

GOAL 1: By January 2011 fund and develop, and by September 2011 implement, a continuous improvement plan for academic excellence using multiple criteria evaluate and improve individual student performance, with a new emphasis on empowering the family to be a part of the process.

Strategic Action	Budget	Time Frame	Person (s) Responsible	
<div>1. Overall—Grades K-12</div> <div>A. Build and implement strategies for parent involvement.</div> <div>B. Engage in comprehensive curriculum mapping and analysis of the gaps in curriculum. (This will be a multi-year project.)</div> <div>C. Implement software to house all assessment data for students to allow staff access to data to inform instruction.</div> <div>D. Create district-wide and building level data teams to provide professional development for staff and informational workshops for parents and students in using data to make educational decisions.</div> <div>2. Grades K-5</div> <div>A. Focus school improvement teams around a book study of <u>Beyond the Bake Sale</u>, a book including strategies for parent involvement.</div> <div>B. Develop specific strategies for parent involvement at each elementary school.</div> <div>3. Grades 6-8</div> <div>A. Use advisory time as an academic counseling period at least once per week.</div> <div>B. Use the Career Education and Work Standards as a framework to help students create portfolios that document academic progress, and house career exploration information for students, parents, counselors, and teachers to access.</div> <div>C. Utilize the portfolio information to inform schedule planning and identify students in need of additional support.</div> <div>4. Grades 9-12</div> <div>A. Implement a high school advisory program to allow for regular monitoring of student progress and additional communication with parents.</div> <div>B. Develop career pathways for students to focus in on areas of interest to be better prepared for post-secondary study and career options when leaving high school.</div> <div>C. Adjust the scheduling process to allow for individual meetings with students and parents to guide students toward preparation for a career pathway.</div> <div>D. Continue to build electronic portfolios as students progress from the middle school.</div> <div>5. Dropout Rate Reduction</div> <div>A. Design and implement a plan to reduce the dropout rate focusing on the special education IEP students who are at risk.</div>	<div>TBD</div> <div>Within Budget</div> <div>Within Budget</div> <div>Within Budget</div> <div>Within Budget</div> <div>Within Budget</div> <div>Within Budget</div> <div>TBD</div> <div>TBD</div> <div>TBD</div> <div>TBD</div> <div>Within Budget</div> <div>Within Budget</div> <div>Within Spec. Educ. Budget &amp; Stimulus Funding</div>	<div>9-2010 to 1-1-11</div> <div>7-1-2010 to 7-1-2012</div> <div>9-1-2011</div> <div>8-1-2010 through 6-30-12</div> <div>9-1-2010 to 6-30-2011</div> <div>10-15-2010</div> <div>Begin 9-1-2010 Plan 3-15-2011 Begin 9-1-2011</div> <div>Plan 3-15-2011 Begin 9-1-2011</div> <div>Plan 3-15-2011 Begin 9-1-2011</div> <div>Plan 3-15-2011 Begin 9-1-2011</div> <div>↓</div> <div>Plan due 7-15-10 Implement on 9-1-10</div>	<div>Director of Secondary &amp; Director of Elem. Educ.</div> <div>Director of Secondary &amp; Director of Elem. Educ.</div> <div>Director of Secondary &amp; Director of Elem. Educ. &amp; Director of Technology</div> <div>Principals</div> <div>Principals</div> <div>Principals</div> <div>Principals</div> <div>Director of Sec. Educ. &amp; Director of Technology</div> <div>Principals</div> <div>Principals</div> <div>Principals</div> <div>Principals &amp; Guidance Counselors</div> <div>Principals &amp; Guidance Counselors</div> <div>Principals—Supervised by Director of Special Educ.</div>	

a (including the possibility of individualized learning plans for every student) to

Status of Strategic Action

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