

Glendale Elementary School District

Local Education Agency Goals and Strategies
2010-2011

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Goal # 1 Increase student achievement in reading by 10% on AIMS scores in all sub groups including Special Education, ELL and low SES.

Strategy #1 Develop and implement lessons using K-8 Lesson Planning Guides.

Actions	Person(s) Responsible	Steps	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Create a school site lesson plan template.	Principal, Assistant Principal, AA's		August 2010	None	N/A	
2. Train teachers in using LPG	AA's	Early Release PD	August 2010	None	N/A	
3. Train teachers in using school site lesson plan template.	AA's	Early Release PD, PLC's	August 2010, ongoing	None	N/A	
4. Teachers will turn in Lesson Plan to Leadership Team for scheduled observation.	Principal, Assistant Principal, AA's	Three week rotation.	Ongoing	None	N/A	
5. Leadership Team will observe and conference with Teachers on a scheduled basis.	Principal, Assistant Principal, AA's	First and Second Year Induction, Teacher Evaluation	Ongoing	None	N/A	
6. Leadership Team will meet weekly to discuss lesson plans and observed lessons.	Principal, Assistant Principal, AA's		Ongoing	None	N/A	

Strategy #2 Increase effectiveness of **Sequential Processing** instruction in K-3 as evidenced by a 10% increase in percent correct in the area of Reading on AIMS/SAT 10 and 10% increase in total number of students reading grade-level text as measured by running records, DIBELS, and district assessments.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Funding Source	Evaluation Tool and Result
1. Provide training, lesson planning, and follow –up in reading and writing phonograms, spelling/reading words, and sentence construction.	Literacy AA	<ul style="list-style-type: none"> • Literacy AA observe lesson and provide feedback on content and strategies. • Literacy AA lesson plan with teachers. • Train staff and/or ensure staff attends training in sequential processing. 				
2. Provide initial teacher training, lesson planning, and follow –up in reading and writing phonograms, spelling/reading words, and sentence construction to K-2 teachers.	Literacy AA	<ul style="list-style-type: none"> • Provide initial training to new teachers and those who did not receive training in Feb. 				
3. Monitor K-3 instruction in text structure and expository writing by implementing Spivey strategies.	Literacy AA	<ul style="list-style-type: none"> • Conduct grade-level and PLC discussions to gain clarification for expository instruction. • Provide instruction in use of anchor charts and justification of responses to support text structure analysis. • Provide planning time at the end of Early Release PD 	Ongoing	N/A	N/A	Student expository summaries, coded expository text
4. Provide training, common assessment, lesson planning time, and follow-up to integrating sequential processing K-3.	Literacy AA	<ul style="list-style-type: none"> • Provide training for K-3 in Common Assessments. • Literacy AA participation in Literacy AA PLC. • Facilitate grade-level discussions to analyze common assessments. 	Ongoing	N/A	N/A	

Strategy #3 Increase effectiveness of **Guided Reading** instruction in 4-8 as evidenced by a 10% increase in percent correct in the area of expository comprehension on AIMS and 10% increase in total number of students reading grade-level text as measured by running records and/or common assessments.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Funding Source	Evaluation Tool and Result
1. Analyze student expository comprehension data to identify students for intervention/ re-teaching or distributed practice within guided reading or workstations or after-school intervention.	Principals AA's Teachers	<ul style="list-style-type: none"> • Analyze expository data to determine breakdown in concept • Design multi-sensory lessons to make concepts more explicit • Provide language development or support in vocabulary to close gaps in instructional delivery and guided practice 		N/A	N/A	
2. Provide training and follow-up using Basic Reading Inventory data to implement flexibility in Guided Reading groups.	Literacy AA	<ul style="list-style-type: none"> • Provide training to teachers on how to administer and analyze BRI and AA's. • Facilitate discussions on methods to track progress monitoring of guided reading groups in PLCs and grade-level discussions. 		N/A	N/A	
3. Provide training, facilitate, and monitor progress of guided reading groups.	Literacy A	<ul style="list-style-type: none"> • Train teachers in analyzing BRI and determining next steps. • Facilitate grade-level meetings analyzing BRI and determining next steps. • Refine teacher's use of running records for progress monitoring (end of the year target to determine if students are making adequate progress). • Incorporate leveled books. 		N/A	N/A	

