



Goals	Indicators	Measures	Target	Actual			Action Priorities
				06-07	07-08	08-09	
90% of students will be proficient writers within three years as measured by a body of evidence.	Paragraph Writing	CSAP	80% will be proficient by the end of year one. 85% will be proficient by the end of year two. 90% will be proficient by the end of year three.	70%	67%		<ol style="list-style-type: none"> Teachers will engage students in research based writing activities to improve paragraph writing in a variety of formats and for various purposes. Teachers will provide models, including examples of their own and other students' writing, to help guide students' writing efforts. Students will use specific criteria (rubrics, scoring guides, checklists) K - 5 to evaluate, revise or edit a piece of writing. K - 5 teachers will continue to align writing instruction with grade level essential learnings in writing and collaboratively develop units of instruction. Teachers will use common assessments (at least every 8 weeks) that are linked to the essential learnings in writing. Teachers will provide focused feedback on all writing. Students will increase their stamina in writing by progressively increasing the time spent in structured writing sessions.
		2nd Grade Writing Assessment	80% will be proficient by the end of year one. 85% will be proficient by the end of year two. 90% will be proficient by the end of year three.	69%	47%		
		Common Writing Assessments	80% will be proficient by the end of year one. (Just developing these) 85% will be proficient by the end of year two. 90% will be proficient by the end of year three.	N/A	84%		
	Writing for a Variety of Purposes	CSAP	80% will be proficient by the end of year one. 85% will be proficient by the end of year two. 90% will be proficient by the end of year three.	71%	65%		
		2nd Grade Writing Assessment	80% will be proficient by the end of year one. 85% will be proficient by the end of year two. 90% will be proficient by the end of year three.	69%	47%		
		Common Writing Assessments	80% will be proficient by the end of year one. (Just developing these) 85% will be proficient by the end of year two. 90% will be proficient by the end of year three.	N/A	84%		



Goals	Indicators	Measures	Target	Actual			Action Priorities
				06-07	07-08	08-09	
90% of students identified by ILPs and Child Study team as 'at risk for academic failure' in reading will demonstrate at least a year and a half growth each year for the next 3 years as measured by a body of evidence.	Reading Comprehension <u>Reading Comprehension Word Accuracy for 08/09</u>	CSAP & MAP	80% will demonstrate at least a year and a half growth in year one. 85% will demonstrate at least a year and a half growth in year two. 90% will demonstrate at least a year and a half growth in year three.	50% 75%	48% 40%	1. Provide immediate help to struggling readers. 2. Implement a range of research-based interventions. 3. Use a collaborative decision-making process within a multi-tiered instruction/intervention model 4. Hold children accountable for essential learnings. 5. Implement a system for progress monitoring that is systematic, documented, and shared.	
		CBLA <u>DRA2 for 08/09</u>	80% will demonstrate at least a year and a half growth in year one. 85% will demonstrate at least a year and a half growth in year two. 90% will demonstrate at least a year and a half growth in year three.	56%	40%		
		Running Records 4 pt. comprehension rubric <u>Continue as part of ULF. Use for instructional decisions</u>	80% will demonstrate at least a year and a half growth in year one. 85% will demonstrate at least a year and a half growth in year two. 90% will demonstrate at least a year and a half growth in year three.	New	N/A		
	Word Accuracy <u>Comprehension, word accuracy and oral reading for 08/09</u>	DRA <u>DRA2 for 08/09</u>	80% will demonstrate at least a year and a half growth in year one. 85% will demonstrate at least a year and a half growth in year two. 90% will demonstrate at least a year and a half growth in year three.	New	40%		
		Benchmarks <u>Use DRA2 for 08/09</u>	80% will demonstrate at least a year and a half growth in year one. 85% will demonstrate at least a year and a half growth in year two. 90% will demonstrate at least a year and a half growth in year three.	New	40%		
		Running Records <u>Continue as part of ULF. Use for instructional decisions.</u>	80% will demonstrate at least a year and a half growth in year one. 85% will demonstrate at least a year and a half growth in year two. 90% will demonstrate at least a year and a half growth in year three.	New	N/A		



Goals	Indicators	Measures	Target	Actual			Action Priorities
				06-07	07-08	08-09	
Over a 3 year period of implementing the practices of Professional Learning Communities, 90% of faculty each year will develop new leadership competencies/ commitments and document how these are designed to develop the collective capacity of the entire staff as measured by a pre/post survey and a body of evidence.	Building staff skills in the areas of Presenting, Facilitating, Coaching, Consulting	Pre/Post Assessment Survey	On a 10 point rating scale, 75% of teachers will state that leadership skills are developed, valued, and consistently applied at a rank of 6 or above.	75%	92%		1. Actively encourage and support teamwork. 2. Connect professional development to school learning goals. 3. Provide opportunities to learn research-based strategies, encourage dialogue about implementation, and support action research. 4. Promote a vision of leadership in which everyone plays a role in improving the success of the whole school. 5. Identify team goals and determine the focus of team professional development activities. 6. Continue to administer PLC Implementation Scale, Critical Issues Survey, and SMART Goals Survey. 7. PLCs set and document SMART Goals for student achievement. 8. Promote/support one or more research based instructional models.
		PLC Team Reports	3 out of 4 PLC team reports provide evidence of teacher leadership	Yes	Yes		
		Documented role taking	Principal will keep a record of examples of teachers presenting, facilitating, coaching, and/or consulting with colleagues.	Yes	Yes		