



**North Haven Public Schools**  
North Haven, Connecticut 06473

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# *District Improvement Plan*

## *2015-2016*

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**The Path to Continuous Improvement  
North Haven Public Schools**

**North Haven Public Schools  
Overarching Goal**

**To improve student achievement**



**The Strategic Plan contains long-term goals and year by year breakdown of goals. The Strategic Plan is originally developed by the Superintendent's Administrative Council and updated annually by the North Haven Leadership Team. There is always a plan that extends three years out.**



**Annual District Goals in Student Achievement, Curriculum, Instruction, Student Assessment, Leadership, and Communication come directly from the Three Year Strategic Plan. The District Improvement Plan also contains the Superintendent's Performance Indicator and a goal addressing the needs of the lowest performing 25% of the student population. These goals become the Board of Education's and the Superintendent's Goals for the year.**



**School Goals are developed from the Board of Education/Superintendent's Goals. The school goals also serve as the Building Administrator's goals. Schools will establish goals in reading, writing, and mathematics, school culture, the Principal's Performance Indicator, and a goal addressing the needs of the lowest performing 25% of the student population. The district's goals in curriculum, instruction, student assessment, communication, and leadership are integrated into each school's Improvement Plan.**



**Student Learning Outcomes are in service to the School and District Goals. Teacher goals are aligned with each school goal.**

# North Haven Public Schools

## District Improvement Process

<b>Board of Education</b> <b>Student Achievement Goals</b>
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<b>Superintendent's</b> <b>Student Achievement Goals</b>  <b>District Improvement Plan</b>
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<b>Director of Curriculum and Instruction</b>  <b>District Improvement Plan</b>	<b>Director of Special Services</b> <b>Supervisor of Special Services</b>  <b>District Improvement Plan</b>	<b>Director of Finance and Operations</b>  <b>District Improvement Plan</b>
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<b>North Haven High School</b>  <b>Student Learning Outcomes</b>  <b>School Improvement Plan</b>	<b>North Haven Middle School</b>  <b>Student Learning Outcomes</b>  <b>School Improvement Plan</b>	<b>Clintonville Elementary School</b>  <b>Student Learning Outcomes</b>  <b>School Improvement Plan</b>	<b>Green Acres Elementary School</b>  <b>Student Learning Outcomes</b>  <b>School Improvement Plan</b>	<b>Montowese Elementary School</b>  <b>Student Learning Outcomes</b>  <b>School Improvement Plan</b>	<b>Ridge Road Elementary School</b>  <b>Student Learning Outcomes</b>  <b>School Improvement Plan</b>
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<b>North Haven High School</b>  <b>Teachers' Student Learning Outcome</b>	<b>North Haven Middle School</b>  <b>Teachers' Student Learning Outcome</b>	<b>Clintonville Elementary School</b>  <b>Teachers' Student Learning Outcome</b>	<b>Green Acres Elementary School</b>  <b>Teachers' Student Learning Outcome</b>	<b>Montowese Elementary School</b>  <b>Teachers' Student Learning Outcome</b>	<b>Ridge Road Elementary School</b>  <b>Teachers' Student Learning Outcome</b>
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# North Haven Public Schools

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## North Haven Public Schools Values and Core Beliefs

- Faculty and staff of the North Haven Public Schools have the capacity to make continuous improvement in student achievement
- District and school leadership must commit to improved student achievement
- We must hold ourselves and each other to a standard of excellence and contribute to the positive school experience of all students
- All students deserve highly effective instruction every day
- Learning must be relevant, engaging, and challenging

## North Haven Public Schools Shared Beliefs about Teaching and Learning

- Everyone is entitled to a safe, orderly, and respectful environment
- All students will succeed in a climate that sustains a passion for learning
- Every student is the responsibility of all members of our learning community
- Student succeed best when families maintain a strong partnership with the schools at all grade levels

## North Haven Public Schools Vision Statement

As a result of their experience in the North Haven Public Schools, every student will acquire the skills necessary to meet the demands of the 21<sup>st</sup> century.

