

Gateway District Goals--2007 to 2012



Key Questions

- 1 How do we provide appropriate educational services within the budgetary constraints of the district?
- 2 How does every district employee support student progress and development of the whole child?
- 3 How do we provide opportunities for parents to become involved in their children's education.
- 4 How do we provide additional educational opportunities to meet the needs of all students?
- 5 What assessment tools will we use to determine whether students are at or above grade level?
- 6 How do we align curriculum to ensure that all 10th grade students attain the score needed to graduate?
- 7 How do we get at least 72% of Grade 5 and 8 to read at or above grade level?
- 8 How do you identify the beginnings of an achievement gap so that 100% of students pass MCAS?
- 9 How do we get all subgroups to reach proficiency in MCAS?
- 10 How do we get at least 15% of our students to Advanced Level in MCAS?
- 11 How do we get Grades 4, 7, and 10 to reach a score of 17 in MCAS writing?

	Curriculum C	Instruction I	Assessment A	Knowledge K
District				
Outcomes/Goals	Support the education of the whole child by establishing vertically and horizontally aligned preK-12 curriculum and supportive assets with exemplars of student work.	Implementation of best pedagogical practice among all staff members including a database of lesson plans. Encourage parents and community members to be involved in the education of our children.	Establish a series of measures to compare student learning with the learning goals of the specified curricular area.	Review critical artifacts of student learning to determine possible next steps to improve results.
Products in Existence	Frameworks and district curriculum. High school curriculum maps.	Lesson plans	MCAS, Scott-Foresman (K-4), Rubrics (high school), DIBELS (K-6), Gates (middle school)	Highly qualified & licensed staff.
Products To Be Created	preK-12 scope and sequence with benchmarks. Curricula contains objectives, resources, instructional strategies, timelines, articulation maps, and measurable outcomes or assessments and exemplars of student work. PreK-12 vertical articulation maps.	Searchable database of lesson plans. Teacher evaluation & supervision system. Acknowledgement of changes to be made in instructional practices given survey data in comparison to meta-analysis of research on effective practices.	Assessment data for each student, class, school will be easily accessible. Research the development of electronic portfolios for students. Student grades will be available on-line (MS/HS by 09/08, Elementary by 09/11).	Exemplary staff.
Activities	Align curriculum horizontally and vertically. Align curriculum with state assessments. Evaluate effectiveness of current curriculum sequence for meeting all student needs. Assure alignment of frameworks, district scope and sequence and benchmarks and curriculum sequence.	Review and use information from meta-analysis of best instructional practices. Infuse technology into methodologies of teaching. Use survey data and research to determine needed changes to practice. Develop and approve a new teacher evaluation/supervision system.	Analyze assessment data for each student, class, school regularly. Analyze student data to improve instruction to ensure higher rates of student success. Use of formative and summative assessment data to inform instruction. Research the development of electronic portfolio.	Support and sustain staff. Reinstate staff professional development planning committee to research, plan, and implement best practices.

Timeline & Assignments	Scott Foresman purchased 6/06 (Elementary Principals & Central Office). Scope and sequence w/ benchmarks and vertical articulation documents 6/08 (Leadership team under direction of Curriculum Coordinator/Tech. Integration). HS curricula evaluation completed 12/06 (High School staff under direction of High School Principal). Houghton/Mifflin Core Reading and Intervention Programs (9/07). Survey of hardcopy/electronic textbooks (10/07) with prioritization of needs. Develop purchase schedule for replacing textbooks.	Review of best practices (Staff under direction of principals). Use of data to drive educational practice (Leadership team under direction of Curriculum Coordinator/Tech. Integration and Pupil Services Director). Electronic storage/retrieval of lesson plans to be used by all teachers by 09/09 (Principals under direction of Technology Director). Revised teacher evaluation/supervision system (Selected administrators and GTA representatives under direction of Pupil Services Director, Littleville Principal and Union President).	Development and use of collaborative data teams in each school (staff under direction of building principals). Establish assessment tools for ELA, Math and STE and implementation schedule. (Curriculum groups, LTM) Use of data warehouse by staff (staff under the direction of Technology Director & Curriculum Coordinator/Tech. Integ.).	Continuous. (All staff)
PD Required	Use collaborative data teams in each school to select, analyze, and use data (Curricular, student, staff). Continue literacy training in Middle School. Provide professional development PreK - 12 to integrate and implement best practices surrounding curricular changes.	Instruction in the use of multiple teaching strategies to meet student needs based on knowledge developed. Train and use benchmark tools to inform instruction in ELA, Mathematics, and STE. Professional development to ensure that all staff attain proficiency with the National Educational Technology standards. Training in the use of electronic lesson plans.	Training in the use of assessment to inform instructional strategies.	Staff facile with in-time use of assessment for effective student learning.
Methods of Collaboration	Professional development time (early release days, 1/2 days, staff meetings), curriculum development committees, site-based work, Title I, special education and use of electronic communication.	Professional development time (early release days, 1/2 days, staff meetings), curriculum development committees, site-based work, Title I, special education and use of electronic communication.	Professional development time (early release days, 1/2 days, staff meetings), curriculum development committees, site-based work, Title I, special education and use of electronic communication.	Formal and informal staff interactions including purposeful and directed common planning time (building based, grade based, subject based).
Resources	Professional development funds, textbooks, technology resources, staffing.	Professional development funds, technology resources, staffing.	Professional development funds, technology resources, staffing.	Effectively apply information from curriculum, instruction and assessment in teaching activities.
Participants	All district employees, parents, and community volunteers.	All district employees, parents, and community volunteers.	All district employees, parents, and community volunteers.	All district employees, parents, and community volunteers.
Student Performance	All groups reach proficiency on MCAS and all schools make AYP.	All groups reach proficiency on MCAS and all schools make AYP.	All groups reach proficiency on MCAS and all schools make AYP.	Student and teachers are aware of exemplary student work.
Progress Evaluation	Status evaluation 4x a year meeting with administrators.	Status evaluation 4x a year meeting with administrators.	Status evaluation 4x a year meeting with administrators.	Continuous reflection