District Improvement Plan 2012-2017 (Curriculum)

Student Performance Objectives	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?)
Student performance as measured by MCAS will meet or exceed the state's target of reducing proficiency gaps in MCAS CPI scores between 2012 and 2017 (Current % at Proficient or Better Aggregate: ELA - Chester 52, Littleville 49, MS 69, JHS 64, HS 84; Math - Chester 48, Littleville 47, MS 52, JHS 36, HS 63)). Student performance as measured by median MCAS student growth percentile (SPG) will be on target for growth (between 51 and 59: 2011 ELA - Chester 29, Littleville 35, MS 46.5, JHS 35, HS 66.5 and 2011 Math - Chester 44, Littleville 60, MS 48, JHS 34, HS 55, or will improve by at least 10 points from the prior year, or if the % of students not proficient decreases by at least 10%). MCAS participation rates will be 95% or better (2011: 100%). Student performance on DIBELS Next, Running Records, DRA, Gates, and MAP will meet or exceed national benchmarks or, will narrow the performance with national benchmarks by 50% between 2012 and 2017 (an average of 10% per year). School attendance rates will meet or exceed 95%. External suspensions will be at or below the state average or the rate will decrease at a rate that will, by 2017, be at or below the state average (currently 8.0% vs 5.6% for 2011). The high school graduation rate will meet or exceed 90% for the four year rate, or 95% of the five year rate (2011: 85.1% & 92.1%). Dropout rates will decrease by half the gap between the annual rate and 0% by 2017, or the dropout rate meets or exceeds the 90th percentile for the group in the grade span statewide, or the dropout rate for the group meets or exceeds the 80th percentile for all students in that grade span statewide. The correlation between student grades and state and district performance on standardized assessments will be positive as measured by the Pearson product-movement correlation coefficient or other similar measure of correlation. Student growth in the areas of effective communicators and collaborators; being globally aware, independent, responsible learners and citizens; and critical thinkers, innovators, and problem solvers will be determined through the development and use of district-wide rubrics in those areas for specific activities/skills as detailed in the3-5 year performance measures for student growth.	A disconnect between the district's curriculum documents to classroom teaching, current curricula must be realigned to national core standards, and there is a need to address curricula fidelity, i.e., that curriculum = what is taught = what is assessed.	*Curricula maps and frameworks incorporating national core standards are in development. *Principal observations of classrooms, lesson plans, and student assessments linked to the revised curricula are needed to help define needed areas of improvement. *Teachers are participants in developing curricula based upon common core standards and will continue to use, modify, and expand curricula documents to meet student needs. *Principals and other administrators will collect and discuss observations on the use of curricula for teaching and assessments during informal classrooms observations, benchmark conferences with staff, and leadership team meetings.

District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (How will we measure success?)
(1) Work with staff to analyze current curriculum document. (2) Align district curriculum documents with state and national frameworks as they're revised. (3) Put in place appropriate assessments and benchmarks.	Develop curriculum maps/pacing guides for ELA and Mathematics that are connected to the frameworks. Provide time for the development of these documents during early release time, extended faculty meeting times, pull and /or summer work.	For ELA and Mathematics goal to complete maps 2013-2014 school year.	Director of Academics, Building Principals and teachers/curriculum facilitators	Curriculum maps/pacing guides will be tools for lesson plan and unit plan development.	To create new curriculum documents that align with the new frameworks including curriculum maps/pacing guides, and unit plans.
Develop unit plans for ELA and Mathematics	Develop common framework for developing unit plans, have this adopted by staff & administration, use this to develop unit plans for math and ELA (2012-2014) and then use for other curriculum areas.	Common unit plan framework developed and adopted by 1/13; unit plans for ELA and Math developed using framework and put online by 6/14; other curriculum areas develop and share unit plans by 9/2017.	Director of Academics working with Leadership Team and curriculum coordinators and math/ELA staff members.	Model unit plan framework; unit plans for Math/ELA for use by teachers; unit plans for other curriculum areas available for existing and new staff members.	To create unit plans that match what is in the common core is taught and then assessed.