4. Observe flexible reading groups and provided feedback and follow-up training.	Literacy AA	<ul style="list-style-type: none"> • Walk throughs during small group instruction. • Discussion at Leadership Team • Follow Up training in PLC's. 				
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Strategy #4 Increase effectiveness of reading **instruction** for all teachers in reading as evidenced by an increase in average rubric scores on the instructional domains: Facilitation (Modeling and Guided Practice) and Engagement (All 4 Elements) of the standards-based teacher evaluation.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Provide PD in Modeling and Guided Practice	Principals AA's	<ul style="list-style-type: none"> Early Release PD, Staff Meeting, PLC's, FYI/SYI Seminars 	Ongoing	None	N/A	
2. Leadership Team will observe and conference with teachers on Modeling and Guided Practice.	Principals AA's	<ul style="list-style-type: none"> Scheduled Observations, Review Lesson Plans, Formative Observations 	Ongoing	None	N/A	
3. Provide PD in Engagement.	Principals AA's	<ul style="list-style-type: none"> Early Release PD, Staff Meeting, PLC's, FYI/SYI Seminars Plan PD with Mark McCall 	Ongoing	None	N/A	
4. Leadership Team will observe and conference with teachers on Engagement.	Principals AA's	<ul style="list-style-type: none"> Scheduled Observations, Review Lesson Plans, Formative Observations 	Ongoing	None	N/A	

Strategy #5 Provide student intervention and enrichment for individual students based on data-driven decision making as evidenced by a decrease in percent of students who fall far below and an increase in the percent of students who exceed the standard.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Grade Level Teachers and Sp Ed teachers will identify students in both areas.	Staff Leadership Team	Examine AIMS, SAT 10, DIBELS and Balanced Lit Assessments, and Benchmark Data during PLC's				
2. Teachers will create data boards to monitor student progress.	Staff Leadership Team	PLC's				
3. Teachers will be trained in creating and implementing SMART (Specific, measurable, attainable, realistic, timely) goals for identified students.	Staff Leadership Team	Early Release PD, PLC's				
4. Teachers will discuss student progress in monthly PLC's.	Staff Leadership Team					

Strategy #6 Increase the quality of specialized instruction of Special Education teachers.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Review Sp Ed student achievement data in order to focus instruction in areas of need.	Special Ed Teachers Sp Ed AA	<ul style="list-style-type: none"> Review case loads on GOLD per special education teacher for access to student data Collaborate with Sp Ed AA to determine instructional implications. 		N/A	N/A	SpEd student data
2. Increase teachers' and related service providers' understanding of and abilities to develop standards-based Individualized Education Programs.		<ul style="list-style-type: none"> Teachers will attend District Training when offered. 				Completion Report and audit of sample IEP's Training Roster e-IEPPRO Reports RFP – hire trainer – specializes in special education practices

<p>3. Ensure special education practices are in compliance with Federal and State Law.</p>		<ul style="list-style-type: none"> • Develop & implement rubrics to support administration in measuring the quality of facilitating special education meetings. • Train school administrators in the use of the rubrics in order to provide effective feedback. • Train special education staff in facilitating effective special education meetings (MET, IEP). • Ensure special education progress reports are appropriately completed at designated times (Train in content & timelines). 				
<p>4. Increase the availability and quality of a full continuum of service models for special education students.</p>		<ul style="list-style-type: none"> • Introduce two Autistic Classes at Coyote Ridge • Provide training and ongoing support to special education staff & administrators in TEACCH for autism. • Boys Town model skills on a daily basis to entire school. 				

<p>5. Increase teachers' knowledge and application of effective instruction in the area of (reading, math, behavior).</p>		<ul style="list-style-type: none"> • Train special education teachers in each content area (Reading, Math). • Ensure special education teachers have materials necessary to instruct at grade level & differentiate as needed. • Train special education & general education teachers in differentiation using a skill continuum (Content, process, product, readiness, learning style, interest). • Provide plan for collaboration between general education & special education teachers (Ongoing collaboration throughout the year, All levels of service: resource, co-teaching, self-contained w/mainstreaming, Applying accommodations, locate and address gaps in instruction based on grade level standards). • Develop a process to analyze achievement data per campus to identify progress of special education students. 				
<p>6. Review placement of students in special education and move to 504's as appropriate.</p>	<p>Kathy Crenshaw</p>	<ul style="list-style-type: none"> • Provide training in the evaluation process to ensure students are identified accurately and the appropriate placement is aligned to the needs of the student (504 vs. IEP) • Designate a 504 Coordinator per campus 				
<p>7. Ensure special ed practices are in compliance with Federal and State law.</p>	<p>Principals</p>					
<p>8. Increase quality of early intervening services and accommodations to improve learning.</p>	<p>Principals</p>	<ul style="list-style-type: none"> • Provide research-based academic interventions to identified general education students. • Provide positive behavior interventions and supports to identified general education students. 				

