

Goal 1: Student achievement will increase through effective curriculum design and instructional best practice that maximize understanding and capacity to thrive in the 21st century.						
Objective 1: Students will be equipped with the knowledge and skills to read, write, and communicate across the curriculum.						
Adult Implementation Indicator(s): 100% of educators will consistently implement research-based literacy strategies in all content areas.						
Student Performance Indicator(s): 100% of students will demonstrate growth on classroom assessments, District level assessments (i.e., Fountas & Pinnell, MAP, Checkpoint Writing Assessments, Common Formative & Summative Assessments), and State assessments (i.e., OAT, OGT).						
Implementation Details						
Action Steps	Monitoring Evidence/Data Sources	Person(s) Responsible/Group(s)	Implementation Timeline			
			June-Aug.	Sept.-Nov.	Dec.-Feb.	Mar.-May
1. Professional development will be provided to administrators and teachers on content area literacy skills.	Summer Academy, District principal meetings, staff meetings, late starts	Central office directors, principals, coordinators, teacher leaders, department facilitators, literacy coaches	X	X	X	X
2. Teachers will implement common content area literacy strategies and share best practices with colleagues.						
3. Phonics First training will be provided to K-2 teachers.	Summer Academy, District PD	Teresa Scholl	X	X		
4. Professional development will be provided to secondary language arts teachers involving differentiation with tiered reading and the creation of thematic units.	Summer Academy, District PD	Central office staff, outside presenters	X	X	X	X
5. Teachers will implement lessons involving differentiated tiered reading and share best practices with colleagues.						
6. High school department facilitators will meet monthly for targeted professional development regarding coaching in literacy practices.	Monthly collaborative meetings among facilitators from all three high schools	Central office staff, outside presenters		X	X	X

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7. High school department facilitators will model effective literacy practices and coach members of the department in best practices.						
8. Professional development will be provided to elementary and middle school teachers involving the use of mentor texts and a new District word study program.	District PD, staff meetings	Central office staff, literacy coaches		X		
9. Elementary and middle school teachers will utilize mentor texts to support reading strategies and writer's craft and share best practices.						
10. LEAP, an intensive high school reading intervention program, will be implemented with ongoing professional development for LEAP teachers.	District PD	Teresa Scholl, principals	X	X	X	X
11. Additional action steps to address individual building needs:						
12.						
13.						

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Objective 2: Students will demonstrate understanding of academic content through the use of a balanced assessment system designed to drive instruction.						
Adult Implementation Indicator(s): 100% of educators will understand and utilize a variety of assessment tools to monitor student academic progress and design future instruction.						
Student Performance Indicator(s): 100% of students will demonstrate growth on classroom assessments, District level assessments (i.e., Fountas & Pinnell, MAP, Checkpoint Writing Assessments, Common Formative & Summative Assessments), and State assessments (i.e., OAT, OGT).						
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1. Professional development will be provided to administrators and teachers on classroom formative assessments, common formative assessments, and performance-based assessments.	Summer Academy, collaboratives	Central office directors, teacher leaders	X	X		
2. Professional development will be provided to administrators and teachers with a focus on establishing building level data teams.	Summer Academy, District principal meetings	Central office directors, outside presenters	X	X	X	X
3. Data teams will be established in each school for the purpose of reviewing student performance results and developing strategies for improvement.						
4. District level common formative assessments will be administered during the teaching of science and social studies designated units in grades 6-9 and math in grades 6-12.	Listed on the Insider	Central office directors, teacher leaders, classroom teachers		X	X	X
5. Time will be provided for grade level/content area sharing in grades 6-9 for the purpose of reviewing formative assessment data and discussing strategies for success.						
6. Time will be provided for district level sharing in grades 6-9 for the purpose of reviewing formative assessment data and discussing strategies for success.	Collaboratives, late start days	Central office directors, teacher leaders		X	X	X

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7. Professional development will be provided to secondary administrators and teachers on the use of the MAP assessment in reading and in math.	Summer Academy, District principal meetings, late start days, staff meetings	Central office directors, principals, teacher leaders, department facilitators, building MAP teams	X	X	X	X
8. The MAP assessment will be administered in grades 6-8 for math and in grades 6-9 for reading.	MAP data	Central office directors, principals, building MAP teams		X		X
9. Check point writing assessments in grades K-12, Fountas & Pinnell in grades K-5 and as needed in grades 6-12, social studies and science diagnostics in grades 5 and 8 will be administered.	Assessment data	Principals, teachers		X	X	X
10. Common assessments will be developed and implemented in science and social studies for grades 3 and 4.	District common assessments	Marsha Pfahl, Jerome Mescher		X	X	X
11. Common math assessments will be administered and revised by the K-5 math course of study committee.	Revised common math assessments	Central office directors, K-5 math course of study committee members		X	X	X

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12. Current grading practices and policies will be reviewed to assess for fairness and equity.	Revised grading practices and policies	Central office directors, principals, teachers		X	X	X
13. Additional action steps to address individual building needs:						
14.						
15.						