## North Haven Public Schools Mission Statement

It is the mission of the North Haven Public Schools, in collaboration with students, parents, and community, to develop responsible, educated, and productive global citizens who can thrive in an ever-changing world.

## **District Improvement Efforts**

I. Theory of Action

II. Examine the Evidence

Benchmark Assessments

State Assessments

III. Strategic Plan

IV. Annual District Improvement Plan

Communication

Leadership

Teaching and Learning

Superintendent's Performance Indicator

Addressing the Needs of the Lowest Performing 25% of  
Student Population

V. Annual School Improvement Plans

Reading

Writing

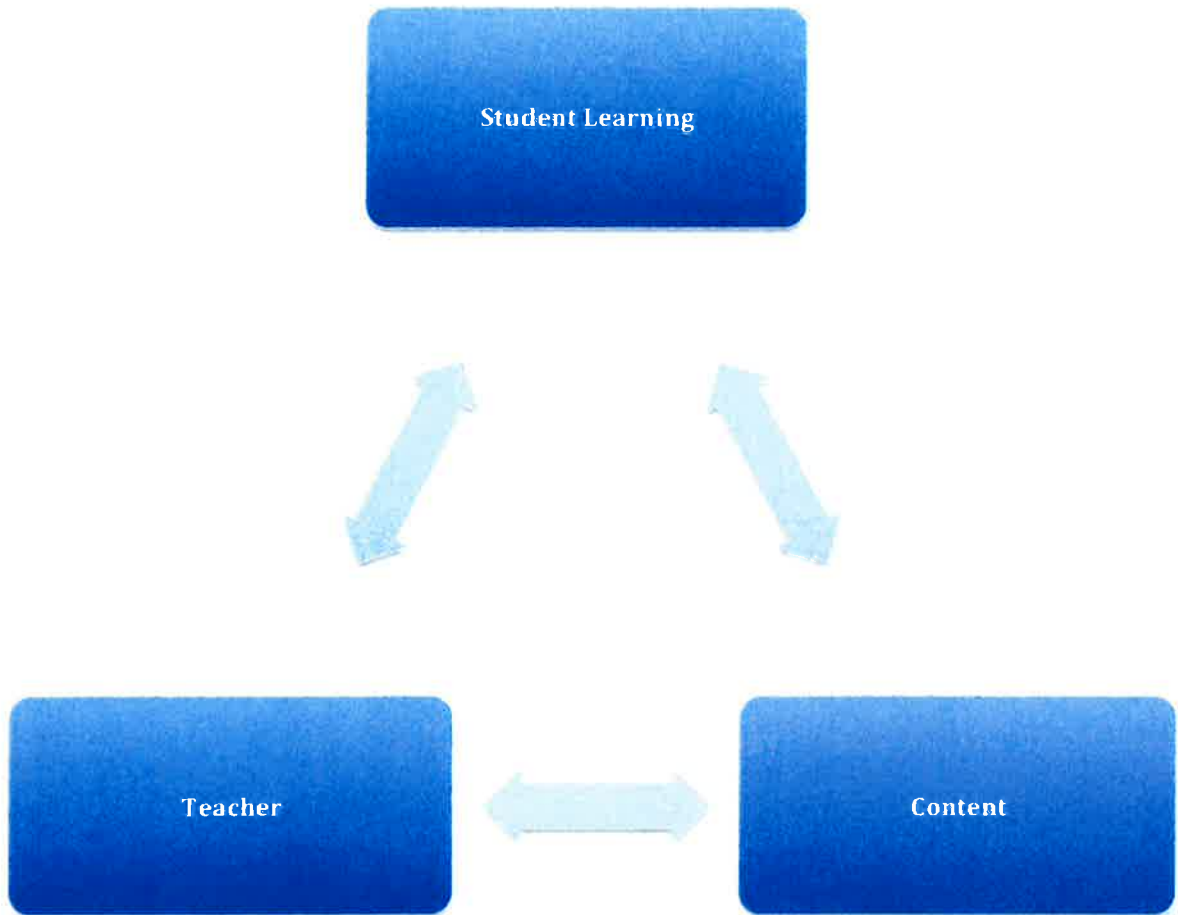
Math

Communication

Address the Needs of the Lowest Performing 25% of the  
Student Population?