Strategy #7: Increase quality of early intervening services and accommodations to improve learning (measurement).

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
<p>1. Provide research-based academic interventions to identified general education students.</p>		<ul style="list-style-type: none"> • Train in the implementation & documentation of tiered research-based interventions (TAT teams, teachers, achievement advisors, administrators). • Train in the implementation & documentation of the child find process. • Develop & implement rubrics to evaluate the child find process (paperwork, facilitation). • Train in the process & appropriate uses of 504 Accommodation Plans (Implementation, referral, annual review, paperwork to district, Reading, Math, Behavior). 				

<p>2. Provide positive behavior interventions to identified general education students.</p>	<p>Prevention Specialist, Behavior Specialist</p>	<ul style="list-style-type: none"> • Walk Throughs using Environment Rubric • Ongoing training & support in classroom management & developing positive classroom climate. • Initial & ongoing training in bullying prevention. • Develop & implement procedures for students entering the alternative placement (GSA) (conduct disorder, crisis intervention, EDP). • Select social skills curriculum for district. • Provide social skills groups to identified students. 				
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Goal #2 Increase student achievement in math by 10% on AIMS scores in all sub-groups including Special Education, ELL and low SES.

Strategy #1 Increase effectiveness of math content instruction as evidenced by a 10% increase in the percent correct in **number operations** on AIMS and a 10% increase in the percent correct in **problem solving** on AIMS.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Provide training in number operations training to K-8 teachers including best practice learning strategies for ELD and SpEd teachers	Math AA	<ul style="list-style-type: none"> • Provide lessons and experiences to teach conceptual understanding. • Provide embedded year long professional development in number sense and operations K-8 to teachers at site • Provide training in the four components needed in a comprehensive mathematics class (conceptual understanding, problem solving, procedural fluency, and math attitude) • Align conceptual understanding, problem solving, procedural fluency, and math attitude to the teaching of number sense and operations K-8 • Use and create lessons/units/support materials/videos that align conceptual understanding, problem solving, procedural fluency, and math attitude to the teaching of number sense and operations K-8 				

Strategy #2 Increase effectiveness of **math instruction** for all teachers as evidenced by an increase in average rubric scores on the instructional domains: Facilitation and Engagement of the standards-based teacher evaluation.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Provide PD in Modeling and Guided Practice	Principals AA's	<ul style="list-style-type: none"> • Early Release PD, Staff Meeting, PLC's, FYI/SYI Seminars 	Ongoing	None	N/A	
2. Leadership Team will observe and conference with teachers on Modeling and Guided Practice.	Principals AA's	<ul style="list-style-type: none"> • Scheduled Observations, Review Lesson Plans, Formative Observations 	Ongoing	None	N/A	
3. Provide PD in Engagement.	Principals AA's	<ul style="list-style-type: none"> • Early Release PD, Staff Meeting, PLC's, FYI/SYI Seminars • Plan PD with Mark McCall 	Ongoing	None	N/A	
4. Leadership Team will observe and conference with teachers on Engagement.	Principals AA's	<ul style="list-style-type: none"> • Scheduled Observations, Review Lesson Plans, Formative Observations 	Ongoing	None	N/A	

Strategy #3 Provide student intervention and enrichment for individual students based on data-driven decision as evidenced by a decrease in percent of students who fall far below and an increase in the percent of students who exceed the standard.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Grade Level Teachers and SpED teachers will identify students in both areas.	Staff Leadership Team	Examine AIMS, SAT 10, DIBELS and Balanced Lit Assessments, and Benchmark Data during PLC's				
2. Teachers will create data boards to monitor student progress.	Staff Leadership Team	PLC's				
3. Teachers will be trained in creating and implementing SMART (Specific, measurable, attainable, realistic, timely) goals for identified students.	Staff Leadership Team	Early Release PD, PLC's				
4. Teachers will discuss student progress in monthly PLC's.	Staff Leadership Team					

