

**Gateway Regional School District
District Improvement Plan 2009-2012 (Curriculum)**

MCAS Performance Gap		Hypothesis About Potential Causes (What is stopping us from reaching CPI?)		Triangulation of Data (What data do we have? Need? What does it mean to administrators? To teachers?)	
Improvements in MCAS results for the district between Cycle IV (2006) and Cycle VI (2010); in Mathematics we need to move from 35% Proficient/Advanced to 60%; move from 22% Needs Improvement High to 25%; move from 22% Needs Improvement Low to 12%; from 10		Coordinated design and delivery of curriculum result in improved student performance by planning rather than by chance. Essential questions about design are A) Does curriculum exist? and B) Is it any good? Essential questions about delivery are C) Is it used? and D) Is it making a difference in student performance? In 05/06 the answer to question A was "no" so a curriculum director was hired and curriculum was developed with broad teacher input during 06/07-08/09. The answer to question A is now "yes". Answering questions B, C, and D are next steps in identifying root causes of what stops us from reaching CPI for students in aggregate and for students in low-income and special education subgroups.		<p>* Appendix A in the new curriculum indicates there is a scope and sequence that horizontally aligns curriculum, instruction, and assessment with MA standards for close to 100% of courses/grades. Appendix B shows the vertical alignment of curriculum benchmarks for what students are expected to know and be able to do.</p> <p>* Audit of curriculum documents in 9/08 using Minimal Components lens, showed the format of the documents is strong, however the quality of written curriculum ranges from strong to weak.</p> <p>*Principal observations of classrooms and lesson plans linked to new curricula are needed to help answer questions B, C, and D.</p>	
District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (How will we measure success?)
<p>* Complete a Curriculum Guide that minimally includes philosophy, vertical articulation, scope and sequence, and student exemplars.</p> <p>* Develop a Curriculum Management Blueprint that minimally includes curriculum guides (vertical articulation and scope and sequence), roles and responsibilities, curriculum review cycle, text selection process, and a process for adding new programs and/or courses.</p>	<p>* Fall 2009 - Complete "loose ends" in vertical articulation, scope and sequence, and philosophy development</p> <p>* Sept-June 2010 - collect student exemplars</p> <p>* 09/10 - Construct the Curriculum Management Blueprint</p>	<p>Curriculum Director & Building Principals</p>	<p>* All curriculum documents posted on district website. PK-12 scope and sequence documents that align state standards and curriculum benchmarks, possible instructional strategies, resources, timelines/pacing, and assessments.</p> <p>PK-12 vertical articulation documents that illustrate the increasingly complex expectations of students from grade to grade.</p>	<p>1) By 10/30/09, 100% of courses have completed curriculum guides.</p> <p>2) By 8/31/09, curriculum guide is posted on district website.</p> <p>3) By 5/31/10, Curriculum Management Blueprint is used to structure the curriculum portion of district website.</p>	<p>1) By 6/30/09, 100% of courses have completed curriculum guides.</p> <p>2) By 8/31/09, curriculum guide is posted on district website.</p>
<p>* Evaluate quality of vertical articulation and scope and sequence documents via Connectivity and Predicability lens</p> <p>* Narrow written curriculum to what is viable by identifying what is essential and prioritizing standards</p>	<p>* Summer 2009 - Initial evaluation by Leadership Team</p> <p>* Sept-June 2010 - incorporate frames into coaching, PD, evaluation, etc.</p> <p>* Jan - June 2010 - Narrow ELA and Math using ESE framework revisions (stipended committees- NCLB IIA grant)</p> <p>* 2010 -2011- Narrow and strengthen curriculum in other subjects</p>	<p>* All curriculum documents posted on district website. * Embedded PD time to use lens to identify desirable changes. throughout 09/10.</p> <p>* Written process for evaluating curriculum guides with Connectivity and Predicability lens</p>	<p>Curriculum Director with Leadership Team</p>	<p>1) By Dec 2009, 100% of teachers are familiar with Connectivity and Predicability lens</p> <p>2) By June 2010, math and ELA curriculum guides revised curriculum guides are posted on district website.</p> <p>3) By July 2010, a plan is in place for strengthening remaining curriculum guides</p>	

