



Board Priority: **Measurable gains/growth as measured by national and state test scores**
 Goal 1: Ensure success for every student by meeting high standards of performance.

Improvement of student performance on national tests.

Indicators	Baseline				Results				Targets									
	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students meeting or exceeding the national average on the composite ITBS in grade 3	172	92.5%	152	89.4%	172	91.0%	145	89.0%	142	93%								
#/% of students meeting or exceeding the national average on the composite ITBS in grade 5	159	91.9%	161	87.0%	177	94.1%	160	94.1%	172	91%								



Students will demonstrate continuous improvement on state indicators and performance assessments.

Improvement on State Assessments

Elementary Schools																			
Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students who meet / exceed standards on Math CRCT	All Students	m=274 e=611	m=30.6 e=68	m=302 e=584	m=33.1 e=63.9	m=299 e=550	m=33.9 e=62.4	m=231 e=594	m=27 e=69	m=242 e=617	m=27.22 e=69.4	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Asian	m=26 e=69	m=26.8 e=71.2	m=26 e=65	m=28.6 e=71.4	m=28 e=75	m=27.1 e=72.7	m=21 e=82	m=20 e=79	m=29 e=96	m=22.48 e=74.42	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Black	m=6 e=3	m=55 e=27	m=17 e=5	m=65.5 e=19.2	m=26 e=13	m=59 e=29.5	m=29 e=14	m=56 e=27	m=23 e=21	m=43.4 e=39.62	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Hispanic	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	m=13 e=13	m=43.33 e=43.33	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	m=1 e=2	m=33.33 e=66.67	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	White	m=204 e=497	m=28.8 e=70.2	m=219 e=470	m=30.6 e=66	m=218 e=413	m=33.4 e=63.3	m=160 e=460	m=25 e=72	m=172 e=471	m=26.26 e=71.91	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Multi-racial	m=4 e=18	m=18 e=82	m=5 e=19	m=20.5 e=79.5	m=5 e=18	m=21 e=75	m=3 e=9	m=23 e=69	m=4 e=14	m=21.05 e=73.68	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	SWD	m=52 e=53	m=43.5 e=44.4	m=64 e=50	m=46.3 e=36.3	m=53 e=43	m=42.3 e=34.7	m=30 e=33	m=38 e=42	m=51 e=26	m=51.52 e=26.26	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	ELL	m=19 e=25	m=43.3 e=56.7	m=24 e=17	m=57 e=40.7	m=11 e=10	m=49.8 e=45.6	m=4 e=7	m=33 e=58	m=20 e=21	m=42.55 e=44.68	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Econ. Dis.	m=3 e=6	m=27 e=55	m=13 e=6	m=59.3 e=27.5	m=6 e=3	m=50 e=25	m= e=	m= e=	m=25 e=33	m=35.21 e=46.48	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
#/% of students who meet / exceed standards on ELA CRCT	All Students	m=738 e=1006	m=41.1 e=56.1	m=724 e=1042	m=39.8 e=57.3	m=695 e=1033	m=39.5 e=58.8	m=623 e=1037	m=36 e=60	m=600 e=1123	m=33.86 e=63.37	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Asian	m=60 e=116	m=30.7 e=59.8	m=59 e=115	m=33.5 e=65.5	m=68 e=134	m=33.8 e=66.2	m=61 e=135	m=30 e=68	m=63 e=179	m=25 e=71.03	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Black	m=11 e=7	m=50 e=32	m=27 e=17	m=52.1 e=32.6	m=57 e=26	m=64.8 e=29.4	m=60 e=31	m=58 e=30	m=63 e=31	m=59.43 e=29.25	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Hispanic	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	m=25 e=33		m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	TFC	TFC	m=5 e=1	m=83.33 e=16.67	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	White	m=571 e=821	m=40.4 e=58.1	m=554 e=839	m=39 e=59	m=500 e=781	m=38.4 e=59.9	m=446 e=809	m=35 e=63	m=430 e=857	m=32.82 e=65.42	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Multi-racial	m=21 e=22	m=47.8 e=50	m=18 e=30	m=37.3 e=62.7	m=18 e=30	m=37.5 e=62.5	m=6 e=18	m=23 e=70	m=12 e=22	m=36.84 e=57.89	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	SWD	m=125 e=85	m=52.5 e=35.6	m=153 e=85	m=55.4 e=30.8	m=141 e=82	m=56.5 e=32.7	m=72 e=59	m=45 e=37	m=50 e=163	m=57.07 e=25.25	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	ELL	m=37 e=36	m=42.9 e=41.9	m=41 e=32	m=52.6 e=40.8	m=23 e=17	m=54.7 e=40.5	m=10 e=10	m=45 e=46	m=14 e=34	m=50 e=38.64	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=



