

Strategic Goal #1: Improve student achievement through standards-based education

<p><i>Strategic Actions:</i></p> <p>1.1 Apply the HCPS III to daily instruction and planning.</p> <p>1.2 Utilize interim assessments to guide instruction at all grade levels.</p> <p>1.3 Implement data-driven instruction based on an analysis of student performance through Structured Teacher Planning Time (STPT).</p> <p>1.4 Utilize quarterly prompts that are rubric scored to guide instruction in the area of writing.</p> <p>1.5 Provide instructional support in language arts for all teachers by ETS content specialists.</p>	<p><i>Performance Targets:</i></p> <p><i>Reading:</i> By spring 2006, 44 percent of students at Maunaloa Elementary School will demonstrate proficiency in language arts as measured by the Hawaii State Assessment (HSA).</p> <p><i>Mathematics:</i> By spring 2006, 28 percent of students will demonstrate proficiency in mathematics as measured by the HSA.</p> <p><i>Personnel:</i> By June 2006, 100 percent of staff will be highly qualified under NCLB requirements.</p>
<p><i>Targeted Intervention:</i></p> <p>1.1.1 Implement Target Standards in language arts and mathematics at all grade levels.</p> <p>1.2.1 Develop monthly assessments aligned to standards and train teachers in using data to guide instruction. Implement common quarterly assessments designed by ETS to be used in all classes.</p> <p>1.3.1 The Instructional Data Management System (IDMS) will be used to analyze data from state and interim testing, and monthly assessments.</p> <p>1.4.1 Develop and score quarterly prompts to indicate progress toward mastery of writing standards as tested on the HSA.</p> <p>1.5.1 Provide teaching staff with 10 days targeted support in standards content and instructional strategies in language arts and mathematics.</p>	<p><i>Rationale:</i> Research supports the alignment of written, taught, and tested curricula as a major contributor to the improvement of student achievement (English, et al.).</p> <p>Staff observation and interviews reveal that there is not always an alignment between what is taught and the HCPS III, and that other than the DIBELS, a test of reading fluency, no interim testing has been given to students to determine progress towards meeting the standards. Therefore, instructional decisions have not been data driven. Timely pacing and interim assessments will ensure that all students are on target to be proficient at their appropriate grade level in the Hawaii standards in language arts and mathematics. The regularly administered and locally analyzed assessments are necessary to monitor student progress and develop appropriate and timely student interventions.</p> <p>Reading and writing are reciprocal and the development of the skills in one area strengthens the development of the skills in the other. Therefore, it is necessary to assess writing regularly to ensure that students are making adequate progress towards the mastery of grade-</p>

level standards in writing, and that they will be proficient on the HSA in writing.

Teacher involvement, collaboration, and articulation are necessary in establishing and implementing an articulated standards-based program. Highly effective professional development takes place when staff works collaboratively to develop pacing guides, unwrap standards, develop student assessments, analyze the assessments, and develop student interventions.

Apply the HCPS III to daily instruction and planning

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>1.1.1a Provide HCPS III-aligned Target Standards to all teachers that are paced by quarter for all grade levels and aligned to instructional materials.</p> <p>1.1.1b Teachers will identify gaps in instructional materials, plan remedies, and identify appropriate instructional strategies.</p> <p>1.1.1c Unwrap identified standards/benchmarks and identify prerequisite skills, vocabulary, level of cognition required, instructional support materials, and mastery criteria.</p> <p>1.1.1d Teachers use curriculum maps to plan classroom interventions identified by student performance data analysis, classroom observations, and teacher discussion.</p>	<p><u>Initial Outcomes</u> Grade-level teachers unwrap key standards to determine appropriate instruction in pacing guide.</p> <p><u>Intermediate Outcomes</u> Teachers have aligned all standards to adopted curricula. Direct instruction is visible in the classroom.</p> <p><u>Long-Range Outcomes</u> Students can tell what they are learning, why they are learning it, and how they will be asked to demonstrate mastery.</p>	<p>Principal; ETS Facilitator; ETS Content Area Specialists</p>	<p>Hawaii HCPS III Target Standards</p> <p>Grade level/content area pacing guide from ETS</p> <p>Professional development support time e.g. substitutes, staff, waiver, P/C days</p>	<p>4.5 F.T.E. classroom teachers</p> <p>.5 special education teacher</p> <p>2.0 F.T.E. educational assistants</p> <p>Instructional Materials and supplies, Professional Development (substitutes) \$3,502.50</p> <p>Title I Professional Development funds</p> <p>Title I funds for consultant \$50,000.00</p>	<p>July 2005</p> <p>July 2005– March 2006</p> <p>July 2005– March 2006</p>