VI. Student Learning Outcomes

## Instructional Core



# North Haven Public Schools

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## District Student Learning Outcomes 2015-2016

- ✦ Students in grades K-12 will improve their reading achievement as measured by district benchmark assessments and state assessments.
- ✦ Students in grades K-12 will improve their writing achievement as measured by district benchmark assessments and state assessments.
- ✦ Students in grades K-12 will improve their mathematics achievement as measured by district benchmark assessments and state assessments.
- ✦ Through a rigorous 21<sup>st</sup> century curriculum, teaching and learning in the North Haven Public Schools will ensure students' active learning, incorporate students' individual needs, and ensure student ownership of their learning.
- ✦ All district instructional leaders will use clear, coherent, aligned practices for planning, executing, and measuring excellence in instruction and student achievement.
- ✦ The North Haven Public Schools will routinely share the district vision, core values, successes, and progress toward meeting rigorous 21<sup>st</sup> century standards with parents, students, faculty/staff, and the community.

# North Haven Public Schools

## North Haven, Connecticut 06473

### District Improvement Plan

**Focus Area:** Communication

**Annual Focus Goal:** By June 2016, the North Haven Public Schools will routinely share the district vision, core values, successes, and progress toward meeting rigorous 21<sup>st</sup> century standards with parents, students, faculty/staff, and the community.

<b>Action Step</b> What will you do?	<b>Person(s) Responsible</b> Who is responsible for doing the work?	<b>Indicators of Success</b> What will success look like?	<b>Evidence</b> What evidence will be collected?	<b>Resources</b> What do you need in order to do the work?	<b>Timeline</b> By When?
Design feedback templates (surveys) to be administered to elementary, middle, and high school students, staff, and parents throughout the school year.	Superintendent of Schools to develop district surveys Director of Special Services to develop department surveys Building Principals and Assistant Principals to develop building surveys	District Level Surveys developed and distributed for: Administrators Teachers and Staff Parents Students Building Level Surveys developed and administered to: Teachers and Staff Parents Students Surveys concerning special education programs and services administered to: Staff Members Parents	Sample, draft surveys will be completed and submitted to the Superintendent of Schools by October 15, 2015. Completed surveys with compiled results.	Sample surveys released by the State Department of Education Survey exemplars from other districts used as models Assistance from the IT Department so surveys can be administered online	Surveys drafted and submitted to the Superintendent of Schools by October 15, 2015 Surveys administered by mid-December Survey results shared by the start of the second half of the year beginning at the end of January.
Continue to host Parent Coffee Hours with building principals in an effort to increase parent and community outreach and involvement in the schools.	Superintendent of Schools Assistant Superintendent of Schools Building Principals	Scheduled Parent Coffees hours held throughout 2015-2016 Develop focused discussion questions to be asked during the session Time set aside during each session to address specific parent questions and/or concerns	Invitations sent to participants Creation of focused interview questions Session Agenda: Evidence of opportunity at each Parent Coffee for participants to raise matters of concern to them Summary of Findings	Meeting space Dates reserved to hold meetings Refreshments Specific topics to be addressed – Develop focus interview questions	Throughout 2015-2016 beginning in October and continuing through June