<p>* Regular informal observation by principals using a common observation tool * Coaching by curriculum director about how to ensure connectivity among curriculum, instruction, assessment * Use assessment data to determine if curriculum is working (Question D) (See assessment portion of DIP)</p>	<p>* Quarterly discussions at LTM about levels of implementation of curriculum based on information gained via walkthroughs</p>	<p>* Revisable curriculum documents set to track changes. * Professional development (see Instruction portion of DIP) * Revised ELA and Math curricula as model for strengthening curricula in other subjects</p>	<p>Building Principals with Curriculum Director</p>	<p>1) By Aug 2010, 100% of partially revised curriculum guides are posted on district website. 2) See Assessment portion of DIP for measures determining if curriculum is working.</p>	<p>1) By 5/31/09, structure of Curriculum Management Blueprint is complete. 2) By 5/31/10, Curriculum Management Blueprint is complete.</p>
<p>Building/Classroom Level Strategies</p>	<p>Desired Outcomes (Changes in Students)</p>	<p>Timeline or Key Milestones</p>	<p>Resources for Students</p>	<p>Objectives</p>	<p>(How will we know if student performance increased?)</p>
<p>Teachers use Curriculum Guide (<i>what is intended</i>) to plan and deliver lessons (<i>what is taught</i>) and to assess student mastery of knowledge and skills (<i>what is learned</i>).</p>	<p>100% of students have a learning environment in which <i>what is intended = what is taught = what is learned/assessed</i>.</p>	<p>Improvements in learning environment have been ongoing since the curriculum development process began in 06/07.</p>	<p>* Textbooks * Resources identified by teachers for their classes * Web 2.0, relevant technology tools</p>	<p>* Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores. * Individual, school and district scores on common assessments</p>	

**Gateway Regional School District
District Improvement Plan 2009-2012 (Instruction)**

MCAS Performance Gap		Hypothesis About Potential Causes (What is stopping us from reaching CPI?)		Triangulation of Data (What data do we have? Need? What does it mean to administrators? To teachers?)	
Improvements in MCAS results for the district between Cycle IV (2006) and Cycle VI (2010); in Mathematics we need to move from 35% Proficient/Advanced to 60%; move from 22% Needs Improvement High to 25%; move from 22% Needs Improvement Low to 12%; from 10% Warning High to 2%; and from 11% Warning Low to 1% and in English Language Arts we need to move from 52% Proficient/Advanced to 70%; move from 20% Needs Improvement High to 27%; move from 20% Needs Improvement Low to 0%; from 4% Warning High to 2%; and from 4% Warning Low to 1%.		* Inconsistent understanding of, and adherence to, best instructional practices. * Classroom instruction does not always connect directly to expectations of what students are expected to know and be able to do and with classroom assessment of student learning		* Inconsistent lesson plans, administrative walkthroughs, inconsistency in staff evaluations * Need - to apply research that indicates a guaranteed curriculum is among most important ways to improve student achievement. Guaranteed means what is intended = what is taught = what is learned. Assessment measures what was learned. *Some scope and sequence documents show lack of connection among curriculum, instruction, and assessment. (as measured by rubric for each subject)	
District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (how will we measure success?)
Use teacher supervision and evaluation plan in a consistent and positive manner.	Leadership team to review evaluation procedures, receive training on evaluations and work towards a common understanding of what best practices look like in the district.	Ongoing with evaluation training beginning in Fall of 2008.	Leadership Team.	Evaluation documents, continuous feedback on best practices and classroom implementation, individual professional development recommendations.	Evaluation plan being used effectively by admin yielding individual suggestions for improvement based upon informal and formal observations
Ensure that the adopted curriculum is being routinely used in classrooms.	The leadership team will develop a means to track implementation of curriculum into instructional practices.	Ongoing with implementation of curriculum by grade and subject upon its completion and adoption by the district.	Leadership Team	Curriculum Guides, follow-up and comments by administrators regarding lesson plans, and formal/informal observations and discussions.	Administrators who visit classrooms and meet with teachers will keep a running tabulation of classroom lessons matching lesson plans and adopted curriculum. Expectations are that 100% of activities will be related to curriculum.
Create a professional development plan to infuse best instructional practices into the classroom	Create a professional development advisory committee to identify needs and design a comprehensive PD plan for the district (2009-2010).	Plan developed each year by May 30th (2009-10 plan in place by Oct 1, 2009).	Leadership team in conjunction with advisory committee.	Professional development surrounding research based best instructional practices.	Best instructional practices are routinely in use in classrooms throughout the district/ PD will be offered to staff in how to implement/use best instructional practice.
	Allocate resources (both money and time) for PD at each level.	District resources allocated by June 30 of each year, grant PD resources allocated as they're awarded.	Leadership team working on recommendations from advisory committee.	A PD outline prior to the beginning of each school year.	Teachers have an outline of PD and participate in activities that improve their use of best practices as evidenced by evaluation documents.
	Research the ability to provide common planning time throughout the district.	Look at ability to provide common planning time within the confines of the GTA contract on a yearly basis.	Leadership team and site based administrator	An ability to reflect on best practices and plan for implementation of common goals	Teachers have the opportunity to work cooperatively and share best practices.