Building/Classroom Level Strategies	Desired Outcomes	Timeline or Key Milestones	Resources	Resources for Students	Objectives
* Regular informal observation by principals using common standards taken from the district's supervision guide. * Coaching by director of academics and coaches about how to ensure connectivity among curriculum, instruction, assessment * Use assessment data to determine if curriculum is working.	1. Quarterly discussions at LTM about levels of implementation of curriculum based on information gained via walkthroughs, 2. Ensure that curriculum matches what is taught though reviewing lesson plans and classroom observations.	* 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	Building principals with the support of curriculum facilitators and Director of Academics	Curriculum materials for driving instructional planning and student learning/assessment.	By 9/1/14 National Core Standards implemented in Curricula and Curricula Maps.
	Support the creation of building level educator teams that will develop rubrics and curriculum maps that support the overarching district goal for student achievement across the curricula.	Rubrics for determining student performance to be completed by March 12, 2013.	Building Principals with the support of the entire leadership team.	Rubric of student activities, knowledge, skills that measures success in obtaining the level of performance desired for student achievement across the curriculum.	Rubrics will be designed and moved forward to the school committee with specific objectives/measures to measure student success in being (1) academically proficient, (2) effective communicators and collaborators, (3) globally aware, independent, responsible learners and citizens, and (4) critical and creative thinkers, innovators, and problem solvers.
	Inform school committee of progress on curriculum development, provide opportunities for school committee reflection and understanding of curriculum so that members understand the importance of curriculum in the overall success of students in the district.	Ongoing curriculum presentations to school committee that are then shared with the general public.	Leadership team and School Committee	A well-defined and thought out curriculum that is understood and supported by members of the school committee and through the school committee, the general public.	School committee and general public understanding of curriculum and the ongoing process of keeping curriculum up-to-date and relevant; support of activities leading to student success in meeting the identified performance measures of student success.

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?)	
(1) Teachers use Curriculum Guide (what is intended) to plan and deliver lessons (what is taught) and to assess student mastery of knowledge and skills (what is learned). (2) Staff will use vertical alignment documents and scope/sequence information along with lesson planning to review documents and provide input regarding the effectiveness and how to modify these documents to meet district needs.	100% of students have a learning environment in which what is intended = what is taught = what is learned/assessed.	Improvements in learning environment have been ongoing since the curriculum development process began in 06/07.	* Textbooks * Resources identified by teachers for their classes *Web 2.0, relevant technology tools *Lessons aligned with district curriculum and state frameworks.	Regular benchmark conferences with teachers by principals, showing evidence of progress in student competency in meeting student achievement goals for academics; effective communication & collaboration; globally aware, independent, responsible learners & citizens; critical and creative thinkers, innovators and problem solvers.	

Student Performance Objectives	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?)
Student performance as measured by MCAS will meet or exceed the state's target of reducing proficiency gaps in MCAS CPI scores between 2012 and 2017 (Current % at Proficient or Better Aggregate: ELA - Chester 52, Littleville 49, MS 69, JHS 64, HS 84; Math - Chester 48, Littleville 47, MS 52, JHS 36, HS 63)). Student performance as measured by median MCAS student growth percentile (SPG) will be on target for growth (between 51 and 59: 2011 ELA - Chester 29, Littleville 35, MS 46.5, JHS 35, HS 66.5 and 2011 Math - Chester 44, Littleville 60, MS 48, JHS 34, HS 55, or will improve by at least 10 points from the prior year, or if the % of students not proficient decreases by at least 10%). MCAS participation rates will be 95% or better (2011: 100%). Student performance on DIBELS Next, Running Records, DRA, Gates, and MAP will meet or exceed national benchmarks or, will narrow the performance with national benchmarks by 50% between 2012 and 2017 (an average of 10% per year). School attendance rates will meet or exceed 95%. External suspensions will be at or below the state average or the rate will decrease at a rate that will, by 2017, be at or below the state average (currently 8.0% vs 5.6% for 2011). The high school graduation rate will meet or exceed 90% for the four year rate, or 95% of the five year rate (2011: 85.1% & 92.1%). Dropout rates will decrease by half the gap between the annual rate and 0% by 2017, or the dropout rate meets or exceeds the 90th percentile for the group in the grade span statewide, or the dropout rate for the group meets or exceeds the 80th percentile for all students in that grade span statewide. The correlation between student grades and state and district performance on standardized assessments will be positive as measured by the Pearson product-movement correlation coefficient or other similar measure of correlation. Student growth in the areas of effective communicators and collaborators; being globally aware, independent, responsible learners and citizens; and critical thinkers, innovators, and problem solvers will be determined through the development and use of district-wide rubrics in those areas for specific activities/skills as detailed in the 3-5 year performance measures for student growth.	* 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 * Need to implement common core frameworks into classroom instruction	* Inconsistent lesson plans, inconsistency in administrative informal observations, 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 existing 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?)
Develop, model, and implement an administrative evaluation process that is supportive of new state evaluation model.	Develop an administrative evaluation model/protocol that meets state requirements, share/approve this with school committee, model this process in the 2012-2013 school year. School committee to use this model to supervise/evaluate superintendent.	Model developed and shared with school committee by 8/12; protocols for supervision/evaluation of administrators in use for 2012/13 school year.	Superintendent & School Committee.	Administrators trained and experienced with supervision/evaluation models meeting the state's requirements.	Approval of administrative evaluation model and successful use of this model in evaluating all administrators for the 2012-13 school year.
Use teacher supervision and evaluation plan in a consistent and positive manner and create a means to ensure that all staff are supervised in a similar manner for informal observations.	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 done at LTM.	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