<b>Action Step</b> What will you do?	<b>Person(s) Responsible</b> Who is responsible for doing the work?	<b>Indicators of Success</b> What will success look like?	<b>Evidence</b> What evidence will be collected?	<b>Resources</b> What do you need in order to do the work?	<b>Timeline</b> By When?
Introduce a new, updated, easier to navigate district website.	Director of Finance, Operations, and Human Resources Members of the IT staff	A fully operational district website providing users with easier access to district information All approved district policies will be posted on the website	A revised and updated website with current information that is easily accessible to the user	Access to a provide to hosting the district's website Access to up-to-date information to be included on the site. Assign the management of the district website to one staff member to assure greater continuity	New website is up and running by the opening of the 2015-2016 school year
Continue to host Literacy and Math Evenings at all elementary schools in order to inform parents about curriculum updates and changes in instructional practices in grades K-5.	Elementary Principals Elementary Literacy Leaders Elementary Math Coaches Teacher Volunteers	Every school will either schedule one parent informational session in which both topics (literacy and numeracy) are addressed, or two separate evenings during which matters dealing with teaching and learning in language arts math are discussed.	Samples of parent invitations Samples of hand-outs distributed to participants Parents are provided with specific ideas about how they can best support their children's learning at home Parent Survey Responses	Time to prepare the presentation Staff members willing to participate A shared understanding across the four elementary schools of the topics to be covered in order to assure greater coherence throughout the district	These informational sessions should be offered as early in the school year as possible in order to be most useful to parents and ultimately, students
Form a Superintendent's Advisory Committee consisting of: Superintendent, Assistant Superintendent, 3 administrators, 3 teachers, 3 parents, 3 Board of Education members. Committee will focus on: 1. Program Development Plan 2. Review of the 2015-2016 District Improvement Plan. 3. Review of the budget as it's being developed. 4. Review and discussion of student performance data	Superintendent of Schools	Four Superintendent Advisory Committee meetings held throughout 2015-2016 Minutes maintained from each meeting and shared with Board of Education members, district administrators, and staff	Meeting agenda and minutes Meeting attendance sheets Survey administered at the end of the four sessions asking participants to identify what worked well in their opinion and what they would recommend doing differently going forward	Meeting space Refreshments Copies of the following documents for each member: Program Development Plan District Improvement Plan Proposed Budget Summarized student performance data	Meetings to be held each marking period Four meetings held by the end of 2015-2016

# North Haven Public Schools

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## District Improvement Plan

**Focus Area:** Leadership

**Annual Focus Goal:** By June 2016, the North Haven Public Schools will follow all Board of Education Policies and Administrative Regulations.

By June 2016, all district staff will provide evidence of their contributions to improved student achievement.

By June 2016, all district instructional leaders will use clear, coherent, aligned practices for planning, executing, and measuring excellence in instruction and student achievement.

<b>Action Step</b> What will you do?	<b>Person(s) Responsible</b> Who is responsible for doing the work?	<b>Indicators of Success</b> What will success look like?	<b>Evidence</b> What evidence will be collected?	<b>Resources</b> What do you need in order to do the work?	<b>Timeline</b> By When?
District wide planning systems are in place requiring decision-making using data:  Specifically: Teacher/Administrator Evaluation District Improvement Plan School Improvement Plans Data Teams	Superintendent of Schools Assistant Superintendent  Director of Special Services Supervisor of Special Services Building Principals and Assistant Principals Teachers  All certified and non-certified staff	All evaluation responsibilities are carried out by district leadership in accordance with the SEED Timeline  Data from teacher and administrator observations inform professional development offerings.  All staff can site the goals and action steps outlined in the District Improvement Plan and their School's Improvement Plan and can provide specific examples of how they've addressed them in their work.	Mid-year and end-of-year reports from building principals detailing work completed to date on improvement efforts.  Access to each school's Data Team's minutes and recommendations made by them following their review of the various data sources.  Upon the start of the new school year, every teacher is provided a data set on each of his or her students.	Functioning School Data Teams in each building using data to shape instructional decisions  A District Data Team reviewing trends and patterns in student performance across the district  District Improvement Plan  School Improvement Plans	August 2015-June 2016  Teacher and administrator goal setting completed by October 15, 2015  Mid-Year Conferences  Administration of all district benchmark assessments according to the District Assessment Calendar established by the assistant superintendent. Data collected and analyzed per the Data Analysis Protocol.  Next steps determined based on the data.