<p>Infuse technology into methodologies of teaching</p>	<p>Teachers will be encouraged to use electronic means of communicating and working with students and parents (webpages, Moodle--Blogs, Wikis, Forums, or electronic lesson plans).</p>	<p>100% of teachers will communicate with students and parents using some electronic method by June of 2010.</p>	<p>Leadership Team and Technology Department.</p>	<p>Professional development will be provided for staff on communicating through electronic means.</p>	<p>Ongoing communications with students and parents regarding classroom activities and educational opportunities.</p>
	<p>Middle, Junior High and High School Staff will post grades electronically for parent review.</p>	<p>By October 15, 2009</p>	<p>Leadership Team</p>	<p>Professional development opportunities, helpdesk resources, laptop computers, grading program.</p>	<p>Parents will be able to access most student grades on-line within 10 days of an assignment and all grades by progress or report card dates so that they can assist school in motivating students for success.</p>
	<p>Determine what technical standards are appropriate for students and the implications for teacher training and use in delivering instruction.</p>	<p>By January 1, 2010</p>	<p>Leadership Team and PD committee.</p>	<p>List of technical competencies for students and professional development opportunities for staff to become proficient in building these competencies into their instruction and practices.</p>	<p>Staff and students demonstrate proficiency in the Technology Literacy Standards selected by the district and use technology effectively in their professional practice as evidenced by administrative walkthroughs and supervision.</p>
	<p>Develop appropriate methods to deliver PD to all staff.</p>	<p>Continue traditional methods of professional development and create opportunities for self-directed and staff centered professional development.</p>	<p>Leadership Team and Technology Department.</p>	<p>Technology support, appropriate software and hardware resources, PD in the use and integration of technology.</p>	<p>Staff demonstrate proficiency in the Technology Literacy Standards selected by the district and use technology effectively in their professional practice as evidenced by administrative walkthroughs and supervision.</p>
	<p>Determine on an ongoing basis the successful use of technologies to leverage best instructional practices.</p>	<p>Ongoing with sharing of practices beginning in the 2008-2009 school year.</p>	<p>All administrative staff.</p>	<p>A compendium of successful means to implement the use of technology into teaching practices.</p>	<p>The use of technology is evident in more classrooms throughout the district and the use of technology is consistent with curriculum objectives and teaching practices.</p>
<p>Building/Classroom Level Strategies</p>	<p>Desired Outcomes (Changes in Students)</p>	<p>Timeline or Key Milestones</p>	<p>Resources for Students</p>	<p>Objectives (How will we know if student performance increased?)</p>	
<p>Ensure that the adopted curriculum is being routinely used in classrooms PK-12.</p>	<p>*Administrators will check lesson plans and adherence to district curriculum during formal observations and classroom walkthroughs. *Administrators will review implementation of curriculum with staff during administrative benchmark conferences.</p>	<p>*By 9/09, a process for monitoring implementation of the curriculum in individual classrooms is in place. 100% of lesson plans will demonstrate adherence to adopted curriculum once the curriculum is adopted.</p>	<p>* Instruction focused on curriculum benchmarks (know/do expectations) in adopted district curriculum. * Use of adopted benchmarks and assessments in evaluating progress and appropriate interventions based upon student need.</p>	<p>* By 2010, 85% of students will score proficient or be performing at grade level on common assessments.</p>	