Strategy #4 Increase the quality of specialized instruction as evidenced by an increase in the % of special education students who meet or exceed the standards in Math by 10% on AIMS OR decrease the % of special education students who fall far below on AIMS by 10%.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Train staff in the development of rigorous standards based IEPs to close student achievement gap by the end of 8 th grade or within three years.	Director of Special Education Principals SpEd AA, Site AA's	<ul style="list-style-type: none"> • Provide training in administering and interpreting assessments • Provide training in the development of present levels based on the assessment data • Provide training in developing goals through task analysis of the performance objective (grade level standards) 				
2. Use observation protocols to ensure research-based teaching strategies are employed by all SpEd teachers.	Principals SpEd AA, Site AA's	<ul style="list-style-type: none"> • Develop observation rotation • Develop a walkthrough protocol • Provide feedback for teachers and principal 				

Goal #3a: Highly Qualified. All core academic content teachers hired for the 2010-2011 school year will be highly qualified at the time of hire.

Strategy #1 The Human Resources Department in conjunction with site administration will screen all core academic content area applicants to verify highly qualified status.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result

Strategy #2 Ensure that teachers currently employed in the district are placed in positions for which they are highly qualified.

Action	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result

Goal #4 Reclassify at least 28% of ELL students. (2008-09 Title III AMAO districts target goal: 15% reclassification, per Arizona Accountability System.)

Strategy #1: Provide training in and monitoring of ELD Model.

Action	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Monitor implementation of ELD structure using observation checklist to improve instruction.	Principals Language Acquisition AAs	<ul style="list-style-type: none"> Develop GESD "ELD Observational Protocol" Principals to utilize the observation tool with their ELD teachers. Principals to turn in observations to Director Director will summarize, interpret and share with Principals the data 		N/A		Principals provide completed observation checklist Summary interpretation for district
2. Monitor implementation of ELD instructional model using SEI observational checklist to improve instruction.	Director of Language Acq. Language Acquisition AAs Principals	<ul style="list-style-type: none"> Redesign GESD "SEI Observational Protocol" to include reading comprehension, listening and speaking strategies. Provide training to Principals, APs and AAs in using GESD "ELD Observational Protocol." Principals to utilize the observation tool with their ELD teachers. Principals to turn in completed observations to Director. Director will summarize, interpret and meet with Principals to review data results. 	Jun. 2011	N/A	N/A	Principals turn in SEI Observational Protocols to Director. Summary interpretation for district
3. Provide training to ELD teachers to increase proficiency with lesson planning using the "revised" ELP standards and GESD ELD Lesson Plan Guides (LPGs).	Director of Language Acq. Language Acquisition AAs Principals	<ul style="list-style-type: none"> Provide training to Principals, APs and AAs on ELD lesson planning using the "revised" ELP standards and GESD ELD LPGs. School administrators provide training to ELD teachers. Principals provide teachers with sample lesson plans developed by ELD Committee. 	Nov. 2010	N/A	N/A	Training sign-in sheets, evaluations and agendas.

Goal 5a: By June, 2011 The Glendale Elementary School District data will show a decrease of 5% in the area of bullying/threats and intimidation as reported by school referral data.

Strategy #1 Assistant Principal will work with Coordinator of Student Services to create a DSOP/Bullying Program.

Action	Person(s) Responsible	Steps	Timeline	Anticipated Expense	Funding Source	Evaluation Tool and Result
1. Identify and implement bullying program.	Assistant Principal and Bill Heatherly					

Goal 5b: By June, 2011 100% of identified staff will be trained in Non-Violent Crises Intervention strategies and Threat Assessment

Strategy #1 Provide training to assist school teams in planning and preparing for possible crises situations.

Action	Person(s) Responsible	Steps	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Identified personnel will attend training sessions in CPI	Alan Hirsh	<ul style="list-style-type: none"> Classes provided as requested by campus principals throughout year 				

Goal 5c: By June, 2011 Glendale Elementary School District data will show a decrease of 10% in discipline referrals from 2009-2010

Strategy #1 Analyze and evaluate discipline and data monthly & quarterly to revise discipline plans.