<i>Utilize interim assessments to guide instruction</i>					
<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>1.2.1a Principal and teachers learn the process of administering, reporting, and analyzing results of interim assessments.</p> <p>1.2.1b Teachers identify standards and develop assessments to be administered monthly to check progress toward proficiency on quarterly assessments and HSA.</p> <p>1.2.1c Teachers familiarize themselves with standards on interim assessments and administer reports, and analyze results of these assessments.</p> <p>1.2.1d Develop extended response assessments that assess Target Standards in math and language arts.</p> <p>1.2.1e Schedule STPT monthly and quarterly to provide teachers time to analyze student data, plan interventions, and determine subsequent instructional delivery.</p>	<p><u>Initial Outcomes</u> Staff will increase understanding of how to use data to make ongoing instructional decisions and to ensure awareness of interim assessment results for all students.</p> <p><u>Intermediate Outcomes</u> Teachers will administer and analyze monthly interim assessments to monitor student progress, and identify strategic targets for improvement in the instructional program and specific students for targeted intervention.</p> <p><u>Long-Range Outcomes</u> Staff will conduct both monthly and interim standards-based assessments that are both multiple choice and extended response, and will use data to make instructional decisions.</p>	ETS Facilitator; ETS Content Area Specialist	<p>Possible release time for development of assessments</p> <p>IDMS reports</p> <p>Monthly faculty meeting (STPT), time to review and analyze monthly assessment results</p>		<p>August 2005</p> <p>October 2005– June 2006</p> <p>January–June 2006</p>

Data-driven instruction based on data analysis of student past performance by participating in STPT

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>1.3.1a Staff will participate in data analysis of student performance of the 2005 HSA.</p> <p>1.3.1b Specific standards in language arts and mathematics will be targeted for focus at each grade level.</p> <p>1.3.1c Staff will receive IDMS training to review and analyze formative assessment results, and develop guiding questions to help teachers analyze class data and develop academic intervention.</p> <p>1.3.1d Teachers participate in STPT sessions utilizing waiver days.</p> <p>1.3.1e Teachers use interpretive guide to identify student academic needs and guide intervention instruction.</p>	<p><u>Initial Outcomes</u> Grade-level teachers will review and analyze summative data to note trends and to identify content target strands in language arts and math. Identify every student by name and areas of need and provide targeted interventions.</p> <p><u>Intermediate Outcomes</u> Teachers will collaborate with colleagues during STPT and determine the needs of every student on an ongoing basis. Instructional strategies will be shared and interventions will be planned for all students not making sufficient progress.</p> <p><u>Long-Range Outcomes</u> Teachers will be able to communicate with students and parents as to student progress on every one of the Target Standards in language arts and mathematics.</p>	<p>ETS Facilitator; ETS Content Area Specialists; ETS Technology Coordinator; Principal; Teaching Staff</p>	<p>Installation of IDMS</p> <p>Technical support</p> <p>IDMS training</p>		<p>August–September 2005</p> <p>August 2005–June 2006</p> <p>February–June 2006</p>

Utilize quarterly prompts that are rubric scored to guide instruction in the area of writing