<p>Teachers use best instructional practices when delivering instruction that also directly address learning expectations for what students will know and be able to do as stated in GRSD curriculum guides.</p>	<p>Students show an increasing mastery of items described in benchmarks and on district assessments that builds sequentially over time</p>	<p>Formal and informal observations will note the use of best instructional practices 95% of the time.</p>	<p>Instruction that is focused on adopted curriculum know/do items on adopted district curriculum, use of adopted benchmarks and rubrics in evaluating progress and appropriate interventions based upon student need.</p>	<p>Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores. Individual, school and district scores on common assessments will reflect a consistent and progressive longitudinal increase. Use of common rubrics and benchmarks as outlined in approved curriculum documents for know and do statements are in routine use throughout the district by the beginning of the 2009 school year.</p>
<p>Use teacher supervision and evaluation plan to improve instructional delivery, drive personal professional development plans, and create knowledge base for district and school PD</p>	<p>Increased attention, time on task, ability to work towards desired end (knowledge of what's expected), increased retention of information and ability to apply knowledge and skills to problems</p>	<p>Ongoing</p>	<p>Identified rubrics, benchmarks, relationship to grades, ability to track progress consistently, ability to partake of educational experiences outside of classroom, appropriate interventions to help students increase personal performance</p>	

Gateway Regional School District

District Improvement Plan 2009-2012 (Assessment)

MCAS Performance Gap		Hypothesis About Potential Causes (What is stopping us from reaching CPI?)		Triangulation of Data (What data do we have? Need? What does it mean to administrators? To teachers?)	
<p>Improvements in MCAS results for the district between Cycle IV (2006) and Cycle VI (2010); in Mathematics we need to move from 35% Proficient/Advanced to 60%; move from 22% Needs Improvement High to 25%; move from 22% Needs Improvement Low to 12%; from 10% Warning High to 2%; and from 11% Warning Low to 1% and in English Language Arts we need to move from 52% Proficient/Advanced to 70%; move from 20% Needs Improvement High to 27%; move from 20% Needs Improvement Low to 0%; from 4% Warning High to 2%; and from 4% Warning Low to 1%.</p>		<p>*Inconsistent use of assessment tools and/or assessment data. *Lack of a process model to gather and interpret data. *Lack of common understanding of use of formative and summative assessment. * Classroom assessments do not always connect directly to expectations of what students are expected to know and be able to do.</p>		<p>* Lack of consistency in use and interpretation of data, are there connections between standardized assessments, classroom grades, interventions, MCAS scores (screening, diagnostic, monitoring and outcome data sources). * Need to apply research that indicates a guaranteed curriculum is among most important ways to improve student achievement. Guaranteed means what is intended = what is taught = what is learned. Assessment measures what was learned.</p>	
District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (How will we measure success?)
<p>*Generate matrix of appropriate elementary, middle, junior, and high school assessments and their uses *Review alignment of assessment results and student grades, discipline, attendance and other measures to develop appropriate student interventions</p>	<p>*Concretize a guiding philosophy for assessment *Finalize a Student Performance Assessment Plan to ensure students will be assessed using common district-wide assessments on a consistent schedule.</p>	<p>* Use local assessment data to target instruction to meet needs of individual students. *Draft, gather feedback upon, and finalize a district assessment policy *Building-based plan for implementing Student Performance Assessment Plan in each SIP</p>	<p>Leadership Team Building Principals</p>	<p>*Matrix of assessment tools, uses, timeline, etc. *Comprehensive, cohesive plan that provides a structure for assessment</p>	<p>By 5/31/10, Assessment Management Blueprint that minimally includes assessment philosophy, purposes and types of assessment, matrix of assessment tools, roles and responsibilities, communication plan for use of data, plan for student and program assessment, and identifies relationship among state, district, school, and classroom data is published on district website.</p>
<p>*Provide electronic data collection, storage and retrieval tools- Data warehouse- Rtl Software (Centris)- Power School- DIBELS website (for DIBELS only) *Develop processes for gathering and storing local data and uploading into and among data warehouse, Rtl software, and Power School *Collect data and import into appropriate storage site(s)</p>	<p>*Synchronize import and export of data among ESE data warehouse, Power School, Response to Intervention (Rtl) software and DIBELS website *Develop, finalize, and implement a process for collecting and uploading all types of district-wide and Response to Intervention (Rtl) assessments (writing prompts, high school common course assessments data, DRA, writing prompts, end of year math assessments, etc)</p>	<p>*Sept 2009- Distribute plan for collecting and reporting Gates McGinitie, DIBELS, and DRA data to administrators and teachers. *9/09 - 6/10 - complete implementation of all other assessments *By 10/31/09, all databases used in the district will be current and will be updated routinely.</p>	<p>Technology and Curriculum Directors with Leadership Team</p>	<p>* Initially, a written process for collecting, importing, and storing Gates McGinitie, DIBELS, and DRA data to administrators and teachers. *By June 2010, a means to collect/analyze/share data across the district</p>	<p>By 6/10, collection and storage of varied types student performance data at individual, classroom, school, and district levels throughout students' K-12 education is routine at Gateway.</p>

