

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	Progress indicators	Which of the core values are applied?
All students (K-12) will improve comprehension of non-fiction reading.	K-12 teachers, K-12 Literacy Panel, District administrators, Literacy Coach, Paraprofessionals, Parents/Guardians	Audit of 6-12 Reading instruction. Teachers will learn and systematically implement techniques to specifically teach and assess non-fiction comprehension strategies.. Administrators will monitor through meetings and teacher evaluations.	<ul style="list-style-type: none"> ✓ Teacher discussion of student progress in non-fiction reading comprehension, as shown in classroom assessments. ✓ Results of EXPLORE/PLAN/ACT tests – especially Reading and Science Reasoning tests ✓ DRA2 results, especially Non-fiction 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
All students (K-12) will improve their reasoning and analysis skills and related test scores.	K-12 teachers, District administrators, Paraprofessionals, Parents/Guardians	District teachers will become familiarized with the Science Reasoning subtest of the EXPLORE, PLAN and ACT tests. Classroom activities and sample assessments will be utilized to teach students the skills and strategies required to analyze and interpret data.	<ul style="list-style-type: none"> ✓ Increasing number of students meet the benchmark for the EXPLORE/PLAN/ACT Science Reasoning Tests ✓ Classroom activities and assessments utilize data interpretation. ✓ Communicate with parents and students the importance of using and interpreting data. 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

<p>Encourage all HS students to complete 4 years of mathematics before graduation.</p>	<p>K-12 staff and teachers, District Administrators, Parents, Local College and Employer Partners</p>	<p>Communication with parents and students through district webpage, orientation programs, local newspaper articles, employer skill needs, and COMPASS test results. All personnel will take an active role in mentoring students to continue to enroll in math courses throughout HS.</p>	<ul style="list-style-type: none"> ✓ Transcript evaluation of HS students shows a greater number of students enrolled in a senior year math class than in previous year ✓ Evidence of improvement in preparation of students for MS math by K-5 teachers. ✓ Evidence of mentoring MS and HS students ✓ Increasing numbers of MS students placed into pre-algebra at the 7th grade ✓ Increasing numbers of students meet the EXPLORE/PLAN/ACT benchmark for Math 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
<p>Further technology training for all teachers to improve utilization in the classroom by students.</p>	<p>Technology specialists, K-12 teachers, Local Grants and Foundations</p>	<p>Provide increasing inservice opportunities for teachers to use technology as a classroom instructional tool. Student surveys on active use of technology in the classroom.</p>	<ul style="list-style-type: none"> ✓ Student surveys show increasing hands on use of technology in the classroom. ✓ Teacher surveys show increased comfort level with and increased complexity in the use of interactive whiteboard systems, document cameras, remote slates and projectors. ✓ Teachers and administrators increase their use of blogs, websites, and I-Chats for instruction, meetings and communication with parents, students and other district staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

<p>Long range plan for the HS/MS Vocational/Technical Education Department</p>	<p>Area workforce development roundtable group, local and Quad City area businesses and college partners, HS/MS administrators, Local Grants and Foundations</p>	<p>Research possible new courses and direction for HS /MS Vocational Department. Collect local and regional data on workforce needs and corresponding skill development at the HS/MS levels. Provide for new equipment and facilities to teach new offerings.</p>	<p>✓ Revised course offerings for the 2009-2010 school year at the HS, especially in the Business area. ✓ Report from HS/MS Principal and Vocational Director on long range planning and personnel needs.</p>	<p><input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications</p>
<p>Research the extent to which our high school graduates' post-secondary activities are affected by our district grading scale and class rank computation.</p>	<p>HS Counselors, HS Administrators, College partners, Parents, GHS Graduates, K-12 teachers</p>	<p>Surveys of GHS graduates and local college partners regarding grading scale and class rank use in college. Collect longitudinal data from 2005-2008 regarding grade distributions of recent past and present year graduating classes.</p>	<p>✓ Survey results indicating any relationship between class rank and GPA to college entrance and financial aid or scholarships of GHS students. ✓ K-12 teachers discussion group (regarding future of district grading scale, and reporting of class rank/GPA) makes recommendations on any or all of the issues in question to the Board of Education.</p>	<p><input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications</p>