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>1.4.1a Teachers will choose/develop prompts to be used quarterly to assess student writing progress and needs.</p> <p>1.4.1b Staff will be trained on and score prompts using the Hawaii Writing Rubric as used on the scoring of the HSA.</p> <p>1.4.1c Staff will provide targeted interventions in writing based on areas of need as determined by quarterly prompts.</p>	<p><u>Initial Outcomes</u> Teachers will gain familiarity with and feel confident in the use of the analytical rubric used by the state to score the HSA writing portion.</p> <p><u>Intermediate Outcomes</u> Teachers will provide students with writing assignments in class and use the Hawaii analytic rubric to score assignments. Teachers will administer quarterly writing assessments. During STPT, teachers will score prompts and analyze data to make instructional decisions, including planning appropriate interventions.</p> <p><u>Long-Range Outcomes</u> Students will self-analyze writing assignments and be able to indicate how they will improve their writing to get higher rubric scores.</p>	<p>ETS Facilitator; ETS Content Area Specialists; Principal</p>	<p>HSA, IDMS reports, and possible release time to meet</p> <p>Acquisition of writing materials and curricula</p> <p>STPT meeting</p>		<p>August 2005</p> <p>October 2005– June 2006</p> <p>January 2005– June 2006</p>

Provide instructional support in English/language arts and mathematics

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>1.5.1a Provide teacher training in <i>Open Court</i> curriculum and <i>Everyday Math</i> to ensure correct implementation of adopted materials.</p> <p>1.5.1b Provide teacher training in content area standards, unwrapping standards, and appropriate instructional strategies.</p> <p>1.5.1c Provide teacher training in high-impact strategies.</p> <p>1.5.1d Content area specialists will model appropriate instructional strategies and coach teachers in standards-based instruction.</p> <p>1.5.1e Paraprofessionals and educational assistants will be included in professional development opportunities so that they can provide high-quality standards-based assistance to students.</p>	<p><u>Initial Outcomes</u> Teachers will develop familiarity with and feel confident about instruction using <i>Open Court</i> and <i>Everyday Mathematics</i>.</p> <p><u>Intermediate Outcomes</u> Teachers will direct instruction and other appropriate instructional strategies in the classroom to improve student achievement.</p> <p><u>Long-Range Outcomes</u> Teachers will utilize appropriate instructional and high-impact strategies daily in classroom instruction.</p>	<p>ETS Content Area Specialists</p> <p>ETS Facilitator</p> <p>Principal</p>	<p>Teacher release time for possible coaching by content specialist e.g. substitutes</p> <p>Support materials needed for professional development</p>		<p>July 2005</p> <p>November 2005–June 2006</p> <p>January–June 2006</p>

Strategic Goal #2: Provide comprehensive support for all students

<i>Strategic Actions:</i>	<i>Performance Targets:</i>
<p>2.1 Implement schoolwide discipline system used by all staff members.</p> <p>2.2 Target and support students who do not achieve proficiency on interim assessments and provide them with appropriate interventions.</p> <p>2.3 Target and support students whose attendance is not regular.</p> <p>2.4 Keep parents informed as to which standards will be addressed each quarter and how they can help their children at home.</p>	<p><i>Reading:</i> By spring 2006, 44 percent of students at Maunaloa Elementary School will demonstrate proficiency in language arts as measured by the HSA.</p> <p><i>Mathematics:</i> By spring 2006, 28 percent of students will demonstrate proficiency in mathematics as measured by the HSA.</p> <p><i>Personnel:</i> By June 2006, 100 percent of staff will be highly qualified under NCLB requirements.</p> <p><i>Attendance:</i> By June 2006, the attendance rate at Maunaloa Elementary School will increase to 95 percent.</p>
<p><i>Targeted Intervention:</i></p> <p>2.1.1 Eliminate student discipline problems that interfere with teaching and learning.</p> <p>2.2.1 Provide standards-based interventions for all non-proficient students.</p> <p>2.3.1 Provide individual student and parent assistance in improving student attendance.</p> <p>2.4.1 Bring parents into education of child as partners who can help students achieve proficiency.</p>	<p><i>Rationale:</i> Staff indicated a need to create and participate in a systematic discipline program that will be used schoolwide to cut down on classroom- and school-related behavior problems. Staff indicated a concern that all staff, including the administration, does not uniformly enforce clear expectations of behavior.</p> <p>Student attendance at the school site has been improving and is currently at 94 percent with a target of 95 percent for the 2005–06 school year. Parents need to be supported to ensure that students arrive daily and on time for school.</p> <p>The parents need to be included as partners in the education of their children in order to maximize learning for all students. If they are familiar with the content standards required and are kept informed as to how they may assist their children, they can support school staff in their efforts as well as ensure that students are in attendance for appropriate before school and/or afterschool intervention, as may be needed by their student.</p> <p>All students who are not proficient need to be provided with appropriate academic interventions in order for them to achieve proficiency on the HSA.</p>