<p>*Increase teacher and administrator capacity to access and interpret student and classroom level data to inform instructional practices via professional development in a) how to use data tools and b) collaborative inquiry process *Develop appropriate student interventions by applying RtI model.</p>	<p>*Train Leadership Team and teachers to a) use electronic data tools effectively and b) apply a data analysis/inquiry process *Train Train Leadership Team, Special Educators, Reading Teachers, and Regular Education teachers in data use specific to RtI model</p>	<p>* Form Learning (Data) Team at district level and at each school. *Ensure that data is evaluated/reviewed regularly and used to improve student success. *By 1/1/10, Leadership Team will be reviewing student information from all databases. *By 3/10, teachers will be accessing classroom data via appropriate databases. By 12/18/09, results of assessments will be applied to appropriate student interventions across the district.</p>		<p>*PD in using assessment tools and collaborative inquiry process * Ability to use assessment data to improve instruction by implementing appropriate interventions. *Time to implement assessments and analyze results.</p>	<p>Common district assessments are used consistently and routinely throughout the district to recognize individual student learning needs, drive instruction, and identify appropriate student interventions as seen in daily walkthroughs, supervision and benchmark conferences.</p>
<p>*Communicate district-wide assessment vision to teachers and staff using assessment pyramid *Communicate plan for collection, reporting and using data *Incorporate needs reflected in data in future DIP, SIPs</p>	<p>*Design a feedback process so that teaching and administrative staff know how classroom instruction will be evaluated and subsequently improved *Communicate the processes in Assessment Management Blueprint</p>	<p>*Communicate the relationship among state, district, school, and classroom data for student performance assessment (CIA pyramids) *By 1/1/10, building administrators will share school, class, and individual information with teachers in their buildings.</p>			<p>Communicate existence of vision, plan, and processes for using assessment data to inform instruction</p>
<p>Building/Classroom Level Strategies</p>	<p>Desired Outcomes (Changes in Students)</p>	<p>Timeline or Key Milestones</p>	<p>Resources for Students</p>	<p>Objectives</p>	<p>(How will we know if student performance increased?)</p>
<p>Students will be assessed using common district-wide assessments on a consistent schedule. Assessment information will be entered in appropriate databases in a timely manner.</p>	<p>At benchmark conferences teachers will use data to show evidence of student progress. Teachers will use interim assessment information to modify instructional delivery.</p>	<p>Continue to use currently available assessments and use new assessment tools to fill assessment gaps by Sept. 2010</p>	<p>Appropriate interventions are being used on a routine basis to increase student performance.</p>	<p>*Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores. *Individual, school and district scores on common assessments will reflect a consistent and progressive longitudinal increase. *A Response to Intervention (RtI) Model will be in place and used routinely to put appropriate student interventions in place in a timely and consistent fashion.</p>	
<p>Student MCAS scores will be reviewed for consistency across test questions and students will be identified for additional help and resources.</p>	<p>Students will receive targeted interventions to increase skills and/or knowledge shown to be lacking on MCAS. Students will be more focussed on success.</p>	<p>Protocol approved and in student handbooks for fall of 2010.</p>	<p>Additional tutoring/help resources for maximizing performance.</p>	<p>Increase student scores on MCAS by targeting assistance and providing weight for MCAS scores in measuring student progress, closing the gap in MCAS scores between subgroups and seeing school CIP increase leading to making AYP.</p>	