<b>Action Step</b> <i>What will you do?</i>	<b>Person Responsible</b> <i>Who is responsible for doing the work?</i>	<b>Indicators of Success</b> <i>What will success look like?</i>	<b>Evidence</b> <i>What evidence will be collected?</i>	<b>Resources</b> <i>What do you need in order to do the work?</i>	<b>Timeline</b> <i>By when?</i>
<p>Annual School Improvement Plans, along with the measurement of student achievement, will drive teaching and learning in all North Haven Public Schools</p>	<p>Superintendent of Schools  Assistant Superintendent  Director of Special Services  Supervisor of Special Services  Building Principals and Assistant Principals  Teachers  All other certified and non-certified staff</p>	<p>Completed District Improvement Plan approved by the Board of Education by September 15, 2015.  School Improvement Plans for each building submitted to the Superintendent of Schools by September 15, 2015.  Department of Special Services Improvement Plan.  Annual Student Assessment Map indicating dates of all benchmark assessments.</p>	<p>Student work samples collected throughout the year indicating a focus on the improvement plan's goals and objectives.  Materials submitted by administrators at both their mid-year and end-of-year conferences that show student progress on the goals and objectives spelled out in the plan.  Student work samples support a focus on the student outcomes indicated in both the District Improvement Plan and the School Improvement Plan  Classroom observations provide evidence of instruction related to goals spelled out in the District and School Improvement Plans.</p>	<p>Student performance data that can be used to assist in establishing improvement goals and objectives  A monitoring system that will provide evidence of progress toward continuous improvement of student achievement.</p>	<p>August 2015 through June 2016</p>
<p>Data Teams will analyze and disseminate evidence of student achievement (by individual student, by group or cohort, or by classroom) to school leadership and building level instructional teams.</p>	<p>Superintendent of Schools  Assistant Superintendent  Director of Special Services  Supervisor of Special Services  Building Principals and Assistant Principals  Teachers  Other Certified Support Staff:  School Psychologists  School Social Workers  Speech Pathologists  Special Education Teachers  Reading Teachers  Math Coaches  Intervention Teachers</p>	<p>An established District Data Team and School Data Team in each building  A District Data Team meeting schedule for the year specifying dates for the monthly meetings and the data to be analyzed at each session  Minutes from District Data Team meetings will be kept and distributed to all staff members each month  Each School Data Team will develop a monthly meeting schedule specifying what student performance data will be reviewed at each meeting. This schedule will be submitted to the Superintendent of Schools by September 15<sup>th</sup>.  Minutes of monthly School Data Team meetings will be maintained and distributed to all building staff.</p>	<p>The completed District Data Team meeting schedule along with a breakdown of the data to be reviewed at each meeting.  The minutes of each District Data Team meeting.  Schedules for School Data Teams in each building along with a listing of the student performance data to be reviewed at each meeting.  Minutes from each school's data team monthly meetings</p>	<p>Teachers willing to serve on the data teams.  Opportunities for professional development on Data-Driven Decision Making  Time for the teams to meet on a monthly basis  A team member willing to serve as the meeting recorder  Protocol for data analysis by the team</p>	<p>September 2015-June 2016</p>

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Review the effectiveness of the revised certified and non-certified staff evaluation procedures	<p>Superintendent of Schools</p> <p>Assistant Superintendent</p> <p>District Administrators</p> <p>Certified staff responsible for evaluating non-certified employees</p> <p>Professional Development/SEED Committee</p>	Completed Certified and non-certified staff evaluations. Changes in instructional practices and improved student achievement as a result of discussions about teaching and learning between evaluators and evaluatees.	<p>Mid-year and end-of-year data on Bloomboard submitted by evaluatees.</p> <p>Review all non-certified evaluations</p> <p>Improvements in student achievement as evidenced by pre and post skills group results</p> <p>Improvements in student achievement as evidenced by improved results on benchmark assessments administered in language arts and math</p> <p>Early in the year, all non-certified personnel will indicate to his/her supervisor how they will contribute to improved student achievement.</p>	Established a shared understanding throughout the district of what an effective evaluation process looks like in North Haven	<p>Non-certified will indicate to his/her evaluator how they will contribute to improving student achievement by October 15, 2015</p> <p>Ongoing throughout the 2015-2016 school year following the timeline laid out in the Professional Development/SEED 2015-2016 Manual or the accompanying district handbook.</p>