Implement schoolwide discipline system used by all staff members

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>2.1.1a Meet with staff and develop preliminary rules and consequences for breaking those rules.</p> <p>2.1.1b Provide opportunity for input and feedback from parents, students, and staff (e.g. ETS survey, School Community Council, Parent Meetings, etc.)</p> <p>2.1.1c Revise discipline plan, if necessary.</p> <p>2.1.1d Involve all staff in holding students accountable for following the rules.</p> <p>2.1.1e Establish alternatives to student suspension (e.g., time out, in-school suspension).</p> <p>2.1.1f Keep parents informed and involved in student behavior.</p> <p>2.1.1g Provide counseling and other school site services to students with persistent problems.</p> <p>2.1.1h Continue Comprehensive Student Support Services (CSSS) process e.g. request for</p>	<p><u>Initial Outcomes</u> The development of a Maunaloa School Discipline Policy with identified rules and consequences. Agreement by all staff members to support and implement the rules and procedures beginning July 25, 2006.</p> <p><u>Intermediate Outcomes</u> Teachers provided with appropriate training as necessary in working with students with discipline problems. Track all student referrals. Analyze data and make adjustments to policy as necessary.</p> <p><u>Long-Range Outcomes</u> Classroom and schoolwide behavior problems will decrease significantly. Students will demonstrate on-task behaviors in the classrooms. Parents will provide support to staff in implementing discipline policy.</p>	<p>Principal; Staff; ETS Facilitator</p>	<p>ETS Parent/Staff/ Student Survey</p> <p>Parent liaison</p> <p>Written notification of policy to parents and students including rules and consequences</p> <p>Parental support and cooperation</p> <p>School Community Council</p> <p>Comprehensive Student Support Services (CSSS)</p> <p>Positive Behavioral System</p>	<p>Principal, SASA, .5 clerk typist, .5 special education teacher, .5 Student Services Coordinator (SSC), 1.0 PSAP child aide, Parent Community Networking Coordinator (PCNC), Health Aide, 1.5 custodian, School Operations funds \$4,000</p>	<p>July–August 2005</p> <p>September 2005–January 2006</p> <p>August 2005–June 2006</p>

<p>assistance, referral process, weekly CSSS cadre meetings (implement Internal Review recommendations e.g. quarterly IDEA and 504 peer reviews), monitor Felix 5 data, etc.</p> <p>2.1.1i Continue Positive Behavioral Support (PBS) efforts e.g. school expectations, biweekly assemblies, incentive program (gotcha), Super Roadrunner, transitional plans (new students/families, between locations, etc.) General Learner Outcomes, etc.</p>					
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Target and support students who do not achieve proficiency on interim assessments and provide those students with appropriate interventions