**Gateway Regional School District
District Improvement Plan 2009-2012 (Resources)**

MCAS Performance Gap		Hypothesis About Potential Causes (What is stopping us from reaching CPI?)		Triangulation of Data (What data do we have? Need? What does it mean to administrators? To teachers?)	
Improvements in MCAS results for the district between Cycle IV (2006) and Cycle VI (2010); in Mathematics we need to move from 35% Proficient/Advanced to 60%; move from 22% Needs Improvement High to 25%; move from 22% Needs Improvement Low to 12%; from 10% Warning High to 2%; and from 11% Warning Low to 1% and in English Language Arts we need to move from 52% Proficient/Advanced to 70%; move from 20% Needs Improvement High to 27%; move from 20% Needs Improvement Low to 0%; from 4% Warning High to 2%; and from 4% Warning Low to 1%.		wq		Inventories, staff interviews, walkthroughs, benchmark meetings, lack of resources available through the budget.	
		Parent and community resources are not being used to the fullest extent possible.		Membership on school councils, PTO leadership/participation varies greatly between years and schools, lack of programs with local colleges, discussions with volunteers and prior volunteer coordinator related to lack of coordination and use of volunteers.	
		Inconsistent/lack of appropriate funding mechanisms to support educational endeavors, a constant reduction in the percentage of operational costs supported by the state.		Loss of teaching staff, loss of support staff (reading, secretarial, department heads), decrease in professional development funding	
District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (how will we measure success?)
Create budget requests that are supportive of student performance, are predictable, and reflect current educational expectations.	Administrators identify needs, prioritize requests and develop both immediate and five year funding requests reflecting student needs and educational expectations.	Administrative plan for acquisition of materials and staff (yearly requests and 5-year plan). Yearly budget in line with 5 year projections.	Leadership team and school committee.	Educational materials, professional development, staffing, support services, and appropriate infrastructure.	Appropriate resources to ensure that students reach their potential.
Prioritize budget requests for educational resources based upon the results of individual, school and district assessment results.	Educational resource requests will be screened and prioritized based upon need and their relevance to the approved curriculum.	Budget with prioritized requests will be submitted to school committee each January.	Leadership Team.	A process to select/approve educational materials to ensure that they meet the requirements of the approved district curricula.	Educational materials will be appropriate to student needs as evidenced by assessment results and tied to curriculum via the know/do statements.
Develop additional financial resources/use current resources more effectively.	Seek out relevant grants, develop in district financial resources, research ways to better meet student needs at lower costs.	Ongoing.	All staff, school committee.	Additional financial resources to target student needs in areas of need (instructional resources, professional development, intervention issues, data management)	Increase in district financial resources at a pace that matches district budget increases, increasing student opportunities without increasing operational costs.
Increase use of and effectiveness of volunteers in the district.	Make better use/develop protocol and/or create a volunteer coordinator position. Expand scope of Friends of Gateway group.	Develop and implement protocol by spring of 2009 for total district involvement by fall of 2010.	Leadership Team	Additional resources from community to assist in classrooms, tutoring, other activities throughout the district.	The establishment of written protocols, the creation and filling of a volunteer coordinator position, a 100% increase in the number of volunteer hours used in district schools by June 2010.

Building/Classroom Level Strategies	Desired Outcomes (Changes in Students)	Timeline or Key Milestones	Resources for Students	Objectives (how will we know if student performance increased?)
Create budget requests that are supportive of student performance, are predictable, and reflect current educational expectations.	Students show an increasing mastery of items described in benchmarks and this builds sequentially over time	Ongoing.	Highly qualified teachers, up-to-date textbooks and supportive materials, support staff, student services, current technology, appropriate teacher/student ratios and curricula.	Quarterly benchmark conferences with teachers by principals, showing evidence of progress in student competency leading to closing the performance gap in MCAS scores. Individual, school and district scores on common assessments will reflect a consistent and progressive longitudinal increase. A Response to Intervention (RtI) Model will be in place and used routinely to put appropriate student interventions in place in a timely and consistent fashion.
Use volunteers effectively, increase use of community resources for classes, share resources across district.	Students have more opportunities for additional assistance, students get to use/learn about community resources, students have educational opportunities not currently available (language in	Ongoing.	Hands-on activities in the community, increased volunteers doing important work in the schools, additional educational and instructional resources, up-to date materials and textbooks)	
Create a means to track volunteer activities in the school, a means to coordinate activities, a means to use a volunteer coordinator and a method to share the results with the greater community.	Students will have additional help to realize their learning potential, students will see community members supporting the idea of education, students will become more involved in various aspects of the educational process.	All schools to have some portions of volunteer protocols in place by spring of 2010 including the ability to track volunteerism and match volunteers to service opportunities.	Additional help in the classroom, after school and in the community.	