Working with GTA and teaching staff, the district will collaboratively develop a new evaluation and supervision document that meets the new state standards.	Leadership team and GTA will review and compare current supervision process to that required under new regulations, participate in professional development around evaluation, draft a new plan and submit for agreement with association, school committee, and MA DESE. Funding for a working committee will be provided through grantfunding.	Ongoing with new supervision and evaluation plan approved and in place for September, 2013.	Leadership Team and GTA Leadership.	Evaluation documents, continuous feedback on best practices and classroom implementation, individual professional development recommendations.	Supervision/Evaluation plan that effectively measures educator's success in having students reach the level of success in the district's student performance goals.
Ensure that the revised curriculum and new frameworks are being routinely used in classrooms.	The leadership team will track implementation of curriculum into instructional practices by reviewing and discussing administrative observations of staff instructional practice related to what is planned is taught and then assessed. Principals will review this information with staff at staff meetings and through administrative benchmark conferences.	Monthly leadership team discussions on implementing curriculum to be held throughout the year.	Leadership Team at the district level, building principals at the school level.	Curriculum Guides, follow-up and comments by administrators regarding lesson plans, and formal/informal observations and discussions.	An ongoing tally of classroom visits and observations noting adherence to curriculum, lesson plan objectives, assessments linking to objectives, and instructional activities. Regular benchmark conferences to cover similar material with teachers by principals. Director of Academics to develop unit plan templates in conjunction with staff (June 2013).
Create a professional development plan to infuse best instructional practices into the classroom focussing on improving classroom instruction and meeting individual needs of teachers to promote student learning. Ensure that PD is focussed on district initiatives.	District PD committee reviews and recommends courses submitted to committee.	Future years PD: planning will begin mid year the year prior. A plan for the following year will be developed each spring.	Directors of Technology and Academics.	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, the PD calendar will be available in the Google Calendar Documents.
	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	A PD outline prior to the beginning of each school year will be posted to Google Calendar and updated regularly.	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 an ongoing 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.
Infuse technology into methodologies of teaching	Teachers will be encouraged to use electronic means of communicating and working with students and parents (Google Documents, Parent Portal, or electronic lesson plans).	100% of teachers will communicate with students and parents using some electronic method.	Leadership Team and Technology Department.	Professional development will be provided for staff on communicating through electronic means.	Ongoing communications with students and parents regarding classroom activities and educational opportunities.
	Create electronic unit plan templates and curriculum maps.	Ongoing during early release days and after-school sessions.	Directors of Technology and Academics.	The ability to access and use electronic unit plans and curriculum maps.	Templates published and able to used by staff members in planning instruction.

	Embed appropriate technology standards and 21st Century Skills in unit plans and maps.	Ongoing beginning June, 2012.	Leadership Team, technology staff, Director of Academics, Curriculum Committees.	Ability to tie technology and 21st century skills into instruction and assessment as part of the implementation of curricula.	Students are able to achieve success in those areas of technology and 21st century skills outlined in student achievement goals (academic; effective communicators/collaborators; globally aware, independent, responsible learners and citizens; and critical and creative thinkers, innovators and problem solvers.
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?)**
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.	Students show an increasing mastery of items described in benchmarks and on district assessments that builds sequentially over time	Formal and informal observations will note the use of best instructional practices 95% of the time.	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.	Regular benchmark conferences with teachers by principals, showing evidence of progress in student competency in meeting student achievement goals for academics; effective communication & collaboration; globally aware, independent, responsible learners & citizens; critical and creative thinkers, innovators and problem solvers.	