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>2.2.1a Train staff in data analysis, IDMS. STPT as a means to identify at-risk students.</p> <p>2.2.1b Develop grade-level appropriate interventions before and after school, and in the classroom.</p> <p>2.2.1c Provide interventions based on the results of assessments.</p>	<p><u>Initial Outcomes</u> During STPT, teachers will identify students who are not making adequate progress and provide them with assistance in specific standards and/or overall mathematics and reading instruction.</p> <p><u>Intermediate Outcomes</u> Staff will identify and be provided with appropriate instructional materials that might be necessary for intervention.</p>	<p>ETS Facilitator; Principal; ETS Technology Coordinator</p>	<p>IDMS reports</p> <p>Agendas</p> <p>Samples of appropriate intervention materials</p> <p>Parent notification letters to inform them as to intervention opportunities</p>		<p>August 2005–June 2006</p> <p>September 2005</p>

	<p><u>Long-Range Outcomes</u> Student will receive appropriate interventions before and/or after school and during school to increase their proficiency on the Hawaii standards in reading and mathematics.</p>		<p>Homework Assistance</p> <p>Kumon Math</p>		<p>October 2005–June 2006</p> <p>January – July 2006</p>
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Provide individual student and parent assistance in improving student attendance

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>2.3.1a Track student attendance data.</p> <p>2.3.1b Make contact with parents of children not attending school on a regular basis.</p> <p>2.3.1c Provide services, and/or refer students with continuing problems.</p>	<p><u>Initial Outcomes</u> Track student attendance by month, analyze data, and develop an incentive program as necessary. Identify students in need of appropriate interventions.</p> <p><u>Intermediate Outcomes</u> Develop procedures for parent conferences, home visitations, and outside referrals. Initiate procedures for students not attending school regularly.</p> <p><u>Long-Range Outcomes</u> Improve attendance to the state average of 95 percent.</p>	Principal	Elementary School Attendance Program (ESAP) process (monitor attendance, log parent conferences, visits, agency referrals)		<p>July–October 2005</p> <p>October–June 2005</p> <p>June 2005</p>

Keep parents informed each quarter as to how they can help their children at home

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
2.4.1a Hold a parent meeting to provide content standards	<p><u>Initial Outcomes</u> Increase parent understanding of</p>	ETS Facilitator;	Hawaii Target Standards		August 2005

<p>for their child's grade level.</p> <p>2.4.1b Provide a parent workshop on how they may help their child at home.</p>	<p>Maunaloa's NCLB status and provide them with standards that their students will need to know and be able to do by June 2006.</p> <p><u>Intermediate Outcomes</u> Parents will be kept informed throughout the year as to which standards will be expected to be mastered by their students each quarter and how they may assist their children at home.</p> <p><u>Long-Range Outcomes</u> Parents will be informed as to progress made by their child on each of the grade-level targeted standards that have been assessed and the ways they can continue to assist their children at home.</p>	<p>Principal, PCNC, School Community Council</p>	<p>provided to parents</p> <p>Meeting Announcements, Agendas, Minutes, and Sign-in Sheets (e.g. SCC posted on school web page)</p> <p>School newsletter</p> <p>Phone Calls Home</p> <p>School Community Council</p>		<p>November 2005– June 2006</p> <p>March–June 2006</p>
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Strategic Goal #3: Continuously improve staff performance and quality