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Objective 3: Student learning will be maximized through the implementation of differentiated teaching strategies and the monitoring of instructional practice.						
Adult Implementation Indicator(s): 100% of educators will understand and utilize a variety of differentiated teaching strategies.						
Student Performance Indicator(s): 100% of students will demonstrate growth on classroom assessments, District level assessments (i.e., Fountas & Pinnell, MAP, Checkpoint Writing Assessments, Common Formative & Summative Assessments), and State assessments (i.e., OAT, OGT).						
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1. Professional development will be provided to administrators and teachers on differentiated teaching strategies.	Summer Academy, collaboratives	Central office directors, teacher leaders	X	X		
2. Teachers will collaborate on the analysis of assessment data and the impact of differentiated instructional strategies (e.g., classroom assessments, Fountas & Pinnell, MAP, Checkpoint Writing Assessments, Common Formative & Summative Assessments, and State assessments).						
3. Professional development will be provided to K-5 administrators and teachers on differentiated teaching strategies for English Language learners and students in math.	Staff meeting	ELL and Math Course of Study committee members	X	X	X	X
4. Professional development will be provided to administrators and IAT members on the implementation of the Response to Intervention framework.	Summer Academy, cabinet meeting, principals' meeting	Nancy Schott, Linda Romano, Antoinette Miranda, IAT members	X	X	X	X
5. Professional development will be provided to administrators and teachers on Sheltered Instruction Observation Protocol (SIOP).	Summer Academy, follow-up training	Jay Paroda, Sharon Esswein	X	X	X	

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Student Performance Indicator(s): 100% of students will demonstrate growth on classroom assessments, District level assessments (i.e., Fountas & Pinnell, MAP, Checkpoint Writing Assessments, Common Formative & Summative Assessments), and State assessments (i.e., OAT, OGT).						
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6. High school department facilitators will model effective differentiation and coach members of the department in best practices.						
7. Additional action steps to address individual building needs:						
8.						
9.						

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Objective 4: Student learning will be driven by a 21 st century curriculum design that embraces creativity, innovation, critical thinking, problem solving, communication, and collaboration.						
Adult Implementation Indicator(s): 100% of educators will consistently implement 21 st century curriculum design.						
Student Performance Indicator(s): 100% of students will demonstrate growth on classroom assessments, District level assessments (i.e., Fountas & Pinnell, MAP, Checkpoint Writing Assessments, Common Formative & Summative Assessments), and State assessments (i.e., OAT, OGT).						
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1. Implement newly revised courses of study (i.e., math, ELL, FCS), the ICT 21 course, and the literacy and word study resources.	Staff meetings, District principal meetings, District PD	Central office directors, principals, teachers		X	X	X
2. Professional development will be provided to administrators and teachers in math, FCS, ELL, and the ICT 21 course.	Staff meetings, District principal meetings, District PD	Central office directors, principals, teachers	X	X	X	X
3. Implement the introduction to engineering high school course and provide professional development.	Pre-Engineering collaborative days	Central office directors, teacher leaders, pre-engineering teachers		X	X	X
4. Continue to explore expansion opportunities for dual enrollment programming.	District meetings with post-secondary institutions	Central office directors, high school principals	X	X	X	
5. Administrators and guidance counselors will research and develop a four year plan for high school plan for students (i.e., course selection, career exploration, senior capstone experience, and the role of the guidance counselor).	Four year planning committee meetings, K8 2020/HS 2020 recommendations	Central office directors, principals, guidance counselors		X	X	X

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6. Revise computer science, and business courses of study.	Curriculum committee meetings	Central office directors, teacher leaders, curriculum committee members		X	X	X
7. The K 8 2020 report and a corresponding implementation plan will be completed.	K-8 2020 committee meetings	K-8 2020 committee members, Central office directors		X	X	X
8. Administrators will identify one or more attributes from <i>A Whole New Mind</i> to be the focus of their professional growth. Action steps that move toward this goal will be identified.	Plan of action will be submitted at administrative retreat on June 4 th	All administrators	X	X	X	X
9. Additional action steps to address individual building needs:						
10.						
11.						