<b>Action Step</b> What will you do?	<b>Person(s) Responsible</b> Who is responsible for doing the work?	<b>Indicators of Success</b> What will success look like?	<b>Evidence</b> What evidence will be collected?	<b>Resources</b> What do you need in order to do the work?	<b>Timeline</b> By when?
Instructional (Grade Level) teams in each school will act on data and continue to provide evidence of student progress.	Building Principals and Assistant Principals Program Coordinators Middle School Team Leaders Teachers	Embedded professional development offered to grade level teams of teachers in the four core subject areas offered throughout the year. Evidence in meeting minutes of discussions among members of instructional teams of "best practices." Continuous improvements in student performance on district benchmark assessments throughout the year	Improvements noted in student performance on benchmark assessments; specifically, a reduction in the number of students performing at basic and below basic throughout the year Changes noted in classroom practices during formal and informal observations resulting from the professional development opportunities Quarterly reports from each instructional team about improvements in student performance within the classroom and changes in their own teaching practices, along with mention of the results of those changes	Scheduled times for instructional teams to meet during the year. Make certain Program Coordinators are available to provide professional development opportunities to instructional teams in all buildings Team Meeting Schedules at the Middle School	September 2015-June 2016

# North Haven Public Schools

## North Haven, Connecticut 06473

### District Improvement Plan

**Focus Area:** Teaching and Learning

**Annual Focus Goal:** By June 2016, through a rigorous 21<sup>st</sup> century curriculum, teaching and learning in the North Haven Public Schools will ensure students' active learning, incorporate students' individual needs, and ensure student ownership of their learning.

<b>Action Step</b> What will you do?	<b>Person(s) Responsible</b> Who is responsible for doing the work?	<b>Indicators of Success</b> What will success look like?	<b>Evidence</b> What evidence will be collected?	<b>Resources</b> What do you need in order to do the work?	<b>Timeline</b> By When?
By June 2016, teachers will implement learning activities in all units of study.	Program Coordinators Classroom Teachers	Each unit of study will have related lessons teachers can use with students	Written Lessons available for use by all teachers Continued district participation in the ACES curriculum writing group	Time for staff to work on developing additional lessons and refining those already developed.	August 2015-June 2016
Teachers will continue to monitor engagement in the language arts units of study.	Building Administrators K-5 Language Arts Program Coordinator Reading and Language Arts specialists Classroom Teachers Paraprofessionals	Classroom observational data suggests that students are engaging in critical engagement and self-regulated interest Students can be observed actively accessing information, actively interpreting, producing, and disseminating information	Increased student motivation as evidenced by a reduction in the number of students engaging in off-task behaviors during both instructional time and student independent work time Increase in the amount of student-to-student discourse	Student Engagement Data Collection Tool collected during classroom walkthroughs	September 2015-June 2016
By June 2016, students will set and monitor their own learning goals.	Building Principals and Assistant Principals Classroom Teachers Students	Using classroom observational data as baseline information, students will set learning goals and then chart their progress	Student learning goals are posted in classrooms Students able to state their learning goals when asked	Professional development for staff on helping students establish realistic, yet challenging learning goals Coaching provided to staff	August 2015-June 2016
By June 2016, there will be evidence of students using their own performance data to improve their learning.	Classroom Teachers Students	Students referencing their own performance data when setting their learning goals.	Students are able to speak to those skills they are working on to improve their learning and how they came to decide on those specific skills	A protocol for providing students with feedback about their performance so they can use the information for their own planning	August 2015-June 2016



# North Haven Public Schools

North Haven, Connecticut 06473

## District Improvement Plan

**Focus Area:** Improving the academic achievement of the lowest performing 25% of our students in Grades K-12.

**Annual Focus Goal:** By June 2016, students performing below district benchmark will demonstrate a minimum of one year's growth in their academic performance in reading, writing, and mathematics. The goal is to accelerate students' progress thus closing the learning gap.

