: TBD
Performance Target or Measurable Objective: TBD

Indicators	Measurement Tools

Site Action Steps	Person(s) Responsible	Information and Resources Needed	Timeline	Notes

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