MSAD 52
District Goals 2014-2015

Goal #1: Student Achievement
Schools in MSAD 52 will provide appropriate programming to advance students at all levels. In reading, writing and math, all grade levels will improve 5% yearly until 90% of the population score proficient/distinguished as measured by the MEA. On the NWEA, grade levels will meet their expected growth targets.

Writing:

Goal Status: Action Steps:

Fully implement the Units of Study at the K-6 levels to improve students' writing this year, ensuring pacing guide is followed.	
Complete two on demand writing prompts yearly at the K-6 level.	
Complete an on demand writing prompt utilizing a personal narrative at the 7-8 level.	
Continue to implement a Unit of Study to improve narrative writing at the 7-8 level.	
Continue to implement a Literary Analysis Unit of Study to improve writing at the 9-12 level.	
Writing intervention time will be provided based upon student need in the following schools: LAHS, TPS, LCS, and GCS. At TES and TMS, classroom differentiation will be utilized to support student needs.	

Math:

Goal Status: **Action Steps:**

Continue to implement the Everyday Math Program with fidelity by PreK-6 teachers.	
Adhere to the Everyday Math pacing guide to ensure completion of all units.	
Continue to implement math intervention time in all K-6 schools: This intervention time is for reading or math or other not exclusive to math: TPS-5x per week for 25-35 minutes, TES-3x per week for 40 minutes, GCS - 5x per week up to 30 minutes, LCS- 5x per week for 30 minutes.	
Continue to implement 30 minutes of math intervention four days a week at TMS.	
Continue to implement the Glencoe Math Program with fidelity by 7-8 teachers.	
Continue to implement the Math Triumphs program for math students in Grades 7-8 who need math scaffolding.	
Continue to differentiate math instructional practices 9-12 effectively for all students.	
Monitor/assess effectiveness of the daily math instruction for 9th graders.	

Reading:

Goal Status: **Action Steps:**

Continue to implement the Teacher's College Reading Assessment PreK-6 to ensure all students are reading materials appropriate to their level.	
Continue to ensure that students will read independent materials with 96% accuracy.	
Continue to implement 30 minutes daily of independent reading at GCS, LCS, TES, and TPS in grades 3-6. Implement 20 minutes daily of independent reading in grades 1-2, 10 minutes daily in kindergarten, and 5 minutes daily in PreK.	
Continue to implement 30 minutes of reading in language arts classes, and 15 minutes during science and social studies at TMS.	
Continue to implement regularly scheduled independent reading in all LAHS classes, with a minimum expectation of 20 minutes per class weekly.	
Continue to implement 30 minutes of reading intervention four days a week at TMS.	
Continue to implement an expectation that during TMS non-instructional time, students will silently read and will always carry an independent reading book.	
Continue to Implement "Reading Challenging Texts" Unit of Study at 9-12 level.	
Continue to inform parents at TMS of the reading expectation that all students will read 30 minutes daily outside the school day.	

Goal #2: Student Behavior

To positively impact student achievement, students of MSAD 52 will learn in a safe and healthy school environment achieved by the implementation of PBIS practices, resulting in an annual reduction in office referrals as measured by each school's PBIS data base. PBIS Tiers 1 through 3 will be implemented fully by the fall of 2015.

Goal Status: Action Steps:

Continue implementation of PBIS in all schools.	
Coordinate efforts to support the implementation of PBIS through the District-wide PBIS Team.	
Utilize strategic planning templates and post-set data to determine each school's action steps for passing individual tiers.	
Review the SWIS/PowerSchool data yearly to determine appropriate intervention strategies.	
LAHS will pass Tier I by June 2015; all other schools will show progress towards passing Tier II by June 2015.	

Goal #3: Effective Communication
Improve working relationships between the school board and the administrative team by increasing effective communication by June 2015.

Goal Status: Action Steps:

Utilize local media sources to showcase school events.	
Respectful dialogue will be encouraged and modeled in all communications between administrators and school board members.	
Follow the Code of Conduct during meetings.	
Ensure that websites are maintained and updated regularly.	
Inform the Board regularly about all programming.	
Inform Board members during administrator reports about progress on school goals.	
Invite Board members to attend events/visit schools yearly.	
Send out regular communication about upcoming events.	

Goal #4: Implement Standards-Based Education

The district is committed to implementing a standards-based education which includes developing standards-based curriculum, instruction, assessment, and reporting linked to clearly defined standards.

Goal Status: Action Steps:

LAHS will issue a proficiency-based diploma to ninth graders who are proficient in language arts and math beginning with the Class of 2018. LAHS will issue proficiency-based diplomas for all areas required in the statute for the Class of 2021.	
TMS will develop a standards-based reporting system for the 2015-2016 school year.	
MSAD 52 elementary schools will revise their report card based upon teacher feedback for the 2015-2016 school year.	

Board approved: January 22, 2015