<b>Action Step</b> What will you do?	<b>Person(s) Responsible</b> Who is responsible for doing the action step?	<b>Indicators of Success</b> What will success look like?	<b>Evidence</b> What evidence will be collected?	<b>Resources</b> What is needed to address the action step?	<b>Timeline</b> By when?
The district will continue to refine the practices of its Scientific Research Based Interventions (SRBI) Teams in all schools with defined membership, group norms, a formalized meeting schedule and case partners to monitor implementation of interventions. The team will focus attention on the lowest 25 % of the students and English Language Learners.	Building Administrators Program Coordinators Each school's SRBI Team members Classroom Teachers Paraprofessionals Special Education Teacher English Language Learners Teacher Reading Teachers	SRBI Team meetings are held on a regular basis according to a pre-established schedule Group norms define how the work will be conducted Teachers referring students to the SRBI Team will be assigned a case partner who will assist the teacher in carrying out the team's recommendations and gathering data on student progress Prior to referring a student to the SRBI Team for assistance, teachers will have tried and collected data on the effectiveness of a minimum of 3 Tier 1 Interventions	SRBI Team Meeting Schedule SRBI Team Membership Completed paperwork on students referred for interventions. Use of case partners Pre and Post data showing the effectiveness or lack of effectiveness of interventions.	Time for SRBI Team meetings Staff members willing to serve as SRBI case partners	September 2015 -- June 2016

<b>Action Step</b> What will you do?	<b>Person(s) Responsible</b> Who is responsible for doing the action step?	<b>Indicators of Success</b> What will success look like?	<b>Evidence</b> What evidence will be collected?	<b>Resources</b> What is needed to address the action step?	<b>Timeline</b> By when?
Using student performance data, teachers and administrators will establish flexible skills groups that address areas of identified weakness for students, provide students with targeted, focused instruction in areas of identified weakness, and closely monitor their progress using formative and summative assessments.	Building Administrators Teachers Paraprofessionals Special Education Personnel	District and/or building benchmark data is used to establish Skill Groups Formative and summative assessments administered and collected during the time the skill group is being conducted as part of the progress monitoring process.	Skills groups topics List of students participating in each group Student work samples from group time Pre and post data measuring student progress as a result of participation in the group. Classroom work samples showing application of skills mastered during skills groups	Classroom and district benchmark data Time built into the school's schedule to conduct skills groups	September 2015 – June 2016
An Intervention Teacher at the Middle School and High School will work with students who have been identified as performing below expected levels based on classroom work, district assessments, and standardized testing.	Intervention Teachers at the middle and high schools.	Time built into students' schedules to attend sessions with the intervention teacher. Student improvement in targeted areas as measured by formative and summative assessments. Students joining and exiting skills groups as necessary. Intervention teachers coaching classroom teachers	Performance data collected by the intervention teacher. Student work samples Lists of students receiving intervention services throughout the school year. Lesson plans showing the focus of the work of the intervention teacher with students on his/her caseload.	Intervention teacher assigned to the middle school and another school to work specifically with students requiring SRBI services.	September 2015 – June 2016
Positive Behavioral Interventions and Supports will be implemented in all schools throughout the district: the elementary schools will be in year four of implementation while the middle and high schools will begin their third year of implementation.	Superintendent Assistant Superintendent Director of Special Education and Pupil Services Building Administrators School PBIS Teams Teachers All certified and non-certified staff members	All students can articulate behavioral expectations in the school, in the classroom, in the cafeteria, in the gymnasium, and on the bus. Every school has a building PBIS Team in place that meets on a regular basis. Favorable student responses to a school culture survey administered at the end of the school year	Behavioral expectations posted in every building. A series of agreed upon student recognitions/rewards. Professional development on behavioral expectations for district bus drivers. Feedback from the consultants affiliated with the Special Education Resource Center following on-site observations of each building team	Ongoing professional development on the effective use of PBIS at the school and district level Scheduled times for the PBIS Team to meet.	September 2015 – June 2016