District Improvement Plan 2012-2017 (Assessment)

Student Performance Objectives	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?)
Student performance as measured by MCAS will meet or exceed the state's target of reducing proficiency gaps in MCAS CPI scores between 2012 and 2017 (Current % at Proficient or Better Aggregate: ELA - Chester 52, Littleville 49, MS 69, JHS 64, HS 84; Math - Chester 48, Littleville 47, MS 52, JHS 36, HS 63)). Student performance as measured by median MCAS student growth percentile (SPG) will be on target for growth (between 51 and 59: 2011 ELA - Chester 29, Littleville 35, MS 46.5, JHS 35, HS 66.5 and 2011 Math - Chester 44, Littleville 60, MS 48, JHS 34, HS 55, or will improve by at least 10 points from the prior year, or if the % of students not proficient decreases by at least 10%). MCAS participation rates will be 95% or better (2011: 100%). Student performance on DIBELS Next, Running Records, DRA, Gates, and MAP will meet or exceed national benchmarks or, will narrow the performance with national benchmarks by 50% between 2012 and 2017 (an average of 10% per year). School attendance rates will meet or exceed 95%. External suspensions will be at or below the state average or the rate will decrease at a rate that will, by 2017, be at or below the state average (currently 8.0% vs 5.6% for 2011). The high school graduation rate will meet or exceed 90% for the four year rate, or 95% of the five year rate (2011: 85.1% & 92.1%). Dropout rates will decrease by half the gap between the annual rate and 0% by 2017, or the dropout rate meets or exceeds the 90th percentile for the group in the grade span statewide, or the dropout rate for the group meets or exceeds the 80th percentile for all students in that grade span statewide. The correlation between student grades and state and district performance on standardized assessments will be positive as measured by the Pearson product-movement correlation coefficient or other similar measure of correlation. Student growth in the areas of effective communicators and collaborators; being globally aware, independent, responsible learners and citizens; and critical thinkers, innovators, and problem solvers will be determined through the development and use of district-wide rubrics in those areas for specific activities/skills as detailed in the3-5 year performance measures for student growth.	*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.	* 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.

District Strategies	District Action Steps	Timeline or Key Milestones	Person(s) Responsible	Resources for Teachers	Objectives (How will we measure success?)
*Generate matrix of appropriate elementary, middle, junior, and high school assessments and their uses for math and ELA. *Review alignment of assessment results and student grades, discipline, attendance and other measures to develop appropriate student interventions	*Implement a Student Performance Assessment Plan to ensure students will be assessed using common district-wide assessments on a consistent schedule and research and pilot additional assessments for potential district use.	* Use local assessment data to target instruction to meet needs of individual students. *Building-based plan for implementing Student Performance Assessment Plan in each SIP	Leadership Team Building Principals	*Matrix of assessment tools, uses, timeline, etc. *Comprehensive, cohesive plan that provides a structure for assessment	District assessments will be given consistently, data collected from these assessments will be readily available to staff members, and this data will be reviewed by building based data teams and used to craft and implement appropriate student intervention plans.
*Provide electronic data collection, storage and retrieval tools· Data warehouse· RtI Software (Centris)· Power School· DIBELS website (for DIBELS Next only) *Develop processes for gathering and storing local data and uploading into and among data warehouse, RtI software, and Power School *Collect data and import into appropriate storage site(s)	*Synchronize import and export of data. *Develop, finalize, and implement a process for collecting and uploading all types of district-wide and Response to Intervention (RtI) assessments (writing prompts, high school common course assessments data, DRA, writing prompts, end of year math assessments, etc) into TestWiz.	*By 9/12 gaps in district level assessments will be identified and plans in place to fill with appropriate assessments. **** Test WIz	Directors of Technology and Academics with Leadership Team	Student performance data across a range of assessments available to teachers in various formats and modified by teachers to meet their individual classroom needs.	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.