	Econ. Dis.	m=9 e=9	m=41 e=41	m=32 e=6	m=72.7 e=13.7	m=10 e=11	m=42 e=46	m= e=	m= e=	m=72 e=59	m=50.7 e=41.55	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
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(b) Increase state writing performance at grade 5

Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students who meet / exceed writing standards in grade 5	All Students			m=137 e=39	m=73 e=21	m=119 e=52	m=64 e=28	m=123 e=47	m=71 e=27	m=130 e=49	m=67.4 e=25.4	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Asian			m=13 e=3	m=76 e=18	m=14 e=5	m=74 e=26	m=15 e=2	m=83 e=11	m=25 e=6	m=80.6 e=19.4	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Black			TFC	TFC	m=10 e=0	m=83 e=0	m=13 e=0	m=93 e=0	m=12 e=1	m=63.2 e=5.3	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Hispanic			TFC	TFC	TFC	TFC	TFC	TFC	m=2 e=2	m=50 e=50	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Amer Indian			TFC	TFC	TFC	TFC	TFC	TFC	TFC	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	White			m=112 e=34	m=72 e=22	m=90 e=41	m=64 e=29	m=87 e=44	m=66 e=33	m=86 e=39	m=65.2 e=29.5	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Multi-racial			TFC	TFC	m=5 e=5	m=45 e=45	TFC	TFC	m=5 e=1	m=83.3 e=16.7	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	SWD			m=19 e=3	m=66 e=10	m=23 e=2	m=71 e=6	m=16 e=8	m=64 e=32	m=12 e=1	m=52.2 e=4.3	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	ELL			TFC	TFC	TFC	TFC	TFC	TFC	m=7 e=0	m=100 e=0	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=
	Econ. Dis.			TFC	TFC	TFC	TFC	TFC	TFC	m=13 e=0	m=76.5 e=0	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=	m= e=

Improvement in students reading on grade level at grade 3

Indicators	Group	Baseline				Results				Targets									
		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students reading on or above grade level in grade 3 as measured by DRA	All Students									135	89%								
	Asian									20	95%								
	Black									3	60%								
	Hispanic									7	78%								
	Amer Indian									1	100%								
	White									100	91%								
	Multi-racial									4	67%								
	SWD									9	45%								



	ELL									1	20%							
	Econ. Dis.									10	67%							

ACTION PLAN FOR STUDENT PERFORMANCE

Priority for Student Performance Over the past few years, there has been a slight decrease in the percentage of students exceeding and meeting standards in mathematics, reading, writing, and English/Language Arts. Notable weaknesses appeared in certain subgroups (i.e. Students with Disabilities and African American students). Our CogAT scores indicate that students have the ability to exceed standards, however, standardized test scores indicate that students are not performing at that level. It is imperative that we raise expectations for all our student subgroups, as well as, for the general population. Research indicated a correlation between writing and increased students achievement in all content areas. Therefore, integrating writing as the common thread through all content areas will promote success in all areas of the curriculum.

Student Performance Goal All students will meet or exceed standards in Math, Reading, and English/Language Arts by 2014 and the number of students who exceed standards will increase by 3% each year, as a result of writing across the curriculum. See the Five-year Target Goals attached.

Action, Strategies, Interventions by Adults	School Key/Strand	Resources			Training	Monitoring Plan	
		Person Responsible	Timeline				Financial Resources (Cost and Funding Source)
Teach Guided Reading at all grade levels using the new Language Arts series and supplementing with local resources	Curriculum Instruction Assessment	Teachers	2009	2014	None	Language Arts series house experts In-	Guided Reading level collected quarterly, lesson plans
Teach High Impact Strategies across a variety of genres (Marzano's Best Practices, Kagan's Collaborative Structures) at all grade levels	Curriculum Instruction Assessment	Teachers	2009	2014	SFSD, ASP funds \$100	In-house experts during monthly collaborative planning	Quarterly data collection, lesson plans
Teach writing in all curriculum areas in all grade levels	Curriculum Instruction Assessment	Teachers	2009	2014	SFSD, ASP funds for substitutes if needed	Language Arts series house experts during monthly collaborative planning	Quarterly writing samples (i.e. journals, quick writes, tickets out the door, summaries of EQ's, etc)