<b>Action Step</b> What will you do?	<b>Person(s) Responsible</b> Who is responsible for doing the action step?	<b>Indicators of Success</b> What will success look like?	<b>Evidence</b> What evidence will be collected?	<b>Resources</b> What is needed to address the action step?	<b>Timeline</b> By when?
<p>Reading Support in each building will be provided to students not meeting achievement targets at each grade level K-8.</p>	<p>Assistant Superintendent for Curriculum and Instruction Language Arts Program Coordinators Language Arts Consultants Reading Specialists District Administrators Teachers</p>	<p>Entrance and exit criteria will be established for students qualifying for reading services.  The district will research and select a universal screener that will provide useful information on the reading levels of students in grades 9-12.</p>	<p>Clearly defined data used to determine eligibility to receive reading services.  Student Improvement Plans indicating the goals that will serve as the focus of the work with the student.  Improvement on student benchmark assessments.</p>	<p>Reading teacher (s) assigned to every school...elementary, middle, and high school.  Time scheduled for eligible students to meet with the reading teacher.  Remedial reading materials to be used with students.  Clearly written student achievement goals.  Professional development for reading teachers on best instructional practices.</p>	<p>September 2015 – June 2016</p>
<p>Students failing to meet district achievement targets on benchmark assessments will receive math support from the school's math coach.</p>	<p>Assistant Superintendent for Curriculum and Instruction Mathematics Program Coordinators Administrators Teachers Math Coaches</p>	<p>Establish achievement goals and benchmarks for mathematics across all grade levels and for all high school courses.  Establish district criteria making students eligible to receive assistance from the school's math coach at the elementary level.  Math Coaches assigned to each elementary school.</p>	<p>Flexible groups of students assigned to the building's math coach throughout the year.  Pre and post data on each student receiving math interventions.</p>	<p>Math coach assigned to each elementary school to provide direct instruction to students and coaching to teachers.</p>	<p>September 2015 – June 2016</p>
<p>District, school, and grade-level data teams will review and summarize student performance on formative and summative assessments and use the information to inform instruction and determine students eligible to receive interventions.</p>	<p>Superintendent of Schools Assistant Superintendent of Schools Building Administrators Program Coordinators Teachers</p>	<p>Data Teams will be formed at the: District Level School Level Grade Level  Each data team will establish a meeting schedule, agenda, and maintain meeting minutes. The same process will be followed by School Data Teams</p>	<p>Agenda for both district and school Data Teams along with accompanying notes of the work accomplished during each monthly session.</p>	<p>Meeting Time Protocols for conducting both School and District Data Teams</p>	<p>September 2015 – June 2016</p>

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Classroom teachers will plan interventions for the lowest 25% of their students.	Classroom Teachers	Teachers maintain performance data on the lowest 25% of their students.  Students demonstrate improvements on benchmark assessments throughout the year.  Teachers discuss their teaching strategies, data, and the progress made by the lowest 25% of their students during grade level meetings and at their mid-year and end-of-year meetings with their supervisor.  Teachers monitor and record progress of English Language Learners	Student work samples and assessment results	Time to plan the interventions  Time to provide the intervention  Opportunities to consult with building specialists on appropriate interventions based on student need	September 2015 – June 2016
Improvement of the overall achievement of the district's English Language Learners (ELL) resulting in more students meeting state standards on the annual LAS Test.	Program Coordinators  Reading and Language Arts Personnel  ELL Teacher  Math Coaches  Building Principals and Assistant Principals  Classroom Teachers	Improved achievement of English Language Learners	Classroom Work Samples  Performance on district benchmark assessments  LAS Test Results	Increased access to tutorial support across all levels; elementary, middle, and high	September 2015-June 2016