<i>Strategic Actions:</i>	<i>Performance Targets:</i>
<p>3.1 Provide increased, targeted professional development opportunities directly related to the HCPS II and adopted instructional materials.</p> <p>3.2 Provide Focus on Standards (FOS) training, including the use of data analysis and data-based decision-making opportunities during STPT.</p> <p>3.3 Provide professional development opportunities to staff on curriculum differentiation for all students, including Special Education and English as a Second Language Learners.</p> <p>3.4 Conduct daily classroom walk-throughs designed to improve standards-based teaching and learning.</p> <p>3.5 Improve the staff attendance rate at the school site.</p>	<p><i>Reading:</i> By spring 2006, 44 percent of students will demonstrate proficiency on the HSA.</p> <p><i>Mathematics:</i> By spring 2006, 28 percent of students will demonstrate proficiency on the HSA.</p> <p><i>Personnel:</i> By spring 2006, 100 percent of staff will be highly qualified under NCLB guidelines.</p> <p>By spring 2006, instructional staff attendance will increase from the current 90.67 percent to 95 percent.</p>
<p><i>Targeted Intervention:</i></p> <p>3.1.1 Improve the quality of classroom instruction tied to the HCPS II.</p> <p>3.2.1 Teachers will use data to make instructional decisions.</p> <p>3.3.1 Teachers will differentiate the curriculum to provide for the needs of all students, including Special Education and English as a Second Language Learners.</p> <p>3.4.1 Principal will visit classrooms and provide feedback to teachers on standards-based instruction.</p> <p>3.5.1 Principal will monitor staff attendance and provide counseling/intervention to staff members with multiple absences.</p>	<p><i>Rationale:</i> The knowledge base of staff regarding standards-based teaching and learning is inconsistent. Training on implementation of adopted curriculum is inconsistent. Knowledge of data interpretation and using data to drive instruction is also inconsistent.</p> <p>Collaborative planning around common assessments has been found to be a major factor in increased student achievement (Darling-Hammond).</p> <p>One of the most important factors in the achievement of proficiency by students in the standards is the monitoring of student performance by the school administrator. If the principal is in the classroom and has an awareness of what is occurring in every subject area daily, then steps can be taken early to assist the teacher in areas of need based on the daily walk-throughs.</p>

When the instructional staff does not attend school regularly, instruction for children becomes disjointed and fragmented. It is important that all staff members, in particular those who work with students on a daily basis, be present to provide regular instruction.

Additionally, the school has experienced regular staff turnover that has impacted the consistent implementation of standards-based instruction. The knowledge base of all staff members in both the adopted curricula and standards-based instructional strategies must be equal in order for students to have an equal opportunity to learn.

Provide increased targeted professional development opportunities directly related to the HCPS III and adopted instructional materials

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>3.1.1a Teachers will be provided with 10 days of reading and 10 days of math professional development both in the content standards and the used curricula.</p> <p>3.1.1b Teachers will be coached by content area specialists in areas of need in implementing high-quality standards-based instruction.</p> <p>3.1.1c Teachers will align content standards to instructional materials by creating a curriculum map.</p> <p>3.1.1d Teachers will utilize curriculum maps to do lesson planning.</p>	<p><u>Initial Outcomes</u> Teachers will gain a familiarity and comfort level with standards-based instruction and knowledge of the HCPS III standards.</p> <p><u>Intermediate Outcomes</u> Teachers will begin to use the curriculum maps and unwrap standards to do lesson planning.</p> <p><u>Long-Range Outcomes</u> Teachers will provide a high-quality instructional program to all students, utilizing adopted instructional materials and supplementary materials that are aligned to the target HCPS III.</p>	ETS Facilitator; ETS Content Area Specialists	<p>Substitute to provide coaching to teachers after viewing effective lessons by content area specialist</p> <p>ETS pacing guides for the HCPS III Target Standards</p> <p>District Beginning Teacher Mentors</p>	Title I funds (external provider and professional development (substitutes))	<p>July–June 2006</p> <p>Monthly (excluding December)</p> <p>July, November, January-February</p>