Action	Person(s) Responsible	Steps	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Meet with each assistant principal to discuss overall discipline at school and to discuss strategies for reducing out of school suspensions and review overall discipline concerns and discuss potential alternative placement students	Coordinator of Student Services	<ul style="list-style-type: none"> The administrators will get information through MMN to schedule a meeting with the Coordinator of Student Services 				Calendar and data from meeting with administrators

Goal 6: High School Graduation

Strategy # 1: Provide multiple opportunities for students and parents to make a smooth transition from elementary to high school as measured by high school registration data.

Action	Person(s) Responsible	Steps	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. High School student advisors meet with grade 8 teachers and students to assist in developing graduation plans.	Principals		Jan 2011 Ongoing	N/A	N/A	Student advisors scheduled to sites

Goal 7a: By June, 2011 the Glendale School District will increase the opportunities for parent involvement in student learning and decision making as measured by parent surveys.

Strategy #1: The district will develop tools to increase parent communication, input, and feedback.

Action	Person(s) Responsible	Steps	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Each school shall have a site council that meets regularly throughout the year according to bylaws and state statutes.	Principals	<ul style="list-style-type: none"> Site council contribute to strategic goals All schools to implement in 2008-2009 	Monthly Completed	N/A	N/A	Site council agendas
2. We will provide more support for this goal later...		<ul style="list-style-type: none"> 				

Strategy # 2 Use technology resources to provide alternative methods to increase parent involvement.

Actions	Person(s) Responsible	Steps To Implement Specific Research-Based Strategies	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Create a webmaster at each campus to update school site on a regular basis.	Jim Cummings Coordinator of Technology Principals	<ul style="list-style-type: none"> Identify site web master Provide sharepoint training 	In Progress	500.00 each site		Number of updates
2. Create individual classroom teacher websites	Jim Coordinator of Technology Principals	<ul style="list-style-type: none"> Create sharepoint template Provide district training and monitoring 	August 2010	2,000		Design rubric
3. Enable teachers to use electronic notification to communicate with parents	Coordinator of Technology Director of Technology Principals	<ul style="list-style-type: none"> District guidelines for parent communication and posting 	August 2010	NA	NA	District guidelines and contact log

4. Publish technology notes in school newsletter with emphasis on student contributions	Principals Jim Coordinator of Technology	<ul style="list-style-type: none"> • Rubric for contributions • Survey for technology needs. 	August 2010	NA	NA	Survey
5. Setup & communicate parent portal to monitor student progress.	Coordinator of Technology Principals	<ul style="list-style-type: none"> • Implementation of Genesis • District guidelines for posting and grading 	July 2011			Number of updates

Goal 7b: Increase assessment scores of students in grades 5 & 8 by 10% as measured by the Technology Literacy Assessment from 2010-2011

Strategy #1: Provide opportunities for students to develop skills in the use of hardware, software and create own work using technology.

Actions	Person(s) Responsible	Steps	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Students will be presented word processing curriculum		•				
2. Students at designated grade levels will participate in technology assessments once per quarter		•				
3. Students will be taught to create and manipulate SMARTboard features.		•				

Strategy #2: Provide opportunities for students to develop skills in the use of library technology.

Actions	Person(s) Responsible	Steps	Timeline	Anticipated Expense	Anticipated Funding Source	Evaluation Tool and Result
1. Students will be trained in appropriate copyright laws when creating presentations eg. video, PowerPoint	Director of C & I Science/technology Coordinator Principals	<ul style="list-style-type: none"> • Develop workshop modules for teachers • Post offerings on Moodle • Complete training sessions • Provide standardized curriculum 	June 2011 Not begun	1,000	Title IID	Participant feedback Implementation of technology use in classroom
2. Students will obtain library cards in order to be able to access public library databases to use as resources	Director of C & I Science/technology Coordinator Principals	<ul style="list-style-type: none"> • Collection of permission slips • Distribution of cards 	October 2010 In progress	NA	NA	Use survey
3. Expand student research options to include school libraries to share data and services with public and corporate agencies.	Director C & I Science & Technology Coordinator Principals	<ul style="list-style-type: none"> • Post public library links on students launch pages. • Create student launch page 	June 2011 Not begun	5,000	Title IID	Internet connections to research resources