*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.	*Train Leadership Team and teachers to a) use electronic data tools effectively and b) apply a data analysis/inquiry process *Train Leadership Team, Special Educators, Reading Teachers, and Regular Education teachers in data use specific to RtI model	* Form data teams at each school. *Ensure that data is evaluated/reviewed regularly and used to improve student success. *By 8/1/12, Leadership Team will be reviewing student information from all databases. *By 11/12, teachers will be accessing classroom data via appropriate databases. * By 1/13, results of assessments will be applied to appropriate student interventions across the district.	Leadership Team Building Principals	*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.	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. A district assessment calendar will be used each year starting in 2012-2013.
*Communicate district-wide assessment vision to teachers and staff *Communicate plan for collection, reporting and using data *Incorporate needs reflected in data in future DIP, SIPs	*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	*Communcate the relationship among state, district, school, and classroom data for student performance assessment (CIA pyramids) *Building administrators will share school, class, and individual information with teachers in their buildings routinely throughout the year.	Leadership Team Building Principals	An understanding that there should be a correlation between various assessments that is able to help individualize instruction, make appropriate interventions, and inform instruction.	Communicate existence of vision, plan, and processes for using assessment data to inform instruction
Share student performance data with parents (through grade portal, interims, and report cards for individual students), share school and district performance data with school committee (in all areas as defined by the district's performance measures), publish this information for the general public.	Manage individual student data to appropriately share with parents/guardians; develop school and district reporting mechanisms to share data with school committee and general public.	Student achievement in terms of grades and needs shared routinely with parents/guardians; MCAS results shared with school committee by 11/12; district performance measures adopted by 3/13; first year data on progress on meeting these goals shared by 6/13.	Leadership team, school committee.	Ability to compare student and class data against school, district, and state performance data as well as against benchmarks for progress/success.	Individual student performance shared routinely (every 4 to5 weeks for written reports, every 10 days for classroom assignments); reports to school committee at least every 6 months.
Have a well informed, reflective, and supportive school committee that makes decisions based upon student, school, and district needs.	School committee members attend required member training, incoming school committee member packets, professional development by/for school committee, self-reflective assessment/analysis of school committee performance.	All newly elected/appointed school committee members attend mandatory training within first year of being on committee; school committee welcomes new members and explains roles/responsibilities; school committee sets time aside for professional development and reflection, school committee uses self-assessment process to determine areas in which improvement in performance is needed.	School Committee	A supportive and knowledgeable school committee membership.	Professional development of school committee (individuals and entire committee); self-assessment undertaken by all committee members; opportunities developed to improve school committee functioning in supporting student, school, and district performance.
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?)**
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.	At benchmark conferences teachers will use data to show evidence of student progress. Teachers will use interim assessment information to modify instructional delivery.	Continue to use currently available assessments and use new assessment tools to fill assessment gaps by Sept. 2012	Appropriate interventions are being used on a routine basis to increase student performance.	Regular benchmark conferences with teachers by principals, showing evidence of progress in student competency in meeting student achievement goals for academics; effective communication & collaboration; globally aware, independent, responsible learners & citizens; critical and creative thinkers, innovators and problem solvers.	
Student MCAS scores will be reviewed for consistency across test questions and students will be identified for additional help and resources.	Students will receive targeted interventions to increase skills and/or knowledge shown to be lacking on MCAS. Students will be more focussed on success.	Protocol approved and in student handbooks for fall of 2010.	Additional tutoring/help resources for maximizing performance.	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.	

District Improvement Plan 2012-2017 (Resources)

Student Performance Objectives	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?)
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	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
	Lack of appropriate funding targeted to provide for effective collaboration and communication between all educational stakeholders including developing a ten-year plan for capital improvements and funding this with a stabilization fund.	Lack of understanding budgetary constraints in the district, a failure to regularly pass the adopted budget in a timely fashion, failure to fund a capital stabilization account.

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.
School Committee to understand budget process, budget document, and to develop a budget that supports student achievement in defined educational expectations and then to support that budget throughout the adoption and ratification process.	Review school committee developed budget documents, provide timely information while developing budget, provide information on school & student activities, assist the school committee in making appropriate decisions based upon student and district needs.	Provide overview of process and potential parameters by 12/12; provide initial budget information by 1/13; review and change budget as necessary for presentation at 3/13 budget hearing.	Leadership team and school committee.	Appropriate financial resources to support student achievement, fiscal stability, and infrastructure support.	An approved budget that supports the needs of the district.

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.	Develop and implement protocol by fall of 2010 for total district involvement by spring of 2011. * Fall of each year-check on volunteer use and update protocols as needed.	Leadership Team	Additional resources from community to assist in classrooms, tutoring, other activities throughout the district.	The establishment of an Educational Foundation incorporating Alumni is in place by 6/12.
Use the Gateway Educational Foundation (GEF) to expand opportunities for staff and students in a manner that will supplement, not supplant, the district's operational budget.	Develop fundraising mechanisms, protocols for awarding funding grants for improving student/staff opportunities.	Funding plan and protocols for operations developed and in use by spring of 2013.	Gateway Educational Foundation Board of Directors.	Additional resources and opportunities to increase educational opportunities for students.	The granting of funding for special projects by the Foundation.
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.	Regular benchmark conferences with teachers by principals, showing evidence of progress in student competency in meeting student achievement goals for academics; effective communication & collaboration; globally aware, independent, responsible learners & citizens; critical and creative thinkers, innovators and problem solvers.	
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 elementary/MS, hands-on opportunities)	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.		