Provide data analysis instruction and opportunities through STPT

<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>3.2.1a Staff will be provided with knowledge of the FOS model and how it has been shown to improve student achievement.</p> <p>3.2.1b Staff will be provided with instruction and practice on how to analyze data and make instructional decisions based on data.</p> <p>3.2.1c Staff will be provided with instruction/assistance on providing interventions.</p> <p>3.2.1d Staff will be given opportunities to participate in STPT to collaborate with peers and discuss student progress based on assessments.</p>	<p><u>Initial Outcomes</u> Staff will be given instruction on data analysis and how to provide interventions in the classroom during regular instruction.</p> <p><u>Intermediate Outcomes</u> Staff will participate in STPT on a regular basis to determine which students are in need of interventions, and will match the appropriate intervention to the student's needs.</p> <p><u>Long-Range Outcomes</u> All students will be identified following both interim and monthly assessments and be provided with appropriate interventions before, during, and after school based on student needs.</p>	<p>ETS Facilitator; ETS Content Area Specialists; Principal</p>	<p>IDMS student reports on a monthly basis</p> <p>Log of students being offered and attending before- and afterschool interventions</p> <p>Home visits by home liaison as necessary to ensure attendance by students at intervention</p> <p>Possible purchase of additional supplemental instructional materials</p>		<p>July–August 2005</p> <p>October 2005–June 2006</p> <p>October–June 2006</p>

<i>Provide data analysis instruction and opportunities through STPT</i>					
<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
3.3.1a Staff will be provided with opportunities to learn different strategies for curriculum differentiation.	<u>Initial Outcomes</u> Staff will understand process of curriculum differentiation for all students, including SPED and ESLL students.	ETS Facilitator; ETS Content Area Specialists	Possible supplementary standards-based instructional materials		July–May 2006
3.3.1b Teachers will be coached by content area specialists in content differentiation for all students, including SPED and ESLL.	<u>Intermediate Outcomes</u> Teachers will begin to differentiate the curriculum for all students, as necessary, including SPED and ESLL students.				July – May 2006
3.3.1c Teachers will analyze curriculum materials to determine if supplemental materials are necessary to be utilized in content differentiation.	<u>Long-Range Outcomes</u> Teachers will provide a high-quality instructional program aligned to HCPS III that is designed to meet the needs of all students, including SPED and ESLL students.				July - October 2006

<i>Conduct daily classroom walk-throughs designed to improve standards-based teaching and learning</i>					
<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
3.4.1a Principal will be provided professional development in conducting classroom walk-throughs and providing appropriate feedback to staff.	<u>Initial Outcomes</u> Both principal and teachers will understand the components of what a standards-based classroom should look like and what is contained in the principal walk-through protocol.	ETS Facilitator Principal	Classroom Walk-through Protocol Practice in walk-throughs at other school sites	Principal	July–August 2005
3.4.1b Staff will gain					July–August 2005

<p>familiarity with protocol for classroom walk-throughs so principal expectations will be shared.</p> <p>3.4.1c Principal will conduct daily classroom walk-through to ensure high-quality standards-based instruction.</p>	<p><u>Intermediate Outcomes</u> Principal will be proficient in conducting classroom walk-throughs and providing appropriate staff feedback.</p> <p><u>Long-Range Outcomes</u> Principal will visit every classroom daily and provide feedback to teachers at least once a week on standards-based instruction as observed in their classrooms.</p>				<p>July 2005–June 2006</p>
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<i>Improve staff attendance rate at school site</i>					
<i>Enabling Activities</i>	<i>Outcomes</i>	<i>Lead Responsibility</i>	<i>Resources</i>	<i>Cost</i>	<i>Timeline/ Report Due</i>
<p>3.5.1a Discuss with staff importance of regular attendance.</p> <p>3.5.1b Develop log to track staff absences.</p> <p>3.5.1c Hold conferences with staff, as necessary, to counsel and/or intervene regarding multiple absences.</p>	<p><u>Initial Outcomes</u> Staff will be informed as to the importance of regular staff attendance in student achievement.</p> <p><u>Intermediate Outcomes</u> Log will be used to conference with staff in regards to their school absences.</p> <p><u>Long-Range Outcomes</u> Instructional staff attendance will increase to 95 percent for the school year 2005–06.</p>	<p>ETS Facilitator; Principal</p>	<p>Log of attendance developed and kept by principal</p>		<p>July 2005</p> <p>August 2005</p> <p>August 2005–June 2006</p>